

Fall 2018

# Chalkboard

IU Bloomington School of Education Alumni Association

*A Conversation  
with*  
**Dean  
Watson**



**RESEARCH**

DUAL LANGUAGE  
IMMERSION

7

**STUDENT SPOTLIGHT**

IU WOMEN'S BASKETBALL  
AMANDA CAHILL

8

# Chalkboard

IU Bloomington School of Education Alumni Association

Page 8

hola!

hello!

Page 7



Page 12



## 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.

- 4** Awards
- 6** Research
- 8** Student Spotlights
- 10** Book & Program Spotlights
- 12** Feature
- 14** Donor Spotlights
- 16** News Briefs
- 19** Grant Spotlight
- 20** Class Notes
- 22** In Memoriam
- 23** Planned Giving

**Lemuel Watson**  
Dean

**Mary Dwyer**  
Executive Director  
of Development &  
Alumni Relations

**Natalie Kubat**  
Director of  
Development

**Julie Ranz Wilson**  
Associate Director  
of Development

**Katie Smock**  
Manager of Events &  
Alumni Engagement

**Scott Witzke**  
Director of Marketing  
& Communications

**Catherine Winkler**  
Communications  
Manager

**Marie Canning**  
Art Director

**Samuel Mills**  
Web Developer

Chalkboard is published semiannually by the Indiana University School of Education in cooperation with the IU Alumni Association to encourage alumni interest in and support for the Indiana University School of Education. This publication is paid for in part by IUAA membership dues of the Indiana University Alumni Association.

For more information about membership or activities, contact (800) 824-3044, [alumni@indiana.edu](mailto:alumni@indiana.edu), or visit [alumni.indiana.edu](http://alumni.indiana.edu).



## DEAN'S Perspective

**W**elcome to the latest issue of Chalkboard. I am excited to be your 12th dean of the School of Education and to be a part of this exciting time in our history! We are charged to “Re-imagine education” by IU’s Grand Challenge Initiative. I know without a doubt we will succeed in our quest to continue to accomplish the unimaginable. Each morning I walk through the halls of our school, and I am encouraged by what our faculty, students, staff, friends, and alumni are achieving. I am also renewed as I meditate on the two banners hanging in the school: “the promise of a life-changing journey” and “the promise of a community committed to excellence.” Yes, times are challenging. We must remind policy makers and business leaders about the importance of education and remember we would not

be where we are as educators if it were not for teachers!

The articles in this month’s magazine illustrate the breadth, depth, and social relevance of the remarkable work being done. The student spotlight shines brightly on Amanda Cahill and Da’Shaun Scott. Both students are high achievers and will certainly continue to be stars to follow throughout their careers. We have a very special story about Dean Emeritus Gerardo González’s inspiring journey from Cuba to the United States. The Balfour Scholars Program celebrates the first graduates, and we stand to applaud their success.

I have enjoyed getting to know many alumni and friends. Joyce and Jim Grandorf have been amongst those who have dropped by my office. We are very thankful for their contributions

and support. Betty Faris has also been active this year in establishing the K. Gene and Betty J. Faris Scholarship in honor of her late husband. We are very thankful that this gift reflects their legacy and love for IU. I am appreciative of the many alumni I have met and hope to meet. And thanks to your generosity, we have raised \$36.2 million for the Bicentennial Campaign as of August 31 which is 90% of our goal of \$40 million.

As we face toward the future, this fall we will begin our strategic planning process to explore who we are to become as a unique single entity School of Education. I have been charged with responding to challenges and opportunities as dean (see page 13), and I look forward to tackling each one with a great deal of optimism. I hope that each of you will feel open to share your opinions and ideas as we look ahead.

**Lemuel Watson**  
Dean

## Power-Carter receives faculty award



Stephanie Power-Carter

**Stephanie Power-Carter**, Associate Professor of Literacy, Culture, and Language Education, has won the 2018 William H. Wiggins Faculty Award in Support of Teaching and Mentoring in the African American and African Diaspora Studies at Indiana University (AAADS).

“This award means a lot because it was named in honor of Dr. Wiggins, a thoughtful scholar and very special person that welcomed me when I

stepped foot on this campus almost 17 years ago, and a very dear family friend that still continues to give me and my son big hugs and a lot of love,” Power-Carter said.

She was also quick to note the legacy of AAADS: “This department has also played a huge role in advocating and supporting students, faculty, and community members around issues of equity and inclusion.”



Jessica Nina Lester and Chad R. Lochmiller

## Lester and Lochmiller win book award

**Jessica Nina Lester**, Associate Professor of Inquiry Methodology, and **Chad R. Lochmiller**, Assistant Professor of K-12 Leadership and Policy, along with their co-editor Rachael Gabriel, an Associate Professor of Reading Education at the University of Connecticut, received the 2018 Outstanding Qualitative Research Book Award from the Qualitative Research-Special Interest Group of the American Educational Research Association.

Lester noted, “My co-editors and I are very honored by this recognition, and grateful to be recognized by colleagues working at the intersection of education and qualitative research.”

Their book, *Discursive Perspectives on Education Policy and Implementation* (2017), brings together a rich set of methodological discussions and substantive applications of discourse analysis to education policy research. The chapters were written by key scholars of qualita-

tive research methodology and education policy.

“The volume represents a new approach to thinking about the study of education policy and its implementation within K-12 schools,” says Lochmiller. “In particular, it strengthens our understanding of how policy actors think about, interact with, and ultimately modify policy at a practical level.”



## Özoğul honored with Faculty Mentor Award



Gamze Özoğul

**Gamze Özoğul**, Assistant Professor in the Instructional Systems Technology department, received the Faculty Mentor Award by the University Graduate School and IU Graduate and Professional Student Government (IUGPSG).

