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A Message From the Dean

Our exciting and productive year reflects the College of Education’s commitment to innovation in education and equity and access in opportunities. Together, we are transforming the pathways in education through our scholarship, our engagement, and our impact.

College of Education collaborations and engagements strengthen our impact. Our collaborations include cross-departmental, college, and university partnerships to create interdisciplinary exploration of topics central to education. These explorations continue to expand our knowledge and understanding of how our field transforms lives and opportunities. The College also promotes collaborations with teachers, schools, districts, and the Utah State Board of Education to explore ways that we can maximize inclusive practices, promote innovation, build reciprocal relationships, and provide integrated robust programs. Whether it’s early childhood education, school turnaround and leadership development, prevention of substance abuse, or prisoner education, our faculty and students are highly involved in work that has meaning and the potential for lasting effects within our communities and society.

I invite you to enjoy this newsletter and learn about how the College of Education contributes to the U’s academic mission. My door is open and I welcome you to contact me or stop by as we work together to ensure a civil, healthy, and prosperous society.

Elaine Clark, Dean

Daniel A. Reed, Senior Vice President of Academic Affairs

"A mind is not a vessel to be filled, but a fire to be kindled." Plutarch

Dr. Daniel Reed joined the University of Utah as our new Senior Vice President of Academic Affairs (SVPAA) in July of 2018. Prior to coming to the U, he served as the Chair of Computational Science and Bioinformatics at the University of Iowa (U-I) and held a faculty position in Computer Science, Electrical and Computer Engineering, and Medicine. Between 2012 and 2017 he served as Vice President for Research and Economic Development at U-I. He has also served on the U.S. President’s Council of Advisors on Science and Technology and was the founding director of the Renaissance Computing Institute at the University of North Carolina at Chapel Hill and Director of the National Center for Supercomputing Applications at the University of Illinois.

As SVPAA at the University of Utah he is responsible for situating the academic focus and directing the university’s mission at both the undergraduate and graduate levels. President Ruth V. Watkins describes Dr. Reed as “a talented scholar and administrator and the perfect fit in our efforts to become one of the country’s premier public universities.” To learn more about VP Reed and read about some of his key initiatives including global strategy and the value of higher education, see https://academic-affairs.utah.edu/.
February 13 civil rights icon Joan Trumpauer Mulholland, together with filmmaker Loki Mulholland, presented *The Uncomfortable Truth*. Using clips from the 2017 documentary with the same name, the Mulholland's spoke about the ways in which racism continues to organize life in the United States. The Q&A included thoughtful and thought-provoking questions from the audience about Ms. Mulholland's experiences as a white anti-racist sit-in activist, and about the race challenges we continue to face today. Ms. Mulholland was a Freedom Rider and a participant in the Jackson Woolworth's Sit-in. Ms. Mulholland is a graduate of Tougaloo College and a member of Delta Sigma Theta Sorority, Incorporated. She retired after teaching English as a Second Language (ESL) for 40 years and started the Joan Trumpauer Mulholland Foundation, dedicated to educating the youth about the Civil Rights Movement and how to become activists in their own communities. Joan's son Loki Mulholland founded the Joan Trumpauer Mulholland Foundation and serves as its Executive Director. Mr. Mulholland has won multiple film festival awards for his various work in video productions and his 2017 Amelia Bloomer Award nominee book “She Stood for Freedom” is a nationally published illustrated kid's book about the life of his mother.

March 5 American historian Dr. Max Felker-Kantor explained how the Los Angeles Police Department, faced with restrictions on its discretionary authority during the late 1950s and 1960s, sought to expand its power in his March 5 lecture. Referencing his book *Policing Los Angeles: Race, Resistance, and the Rise of the LAPD*, Dr. Felker-Kantor discussed how promoting fears of crime that targeted youth of color, the LAPD was able to undertake unprecedented surveillance over schools and local community organizations. Dr. Felker-Kantor's research shows us how historical events connect with what we are seeing with today's school-to-prison pipeline.

