

Endeavors

UNIVERSITY OF MARYLAND COLLEGE OF EDUCATION | FALL 2021 | ISSUE 35

THIS ISSUE

Learning how to Teach in a Pandemic

Making College Possible for Students with Disabilities

Learning Transformed

HOW A GLOBAL PANDEMIC CHANGED EDUCATION, FAMILIES, AND THE FUTURE



This Issue

6



COE Continues its Mission of Advancing Equity for All



14

EdTerps Dialogue Tackles Critical Conversations

22



Can Parenting Blunt the Pandemic's Blow to Kids?



32

A Fair Shake: A New Endowed Professorship in Urban Education Policy

2 FEATURES

Professor Stapleton Appointed Interim Dean for Critical Year Ahead

As Dean and Now Provost, Jennifer King Rice Champions Equity and Excellence in Education

COE Continues its Mission of Advancing Equity for All

8 STUDENTS

Learning How to Teach in a Pandemic

Why EdTerps?

12 PROGRAMS

"Inclusion Matters." New Program Enrolls Students With Intellectual and Developmental Disabilities

14 TEACHER INSTRUCTION

EdTerps Dialogue: COE Tackles Critical Conversations Around Classroom Learning and Access to Resources

"It's Not an Error, It's a Language"

16 PARTNERSHIPS

Federal Grant Funds UMD-County Partnership on School Counseling Course For Mental Health

A "Grow-Your-Own" Teacher Pipeline

18 RESEARCH

\$2.5M NSF Grant Supports Math Learning for Multilingual Students

Addressing Latinx Representation in Higher Education Leadership

New COE Faculty Awarded Prestigious NIH Grant

Study Finds Rise in Reported Discrimination Against Chinese Americans

Can Parenting Blunt the Pandemic's Blow to Kids?

Innovation in Virtual Teaching: UMD College of Education, Morgan State University, and College Park Academy Connect and Support PK-12 Teachers Statewide

24 AWARDS AND GRANTS

Candace Maddox Moore Receives Fulbright
U.S. Scholar Program Award to Study Higher
Education's COVID-19 Response in Ghana

Teacher Innovation Grants: Responding to the
Pandemic

26 ALUMNI

Six Alums Named to College of Education Board
of Visitors

Q & A: Michelle Asha Cooper on Higher Education
Equity and Leadership

32 PHILANTHROPY

A Fair Shake: A New Endowed Professorship in
Urban Education Policy

33 FACULTY IN MEMORIAM

Through Kindness, Former Department
Chair Frank Schmittlein Created a Higher
Education Legacy

34 PHOTO GALLERY**36 CLASS NOTES****EDITORS**

Lauren Benning-Williams, Audrey Hill

DESIGN AND ART DIRECTION

Laura Figlewski

WRITERS

Lauren Benning-Williams, Audrey Hill, Chris Samoray

CONTRIBUTORS

Kim Marselas, Holly Leber Simmons, Kurt Sudbrink, Chris Carroll
and Maryland Today Staff

COVER ILLUSTRATION

Jeannie Phan



For Letters-to-the-Editor or general comments, contact:
coecomm@umd.edu

Dear College of Education Community,



As we seek to enhance the well-being of individuals, families, and communities through our research, teaching, and engagement, we must consider the experiences of the exceptionally difficult past year. Not only were we challenged

in the workplace—whether trying to provide educational services to our students or navigating an unfamiliar environment of working remotely—but we were challenged within our own homes through juggling work and family responsibilities and within our communities via the politicization of the public health and climate change crises, along with attacks on friends and family members based on the color of their skin.

In this issue of *Endeavors*, we feature several examples of the challenges we have faced, and the innovative approaches that our faculty, staff, students, and alumni are taking to confront these challenges: student teachers who leverage hybrid instruction, researchers who consider family factors that buffer the pandemic's effect on children and the impact of discrimination on Asian American children's mental health, and alumni who deploy policy to mitigate the past year's effects in higher education.

I am proud to share these inspiring stories of what makes our College exceptional.

Finally, I would like you to save the date of November 9th. I am pleased to announce that we will continue our (new) tradition of a Fall ceremony of Terrapin EdTalks, where our faculty share their ground-breaking research. This year the focus is on "Outside the Classroom," where many of us have faced the challenges of managing our home life and students' intellectual and social development. I hope that you will plan to join us for an invigorating evening!

A handwritten signature in black ink, reading "Laura M. Stapleton".

Sincerely,
Laura M. Stapleton
INTERIM DEAN

Professor Stapleton Appointed Interim Dean for Critical Year Ahead

BY KIMBERLY MARSELAS '00



Professor Laura Stapleton, Ph.D. '01, spent her undergraduate years mastering Japanese and economics and dreaming of a jet-setting, international business career.

She'd gone to work for the Bureau of Labor Statistics in the late 1980s but felt called toward education after seeing the movie, "Stand and Deliver." Though she considered teaching economics to high school students, she realized fairly quickly that it wouldn't satisfy her desire to spark change at a higher level.

"I decided to get into educational research instead," said Dr. Stapleton, who previously served as Associate Dean for Research, Innovation, and Partnerships in the College of Education. "My passion is in the use of data in social science applications, particularly education. I enjoy making statistics accessible and helping people see the power of turning data into information."

Dr. Stapleton's work has influenced approaches used to model educational data, data collection efforts and state and national education policy. Over the next year, she'll play an additional, critical role at the University of Maryland as interim dean of the College of Education.

Dr. Stapleton spent the last decade as part of the College faculty, working with graduate students in the Department of Human Development and Quantitative Methodology and alongside former Dean Jennifer King Rice.

Dr. Rice was appointed senior vice president and provost of the university effective July 1.

In Dr. Stapleton's two and a half years as associate dean, she has built an infrastructure to support faculty in securing funding to conduct impactful research and has trained early career scholars as part of a National Science Foundation-funded program.

Under her leadership, research awards and expenditures in the College have reached their highest levels in recent history, positioning the College of Education among the top five at the university in terms of funded research.

"Dr. Stapleton is an accomplished and well-regarded scholar," Interim Senior Vice President and Provost Ann G. Wylie said in announcing Dr. Stapleton's temporary appointment in late May. "Her expertise in her field has been widely acknowledged and her commitment to students honored."

