

Utah Education

FALL 2023



Illustration:
*The Beverley Taylor
Sorenson Arts &
Education Complex*



College of Education
THE UNIVERSITY OF UTAH

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The College of Education is housed in the Beverley Taylor Sorenson Arts & Education Complex, which opened in February 2014. We are deeply grateful to the Sorenson family and the late Beverley Taylor Sorenson for the transformational gift that enabled us to build this lovely building that also houses Tanner Dance and the Beverley Taylor Sorenson Arts Learning Program. Beverley Taylor Sorenson's tireless advocacy for the arts and education has left a legacy that is still felt by many across the State of Utah.

Dean’s Letter



Frankie Santos Laanan

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I am thrilled to introduce the inaugural edition of the Fall 2023 Utah Education Magazine. This publication is designed to showcase the exceptional contributions of our faculty, students, and staff within the college and to narrate the story of how our research, teaching, and community engagement leave a lasting imprint on individuals, families, and communities. Our impact spans K-12 schools, higher education institutions, and organizations in Utah and beyond. The College of Education has many achievements to celebrate, and this magazine serves as a platform to share our accomplishments with our valued stakeholders.

My journey began with my appointment as interim dean in February, followed by my permanent appointment as dean in May. Looking back at my brief time in this leadership role, I am inspired by the dedication and enthusiasm exhibited by the faculty and staff who represent the college in our collective commitment to students and communities. We celebrate our student body, diverse in backgrounds and experiences, all united by commitments to pursuing academic excellence and enacting positive change within our society.

This issue of the Utah Education Magazine provides happenings in the college. We introduce 12 new faculty, provide insights into noteworthy events, spotlight the scholarly endeavors of our faculty, and highlight

leadership contributions, societal influence, and successful fundraising initiatives.

Throughout the past academic year, our college played host to a series of events, including the revival of the Jones Endowed Lecture series. A significant highlight was the privilege of hooding Frances Battle, the recipient of an Honorary Doctoral Degree, during the university's spring 2023 commencement. Our undergraduate students have been actively engaged in research projects exploring pertinent topics within their respective fields.

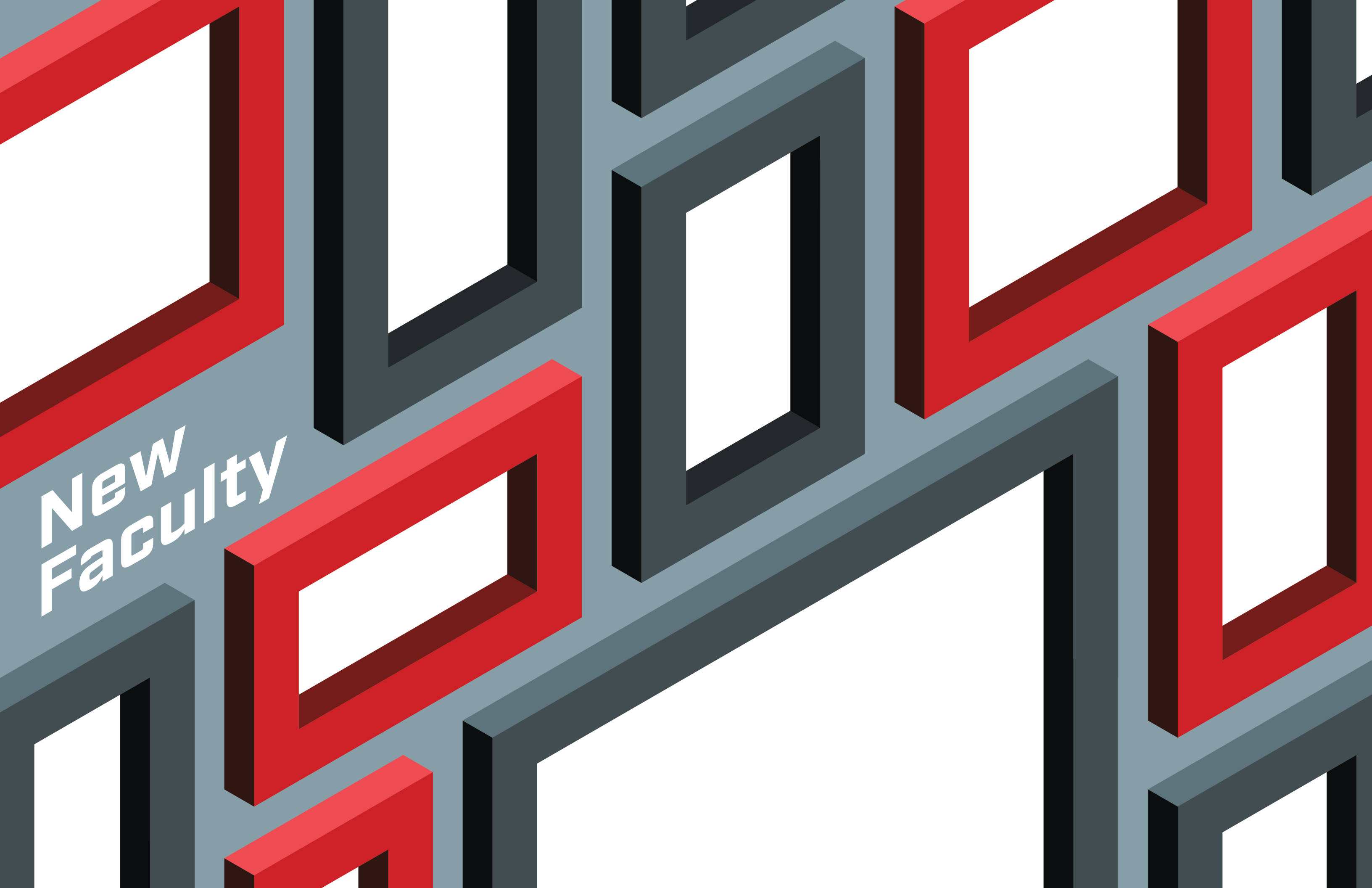
As dean of a college in a research-intensive university, I take pride in the accomplishments of our faculty research, funding acquisition, and scholarly engagement. Within their work, faculty are at the forefront of addressing significant societal challenges, including challenges faced by individuals engaging in postsecondary education in prisons, supporting multilingual learners, and bolstering professionals in their work to address substance misuse prevention and healthcare.

The spotlight section highlights faculty from diverse disciplines, each engaged in leadership and innovative pursuits. Through initiatives like the Utah Technology in Training Education and Consultation Lab (U-TTEC), the Mestizo Arts and Arts Collective, Teacher Recruitment Scholars (TRS), and the Native Education initiative, we are steadfast in translating research and teaching into actions that shape lives, influence practices, and inform policies.

Lastly, development and fundraising are pivotal to the college's future. Generous funding from notable foundations, including The Sorenson Legacy Foundation, The Emma Eccles Jones Foundation, and the Cambia Health Foundation, enhance our capacity to address pressing issues like STEM teacher shortages, elevating pre-service teacher education, supporting struggling readers' unique needs, and strengthening mental health systems in Utah.

As a new dean, I look forward to engaging with stakeholders, including school-based professionals and community members. To reach this goal, we invite innovation and collaboration to understand the critical challenges facing Utah's education landscape. Our success stems from the college's commitment to cultivating robust relationships with families and communities, recognizing the transformative potential within these connections.

The future of the College of Education shines brightly, and I am honored to serve as dean. I am excited to continue sharing more stories that illuminate the impact we make on K-12 schools, higher education, communities, and families in Utah and beyond.



New
Faculty



Sandy Smith, PhD
Special Education
Assistant Professor (Clinical)

Sandy Smith began her career in education as a paraprofessional for children with emotional and behavioral disorders (EBD) before returning to college to finish her degree and gain her teaching certificate. After supporting students with EBD at both the elementary and secondary levels, Dr. Smith began coaching teachers on classroom and behavior management. She continues to serve as an educational consultant in general and special education settings by coaching classroom management, Positive Behavior Interventions and Supports (PBIS), and interventions for students with EBD. Dr. Smith earned her doctorate in Educational Psychology with an emphasis in Special Education from Texas A&M University.

What are you most excited about in joining the College of Education?

What I am most excited about in joining the College of Education at the University of Utah is the opportunity to be a part of a team that teaches and models inclusive and equitable educational practices.

What is a fun fact we should know about you, or what are your interests/hobbies?

A fun fact about me is that my fantasy job is to be the narrator for the TV show "Snapped".



Paige Furbush, MEd
Special Education
Assistant Professor (Clinical)

Paige Furbush completed her B.S. in Early Childhood Special Education and M.Ed and BCBA here at the U, her Listening and Spoken Language (LSL) endorsement at Utah State University, and is thrilled to be back to complete her Ph.D and serve as a faculty member. For 10 years, Furbush worked as a special educator in a variety of settings, including an early childhood preschool classroom, early intervention, as well as a self-contained classroom for students who are deafblind. She is passionate about identifying effective behavioral strategies to use with students with sensory impairments, how AAC is being used for students who are Deaf/Hard-of-hearing with additional disabilities, and examining how we can adapt Listening and Spoken Language (LSL) strategies to be used with students who are deafblind.

What are you most excited about in joining the College of Education?

As a lifelong Ute, I have wanted nothing more than to come back to the University of Utah and teach in the department that shaped me as a special educator. It is truly an honor to work alongside the faculty who made such an impact on me as I prepared to enter the field of education. I am beyond excited to work with the next generation of educators and have the opportunity to continue to contribute to the field of special education as we prepare them to become advocates for children with disabilities and their families.

What is a fun fact we should know about you, or what are your interests/hobbies?

When I'm not in the classroom, I soak up every spare minute with my husband and 18-month-old daughter. When the weather is warm, you can find us swimming or playing outside with our (very old and very blind!) dogs. I also love to cook and try my hand at making dishes from a variety of cuisines. I am currently perfecting my chicken makhani recipe and am getting pretty close to beating out our favorite Indian takeout. As far as other hobbies go, I am staying optimistic that the time to discover those will miraculously open up when I finish my PhD.



Natalie Badgett, PhD
Special Education
Assistant Professor

Natalie Badgett is a behavior analyst with extensive experience supporting individuals with intellectual and developmental disabilities in educational and community contexts. She earned her Ph.D. in special education at the University of Washington and completed postdoctoral training with the Supporting Transformative Autism Research (STAR) program at the University of Virginia. Most recently, Dr. Badgett served as an assistant professor of special education at the University of North Florida. Natalie's research is focused on supporting inclusion through the sustainable implementation of research-validated behavioral strategies in applied settings, including classrooms.

What are you most excited about in joining the College of Education?

I am excited to be joining University of Utah faculty, staff, and students who are committed to inclusion, and who embrace collaboration and innovation in research and teaching.

What is a fun fact about you, or what are your interests/hobbies?

When not in the classroom, I enjoy live music, film, and spending time with my family—including my 200-pound Newfoundland, Fezzik (who is very excited for snow).



Tuba Yilmaz, PhD
Education, Culture & Society
Career-Line Assistant Professor

As a first-generation Turkish in the United States, Tuba Yilmaz calls herself an educator and scholar who devoted her work to linguistic justice, equity, and integration for culturally and linguistically diverse (CLD) students, focusing on refugee background students in education. She completed her master's and doctorate in the ESOL/Bilingual Education program at the University of Florida. Yilmaz has one year of K-8 and eight years of tertiary-level teaching experience in Turkey and the USA. Dr. Yilmaz's teaching and research aim to promote culturally sustaining pedagogies that disrupt deficit theories and monoglossic ideologies in CLD students' education and create transformative possibilities in classroom practices, teacher education, and policy. Her research interests include translanguaging, multilingual/multicultural education, comparative education, and critical pedagogy.