March 26 Benjamin Crump, attorney at law, spoke to Using the Law as a Weapon. Mr. Crump shared his experiences with the “intellectual justification of discrimination” and highlighted examples of how the law has been used as a weapon against African Americans throughout history. He included details of a current case involving Ms. Tamara Lanier and her lawsuit against Harvard University for its wrongful seizure, possession and expropriation of photographic images of the patriarch of her family. U of U Law Professor Erika George led a Q&A session and posed questions about his civil rights advocacy and his thoughts on pressing issues for our nation. Provocative questions from the audience added to a very powerful discussion about race and equality in America. Mr. Crump advised we must work through both education and economic channels to achieve change and equality as one cannot progress without the other. In his final remarks, Mr. Crump looked to the teenagers present saying, “You are our future. My wish for all our children is that they may overcome whatever may come.”
J. GEORGE JONES & VELMA RIFE JONES
ENDOWED LECTURE SERIES

Shelley Goldman, PhD
Stanford University
Nov. 12, 2018
Stories of Utah K-12 Experiences, Transformed

Dr. Goldman is an educational anthropologist interested in the idea that learning takes place when students are actively engaged with each other, their teachers, and others in conversations, activities, content, and technologies. She is very interested in the power of real-world contexts to drive learning, and researches how people learn in and out of school. Goldman’s work focuses on creating opportunities for rich STEM learning, and for understanding how design thinking and technologies can create access and be transformational. Her current work includes broadening participation in STEM via family activities, design-based engagements, and through empathy work with scientists doing outreach.

Joel R. Levin, PhD
Emeritus Univ. Wisconsin-Madison, Univ. of Arizona
March 7-8, 2019
Contemporary Single Case Intervention Research Designs and Statistical Analyses Practice

Dr. Levin is Professor Emeritus of Educational Psychology, University of Wisconsin-Madison, and University of Arizona. The Julian C. Stanley Professor of Educational Psychology while at UW-Madison, Dr. Levin is internationally renowned for his research and writing on educational research methodology and statistical analysis, as well as for his career-long program of research on students’ learning strategies and study skills, with more than 400 scholarly publications in those domains. In his two-day workshop Dr. Levin discussed many aspects of contemporary Single-Case Intervention Research Design.

Cynthia Cruz, PhD
Univ. of California, Santa Cruz
Feb. 21, 2019
Thinking with Queer and Trans* Youth about Resistant Socialities and the Infrapolitics of the Street

Dr Cruz’s research focuses on youth resistance, pedagogy, and testimonial narratives in urban educational spaces, with particular attention paid to the life experiences of LGBTQ street youth. In her presentation Thinking with Queer and Trans* Youth about Resistant Socialities and the Infrapolitics of the Street Dr. Cruz engaged the audience in discussion about rethinking resistance theory to capture the embodied agency of LGBTQ street youth.

Benjamin Crump, Esq.
Benjamin Crump Law
March 26, 2019
Using the Law as a Weapon

Benjamin Crump’s passion for advocacy has given him the privilege to fight for justice on behalf of the marginalized in our country. He represents clients in some of the most important and contentious cases of our time, taking a place in legal history with his pursuit of justice. Mr. Crump’s role in the Trayvon Martin, Martin Lee Anderson Boot Camp, Jannie Ligons (State of Oklahoma vs. Daniel Holtzclaw) and Robbie Tolan cases shows a legacy built around the idea that the Constitution applies to everyone, at every level of society. Mr. Crump shared insights on the “intellectual justificiation of discrimination” with examples of how the law has been used as a weapon throughout history.
Chris Linder, PhD, Assistant Professor in Educational Leadership & Policy, in collaboration with two of her colleagues, received a Spencer Foundation Conference grant to bring together 18 interdisciplinary scholars and researchers to develop a research agenda focused on campus sexual violence. The group will meet in Park City, UT in June to spend intentional time together envisioning how we can conduct research to ensure more equitable and just efforts to address sexual violence on college campuses.

In a previous study, Dr. Linder’s research team examined 543 empirically-based articles about campus sexual violence published between 2006-2016. The team sought to understand the trends and patterns in campus sexual violence research, and highlighted the reality that most researchers are not engaging frameworks of identity or power in their work. For example, researchers collected racial demographics of their participants in 71% of the studies we reviewed; of those studies, only 22% disaggregated their data based on race. Similarly, only 6 articles of the 543 allowed participants to choose a gender other than man or woman, effectively rendering transgender people invisible in the research on campus sexual violence. At this research summit, we will collectively imagine ways to interrupt these power-neutral approaches to research to ensure that more college students' experiences are represented.