“I was so surprised and honored when I found out about winning the mentor award of the year. This recognition of mentorship is very special for me,” Özoğul said. “One of the best parts of being a professor is the privilege of working closely with amazing students, sharing their educational journeys, working on their

publications, having interesting conversations, and through these moments building trust, mutual respect and relationships that last a lifetime. I sincerely care about my students’ well-being.”

Özoğul was chosen by an independent group of graduate students because of her ability to involve students in their work, provide them with the support necessary for achieving their personal goals, and foster independent thinking. “I am looking forward to many more years of mentoring,” she added.

## Education Library receives American Library Association Grant

**Julie Marie Frye**, (Education Library, Head) and Literacy, Culture, and Language Education doctoral student **Arnell Hammond** were awarded a 2018 Carnegie-Whitney Grant by the American Library Association.

The Carnegie-Whitney Grant provides grants for the preparation, either in print and/or electronically, of popular or scholarly reading lists, webliographies, indexes and other guides to library resources that will be useful to users of all types of libraries in the United States.

The money will be used to pursue an electronic picture book bibliography on disabilities that represent children and

families of color. This bibliography will serve as a support tool for the undergraduate curriculum in the School of Education as well as a collection development strategy for the Education Library.

“Children and families of color who are impacted by disabilities deserve to find themselves and their stories represented in picture books on the shelves of their libraries,” writes Frye. “It’s our responsibility to identify, purchase, and promote picture books about disabilities that both physically and culturally represent the identities and experiences of people of color.”



Arnell Hammond and Julie Marie Frye

**ALA** American  
Library  
Association

# Report examines dual language IMMERSION PROGRAMS



Colleen Chesnut



Vesna Dimitrieska



For more information  
and to read the full  
report, please go to:  
[go.iu.edu/2510](https://go.iu.edu/2510)

Indiana should provide targeted and ongoing professional development, guidance on curriculum, and support from teacher-preparation programs to help schools implement dual language immersion programs, according to a report from the Center for Evaluation and Education Policy (CEEP) at the IU School of Education.

IU School of Education researchers conducted interviews and focus groups with educators from six school districts that were implementing or planning for dual language immersion programs, known as DLI. The conversations focused on benefits and challenges of the approach, in which students learn in both English and a “partner language” such as Spanish or Mandarin.

The report, “Implementing Indiana’s New Dual Language Immersion Programs: Educator Perspectives,” was authored by **Colleen Chesnut**, a Research Associate at CEEP, and **Vesna Dimitrieska**, Director of Global Education Initiatives for the Center for P-16 Research and Collaboration and the School of Global and International Studies.

“Teachers and administrators in the new DLI programs were enthusiastic about the opportunities these programs would provide to their students,” Chesnut said. “They were eager to learn about research-based practices to improve their teaching and concerned about challenges in recruiting qualified teachers and maintaining support from state officials and policymakers.”

## FINDINGS INCLUDE:

- » Teachers and administrators working in dual language immersion programs have a broad understanding of their benefits but are eager to learn more.
- » Challenges include recruiting highly qualified staff, finding time to plan lessons and acquiring learning materials, especially in the partner language.
- » Educators are looking to state officials and policymakers for more structured support in the areas of standards and accountability.
- » Certain types of professional development, such as visits to established dual language immersion programs, were seen as especially helpful in launching new programs.



## Dual Language Immersion summer institute held

Teachers and administrators gathered at IU in June for the Dual Language Immersion (DLI) summer institute, a program meant to support them as they implement DLI programs in their schools. Dual language curriculum includes instructing students in two languages with at least fifty percent of the class time being spent in the partner language. Dual language students develop high language ability in both of their program's languages, with many students reaching a near-native level of proficiency in the target language. Students in these programs consistently perform at or above grade level on standardized tests.

"The number of DLI programs have been

growing as they have been proven as models that help close the achievement gap of the students in these programs, as well as help students become bilingual, biliterate, and bicultural," said **Vesna Dimitrieska**, Director of Global Education Initiatives for the Center for P-16 Research and Collaboration. "In addition to the cognitive benefits associated with being bilingual, by becoming proficient in another language, and becoming culturally proficient, learners are becoming more globally-minded and global ready."

Participants spent the week in the summer institute discussing DLI pedagogy, classroom activities, assessment, teacher recruitment, plans for

sustainability and growth, tips for securing external funding, and other topics critical for DLI pilot program success and growth.

P-16 hosted the week-long institute, along with the Title VI Centers at IU (Center for the Study of Middle East, East Asian Studies Center, Inner Asian and Uralic National Resource Center and Russian and East European Institute).

"Dual language immersion programs are very important as they help address the needs of the local population (especially the two-way programs), as well as help prepare individuals that will be able to make the connections between the local and the global," Dimitrieska added.

*hola!*

*hello!*



Credit: James Brosner, IU Comm

Amanda Cahill teaching at University Elementary in Bloomington.



Amanda Cahill on court.

## Amanda Cahill

Senior Amanda Cahill's final season as part of the women's basketball team is one she—and the rest of the university—will always remember. As a forward, she led the team to a WNIT championship, a perfect end to her career with IU basketball. But her time on the team was also an ideal preparation for becoming a teacher.

"Basketball is a fast game, so decisions are always required to be made within seconds. Often in a classroom unexpected questions or various bumps in lessons will come up, and I think basketball has prepared me to handle these things."

Cahill knows how important having a good relationship with her fellow teachers will be in her future job. She credits basketball with showing her the importance of teamwork and hard work.

"I understand the importance of working with others which will be important as I work with my co-workers and teaching team. I also know how to give things my all from basketball and what it looks like to work as hard as I can to accomplish a goal. As a teacher, I plan to use the same mindset to try my best to give my students the best educational experience I can."