What are you most excited about in joining the College of Education?

The main reason I am excited to work at the College of Education at the University of Utah is the analogous trajectory of my teaching and research and the University of Utah's long tradition of preparing educators and educational leaders for Utah's diverse communities. I am also very excited to learn more about Utah's culture, weather, sights, and people. 50% of my heart belongs to my dog, Alex, whom I had to leave behind in Turkey due to the long travel to the USA.

What is a fun fact we should know about you, or what are your interests/hobbies?

My favorite activity is traveling; the most exciting trip in my life was to Iceland. Although I could not view the Aurora, I could see several exciting things, such as ice caves in different colors, passive volcanoes, geysers, and lagoons. My new desired destination is the Antarctic continent to see penguins and many more in their homelands. I also like reading and watching science-fiction and detective stories.





Edén Cortes-López, PhD
Educational Leadership & Policy
Associate Professor (Clinical)

Dr. Edén Cortes-López is a higher education researcher and practitioner. With over 10 years of experience in higher education, Dr. Cortes-López's research focus is understanding the inequities in the transfer process at the institutional level that impact minoritized student undergraduate experiences and success. Dr. Cortes-López practitioner work focus is on state-level transfer initiatives, equity assessments, higher education in prison, and policy assessment.

What are you most excited about in joining the College of Education?

It's an amazing feeling to be part of the University of Utah's community, to be part of a community of scholars, students, and practitioners. When I first started my graduate work at the U, I knew I wanted to work here. The work of faculty and practitioners to support students is admirable and invigorating. I see myself as someone who can also contribute to this work, to continue to create equitable opportunities for students. I'm honored to join the U.

What is a fun fact we should know about you, or what are your interests/hobbies?

Fun facts about Dr. Cortes-López are that his undergraduate and graduate education have been at PAC-12 institutions. He enjoys running and biking in the rain which speaks to his Pacific Northwest roots.



Thomas Korang, PhD
Urban Institute for Teacher Education (UITE)
Career-Line Assistant Professor

Thomas Korang recently graduated with a Ph.D. in Curriculum and Instruction from New Mexico State University. Born and raised in Ghana, he has experienced diverse educational settings—Ghana for a bachelor's degree in Social Studies education and Russia for a master's degree in Public Administration.

What are you most excited about in joining the College of Education?

I am delighted to join the University of Utah, specifically the Urban Institute for Teacher Education, as an assistant professor with an intent to support the preparation of teachers who will be capable of responding to the needs of their changing societies. I am optimistic that the U of U will provide the mentorship and resources for me to grow personally and professionally.

What is a fun fact we should know about you, or what are your interests/hobbies?

A fun fact about me is that I am keen on sporting activities, specifically soccer.



Chenglu Li, PhD
Educational Psychology
Assistant Professor—Instructional Design & Educational Technology

Chenglu Li dedicates his research to understanding the transformative impact of emerging learning technologies on STEM education and online learning. He creates learning spaces using the state-of-the-art technologies including artificial intelligence, the Internet of Things, and computer-based simulations and modeling, aiming to facilitate learning in a variety of classroom settings and digital platforms. Chenglu also considers himself a methodologist, extending and developing algorithmic strategies to create fair, accountable, and transparent infrastructure for AI in education, learning analytics, and educational data mining.

What are you most excited about in joining the College of Education?

I'm thrilled to finally have the chance to attend and support a home football game of an exceptionally strong team! Meanwhile, the U has an outstanding reputation for academic excellence, fostering an environment of innovation, and has a strong commitment to diversity and inclusion. I cannot wait to engage with our bright minds in the classroom, share my knowledge and experiences, and hopefully inspire the next generation of EdTech practitioners and researchers. I am also excited about the opportunity to work with a multidisciplinary team of scholars at the College of Education. The diversity of thought and expertise will undoubtedly enrich my own research, and I am eager to collaborate on projects that aim to advance our understanding of using technologies and learning sciences for teaching and learning.

What is a fun fact we should know about you, or what are your interests/hobbies?

I am a huge fan of Rock 'n' Roll, and I once played as a guitarist in a Blues & Funk band. My guitar hero is S.R.V., and I have recently set a goal for myself to cover his version of "Little Wing," a feat that was beyond my abilities even during my prime playing days. I also enjoy the drive that lofty and seemingly impossible goals provide. One of my ambitious objectives is to work out to achieve the muscular build of Arnold Schwarzenegger, simply because it is extremely challenging to accomplish. So, if you ever happen to see me in the gym, pinned down by a barbell, please feel free to lend a hand!



Natalie Noel, PhD
Education Psychology
Career-Line Assistant Professor—Counseling

Dr. Natalie Noel earned her Ph.D. in Counseling Psychology from the University of Utah. She completed her pre-doctoral internship at the Counseling and Student Development Center at the University of Hawaii at Manoa. Her specialties include positive psychology, trauma, intersectional feminist and multicultural issues, academic success, and career development.

What are you most excited about in joining the College of Education?

I am most excited to be joining the College of Education at the University of Utah because it is my roots! I have had the chance to work at other institutions of higher education and always received feedback about the quality of education that I had received. I look forward to continuing that level of excellence in education and passing on the legacy of my professors to the next generation of mental health clinicians and researchers.

What is a fun fact we should know about you, or what are your interests/hobbies?

When I'm not working, I enjoy conversations with interesting people, learning Krav Maga (an Israeli martial art), reading, cross-stitching, powerlifting, and pop-culture references. I'm looking forward to an amazeballs year with you all.





Jeremy Coleman, PhD
Educational Psychology
Assistant Professor, Counseling

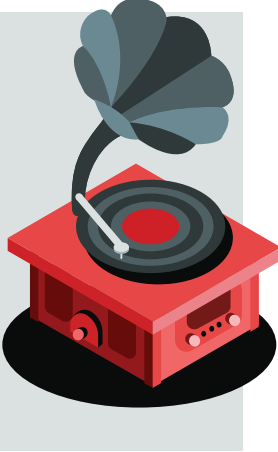
Jeremy Coleman received his Ph.D. in Counseling Psychology from the University of Denver. He is passionate about working as a clinician in community mental health settings, and completed his pre-doctoral internship at Denver Health and Hospital Authority. He most recently worked as an assistant professor in the department of psychological sciences at Augusta University in Augusta, Georgia. His research areas include scale development, as well as exploring the role of social class, classism, and cultural processes in the delivery of psychotherapy. He is the chair-elect of the American Psychological Association's Committee on Socioeconomic Status.

What are you most excited about in joining the College of Education?

I am most excited to get a chance to collaborate with students and faculty on research and training the next generation of mental health counselors and psychologists. I love helping students connect the material that they are learning in the classroom with their values and lived experiences, towards producing research that is both relevant to the field and fulfilling for students.

What is a fun fact we should know about you, or what are your interests/hobbies?

I am enamored with music, and love to make music in my spare time. Before returning to school in my late-20s, writing, recording, and performing music was my primary occupation for almost ten years. It didn't pay very well, but I could wear what I wanted and listen to music! Today, I enjoy going to record stores and thrift stores to look through the record bins for weird and unique recordings, taking them home and listening to them without being sure what to expect. I realize this is an odd and mild thrill, so I'll also say that I enjoy hiking, biking, gardening, and traveling.



Katherine O'Donnell, PhD
Educational Psychology
Assistant Professor

Katherine O'Donnell, Ph.D. is an Assistant Professor in the Language, Literacy, and Learning Program which is part of the Department of Educational Psychology at the University of Utah. Dr. O'Donnell completed her doctoral degree in special education at the University of Texas at Austin under Dr. Nathan Clemens with support from an OSEP leadership grant. While there, she worked on and coordinated multiple IES-funded grants and projects for state education agencies. In addition, she was selected as an early-career scholar in the Integrated Multi-Tiered Systems of Support Research Network and was part of the 15th cohort of the Council for Exceptional Children, Division of Research Doctoral Student Scholars Program. Her research focuses on the connection between word reading and reading fluency, particularly the role of set for variability (i.e. the ability to connect the spelling pronunciation of a word with its correct pronunciation), and how to best prepare pre- and in-service teachers in effective instruction/intervention for struggling readers.

What are you most excited about in joining the College of Education?

I am most excited to join the warm and welcoming community here at the University of Utah.

What is a fun fact we should know about you, or what are your interests/hobbies?

Fun fact is that I have been on an episode of Law & Order. I love to bake and craft when I'm not working.



Kate Helbig, PhD, BCBA-D, NCSP
Educational Psychology
Assistant Professor, School Psychology

Kate Helbig, Ph.D., BCBA-D., NCSP is an Assistant Professor in the School Psychology Program. Dr. Helbig completed her doctorate in school psychology from the University of Southern Mississippi (2019). She previously served as faculty at the University of South Dakota, in which she served as the director of the School Psychological Service Center and the School Psychology Discipline Head for USD's Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. She was selected by the Council for Exceptional Children for the Early Career Researcher Workshop Series, Society for the Study of School Psychology (SSSP) as an Early Career Scholar Recipient, and the IES Summer Research Training Institute on Single-Case Intervention Research Design. Her research can be categorized into three areas, including social skills teaching for students with autism spectrum disorder (ASD), peer-management interventions, and transition services for individuals with developmental disabilities.

What are you most excited about in joining the College of Education?

I am excited to join a collaborative and supportive faculty in the College of Education that are focused on promoting and enhancing the learning experience for all students. I am also excited to be a part of the School Psychology Program faculty and support graduate students in learning evidence-based practices to serve K-12 students.

What is a fun fact we should know about you, or what are your interests/hobbies?

I enjoy spending time with friends and family, being outside, and playing fetch with my cats.



David Stroupe, PhD
Educational Psychology
Associate Professor, STEM Education

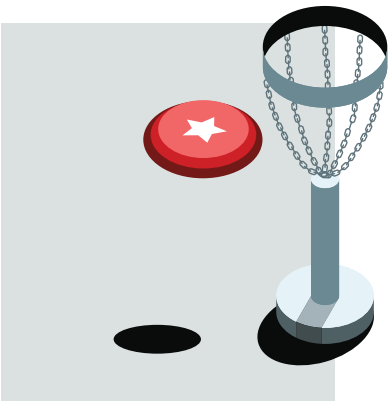
David Stroupe is an Associate Professor of science education, teacher education, and learning sciences in the Department of Educational Psychology. He also serves as the Director of Research at the Usable STEM Research and Practice Hub. He has three overlapping areas of research interests anchored around ambitious and equitable teaching. First, he frames classrooms as science practice communities. Using lenses from Science, Technology, and Society (STS) and the History and Philosophy of Science (HPS), he examines how teachers and students disrupt epistemic injustice through the negotiation of power, knowledge, and epistemic agency. Second, he examines how beginning teachers learn from practice in and across their varied contexts. Third, he studies how teacher preparation programs can provide support and opportunities for beginning teachers to learn from practice. David has a background in biology and taught secondary life science for four years.

What are you most excited about in joining the College of Education?

1) Wonderful new colleagues who do amazing work! 2) An amazing spirit of collaboration and community engagement to solve pressing problems, 3) Learning with and from new students, colleagues, and schools.

What is a fun fact we should know about you, or what are your interests/hobbies?

1) My wife is also a new faculty member at the U in Gender Studies and Ethnic studies 2) I have one daughter who is a junior at Brown University, and one daughter who is a senior in high school and specializes in singing/songwriting 3) I love to play Ultimate Frisbee, go on hikes, and ski!





Happenings



Left: Dr. Brian A. Burt giving a lecture about the development of graduate students.