Dr. Linder also authored a book, Power-Conscious Approaches to Campus Sexual Violence: Awareness, Prevention, and Response, where she provides practical strategies for educators working in higher education to address campus sexual violence from a more power-conscious perspective. For example, most campuses spend most of their resources responding to sexual violence after it happens because the legal climate requires administrators to spend an inordinate amount of time managing the response to sexual violence in the form of timely warnings and "fair" adjudication processes. Unfortunately, this inadvertently takes from the focus of engaging in prevention work. Chris calls on educators to separate prevention and response services and fund both equitably to ensure that prevention work does not get lost in the compliance-focus culture we live in.
Including Native Content in Education

 Cynthia Benally, PhD, Assistant Professor in Education, Culture & Society, is Diné from northern Arizona, from the Natoh Dineé and Maiideeshgizhi clans. Because of her experiences as a classroom teacher for nearly 20 years and growing up away from the Navajo Nation, she sees a need to educate Natives and non-Natives about the over 500 tribal nations that exist in the United States. Knowing the continued existence of Native peoples and how they strive to determine for themselves how to best govern themselves is the impetus of her work. As a professor, she is identifying ways the College of Education can meet the unique needs of Native students and their communities.

What is now known as Utah has been the ancestral homelands since time immemorial to the Nuch (Utes), Newe (Shoshone), Kusiutta (Goshutes), Nuwuvi (Paiutes), and Diné (Navajo). She believes knowing the names and histories of Indigenous peoples confronts the invisibilization of Native peoples and Nations. Through working with pre-service teachers and graduate students, she seeks ways to integrate Native histories, as told from Native perspectives, into the standard K-12 school curriculum. As part of including Native content into instruction, she researches educational policies that mandate Native content instruction. Currently, she, along with Native and ally scholars, are investigating laws in California, Maine, Oregon, Washington, Montana, and Wisconsin that require instruction of Native issues, Nations, and peoples. Through their efforts, they hope to identify promising practices that include Native content into the education of Native AND non-Native students.

THE SUN LOOKS LIKE A RAINBOW

On display throughout the College of Education in the Sorenson Arts & Education Complex, in partnership with the Utah Museum of Fine Arts, this exhibition celebrates artworks created in the 1980s by a group of Diné students living in the Utah portion of the Navajo Nation. These artworks, part of the Utah Museum of Fine Arts’ education collection, were created by students between the ages of 7 and 12 for a project with their teacher, artist and award-winning educator, Bruce Hucko.

The students had various themes to consider when making their artworks—“Navajo Land,” “Home of the Desert,” “Me and Design,” and “Yei-Bi-Chei”—that placed emphasis on their views of the world around them. The artworks celebrate the artists’ personal experiences as they reflect on the landscape, their culture, and family. Quotes by the young artists, along with the imaginative artworks, visualize the vibrancy of childhood, the process of growing up, and demonstrate that the world can be a friendlier, brighter place simply by getting to know each other.

Arlene Lewis, Age 7
Native American (Diné), dates unknown

_A Girl That’s Under the Rainbow, ca. 1980s_
“Shes happy because of the rainbow. The tree got its colors from the rainbow. There’s a house. The girl is me. Rainbows are fun. They make people happy and make them smile.”

Visit the College of Education to see this amazing exhibit before it is returned to the UMFA in August 2019.
Research & Grants Highlights

Educational Psychology (EDPS) Professor Jason Burrow-Sanchez received $2,982,463 over 5 years from Substance Abuse and Mental Health Services Administration (SAMHSA) for the Prevention Technology Transfer Center for Region 8. This Center provides training and technical assistance to pre-professionals and professionals in the substance abuse prevention and health care fields. Read more on page 13.

EDPS Assistant Professor John Davis received $149,309 for 1 year from the Salt Lake City School District to support teachers of students with significant behavior needs. In addition, Dr. Davis is a collaborator on the School of Psychiatry project to study Autism Spectrum Disorder funded through the Center for Disease Control for $107,723 over 3 years.

Educational Psychology Assistant Professor Aaron Fischer received Cambia Health Foundation funding for the Student Well-Being Program: Addressing Adolescent Mental Health for all Students. The $180,000 over 2 years supports the ongoing implementation and sustainability of the multi-tiered mental health program. In addition, Dr. Fischer has received funding from 7 LEAs to support his Well-Being and mental health programs.

