Gateway to the World

Global Gateway provides vital cultural immersion for future teachers
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.

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For more information about membership or activities, contact (800) 824-3044, alumni@indiana.edu, or visit alumni.indiana.edu.
It’s spring break and I’m writing from Juba, the capital of the world’s newest nation. I’m here with a group of IU School of Education faculty working with our colleagues at the University of Juba to develop a master’s degree program in education, a project funded by the United States Agency for International Development (USAID).

In the weeks leading to our journey here, several incidents of renewed violence occurred and the country’s ceasefire seemed at risk. While I was confident that the security of our team would be assured, I was troubled by the accounts of the cruel and violent acts that had been reported. I was also concerned that ongoing political instability would threaten progress toward achieving an enduring peace. Upon arrival, I was immediately reminded, as I had been on previous visits here, of the importance of our assistance in promoting educational development and that our presence symbolized a commitment to those who are working toward peace and building a prosperous nation in South Sudan. I knew that our being there was the right thing to do.

Some have questioned whether we should invest our time and energy to improve education in places like South Sudan when we face so many of our own educational problems that deserve attention. Of course, I have heard such comments before, and I see the point being made. I believe that this is not an “either/or” but rather a “both/and” situation. We cannot and should not choose between focusing on international education work and addressing the educational needs that exist closer to home. In an increasingly interdependent world, to do so would be to ignore our responsibility to communities that extend far beyond the U.S. or Indiana borders.

As part of a world-class university and as a public institution entrusted to serve its citizens, we must focus both locally and globally. Our commitment to these dual aims, even during this time of transition for the School, has not wavered. In this edition of Chalkboard, you will read about the myriad ways that we are helping to improve conditions in schools, create and disseminate programs to transform how teaching and learning occur, promote educational equity and access for all students, and engage in forms of inquiry to illuminate the enduring dilemmas that we face in the field of education whether they occur in our own backyard or on the other side of the planet.

Dean’s search on hold

This is an exciting time for the School of Education. We’re in a period of transition that offers great potential for growth, and we have a dedicated team of faculty and staff who are working to ensure that everything is moving in the right direction. We’re being proactive in planning for continued strength and meaningful growth in the future. We continue to be nationally ranked among leading schools of education with many of our programs and specialties in the top 10 of U.S. News and World Report’s annual rankings.

Originally, I had planned to serve as interim dean for one year. We began the search for a new dean but discovered obstacles early in that search that limited our ability to attract candidates who would meet our expectations. It was decided by the Provost to suspend the search so that we could address these issues.

I feel very good about the work that the School is doing, and we continue to have strong support from the University’s central administration.
More than ever, we must be mindful about what it means to educate and how we go about “educating.” Given all of the changes that have occurred via state reform efforts, and the various ways we interpret and enact reform, we must begin to think about education in unique and innovative ways. This is a time of great institutional change, demographic shifts and critical issues in urban centers.

So what does this mean for IU School of Education at IUPUI? It means, what we do in educational spaces and how we do the educating requires bold and creative measures. It means, as a school, we must provide more and better opportunities to students in urban communities through our programs, our faculty and staff, and our graduates. We also must remove barriers that often exclude some of our brightest and most socially conscious community members. This is how we at the IU School of Education at IUPUI approach our commitment to urban education. We’re undertaking several measures to support students in urban spaces, both at IUPUI and across the metro area.

First, we’re beginning to look more thoughtfully at early childhood education and how it might be delivered. We’re working in collaboration with various local organizations in ways that offer new opportunities for affordable and accredited early childhood centers and innovative urban professional development schools. Responsive urban educational programming includes recognizing the early childhood care needs and options of our own IUPUI students, and re-envisioning how the School of Education can respond to a state need while also addressing needs that hit very close to home for the IUPUI community.

We’re also focusing strategically on our existing undergraduate education in ways that have the potential to increase our impact. We’re working with several area school districts: One about how to support their efforts in licensing current personnel who are unable to attend traditional classes because of work obligations, and another about how we can support their efforts to extend the reach of excellent teachers. Again, they don’t come to us, we go to them.

We must re-envision what it means to educate and we must look beyond the traditional classroom setting. Our technology staff works diligently on developing online and hybrid classes in order to increase our reach into spaces that
have been traditionally overlooked. To reach new audiences, we must use new media technologies and we must develop new media literacies among our faculty, staff, and students.

On campus, we’re looking more thoughtfully at how we support students while they are here. We hope to renovate our Curriculum Resource Center to meet the needs of twenty-first century university students. This may include dedicated “maker spaces” to inspire creative problem solving and reconfiguring student work spaces that are infused with digital media tools. It also means reorganizing where we house current resources that students (CUME)—are entering new phases of leadership and are poised to attract more financial resources to help support the school mission, including supporting faculty research, graduate student research and innovative partnerships with other units and organizations. We know that we have to diversify our funding streams in order to support creative initiatives. Most importantly, we all know that collective self-sufficiency, innovation and “doing” education in ways that meet the needs of the twenty-first century urban schools and students is critical to our fiscal health and the sustainable impact on urban education to which we strive.