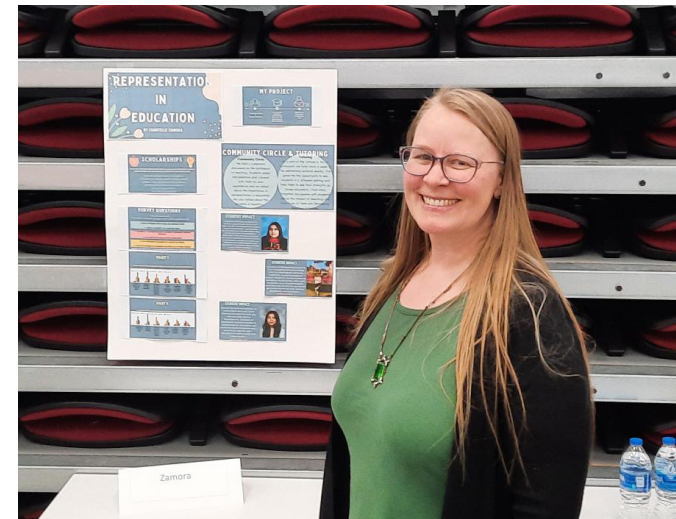
Below: Dr. Bryan Hubain, associate vice president, student development and inclusion, and Erin Butters, doctoral student in Educational Psychology.

Jones Lecture Series

The 2023 J. George Jones, Jr. and Velma Rife Jones Lecture titled “(Re) Engineering Graduate Advising: A Discussion about Care” was delivered by Dr. Brian A. Burt from the University of Wisconsin-Madison. The lecture took place on May 13, 2023, at the Art Works for Kids Auditorium within the University of Utah College of Education. Dr. Burt’s presentation explored the topic of graduate advising, emphasizing the importance of care in supporting the academic and personal development of graduate students.



Right: Michelle Jones displaying her board, “Representation in Education” at the 2023 Teacher Ambassadors Convening.



Teacher Ambassadors Convening

Members of the Teacher Ambassador 2022-2023 Cohort met on the University of Utah campus in May of 2023 to showcase their projects on advancing the profession. Educators from participating districts presented to colleagues, district leaders, U of U faculty and staff, and members of the education community! Project topics included social media highlights on the profession, building cohorts of education professionals, and promoting the work with colleagues, students, and community members.



2022-2023 Scholarship Celebration

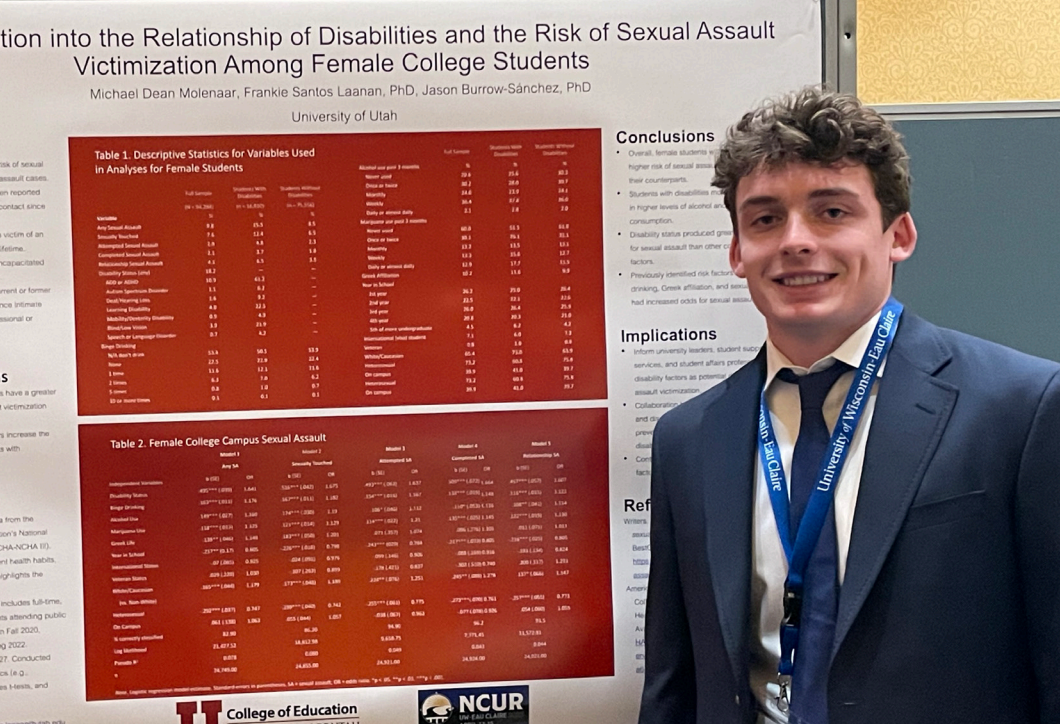
On September 23, 2022, the College of Education convened a gathering at the Ken Garff Scholarship Club, bringing together 105 attendees including students, faculty, and donors to celebrate the generous awarding of \$606,434 in donor-funded scholarships, benefiting 102 students. The average scholarship amount disbursed to each student was \$5,945. We express profound gratitude to our esteemed donors for their continued support of student scholarships and fellowships.

Left: Educational Psychology Professor Elaine Clark, and Ted Packard, a scholarship donor and former Educational Psychology Professor.

Bottom Left: College of Education students enjoying the meal served at the celebration.

Bottom Right: Faculty members, Kerry Herman and Peggy McCandless.





Above: Michael Molenaar and his project about sexual assault victimization among female college students with disabilities.

The Math Symposium

The Math Symposium, held on May 19, 2023, is an annual event that is much more than just another academic gathering, it is a celebration of the beauty and versatility of mathematics, igniting a passion for STEM and interdisciplinary learning. Spearheaded by the visionary Dr. José Francisco Gutiérrez from the Department of Education, Culture & Society, and supported by UITE licensure graduate, Roger Quinonez, from City Academy, the Math Symposium has evolved into a beacon of community engagement, fostering a profound love for mathematics among participants of all ages.

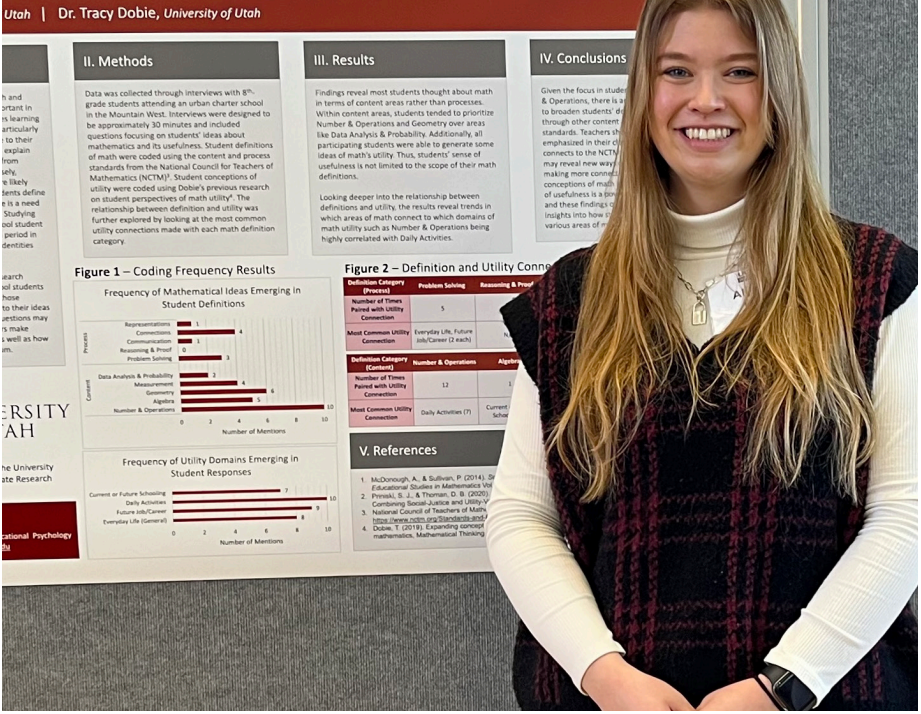
Right: Principie, Mom and siblings with project “How Does Music Impact Mental Health?”



NCUR 2023

The 2023 National Conference on Undergraduate Research (NCUR) held from April 13-15 at the University of Wisconsin-Eau Claire was a spectacular showcase of academic brilliance. The event brought together over 3,000 talented undergraduate students and dedicated faculty members from across the nation, all driven by a shared passion for knowledge and innovation. Among the standout presentations was the groundbreaking research project by Michael Molenaar, an ambitious and dedicated undergraduate researcher mentored by Jason Burrow-Sanchez and Dean Frankie Santos Laanan. Molenaar’s presentation, titled “An Exploration into the Relationship of Disabilities and the Risk of Sexual Assault Victimization Among Female College Students,” captivated the audience and earned him well-deserved recognition.

School Student-Generated Ideas About Mathematics: Definitions and Utility



UCUR 2023

The Utah Conference on Undergraduate Research (UCUR) was held on February 17, 2023. Its mission is to promote undergraduate research, scholarship, and creative activity, done with the mentorship of a faculty member or others, through an annual conference. Undergraduate research is a high-impact educational practice – students who participate in research opportunities lead to positive outcomes with retention, graduation, and post-graduation decisions. Student presentations are welcome in all fields and disciplines, from the creative and performing arts to biomedical, engineering, and social science research.

Left: Alyssa Lee and her project called “Middle School Student-Generated Ideas About Mathematics: Definitions and Utility.”

Beacons of Excellence

At the University of Utah, the Beacons of Excellence Award is a prestigious recognition that celebrates exceptional individuals, programs, and projects that have significantly elevated the undergraduate experience. To earn this award, recipients must exhibit extraordinary commitment to positive change, embracing challenges and pushing boundaries with creative solutions. Dr. Cynthia Benally, an Assistant Professor of Native American Education, exemplifies this commitment through her transformative impact on her students and dedication to fostering inclusive learning environments.

Right: Cynthia Benally holds her plaque at the Beacons of Excellence Awards ceremony on October 22, 2022.





Honorary Doctorate Degree

Frances P. Battle dedicated over four decades of her life to educating Salt Lake City's youth. She started as an English teacher, held multiple teaching and administrative positions, and currently works as the principal at Nibley Park Middle School. In the spring of 2023, she received an honorary doctorate degree from the University of Utah in recognition of her contributions to education. She was hooded by Dean Frankie Santos Laanan and Board of Trustee Chair Christian Gardner.

Left: Frances P. Battle receives her Honorary Degree at the University of Utah Commencement.

College of Education Convocation

Nubia Peña, Senior Advisor on Equity and Opportunity and Director of the Utah Division of Multicultural Affairs for Governor Spencer Cox has spent the past 15 years working as a community organizer, advocate, and ally for systematically marginalized populations. Nubia Peña served as the 2023 College of Education's commencement speaker and is pictured here with University of Utah Trustee James (Jim) Lee Sorenson and College of Education Dean Frankie Santos Laanan.

Right: Dean Frankie Santos Laanan, Nubia Peña, and Trustee James (Jim) Lee Sorenson at the College of Education Convocation held on May 5, 2023.



Commencement Speaker

Dr. Tim Shriver, Chair of the Special Olympics International and co-creator of the Dignity Index, delivered a powerful speech at the University of Utah's 2023 commencement ceremony on May 4, 2023. Speaking to the graduating class, Shriver emphasized the importance of unity and treating others with dignity in a divided society. His inspiring words encouraged the graduates to embrace compassion, reject contempt, and take a chance on creating a more inclusive and empathetic world.

Above: Tim Shriver gives his commencement speech emphasizing the importance of unity and dignity in a divided society.

Right: Dean Frankie Santos Laanan and Dr. Tim Shriver.



