



SCHOOL OF EDUCATION

ALUMNI MAGAZINE

Spring 2023



GLOBAL GATEWAY 50th Anniversary



RESEARCH TO IMPROVE
THE EXPERIENCES
OF WOMEN OF COLOR
IN STEM

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A FRESH LIBRARY
FOR TOMORROW'S
TEACHERS



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REMEMBERING
EDSON
SAMPLE



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ALUMNI MAGAZINE



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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!

Over my career I have been fortunate enough to travel and learn from others. These travels have fortified my belief that our students need to be given the tools and resources to function and succeed in a global and multicultural society. Global and international engagement is one of the key focuses of the School, and throughout the pages of this magazine, we highlight some of that work.

The School has observed several milestones over the past year. Last spring we celebrated the 50th anniversary of Global Gateway for Teachers (GGT) (page 14). We believe that “Education Changes Lives,” and the award-winning GGT program has enabled our students to grow and broaden their horizons, as well as change the lives of the students that they teach.

In August, we celebrated the 30th Anniversary of the opening of the Wendell W. Wright Education Building that we call home (page 21). Deans Emeriti Howard Mehlinger, Don Warren and Gerardo Gonzalez were all on hand to reflect on the creation of the building. Professor Curt Bonk also spoke about the technological focus of the building and the work that is being done to keep us ahead of the technology curve. This building has been

the epicenter of our work for the past three decades, but it had begun to show its age. In early January, we unveiled a new and redesigned Café in partnership with IU’s Residential Programs and Services (RPS). The Café is located in what was previously our lounge just off of the atrium. Students, faculty, staff and visitors to the School now have access to expanded food choices and comfortable spaces to sit, eat and talk. We’ve also been renovating our Education Library (page 21) to better meet the needs of our students, faculty and staff. This new space, along with two new experimental classroom spaces, will open later this spring. And the Office of Undergraduate and Teacher Education suite also has a new look with updated furnishings and more spaces for students to gather. Finally, I am excited to report that the Center for Human Growth (CHG) will be renovated this summer to add four new clinic rooms enabling the clinic to begin serving children as well as adults. The renovated CHG space will re-open in fall 2023.

The School of Education has consistently been ranked as one of the best schools in the nation, and we’re thrilled that once again our graduate programs have been recognized by the U.S. News and World Report’s 2023 “Best Graduate Schools,”

with nine specialty areas ranked in the top 25 (page 4).

Our enrollments at the undergraduate and graduate levels remained strong this year, and we remain committed to helping to address teacher shortages in the state of Indiana and beyond.

While there have been many gains over the past year, there have also been losses among our esteemed faculty and colleagues. We recognize and honor just a few of those individuals towards the end of this magazine (pages 24-25).

Lastly, I want to highlight some of the innovative new course work that we’re developing to recruit new students. In addition to our ongoing deep commitment to training teachers, we are expanding our focus to include educating students for careers outside of the classroom. We are now offering a collaborative certificate in Academic Advising, available online (back cover).

I look forward to sharing more about the critical work we do - and hopefully meeting some of you in person. Until then, I hope this issue of the Alumni Magazine provides a glimpse of key accomplishments of the IU School of Education.

Anastasia Morrone
Dean

Ψ
SCHOOL OF
EDUCATION

US News &
World Report

2023

Best

EDUCATION
GRADUATE
SCHOOLS

#32

Overall 2023 best education
graduate school

#1

School of Education
in Indiana

#23

Among public
schools of education

9 SPECIALTY AREAS RANKED IN THE TOP 25

#9
(tie)

Higher Education
Administration

#10
(tie)

Elementary
Education

#20
(tie)

Special
Education

#9
(tie)

Student Counseling
and Personal Services

#13

Curriculum and
Instruction

#22
(tie)

Education
Policy

#10
(tie)

Secondary
Education

#17
(tie)

Educational
Administration and
Supervision

#22
(tie)

Educational
Psychology

IU School of Education graduate programs rise nine spots in national ranking

“The past two years have been some of the most challenging for teachers, students and researchers alike. Yet we recognize that from challenges can come amazing and necessary work to make education better. These rankings recognize our commitment to changing lives through education in the classroom and beyond.” - Dean Anastasia Morrone

The IU School of Education has been recognized again as one of the best graduate schools in education across the country by the U.S. News and World Report’s 2023 “Best Graduate Schools.”

Overall, the IU School of Education is ranked #32 (tie), a jump of nine spots from last year’s ranking, with nine graduate specialty programs ranked

within the top 25. The School is the top ranked graduate school in the state and is also ranked #23 amongst public schools of education. Four programs, Higher Education and Student Affairs, Counseling and Educational Psychology, Secondary Education and Elementary Education, are ranked in the top 10.

At a time when education remains critically important, the School of

Education continues to show our commitment to the field through the strength of our programs. Students in these programs go on to make valuable contributions in education as teachers, administrators, school psychologists and faculty members, amongst other vital professions, across the country and around the world.



Welcoming seven new faculty members to our school

We are thrilled to welcome seven faculty members to the IU School of Education. They bring expertise in many areas, including financial management for schools, STEM interests in children and the process and outcome of psychotherapy.

We look forward to their future contributions to students and research.

Day Greenberg - Assistant Professor, Instructional Systems Technology

Maryellen Brunson McClain Verdoes - Associate Professor, Instructional Systems Technology

Michele Moore - Clinical Assistant Professor, Educational Leadership and Policy Studies

Kelli Paul - Assistant Research Scientist, Center for Research on Learning and Technology

Andrés Pérez-Rojas - Associate Professor, Counseling and Educational Psychology

Lauren Ray - Clinical Associate Professor, Curriculum and Instruction

Vivek Vellanki - Assistant Professor, Counseling and Educational Psychology

Eleven faculty members approved for promotion



The Indiana University Board of Trustees approved promotions for eleven faculty members from the IU School of Education. The promotions were effective July 1, with the appointment with tenure effective July 1, 2023.

CENTER FOR POSTSECONDARY RESEARCH

Chad Christensen - Assistant Research Scientist to Associate Research Scientist

Robert Gonyea - Associate Research Scientist to Senior Research Scientist

Jillian Kinzie - Associate Research Scientist to Senior Research Scientist

COUNSELING AND EDUCATIONAL PSYCHOLOGY

Joshua Danish - Associate Professor to Professor

Jessica Lester - Associate Professor to Professor

Jesse Steinfeldt - Associate Professor to Professor

CURRICULUM AND INSTRUCTION

Serafin Coronel-Molina - Associate Professor to Professor

Derek Nord - Associate Professor to Professor

Gustave Weltsek - Assistant Professor to Associate Professor with tenure

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Cindy Ann Kilgo - Assistant Professor to Associate Professor with tenure

David Rutkowski - Associate Professor to Professor

Four alumni honored for contributions to education with Distinguished Alumni Award for 2022



EDDIE R. COLE
M.S.'09, Ph.D.'13

Associate Professor, University of California, Los Angeles

Early Career Achievement Award

Eddie R. Cole is an associate professor of higher education and history at UCLA and the author of *The Campus Color Line: College Presidents and the Struggle for Black Freedom* (Princeton University Press, 2020). Cole's research focuses on college presidents' historic role in shaping racial policies and practices both inside and outside of the educational sphere.