We must re-envision what it means to educate and we must look beyond the traditional classroom setting. We also must remove barriers that often exclude some of our brightest and most socially conscious community members.

Not only are the School of Education faculty having an impact in the field through their teaching, research and service to our stakeholders, our students are uniquely poised to make significant differences as well. A former HESA student started Student African American Sisterhood, a program that has had an impact on college retention for African American women at IUPUI, Indiana State University, and other universities and high schools throughout the country. This year we also graduated our first Urban Education Studies Ph.D. students. Our graduates are not just interested obtaining the title “Doctor,” they’re deeply committed to Urban Education. In addition, a significant number of students of color will earn a Ph.D. this spring. Our recruitment and retention of students of color has been an intentional and successful trend because of our exceptional faculty in the School of Education at IUPUI.

We know that we have to be creative and innovative in order to continue to thrive. We simply must seek new opportunities given the current fiscal climate, increasingly diverse student demographic and the needs of our urban schools. Fundamentally, to pursue new initiatives and continue to resource our current strengths, we continue to find useful throughout their professional preparation. We realize, however, that ultimately we have to think critically and consciously all of the time about what it means to be a student and how we support and serve students. In the university space this means that we must be more inclusive of multiple stakeholders in education.

We’re renewing our commitment to community-engaged educational research in urban settings. Our two research centers—The Urban Center for the Advancement of STEM Education (UCASE) and the Center for Urban and Multicultural Education (CUME)—are entering new phases of leadership and are poised to attract more financial resources to help support the school mission, including supporting faculty research, graduate student research and innovative partnerships with other units and organizations. We know that we have to diversify our funding streams in order to support creative initiatives. Most importantly, we all know that collective self-sufficiency, innovation and “doing” education in ways that meet the needs of the twenty-first century urban schools and students is critical to our fiscal health and the sustainable impact on urban education to which we strive.

We continue to tap faculty expertise. Faculty are working on certificates and providing consultation and professional development opportunities in the areas of diversity training, social justice, culturally relevant teaching, and cultural competency. We know we do this well. As advocates and supporters of urban education at all levels, our faculty expertise and commitment in this area is broad and deep, and recognized nationally. That is what we do. This is a core component of our brand. We look forward to continuing to lead in this arena through creative and community engaged programming, research, and service.
George Kuh earns Distinguished Career Award

**Professor George Kuh** was awarded the Howard Bowen Distinguished Career Award by The Association for the Study of Higher Education (ASHE). The award, which is the group’s top honor, recognizes individuals whose work has significantly advanced the field of higher education through scholarship, leadership, and service. Kuh was honored with the award at the ASHE annual conference in Denver.

“No one could be more deserving of this award than George,” said Dean Terry Mason. “Through his work on the National Survey of Student Engagement and many other projects, he has brought great distinction to the IU School of Education. We are all very proud of his achieving this milestone.”

Curtis J. Bonk and Russell Skiba recognized in *Education Week’s* Edu-Scholar public rankings

**Curtis J. Bonk and Russell Skiba** have been recognized among those contributing substantially to the debate about education. Both were included in *Education Week’s* 2016 Edu-Scholar Public Influence Rankings that recognize university-based scholars in the U.S. who influence educational policy and practice. Dr. Skiba has published extensively in the areas of school violence, school discipline, classroom management, and equity in education. He leads the Equity Project at the School of Education’s Center for Evaluation and Education Policy (CEEP) and is a Professor in Counseling and Educational Psychology. Dr. Bonk is a leader in blended learning, open education, and emerging educational technology. He has presented to more than 1,500 audiences around the world on the topics of educational technology and how to teach on the Web. He is an authority on Massive Open Online Courses (MOOCs) with books on the topic published in both English and Chinese. Dr. Bonk teaches educational psychology and instructional systems technology courses in the School of Education.
Faridah Pawan: Best of the Best in Higher Education

**Faridah Pawan**, Associate Professor in the Department of Literacy, Culture and Language Education, was honored by the Indiana Teachers of English to Speakers of Other Languages (INTESOL) with the 2015 Best of the Best in Higher Education award.

One of Pawan’s nominators said: “Faridah demanded my best consistently and always believed in my capacity to deliver to the English Learner (EL) populations I served. She encouraged me, told me she was proud of my academic and professional work, and made me feel what I was doing was connected to her work in meaningful ways.”

The honor came as a surprise to Dr. Pawan, who had just returned from a month-long trip to Beijing, Hangzhou and Taipei where she collaborated with colleagues on a national study on the professional development of Chinese Language teachers called the “Fish to Dragon Project.”

“This award encourages me to continue to persevere along with colleagues in the field of providing teacher professional development and researching the teaching of English as a Second and Foreign Language,” said Dr. Pawan. “The current challenges of the profession in the state of Indiana include finding ways to address rapid changes in EL school enrollments in a context where there are limited state financial allocations, and few certified teachers.”