Cahill was inspired to become a teacher by her father. She chose to major in elementary education, hoping to instill the same value of education in her students as she grew up with.

"Education is something that cannot be taken away from you and gives you countless opportunities throughout your lifetime," Cahill remarked. "I also think education is more than just going to school but finding a love for learning that is a lifelong journey."

Cahill has committed to different types of teaching experiences. She spent over three weeks teaching English, basketball and life skills to students in rural Vietnam. After basketball season ended, Cahill worked as a substitute teacher.

She returned to Bloomington this fall to complete her student teaching experience at University Elementary. After that she plans to play professional basketball for a few years overseas before returning to the U.S. to teach and possibly coach.

# Da'Shaun Scott

After learning about graduate student Da'Shaun Scott's responsibilities during his studies at IU, it's hard to imagine he also completed an assistantship and a certificate, along with his M.S.Ed. in Higher Education and Student Affairs.

Scott graduated in May with his Master's, along with a certificate in education law. His assistantship included working as a graduate supervisor at Forest Residence Hall, where he was responsible for everything from supervising residence assistants to crisis management to listening to parents' concerns. Given the current political climate, Scott also felt learning more about education law would help him better serve his students.



"I just felt like in order for me to advocate for my students, I need to learn how to look up cases and write briefs," he said. "It really helped me out. Law affects everything."

Scott didn't even have IU on his radar when he was applying for graduate programs. But after discovering more about the School of Education online, a campus visit to Bloomington changed his mind. Scott said the faculty he gets to work with in HESA and the research they were doing played a part in his decision to study at the School of Education. He hopes to use the combination of his degrees to design curriculum for a company's summer internship program. Eventually, Scott wants to get a Ph.D. in higher education, education policy or business administration.



Da'Shaun Scott

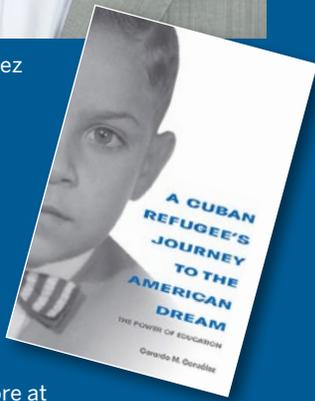
"Student interaction is something I value," he said. "I always want to interact with students. It's nice being a professor, but it's different being a faculty member versus being a staff member. Students may view you differently. We both help develop students but in different capacities. You need to get engaged with your community campus. It helps your day."

Scott advises future students looking into graduate programs to stay open-minded.

"Listen to your instinct and heart. You can't force yourself to like something you don't like," he pointed out. "Even if you're unsure, visit the campus or reach out to faculty or staff. It can make all the difference."



Gerardo González



Learn more at  
[Cubanrefugeejourney.com](http://Cubanrefugeejourney.com)

“I was given the gift of a great education; I achieved something, and I can now give back to my adopted homeland and the world.” GERARDO GONZÁLEZ

On Friday, February 9, 1962, Gerardo González and his father, mother and sister arrived in Miami after a flight from Cuba. They carried one suitcase and two bottles of Cuban rum his father had purchased at the airport in Havana. González was eleven years old. His family was fleeing Cuba under Fidel Castro, where it was rumored the government would take control of Cuban children. The family had been granted a visa waiver by the US authorities that enabled them to enter the country as exiles, processed by the Cuban Refugee Center.

Their journey as refugees—and González’s own road from a scared eleven-year-old to Dean of the School of Education—is at the center of his new book, *A Cuban Refugee’s Journey to the American Dream: the Power of Education*. Before coming to the United States, González said he was a bright and happy child: “But when my family relocated to a strange and forbidding society, I couldn’t speak or understand those around me. I was forced to conform to the standards of a society I simply couldn’t comprehend.”

González’s parents impressed upon their children the importance of an education. His father would hold up his hands to his son, showing him the damage 40 years of working as an auto mechanic had done.

“My parents kept a steadfast focus on education as the way to a better life for my sister and me. Though not educated themselves, my parents used every possible means to impress upon my sister

and me the importance of education to get ahead in our new homeland,” he said.

González eventually became the first member of his family to attend college, and in 2000 he was named Dean of the IU School of Education.

“Education is more, much more, than learning to read, write, and do sums,” González said. “Education is an investment in the greatest asset a nation possesses: its people. Education is the way to open minds and help people realize their potential. It provides the tools children need to establish themselves in society, to function and grow, to develop the skills that ultimately enable them to become full, valuable, and productive members of society... Education is still the great equalizer.”

Now Dean Emeritus, González still teaches at IU and has been back to Cuba many times in the past few years. He recognizes his family’s good fortune, especially at a time when immigrants and refugees are not always made to feel welcome in the United States.

“I was given the gift of a great education; I achieved something, and I can now give back to my adopted homeland and the world,” González remarked. “Today powerful forces want us to forget that our country was founded by immigrants, our citizenry unimaginably enriched over the centuries by those who sought opportunity and a better life in this great nation.”

Read the entire story about Dean González at [go.iu.edu/250A](http://go.iu.edu/250A).

# First Balfour scholars prepare for graduation



From left, Bibi Alas-Ruiz, Oluwatobi John Adebayo and Liwam Gebressalie. Alas-Ruiz and Adebayo were part of the first Balfour class in 2013; Adebayo graduated with a degree in physics this May, while Alas-Ruiz graduated this past summer with a degree in social work. Gebressalie participated in the Balfour program in 2016 and will study abroad in Ghana this summer thanks to a scholarship from the Jongsma family.

The Balfour Scholars Program celebrated four students from its first class who recently graduated.

The program brings high school students from under-resourced schools to IU for a week, where they are introduced to university life. Nearly all the students are from underrepresented racial and ethnic groups, and many go on to be the first in their families to attend college, some at IU.