FRANK D. SÁNCHEZ
Ph.D.'03

Senior Fellow
Interfaith America

Excellence In Higher Education Award

Frank D. Sánchez is currently serving as a senior fellow at Interfaith America based in Chicago, Illinois. In July 2016, he became the tenth president of Rhode Island College. During Sánchez's tenure, he led significant advancements for the college including growing annual giving 200%, increasing the college endowment 65% to \$43 million, while securing the largest and third largest gifts in the history of the college.



PAOLA SZTAJN
Ph.D.'95

Dean, College of Education
North Carolina State University

Outstanding Alumni Award

Paola Sztajn currently serves as dean of the College of Education at North Carolina State University. She is a professor of mathematics education and, since her arrival at NC State in 2008, she has also served as interim associate vice provost for academic personnel and policy, provost fellow, associate dean for research and innovation, head of the department of Teacher Education and Learning Sciences and faculty senator.



ROSEMARY WOLF REHAK
M.S.'77, Ed.D.'86

School Administrator, retired
Bartholomew Consolidated
School Corporations

Excellence In Pre-K–12 Education Award

Rosemary Wolf Rehak first worked as an English teacher at Washington High School in South Bend, Indiana, and eventually became dean of students at Bloomington High School South, followed by a central office position in curriculum then a move to assistant superintendent for human resources in the Bartholomew Consolidated School Corporation in Columbus, Indiana.

Simply put, these alumni have made education better through their many years in the field. From the classrooms where they've taught to the research and administration work they continue to do, I'm thrilled to celebrate with them.

Dean Anastasia Morrone



Photo courtesy of IU Archives

RECOGNIZE ANYONE IN THE PHOTO?

The trapezoid shaped table in the photo taken in May 1951 was used by Dean Wendell W. Wright. We still have this table in a conference room in our building, and we want to frame this photo for the wall in the conference room. The IU Libraries archive team helped us identify several of the people seated at the table, but we need your help to identify the rest of the people:

From the IU Archives: (Starting at extreme right, and then clockwise around the table) Dean of the School of Education Wendell William Wright; unknown; possibly Professor of Education Merrill Thomas Eaton?; unknown; Principal of IU's

(K-12) University School Otto Hughes; possibly Professor of Education and Assistant to the Dean of the School of Education Raleigh Warren Holmstedt?; Professor of Education Harold H. Church; Professor of Secondary Education Carl Gustave Frederick Franzen; unknown; Associate Professor of Library Science and Director of Library Science Margaret Irene Rufsvold; possibly Professor of Education Grover Thomas Somers?; unknown; and unknown.

If you recognize anyone in the photo, please send us an email at educ@indiana.edu. Thank you!

Donate your **CAP AND GOWN** for future graduates



Got an extra graduation gown you no longer need? We are now accepting donations of caps and gowns from retired faculty and alumni of our Ph.D. and Ed.D. degree programs.

These caps and gowns will become part of our Grad Gown Lending Closet and will be provided for free to graduate students who may not be able to afford renting graduation regalia. We are thankful to alumni Pete Rubba and John Coomer, who recently donated their gowns.

To donate your cap and gown, please contact the **Office of Graduate Studies at educate@iu.edu**.



Associate Dean of Graduate Studies Sarah Lubienski holds a graduation gown donated by Alumnus Pete Rubba



Keely Schmerber hopes experiences, education will improve the lives of people with autism

“As a person with autism myself, I can be an ambassador for children from an underrepresented population, who at times do not have a voice.”

After nearly ten years at IU, alumna **Keely Schmerber** has found herself at the IU School of Education hoping to make a difference for students with autism.

Schmerber’s relationship with IU began when she stepped onto the IU campus for the first time at age 15 after receiving an artistic merit scholarship to attend the Jacobs School’s International Summer Piano Academy. Originally from New Jersey and away from home for the first time, it didn’t take long for her to fall in love with IU.

After graduating with High Distinction from the Jacobs School of Music with a Bachelor’s in Piano Performance and a Certificate of Entrepreneurship from the Kelley School of Business, Schmerber spent two years working at a school for students with special needs back in New Jersey, earning as much hands-on experience in the field as possible. She was also inspired by an experience during the summer between

her sophomore and junior year when she mentored an 11-year-old boy with autism from Ethiopia, something she called very personal, as she too has autism.

“My experience that summer taught me that, as a person with autism myself, I can be an ambassador for children from an underrepresented population, who at times do not have a voice,” Schmerber said. “This in turn created a calling in me: building on my twenty-plus years in piano performance, my business knowledge in entrepreneurship and my personal narrative and education in special education and autism, I plan to open a music academy and academic school for students with autism. I plan to not stop at one school, but open a chain of many more schools.”

She earned her M.S. in Special Education with an autism emphasis last May, having received IU’s Educational Opportunity Fellowship for two consecutive years to do so. She is also writing her master’s thesis,

You’re Hired: the High Unemployment Rate for Adults with Autism and How to Change This Statistic’s Trajectory, on the high unemployment rate for adults with autism and what can be done to change this statistic. With the work from her thesis, Schmerber hopes to gather the perspectives of key stakeholders in the autism community, as well as individuals with autism themselves, regarding what can be done to reverse the unemployment rate for adults with autism. She hopes to have her thesis published so her research can be widely circulated and made known.

Schmerber adds unemployment is not the only issue for adults with autism: “Adults with autism are also repeatedly malemployed (working in an environment that does not suit their needs) or underemployed (working minimal hours or volunteering). Therefore, the quality of life is poor for many people with autism. As a woman with autism, I plan to change the trajectory of this statistic.”



Meghan Langford receives Provost's Award for Undergraduate Research

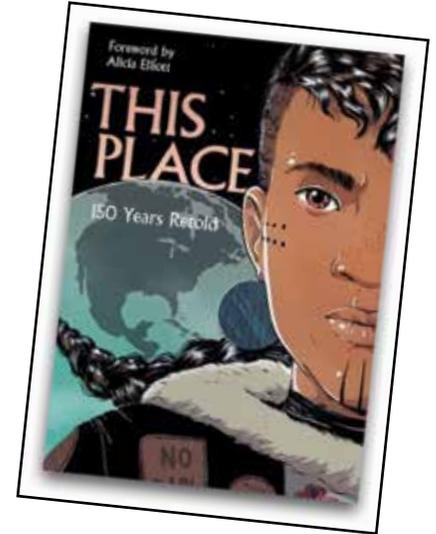
Each year, The Provost's Award for Undergraduate Research and Creative Activity is granted to five exceptional Indiana University students. These student researchers are rewarded for remarkable work in their respective fields. Each are assigned to an IU faculty member, with many finding these mentors play a pivotal role in their success. Additionally, the winner's faculty mentors receive a grant sponsored by the Offices of the Provost to fund future research projects.

Meghan Langford: Humanities

Before graduating last May, **Meghan Langford** studied secondary social studies education and education policy. Her Provost's Award reflects the extraordinary work she has done for her semester-long capstone project where she combined her three passions: social justice, community outreach, and children's literature. "My project investigates the modernity of the depictions of Indigenous communities in children's literature over time and features two main components: a website that serves as an open

education resource (OER) of my research and a social justice book club event," said Langford.