Faridah says enrollments are up 53 percent in some Indiana school districts over the past decade with approximately 900 teachers to 60,000 English Language Learners across the state.

Y. Barry Chung elected to APA finance committee

**Dr. Y. Barry Chung** was recently honored by the Council of Representatives of the American Psychological Association (APA) with the election to serve on the organization’s finance committee. The committee manages the APA’s annual budget of approximately $115 million. Dr. Chung is Professor of Counseling and Educational Psychology and the Director of the Counseling Psychology doctoral program in the School of Education. He is a leader in his field, having served as President of the National Career Development Association (2006–07) and Society of Counseling Psychology (2011–12). He is also a Fellow of the National Career Development Association, Asian American Psychological Association, and American Psychological Association.
Cindy Hmelo-Silver honored as AERA Fellow

**DR. CINDY HMELO-SILVER** thinks a lot about how people learn and how technology can help support that learning. She studies problem-based learning, collaborative knowledge construction, and computer supported collaborative learning. She examines the role of technology in supporting social knowledge construction and collaborative learning and problem-solving. She’s a leader in her field.

The American Educational Research Association (AERA) Fellows Program serves to honor education researchers like Dr. Hmelo-Silver whose substantial research accomplishments have affected the career lives of others. AERA Fellows are considered exceptional mentors whose work has made a significant contribution beyond the niche of an individual specialty. Dr. Hmelo-Silver was recently honored among this year’s AERA Fellows for her work in examining the relationship between technology and how people learn about complex phenomena.

Her current projects include a collaboration with colleagues in the School of Informatics that explores how human-centered robotics can help promote STEM engagement and learning in middle and high school youth.

Dr. Hmelo-Silver also serves as the Director of the Center for Research on Learning and Technology (CRLT) and as the Barbara B. Jacobs Chair of Education and Technology, both at the School of Education.

Gary Crow receives Lifetime Achievement Award

**GARY CROW,** Executive Associate Dean, has been awarded the Roald D. Campbell Lifetime Achievement Award for his extraordinary commitment and leadership in the preparation of educational administrators. Dr. Crow was recognized at the annual conference of the University Council for Educational Administration (UCEA).

“All of us in the IU School of Education are extremely proud of Gary for receiving this prestigious award,” said Dean Terry Mason. “It comes, however, as no surprise to those of us who benefit from his outstanding leadership, generosity, and service on a daily basis. I can think of no one more deserving of this honor."

A leader in the field of educational leadership, Dr. Crow’s research focuses on work socialization of school principals and other leaders, school reform, and leadership. He has co-authored books on leadership, mentoring, and the principalship. He is the co-editor of the *Handbook of Research on Leadership Education* and the *International Handbook on the Preparation and Development of School Leaders*, and also is the founding editor of the *Journal of Cases in Educational Leadership*. 
Warm welcome given to new Indiana teachers

**Alumnae Dena Rae Hancock and Suzanne Zybert** made sure new IU School of Education graduates were properly welcomed to the most important profession, by surprising the new alumni teaching in Washington Township with a “survival kit” gift of IU swag and sweet treats. “They were both touched and elated to receive the gifts,” said Suzanne Zybert of the experience. Zybert and Hancock both serve on the School of Education Alumni Board of Directors and had been discussing teacher retention, recruitment and alumni support when they came up with the idea. “Over and over I walked into classrooms expecting to surprise and inspire our young faculty; instead, I walked out inspired and in awe of the talent and dedication of these fellow IU School of Education alums,” expressed Hancock. She was especially excited to discover that her son’s teacher was among the new alumni receiving the special gifts. “It was so wonderful to walk into a classroom and see my son’s eyes light up that we were surprising his teacher. Anything I can do to keep special educators inspired is worth my very best.”

Fischer shares networking strategies with students

**Alumni volunteers contribute countless hours** in recruiting outstanding students, supporting research and programming, and promoting professional development opportunities for our students. Pam Fischer currently serves as Secretary and Treasurer of the Alumni Board of Directors, but she also makes time to connect with students at the School of Education, supporting them as they prepare for a career in education. In January, Pam led a Career Connections workshop on networking as a teacher. “I want our students at IU to learn what I call ‘Polite Stalking 101,’” said Fischer. She shared her own networking experiences, advising them to prepare their resumes and practice interviewing before they complete student teaching. “I worked up the courage to cold call the principal of Lawrence Central High School and ask her for a five-minute interview to help her link a face to a resume,” recalled Fischer. “She agreed, and I prepped for that interview as if it were a real job interview. It worked. Those five minutes turned into a two-hour interview that eventually led to a job offer.” Pam also works with students in the Global Gateway for Teachers program each year and plans to be on hand to support the Exemplary Teaching Conference at the School of Education this spring.
THE MAKER MOVEMENT has a new home at the IU School of Education. The Make, Innovate and Learn Lab (The MILL) is a place where students and faculty can learn and develop “hands on” approaches for teaching subjects ranging from art to the STEM subjects of science, technology, engineering, and math. It is a place to explore creative solutions to pedagogical problems.