“The Balfour Scholars Program spent five years changing the trajectories of hundreds of students, many from under-resourced schools, dozens who were the first members of their families to attend college, and nearly all from underrepresented racial and ethnic groups,” director **Carl Darnell** said. “Today, Balfour equips, enhances, and supports over 500 Black, Latinx, and

Native students’ journeys in the pursuit and completion of a post-secondary credential.”

Along with the four students who graduated in May, five from the first Balfour class completed their degree programs this summer, with two more students finishing up in the fall.



“Today, Balfour equips, enhances, and supports over 500 Black, Latinx, and Native students’ journeys in the pursuit and completion of a post-secondary credential.” **CARL DARNELL**, Balfour Director

# a conversation with DEAN LEMUEL WATSON



**Dean Lemuel Watson** met with faculty, staff and students August 17 for coffee and conversation. After a brief introduction, Dean Watson took questions from the audience in a Q & A moderated by **Danielle DeSawal**, Clinical Associate Professor in the Center for Postsecondary Research.



Dean Watson shares a laugh with Cary Buzzelli and Daniel Castner.

*Here is an edited portion of that conversation.*

***What made you decide to come back and [apply for the position of dean]?***

I began to read materials and look at the faculty and provost and look at initiatives going on in the state. It felt very familiar to me with regards to some of the challenges and opportunities in the job description. I was also thinking about my experience here as a doctoral student. I probably worked harder than I've ever worked in my life. I was affirmed as an intellectual and trained in a way that set me up for life to be successful in

academy. I thought, if I could be that for others, that would be wonderful.

***What are your core values, and how is the School of Education going to see that in your day-to-day work?***

I was raised with treating others as you would have them treat you. Over the last decade, I focused on my purpose. I think in this world as we pursue careers and research, we can lose touch with why we're here and what we should be doing. I really want the faculty and staff to see me as one of them.

When I show up, I want them to go, "Great, here's another colleague," not, "Shoot, here's the dean." When I see you in the hallway and ask how you're doing, I sincerely want to know.

***As we share with you some challenges or things we're concerned about, what can we expect your leadership style to look like in making decisions?***

I believe in governance. I like to speed up the process because we can't take forever to make decisions when the world is changing so rapidly. I believe



Professor Danielle DeSawal interviews Dean Watson.

“*I believe all opinions should be welcome. We don't have to agree, but we should be respectful.*”

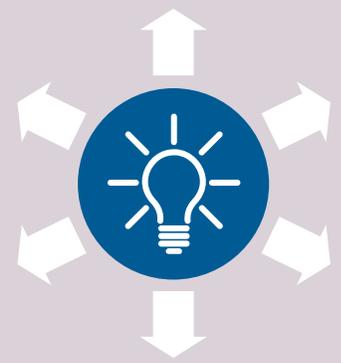
all opinions should be welcome. We don't have to agree, but we should be respectful. I do hold people accountable, and I want people to hold me accountable.

***You come to us with experience being a dean. When you think about this deanship, what are some things you think might be different?***

I understand the context of what's happening across the country as it relates to being an educator, but also what schools of education are facing. I have those things running in the back of my mind, but I don't come in with assumptions. I look at each opportunity with open eyes. I'm listening.

***With all the school's opportunities and challenges, they impact all of us. What do you believe has been the largest changes to faculty roles and responsibilities over the last few decades?***

Faculty continue to take on more and are asked to do more. One of my jobs as dean is to help faculty understand that we're here to help them do more of what they want to do and less administrative. For some, that may feel like a challenge. I think the lives of faculty have become extremely complicated as we continue to talk about research, other responsibilities and what it means to have balance.



## CHALLENGES & opportunities

- 1 Define a distinctive identity for the School**, one which incorporates scholarly excellence, service, and global presence into a cohesive vision for the future
- 2 Innovate to grow enrollment**, attract top undergraduate and graduate students, and ensure long-term sustainability
- 3 Assess and refine the School's infrastructure** to enhance support for students, cultivate faculty, and encourage collaboration across departments and programs
- 4 Forge strong relationships** with partners across campus and the educational community in Indiana and beyond
- 5 Manage a complex enterprise and grow the financial resources** of the School
- 6 Advance the School's commitment to diversity, inclusion, and social justice**



Joyce and Jim Grandorf

“If we can help some students (immerse themselves in another culture) and bring it back into the classroom, we’re happy to help. JIM GRANDORF”

## Joyce and Jim Grandorf

**Joyce Grandorf**, an alumna of the School of Education (B.S. ‘64) and **James “Jim” Grandorf**, an alumnus of Kelley (B.S. ‘63, M.B.A. ‘64) recently established the Joyce Grandorf Global Gateway Scholarship, which will benefit School of Education students who are studying abroad through the Global Gateway for Teachers program. With funds from their estate, the Grandorfs also intend to support global educational experiences for students

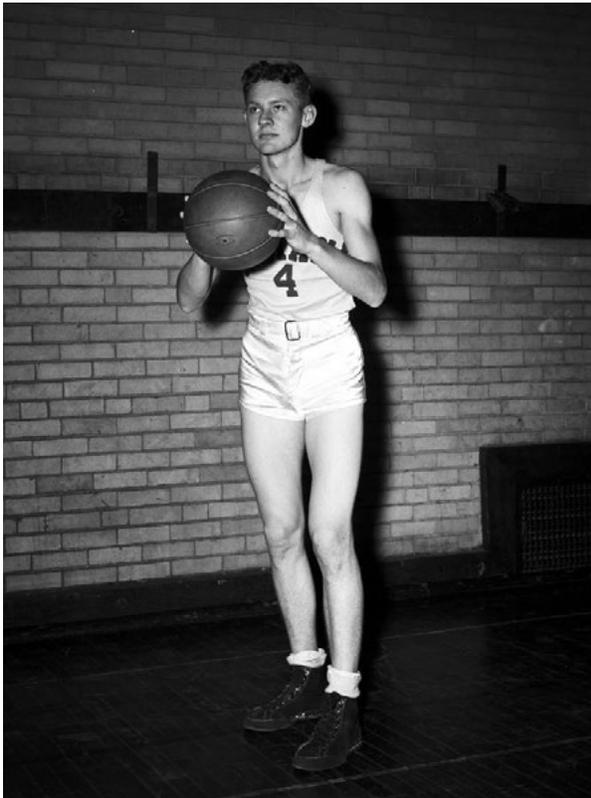
through the James and Joyce Grandorf International Initiatives Fund.