Dr. Stapleton has been awarded the College's Excellence in Teaching award and honored as Faculty Mentor of the Year and Outstanding Director of Graduate Studies by the UMD Graduate School.

IMPACT IN 2021-2022

Dr. Stapleton chaired the steering committee tasked with creating a strategic plan for the college. Aptly named "From Action to Impact," the plan will govern the College's programming through 2022.

"We are really trying to focus on the impact piece this year," says Dr. Stapleton, noting the previous 18 months of pandemic challenges faced by college faculty, staff, and students across the College and the university.

The pandemic's impact on teaching and learning is reflected across the board, with similar issues arising in early education, K-12 districts, and other educational realms—all areas where the College's expertise in practice and research can help address educational outcomes.

"I can't think of a more critical year than the one coming up. Now we get to the clean up work: assessing where students are and trying to address and determine traumas they faced and find ways to help students who just can't come back for various reasons."

There are also opportunities to leverage innovation that sprung from the pandemic. As always, Dr. Stapleton will follow where the research leads.

It was at Maryland that Stapleton earned her doctorate in measurement, statistics, and evaluation after taking an analyst job (and then becoming associate director) at the Office of Institutional Research, Planning, and Assessment.

Over her career, she has garnered over \$8.5 million in federal grants; authored or co-authored more than 50 journal articles; co-edited two books and contributed to over a dozen book chapters.

As associate dean, Dr. Stapleton forged new partnerships between the college and the Baltimore Education Research Consortium and the newly founded District of Columbia Education Research Collaborative.

Though she is eager to help the College continue its climb along a "wonderful trajectory," Dr. Stapleton says she also will be happy to help usher in the next transformative leader and Dean of the College.

"We haven't lost a dean at all. Jennifer has risen to be a leader for our entire campus, which elevates our college even more," Stapleton said. "The importance of the College of Education has been seen, and it will be a wonderful place for the next dean." ❄️



As Dean and Now Provost, Jennifer King Rice Champions Equity and Excellence in Education

BY AUDREY HILL



"I am confident that, despite the challenges of the past year, the College is on a strong trajectory."

JENNIFER RICE KING



After four impactful years as College of Education dean, Jennifer King Rice transitioned into the role of senior vice president and provost for the University of Maryland in July 2021. As chief academic officer for the institution, Dr. Rice looks to carry forward lessons and initiatives she began at COE, such as structural changes that support diversity, equity, and inclusion; strategic initiatives that drive impactful research and innovative instruction; and meaningful opportunities for civic engagement.

As dean, one of Dr. Rice's first acts was to develop the College's four-year strategic plan, "From Action to Impact: The 2022 Strategic Plan of the UMD College of Education." The strategic plan laid out a vision for the College that amplifies scholarship and teaching to incite change in the lives of students and the education field.

"The process of developing the strategic plan was as important as the product. The involvement of our entire community in the planning process created a much higher level of engagement around shared goals such as social justice, innovative teaching, and impactful research," Dr. Rice said.

In implementing COE's plan, Dr. Rice, aided by her leadership team and the broader College community, has sought to align policies and resources to advance key goals in a manner that reflects shared values.



"We say that we value diversity, equity and inclusion, and impactful work that makes a real difference in our local, state, and global communities. To live that out, we needed to codify those commitments into our policies and practices."

Dr. Rice emphasizes revisions to the College's Appointment, Promotion, and Tenure (APT) policy, as well as the recently launched Council on Racial Equity and Justice (COREJ), as points of pride because they have institutionalized new structures that support the College's commitments to diversity and impact.

As dean, she is also proud of the record-setting increases in research funding at the College, as well as a jump in student enrollment in educator preparation programs. For instance, undergraduate student enrollment doubled year-over-year for Fall 2021, with 16 of the incoming 79 students the first generation of their family to attend college.

"I'm delighted that we have increased the number of diverse and Pell grant eligible students, especially in the difficult context of COVID-19 and nationally declining enrollments in teacher preparation programs. This is a huge achievement toward expanding and diversifying the teacher workforce."

“My time as dean has been an incredible privilege,” Dr. Rice said. “And I am confident that, despite the challenges of the past year, the College is on a strong trajectory.”

Dr. Rice is beginning as provost at the University of Maryland during a critical moment in higher education and society as a whole, both as a result of the pandemic and anti-racism movements that have highlighted Black and Asian discrimination.



“I often reiterate, ‘We need to find a way to go back without going back.’ It’s time to re-engage our community on campus, while at the same time leveraging all that we have learned over the past 15 months to create more innovative and inclusive learning and working environments.”

Related to remote learning undertaken at Maryland and elsewhere throughout COVID-19, Dr. Rice emphasizes a need to sort the wheat from the chaff—to keep the best aspects of online instruction while also reaping the benefits of in-person learning and interaction.

Necessity is the mother of invention and an enormous amount of creativity and innovation has occurred at UMD during the last year. Student teachers at COE, for example, have learned how to adapt teaching to engage students in virtual environments. Alumni events have seen record attendance, as busy professionals



don’t have to battle traffic to make online connections with colleagues. And faculty have reorganized curriculum and class design to integrate new technologies.

“We’re starting the fall semester at a point of great opportunity. With respect to teaching and learning, we’ve made tremendous investments in building capacity around the use of technology to enhance the educational experience. We need to examine the data and reflect as a community on what happened during the pandemic, so we can carry forward what worked well and address areas for growth.”

She also conveys a need to demonstrate the value of a residential campus that offers rich opportunities for in-person interactions that prepare students to address grand challenges in ways that help create a better society.

“Our campus activities—in the classroom and beyond—allow students to develop the knowledge, skills, and dispositions to be the next generation of leaders and

global citizens. The kinds of interactions that occur on campus are a fundamental part of the educational experience at the University of Maryland. I look forward to working with our campus community to embrace new policies and practices



that promote diversity and inclusion, and advance social and racial justice. We need to be intentional about cultivating an environment that allows every person to fully participate and achieve excellence,” Dr. Rice said. “It’s a big challenge and tremendous opportunity.”

One of Dr. Rice’s first projects as provost is to dive into a campus-wide strategic planning initiative, as she looks to build new structures that advance civic engagement, diversity and inclusion, innovative instruction, and impactful scholarship. She also is focused on the university’s land-grant status and its mission to provide valuable service to the state.