“The maker movement is an international movement about using tools and materials to make and build things,” said Dr. Kylie Peppler, associate professor of learning sciences in the School of Education and director of the MILL lab. “By opening this space, we are now part of this global movement. We are part of rethinking what it means for teaching and learning in the School of Education today.”

Peppler worked with an interdisciplinary committee of faculty and students from the School of Education during the 2014–15 school year to create the lab that provides open access to the tools and materials in the space. You will find a variety of materials at the MILL, from hand tools to high-tech equipment including a laser cutter and 3-D printers.

“Projects are already underway at the MILL with seven faculty members receiving mini grants for innovative, and collaborative research with a focus on new ways to engage students in learning activities involving “making.”

“The opening of the MILL represents a major step forward for the School of Education as a national and international leader in the use of technology to advance learning and teaching,” said Terry Mason, Dean of the School of Education. “We are indebted to Professor Peppler, the faculty committee, and a number of graduate students for their outstanding work to make this possible.”
A few years ago, Tiffany Roman was looking for a way for students enrolled in her online course to share their work and offer comment. Tiffany’s background is in art and design where peer critiques are commonly used as a forum for participants to discuss their work, listen to suggestions, and ask for input. Finding no tools that offered such capability for online classrooms, Roman developed a collaborative spreadsheet that allowed her students to interact with each other while providing feedback on their project-based work.

The approach worked well, so Roman shared the idea with her colleague, Matthew Callison, who also found it effective. Both are doctoral students at the School of Education. Together, they reported their findings in the publication Learning and Leading with Technology and then set out to develop the idea into a business.

“Peer feedback is a well-known teaching approach that boosts learning outcomes and improves student work,” Callison said. “This tool allows teachers to set up and monitor the digital work and peer feedback of student groups with limited time and technical expertise.”

They launched their business, Critique, with the help of the pre-accelerator program B-Start. This mentor-driven program of the Bloomington Economic Development Corporation helps early-stage, student-run technology startups develop and market their product.

“We started to gain traction by using the tool, seeing what features worked well and what needed to be changed without spending any money on development costs, other than our own time,” said Roman.

As they developed their business, Roman and Callison first partnered with IU’s Kelley School of Business, the University of Notre Dame, and the University of Oklahoma. Pilots with those schools proved successful with instructors reporting improved learning and time savings.

One of Critique’s mentors with the B-Start program was Pat East, CEO of Bloomington-based Hanapin Marketing. East chose to work with Callison and Roman because of their expertise in instructional systems technology.

“What I love most about Matt and Tiffany is their resourcefulness,” said East. “They built a ‘minimum viable product’ in Google Apps. They tested it with actual students to solicit real-time feedback, so with $0, they validated a multi-million dollar market.”

Schools involved in the original pilot have all expanded their use of Critique to additional courses. The IU School of Education and Washington University in St. Louis are also using Critique, and the online platform is being piloted in a high school classroom in Ellettsville, Indiana, this spring with more schools signing on next fall.

“So, we’ve had really good traction,” said Roman. “Everyone who has used it wants to continue using it and teachers just naturally share what’s effective.”

Matt and Tiffany are now working to grow Critique by assembling a team of developers and advisers to produce a second version of the platform that could be tested as early as August.
Expanding Our Global Connections

Tanzania is the latest host country to be added to the Global Gateway program.

Matt Hilbrich (right) is the first School of Education student to travel to Global Gateway’s newest host country, Tanzania, for a teaching assignment. He will be teaching at the Mlimani Primary School, the demonstration school on the campus of the University of Dar es Salaam.
Global Gateway for Teachers opens doors of classrooms worldwide to future educators

**STUDENT TEACHING** is an essential part of teacher education. After countless hours of preparation, the future educator will now harmonize all that he or she has learned. This final clinical experience shapes the kind of teacher he or she will become and helps determine the type of career path that is chosen.

Global Gateway for Teachers allows student teachers to immerse themselves in not just a new classroom culture, but a new community culture as well. With these partnerships, students have the opportunity to develop a broader view of the world in which they live. The program continues to grow, touching every continent and offering placements in 18 countries and counting.

The East African country of Tanzania is the newest host country added to the program this year, and Matt Hilbrich is the first student teacher to travel to Tanzania. We caught up with him just days before he left for the nine-week adventure in the port city of Dar es Salaam. He will be teaching at the Mlimani Primary School, which is the demonstration school on the campus of the University of Dar es Salaam.

“Initially, I had planned to go to New Zealand, but I’ve always been fascinated with Africa,” said Matt who will graduate in May. “I’ve never traveled abroad, and I’m going to Tanzania of all places. I’ll be in a part of the world that speaks a different language and relies on different resources. I’ve prepared as much as I can, but I know I’ll have to make adjustments to meet the needs of my students.”