Langford's IU faculty mentor, education librarian Christina Jones, has supported Langford in a multitude of ways throughout her research. "This project simply could not have been done without her advice and guidance," said Langford, "Christina helped me locate Indigenous children's literature and introduced me to the work of Indigenous scholars." Jones played a significant role within the book club component of Langford's capstone



project as she worked closely with Langford and coordinated reader and facilitator discussion for the event.

"I am truly honored to be receiving this recognition, and I wish to extend my deepest gratitude [to the Provost's office for considering] my research," said Langford. Langford participated in Global Gateway for Teachers last spring (see story on page 14) and student taught at a secondary school in Dublin, Ireland. When she returned home in late May, she finally fulfilled her lifelong dream of being a teacher.

Faculty, staff, and students recognized in 2022 Celebration of Excellence



Associate Professor Ana Maria Brannan presents Weverton Ataide Pinheiro with an Associate Instructor Outstanding Teaching Award

The Celebration of Excellence ceremony was held last May to honor the outstanding achievements from faculty, staff and students across the School of Education. After two years of this event being held virtually, the 2022 celebration was once again held in-person.

“This ceremony focuses on internal awards presented by the school,” said Jeff Anderson, Associate Dean for Undergraduate and Teacher Education. “There would be no way to recognize the many external awards that our faculty, staff, and students have received over the past year.

To read the full list of award winners, please visit go.iu.edu/4DxX.



McNeill wins English majors research award

Erin McNeill has been awarded the Julia E. Berry Research Award to Study Careers of English Majors from the National Council of Teachers of English.

McNeill, a Visiting Clinical Assistant Professor in Literacy, Culture and Language Education, said she was thankful and humbled that her research proposal was chosen as the inaugural winner of the award, which was established to support a research project that studies the careers of English majors and the role and function of English in career development.

McNeill’s project, *Culturally Responsive Listening in English Language Arts Classrooms: Building Curriculum for Cultural Engagement*, is designed to learn the techniques English Language Arts (ELA) teachers use to integrate student feedback, comments and questions into canonical or mandated secondary English curricula. The objectives of the project are first, to interview and observe English majors in ELA classrooms who use cultural responsiveness to reflect on and create units of study for culturally and linguistically diverse students; second, to analyze the

methods used by English teachers to engage and interest students in the mandated curriculum; and third, to create a framework that explains how the theories of culturally responsive pedagogies (Gay, 2018; Ladson-Billings, 1995) can integrate student voice in required texts of English Language Arts classrooms.

“English teachers and preservice teachers could use the framework to see how their peers still teach canonical texts in culturally relevant ways,” McNeill said. “Therefore, the funding will be used to interview and observe the ways English teachers differentiate mandated or required curriculum to engage culturally and linguistically diverse students. The funding will also cover travel costs to present my work at the National Council of Teachers of English conference.”

Currently, McNeill’s research focuses on asset-based strategies for linguistically and culturally diverse students, prioritizing relationships and classroom spaces where students can share family stories, life experiences and funds of knowledge. More info on her work can also be found on her website www.erinmcneill.com.



Curt Bonk (top row, second from right) with the other 2022 AERA Fellows

Bonk named AERA Fellow



Curt Bonk, Professor in Instructional Systems Technology, has been named a Fellow by the American Educational Research Association. The AERA Fellows Program honors education researchers for their exceptional contributions to, and excellence in, education research. Nominated by their peers, the 2022 Fellows were selected by the Fellows Committee and approved by the AERA Council, the association's elected governing body.

Bonk remembered when he and colleague

Tom Reynolds drove to their first AERA conference in 1987: "At the time, I had no clue that exactly 35 years later I would be attending a banquet at the annual AERA conference wherein I would be named a 'Fellow' among all of these world-leading educational researchers and highly esteemed scholars."

"For me, being named an AERA fellow is quite hard to fathom since AERA has 25,000 members and the annual conference attendance is often around 15,000 people.

Only a small number of AERA members become fellows each year. To have my name on the AERA fellows page still seems a bit strange," he added.

As a Fellow, Bonk is encouraged to nominate other AERA fellows and to inform friends and colleagues about the program. Since his first AERA conference all those years ago, Bonk has coordinated many symposia, keynoted business meetings and events and helped start special interest groups within AERA.

Five School of Education students win IACTE award



Left (left to right): Grace Nugent, Kylee Hagan, Katie Paolillo and Alexa Sucharetza at the awards banquet. Right: Brandon Swann with his host teacher in Italy.

Five students from the School of Education won the Indiana Association of Colleges for Teacher Education (IACTE) Outstanding Future Educator Award for 2022.

Award recipients must demonstrate a range of inspiring work and leadership in working with students or as part of the profession that models the commitment and dedication necessary for all outstanding future educators.

This year's winners are:

Kylee Hagan, B.S. Secondary Education Life Science Biology

Grace Nugent, B.S. Exceptional Needs Education and Elementary Education - Teaching All Learners Elementary

Katie Paolillo, B.S. Exceptional Needs Secondary - Community of Teachers Undergraduate

Alexa Sucharetza, Transition to Teaching Secondary Social Studies Graduate Certification

Brandon Swann, B.S. Secondary Education Language Arts/English

Lester wins AERA book award



A book co-written by Professor **Jessica Lester** has won the 2022 American Educational Studies Association Critics

Choice Book Award for her book, *Centering Diverse Bodyminds in Critical Qualitative Inquiry*.

“My colleague, disability scholar-activist Emily Nusbaum, and I are so grateful that our book has been recognized with this award,” Lester said. “This was a book project that I was so grateful to be involved with, as I learned a great deal as a scholar during the book’s development. At its core, the book was designed to speak back to the power of ableism and epistemologies of ableism that have long been left unquestioned in qualitative research practice.”

“We brought together six chapters written by scholars and scholar-activists working at the intersections of disability studies and critical qualitative inquiry,” Lester

added. “The contributing authors provide insights into how we might—as qualitative researchers—work to radically include in our research bodyminds previously rendered unthinkable and unlivable.”



Each year, a committee of AERA members selects a number of titles it regards as outstanding books that may be of interest to those in educational studies. The Critics’ Choice Award serves to recognize and increase awareness of recent scholarship deemed to be outstanding in its field and of potential interest to members of the Association.

Peterson receives distinguished service award

Professor **Zoë Peterson** has been awarded the Distinguished Service Award from the Society for the Scientific Study of Sexuality (SSSS).

“I am deeply honored to receive this award,” Peterson said. “SSSS has been an important part of my professional life since I was a graduate student. I met many of my current collaborators and friends at SSSS conferences, so it feels especially meaningful to be honored by an organization that has been so important to me.”

Peterson has been a member of the organization since she was a graduate student, so for about 20 years, and has held a variety of roles within the organization, but most substantially served as President



of the organization from 2019-2021. Peterson currently remains actively involved in the organization as Past-President and Chair of the Nominations and Elections Committee.

“Broadly, my research addresses sexual assault and sexual consent. Much of current research is focused on how we can best measure sexual assault victimization and perpetration through self-report questionnaires. Accurate measurement of sexual assault experiences is important for researchers, clinicians, and university Title IX offices among other groups,” Peterson added.

Peterson received her award at the Society for the Scientific Study of Sexuality conference last November.



Research to improve the experiences of women of color in STEM

Graduate student **Karyn Housh** has won the 2022-2023 President's Diversity Dissertation Fellowship from the Indiana University Graduate School. Housh is a doctoral candidate of Learning and Developmental Sciences within Counseling and Educational Psychology.