“As dean of the College of Education, I was impressed by the leadership role that we can play in the state. State and local leaders are looking to us to be thought leaders and to provide research and instructional programs that can guide new initiatives and support a strong and diverse workforce. As provost, I want to continue to capitalize on the potential of this research-intensive public, flagship, land-grant university to serve in that critical leadership role for the state of Maryland and beyond.” ☘

PHOTOS: TONY RICHARDS

COE Continues its Mission of Advancing Equity for All

BY LAUREN BENNING-WILLIAMS

Top academic experts know a racially diverse workforce often leads to excellence and new innovative ideas. Making racial diversity a priority is important, but so is the next logical step—creating a culture where people from all backgrounds are treated equitably. Equity is key to maintaining, not just creating, a racially diverse student, staff, and faculty community. With the inception of a council focused on racial justice, the College of Education is taking an innovative approach to tackling anti-Black racism within the institution.

“Colleges of education across the nation are grappling with the racial unrest that many of us witnessed over the summer and into the fall. As professional schools and colleges charged with educating professionals that will work with marginalized

mission of COREJ is to elevate research and amplify faculty, staff, and student voices on matters of structural and systemic racism, white supremacy, anti-Blackness, and the intersecting issues of oppression and power.

Dr. Kelly was appointed to serve as the Council’s first chair and to lead the group of 27 COE faculty, students, and staff. Council members serve as advisors, liaisons, and data gatherers to provide the dean with recommendations on how to move forward with racial equity and justice initiatives, policies, and practices. Central to the mission of COREJ is having representation from departments, faculty, staff, and students at all levels. COE’s values of impact, excellence, diversity, inclusion, innovation, social



COREJ COUNCIL MEMBERS FROM LEFT TO RIGHT: DOUG LOMBARDI, PEARL LO, ZEPHANIAH BARTIE, BRIDGET TURNER KELLY, AND TRACY SWEET.

populations, we need to take some accountability for the type of professionals we’re putting out into the world,” stated Dr. Bridget Turner Kelly, Associate Professor and college diversity officer.

In the fall of 2020, the College of Education announced the launch of the Council on Racial Equity and Justice (COREJ, pronounced “courage”). The

justice, collaboration, and community undergird the work of the Council.

“I became involved with COREJ through my working relationship with Dr. Kelly. When I first heard about COE’s commitment to racial justice work, I knew I wanted to be involved,” said COREJ member and COE Ph.D. candidate Nancy Camarillo. “As colleges and

universities respond to the call to racial justice, they will need to show that they are willing to go beyond making a statement. COREJ serves as a possible model of how to engage faculty, staff, and students in the difficult, yet necessary, conversations needed to enact systemic change.”

“Being a part of COE’s Council on Racial Equity and Justice means so much to me on a personal level not just professionally. COREJ is putting in motion ways to change how race and all topics surrounding race are taught in the near future. The positive impact that this will have on education and how our children learn about race from an education standpoint is something that is extremely important,” said COE staff member Regina Cole.

“The College of Education has a rich heritage of collaboration and scholarship when addressing critical and current issues that affect our local, regional, and global societies,” said Associate Professor Doug Lombardi. “In that spirit, I wanted to become involved in COREJ to reflect on and act in meaningful ways to improve social justice and mitigate structural and systemic racism for the betterment of our community.”

For its first order of business, the Council conducted a racial equity audit of the student experience with funding support from the Office of the Dean. There is a three-year plan for this work, and the goal is to provide results from the racial equity audits as well as provide action items and recommendations based on what is found.

“For us, this is centered in the values of the College that were discussed in our strategic plan. We first want to look inward at our policies and practices before we try to address external issues around our community. It’s different from what we’ve already been doing. In the College, there are already people who are doing equity-

based research and who have partnerships with school systems in Maryland ... but (former COE Dean and current UMD Senior Vice President and Provost) Dr. Jennifer King Rice and I wanted to begin this work by looking at ourselves. It’s a long-term commitment to racial equity and justice,” said Dr. Kelly.

The audit was conducted by collecting existing student data and collaborating with different units across the College. The report will include data from three types of student perspectives: 1) academics (current student experience as it exists today); 2) outside the classroom (what are the groups and leadership opportunities) and; 3) access to entry (admissions, etc.). Existing data such as course evaluations, application data, student services assessments, and racial demographics across the College will all be evaluated to develop recommendations. As part of the out-of-classroom experiences, the Council will examine what student groups exist within COE, how they engage with students, who joins these groups, and who holds leadership roles.

“Our approach is structured and strategic, creating an opportunity to not only see inequities, but also to better understand where they come from,” said Dr. Kimberly Griffin, COE professor and associate dean. “I believe that our work will lead to more effective strategies and solutions because we are focused on unpacking how our own programs and policies are a big and fixable part of the problem.”

This summer the Council will create a preliminary report on COREJ activities, recommendations on what kind of data the Council should be gathering moving forward, and details on next steps. ☘



“As professional schools and colleges charged with educating professionals that will work with marginalized populations, we need to take some accountability for the type of professionals we’re putting out into the world.”

DR. BRIDGET TURNER KELLY

Learning How to Teach in a Pandemic

BY HOLLY LEBER SIMMONS

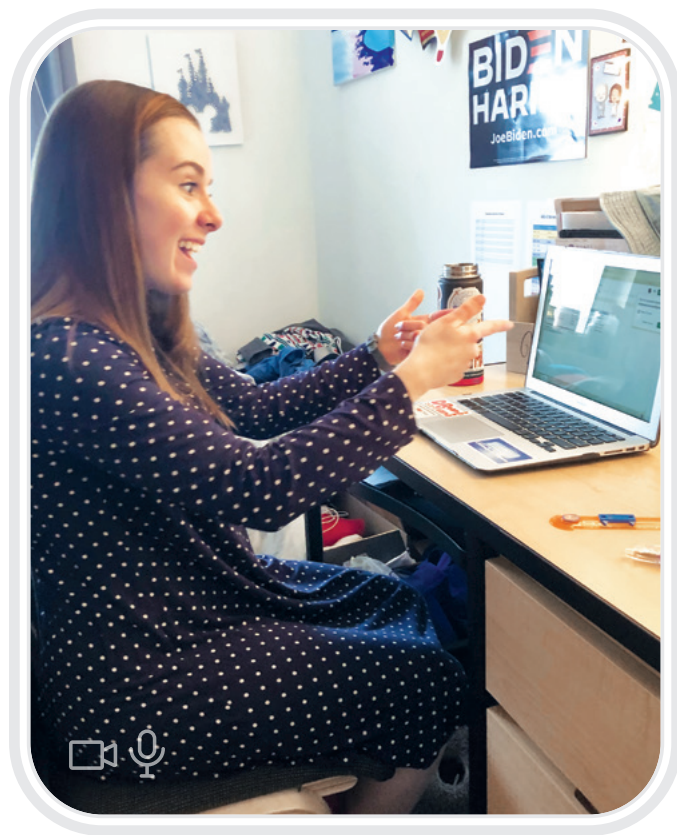
Learning, and teaching, in the throes of a pandemic have brought about unimagined challenges. For the students of the UMD College of Education who are learning to teach, school in the time of coronavirus has brought about particular challenges and learning experiences. Yet, several recent graduates say this time has taught them lessons in the value of compassion and connection in education.