Matt is among the more than 4,000 students who have participated in Global Gateway’s Overseas Program since its inception. Students who participate undergo lengthy preparations over most of their junior year. They attend seminars on inter-cultural communication and study the educational practices, history, traditions, and culture of their host country. While abroad, students will complete bi-weekly reports on topics ranging from historical site visits to local values to current issues faced in the community.

“The Global Gateway for Teachers program gives me the chance to really push myself,” said Matt. “If I can teach English to students in Africa who speak Swahili, I can take on anything.”

Matt’s degree is in secondary education with a license addition in English as a Second Language (ESL). He hopes to teach high school English.

“This is not just a study abroad program. Our students are traveling overseas as professionals in the classroom and the community,” said Dr. Laura Stachowski, the program’s Director. “It is a total immersion experience. Having a working understand-
Global Gateway for Teachers grew from the School of Education’s Overseas Program that began in the mid-1970s. Overseas placements at that time were secured through the Foundation for International Education (FIE). That program began with six countries and expanded over the years. While FIE managed overseas school placements, the School of Education placed student teachers within the Navajo Nation in Arizona, New Mexico and Utah. In 2008, an urban program in the U.S. was added for students interested in urban education, social justice, and closing the achievement gap. Indiana University’s School of Education students dominated the overseas program with more placements than other participating schools. So, it was not surprising that the FIE handed the work of overseas placements to the School of Education in 2012. The School of Education now makes approximately 200 school placements each year in the overseas program alone, with roughly half of those placements for student teachers from other colleges and universities.

“We understand that today’s teachers don’t exist in homogeneous classrooms. They lead vibrant, diverse groups of students who come from a multitude of backgrounds,” said Stachowski. “When our students enter their own elementary and secondary classrooms, they’ll better understand the concepts of global community and interconnectedness. They’ll know what it is like to be an outsider looking in and finding ways to gain acceptance, and they’ll have first-hand experience with the issues involved in dealing with differences in language and culture.”

Matt Hilbrich is among 75 education students from IU participating in the Global Gateway for Teachers this spring. He will return from Zimbabwe in May, when he will graduate from the School of Education. His experience with the unique programs at the School of Education have given him both a local and a global point of view on the classroom and his new profession in education.
Partnership with METU fosters international collaboration on education research

Agreement includes exchange program for faculty of both Schools of Education

A NEW INTERNATIONAL partnership and exchange program between IU’s School of Education and the School of Education at Middle East Technical University (METU) in Turkey will give faculty from both schools the opportunity for international collaboration on education research.

Dean Terry Mason welcomed Dean Gölge Seferoğlu of METU, who met with faculty to discuss opportunities for joint research and on topics within the field of education. The partnership will also include a faculty exchange component.

“Middle East Technical University is a premier institution of higher education in Turkey,” said Mason. “We are indeed pleased to enter into a partnership with METU that will greatly benefit our students and faculty as well as theirs.”

The relationship between the Schools of Education at IU and METU developed following IU President Michael McRobbie’s September, 2014 trip to Turkey. METU’s School of Education already had strong ties to IU, so that spring, then-Dean Gerardo Gonzalez and Terry Mason traveled to Turkey to identify collaborative opportunities of benefit to both schools.

“In my visits to METU I have been impressed with the quality of their educational programs and the enthusiasm of their faculty and students for pursuing educational innovation and progress,” expressed Mason. “There is an excellent opportunity for collaboration between our two institutions.”

Faculty interested in participating in the program will identify a partner institution faculty member with whom to collaborate on a research topic of mutual interest. In addition to collaborative research, faculty members will deliver a colloquium to the faculty of the partnering institution during their exchange. Applications are under review with the first exchange planned for the 2016–17 academic year.
School hosts Russian Fulbright program

Russian administrators gain critical knowledge of the needs of international students

EIGHT ADMINISTRATORS of international higher-education programs from across Russia spent a month at IU Bloomington to learn more about strategies for supporting international students and programs. They’re the 2015-16 class of Fellows with the Fulbright Russian International Education Administrators (RIEA) Program that includes an academic component provided by the Center for International Education, Development and Research (CIEDR) at the School of Education.

“RIEA is the only program of its kind,” said Dr. Patty Kubow, CIEDR Director. “We are honored to provide the opportunity for these Russian administrators to advance international education, foster cross-cultural learning and exchange as a vital civic aim, and facilitate comparative learning about higher education in the U.S. and Russia.”

While in Bloomington, the group participated in a four-week intensive academic program with emphasis on professional development in the areas of international student services, overseas study, and campus internationalization. Jacob Butler, CIEDR’s Fulbright Project Coordinator, helps administer this comprehensive program. The Russian Fellows interacted with faculty from various units engaged in internationalization efforts across the IU Bloomington campus, and also received tailored seminars at the School of Education on postsecondary policy issues in the U.S. and around the globe.

Oxana Iakovishak is among this year’s Fellows. She is the Academic Mobility Coordinator and a Program Manager at Nizhnevartovsk State University (NCSU). She is also an alumna of NCSU. The university is one of the first institutions of higher education in the Khanty-Mansiyskiy Autonomous District of Western Siberia, where weather extremes can make the recruitment of international students challenging.