The President's Diversity Dissertation Fellowship was established in 2014 to provide one year of support to advanced doctoral students who are completing Ph.D. dissertations and is specifically aimed at graduate students who are underrepresented minorities in their fields.

Housh's research centers around the learning experiences of women of Color in STEM - though this wasn't initially what she thought she'd study.

"I quickly noticed the lack of research involving people of color in these spaces,"

Housh explained. "My background is in biochemistry and biology, and I was born and raised in the Caribbean twin islands Trinidad and Tobago. At home, I was surrounded by people, and specifically many women of color in STEM professions, so this disparity in the U.S. made me begin to question things and dig deeper into why this lack of diversity exists in this domain. As I became involved in the I CAN PERSIST STEM Initiative, the Feminist Research Collective, and being a mentor of underrepresented learners in quantitative studies, as well as a mentor for Black Women in Tech and CEWiT, my need to be involved in research exploring these learners' experiences became pronounced."

Housh said she was shocked to receive the fellowship, but felt deeply honored to be chosen to receive this award, adding, "It's a beautiful feeling to have your research and efforts recognized."

"Though my research space and methodology are somewhat unique to the IU Learning Sciences, I am thankful I have been able to assemble an incredibly supportive committee who have all been integral to my success and persistence in pursuing an area I'm truly passionate about," she explained. "The stories of these women are invaluable, and I am truly fortunate to be in a space which recognizes the need and importance of this research. As I embark upon my dissertation, I do hope to invite more women of color with STEM backgrounds to share their stories. Together, we can make a difference and improve the experiences of future women of color in STEM."

The stories of these women are invaluable, and I am truly fortunate to be in a space which recognizes the need and importance of this research.





Global Gateway for Teachers celebrates fifty years



From left to right: David Dimmett (President and Chief Executive Officer, Project Lead the Way); Dawn M. Whitehead (Vice President of the Office of Global Citizenship for Campus Community, and Careers at the American Association of Colleges and Universities); Laura Stachowski (Director, Global Gateway for Teachers); James M. Mahan (Professor Emeritus, Global Gateway for Teachers Founder); Pam Fischer (Retired English Teacher); Kathleen Sideli (IU Associate Vice President for Overseas Study)

For half a century, **Global Gateway for Teachers** has been helping students have transformative experiences around the country - and around the world. The unique program provides IU School of Education students the chance to teach abroad, giving them invaluable intercultural immersion experiences while also fulfilling their student teaching requirements.

Global Gateway started as a vision in the 1970s by Professor Emeritus **Jim Mahan** to respond to increased diversity in classrooms and expand the pre-professional experiences of future educators. The rigid structure of most

teacher education programs means it can be difficult to take part in a traditional study-abroad or off-campus internships, but as part of Global Gateway, students have the opportunity to teach in two locations in the U.S.—Chicago Public Schools or the Navajo Nation—or in more than twenty countries around the world, with plans to further expand that list.

Students who participate in Global Gateway make a two-year commitment to the program, beginning with a preparatory phase that includes monthly classes, readings and a workshop, ultimately culminating in the student teaching experience.

Laura Stachowski is Director of Global Gateway for Teachers and has seen the impact the program has had on a personal level, having studied in Preston, England, in the late 1970s. Prior to the pandemic, program coordinators served between 70 and 100 student teachers each year, including students enrolled at IU Bloomington, along with those at guest institutions such as Purdue University, Ball State University, Indiana State University and IU regional campuses around Indiana. They also served as a placement provider for roughly the same approximate number of students from partner institutions for whom the program provides placements.



Mrs. Martha Tilaar in the middle, Dean Morrone on the right. On the left are Paula Jenkins and Wulan Tilaar.

Dean **Anastasia (Stacy) Morrone**, along with **Mary Dwyer** (Executive Director of Development and Alumni Relations) and **Paula Jenkins** (Vice President for Principal Gifts for the IU Foundation), undertook an international trip to connect with alumni and friends of the School of Education in Jakarta, Indonesia last September. While there, Dean Morrone and her team visited and reconnected with Mrs. Martha Tilaar, the wife of the late Professor Alex Tilaar (Ed.D., 1969),

and their grown children. The family are longtime and generous supporters of the School. The team also visited multiple agencies and foundations that support Indonesian students and scholars. The visits served to renew and re-establish groundwork for international collaborations and partnerships. The dean-led visit highlights leadership efforts to reinforce the importance of global engagement in the work of the School of Education.

Renewed partnership in Germany expands opportunities for IU School of Education students and faculty



Professor Faridah Pawan, right, engages UHH colleagues in exploring and discussing culturally responsive pedagogy in special education. Associate Professor Tina O'Neal of the School of Education at IUPUI is also pictured to the left.

The IU School of Education has extended a long-standing relationship with the Universität Hamburg (UHH) to develop a long-term engagement plan in research, teaching and service at the level of student, staff and faculty exchanges, as well as collaborative teaching and research.

IU and UHH have been engaged in exchanges since 1977. Recently, the two universities renewed their engagement and signed a partnership agreement for the period covering November 1, 2020, to October 31, 2025. This partnership

has developed a long-term engagement plan in research, teaching and service at the level of student, staff and faculty exchanges, as well as collaborative teaching and research.

With this partnership, new opportunities are beginning to take root. Last year, six UHH preservice teachers traveled to Bloomington for four-week placements in local elementary and secondary schools with the goal of broadening their understanding of teaching and learning through an international lens.

The German teacher candidates lived in local homestays, engaged in School of Education events and activities and participated in a field trip to Indianapolis where they visited The PATH School and the Indiana Statehouse. That experience was organized by GlobalGateway for Teachers Director **Laura Stachowski**. And in return, student **Clara Valentine** became the first School of Education student to visit Hamburg for an eight-week immersion experience through the Global Gateway program.

Summer course in India explored social justice through international partnerships

IU School of Education faculty, students and local teachers traveled to India this summer to teach a three-week academic literacy course to college students living in Delhi. While there, they worked with six different universities and served more than 60 students.

“Students were engaged from day one,” said Clinical Associate

Professor **Sharon Daley**. “They openly discussed difficult issues and thought critically about many aspects of those issues. They worked together to develop arguments and counter arguments for a chosen audience, and their intelligence and willingness to debate their points of view contributed to their learning.”



Mary Beth Hines, left, works with students on their Photovoice projects at the IU India Gateway, New Delhi

CEEP returns to contribute to education policy and research



I really hope CEEP can contribute in the area of equitable opportunities for marginalized student populations.



Chris Lubienski
CEEP Director

A research center focused on providing evidence to public and policy discussions around education is now once again active at the IU School of Education. The Center for Evaluation and Education Policy (CEEP), first founded in 2005, will explore a broad agenda of issues, including school choice and equitable access.

After a hiatus from the center, Director **Chris Lubienski** and Professor **David Rutkowski** were tasked with assessing if there was a need for CEEP to return. They heard enthusiasm for the center and looked at how other universities around the country approached similar research, and the relaunch began.

CEEP has assembled a wide range of experts from the School of Education

and beyond, including nationally and internationally-renowned scholars from a variety of disciplinary backgrounds. The team has expertise in several vital areas, including teacher preparation, special education, higher education, education law, equity, leadership, desegregation, knowledge use and other key fields.