Special Education Professor Susan Johnston and Professor Andrea McDonnell received $152,692 over 2 years from the Utah State Board of Education (USBE) for the U of U Project to Prepare New Early Childhood Special Educators. The purpose of this agreement is to allow students to complete the Master of Education Degree licensure program. Graduates of the program will receive a degree and license in preschool special education with an early intervention credential.

Special Education Assistant Professors Sharlene Kiuhara and Associate Professor Breda O’Keeffe received a Utah State Board of Education grant of $154,668 over 2 years for the Teacher Recruitment in Mild/Moderate 2 Licensure Project. This partnership addresses the critical shortage of teachers serving students with mild/moderate disabilities.

Educational Leadership & Policy Assistant Professor Erin Castro was awarded $108,000 from Laughing Gull Foundation for her Research Collaborative on Higher Education in Prison. The Collaborative is part of the University of Utah Prison Education Project (UPEP), a multipronged approach to expand the field of quality higher education in prison.

ELP Associate Professor Paula Smith received funding in the amount of $500,000 over 5 years from the Utah State Board of Education for data collection and performance measurements for the Utah Project AWARE for all Substance Abuse and Mental Health Services Administration recipients from our local school districts.

ELP Assistant Professor Jason Taylor received $430,018 from the Institute for Higher Education Policy, Degrees When Due (DWD) for a new initiative intended to support states’ scaling of degree reclamation policies that increase degree completion for populations with “some college, no degree.” Dr. Jason Taylor is leading the research on the DWD initiative which will examine the impact of DWD on students’ educational and employment outcomes, state and institutional policy adoption and change, the impact on reducing equity gaps in degree completion, and the impact of innovative models that help students return to college to complete their degrees.
Kirsten Butcher, PhD, Assistant Professor in Educational Psychology and Program Director for Instructional Design and Educational Technology (IDET), with colleagues from the Natural History Museum of Utah (NHMU) has been awarded a National Science Foundation (NSF) grant with total funding expected to reach $1.3 million to develop and evaluate an online learning environment to support student learning in the biosciences. This pioneering project, titled Engaging Practices for Inquiry with Collections in Bioscience (EPIC Bioscience), uses authentic research investigations of objects from the museum’s digitized natural history collections to provide students, particularly traditionally underserved populations, with novel access to museum objects and engaging STEM investigations to improve critical thinking skills.

Over the next three years, principal investigators Kirsten Butcher, Mitch Power, and Madlyn Runburg will lead an interdisciplinary team of educational researchers, museum educators, and scientists who will combine their expertise to develop curriculum aligned with Next Generation Science Standards, a multi-state effort to create new K-12 science education standards that are “rich in content and practice.” The EPIC project will focus on 6-8th grades from Title I and rural schools.

“Objects have inherent interest for students and provide a concrete context for study, with the result that scientific investigations centered around objects are able to motivate students and connect to their prior knowledge in meaningful ways,” said Dr. Kirsten Butcher. “Digitized objects from museum collections provide a vast educational resource that has yet to be tapped. EPIC Bioscience is at the forefront of this effort, exploring the potential of digitized museum objects to enhance and improve science learning for middle school students.”

EPIC Bioscience will provide a series of online investigations for middle school students to encourage a deeper understanding of science content and advance their critical thinking skills as they engage in science practices to conduct collections-based research with digitized objects from the museum’s botany, entomology, and vertebrate collections. The project will examine questions of how and when interactive features of a digital learning environment can better promote student engagement, meaningful collaborative discourse, and robust learning outcomes as middle school students conduct research using digitized museum collections.”
Dee Endowed Professorship in School Psychology

The College of Education is pleased to announce the new Dee Endowed Professorship in School Psychology, in the Department of Educational Psychology in the College of Education. The recipient of this award is Dr. Aaron Fischer, Assistant Professor in School Psychology. This is the first endowed professorship in the College. It is made possible by a generous donation from the Candace and Tim Dee family.

After earning a PhD in School Psychology from the U in 1998, Candace served as a school psychologist for the Jordan School District and an adjunct professor and supervisor. Dr. Dee and her husband, Tim Dee, have given generously over the years in support of scholarships for school psychology students as well as faculty and student research. We were delighted to learn that the Dees were interested in supporting the inaugural endowed professorship in our college. This professorship is intended to recognize faculty for their scholarship while promoting recruitment and retention of outstanding scholars in School Psychology.