Left: Aaron Miller receives Teacher of the Year Award at the University of Utah Commencement.

Teacher of the Year Award

Anthony Miller is an esteemed public school teacher at Washington Elementary in the Salt Lake City School District. After a transformative experience during two summer courses at the University of Utah, he switched his major to elementary education and has since dedicated himself to teaching 5th grade for the past 11 years. His commitment to his students and mentorship of new teachers led to his well-deserved recognition and receipt of the Outstanding Public School Teacher Award.

Research, Funding, & Scholarly Engagement





Left: Students collaborating to complete their schoolwork.

Utah Prison Education Project (UPEP)

Ascendium Grant Funds Groundbreaking Prison Education Project

In a groundbreaking endeavor, the University of Utah has secured a momentous \$750,000 grant from Ascendium Education Group to establish a research center focused on postsecondary education in prisons. This pioneering initiative aims to bridge the educational gap faced by justice-impacted individuals and create transformative opportunities. Thanks to the Ascendium Grant, the University of Utah is poised to revolutionize the field of prison education and empower incarcerated learners.

Redefining Postsecondary Education in Prisons

With less than 5% of incarcerated individuals having access to quality higher education, the University of Utah's research center, supported by the Ascendium Grant, is determined to redefine postsecondary education programs for justice-impacted students. By addressing critical evidence gaps and conducting rigorous research, the center aims to design, evaluate, and improve educational initiatives within prisons. This groundbreaking approach acknowledges the worthiness of incarcerated and formerly incarcerated individuals as college students and emphasizes higher education's responsibility in serving communities.

A Model for Change

Under the visionary leadership of Director Andy Eisen, the University of Utah's research center will go beyond research and coordination. It will also launch a trailblazing bachelor's

degree program at the Utah State Prison, setting a precedent as the first program of its kind in the state. By leveraging the university's resources, the center aspires to dismantle systemic barriers and create transformative change in postsecondary education access for justice-impacted students. The model aims to inspire other institutions to embrace similar initiatives and empower incarcerated individuals through education. Thanks to the transformative Ascendium Grant, the University of Utah is at the forefront of driving change in the field of prison education. By establishing the research center and launching the bachelor's degree program, the university is taking bold steps towards empowering justice-impacted learners and creating lasting societal impact. Through collaboration, rigorous research, and a commitment to educational equity, this prison project has the potential to break barriers, transform lives, and pave the way for a more inclusive and equitable future.



Dr. Erin Castro

Dr. Castro is an Associate Professor in Educational Leadership & Policy and the Co-Founder of the University of Utah Prison Education Project. She directs the Research Collaborative on Higher Education in Prison, an evidence-based approach to expand the field of quality higher education in prison.

APEX

Multilingual Learner's Success

APEX: Advancing Pathways toward Equity and eXcellence with Educators of Multilingual Learners, is a transformative 5-year project that aims to enhance the educational journey of multilingual learners in Utah schools. Through evidence-based strategies and comprehensive pathways, APEX equips educators with the knowledge and skills needed to promote literacy and create equitable learning environments for these students.

Leadership and Vision

At the helm of APEX is Dr. Verónica Valdez, serving as the Principal Investigator. Leading a diverse team of experts, including Dr. Leticia Alvarez Gutiérrez and Dr. Wenyang Sun, the project is characterized by its holistic approach, considering the collective responsibility of educators in fostering the success of multilingual learners.

Four Learning Pathways

APEX offers four distinct pathways to cater to various groups of educators. The first two pathways target future and current educators, providing ESL endorsement training through scholarships. Additionally, in-service teachers have the opportunity to pursue a nationally accredited M.Ed. with ESL endorsement, further elevating their expertise. The third pathway ensures tuition support for the M.Ed. program, while the fourth pathway empowers paraeducators, parent leaders, and non-ESL endorsed educators through intensive summer trainings.

Holistic Support for Multilingual Learners

APEX recognizes the significance of support both inside and outside the classroom. By engaging paraeducators, parent leaders, and after-school coordinators, the project ensures a comprehensive approach to student success. Emphasizing parental involvement, APEX aims to accelerate English acquisition and boost learning.

Innovative Technology Integration

APEX embraces technology to promote distance professional learning. The Online Intensive Training Series (ITS) on Foundations of Working with Multilingual Learners fosters collaboration through discussion boards and online platforms. Instructors leverage instructional media, apps, and graphic organizers to enhance student learning experiences.

Partnerships for Progress

Collaborating with Canyons and Davis School Districts, APEX pioneers change in Utah's educational landscape. The Utah Education Policy Center (UEPC) plays a crucial role in data collection, analysis, and evaluation to ensure tailored improvements. The National Multilingual Learning Coalition (NMLC) strengthens APEX's reach by sharing research and best practices with educators nationwide.

Encouraging Educators Statewide

While currently implemented in selected districts, APEX envisions statewide expansion. Its all-female, racially diverse team is determined to bridge educational gaps and empower all Utah educators. Ranked 12th out of 50 DOE-funded National Professional Development programs, APEX is already garnering attention for its impact and innovative approach.

Micro-Credentialing for Continued Growth

Looking ahead, APEX plans to offer micro-credentialing in teaching multilingual learners, ensuring continuous professional growth for educators. With a focus on high-quality, evidence-based learning opportunities, APEX aspires to enable all educators to access its program and contribute to Utah's educational excellence.

APEX Researchers



Dr. Verónica Valdez
Principal Investigator & Director



Dr. Josephine Amoakoh
Associate Director



Dr. Leticia Alvarez Gutiérrez
Co-Investigator



Dr. Wenyang Sun
Co-Investigator

The Utah Education Policy Center

Education Through Research and Collaboration

In the realm of education, the Utah Education Policy Center (UEPC) stands as a beacon of knowledge, research, and collaboration. This non-partisan and not-for-profit center, nestled within the College of Education, has been at the forefront of bridging research, policy, and practice. Through its tireless efforts, the UEPC is making a significant impact on education in Utah and beyond.

Bringing Research to Action

At the core of the UEPC's mission is its commitment to providing valid, reliable, and rigorous research that informs educational practices. The center's research and evaluation initiatives help identify effective strategies and interventions to improve educational outcomes. By partnering with Utah school districts like Canyons and Davis, the UEPC ensures that research findings are tailored to meet the unique needs of each district, empowering educators with data-driven solutions.

Collaboration for Success

The UEPC understands that impactful change in education cannot happen in isolation. That's why collaboration lies at the heart of their work. One notable partnership is with the National Multilingual Learning Coalition (NMLC). Together, the UEPC and NMLC support pre- and in-service teachers by sharing best practices, innovative strategies, and the latest research to enhance multilingual learning. This unprecedented collaboration equips Utah educators with cutting-edge knowledge to foster success for students with diverse language backgrounds.

The Power of Stakeholder Engagement

The UEPC recognizes that education involves numerous stakeholders, each with valuable perspectives. To ensure inclusivity and transparency, the center established the Advisory Committee. This committee brings together representatives from various key stakeholders, including educators, families/advocates, paraeducators, and alumni. Their input, direction, and feedback shape the decision-making process, guaranteeing that the voices of those invested in student success are heard and valued.

Leadership and Impact

Under the guidance of Dr. Andrea Rorrer, the Director of the Utah Education Policy Center, the center has established itself as a leader in educational research and policy. Through partnerships, capacity-building initiatives, and the mobilization of knowledge, the UEPC contributes significantly to the improvement of education in Utah. With an annual impact of \$1.8-2.3 million, the center's work reaches far and wide, positively influencing educational practices and outcomes across the state.



Dr. Andrea Rorrer

Dr. Rorrer is a professor in the department of Educational Leadership & Policy, and is the Director of the Utah Education Policy Center (UEPC). Andrea Rorrer leads and oversees the center's activities, guiding research initiatives, policy analysis, and collaborations aimed at improving educational outcomes and promoting equity in student access and success.

Left: Educators reviewing data on program impact.



Left: The Sneffels Range in southwestern Colorado of the San Juan Mountains.

Mountain Plains Prevention Technology Transfer Center

Empowering Communities

Nestled within the Mountain Plains region, the Mountain Plains Prevention Technology Transfer Center (PTTC) stands as a formidable force in promoting evidence-based prevention efforts. This dynamic partnership between the Department of Educational Psychology and the School of Dentistry at the University of Utah plays a pivotal role in strengthening the workforce pipeline for pre-professionals and professionals engaged in substance misuse prevention and healthcare.

Targeting Adolescent Substance Use Prevention

At the heart of the Mountain Plains PTTC's important projects is the focus on preventing adolescent substance use. By equipping professionals and pre-professionals with effective tools and skillsets, the center is addressing the challenges posed by substance misuse among young individuals. Through workshops and targeted training, the Mountain Plains PTTC ensures that educational institutions and healthcare facilities have the necessary resources to create healthier environments for adolescents.

Promoting Suicide Prevention

Suicide prevention is a key focus for the Mountain Plains PTTC. By providing valuable insights and resources to educators, counselors, and healthcare professionals, the center aims to create safer and more supportive environments for vulnerable individuals. Through targeted interventions and educational initiatives, the Mountain Plains PTTC seeks to make a meaningful impact on reducing suicide rates and supporting those in need.

Comprehensive School-Based Preventative Interventions

The center's dedication to building stronger, healthier communities is further evident in its school-based

preventative interventions. By collaborating with schools and educational institutions, the Mountain Plains PTTC ensures that effective prevention strategies are integrated into the educational fabric. Through these initiatives, the center strives to empower the youth with knowledge and skills to make informed choices and lead healthy lives.

Cannabis and Vaping Prevention among Adolescents

As cannabis use and vaping among adolescents become significant concerns, the Mountain Plains PTTC engages in prevention projects addressing these emerging challenges. Through educational resources and targeted campaigns, the center works to prevent the early onset of substance use and protect the well-being of the youth in Region 8.

Transformative Impact and Ongoing Commitment

The Mountain Plains PTTC's impact on Region 8 is evident in the continuous growth of their workforce pipeline and the strengthening of prevention practices. Their evidence-based resources, workshops, and technical assistance empower professionals, leading to healthier communities. With their important projects and unwavering commitment, the Mountain Plains PTTC is making a difference in the lives of individuals, ensuring a brighter and healthier future for all.

The Mountain Plains PTTC is funded by a Federal Grant from Substance Abuse and Mental Health Services Administration (SAMHSA).



Dr. Jason Burrow-Sanchez

Dr. Burrow-Sanchez is a Professor in the Department of Educational Psychology and the Director of the Mountain Plains Prevention Technology Transfer Center (PTTC). His leadership and expertise in counseling psychology have been instrumental in empowering professionals and pre-professionals in substance use prevention, education, and healthcare throughout the region.

Utah FORGE

Unlocking the Earth’s Energy Potential

Utah FORGE (Frontier Observatory for Research in Geothermal Energy) stands at the forefront of cutting-edge geothermal research and development. Located near Milford, Utah, this \$220 million project, sponsored by the U.S. Department of Energy, brings together a diverse group of partners and collaborators, including the College of Education's Urban Institute for Teacher Education (UITE). Its primary objective is to harness the Earth's geothermal potential where naturally occurring geothermal reservoirs are scarce, making a sustainable and clean energy future a reality.

Shaping the Next Generation of Geothermal Educators

Thanks to the strategic partnership with UITE, Utah FORGE has made remarkable strides in educating K-12 students and inspiring future geothermal educators. Through multi-year doctoral student assistantships, stipends for workshop instructors and teachers, and valuable evaluation support, the project has invested in cultivating a pool of geothermal energy enthusiasts.