“Even though building connections with students is much harder across the screen than if you’re face-to-face, I think it really helped me to grow in confidence,” said Kieran O’Connor, B.S. ’21. “If I was able to make the genuine connection with them on screen, I’m pretty confident that I’ll be able to do it in person.”

O’Connor will be teaching 8th grade math and algebra I in Anne Arundel County Middle School, where she was once a student. “It’s a nice full circle moment.”

While personal experiences with the pandemic were individual, living through it was not unique to anyone. The “we’re all in this together” mentality helped Lekha Tantry B.S. ’20, M.Ed. ’21 access what she called the vulnerable part of her teaching persona.

“I know a lot of teachers who think being able to teach content well is enough. It’s not enough to go into teaching because you like the subject,” she said. “If your students don’t respect you and you aren’t able to connect with the students, don’t do it. Being vulnerable is probably the most important aspect of building that rapport with students.”



KIERAN O'CONNOR

Tantry took the opportunity presented by the pandemic to reexamine her teaching style.

“There’s a very bare minimum for being a good teacher right now—students are not used to being told, ‘I care about you’ by their teachers. I need to explicitly state those things to my students.”

She discarded what she viewed as “outdated” advice like to not smile or be extra strict so her students don’t take advantage of her, especially as a young teacher. She asked their favorite music, their favorite restaurants, and strove for connection.

“This year was all about building relationships.”

The transition to a remote learning and teaching environment took some adjustment for Jessica Parker, B.S. ’21. While Parker had been looking forward to being at the head of the classroom, she tried to look on the bright side.

“It made me more adaptable and flexible. We all had this plan and all that changed. Either you can be upset that your plans changed or you can learn how to roll with it and learn a new skill.”

Parker and O’Connor both taught fully virtually, while Tantry began virtually and then transferred to a hybrid setting with a handful of kids in the classroom at a time.

As both students and teachers, they had to get accustomed to both learning and teaching online.

“We got to learn a lot with our professors,” said O’Connor. “They were very open knowing we were education majors. They told us their thought processes through different activities that we were doing online, and I think that that helped us ... when we transitioned in [our] full time teaching positions.”

The biggest challenge of remote teaching, O’Connor joked, wasn’t hers but her roommates’.

“They heard me give the same lessons four times a day from my bedroom. They are definitely up to date on middle school math curriculum.”

But jokes aside, all three said remaining motivated in a time of isolation wasn’t easy.

“Zoom fatigue definitely was a thing,” said Parker, who will complete a one-year masters program in special education before pursuing a teaching position for 2022. “Between in-person classes you walk outside, you get a little mind-break.”

At times, O’Connor found the experience of all online teaching and learning emotionally and physically draining.

“The motivation was definitely the most challenging for me personally,” O’Connor said.

“I wouldn’t want to do remote learning again,” said Tantry. “I sat in my bed and did all my classes and work. That’s just not balance. But I know students who benefited from virtual learning,



LEKHA TANTRY

and I also know a lot who didn’t thrive in that setting. I do wonder if some of the students I connected with in chat are people I would have connected with in person.”

Indeed, connection was key. Having already established relationships with their respective cohorts made the transition to online learning easier.

“I really love the community that College of Education brings,” said O’Connor. “It’s definitely not what any of us had in mind, but I think in some ways, it brought our cohort closer together.”

Both Parker and Tantry said they appreciated the opportunity to learn more about online teaching tools and how technology can enhance education.

“I saw the things tech can do to enhance mathematical learning,” said Tantry. “I wouldn’t have branched into that aspect of the pedagogy [otherwise].”

Still, the greatest lesson of the past year was one of compassion, and it helped show each of the women what kinds of teachers they want to be.

“One that I said to my students is, ‘There are going to be days where math is not an important thing. And that’s totally okay, but I need you to tell me,’” O’Connor said. “That was a huge conversation that shifted my entire perspective on why I was really there. Because I love math, but what I care more about is my students, and their wellbeing and their learning. And if their [lack of] wellbeing is getting in the way of their learning, I want to be a resource for them, so that we can talk through those issues, make sure that they are okay—then we can dive a little bit more into the curriculum.” ☘



JESSICA PARKER



WHY

EdTerps

BY LAUREN BENNING-WILLIAMS

A career in education gives you an opportunity to make a difference in the lives of people around the globe. Not only will students make a big impact, a career in education is one in which anything is possible and every day is different.

The University of Maryland College of Education (COE) is fearlessly leading efforts to transform educational contexts and learning experiences. Students are prepared to be the next generation of scholars, educators, and leaders. COE faculty, students, and staff share the mission of creating a better society by using education as a platform.

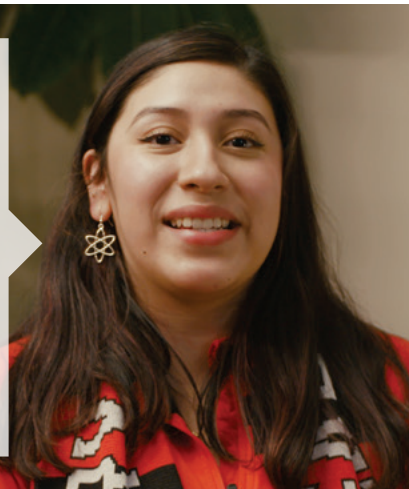
As part of one of the largest public universities in the country, COE offers a variety of nationally ranked undergraduate and graduate programs. And, although COE is nestled within a large institution, COE students get the hands-on approach of a small community with the benefits and resources that come with enrolling in globally recognized programs.