Jim had a long career with ExxonMobil and spent the last 19 years as a clinical professor at the Kelley School of Business. Joyce was a tremendous supporter of Jim through his career. The couple lived abroad in Singapore from 1977-1980 and have always been avid travelers. These experiences have led them to believe that studying abroad is

important for all students. Jim spoke to the couple’s shared belief that students’ education is much more well-rounded when they immerse themselves in another culture: “If we can help some students to do that and bring it back into the classroom, we’re happy to help.” The Grandorfs’ generosity will ensure that future educators bring cultural experiences back to their classrooms through the School of Education for years to come.



Betty Faris



Gene Faris, 1944 (IU Archives Photograph Collection)

## Betty Faris

**K** **Gene Faris** (B.S.E. '49, MS '56, Ed.D. '59) and **Betty Faris** (B.S.E. '48, M.S.E. '65) have a great history of service to Indiana University. In honor of her husband and their shared love for Indiana University, Betty recently established the K. Gene and Betty J. Faris Scholarship to support undergraduate student athletes studying teacher education within the School of Education on the Bloomington campus.

Gene was recruited to play IU basketball in 1943 at the age of 17. After serving in WWII, he returned to IU to finish his Bachelor's degree at the School of Education. After Betty, his sweetheart since the 1st grade, graduated from the School of Education with her degree, the couple married. They worked at the high school in Montpelier, Indiana and then moved to Germany while Gene served in the military again. Then they returned to Bloomington, and to IU where they both earned their Master's degrees, and Gene earned his Doctorate of Education. But their IU journey didn't end there—President Ryan asked Gene to serve as the assistant to the president; he also served as the Dean of Learning Resources for the campus. In addition, Gene acted as Grand Marshall for commencement ceremonies at all IU campuses until his retirement in 1995.

Gene's legacy and the couple's love of IU and education will live on through the scholarships provided to future educators, thanks to Betty's generosity.



### K. GENE & BETTY J. FARIS SCHOLARSHIP

*Supporting undergraduate student athletes  
studying teacher education*

# NEWS

# BRIEFS



Martha McCarthy addresses the Institute.

## Critical topics in education discussed at Martha McCarthy Law and Policy Institute

Student and teacher protests and recent changes to Indiana's education law were just a few of the topics discussed at this year's **Martha McCarthy Education Law and Policy Institute**.

"Because IU is a leader in education law, we strive to increase legal literacy in our community and beyond. The institute allows us to do that every year," said **Janet Decker**, Associate Professor in Education and Leadership Policy Studies.

Panelists included educational leaders, attorneys, policymakers, and professors. Organizers renamed the longtime conference for McCarthy, a former faculty member at the IU School of Education.



*Because IU is a leader in education law, we strive to increase legal literacy in our community and beyond. The institute allows us to do that every year.*

JANET DECKER  
Associate Professor



## Six Colleagues retire from School of Education

Six colleagues working in the School of Education announced their retirement this year. Their achievements to the school and its staff, faculty and students were celebrated with a gathering in the spring.

**Susan Whiston, Katy Pastel, Wendy Marencik, Ben Edmonds, Frank DiSilvestro and Erna Alant** worked to improve education around the world through their various fields of expertise and collectively gave over 100 years of service to Indiana University. We thank them for their many years at the school and wish them well in retirement!



From left, Ben Edmonds, Wendy Marencik, Susan Whiston, Frank DiSilvestro, Katy Pastel and Erna Alant



## IU teams with Purdue to improve workforce readiness

**The Center for P-16 Research and Collaboration** at the Indiana University School of Education has teamed with the Purdue Polytechnic Institute, one of 10 academic colleges at Purdue University, to improve students' workforce readiness throughout Indiana and beyond.

The dual-university partnership will address strategies to fill vacancies in Indiana by better preparing students for the workforce. Currently, two million Hoosiers need additional training to compete in the 21st-century workforce and fill the estimated one million job openings in Indiana by 2025 due to retirements and the creation of new jobs.



## School of Education continues partnership with University of Pristina

Since 2015, the **Center for International Education, Development and Research (CIEDR)** has been working with the University of Pristina's Faculty of Education (FE) in Kosovo as part of the Transformational Leadership Program. Co-funded by USAID and the Kosovar government and administered by World Learning, the Transformational Leadership Program aims to develop a cadre of leaders to drive significant change in priority economic, political, and social development areas in Kosovo.

The University of Pristina's Faculty of Education is the largest supplier of teachers to Kosovo's education system, and much of IU's work with the FE has been targeted toward helping develop and grow its research and teaching capacities.



Jacks Cheng

## Cheng Honored with Canadian national, provincial awards

**Jacks Cheng**, a Ph.D. student in Counseling and Educational Psychology, has been awarded the Social Science and Humanities Research Council doctoral award from the Canadian federal government and the Fonds de recherche du Québec – société et culture (Québec Research Funds - Society and Culture) from the Québec provincial government.