The experiences gained by these undergraduate students are bound to reverberate throughout their careers, shaping their future teaching methods and inspiring a new generation of environmentally-conscious learners. As they step into the classroom as educators, their profound knowledge and passion for geothermal energy will undoubtedly leave a lasting impact on their students.

Pioneering Sustainability at the University of Utah

Utah FORGE has ignited a transformative journey towards sustainability at the University of Utah. As one of the largest consumers of energy in the region, the university has taken up the challenge to reduce its carbon footprint significantly. By investing in long-term green power contracts and geothermal heating and cooling systems, the university is setting a stellar example of responsible energy consumption and leading the way for other educational institutions to follow suit.

Forging Ahead - The Future of Utah FORGE

With each well drilled and every research milestone achieved, Utah FORGE brings us closer to a greener future. The project's mission to de-risk Enhanced Geothermal Systems (EGS) technologies is paving the way for widespread adoption of renewable energy across the United States and beyond. As the collaborations continue to flourish and geothermal literacy spreads far and wide, Utah FORGE remains at the forefront of shaping the next generation of geothermal leaders and educators. Its dedication to advancing the potential of geothermal energy is propelling us toward a future where clean, sustainable, and abundant energy lies right beneath our feet.

Left: A student uses a thermal map on a digital computer screen.

Right: Utah FORGE site.



Learning to Observe

A Project Conducted in Capitol Reef National Park

Capitol Reef National Park, with its majestic landscape and millions of years of geologic history on display, recently played host to a groundbreaking professional development program for educators. The Learning to Observe project, led by Dr. Lauren Barth-Cohen, Associate Professor in Educational Psychology and Physics and Astronomy, is funded by a National Science Foundation grant. This three-year study aims to explore how educators acquire and impart scientific observation skills to their students, a crucial aspect of teaching science.

A Perfect Setting for Learning

During Phase II of the program, educators engaged in a week-long field experience at Capitol Reef National Park, putting into practice the knowledge acquired from Phase I, a comprehensive online geology course.



Dr. Lauren Barth-Cohen

Dr. Barth-Cohen is an Associate Professor in the Department of Educational Psychology. She is the lead researcher behind the Learning to Observe project conducted in Capitol Reef National Park. The purpose of her study is to advance the understanding of how educators acquire and teach scientific observation skills to students.

Fostering Hands-On Learning

The transformative field trip allowed educators to witness firsthand the wonders of geologic processes through the park's uplifted rock formations and the fascinating coexistence of abandoned Utah settler cabins and American Indian petroglyphs. This experiential learning approach highlighted the significance of scientific observation, which is at the core of geology.

Empowering Educators to Inspire

The educators' newfound knowledge and skills have left a profound impact on their teaching methods. Jessica Jones, with two decades of experience in earth sciences, became an enthusiastic advocate, sharing her newfound expertise with her students and family. For Amy Hunt, a new teacher pursuing her middle school science endorsement, the field experience provided valuable hands-on learning and collaboration with peers, which she believes will enhance her teaching.

Building Connections to the Land

The project not only benefits educators and students but also fosters a deeper appreciation for the natural beauty of the area. Jones and Hunt, along with their colleagues, learned how the land was formed, connecting them to the rich history of Capitol Reef. As educators, they aim to instill a sense of appreciation and love for the region's natural wonders in their students and local communities.

A Promising Future for Education and Preservation

Moving forward, the project's Phase III will see participating educators creating field experiences for their high school students, tailored to their local settings. This extension of learning outside the classroom aims to strengthen scientific observation skills while connecting students to the beauty of their own surroundings, whether in urban, rural, or frontier environments.



Above: An educator participating in the week-long field trip to Capitol Reef National Park.

Capitol Reef National Park's partnership with the College of Education has opened new avenues for enriching learning experiences. Through projects like Learning to Observe, the park continues to inspire educators, strengthen connections to nature, and cultivate a generation of inquisitive minds with a deep appreciation for scientific exploration and preservation.

Spotlights



The McCluskey Center for Violence Prevention (MVCP)

Shaping Safer Campus Communities

The McCluskey Center for Violence Prevention at the University of Utah is at the forefront of combating sexual violence on college campuses. Through research, education, and impactful campaigns, the center strives to create safer environments for students.

Research for Prevention

By conducting multidisciplinary research, the center seeks to understand peer culture, harmful behaviors, and effective prevention strategies. Their evidence-based approach drives actionable solutions to address sexual violence.

Empowering Education

The center offers workshops and presentations that empower the campus community with knowledge and tools to combat sexual violence. From consent dialogues to historical context, their programs encourage critical thinking and personal reflection.

Impactful Campaigns

The center’s campaigns, such as the “You Might Be Causing Harm If…” initiative, raises awareness about harmful behaviors and inspire change. Their success has been recognized in academic journals, encouraging other institutions to undertake similar efforts.

Honoring a Legacy

Named after Lauren McCluskey, a victim of relationship violence, the center is dedicated to ending such violence among college students. They pay tribute to other victims, reinforcing their commitment to prevention.

The McCluskey Center for Violence Prevention is leading the charge to create safer campus communities. Through research, education, and campaigns, they empower individuals to address sexual violence and honor the legacy of victims. Their work inspires change and sets a precedent for a future free from violence on college campuses.



Dr. Chris Linder

Dr. Linder is an Associate Professor in the Department of Educational Leadership & Policy. As the Director of the McCluskey Center, Linder brings extensive expertise in student activism and sexual violence prevention. Her commitment to educational equity, inclusion, and social justice greatly impacts the center’s work and fosters transformative practices in addressing violence.

Learn to Set Boundaries!

Despite the wealth of resources available on relationships, navigating them remains challenging. No exhaustive list can protect us from toxic partnerships or identify every unhealthy behavior. Understanding others deeply is complex and sensitive. Uncomfortable situations often arise where we question the validity of our feelings. Expressing concerns can be frustrating when others fail to understand or validate us.

However, we possess an essential tool: trust. Trusting ourselves is crucial for setting boundaries and recognizing harmful behaviors. It involves accepting and validating our emotions, even if they differ from others. We must remove ourselves from uncomfortable environments and allow space for uncomfortable feelings like shame, sadness, or anger. Taking time to process and determine if a conversation or new boundaries are necessary is essential.

Trusting ourselves doesn’t require changing others or seeking their understanding. Each person has unique boundaries, and while external sources can’t define red flags for everyone, we instinctively know what feels wrong to us. Setting boundaries based on discomfort or harm is valid, regardless of others’ agreement.

Our boundaries ensure safety, well-being, and alignment with our wants and expectations. Prioritizing self-care is essential. By trusting ourselves and maintaining healthy boundaries, we gain confidence to navigate relationships authentically.

UITE Connect

Transforming the Teaching Landscape

UITE Connect, an innovative program offered by the Urban Institute for Teacher Education (UITE), is transforming the teaching landscape by empowering educators through collaboration and support. With its focus on building a supportive network, fostering collaboration for professional growth, and providing relevant resources, UITE Connect is revolutionizing the way early-career teachers navigate their teaching journeys. Let’s explore the key features of this transformative program.

Building a Supportive Network

UITE Connect recognizes the importance of a strong support system for new teachers. By offering a collaborative network, UITE Connect allows educators to connect with fellow graduates, creating a community of support and camaraderie. Through shared experiences and mutual encouragement, teachers can navigate the challenges of their early years with confidence and resilience.

Collaboration for Professional Growth

The program emphasizes the power of collaboration among educators. By fostering a culture of collaboration, UITE Connect encourages teachers to learn from one another, share ideas, and brainstorm solutions to classroom challenges. This collaborative approach leads to continuous professional growth and the development of innovative teaching practices that benefit both teachers and students.

Relevant Resources and Support

UITE Connect provides a wealth of relevant resources and support to early-career teachers. From career assistance to lesson planning tools and professional development opportunities, the program equips educators with the necessary tools and knowledge to excel in their teaching careers. By offering a comprehensive range of resources, UITE Connect ensures that teachers have access to the support they need to navigate the complexities of the education system.

UITE Connect is revolutionizing the teaching landscape by empowering educators through collaboration and support. By building a supportive network, fostering collaboration for professional growth, and providing relevant resources, the program equips early-career teachers with the tools and support they need to thrive. UITE Connect’s innovative approach to teacher education paves the way for a stronger and more cohesive teaching community, ultimately benefiting students and shaping the future of education.



Above: UITE Connect Teachers enjoying a meal at the 2023 UITE Connect event.
Left: Classroom teacher Kelly Haakenson and UITE faculty member Dr. Udit Gupta, an Associate Professor for UITE.





Dr. William Smith

Equity and Mental Health Advocacy

Dr. William Smith is an individual whose work goes beyond the boundaries of his chosen field, making a profound impact on society as a whole. He is a Professor in the Department of Education Culture & Society and Chief Executive Administrator of Justice, Equity, Diversity, and Inclusion (JEDI) at the Huntsman Mental Health Institute (HMHI). With his tireless dedication to justice, equity, diversity, and inclusion, Dr. Smith has emerged as a leading figure in the national conversation on race, mental health, and education.

Shaping the Conversation on Race and Racism

Nearly two decades ago, Dr. Smith coined the term "racial battle fatigue" (RBF) to describe the physical, mental, and emotional toll of racism on people of color. This groundbreaking concept has since become a powerful framework for understanding the pervasive effects of racism in various contexts, extending beyond academia to reach a broader audience. Through his research and advocacy, Dr. Smith has deepened our understanding of the mental health toll of racism and helped pave the way for transformative change.

Championing Justice, Equity, Diversity, and Inclusion

As the Chief Executive Administrator of JEDI at HMHI, Dr. Smith plays a pivotal role in implementing programmatic changes and policies to ensure that justice, equity, diversity, and inclusion are integral to the institute's foundational work and new initiatives. His leadership extends to shaping the programming and construction of state-of-the-art mental health facilities, as well as spearheading HMHI's national mental health anti-stigma campaign. Dr. Smith's efforts aim to improve mental healthcare and resources for traditionally underserved populations, both in Utah and beyond.

Exemplary Mentorship and Recognitions

Beyond his research and administrative responsibilities, Dr. Smith has received prestigious awards recognizing his exceptional mentorship. The University of Utah Graduate School and the Spencer Foundation have honored him for his unwavering commitment to guiding and empowering graduate students and postdoctoral scholars. His dedication to mentorship is grounded in his belief that unlocking untapped potential and being of service to humanity are integral aspects of a successful mentor.

Impact and Influence

Dr. Smith's influence extends far beyond the academic realm. His research on racial battle fatigue has garnered widespread attention, with numerous citations, media features, and invitations to present his work internationally. Through his insightful analyses and comprehensive understanding of the impact of racism, Dr. Smith is shaping national and international conversations on the experiences of marginalized communities. By breaking taboos and naming the effects of racism, he empowers others to explore and address these critical issues.

Dr. William Smith's contributions to education, mental health, and the national conversation on race have made him a transformative figure in his field. Through his tireless work, he has shed light on the mental health toll of racism and has taken decisive steps to advance justice, equity, diversity, and inclusion. Dr. Smith's leadership and mentorship inspire future generations to pursue academic excellence and dedicate themselves to creating a more inclusive and equitable society. With his vision and expertise, Dr. Smith is shaping the landscape of education and mental health, leaving an indelible mark on both institutions and individuals alike.



Left: The Huntsman Mental Health Institute (HMHI) located on the University of Utah campus, where Dr. William Smith serves as Chief Executive Administrator of Justice, Equity, Diversity, and Inclusion (JEDI).



Dr. Keith Radley

Revolutionizing Education with Innovation

As an Associate Professor and Program Director of School Psychology in the Department of Educational Psychology, Dr. Radley has dedicated his career to addressing the critical needs of students with Autism and learning disabilities. Through groundbreaking research and the use of cutting-edge techniques, he is revolutionizing the way we understand and support these students, ultimately empowering them to thrive in academic and social environments.