Endowed professorships help achieve and maintain excellence at universities. These positions are a lasting tribute to the donor, and to the outstanding faculty member who holds the endowed professorship and their successors. The Dee Endowed Professorship in School Psychology will provide tremendous benefit to the program, department, college and campus community for generations to come.

Like other endowed professorships and chairs on campus, this endowed position has a five-year term. Award recipients must be nominated to the Senior Vice President for Academic Affairs and the President of the University makes the award. The "endowed" part of an endowed professorship means that a permanent fund has been established, and the annual earnings may be utilized by the recipient in support of scholarly pursuits.

Dr. Fischer’s research interests follow two distinct lines of inquiry that are directly applicable to the fields of school and pediatric psychology. First, he is interested in creating and evaluating effective strategies for psychologists engaging in consultation, while incorporating cutting-edge technology. Currently, he is evaluating videoconferencing as a strategy to conserve school resources and remotely consult with teachers. His research will continue to evaluate the use of videoconferencing across multiple areas of consultation and school psychology.

Dr. Fischer’s second line of research lies in evaluating and advancing evidence-based interventions for children and adolescents with an ASD and their families (i.e., parent training). Currently, he is evaluating behavioral parent-training programs and parent-provided behavioral feeding interventions through videoconferencing.

Please join us in celebrating the beginning of a new and exciting endowed professorship in the Educational Psychology department and School Psychology Program, and congratulate Aaron for this outstanding honor.
SUE MORROW
HER LEGACY

1942 - 2018  Sue was a lifelong advocate for equality, social change and cross-cultural understanding. She was Professor Emerita of Educational Psychology from University of Utah, where she taught from 1993 to 2018, after receiving her PhD from Arizona State University in 1992. She was well known in her field of Feminist Qualitative Research, Counseling Psychology and Social Justice and received many awards throughout her career. She was an active member of both national and local Association for Women in Psychology (AWP) chapters and co-coordinated three national conferences.

Beyond her life as an influential educator, mentor, and groundbreaking scientist, Sue had a strong connection to the natural world. Her deep love for the Grand Canyon and Colorado River made her heart sing. She will be remembered by the many people whose lives she has touched for her joie de vivre, amazing hugs, laugh, strength and kindness.

Sue, with the help of family & friends, established the Brian W. Campbell and Sue Morrow Endowed Scholarship in Educational Psychology. The Campbell/Morrow Scholarship supports students pursuing academic study in lesbian, gay, bisexual and related studies, in order to promote research on these underrepresented populations.

To support this scholarship please visit: https://education.utah.edu/giving-scholarship.php or call Jill Lamping at (801) 587-8324.

JUNE 2019 RETIREMENTS

Kathy Hill, Clinical Instructor for Severe Disabilities, is retiring with Emeritus status after 32 years with the Department of Special Education. Kathy’s valuable contributions related to supervising and supporting student teachers will leave a lasting impact on the field of special education for many years to come.

John Kircher, Professor of Learning Sciences, is retiring with Emeritus status after 32 years with the Department of Educational Psychology. Dr. Kircher is an internationally recognized expert on the subject of deception detection in government and industry. His lifelong contributions to the field of polygraph and deception detection research are noteworthy.

Andrea McDonnell, Professor and Program Coordinator for Preschool Special Education/Early Intervention, is retiring with Emeritus status after 32 years with the Department of Special Education. Andrea is nationally recognized for her support of future teachers and her research in the areas of embedded instruction and supporting young children with disabilities in inclusive settings.

Cheryl Winston, Clinical Instructor and Program Coordinator for Deaf and Hard of Hearing, is retiring with Emeritus status after 18 years with the Department of Special Education. Cheryl’s commitment to supporting new teacher candidates, district and state educational programs and deaf and hard of hearing students and their families, has made a difference in the lives of many.
STUDENT HIGHLIGHTS

Dean’s Fellows

JENNIFER CALL  
PhD Student, Special Education

My educational goals at the University of Utah are to become an independent scholar and produce original research which positively contributes to the field of special education. My dissertation will focus on teaching parents to implement a reading intervention called Dialogic Reading with their preschool children with disabilities. After I graduate, I would like to work at an institution of higher education in teacher education with preservice teachers to help prepare the next generation of early childhood special educators.