CEEP published a report by Associate Professor **Alexander Cuenca** on teacher licensure issues, an important topic in view of the current teacher shortage (see page 17).

“We are also kicking off a series of policy briefs,” Lubienski added. “The first one is on the competitive impacts of vouchers on public schools in Indiana, and the next

will be on the demographics of charter school governing boards. We will have many more coming down the line from our notable scholars. I really hope CEEP can contribute in the area of equitable opportunities for marginalized student populations.”

In the past, CEEP had developed a primary focus on Indiana. Lubienski said that while that is still important to the team, it is also critical to recognize that valuable lessons can be learned by examining evidence from other places as well. The new CEEP will have a broader scope, taking into account evidence from other states and countries as well.

Report focuses on teacher licensure issues



Alex Cuenca
Associate Professor

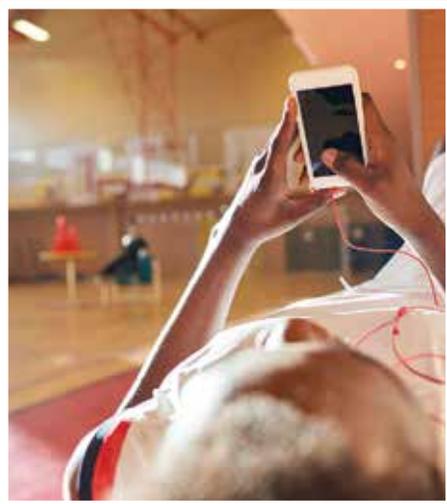
One of the first reports released by the Center for Evaluation and Education Policy focused on teacher licensure issues. Published by Associate Professor **Alexander Cuenca**, the report, “Mis-Shaping the Teaching Force: An Analysis of Passing Rates of Indiana’s Teacher Candidates,” shines a light on an important topic in view of the current teacher shortage.



This report examines the perpetual problem of diversifying the teacher workforce in Indiana by examining how teacher licensure exams act as an undue obstacle for candidates of color seeking to enter the profession. Teacher licensure exams serve a gatekeeping function that ostensibly ensures the quality of the teacher workforce. However, analyses of teacher licensure data reveal large score gaps between candidates of color and

their White counterparts. In this report, the racial origins of teacher licensure exams offer context for contemporary score gaps, in turn allowing other questions to surface, such as: *What purposes are served by teacher licensure exams? How are teacher licensure exams constructed? Who determines the validity of teacher licensure exams?*

To read the full report, visit ceep.indiana.edu.



Project to explore student-athlete social media use

Rules regarding the way college athletes can financially benefit from their name, image and likeness changed last year - but the effects of these changes on these students’ mental health and well-being remain largely unknown. **Jeff Ruser**, a doctoral candidate in counseling psychology, recently received funding to study this topic and learn more about how social media could benefit—or hurt—student athletes as they grapple with the new rules.

while also dealing with criticism on social media. When the NCAA started allowing these students to earn money based on their name, image and likeness (NIL) last summer, Ruser and his advisor, Professor **Jesse Steinfeldt**, found it relevant to include how NIL changes might affect social media use, as student-athletes continue to market and earn money through the use of their social media platforms.

Ruser, a fourth-year doctoral candidate in counseling psychology with a Ph.D. minor in Sport and Performance Psychology, was already studying how student-athletes who played for high-profile schools faced the pressures of winning

Ruser received a grant for this work from the NCAA Graduate Student Research Grant Program for his project, “Exploring the emotional, psychological, and social impacts of social media use on highly visible student-athletes in the NIL-era.”



NEWS

BRIEFS



Lubienski named to Academic Leadership Program

Sarah Lubienski, Associate Dean of Graduate Studies and Professor of Curriculum and Instruction, has been named a recipient of the Academic Leadership Program, which helps develop leadership skills of professors who may pursue careers in academic administration.

“I am very happy to be selected for the Academic Leadership Program,” Lubienski said. “I look forward to discussing the dilemmas, challenges and joys of leadership with more experienced leaders from within IU and across the Big Ten.”

The program is sponsored by the Big 10 Academic Alliance, made up of the 14 universities in the Big

Ten conference and the University of Chicago. All participants selected from the member universities will participate in three seminars hosted by Big 10 Academic Alliance universities and will take part in campus-based meetings and programs with administrative leaders.

Established in 1989, the Academic Leadership Program has developed leadership and managerial skills of nearly 1,000 fellows, many of whom have gone on to serve with distinction as college presidents, provosts and deans. The program is oriented to address the challenges of academic administration at major research universities and to help faculty members prepare to meet them.



Sylvia Martinez named new director of Center for Research on Race and Ethnicity in Society

Sylvia Martinez, an associate professor in the IU School of Education, has been appointed as the new director of the Center for Research on Race and Ethnicity in Society at IU Bloomington. She replaces Dina Okamoto, who served as director since 2014.

The mission of the center, founded in 2008, is to advance the study of race and ethnicity in the social sciences and humanities. Part of the Schuessler Institute for Social Research, it uses an interdisciplinary approach in bringing together faculty, postdoctoral scholars, graduate students and undergraduates to meet, collaborate and advance research on race and ethnicity.



DID YOU KNOW ?



Alex Cuenca



Cindy Hmelo-Silver

Faculty appointed to new roles

Two faculty members began new roles at the IU School of Education last fall. **Alexander Cuenca** started serving as the Associate Dean for Accreditation Processes on October 1. In this role, he coordinates accreditation across multiple programs in the School and works to create systems that allow for the tracking of data needed in accreditation.

Cindy Hmelo-Silver started serving as a Research Catalyst Fellow starting November 1. She works with faculty to write grant proposals and assist with school-sponsored grant writing activities.



Equity in Action works to address pandemic setbacks from marginalized communities

The COVID-19 pandemic, along with recent racial injustices, highlighted the experiences of students with disabilities from historically marginalized communities and the trauma and academic setbacks they experienced. An initiative from two IU School of Education faculty hopes to address some of these challenges.

Equity in Action was co-founded by Associate Professor **Sarah Hurwitz** to develop research and practical approaches to support historically marginalized children with disabilities. Because post-pandemic recovery will be especially important for these individuals who were academically underserved and racially traumatized during the pandemic, the initiative is devoted to improving special

education by promoting evidence-based instructional practices in teacher preparation and focusing research initiatives on improving outcomes.

Teacher training priorities include culturally responsive teaching, trauma-informed care practices, social-emotional learning and assistive technology. The Urban Ed Field Experience is a highlight of this approach: teacher candidates in the Teaching All Learners dual-licensure program travel to Indianapolis Public Schools each week where they can develop relationships with students from diverse backgrounds. This field experience allows these candidates to apply what they are learning in their methods and urban education seminar courses to real-world settings.

Working to globalize rural science education

As global trends change, so too does the need for more transformational, international learning, especially in science education. A new project from the IU School of Education will help prepare teachers for this need.

The project, *A Peer-Led-Teaming Approach to Globalizing Rural Science Teacher Preparation in the United States*, will be funded through a \$24,998 grant from the Longview Foundation. Its goal is to prepare science teacher educators to

include locally-driven, yet globally-focused science education in their rural science teacher preparation programs. The project will work to increase science teacher educators' level of global competence, increasing science teacher educators' efficacy toward preparing rural teachers to teach global science education, increasing the frequency and quality of the use of global science education in rural schools and developing a community-of-practice in regard to global science education.