Unveiling the Power of Role-Playing Games

One of Dr. Radley's most remarkable contributions is his use of role-playing games to teach social skills to students with Autism. Drawing inspiration from the popular Dungeons and Dragons (D&D) game, he has developed an innovative approach known as D&D Lite. In these game-based interventions, students assume different characters and embark on quests where they learn and apply essential social skills in a safe and engaging environment.

By partnering with the University of Utah's Entertainment Arts and Engineering program, Dr. Radley ensures that the game's narratives captivate the students, fostering deep engagement and enthusiasm. The immersive nature of D&D Lite allows participants to experience real-world social interactions, such as requesting information or collaborating with others, while receiving immediate feedback. This groundbreaking method has demonstrated remarkable success, with students showing genuine investment in the learning process and a remarkable retention of social skills.

Bridging the Research-to-Practice Gap

Dr. Radley understands that research can only have a tangible impact if it reaches the hands of those who need it the most. To address this challenge, he focuses on making his findings

accessible and practical for educators and caregivers. He advocates for the creation of intervention manuals that guide practitioners in implementing evidence-based strategies effectively. He emphasizes the importance of flexibility within these manuals, allowing educators to tailor interventions to meet student needs.

Through his tireless efforts, Dr. Radley aims to bridge the research-to-practice gap and ensure that evidence-based interventions are readily available in various school settings. By making use of technology, including video-based instruction, he provides educators with accessible tools that can be integrated into their daily routines.

Recognition and Impact

Dr. Radley's contributions to the field have not gone unnoticed. He has earned accolades such as the Early Career Research Award, highlighting his exceptional achievements and dedication. Beyond his individual success, Dr. Radley has also made significant contributions to program development and mentoring within the School Psychology program at the University of Utah, nurturing the next generation of scholars and practitioners.

Looking Ahead

As Dr. Radley's research continues to gain momentum, he envisions larger studies and the development of a comprehensive game manual for facilitators that can be implemented across diverse school settings. His ultimate goal is to equip educators with the tools they need to maximize the potential of students with Autism and learning disabilities, fostering their academic and social growth.



Left: Dr. Keith Radley (left) and Dr. Evan Dart (right) presenting their findings on the role-playing game's efficiency at a conference.

Societal Impact



U-TTEC Lab

Technology and Empathy

Utah Technology in Training, Education, and Consultation (U-TTEC) Lab is an inspiring research lab dedicated to revolutionizing school psychology and mental health practices. Established in 2014 by Dr. Aaron J. Fischer, U-TTEC's mission extends beyond the boundaries of traditional education. Through cutting-edge technology and empathetic approaches, the lab seeks to create a nurturing and inclusive learning environment for all students.

Honoring Indigenous Land Acknowledgment

U-TTEC's roots run deep with a profound respect for history and heritage. The lab acknowledges the ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes, recognizing the enduring relationship between Indigenous peoples and their traditional lands. This acknowledgment forms the foundation of U-TTEC's commitment to collaboration with Native Nations and Urban Indian communities.

Empowering Future Educators

U-TTEC serves as a dynamic training ground for graduate students in applied research and clinical practice. Aspiring educators, school psychologists, and behavior analysts receive diverse and high-quality training opportunities. Through hands-on experiences, they learn to apply evidence-based practices to real-world challenges, preparing them to become compassionate leaders in the field.

Breaking Barriers with Technology

U-TTEC's innovative approach hinges on the integration of cutting-edge technology in school psychology and mental health support. By leveraging the power of modern tools, the lab addresses complex issues like behavior assessment, intervention, pediatric feeding problems, and school mental health. The transformative use of technology enriches the educational experience, paving the way for a more inclusive and accessible learning environment.

Collaboration for Collective Impact

Collaboration is the cornerstone of U-TTEC's endeavors. Partnering with

various programs and school districts, the lab initiates transformative projects that positively impact students' lives. From the Behavior Support Response Team (BSRT) in Salt Lake City School District to the Utah School Mental Health Collaborative, U-TTEC's collaborative spirit strengthens mental health support systems and fosters resilience in school communities.

Well-Being through ASCEND

One of U-TTEC's standout programs, ASCEND, is a beacon of hope for students in Salt Lake City School District. ASCEND provides intensive behavioral and mental health supports, making a significant difference in the lives of young learners. The team, comprising Board Certified Behavior Analysts and licensed psychologists, empowers students to thrive academically and emotionally.



Dr. Aaron Fischer

Dr. Fischer is an Associate Professor and the Dee Endowed Professor in School Psychology in the Department of Educational Psychology. Dr. Fischer is the driving force in the U-TTEC Lab, and his work revolves around enhancing mental health services in schools through innovative technology integration and collaborative approaches.

Left: Annual U-TTEC Lab End of Year Event at Sugar House Park hosted in May 2023.

Mestizo Arts & Activism Collective

Communities, Creativity and Activism

The Mestizo Arts and Activism (MAA) Collective is an inspiring university-community partnership in Salt Lake City. Founded in 2007 by Dr. David Quijada, Dr. Caitlin Cahill, and the late Dr. Matt Bradley, MAA has become a catalyst for social change and guiding light for the Westside community.

Community-Based Leadership and Engagement

Under the current leadership of Dr. Leticia Alvarez Gutiérrez, The Mestizo Arts and Activism Collective (MAA) in Salt Lake City, Utah, is breaking barriers and fostering an environment where diverse voices are celebrated. By nurturing community-based leadership and engagement among high school students, undergraduate mentors, researchers, university faculty, and artists, MAA empowers individuals to address urgent issues in their communities.

Addressing Real-Life Concerns through Activist Projects

Drawing from critical theory, MAA tackles pressing issues affecting Utah communities. Through creative activist projects like websites, documentaries, newspapers articles, murals, music, and dance, the collective addresses topics such as education, stereotypes, immigration, bullying, and more. These projects serve as powerful tools to challenge perceptions and advocate for positive change.



Dr. Leticia Alvarez Gutiérrez

Dr. Alvarez Gutiérrez is an Associate Professor and Director of Graduate Studies in the Department of Education, Culture & Society. As the director of MAA, Dr. Alvarez Gutiérrez provides guidance and expertise to the Mestizo Arts and Activism Collective. Her focus on community-based research empowers MAA members to address critical issues in their communities through creative activist projects.



Above: Installation of the TRAX Mural Project.

Safe Spaces for Dialogue and Growth

MAA provides a safe environment for young people to discuss and reflect on issues relevant to their lives. By engaging in an ongoing collective conversation, participants share experiences and develop political understandings through personal everyday experiences. This intimate atmosphere builds strong community bonds.

Intergenerational Collaboration for Lasting Impact

The power of intergenerational collaboration lies at the core of MAA's success. MAA continues to evolve and thrive under the leadership of committed young individuals. This approach ensures that the collective remains adaptive and continuously addresses the evolving needs of Utah communities.

Amplifying Voices through Research and Action

MAA adopts a community-based participatory action research approach, allowing young people to lead investigations into priority issues affecting their neighborhoods. By framing their own questions, documenting local conditions, and implementing action plans, participants amplify their voices and contribute to meaningful change in their communities.

Generous Support and Key Partnerships

The impact of Mestizo Arts would not be possible without the support of numerous funders and key partnerships. University Neighborhood Partners and the Honors College have played pivotal roles in sustaining the collective's vision and work. Special gratitude is extended to Martha Bradley and Rosemarie Hunter for their unwavering commitment and love.

Teacher Recruitment Scholars (TRS)

Cultivating Diversity for a Brighter Future

Bridging the Representation Gap in Education

In today's diverse classrooms, it is crucial for students to see themselves represented in their teachers. Unfortunately, the profile of educators often does not mirror the diversity of their K-12 classrooms. Enter the Teacher Recruitment Scholars (TRS) program, a groundbreaking collaboration between the University of Utah's College of Education, Salt Lake Community College, and local school districts. TRS is on a mission to bridge the representation gap in education by recruiting and supporting students from underrepresented backgrounds to become the teachers of tomorrow.

Empowering the Next Generation of Education Leaders

For over 16 years, TRS has been empowering prospective students across Wasatch Front school districts to pursue higher education opportunities in the field of education. Many of these students, like Flor Carina Mejia, a TRS recipient, are first-generation college-goers with a passion for teaching but faced hurdles navigating the college application process. TRS stepped in as a guide, offering vital support in everything from applications to tuition assistance, ensuring these aspiring educators can achieve their dreams.



Making Education Dreams Attainable

One of TRS's primary objectives is to remove financial barriers for students pursuing education degrees. This multi-district partnership provides much-needed financial support, including fees, books, and supplies, with SLCC waiving approximately \$3,500 a year in tuition for two years and the College of Education offering up to \$3,000 in tuition assistance for eligible students. Such support is a game-changer for these talented individuals who might not have otherwise had the opportunity to pursue their passion for teaching.

Impacting Students' Lives and Communities

The impact of TRS extends far beyond the classrooms. As these diverse teachers return to their communities as education leaders and mentors, they create a positive ripple effect for future generations. Research has shown that students of all races and ethnicities benefit from having teachers from diverse backgrounds. For students of color, having a relatable educator fosters a sense of belonging, improved academic performance, and reduced access and opportunity gaps.

A Call for Support

Despite its undeniable success, the TRS program faces a challenge – funding is at an all-time low. To ensure the continuity of this transformative initiative, the program seeks support from individuals who share the vision of fostering an inclusive and equitable education system. Donations to the College of Education's TRS fund can play a crucial role in nurturing future educators like Flor, who are committed to making a difference in the lives of Utah's diverse student population.

The Teacher Recruitment Scholars (TRS) program stands as a shining example of how collaboration and financial support can create lasting change in education. By empowering students from underrepresented backgrounds to become educators, TRS is cultivating diversity and inclusion within classrooms and communities. As we continue to strive for a brighter and more equitable future, supporting programs like TRS becomes not only a responsibility but also an investment in shaping the leaders of tomorrow.

We are deeply grateful to the TRS donors for their support, including the Brent and Bonnie Jean Beesley Foundation, Mark and Kathie Miller, Dr. John and Liz Bennion, and Bill and Pat Child.

Left: Three of the seven TRS graduates in Spring 2023: Hye Min (Stephanie), Jacqueline Chaves, & Naiby Chan Yam

Native Education

Knowledge and Respect in Communities

In the heart of Utah, the University of Utah's College of Education (CoE) Native Education initiative stands tall with a powerful mission - to serve Native communities across the state. This collaborative endeavor is committed to research, education, and community outreach activities in partnership with Native Nations and Urban Indian communities. Let's dive into the "who" and "what" of Native Education, exploring its goals and inspiring projects.

Who are They?

Led by passionate individuals, Native Education @ the CoE comprises experts dedicated to nurturing American Indian and Alaska Native excellence, particularly in the field of education. Among these remarkable individuals are Cynthia Benally (Diné), from the Department of Education, Culture, & Society, Frankie Laanan, Dean in the College of Education, and Connor Warner from the Urban Institute for Teacher Education.

What are Their Goals?