Cheng's research focuses on the broad strokes of minority experiences in traditional masculine spaces. He is currently working on projects involving female students' experiences in STEM fields, female women of color who work in STEM jobs and Asian men's experiences of the gay community. Specifically, this award will help him support his dissertation regarding Asian men's development of masculinity and career identity.

## Elementary students learn science concepts using IU wearable technology

Indiana University researchers are developing a patent-pending tool to help elementary students, including first- and second-graders, understand science concepts like complex systems.

**Kylie Pepler, Joshua Danish** and **Armin Moczek** of the biology department in the College of Arts and Sciences invented BioSim, a system that includes wearable 3D indoor positioning sensors, push toys and puppets.

Pepler said BioSim was created to introduce students to the idea of complex systems, which are collections of interdependent and interrelated elements. Students either wear bee puppets on their wrists or play with ant-shaped push toys during class, and take the perspective of the insect when they use the toys in the classroom.



IU ALUMNI ASSOCIATION

# PROUD MEMBER

## THE TRANSFORMATIVE POWER OF AN IU EDUCATION

“The family of friends, colleagues, and mentors that I gained at the School of Education has positively changed my life every step of the way. IU has given me so much over the years. That’s why I’m a proud IUAA Life Member.”

**RACHEL BOVEJA, BGS’08, MS’14**  
PROUD IUAA LIFE MEMBER



Join with promo code **IUEDU18** and get a School of Education license plate frame | [JOIN.IU.EDU](https://www.join.iu.edu)



Anne Leftwich

## Leftwich receives Google grant for computer science project



**A**nne Leftwich, Associate Professor with Instructional Systems Technology, has received a \$101,000 grant from Google for her project on problem-based learning curriculum for computer science. Leftwich will work with local sixth-grade teachers and their students, and will be developing an app to tackle school bullying.

“I was elated when I found out I won this grant,” Leftwich said. “We have been collaborating with Monroe County Community School Corporation in Bloomington on computer science for the past year, and it was exciting to receive support and recognition from Google for our work.”

The project is of particular importance because as Leftwich pointed out, this is

the first year computer science standards will be tested in Indiana, but teachers and districts are struggling with how to address these standards without curriculum or recommendations, especially since most teachers have little to no experience with computer science. In addition, typical curriculum for computer science often utilizes games or tutorials, but research has shown this may not engage students’ interest, particularly women who are underrepresented in computer science.

“This provides a model and curriculum that other districts in the state of Indiana can use to address the standards and show students how computer science can help solve societal problems,” Leftwich added.

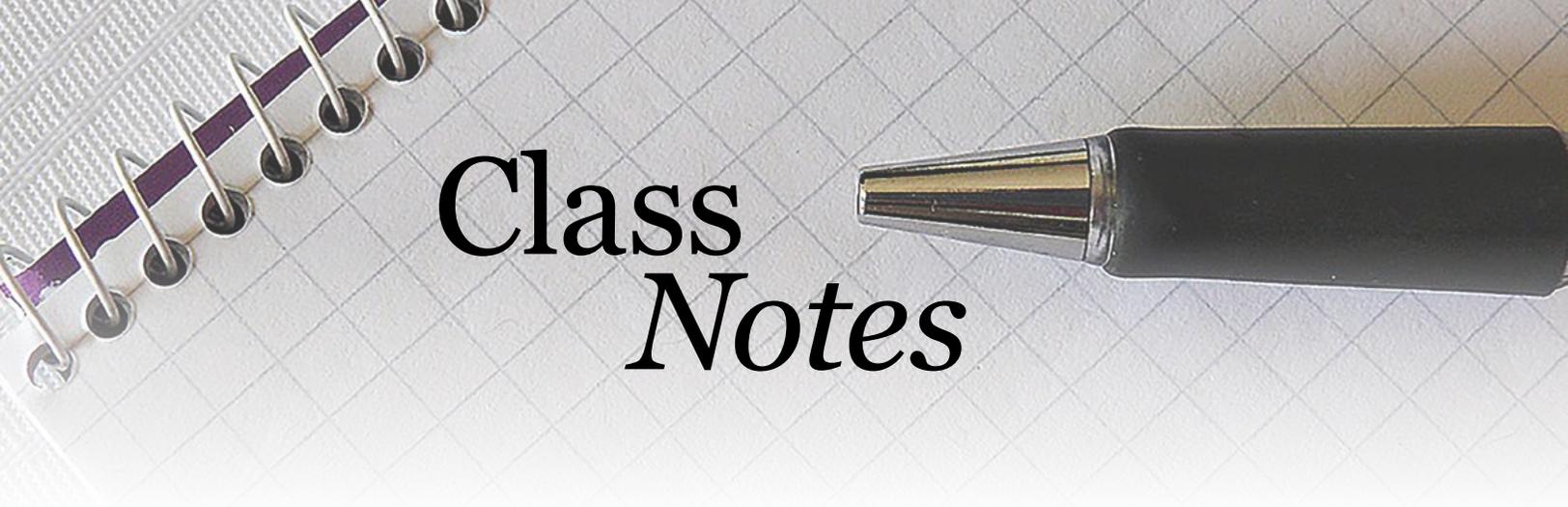
“It meets critical societal needs of prepar-

ing our students for their future. Many of the open STEM jobs involve computing, and many of the jobs they will encounter in the future will be heavily influenced by CS. It is imperative they understand at least the basics.”

Leftwich hopes by the end of the project all students will have increased interest and knowledge of computer science.

“However, the greater hope is that they recognize the value and power of using computer science to solve problems for social good. In addition, I hope that the teachers involved feel more comfortable and confident to teach CS and problem-based learning units.”

The project is a collaboration between the School of Education and the IU School of Informatics, Computing, and Engineering.

A spiral-bound notebook with a purple cover and silver rings is open on a light-colored, textured surface. A black pen with a silver tip lies horizontally across the top right of the notebook. The title 'Class Notes' is printed in a large, black, serif font in the center of the page.