VANESSA JOHNSON  
PhD Student, Educational Leadership & Policy

My areas of interest include campus climate and bi/multiracial student and professional staff/faculty experiences at predominately white institutions. This past year, I published an article with one of my mentors, Dr. Castro, and colleagues on the landscape of postsecondary education in prison, of which I have been a student researcher. Once I earn my doctorate degree, I hope to continue researching, publishing, and teaching and support others on their own academic journeys.

LAUREL UDY  
PhD Student, Educational Psychology

I chose the educational psychology department at the U of U because of the work done in the ASSIST laboratory with interactive learning technology. The research program and courses I have participated in this year are preparing me for a career in higher education as a university professor, or to work in education at a district or state level providing professional development to teachers. As I continue my studies, this fellowship provides me with opportunities to collaborate with remarkable students and faculty as we pursue our research goals.

UITE Elementary Education Graduates

“The Urban Institute of Teacher Education has given me the opportunity to meet some of the most amazing people that inspire me to be the best teacher I can be and who I am proud to call my family away from home!”
~Kelsea Thompson, Senior

“My experience in the UI TE has been eye-opening and informative. It has helped me to become a better member of the community and realize the needs of our local students/schools.”
~Jillian Gallegos Kershaw, Senior

Engage with Us!

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Instagram  
https://www.instagram.com/utaheducation/
2018 - 2019 NEW FACULTY

**Tracy Dobie**, Assistant Professor in Educational Psychology holds a BA in Psychology from Princeton University and a PhD in Learning Sciences from Northwestern University. Tracy’s research focuses on student engagement and equitable learning opportunities in elementary and middle school mathematics education.

**Joanna M. Drinane** is an Assistant Professor in the Counseling Psychology Program. Her research focuses on the relational/cultural processes and outcomes associated with psychotherapy. In particular, she seeks to capture how intersections of identity shape the therapeutic relationship and the impact cultural conversations have on the change clients make in therapy.

**Alexander Hyres**, Assistant Professor in Education, Culture & Society, is a historian of US education. He earned his PhD in the History of Education at the University of Virginia. He studies the African American experience, teacher and student activism, curriculum and pedagogy, and the American high school. In particular, he is interested in the relationship between education and social change.

**Chris Linder** is an Assistant Professor in Educational Leadership & Policy, where her scholarship focuses on sexual violence and student activism. Chris’s new book, *Sexual Violence on Campus: Power-Conscious Approaches to Awareness, Prevention, and Response* (Emerald Press), was published in May 2018.

**Nicole Pilling**, Assistant Professor in Special Education, has an MEd in Special Education and is a certified Teacher of the Deaf. She received her LSLS Cert. AVEd, the leading certification for Auditory Verbal specialists. She developed an early intervention program designed to provide Auditory Verbal services to babies & toddlers as well as counsel and empower their families.

**Keith Radley**, Associate Professor in Educational Psychology, and program director of the School Psychology program. His research focuses on the application of behavior analytic interventions for children and adolescents within school settings. Within this area, his research has focused on the development and evaluation of social skills interventions and peer-mediated behavioral interventions for individuals with autism spectrum disorder.

**Pablo Ramirez** is an Assistant Professor in the Education, Culture & Society department. His research explores the way pre and in-service teachers draw from culturally responsive pedagogy to address the social, academic and linguistic needs of Latino/a English Learners, Bilingual Learners, and other culturally and linguistically diverse students.

**Monika Lohani**, Assistant Professor in the Learning Sciences program in Educational Psychology, earned her MA in Cognitive Science from the University of Allahabad, and MA & PhD in Social Developmental Psychology from Brandeis University. Monika integrates basic and applied perspectives to understand effective regulation of affect and cognition in diverse social learning, military, and health contexts.

**Kehalauni Vaughn** is an Assistant Professor of Pacific Islander Studies in Education, Culture & Society. She received her doctorate from the University of California at Riverside. Her educational background also includes graduate degrees from UCLA in Higher Education and Asian American Studies and a concentration in American Indian Studies. Her research explores Pacific Island Studies, Indigenous epistemologies, Indigenous education, and decolonial practices and pedagogies.
Teacher education at the University of Utah prepares educators to work in 21st century classrooms. As a research institution, our focus in science, technology, mathematics and fine arts applies cutting-edge research and best practices to teachers’ daily work, enabling our graduates to make a difference in P-12 classrooms for all children.