Community of Diverse Educators takes on new challenges

A student group at the IU School of Education has been hard at work bringing together over 30 members with a goal dedicated to the retention, support and success of underrepresented minority students who plan on becoming future educators.

The **Community of Diverse Educators (CODE)** seeks to discuss, challenge and dismantle issues and barriers that underrepresented minority communities face in the teaching field through education, empowerment and advocacy. The group serves as a communal space for individuals to openly talk about challenges, share successes and build a network of support. They also work with both Bloomington high schools on mentoring to promote equity and sense of belonging for all individuals involved. According to **Da'Ja'Nay Askew**, Graduate President of CODE, members go to the high schools weekly to mentor minoritized students.



Education law and policy institute brings focus to importance of legal literacy

The role of religion in public schools and new laws passed by the Indiana state legislature were just a few of the topics covered at the School of Education's annual Martha McCarthy Education Law and Policy Institute in May. Panel discussions focused on how legal

literacy promotes diversity, equity and inclusion in public educational institutions. The Institute was attended by teachers, school leaders, attorneys, education law researchers, and others interested in increasing their legal literacy.



Conference brings together experts in instructional technology

At the 22nd annual Instructional Systems Technology (IST) Conference last March, students and faculty in instructional technology came together to discuss education in the post-pandemic world - and connect with great minds and share inspiration.

The conference topic was a chance for presenters to discuss research ideas and work experiences around the post-pandemic world while having faculty members and alumni of IST to share their perspectives on being researchers, student advisors and industry professionals and their reflections of how the rapidly changing situation affects everyone.

"We have incredibly well-accomplished faculty and staff who are always being so supportive and have very hardworking students who all together made us able to not only create this rare experience of having a conference by ourselves but also to keep the tradition even during such a hard time in the pandemic," said Tianshu Wang, Vice President for Conference Planning. "Therefore, another goal of this year's conference was to show the academia and the industry that we, as a top-ranking program in the field of instructional technology, are fulfilling our duty of maintaining and pushing boundaries of research works as well as protecting the career path of our students and scholars."



A new library thanks to our donors

Thanks to the power of many who have contributed to the School of Education's Education Opportunity Fund, we are excited that the renovation of the School of Education library is nearing completion. The height of the stacks in the renovated library has been lowered to allow sunlight

into the space. Students will have access to new book demonstration and workshop areas, together with group study rooms of different sizes. The library will also have new, modern furniture throughout the space, allowing our students to work and study both individually and in groups.

Finally, connected to the library are two new experimental classroom spaces that will give faculty a flexible space to explore the use of new technologies. The anticipated opening for the library and experimental classrooms is later this semester.

The Wendell W. Wright Education Building's

30th ANNIVERSARY *Celebration!*

August 12, 2022





Lois Vogel

Growing up in Santa Claus, Indiana, **Lois Vogel's** experience with a diverse community was limited to people living in Southern Indiana. During her grade school years, she had many excellent teachers who instilled Vogel's love of learning. Upon graduating from high school, she attended the Indiana University School of Education where she became an avid enthusiast for IU basketball. Upon graduating in 1972, she began teaching, and her love of reading, literacy, and storytelling drove her back to school for a Master's in Reading. A devoted educator, she taught kindergarten and first grade for 37 years, leaving lifelong influence on her many students.

Vogel wants to inspire future educators to provide their students with diverse viewpoints and has designated Indiana University as a beneficiary of her estate plans by endowing The Lois R. Vogel Social Justice Read Aloud Program in the School of Education-Bloomington. The program is presented in the School of Education Library and highlights a book on a social justice topic followed by a discussion led by scholars and community members to encourage students and attendees to challenge their thoughts and perceptions on different cultures and social norms. We are truly grateful to Vogel for thinking of future educators and the IU School of Education.



Kari Smith

Coming from a family of Norwegian immigrants, **Kari Grotness Smith** was the first in her family to attend Indiana University. She attended IPFW as a freshman, then transferred to the Bloomington campus until she graduated with her Bachelor's in 1977. She returned to IUPUI for her Master's in Vocational Education with an emphasis on special needs and graduated in 1983. Her experience as an IU student provided her the foundational skills to teach those with developmental differences and alternative learners. Throughout her 30 years in education, she's worked with five school districts across the nation, serving in various positions such as Special Education Coordinator to Dean of Students. She is honored to support students, and simply knowing future special

education teachers are benefiting from her philanthropic investment is reward enough. Her personal philanthropic philosophy has little to do with grand gestures, but instead reflects her values and her belief in paying it forward. Her investment in IU does just that. First established in 2019, the Kari Grotness Smith Scholarship provides critical financial assistance to help School of Education students cover tuition costs, so they can continue to become the next generation of innovative educators and special education teachers.

Even from Nevada, Smith's impact is substantial. We were excited to welcome Smith to the President's Circle in 2022 honoring her continued investment in tomorrow's leaders the School of Education.

Kari Smith with her husband, Mark Sticha

Patricia Avery gift in honor of Carol Hahn



In 2022, **Patricia (Pat) Grant Avery** generously established the Carole L. Hahn Scholarship in Secondary Social Studies Education to honor Hahn, a School of Education alumna. Hahn received her doctoral degree from the IU School of Education. Avery recalled, “It was Carole’s mentorship from graduate school that guided me through the official and unofficial criteria for tenure at a research institution.” Thanks, in part, to Hahn’s advisory support, Avery completed her Ph.D. in 1987 and is now Professor Emerita at the University of Minnesota. Her primary career focus was political socialization, and her dissertation

was entitled, “The Effect of Age, Political Participation, Perceived Threat and Cognitive Moral Reasoning on Civic-Social Tolerance.”

Avery hopes the scholarship reflects Hahn’s lifelong commitment to recognizing and addressing social injustice through civic education and engagement. The scholarship recipient criteria prioritizes underrepresented populations in terms of race, ethnicity, gender, sexual orientation and financial resources. Preference is also given to those who have demonstrated a sense of civic mindedness. The School of Education is honored to steward this transformative gift.

HISTORY UNFOLDED

How did Black IU School of Education students navigate student teaching in the 1930s, when they were not allowed in segregated classrooms? New research from IU Archives has worked to answer that question while giving a glimpse into the lives of (clockwise from top left) Nathaniel Sayles, Ernest Stevenson, Evelyn White, George Porter and George Wade and the difficulties they faced.

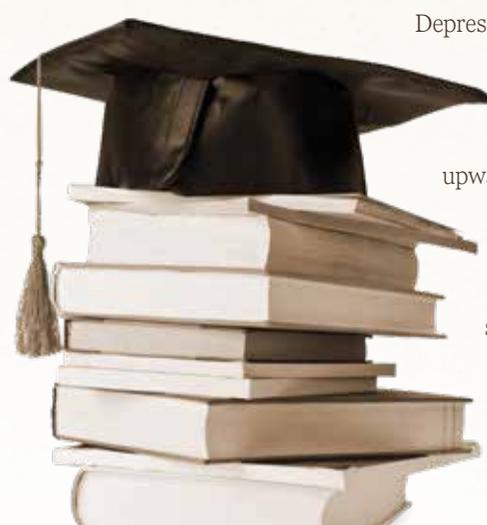
As graduate assistant Jo Otremba writes about the research, “What you’ll see in each of these individuals is incredible determination and resilience. Despite the hardships of earning degrees during the Great

Depression amidst high racial injustice, they moved onward and upward to accomplish their goals and become prominent scholars, educators, and change makers.”