The collaborative has set its sight on several major goals aligned with the University of Utah's strategic vision:

1. The University Climate: The first goal is to provide education and advocacy that positively impacts the climate for American Indian/Alaska Native students, faculty, and staff at the University of Utah.
2. Promoting Inclusivity through Collaboration: Native Education @ the CoE actively participates in interdisciplinary collaboration to promote American Indian/Alaska Native outreach and curricular inclusion within the university.
3. Building Strong Collaborative Ties: The collaborative seeks to establish and maintain relationships that assist American Indian/Alaska Native communities, including the eight distinct Nations in Utah, in meeting their educational needs.
4. Empowering the Next Generation: To increase representation, Native Education @ the CoE aims to boost recruitment and retention of American Indian/Alaska Native students in education programs, especially in preservice teacher preparation.
5. Fostering Cultural Understanding: By developing and delivering programming and professional development, Native Education @ the CoE seeks to equip teachers and professionals with the skills for respectful and accurate interaction with American Indian/Alaska Native communities and cultures.

Elevating Projects

The initiative's vision comes to life through inspiring projects that leave a lasting impact on Native communities:

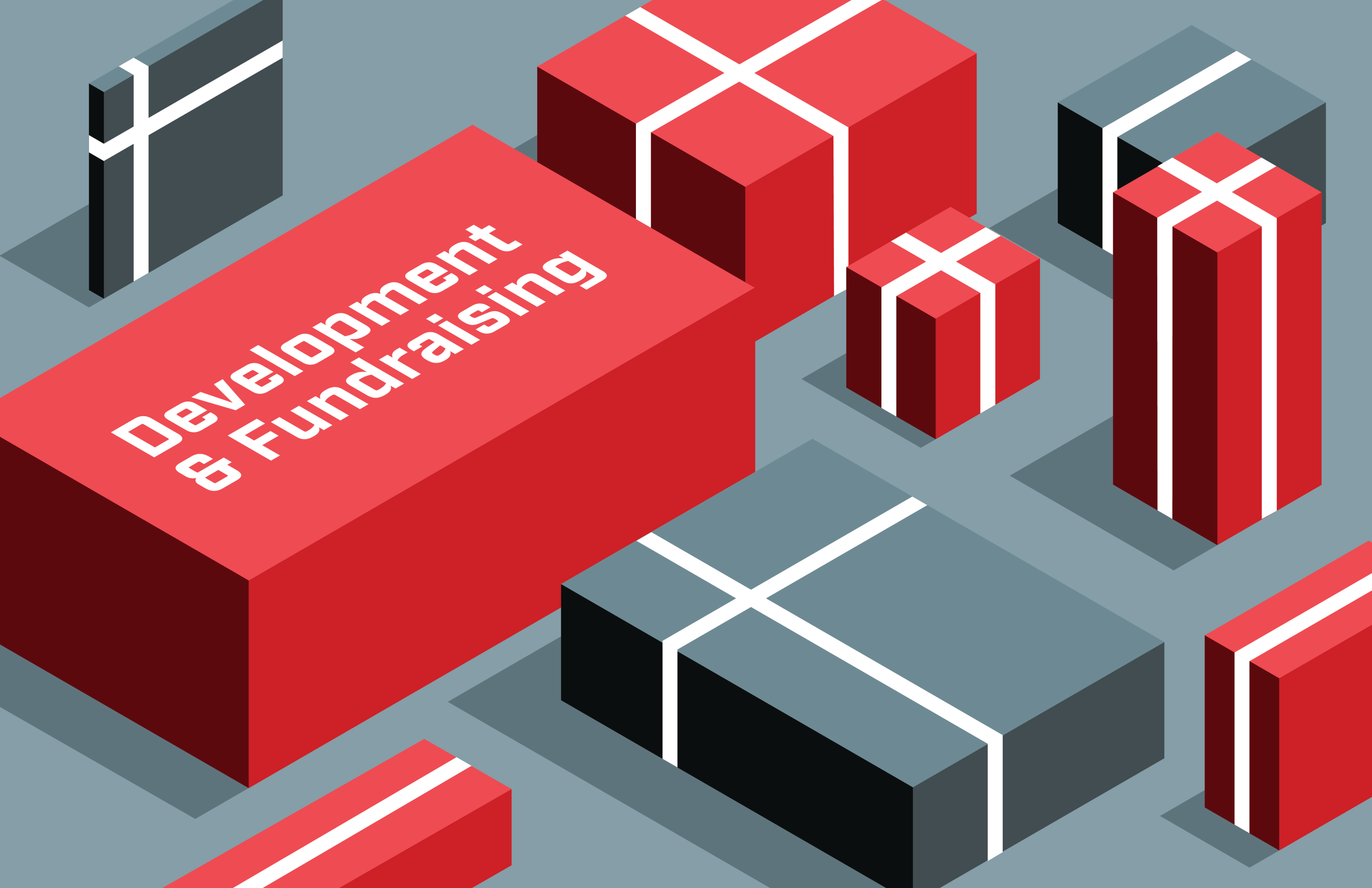
1. Annual Native Education @ the CoE Lecture: A platform for renowned scholars to share insights into Indigenous education and culture, fostering mutual respect and understanding.
2. Working with Native Communities Graduate Certificate: This interdisciplinary program prepares graduate-level learners to work effectively with Native communities, equipping them with the knowledge and skills to address contemporary concerns.
3. Native-Centered Professional Development for K-12 Teachers: By conducting workshops and providing resources, Native Education @ the CoE empowers teachers to engage with Indigenous perspectives and cultures.
4. Faculty Publications: Dr. Cynthia Benally, an instrumental force in the collaborative, has published works exploring Indigenous education, policy analysis, and the preservation of ancestral knowledge.

Through these ventures and more, the University of Utah's CoE Native Education is writing a remarkable chapter in empowering Native communities with knowledge, respect, and inclusivity. As they continue to honor and serve the rich heritage of the land, they inspire others to walk hand-in-hand with diversity and cultural understanding.



Dr. Cynthia Benally

Dr. Benally is an Assistant Professor in the Department of Education, Culture, & Society, and is an esteemed figure in the field of Native American Education. With over two decades of on-the-ground teaching experience, she has been a transformative force in nurturing cultural understanding and intellectual curiosity among students. Dr. Benally's research delves into vital areas, including curriculum, policy analysis, settler-coloniality, and Indigeneity.



Development
& Fundraising

Get REAL! Because The U-GETS-It!

Empowering Educators and Changing Lives

Phase I – Get REAL!

Get REAL! Responsive Education for All Learners is committed to providing an inclusive and adaptable learning environment for every student. Funded by the Sorenson Legacy Foundation, Get REAL! aims to enhance pre-service teacher education and educational experiences in elementary and secondary classrooms by incorporating Montessori principles and practices. The initiative focuses on equipping future and current educators with the tools to meet the diverse needs of students, including those with disabilities, and fostering a more inclusive and holistic educational experience.

The Impact of Get REAL!

Get REAL! has made a significant impact. Since 2014, Get REAL! has enriched pre-service educator preparation, equipping teachers and school-based specialists with essential knowledge and skills to support all children, including those with disabilities. The program's emphasis on inclusive practices fosters a supportive learning environment where every child can thrive. In addition to experiences for university students, this work has informed in-service teacher training, professional development, and family engagement.

Understanding Montessori Classrooms

A Montessori classroom is a unique educational environment that follows the principles of Dr. Maria Montessori, a physician and educator. Montessori education emphasizes independence, self-directed learning, and hands-on experiences. In these classrooms, teachers act as guides, observing each child's needs and interests, and tailoring lessons accordingly. Montessori classrooms typically have mixed-age groups, allowing older students to mentor and

inspire younger ones, and creating a collaborative and nurturing atmosphere.

Schools Embracing Montessori Teaching

Several schools in Utah affiliated with Get REAL! provide Montessori teaching and learning experiences. Notable examples include Rose Park Elementary School in the Salt Lake City School District, Elizabeth Academy, and Garfield School. These inclusive Montessori settings collaborate through Get REAL!, impacting early learners and providing valuable opportunities for beginning education professionals to observe and learn Montessori principles in action. Get REAL! also includes paraprofessional education programs and early learning school readiness programs. Understanding the role of parents as co-educators in the classroom is among our current efforts.

Phase II – The U-GETS-It!

The U-GETS-It! – University of Utah, Garfield School, Elizabeth Academy, Tanner Dance Salt Lake Community College is an extension of Get REAL! and creates opportunities for collaboration across stakeholder groups where students from across the University of Utah learn together about instruction and inclusion for children with disabilities.

The work of transdisciplinary teaming takes place within Montessori classrooms through curricular explorations and practical learning opportunities. Project goals include creating pathways in support of students studying across fields specializations (e.g., Occupational Therapists, Special Educators, Physical Therapists, Speech-Language Pathologists and Arts Specialists). Infusing linkages to the power of the arts, Tanner Dance provides a model of arts integration for all learners. A preservice teacher practicum for students at Salt Lake Community College links students across institutions in their pursuit of education degrees.

In a world where diversity and inclusion are paramount, the U-GETS-It! is paving the way for a more inclusive educational landscape. This collaborative preparation initiative sets out to empower educators with the skills and knowledge to create learning spaces that address the needs of every child, in support of their abilities and assets.

The unwavering and generous financial support of the Williamsen Family Foundation and the Sorenson Legacy Foundation has allowed the programs to flourish, fostering a model where inclusivity is championed and through collaboration in K-6 education. The Sorenson Legacy Foundation believes so strongly in this program that they have just made a gift to endow a faculty position to oversee the U-GETS-It! so this initiative and its philosophy of inclusive education for children of all abilities will go on in perpetuity.



Left: A student uses hands-on activities to learn in the classroom at Elizabeth Academy, an inclusive Montessori school.

Emma Eccles Jones Teach for Utah Program

STEM Education and Beyond

The Emma Eccles Jones Teach for Utah Program, a STEM-focused program, has been transforming the landscape of teacher education in Utah since its inception in 2019. Supported by the Emma Eccles Jones Foundation, this initiative empowers students with a passion for science and mathematics to become educators for grades 6-12.

Bridging the Gap: The 4+1 Model

The program's 4+1 model offers an accelerated educational path. By combining a bachelor's and master's degree within five years, students are fully equipped to tackle the challenges of a teaching career. This efficient approach has proven to be a game-changer, allowing aspiring educators to enter the classroom sooner while still receiving comprehensive training.

Building Strong Foundations

One of the cornerstones of Emma Eccles Jones Teach for Utah Program's success is the emphasis on early mentoring and peer support. By providing guidance and encouragement from the very

beginning, students gain confidence and develop essential teaching skills. This nurturing environment fosters a sense of community, encouraging future educators to collaborate, share insights, and learn from one another.

Customized Coursework

The program's curriculum is designed to prepare educators with the specialized knowledge required for STEM teaching. Students benefit from tailored coursework that hones their expertise in subjects such as math, chemistry, biology, and physics. Additionally, they earn a master's degree in educational psychology, enhancing their understanding of how to create effective learning experiences.

Fueling the Future

Thanks to the generous support of the Emma Eccles Jones Foundation, Emma Eccles Jones Teach for Utah Program has been able to provide 50% tuition support for students pursuing a 6-12 grade STEM educator license. Emma Eccles Jones' commitment to education is honored through this program, ensuring a steady supply of skilled STEM educators throughout Utah.

Emma became Northern Utah's first kindergarten teacher in 1926 after her former geography teacher, Miss Edith Bowen, persuaded her to use her new degree from Teachers College at Columbia University. Emma agreed and

donated her salary. Emma continued on as a teacher for ten years while the program evolved. She passed away in 1991, but her legacy and influence in early childhood education lives on.

Addressing Teacher Shortages

Emma Eccles Jones Teach for Utah Program tackles the issue of teacher shortages in subjects like math, chemistry, biology, and physics. By recruiting students interested in STEM careers directly from local high schools, the program cultivates a strong pipeline of educators. This approach is vital for ensuring Utah students have access to a quality STEM education, setting them up for success in the fast-evolving job market of the future.