Situated only minutes from the nation's capital, COE students have access to robust libraries and unparalleled research and fellowship opportunities. COE's world-renowned faculty experts will prepare students to tackle the world's most pressing issues, and its technology-rich spaces will help facilitate collaborative work environments to empower students' education.

Laura Torres

LAURA TORRES IS AN UNDERGRADUATE STUDENT IN THE DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP. TORRES IS AN ELEMENTARY EDUCATION MAJOR.

“As a member of the EdTerp community, I have so many resources that I can access. I love the early field experiences offered to teacher education majors.”



Kayla Bill

KAYLA BILL IS A DOCTORAL STUDENT IN THE DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP. BILL IS AN EDUCATION POLICY MAJOR.

“The University of Maryland is so close to D.C.-the hub of federal policy-making. A career in education allows people to be a part of something that's bigger than themselves. Education has the potential to be the great equalizer.”





Wilkins Njinguet

WILKINS NJINGUET IS A GRADUATE STUDENT IN THE DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP. NJINGUET IS ENROLLED IN THE CURRICULUM AND INSTRUCTION WITH CERTIFICATION (MCERT) PROGRAM.

“I believe that people should pursue a career in education because it’s so important. I believe that preparing our youth can help address all the issues that we see in our society today. I am committed to helping bridge the gap that exists in the preparation of a diverse group of students in STEM and that’s the reason why I’m pursuing a career in education.”

Sarah Cooper

SARAH COOPER IS AN UNDERGRADUATE STUDENT IN THE DEPARTMENT OF COUNSELING, HIGHER EDUCATION AND SPECIAL EDUCATION. COOPER IS A SPECIAL EDUCATION MAJOR.

“UMD is local and as a Marylander, I have always considered it to be a prestigious institution. I know it has the resources to provide me with whatever I need to be successful in my future career.”



Jannah Fusenig

JANNAH FUSENIG IS A DOCTORAL STUDENT IN THE DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE METHODOLOGY. FUSENIG IS AN EDUCATIONAL PSYCHOLOGY MAJOR.

“I decided to earn my Ph.D. in educational psychology because of Dr. Patricia Alexander. As my advisor, I have access to her research, as well as other faculty members who are world renowned.”



The world needs forward-thinking educators, and trailblazers, who want to advance opportunities for all people –and COE is where they are made. Whatever your aspiration, the College of Education at the University of Maryland is where you need to be.

"Inclusion Matters"

NEW PROGRAM ENROLLS STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

BY CHRIS CARROLL

Hari Kannan was a middle schooler when he somberly told his mother the bad news: He has Down syndrome; therefore, he would be unable to clean his room.

Kannan and his mother, Vidya Thirumalai, who told the story, still chuckle at the ploy. Now 19, he has no doubt about his ability to accomplish his goals. That confidence (and a healthy sense of humor) helped the young man from North Potomac, Md., become one of two students in a pilot program this semester giving people with intellectual and developmental disabilities a chance for a University of Maryland education.

TerpsEXCEED, funded by a grant from the Maryland Disabilities Council and College of Education alumni donors, is the first program of its type in the state. Students—plans call for 5-10 per year after the pilot period—will audit carefully selected classes and take new offerings on career readiness and other skills, says Amy Dwyre D'Agati, TerpsEXCEED director and senior faculty specialist at the College of Education's Center for Transition and Career Innovation. Faculty, staff, and peer mentors from the college provide support, but students independently participate in the campus community, from dorm life to clubs to attending big games.

At the end, they're expected to graduate with two-year certificates as valuable in some ways as any Maryland degree.

"Research shows that if students get a bit of postsecondary experience, their job prospects and work hours go up," D'Agati says. "Things get even better if they go through a full-length program."

Although new for UMD, it's a natural continuation of inclusion principles that have permeated public schools in recent years. "My own kids have been in school with kids with disabilities," D'Agati says. "It's not unusual to them. What's stranger is that these students aren't there when you go to college."

Senior Vice President and Provost Jennifer King Rice, who helped develop the program as College of Education dean, says it puts a new and broadly beneficial spin on the campus' diversity and inclusion goals.

Two COE alumni and current members of the COE Board of Visitors recently committed important start-up and sustaining charitable support to TerpsEXCEED. Alison "Ali" Clarvit '13, M.Ed. '14 and Ellen Gaske '75 are both long-time volunteers with COE and graduates of the special education program. Through discussions with Amy D'Agati and Dr. Ellen Fabian in spring 2021, Ali and Ellen were both inspired by the need to create a program like TerpsEXCEED for students with intellectual and developmental disabilities in Maryland.

The philanthropic gifts of Ali and Ellen will help support operations, staffing, and programmatic resources for the TerpsEXCEED program, which also received a grant from the Maryland Developmental Disabilities Council. **Ali committed \$100,000 over five years, and Ellen and her husband Paul Gaske '76 committed \$200,000 over five years. Together they will provide \$60,000 a year to launch the program in 2021 and sustain it over the next five years.**



COE Donors Ensure TerpsEXCEED Succeeds!



“If you think about how K-12 schools have adapted, we’ve come to recognize inclusive environments are best for everyone; that’s something we also hear employers talk about,” she says. “These efforts to create more inclusive work and learning environments benefit individuals with disabilities, but they also help us all learn to live and work in diverse communities.”

Families dealing with disability liken the end of high school, and disappearance of familiar education-based structures, to “falling off a cliff.”

Zach McKay, 25, who has autism, built a rich social life in high school in Ellicott City, Md.—he was named homecoming king, participated in theater productions, and was even voted “most likely to make you smile.”

“Then it ends—everyone else goes off to college and moves on, except he couldn’t,” says his mother, Kim McKay ’90, communications director at the Maryland Department of Disabilities. Now living in a townhouse in nearby Columbia and working in the service department at a local car dealership, McKay still harbored a dream of attending UMD like his parents and sister Alex McKay ’17, M.S. ’18. It had been reinforced in visits to her dorm and by attending celebrations after she played a central role in the Terps women’s lacrosse team’s 2017 national championship.