“It’s not easy to recruit international students to a part of the world where temperatures can get as low as -50 degrees Fahrenheit,” said Iakovishak. “Programs offered to international students here in the United States provide support for everything from orientation to academic support, counseling, and extra activities. I think that providing support for the students in every way could lead to more interest in coming to our university.”

Following the four-week academic program at IU, participants attended professional seminars at the Institute of International Education in New York. Following the seminars, each Fellow will be placed at a leading U.S. university where they will acquire hands-on experience working with international students and visitors.

Oxana Iakovishak is among this year’s Fellows.
“Over the past three years, RIEA Fellows have come to IU to gain professional development opportunities that empower them in their work of internationalizing Russian campuses,” said Dr. Kubow. “They are shaping higher education reform in Russia.”

2015-16 RIEA Fellows

Nadezhda Filimonova
Russian State Hydrometeorological University, Moscow

Maria Kuznetsova
St. Petersburg University of Management & Economics, St. Petersburg

Anastasiya Belova
Cherepovets State University, Vologda

Ekaterina Stepanova
Russian Presidential Academy of National Economy & Public Administration, Moscow

Elena Sumina
Tomsk Polytechnic University, Tomsk

Tatiana Sapegina
Gnesins Russian Academy of Music, Moscow

Oxana Iakovishak
Nizhevartovsk State University, Khanty-Mansi Autonomous Okrug

Elena Zagainove
Amur State University, Amur

The Fulbright Russian International Education Administrators (RIEA) program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and administered by the Institute of International Education.

Bita Zakeri honored as AAUW American Fellow

WHEN SHE WAS 12, Bita Zakeri’s family moved from Iran to a small town in England. She didn’t speak a word of English, and there were no programs at her new school to help her adjust to her new community. She had to find learning strategies on her own. So, it’s no surprise that she has a keen interest in identifying resources that help immigrants navigate different social, cultural and academic spaces as they adjust to life in their host country.

Zakeri was recently awarded the prestigious American Association of University Women (AAUW) American Fellowship in support of her research on the process of sociocultural literacy development and practices in various cultures, addressing issues of gender, identity, and social justice. The AAUW American Fellowship program supports women scholars as they complete doctoral dissertations, conduct postdoctoral research, or finish research for publication.

“I’m truly honored,” said Zakeri. “This is an amazing opportunity for me to contribute to scholarship on women and bring to light some of the struggles immigrant women face in the U.S.”

As a doctoral student in Literacy, Culture and Language Education at the School of Education, Zakeri’s research focuses on the significance of higher education in supporting Iranian women who have come to the United States pursuing higher education as they juggle cultural norms in their families and outside of the home.

“Education is culturally significant to Iranians,” said Zakeri. “Prior to the revolution, education played a role in upward mobility and scholastic prestige. However, after the Islamic revolution, education for many has become the dominant path out of Iran.”

She will compare the lives and trajectory of literacy pursuits of Iranian women who immigrated prior to the Islamic Revolution of 1979, those who came to the U.S. following the Islamic Revolution but before 9/11, and immigrants who arrived after 9/11. It is Bita’s hope that her findings will also provide a template that can be used in evaluating other immigrant populations, and identifying programs that offer support to those communities.
THE CELEBRATION OF BLACK HISTORY MONTH began at the School of Education with the 14th Annual African American Read-In. Area high school students joined IU students and faculty at the Neal-Marshall Black Culture Center for the event sponsored by the School of Education, IU Office of the Vice Provost for Diversity, Equity, and Multicultural Affairs (OVPDEMA), and the IU Department of Literacy, Culture and Language Education. One student participant, Bloomington North junior Kim Smith (left), shared an improvisational piece entitled “Slavery Ended Over 200 Years Ago” that brought the audience to its feet.

Students impress at African American Read-In

SEVENTEEN TEACHERS from around the globe spent the Fall 2015 semester in Bloomington as part of the Fulbright Distinguished Awards in Teaching Program. The Center for International Education, Development and Research (CIEDR) was awarded $249,250 by the U.S. State Department’s Bureau of Educational and Cultural Affairs to fund the program. The cohort represented Botswana, Chile, Finland, India, Mexico, Morocco, New Zealand, Singapore and Taiwan. While here, they audited two graduate-level courses, conducted workshops in local schools, received research guidance from IU faculty, and designed and completed inquiry projects.

School hosts Fulbright teachers from nine countries

ROB KUNZMAN, Professor of Curriculum Studies and Philosophy of Education, was named the new Martha Lea and Bill Armstrong Chair for Teacher Education, leading programming for the Armstrong Teacher Educator Awards. The Armstrong awards, which began in 1997, afford teachers an opportunity to participate in professional development and work with IU faculty and students studying to be teachers. Superintendents and principals from around Indiana nominate teachers for the Armstrong Teacher Educator Award based on patterns of outstanding teaching and school leadership.