# Class Notes

## 1960s

**Andrew Strawn** (B.S. 1969), faculty member at the Columbus, Indiana, campus of Ivy Tech Community College has received the Adjunct Faculty Award for Excellence in Instruction.

**Mohammad Zaheer** (M.S. 1964, Ed.S. 1965) was named a 2018 Outstanding Higher Education Professional by the University of Connecticut's Neag School of Education Alumni Board.

## 1970s

**James Conner** (B.S. 1978) retired as principal of Coulston Elementary School in Shelbyville, Indiana, after a 40-year career.

**Susan Cull** (B.S. 1974, M.S. 1981) received the Be More Knowledgeable Award from the city of Bloomington, Indiana, for her work at Teachers Warehouse, where local teachers receive complimentary classroom supplies.

**Beth Janes** (B.S. 1978), 2nd grade teacher, retired from Liberty Elementary School in Chesterton, Indiana, after 19 years.

**Rita Lichtenberg** (M.S. 1977) received the Be More Peaceful Award from the city of Bloomington, Indiana, for her decades of work pursuing peace with the southern Indiana branch of Women's International League for Peace and Freedom and Sisters in Peace.

**Kathleen Olges** (B.S. 1977), president of the board of directors at Windfall Dancers, Inc., in Bloomington, Indiana, recently organized a show at the Ivy Tech John Waldron Arts Center celebrating 40 years of Windfall.

**F. Robert Sabol** (B.S. 1971, M.S. 1977, Ph.D. 1994), professor of art education at Purdue University, has won the 2018 Indiana Governor's Arts Award.

**Robert Thomas** (M.S. 1974, Ph.D. 1988) will retire from Tabor Community Services in Lancaster, Pennsylvania, after twelve years as president.

## 1980s

**Daniel Bolin** (Ed.D. 1988), Associate Professor of Music at Butler University, retired after 48 years in education and was awarded the Sagamore of the Wabash at his last concert with the Indianapolis Municipal Band on April 17, 2018.

**Lori Bratton Chestnut** (B.S. 1984, M.S. 1988) was honored as an Outstanding Educator by The Franklin Initiative of the Greater Bloomington Chamber of Commerce.

**Randall Gratz** (M.S. 1981) retired as principal of Central Middle School in Columbus, Indiana, after 14 years in the position.

**Charles Graves** (M.S. 1982) was appointed to the Piedmont Technical College Area Commission in Greenwood, South Carolina.

**Pusadee Tamthai** (Ph.D. 1982) received the Distinguished Alumni Service Award from Indiana University.

## 1990s

**Dave O'Guinn** (M.S. 1994) was appointed vice provost for student affairs and dean of students at IU Bloomington.

**Brett Perozzi** (Ph.D. 1998) has been named vice president for Student Affairs at Weber State University, Ogden, Utah.

**Shari Phegley** (B.S. 1994), kindergarten teacher at Eastview Elementary in Connersville, Indiana, was named Elementary Teacher of the Year by Fayette County School Corporation.

**Marianna Savoca** (M.S. 1995) had her first book published by Stylus in 2018: *A Good Job: Campus Employment as a High Impact Practice*.

## 2000s

**Kaci Becker** (B.S. 2005), teacher at Eagle Elementary in Brownsburg, Indiana, was named the 2018 Teacher of the Year by Brownsburg Community School Corporation.

**Chris Cogdill** (B.S. 2009) has been named branch manager of the Westfield, Indiana, branch of Centier Bank.

**Emilie Creehan** (B.S. 2000) was named assistant principal at Carpenter Elementary School in Illinois' Park Ridge-Niles School District 64.

**Kaitlynn Day** (B.S. 2008) was promoted to principal at Schmitt Elementary School, a part of Indiana's Bartholomew Consolidated School Corporation.

**Katrina Daytner** (Ph.D. 2003), associate dean of the Western Illinois University College of Education and Human Services, has been named interim dean of the college, effective July 1.

**Melissa Hammans** (B.S. 2003), Nashville-based singer, actress and producer, starred in the Rubicon Theatre's production of "Nashville Gal" this past spring.

**Casey Voelz** (B.S. 2007) assistant principal at Parkside Elementary School, has been named principal at Smith Elementary School in Columbus, Indiana.

**Randall Williams** (B.S. 2004), associate principal at Penn High School in Mishawaka, Indiana, was named to the 2018 class of "Forty Under 40" by the South Bend Regional Chamber of Commerce.

## 2010s

**Dominic Dorsey** (M.S. 2011), director of Disability Support Services at Southern Illinois University, was named a Champion of Community Engagement at The Empower Indy Inc.'s 2nd Annual EmPOWERment Black tie Gala.

**Jacob Hardesty** (Ph.D. 2013), Assistant Professor of Education at Rockford University, has been named one of Rockford Register Star's 75 people to know.

**Matthew Horn** (B.S. 2011) was named a 2018 Outstanding Alumni by Webster University in St. Louis, Missouri, for achieving outstanding success and recognition in his profession.

## Staff members win recognition awards



From left, Christine Richards, Cyndi Herrera Alley, Sharon Scrogam

Three School of Education staff members have been honored with Staff Recognition Awards:

**Cyndi Herrera Alley**, Student Services Representative, Counseling and Educational Psychology

**Christine Richards**, Admissions Services Coordinator, Office of Graduate Studies

**Sharon Scrogam**, Admissions and Records Specialist, Office of Graduate Studies

Herrera, Richards and Scrogam were nominated by their managers. They were recognized at a luncheon in May, and each received a \$1,000 award for their contributions to the school. We are thankful for all they have done to make the School of Education a better place for students, staff and faculty.