Our nationally accredited licensure programs prepare future teachers with knowledge, skills and practice-based experiences to be leaders within their classrooms and schools.

Graduates from the U’s College of Education are particularly well poised to meet the challenges and opportunities that are part of educators’ work. Intersections between the work of scholars, practitioners and clinically based faculty allow for a comprehensive and layered approach to preparing future teachers. The scholarship of our faculty highlights a critical dimension of our program and is a model for others locally, nationally and beyond.

Mary D. Burbank, assistant dean for Teacher Education, director of the Urban Institute for Teacher Education

LICENSURE PROGRAMS
Licensed 2017 & 2018

- Elementary Education: 39%
- Secondary Education: 29%
- Special Education: 16%
- School Counselors and Psychologists: 11%
- K-12 Administrator: 5%
- Elementary Education: 39%
- Secondary Education: 29%
- Special Education: 16%
- School Counselors and Psychologists: 11%
- K-12 Administrator: 5%
Jason Burrow-Sanchez, PhD, Clinical Assistant Professor in Educational Psychology and Training Director of the PhD program in Counseling Psychology has received funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) for a regional Prevention Technology Transfer Center (PTTC). The Mountain Plains PTTC is a partnership between the Department of Educational Psychology in the College of Education and the School of Dentistry at the University of Utah. Its mission is to strengthen the workforce pipeline for pre-professionals and professionals in the substance abuse prevention and health care fields by delivering evidence-based trainings and technical assistance in the six-states (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming) comprising Region 8.

The Mountain Plains PTTC is part of a national network of 10 regional centers across the United States. The purpose of the Prevention Technology Transfer Center (PTTC) Network is to improve implementation and delivery of effective substance abuse prevention interventions. It does this by developing and disseminating tools and strategies to improve the quality of substance abuse prevention efforts; providing intensive technical assistance and learning resources to prevention professionals in order to improve their understanding of prevention science, epidemiological data, and implementation of evidence-based and promising practices; and developing tools and resources to engage the next generation of prevention professionals.

For additional information about the Center and its Informing Prevention (Adolescents) Webinar Series, visit: https://pttcnetwork.org/centers/mountain-plains-pttc/home.
Aaron Fischer, School Psychology Assistant Professor, is the inaugural recipient of the Dee Endowed Professorship. The Endowed Professorship is made possible by a generous donation from the Candace and Tim Dee family.

Leticia Alvarez Gutiérrez, Associate Professor in the Education, Culture & Society Department received the College of Education 2017-2018 Outstanding Faculty Service Award.

Matt Jameson, Special Education Assistant Professor, received the College of Education 2017-2018 Outstanding Teaching Award.

Kellie May, College of Education Alumna, received the 2018-2019 Teacher of the Year from the Utah State Board of Education. Kellie teaches social studies at West High School.

William Smith, Education, Culture & Society Professor and Chair, received the College of Education 2017-2018 Outstanding Faculty Research Award.

Irene Yoon, Educational Leadership & Policy Assistant Professor, was awarded the University of Utah Early Career Teaching Award.

COLLEGE OF EDUCATION FACULTY AWARDS 2018-2019

NEW ROLES

Yongmei Ni, Associate Professor, is the new Chair of the Educational Leadership & Policy Department in the College of Education

Paula Smith, Associate Professor in Educational Leadership & Policy, is serving as Interim Associate Vice President, Equity & Diversity

Laurence Parker, Professor in Educational Leadership & Policy, is serving as Associate Dean, Honors College
What Contributes to Academic, Social and Behavioral Outcomes for Elementary Students with Significant Cognitive Disabilities

Matt Jameson, PhD, Associate Professor of Special Education and Program Coordinator of the Severe Disabilities program, and John McDonnell, PhD, Professor of Special Education are part of a multi-university research consortium who have received an Institute of Educational Sciences (IES) grant. Drs. Jameson and McDonnell, along with the researchers from the Universities of Utah, Kansas, North Carolina at Greensboro, Northern Colorado, New Mexico, and Wyoming, with support from the Institute for Measurement, Methodology, Analysis and Policy (IMMAP) at Texas Tech University, will engage in primary data collection to explore what contributes to academic, social and behavioral outcomes for elementary students with significant cognitive disabilities (SCD).