Kunzman named Armstrong Chair for Teacher Ed

FOUR ALUMNI WERE HONORED at the thirty-ninth annual School of Education Distinguished Alumni Award Dinner on October 24, 2015. The recipients were: Robert E. Draba, trial attorney with the U.S. Department of Justice Antitrust Division; Peggy A. Hinckley, Educational Consultant and Retired School Superintendent for the River Forest School Corporation in Lake County and the Metropolitan School District of Warren Township; R. Elizabeth Odle, Retired Program Director for the Bridges to Success Program of The United Way of Central Indiana; and Pat Wilson, Social Studies Department Chair and Teacher at Bloomington H.S. North.

Four educators receive Distinguished Alumni Award
National Teacher of the Year gives powerful talk

**2015 National Teacher of the Year**, Shanna Peeples, visited the School of Education on February 19th, 2016. Peeples has been shaping the conversation about working with students in poverty as she travels around the country. “I’ve learned through my travels that teachers are the bearers of hope,” she said of her visit to a school in Gaza that had been damaged by rocket fire. “Can you imagine how hard it is to tell a student that their dreams matter when there are holes in the ceiling from rocket fire?” she asked. “That is a heroic mantle that you put on when you choose to teach.”

P–16 Center partners with Crane on STEM project

**An innovative and inspiring project** is taking place at Bloomfield Junior/Senior High School this academic year. The Crane Workplace Simulated Lab was developed by our P–16 Center for Research and Collaboration in partnership with the Naval Surface Warfare Center Crane (NSWC-Crane), DirectEmployers Foundation, and Bloomfield Junior/Senior High School. The project incorporates students from multiple classes with an emphasis on writing ability along with science and technology problem solving skills.

Armstrong Panel Discussion opens Parents Weekend

**A packed house of students and parents** welcomed the School of Education’s 2015 Armstrong Teacher Educators on November 6, 2015, for a panel discussion. Students who attended the panel discussion heard from some of Indiana’s top educators who shared stories about their early teaching experiences and offered sound advice for students preparing for student teaching or to become a first year teacher. Armstrong Teacher Educators take an active role in shaping the next generation of teachers by participating in workshops and panel discussions or partnering with IU faculty on independent research.

Balfour Pre-College Academy enters its fourth year

**A new cohort** of high school seniors will arrive in July for the fourth annual Balfour Pre-College Academy, a one-week residential program designed to give students the skills they need to make sound decisions about attending college. The academy is an integral part of the IU Balfour Scholars Program, which seeks to increase access to higher education for students from underrepresented groups. The program is funded by a four-year, $800,000 grant from the Lloyd G. Balfour Foundation. Students stay on campus and participate in daily sessions to learn about college life and gain a better understanding of prospective majors, careers and internships.
Honor Roll of Donors

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JANUARY 1 – DECEMBER 31, 2015

Charitable contributions from alumni and friends provide the critical funding necessary to purchase state-of-the-art educational technology, fund new initiatives and enhance curriculum as well as award students with scholarships and fellowships to encourage their excellence. The School of Education gratefully acknowledges individuals and corporations that made gifts during the previous calendar year. Following is a list of Dean’s Fellows — those donors who generously gave $100 or more. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than $100, we thank them for helping us further our mission.

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Bob Shaffer Celebrates His 100th Birthday

Robert H. Shaffer celebrated his 100th birthday on September 13, 2015. Shaffer joined the faculty at IU in 1941, and after taking leave for wartime service, returned with a joint appointment in the schools of business and education, and as an Assistant Dean of Students. Shaffer was appointed as Dean of Students from 1955 to 1969, and expanded student services dramatically as university enrollment expanded five-fold during this time. Shaffer is currently serving as one of the honorary chairs of the School of Education’s Higher Education & Student Affairs bicentennial capital campaign effort.
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In Memoriam
Myrtle Marion Scott
FEBRUARY 4, 1937 – JANUARY 17, 2016

Myrtle Marion Scott was a natural born leader who grew up in the oil field towns of west Texas. She received her bachelor’s degree in biology and chemistry from Hardin-Simmons University and a master’s in psychology from North Texas State University. After completing her Ph.D. in psychology at George Peabody College of Vanderbilt University, Myrtle served as director of planning and evaluation for the Coordination Center of the National Laboratory for Early Childhood Education, then located at the University of Illinois.

Myrtle came to Indiana University in 1970 where she was charged with the creation of a new program combining child development, education, and public policy. Throughout her career at IU, Myrtle taught in two main areas: child development and ecological psychology (the influence of environment on behavior).

Myrtle served as associate dean for research at the IU School of Education and associate dean of the IU Graduate School. During her career, she was active in faculty governance and worked to develop a set of intellectual property principles that reaffirmed the basic mission of the university as academic (as opposed to commercial), advocated the importance of independence for faculty in developing new ideas, and proposed basic cooperative stances for faculty, administrators, and trustees to guide the university in these areas.

Although she received many honors during her career at IU, the most meaningful to her was being named the first Herman B Wells Endowed Professor (December 2000). She retired from Indiana in 2002 and moved to Kerrville, Texas in 2004 to be nearer family.