The whole family is thrilled at his acceptance into TerpsEXCEED—both at completing their Terp circle and helping to build the foundation of a program they hope leads to careers and personal discovery for others, said Dr. Wendell McKay ’88, an Ellicott City pediatrician and former Maryland cornerback.

“It’s a chance for our family to leave a little bit of a legacy,” he says. “We’re humbled.”

While Zach McKay is leaning toward a career involving athletics, he wants to take a few classes before choosing a focus. Kannan, however, is already set on becoming an advocate for people with disabilities, which he’s preparing for in a first-semester public speaking class.

“Inclusion matters,” he says. “Including people in our community is important for everyone in our community.” ❄️

“Including people in our community is important for everyone in our community.”

ZACH MCKAY



“We are so thankful for both Ellen’s and Ali’s generous support as volunteers on the Board of Visitors and as donors to the TerpsEXCEED program. Visionary support like this helps the College to improve the lives of Maryland residents and fulfill our mission as a flagship land-grant university.”

DR. LAURA STAPLETON, INTERIM DEAN



Please help us to provide a great experience and scholarships for TerpsEXCEED students by making a gift today.

Contact Lexxie Monahan, Assistant Director of Development, at the College of Education at (301) 405-2340 to learn more.

EdTerps DIALOGUE



COE TACKLES CRITICAL CONVERSATIONS AROUND CLASSROOM LEARNING AND ACCESS TO RESOURCES

BY LAUREN BENNING-WILLIAMS

The COVID pandemic led to widespread development of creative solutions in administering traditional classroom education. The pandemic revealed vast discrepancies in access to educational resources between students from underserved communities and their counterparts. Gaps in internet access, lack of technology and the skills to use the technology, and a history of underfunding has led to a “lost year” for many disadvantaged students.

The College of Education (COE) believes that universities should operate in service to their communities. For over 100 years, the COE has provided evidence-based knowledge to educators, school leaders, and parents to help them teach and nurture their students to success. In the fall of 2020, the COE launched the #EdTerpsDialogue series to provide real-time evidenced-based content to educators, school leaders, and parents and to address the gaps in education that were exacerbated as a result of the pandemic. #EdTerpsDialogue is a series of panels featuring educators, administrators, researchers, parents, and community leaders who engage in discussions around topics of interest within the education sector.

“UMD is both a research-intensive and land grant institution. The original mission of land grant institutions was to extend education and information to the public per the Morrill Land-Grant Acts. While we have evolved in the methods that we utilize to engage audiences, we continue to advance our local and global communities through research and education while modeling innovation. As the flagship institution, we use our agency to equip stakeholders with critical information through creative outlets,” said Dr. Ebony Terrell Shockley, Executive Director of Teacher Education.

Dr. Terrell Shockley wanted to provide a convenient yet dynamic platform for the local community to access the resources the college has to offer. She wanted to engage stakeholders via professional development and leverage her resources as a higher education faculty member to disseminate knowledge.

“Community members are sometimes intimidated by universities and unclear about how to access the available resources. We knew

there were tremendous losses and that they were multifaceted; however, we wanted to find ways to take advantage of the opportunities that emerged from the unplanned online environment. There were many educators and families who were looking for colleges of education to answer questions about this new environment that the pandemic laid bare. We aimed to create spaces to collaborate and reinforce our support,” said Dr. Terrell Shockley. “It was timely and critical to center students, educators, and parents in addressing the issues that were arising as a result of COVID-19.”

“This series is important because every aspect of our effectiveness as professional colleagues, parents, and community members is enhanced when we can expand our own knowledge and understanding of the key issues shaping the educational landscape,” said COE Professor of Higher Education Dr. Sharon Fries-Britt.

The goal of #EdTerpsDialogue is to share and exchange information, offer resources and tools around important classroom topics such as digital resources, accessibility, and instructional technology, and provide support to parents who have to administer at-home learning for the first time. The #EdTerpsDialogue panelists include notable professionals who are considered experts in their field.

“We featured presenters from different counties around the state of Maryland, and from various concentrations within academia as well as leaders who serve PK-12 and those who study adult learners,” said Dr. Terrell Shockley. “I know these people, I respect their work, and I’ve witnessed their impact in local schools, education organizations, and communities.”

The series has tackled a number of critical topics including access to technology in PK-12 education, anti-racist practices in PK-12 schools and communities, and personalized learning and accommodating student differences in online platforms to name a few.

“People are invested in tackling bias and organizing around topics that impact marginalized communities, particularly since under-served groups continued to face the most hardships as a result of the pandemic,” said Dr. Terrell Shockley. “Our participants

have all noted the timeliness of the topics and stated their appreciation for the opportunity to ask questions and receive strategies in real-time that are relevant with respect to issues occurring in their online classrooms.”

The panelists come from diverse backgrounds and represent organizations that are making a positive impact and leading innovation in education. Some of those organizations include Apple, Smart Technologies, and the Society for Personality Assessment. Panelists also represent Maryland Public School County partners including Prince George’s County Public Schools, Anne Arundel County Public Schools, Montgomery County Public Schools, and Howard County Public Schools.

“I have been particularly pleased with the space that we have created to dialogue about challenging topics of systemic racism, equity, and justice and how these issues impact all aspects of our effectiveness from teaching to technology,” said Dr. Fries-Britt. “The need to learn and engage with individuals on difficult topics could not be more relevant in our society today. I am proud that the College has engaged in this work and deeply appreciate the leadership of Dr. Ebony Terrell Shockley and others who are coordinating these opportunities to learn and interact as a community.”

The series will continue in the fall with new relevant topics and expert panelists.



“I would love for our alumni to continue to lead dialogues in the fall and the spring,” said Dr. Terrell Shockley.