The Power of Mentoring

The program's commitment to supporting educators extends beyond graduation. The program pairs early STEM educators with experienced mentors, helping them navigate the complexities of teaching both inside and outside the classroom. This mentoring network helps retain educators and contributes to the improvement of Utah STEM education.



Dr. Holly Godsey

Dr. Godsey is a Professor (Clinical) in the Department of Urban Institute for Teacher Education and Director of Emma Eccles Jones Teach for Utah Program.

Left: Emma Eccles Jones with her students in Logan, Utah at the Whittier Elementary School.



The University of Utah Reading Clinic

Unlocking the Power of Reading

Established in 1999 by the Utah Legislature, the University of Utah Reading Clinic (UURC) has been dedicated to providing essential resources, assessments, and interventions to help children overcome reading difficulties. Recently, with online tutoring, the UURC is reaching even more students.

Assessment and Intervention

At the heart of the UURC's mission lies its commitment to assessing and addressing the unique needs of struggling readers. Through comprehensive assessments, the clinic's experienced professionals gain valuable insights into each child's reading abilities, allowing them to tailor intervention programs accordingly. Whether it's basic or intensive intervention, the UURC's evidence-based approaches, such as the Wilson Reading System, provide students with the tools they need to develop essential reading skills.

Expanding Reach with Distance Tutoring

Recognizing the need for accessibility, the UURC recently launched their Distance Tutoring program, bringing their expertise directly to students' homes through online sessions. This initiative allows children in Utah to receive assessment and intervention services, regardless of their geographic location. Equipped with webcams and document cameras, families can actively participate in the learning process, ensuring maximum support for their children's progress.

Individualized Approach

One of the hallmarks of the UURC is its commitment to personalized attention. By understanding that each child's needs are unique, the clinic tailors intervention programs to suit their developmental reading level. Furthermore, the UURC recognizes the financial considerations faced by families and uses a sliding scale tuition model. This ensures that services are accessible to all, as fees are determined based on income and family size, allowing struggling readers to receive the support they deserve.

The Crucial Role of Parental Involvement

The UURC emphasizes the essential role of parents in their children's reading journey. Recognizing that intervention alone is not enough, the clinic encourages parents to actively engage in their child's reading development. By providing guidelines and tools, such as home reading charts and fluency-building activities, the UURC empowers parents to create a literacy-rich environment at home, complementing the progress made during intervention sessions.

A Safe and Supportive Environment

The UURC is committed to ensuring the safety and privacy of its students, both in-person and through online sessions. With strict security measures in place, including private Zoom meetings and controlled screen sharing, parents can rest assured that their child's well-being is a top priority. Additionally, the requirement for a parent to be present during online sessions provides an extra layer of support and engagement.

Thanking Our Donors

The University of Utah Reading Clinic (UURC) would not be able to provide the transformational services they do without the support of our donors. Thanks to the generosity of individuals, foundations, and corporations, we have continued to offer our program, even during Covid-19, to the 1000s of students who benefit from our interventions and tutoring annually. We want to express our sincere gratitude to the following who have recently made gifts; the R. Harold Burton Foundation, the George S. and Dolores Doré Eccles Foundation, The Church of Jesus Christ of Latter-Day Saints Foundation, Dollar General Literacy Foundation, The Beckstrand Family, The Castle Foundation, and the Crawford Family Foundation, and Cindy Dahle.

Below: Dean Frankie Santos Laanan, Dr. Kelly Patrick (director of UURC), and Dr. Matt Fields (staff member).



Utah School Mental Health Collaborative

Advancing Mental Health Infrastructure

Cambia Health Foundation's support of the Utah School Mental Health Collaborative (USMHC) has been instrumental in enhancing students' mental health in schools statewide. This program started in 2018 with Cambia's first gift to the college and took place in two Salt Lake City schools. It has since blossomed to serve 30 schools in 4 districts statewide. A generous gift of \$100,000 received in June 2023 from Cambia has enabled the USMHC, co-directed by College of Education faculty member Dr. Aaron Fischer, to extend its efforts to San Juan County and the Navajo Nation in southern Utah. Through technical assistance and training, the USMHC equips school districts with the necessary tools to implement and sustain comprehensive mental health programs. This collaboration addresses a critical aspect of overall well-being and empowers educators, school staff, and parents to foster the growth of resilient, healthy communities.

Transforming Healthcare and Education

Cambia Health Foundation, the philanthropic arm of Cambia Health Solutions, is committed to transforming people's healthcare experiences. Since its inception in 2007, the foundation has been crucial in supporting numerous initiatives that promote whole-person care models, reduce disparities, and create a just and inclusive healthcare system for all. Among its many beneficiaries, the College of Education is an essential partner in achieving the Foundation's vision. This article highlights the significant impact of the Cambia Health Foundation on the College of Education and the importance of their collaboration in advancing mental health and well-being within K-12 schools.

Multi-Tiered System of Support (MTSS) for Mental Health

One of the primary objectives of the USMHC is to facilitate the implementation of a school's existing multi-tiered system of support (MTSS) framework for mental health service provision. Dr. Fischer explains that collaborative teams called Well-Being Teams (WBT) play a vital role in managing the MTSS framework. When a school lacks an MTSS framework, the USMHC assists with training, helping schools build a strong foundation to address the diverse needs of their students. This approach ensures that mental health support is accessible to all, improving overall student well-being and academic success.

Extending Reach to Rural Communities

Thanks to Cambia Health Foundation's additional funding, the USMHC can now expand its reach to rural communities,

including the San Juan School District and Navajo Nation. By providing technical assistance and training in this vital but remote district, the USMHC empowers the community to advance its mental health system and positively impact students' lives in San Juan County.

A Shared Vision for Positive Change

Cambia Health Foundation's dedication to improving mental health outcomes aligns with its broader commitment to driving positive change in healthcare. By investing in mental health initiatives at an early stage, the Foundation recognizes the potential to prevent future challenges and promote lifelong well-being. The College of Education shares this vision, seeing mental health as critical to students' overall success and development.

The collaboration between Cambia Health Foundation and the College of Education is a testament to the power of partnerships in fostering positive change. By investing in mental health infrastructure in schools, the Foundation's support through the USMHC is significantly impacting the lives of Utah's students. As they continue to transform the healthcare journey, Cambia Health Foundation and the College of Education are leading the way in advancing mental health and well-being within educational institutions, creating a more inclusive and resilient future for generations to come.



Left: Utah School Mental Health Collaborative.
Below: Dr. Aaron Fischer and his students.





Development & Fundraising

Data from July 1, 2022 – June 30, 2023

\$1,636,731

raised in gifts from individuals, foundations, and corporations. An increase of 33% from 2021-2022

\$386,105

scholarship and fellowship funds

\$606,434

awarded to 102 students for 116 donor-funded scholarships and fellowships for the 2022-23 academic year. An increase of 4% from 2021-22

\$5,945

average amount awarded to each student in donor-funded scholarships and fellowships

65

scholarships and fellowships awarded, includes 54 endowed scholarships and fellowships and 11 annually funded scholarships

72%

scholarship funding comes from donors; the remaining amount comes from Federal and state sources

Interested in Making a Gift?

Please contact Safia Keller if you are interested in making a gift to the College of Education or establishing a scholarship or fellowship.

Safia Keller
Development Director

✉ safia.keller@utah.edu

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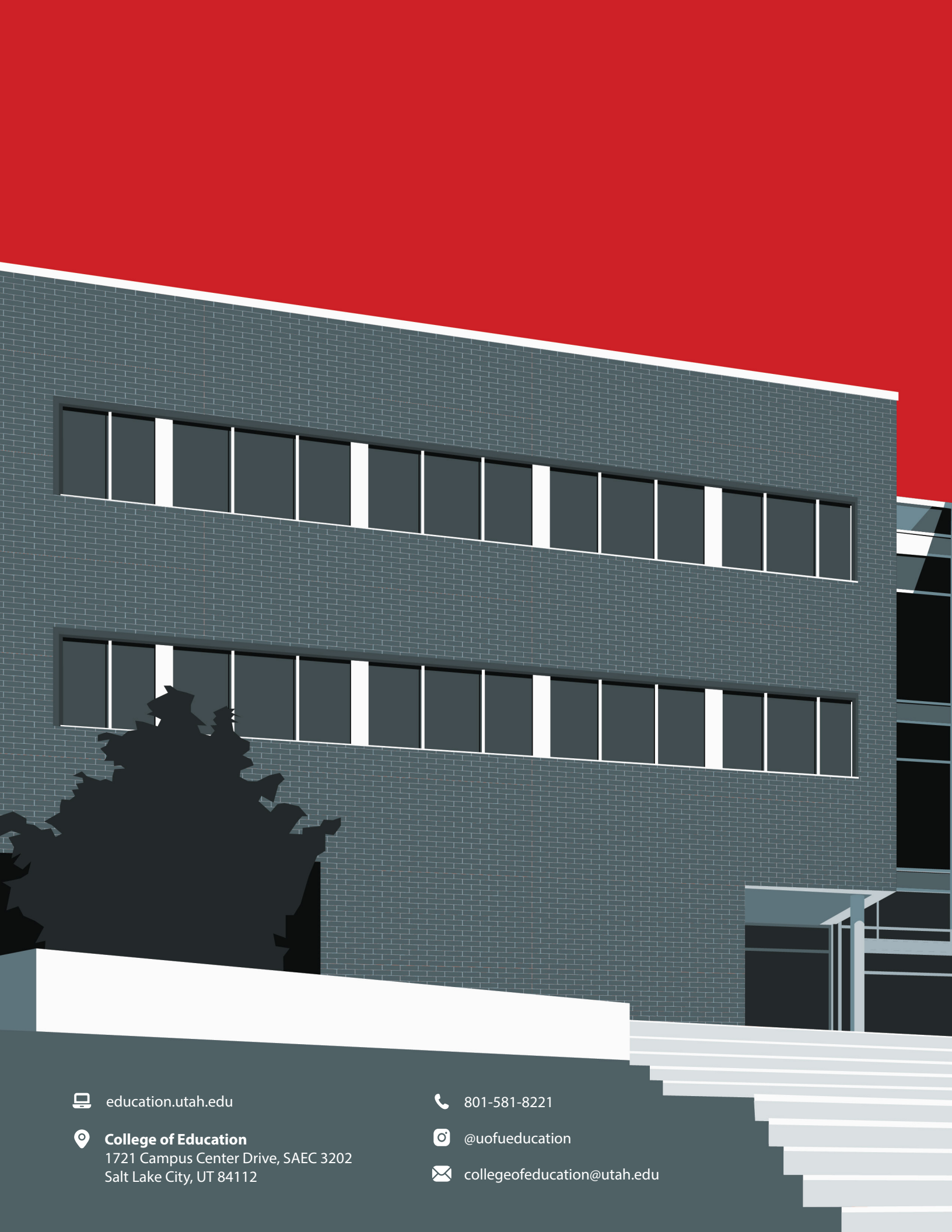
Rachel Walker
Graphic Designer

I am currently a senior in the Graphic Design program at the University of Utah and began my internship at the College of Education in June 2023. When not designing, I like to crochet, rollerblade, and act in local film productions.


Editors


Frankie Santos Laanan
Mary Burbank
Safia Keller
Jim Logue
Kayle Buckley
Emma McLaughlin


The Fall 2023 issue of the University of Utah – *Utah Education Magazine*, within the College of Education, presents stories and snapshots that offer insights into our faculty's teaching, engagement, and research efforts. Through these narratives, we showcase our dedication to training teachers, mental health providers, leaders, researchers, and advocates for community change. Our work demonstrates our unwavering commitment to creating a positive societal influence, a mission uniquely achievable by our College of Education members. We hope you enjoyed the College of Education's first magazine publication!



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