Myrtle is survived by her sister, Beverly Scott of Georgetown, Texas and her dear friend of 53 years, Susan Eklund of Kerrville. She was preceded in death by parents, Sterling and Ethel Scott.
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Suzanne M. Zybert and Daryl C. Zybert
Dr. Heidi Ann Ross was an internationally recognized and experienced university leader and public scholar with a focus in higher education and professional administration in the areas of educational policy, international and global education, and Asian studies. She once described her academic fields as “not just geographical and intellectual locations, but also socially constructed fields of lifelong obligation – to students, colleagues, knowledge construction and professional development.” Her teaching abilities have been called “legendary” and her students describe their experiences in her classes as “life-transforming.”

In 2012, she was diagnosed with pancreatic cancer, and had been battling bravely and energetically. Even during the weeks immediately prior to her passing, including the very last days, she was setting up engagements, responding to emails, and maintaining the mentoring roles to colleagues and students that she did so well.

Professor Ross earned a B.A. in Chinese Language and Literature at Oberlin College, an M.A. in Education/Applied Linguistics at the University of Michigan, and a Ph.D. in Educational Foundations, Policy, and Administration at the University of Michigan.

During her distinguished career, she taught and consulted at numerous institutions in East Asia, served as president of the Comparative and International Education Society (CIES), and several editorial positions for the Comparative Education Review. At Colgate University, Professor Ross served as Chair of Educational Studies Department and Director of Asian Studies Program. At Indiana University, she served as Director of the East Asian Studies Center and professor of Educational Leadership and Policy Studies (ELPS) at the School of Education. She co-directed the Australian National University—Indiana University Pan Asia Institute since its founding; but her reach was truly global and especially notable in China.

Professor Ross published extensively on Chinese education, gender and schooling, and qualitative research methodology. Her best known books include: China Learns English (Yale), The Ethnographic Eye (Garland), and Taking Teaching Seriously (Paradigm). She received several teaching and service awards at Indiana University, including the prestigious Presidential Award for excellence in teaching and the John W. Ryan Award for Distinguished Contributions to International Programs and Studies.

Professor Ross obtained several million dollars to support research, teacher training programs, and students. These include annual grants from the Freeman Foundation to support the National Consortium for Teaching About Asia, which educates teachers of American middle and high schoolers about East Asian studies, and Title VI grants from the State Department to support student training in languages, student travel grants, and outreach programs about international education. This and other funding initiatives reflected her commitment to support students and integrate them into her research and teaching. However, global awareness, inequality, and social mobility issues beyond the university were also important to her and she frequently worked with private, nonprofit organizations to better the lives of young women in rural China.

Professor Ross believed that a university administrator is first and foremost an educator and must strive daily to create with staff, students, and colleagues learning communities with shared missions. She summarized her career: “One of the most important characteristics of my approach to scholarship and teaching is collaboration. The longer I am in academe the more I have felt that living as a scholar, teacher, and occasional administrator demands vigilance about the ends of education, to understand what is crucial to our work—and what we are willing to give up. I realize the two things I can’t give up are collaboration and inter-disciplinary research. Both are crucial to my health as a scholar and human being. Trying to redress problems collaboratively, comparatively, and globally—well, that is a kind of hope in the possibility of taking a journey of solidarity.”

Heidi always lived her life with humility, gratitude, and grace. Her four-year struggle with cancer never displaced her need to walk on the sunny side of life. She continued to embrace life and refused to stop traveling, working, teaching, or mentoring. She loved travel, her gardens, her art, her family, and each of her students. Heidi affirmed life through these daily examples. She will be missed by the scores of students she mentored during her career and by all those who knew her. She is survived by her husband, Bill Monaghan, her brother, Tim Ross, and many nieces, nephews, and brothers- and sisters-in-law.

Luise McCarty, Chair
Indiana School of Education
Education Leadership & Policy Studies

In Memoriam
Heidi Ann Ross
College tuition paid for IU alumna’s kindergarten class

Local attorney pledges to fund college for Tessa Ashton’s kindergarten class

School of Education graduate Tessa Ashton made national news in February after a local attorney pledged to pay the college tuition of the students in her Anaheim, California kindergarten class. Ashton met attorney Marty Burbank four years ago during a community service project that benefited Rio Vista Elementary School where Ashton teaches. After learning more about the low-income students that attend Rio Vista, Burbank began helping out by providing supplies for Rio Vista students. A program at the school that encourages students to think about college caught his attention. Each classroom was decked out in a college theme. Ashton had earned both an undergraduate and master’s degree from IU, so her classroom was covered in cream and crimson. Burbank had IU sweatshirts with “class of 2032” made, but that was just the beginning of his surprise. “He told the kids that he wanted them to chase their dream of going to college,” said Ashton. And with that, Burbank told the class of 26 kindergarteners that he would pay for their college education. The parents of these students have already received paperwork related to the gift, and a fund has been established that will be available once the students graduate from high school in 12 years.