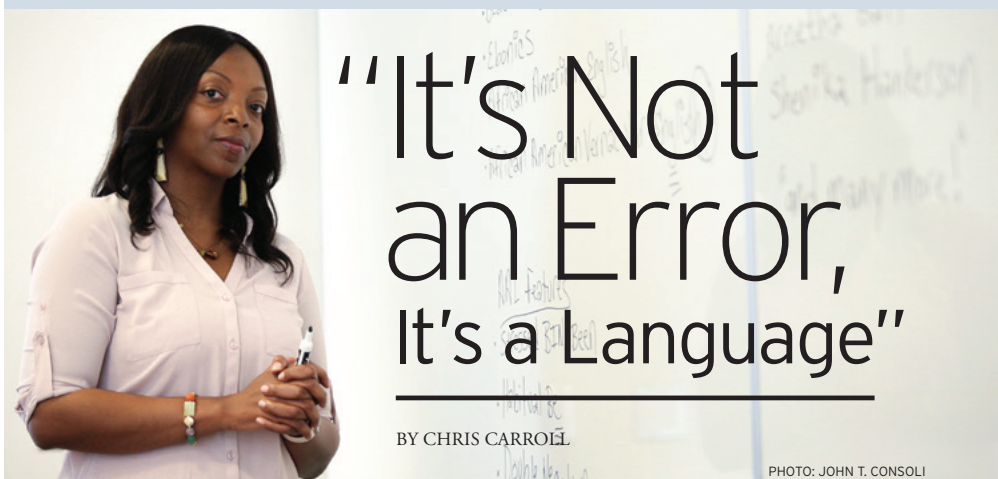
“Because our alumni are in spaces that span all areas of education, we invite alumni who are interested in sharing their knowledge, research, or work experiences to contact us so that we can collaborate on topics and resources that can benefit our extended community.” ☿

While a master’s student at Eastern Michigan University, Shenika Hankerson was asked to fix her writing errors and turn an assignment back in. The only problem was, what errors?

She couldn’t see them, and when she showed the paper to family members, they couldn’t either. It was almost as if she and the instructor were communicating in different languages –and today, the assistant professor (pictured below) in the College of Education’s Applied Linguistics and Language Education program knows that they were.

Rather than turning her off to higher education, or causing her to meekly endeavor to stamp out whatever offended the instructor, the incident sparked Hankerson’s research, which explores how writing is taught to African American Language (AAL) speakers in universities and community colleges, and studies whether antiracist approaches can inspire learning.

She’s convinced, based on the work of many scholars, that Black students have a right to their mother tongue. What Hankerson calls AAL, also known as Black English or Ebonics, has structural features that reach back to the languages of enslaved Africans shipped to North America. An estimated 80% to 90% of African Americans at times use some form of the language, she says, which evolved—and continues to develop—to suit users’ needs.



BY CHRIS CARROEL

PHOTO: JOHN T. CONSOLI

“It’s not an error, it’s a language,” she says. “If we’re going to have inclusive, democratic, and socially just classrooms, educators must make an effort to educate themselves on what AAL is ... to integrate racial and linguistic equity as a core mission in their curriculum.”

Such a curriculum is inclusive, she says, allowing students to stretch their writing wings using their own language, while also using academic language to help students work effectively in the classroom.

Hankerson directs Project RISE (Research Institute for Scholars in Education), which provides underrepresented undergrads from local universities with paid research and career development training in education. Such work is vital at the University of Maryland, set in an African American-majority county, says Jeff MacSwan, professor and head of the Applied Linguistics and Language Education program.

“It’s the university’s job to relate to and serve the community in which it’s situated,” he says.

Students don’t necessarily have to flip a switch; through “code meshing,” AAL speakers can introduce elements of their language across language barriers, enriching English in general while ensuring mutual comprehension.

“We’re working on equity, which means honoring every language, including AAL,” Hankerson says. ☿

FEDERAL GRANT FUNDS UMD-COUNTY PARTNERSHIP ON SCHOOL COUNSELING COURSE FOR MENTAL HEALTH

BY CHRIS SAMORAY

Amid increasing mental health issues in youth spurred by the pandemic, a new University of Maryland College of Education (COE) course is preparing school counselors and school counseling graduate students to better address mental health issues in Prince George's County Public Schools middle and high school students.

The Build, Recruit and Improve Capacity and Knowledge for Mental Health in Schools (BRICK) initiative resulted from a \$1.3 million grant by the U.S. Department of Education awarded to Prince George's County Public Schools (PGCPS) system, which partnered with the university to develop the course, with UMD receiving \$342,000 of the five-year grant.

BRICK, which premiered during the Winter 2021 term and is scheduled annually until Winter 2025, aims to help practicing PGCPS counselors and school counseling graduate student interns address comprehensive wellness and mental health issues and needs. It provides training in recognizing signs of mental health struggles and details resources available to school counselors for addressing mental health issues.

Among the topics covered in the course are challenges that students with adverse childhood experiences, including trauma, neglect, and violence, face in school.

"If you're dealing with depression, an adverse experience, or trauma, it's kind of hard to focus on multiplication," said



Natasha Mitchell, COE associate clinical professor and BRICK project lead. "Ultimately, the goal is that we have healthy young people and help those students be available for learning." ❀

A "Grow-Your-Own" Teacher Pipeline

Dual Enrollment Partnership to Address State's Critical Shortage of Educators

BY AUDREY HILL

The University of Maryland, Prince George's Community College, and Prince George's County Public Schools announced a dual enrollment program to increase the teaching workforce in the state in December 2020.

The Middle College Program enables high schoolers from county schools to earn an associate of arts degree in teaching while completing their high school requirements. Dual enrollment students can then transfer seamlessly into the UMD College of Education's undergraduate teaching program; the program also aligns with Bowie State University and Howard University's academic requirements.

"The collaboration is a reflection of our commitment to developing innovative new pathways to prepare an excellent and diverse teacher workforce for Prince George's County Public Schools and for the state of Maryland," said Jennifer King Rice, then dean of the College of Education and now provost of the University of Maryland. "This model of 'growing your own' teachers will increase diversity in the education field, develop teachers from the local community, and address critical teaching shortages."

In response to the field's personnel needs, Middle College Program students choose from three teaching pathways: early childhood/early childhood special education, middle school math/science, or special education. Students also receive support from UMD faculty and staff, including acclimation to the campus and preparation for teaching assessments.



“We are enthusiastic about working together with the University of Maryland to extend possibilities for our students,” said Mara Doss, associate vice president for teaching, learning, and student success at Prince George’s Community College. “This collaboration guarantees support that prepares students for success and timely completion, removes barriers to transfer, and clarifies pathways to the four-year degree.”

The Teacher Preparation Program, established in 2017 as part of the community college’s Academy of Health Sciences, provides dual enrollment students with an opportunity to earn an associate’s degree in teacher education. The Early and Middle College programs primarily serve first-generation and other underrepresented students. The Teacher Preparation Program graduated its inaugural cohort of 31 students in Spring 2021, with the students entering UMD’s teaching program this fall.