Learning more about alumni who persevered during segregation of the 1930s



To learn more about their stories, visit go.iu.edu/4MPY.



REMEMBERING

Edson Sample



Edson Sample, a longtime supporter of the IU School of Education, died in early December.

Sample came to Indiana University in 1958 and started working in the Office of Scholarships and Financial Aids in 1961. Besides his work at that office, he also earned a Master of Science in Higher Education at the School of Education in 1971. After spending 29 years in the office, 22 of those as University Director, he retired in 1990. He was considered one of the founders of the National Association of Student Financial Aids and received a Distinguished Alumni Award from the IU School of Education in 2017.

Sample's legacy is perhaps most well known from the Sample Gates, a landmark on the IU campus constructed in 1987, funded by Sample and named in honor of his parents. He also left a legacy at the School of Education by funding the Edson W. Sample Fellowship for students in the Higher Education and Student Affairs (HESA) program, a gift that has ensured future generations of HESA graduates will continue to lead and impact education.



In Memoriam



Tom Froehle died in July. He had a 30-year career as a member of the Counseling and Educational Psychology department. His passion for his chosen field was infectious with the many students he taught and mentored, as well as his research colleagues. He

cared deeply for his students and made a profound impact on their lives. He was a curious professional and prolific writer. His wife, children and grandchildren were his pride and joy.



David Kinman died in July. He served the students and faculty in the School of Education for 35 years. During his tenure here, he served as the Director of Education Placement, Director of Education Student Services, and upon his retirement in 2009, David was the Assistant Dean of Career Services and Licensing.

His work with students and alumni securing jobs and launching academic careers was instrumental. Faculty and staff with whom he worked enjoyed the opportunity thoroughly. Kinman was also a voice for teacher education in the state of Indiana.



Marianne Mitchell died in December. She retired in 2001 after being a member of the counseling faculty in the Department of Counseling and Educational Psychology for 34 years. She was an internationally recognized authority on counseling and guidance and a national leader in women's athletics during the Title IX era. Mitchell was the first woman to represent

Indiana University at the Big Ten Intercollegiate Athletics Conference and the National Collegiate Athletic Association. She is survived by a brother, Robert F. Mitchell, two nephews and one niece, all of California, and a worldwide neighborhood of friends and former students.



Fred Smith died in November. Smith joined the School of Education faculty in September 1961 and served in the Higher Education program. During the planning and opening of the Wendell Wright Education Building, he served as the first director of development under Dean Emeritus Howard Mehlinger and Dean Emeritus Don Warren. Smith was listed in "Who's Who in American Education," and he authored prize-winning books in Education

and Social Studies. As a Professor, he served the University in many capacities, including stints as Program and Department chair and Associate Dean of the School of Education, as well as several years at the IU Foundation. He was also Development Director of the School of Education from which he retired in 1995 after 34 years. He is survived by his wife, Pat, and three sons.



Rex Stockton died in July. He was Chancellors' Professor Emeritus and Professor Emeritus of Counseling Psychology in the School of Education where he worked for 53 years. He also directed the Center for Human Growth for 15 years, a campus-community counseling clinic of the Department of Counseling and Educational Psychology. Stockton

received awards or honorary recognition from 15 state or national organizations, including Indiana University, Indiana University Foundation, American Psychological Association, Indiana Counseling Association, and Association for Specialists in Group Work.

Class Notes

1960s

Linda Hoffman (B.S.'67, M.S.'68) became a certified health and wellness coach and offers free coaching, education, community, and tools to create lifelong transformations. She looks forward to helping others become the best version of themselves.

1970s

Karen Goetz (B.S.'77) retired as executive director of the Richard S. Shineman Foundation, a position she held since 2014. She was one of the foundation's original board members.

Jane Simon Ammeson (B.S.'74, M.S.'75), a travel writer native to East Chicago, Indiana, authored a book, *America's Femme Fatale: The Story of Serial Killer Belle Gunness*. The nonfiction work details an appalling string of murders committed by one of history's most egregious female serial killers. Ammeson has written 15 books, including *A Jazz Age Murder in Northwest Indiana*, *Lincoln Road Trip*, and *Hauntings of the Underground Railroad*.

David Weber (B.S.'79) has been appointed to the board of the School City of Mishawaka, Indiana. Now retired, he spent 40 years as a teacher at Beiger Elementary School and was named School City Teacher of the Year in 2012.

1980s

Richard Armstrong (M.S.'81, Ed.D.'93) was inducted into the U.S. Army Ordnance Corps Hall of Fame in May 2022 for his accomplishments in planning, resourcing, and overseeing the training of over 17,000 Ordnance soldiers annually. He spent 36 years working for the U.S. Army and served as the deputy to the Ordnance School commandant from 2012 through his retirement in 2019.

Susan Auffenberg (M.S.'84) of Greensburg Community High School was named High School Counselor of the Year by the Indiana Counseling Association. She has held her position for 33 years and has served a total of 44 years with GCHS. The mayor of the city of Greensburg proclaimed October 18 Sue Auffenberg Day.

Ronald Jacobs (Ph.D.'81) has retired from the University of Illinois after 11 years as a professor of human resource development. Prior to that, he spent 27 years at The Ohio State University as a professor of workforce development and education. This will be his 42nd year as a professor of human resource development, having been inducted in the Academy of Human Resource Development Scholar Hall of Fame in 2019. In the future, he plans to continue his academic work as a part-time professor in the Learning, Leadership and Organization Development section, in the College of Education at the University of Georgia and also serve as principal, SiTUATE, LLC, a software company that has brought to market the digital platform of structured on-the-job training.

Patricia Wesley (M.S.'85), a professor of English, creative writing, and African literature at Penn State University-Altoona, was selected as the winner of the 2023 Theodore Roethke Memorial Poetry Prize from Saginaw Valley State University, for her collection "Praise Song for My Children: New and Selected Poems."

1990s

Chris Alber (B.S.'95) was appointed vice president of the Excel Center in South Bend by Goodwill Industries of Michiana Inc. The Center is the nonprofit's tuition-free school. In his new role, Alber assists students in earning a high school diploma and connects them to certifications and training for local employment. Alber's background includes more than 27 years within the academic sector, most recently serving as principal of La Porte High School.

Bill Bower (B.S.'93) was recently inducted into the Delaware County Athletic Hall of Fame in Muncie, Indiana. He was a four-year varsity player on the Wes-Del boys basketball team. He graduated in 1989 with 12 letters in four varsity sports. Bower also excelled in golf as a four-year varsity player. He was sectional medalist in 1989.

Scott Brown (M.S.'91) was appointed dean of Dartmouth College. He formerly served as interim associate vice president and dean of students at Northern Arizona University, vice president and dean of students at The College of Wooster, and associate vice president and dean of students at Colgate University.

Stacie Capua (B.S.'92) has served as an elementary teacher with Midland Public Schools in Midland, Michigan, since graduating in 1992. She found her position through the job fair at IU in the spring of 1992. She is currently in her 15th year of teaching 5th grade, having taught 2nd grade prior to that.