## MELISSA KELLER

September 4, 1958 - April 14, 2018

**Melissa G. Keller**, Ph.D., Clinical Assistant Professor of Curriculum & Instruction from 2003-2018, succumbed to cancer after a long, bravely fought battle. She was well-respected for her intelligence, grace, compassion and wit by her faculty colleagues and the students she taught and mentored. She taught early childhood education and special education courses and directed the Teaching All Learners (TAL) program.

Melissa was born in Fort Worth, Texas to Alex and Gayle Keller. She grew up in New Orleans, Memphis, Dallas, and Cincinnati, followed by her years in Indianapolis and Bloomington, Indiana with the love of her life and husband of 33 years, Thomas Kuhn, and their children. Melissa received her bachelor's degree from Miami, master's degree from Xavier, and Ph.D. from Indiana University. She was a lifelong educator of students of all ages and

delighted in all that they taught her. She taught in public and private Montessori elementary schools in Hamilton and Cincinnati, Ohio, and in Indianapolis, Indiana, as well as at undergraduate and graduate education at Xavier and IU Bloomington. She was a member of Bloomington's Unitarian Universalist Church. Melissa loved to read and write stories, including the volume of stories she self-published entitled, "Crazy is Relative."

## Wilkins-Yel to study the role of support on STEM persistence



Kerrie Wilkins-Yel

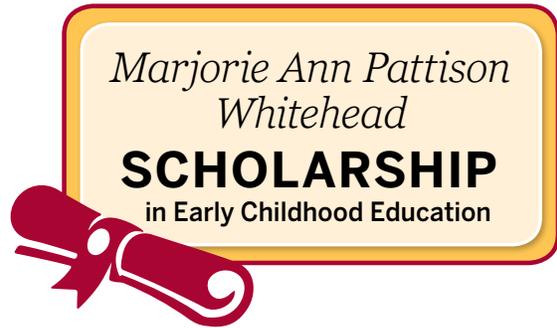
**Kerrie Wilkins-Yel**, Assistant Professor in Counseling and Education Psychology, will use a grant from the National Science Foundation to examine the ways support plays a role in the academic careers of diverse female doctoral students in science, technology, engineering, and math (STEM). Wilkins-Yel is the principal investigator for the study and will focus on examining the specific experiences of support that take place during the critical first two years of doctoral study.

"Women, and in particular women of

color, tend to leave doctoral programs in STEM at higher rates than their white male counterparts," Wilkins-Yel said. "Reducing attrition among these talented individuals is a national imperative that has been recognized but not yet advanced substantially based on an empirical foundation. This collaborative suite of studies will provide unique information about the content, delivery, and sources of interpersonal support that specifically enhance research and STEM self-efficacy, belongingness, and satisfaction."



James Whitehead and Marjorie Ann Pattison Whitehead



DR. JAMES WHITEHEAD

# The Marjorie Ann Pattison Whitehead Scholarship in Early Childhood Education



*The very least I could do, in her memory, was fund a scholarship for early childhood education. She would have loved it.*

JAMES WHITEHEAD



**D**r. **James Whitehead** (Ed.D. '70) has fond memories of his time as an IU School of Education student; he obtained both his Master and Doctorate degrees there, and it was at IU that he met his wife, **Marjorie Ann Pattison Whitehead** (B.S.E. '51). In memory of his late wife, Dr. Whitehead has established the Marjorie Ann Pattison Whitehead Scholarship in Early Childhood Education. Both Dr. and Ms. Whitehead dedicated their careers to students.

While Dr. Whitehead worked with college-age students, serving as Associate Dean of Students at the University of Houston, Marjorie's passion was for early childhood education. She designed a childcare center

open 24 hours a day, 365 days a year, which could accommodate 400 children located at the Texas Medical Center.

According to Dr. Whitehead, his degrees from the IU School of Education opened many doors for him, and he recognizes the importance of supporting future teachers. He remembers Marjorie as someone whose "love for children was unbounded, completely unbounded." She was dedicated to helping children and was selfless. "The very least I could do, in her memory, was fund a scholarship for early childhood education. She would have loved it."

Her legacy as an extraordinary educator will live on through scholarships provided to future early childhood educators, thanks to Dr. Whitehead's generosity.



**Find the latest stories, videos and information:**

School of Education, Bloomington: [education.indiana.edu](http://education.indiana.edu)

Indiana University: [indiana.edu](http://indiana.edu)

Indiana University Alumni Association: [alumni.indiana.edu](http://alumni.indiana.edu)

Chalkboard: [education.indiana.edu/chalkboard](http://education.indiana.edu/chalkboard)

Facebook: [facebook.com/IUSchoolofEd](https://facebook.com/IUSchoolofEd)

Twitter: [twitter.com/IUSchoolofEd](https://twitter.com/IUSchoolofEd)

YouTube: [YouTube.com/iuschoolofeducation](https://YouTube.com/iuschoolofeducation)

Instagram: [instagram.com/IUEdAlum](https://instagram.com/IUEdAlum)



Simon Munyaneza, second from left, with IU students during a trip to Rwanda in August 2018.



# Books & Beyond

CELEBRATES **10TH** ANNIVERSARY

After ten years and 20,000 books donated, Books & Beyond is continuing to grow through its work of providing high-quality reading material for school children in Musanze, Rwanda. As part of the 10th anniversary, School of Education doctoral student and Rwandan native Simon Munyaneza traveled

with a group from IU to Rwanda in August. Munyaneza first became involved with Books and Beyond in 2009 while working as a teacher in Rwanda. His interest in the program and working with the university led him to seek a degree from the School of Education in the Literacy, Culture and Language

Education department. Books & Beyond has been expanding, with the program now offering teacher training, a three-week literacy-focused camp for students, the school's first library and three playgrounds, and also providing eye exams and glasses for hundreds of students.