While the Education for All Handicapped Children Act of 1975, now known as the Individuals with Disabilities Education Improvement Act (IDEA, 2004), established the right of all children with disabilities to a free appropriate public education (FAPE) has increasingly defined the “what” of education as both the general education curriculum and the student’s unique learning needs, it has largely left decisions related to the “how” and “where” to IEP teams responsible for developing individualized plans for each student. In terms of “where,” there is the presumption that specially designed instruction should be provided in the least restrictive environment (LRE). Reform efforts over three decades have focused on the LRE and emphasized placement reform for students with SCD, yet little research has systematically examined differences in educational outcomes of students who experience different placements (from fully segregated to fully included) while simultaneously exploring student, classroom, and school/district factors influencing placement decisions and subsequent instructional activities.

The purpose of the IES study is to address this gap, and directly explore the relationship between educational placements and outcomes for students with SCD, and the factors that influence these relationships. The results of this study will provide direction for future research; including interventions focused on placement decisions or increasing and improving student outcomes across different LRE placements. The goal of this multi-university collaborative project is to build evidence to support the needs of students with significant disabilities. University of Utah faculty and assistants will work with administrators and faculty to identify existing program strengths and assets that support identification of schools with percentages and rates of inclusion. Academic and behavioral assessment materials will be developed and intervention procedures will be piloted to assure proper measurement of impact of school placements. The project will target elementary age students with significant disabilities.
DONOR HONOR ROLL
WE GRATEFULLY ACKNOWLEDGE THE GENEROSITY OF DONORS WHO SUPPORT THE COLLEGE FROM JANUARY 1 - DECEMBER 31, 2018

$10K+
Arizona Community Foundation
Cambia Health Foundation
William H. & Patricia W. Child
The Crawford Family Foundation
Thomas D. Dee, III & Candace Cartwright Dee, PhD
Fitchburg State University Foundation, Inc.
Foothold Foundation
Cecelia H. Foxley, PhD
Good Samaritan, Inc.
Barbara C. Huppe
Michael A. & Doris Ward Lawson
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The reasons you give are personal. For Dr. Janiece Pompa, faculty in School Psychology in the Department of Educational Psychology, establishing the Hermelinda B. Pompa Endowed Scholarship is a continuation of her mother’s life-long advocacy for social services and education.

Hermelinda Bocanegra Pompa was a native of Kingsville, Texas and later settled with her family in Washington, D.C. where she received her Bachelors and Master’s degree in Clinical Psychology from George Mason University and was a licensed Clinical Social Worker. Hermelinda’s career in social services included position’s as Director of the Women’s Bureau and lastly served as the Mexican and American Solidarity Foundation’s Director of U.S. Operations.

Having overcome the hardships in her own life, Ms. Pompa had a passion for helping lift others from social and economic disadvantage. This passion led her to spend her working life in public service to those in need. The Hermelinda B. Pompa Endowed Scholarship in School Psychology has been established to honor her legacy and to help worthy students establish a life with meaning and purpose. Her life was a shining example of the fact that with vision and determination, hardworking people can triumph over obstacles, make a better life for themselves and others who need a hand in order to achieve their dreams, and perhaps change the world.

To Dr. Pompa, her family, and all of you who have given a gift to support the work in the College this year, THANK YOU. Only with the help of donors and friends like you, those who give selflessly to support our students, faculty, public programs and research, can the College of Education continue to advocate for their dreams, and perhaps change the world.

- Jill Lamping, Development Director

To discuss ways you can make a difference in the College of Education, please contact me at (801) 587-8324 or jill.lamping@utah.edu
Lily Ekeles García (BS’80, MEd’86) received the University of Utah’s Distinguished Alumni award from U of U Alumni Association President Joe Sargetakis at the annual Founders Day on February 26, 2019. Lily began her career as a school cafeteria lunch worker. After becoming a kindergarten aide, she was encouraged to become a teacher herself. So she worked her way through the University of Utah on scholarships, student loans, and as a starving folk singer, graduating magna cum laude in elementary education and later earning a master’s degree in instructional technology. Today, Lily is president of the country’s largest professional union, the National Education Association. Lily and her late husband Ruel Eskelsen endowed The Maestros Para Los Niños Endowed Scholarship in the College of Education to support future teachers in elementary and secondary education working in the Latino community.

"If you measure the wrong number, you will miss the purpose of public education. I knew my purpose as a teacher every day as I walked into my classroom. My job was to open a child’s mind to its infinite possibilities...you cannot put a number on that."