Amy Crozier (B.S.'96) joined the Monroe County Sports Hall of Fame Class of 2022. Crozier pioneered girls' distance running, training with the Bloomington North's boys' team in the late 1970s and early '80s. She won the first statewide girls' meet in 1978, three years before the first IHSAA girls' sanctioned meet.

Linda DeClue (Ed.D.'90) was recognized with the 2022 Education Hall of Fame Award by Bartholomew Consolidated Schools in Columbus, Indiana. She retired from the district in 2015 after serving as the head of human resources.

Kevin Frank (B.S.'96, M.S.'04) was named superintendent of Washington Community Schools in Washington, Indiana. For the prior seven years, he served as assistant superintendent and curriculum director. Prior to his move to Washington, he was a teacher and later an administrator at Eastern Greene Schools.

Anthony Head (B.S.'90) authored a book titled, *Texas Dives: Enduring Neighborhood Bars of the Lone Star State* (Texas A&M University Press). It tells the stories of 12 off-the-radar hangouts of Americana, shining light on the bars and their owners, staffs, and regulars. The book is not about drinking, but rather Texas culture intimately observed.

Terry Goodin (Ed.D.'95), former Indiana state representative, was appointed the USDA's state director for rural development by President Joe Biden. In addition to serving for 24 years as the superintendent at Crothersville Community Schools, Goodin also served for 20 years in the Indiana House of Representatives, serving on the State Budget Committee, as vice chairman of the House Ways and Means Committee and as a member of the Agriculture and Rural Development Committee.

Alison Rynearson (B.S.'95) was named registrar at Trine University. She was most recently associate registrar. In her new role, she is responsible for ensuring university compliance with campus policies and

procedures as well as federal laws and regulations in areas related to registration. She also monitors areas like academic standing, honors, grades, transcripts and transfer credit processing.

Lori Stahl (B.S.'93, M.S.'16) was a high school finalist for Outstanding Educator of the Year for Evansville Vanderburgh Schools in Indiana. She has served as the English department chair for seven years. The award honors the dedication and contributions of Vanderburgh County K-12 educators at public and nonpublic schools that have at least three years in the profession.

2000s

Cory Bucker (M.S.'06) is assistant professor of clinical education at the University of Southern California Rossier School of Education. He is also a personal development coach, life mentor, speaker, and writer. Based in Los Angeles, California, he works with individuals and groups across the globe.

Craig Buckler (M.S.'04) was appointed principal of Center Grove Elementary School in Greenwood, Indiana. He was formerly assistant principal of River Birch Elementary School with Avon Community Schools.

Julie Edenborough (M.S.'02), director of federal programs for Guymon Public Schools in Oklahoma, was named Administrator of the Year by the Oklahoma Association of School Administrators. The award recognizes outstanding administrators who demonstrate successful experience in top level educational administration, can inspire and motivate people and give support and recognition for the contributions of others, and have a record which evidences continued professional and personal growth.

Mike Hankey (M.S.'06) was appointed as consul general of the United States in Mumbai. Hankey formerly served as the deputy chief of mission at the US Embassy in Amman. He also headed the Palestinian Affairs Unit at US Embassy in Jerusalem from its establishment in early 2019 as the lead for US engagement with the Palestinians.

Kimberly Howard (B.S.'09) was awarded a Eugene and Marilyn Glick Indiana Authors Award for her children's book *Grace and Box*, a picture book in which a young girl befriends a box and they go on lively adventures together. The book was a 2022 Indiana Early Literacy Firefly Award nominee, a 2022 Panda Book Awards nominee, and was included on the 2021 Redbud Read Aloud Masterlist for Oklahoma.

Ricardo Montelongo (Ph.D.'03), associate professor of educational leadership at Sam Houston State University, was recently honored by two different universities. He received the 2022 Outstanding Graduate Mentor award from SHSU, and the Robert H. Shaffer Distinguished Alumni award from Indiana University Bloomington.

Jeremy Morris (M.S.'07), Indiana University Trustee and senior counsel at Taft Stettinius & Hollister LLP, was named to the 2022 list of Forty Under 40 by the Indiana Business Journal.

Krista Nelson (B.S.'03) was selected to serve as director of human resources and student services for Center Grove Community School Corporation. She led Center Grove Elementary since January 2017. During her tenure, she was named 2019 District 9 Elementary Principal of the Year by the Indiana Association of School Principals.

Lori Patton Davis (Ph.D.'04) was selected as a 2022 AERA Fellow. The AERA Fellows Program honors education researchers for their exceptional contributions to, and excellence in, education research.

Christopher Riddick (M.S.'04) was recognized with the Alumni Award, part of the 2022 Diversity Awards at the University of North Carolina, Chapel Hill. He has nearly 15 years of experience in the management consulting industry, currently serving as Head of Client Experience and Principal at ReadySet, a diversity, equity, and inclusion boutique consulting firm.

Deborah Snyder (M.S.'00) was named assistant dean of career management at Santa Clara University School of Law. She previously served as the director of recruiting for a large national law firm, and she worked for six years at a law school in career services and admissions.

Stephanie Swiger (B.S.'06) was named development officer of the Young Adult Division for the Jewish Federation of Cincinnati. She spent the prior seven years as a program coordinator at Crayons to Computers, a nonprofit organization that provides teachers classroom supplies.

Judith VanAlstine (Ed.D.'00) joined the Board of Trustees of the Christian Theological Seminary in Indianapolis. She is dean emerita of the School of Adult Learning at the University of Indianapolis where she also held the position of director of academic programs. She also formerly served as director of curriculum and assessment at Center Grove Community School Corporation.

2010s

Eric Allmon (M.S.'13) was selected as dean for the School of Business, Logistics, and Supply Chain and the School of Public Affairs and Social Services at Ivy Tech Community College Fort Wayne and Warsaw. He served as chair of the Paramedic Program at Ivy Tech Fort Wayne for seven years before being promoted to dean. An experienced educator, he has taught adult learners for the past 20 years and also worked as a paramedic for 28 years.

Kayla Arguello (B.S.'12) was hired as assistant principal at Muncie Central High School. A Muncie native, Arguello spent the past three years as assistant principal at Decatur Middle School near Indianapolis.

Anne Elsener (Ph.D.'12) was hired as the inaugural director of literacy programs at The Center for Vibrant Schools at Marian University. She most recently was dean of curriculum and instruction at Chicago Jesuit Academy.

Antonio Estudillo (M.S.'10, Ph.D.'13) was named director of social justice, equity, diversity, and inclusion and associate professor in education at City University of Seattle. He previously served as an associate professor at Monmouth University in West Long Branch, New Jersey.

Michele Kelmer (M.S.'15) was named director of faculty engagement and outreach in UITS Learning Technologies at IU. She formerly served as manager of digital education programs and initiatives. In her new role, Kelmer focuses on relationships with faculty, students, administrators, and other campus-specific and university-wide groups to understand their needs, develop solutions and advance the strategic priorities of IU.

Eli Major (B.S.'10) was hired to educate guests to Brown County State Park as their new interpretive naturalist. In this role, he is responsible for visitor services, natural resource and wildlife management, along with managing an educational program schedule.

Trent Moorhead (B.S.'18), math teacher at Hauser Jr./Sr. High School in Hope, Indiana, was recently named the boys basketball coach. He previously spent three years as JV coach at Franklin after graduating from IU.



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