“As we prepare educators for teaching, one of the biggest things is helping them see the importance of partnerships within the local community and in getting to know the families,” said Sonya Riley Ph.D. ’19, who manages the Middle College Teacher

Preparation Program partnership at UMD’s College of Education. “As a grow-your-own teaching program, our commitment allows us to bring students from the community, prepare them for the classroom, help them to understand that all students can learn, and then graduate them so they can go back into our local communities, or any community for that matter, and use what they’ve learned in our teacher preparation courses to assist them in their teaching.”

One of many partnerships between the College of Education and local schools, the Middle College Program reflects a commitment to increasing UMD enrollments from county public schools and improving public education in the local school system.

“As we grow the next generation of educators, we are proud to work with the University of Maryland in our dual enrollment collaboration with Prince George’s Community College,” said Monica Goldson, chief executive officer of Prince George’s County Public Schools. “This partnership introduces young people to the rewards of teaching and shaping minds for a lifetime of learning.” ❧

\$2.5M NSF Grant Supports Math Learning for Multilingual Students

BY MARYLAND TODAY STAFF



“We want teachers to be aware that multilingual students should be positioned as having assets.”

BEATRIZ QUINTOS

A new \$2.5 million National Science Foundation grant will support University of Maryland-led research on how family-school collaborations that build on the strengths of multilingual families and teachers might improve math learning for multilingual students.

Projections suggest that multilingual students will make up 40% of all K-12 students by 2030. Because of language and cultural mismatches and scarcity of school resources needed for success, many such students are in severe need of expanded learning opportunities, the researchers said.

The project aims to help teachers be responsive and build on advantages that multilingual students and parents bring to mathematical reasoning.

“We want teachers to be aware that multilingual students should be positioned as having assets,” said Beatriz Quintos, lead researcher of the study and faculty member in the Department of Teaching and Learning, Policy and Leadership. “For instance, we want teachers to recognize that multilingual students have insight into different ways of doing math, and therefore can know at least two ways of doing math.”

The study will take place in grades 3-5 in underserved communities in Arizona, Maryland, and Missouri, reflecting diverse cultural and linguistic populations. At its core, the project is built around challenging math tasks grounded in everyday life—like scaling the recipe of an horchata drink from a family to a large party, or working with wrenches that have fractional measurements.

Findings from the study will help educators, policymakers, and researchers develop partnership programs that support long-term equity and learning goals for historically marginalized students. Prince George’s County, for instance, has a diverse student body, and it’s essential that UMD collaborates with local school systems for these reasons, Quintos said.

Along with Quintos, the University of Maryland team includes Carolina Napp-Avelli, Claudia Galindo, Melinda Martin-Beltran, and Tarik Buli. The team is working with researchers at the University of Arizona and the University of Missouri. ☞



Addressing Latinx Representation in Higher Education Leadership

BY CHRIS SAMORAY

As colleges grow increasingly diverse, college administrators need to be prepared to meet the needs of students from many backgrounds. Yet, a lack of representation at administration levels can be limiting and narrow in scope in addressing student issues.

UMD College of Education researcher Michelle Espino studies the lack of representation of Latinx administrators at research universities. One major barrier to administration positions for Latinx faculty is the stepping stone nature of the academic pathway. According to the 2017 American Council on Education President Survey, most presidents at research universities are first provosts. But to be a provost, faculty need to be a full tenured professor, presenting a tangled and often inaccessible route to senior academic administrative leadership for Latinx faculty. That's a problem when diversity in leadership is needed most.

"Now more than ever we need to have diverse leadership that has a variety of experiences and knowledge to be able to support the students we are attracting to our institutions," said Dr. Espino, associate professor in the Department of Counseling, Higher Education, and Special Education.

Recently, Dr. Espino was awarded \$75K in funding over two years to study Latinx leadership in higher education through the Spencer Racial Equity Special Research Grant program, which works to improve racial inequality in

education. The study aims to understand the opportunity structures, organizational environments, and individual experience tied with Latinx pathways to leadership.

The research explores career pathways of Latinx individuals to senior and executive leadership positions at research-extensive Hispanic-Serving Institutions, which have 25 percent or more Hispanic students on campus. The topic is especially relevant considering representation in leadership positions of higher education tend to be similar around the country.

"Representation at the senior levels of university life in general is predominantly white, especially at research universities," said Dr. Espino.

Out of around 1,500 higher education institutions surveyed in the United States, only about 4 percent are represented by a Latinx president, with the percentage having remained the same for the last 20 years, said Dr. Espino. Many Latinx leaders are at the community college level, whereas research universities haven't incorporated as much diversity throughout institutional structures.

"I think those are the places that have that center of knowledge production—the ones that are generating knowledge for society—and if we don't have representation at that level for people of color, from people who have an understanding of the changing demographics of the student body, that's a limitation," Dr. Espino said.

The Spencer grant will support Dr. Espino's study on academic administrators in mid-level leadership roles such as department chairs, deans, and faculty in the provost suite. The nationwide study involves 32 administrators at 16 different Hispanic-Serving Institutions, including the Graduate Center of the City University

of New York, the University of New Mexico, and the University of Arizona.

"If we don't have representation there, how can we expect that we're going to have representation at predominantly white institutions?" Dr. Espino said.

At a foundational level, Dr. Espino would like to know the percentage of Latinx faculty on each campus. She'll also be studying individual career pathways and motivation for Latinx faculty to go into administrator positions—especially when it can mean leaving the classroom and pausing research goals—as well as any institutional barriers preventing advancement and any programs in place offering training and mentorship support.

Additionally, determining how successful senior administrators position themselves as leaders and explain leadership skills could lend insight into accessing leadership pathways for Latinx individuals at research universities. Ultimately, the work could help develop strategies for promoting Latinx leadership in higher education.

"Latinos are increasingly coming into research universities. If we're not offering opportunities to support and retain them, then it makes it very difficult to be successful as an entire institution. We need to make sure we have diverse representation at the leadership levels to make the critical decisions that are needed to support a very diverse student body," Dr. Espino said. ✎

THIS STORY ALSO APPEARED IN AN ABBREVIATED FORM IN MARYLAND TODAY



New COE Assistant Professor Awarded Prestigious NIH Grant

BY CHRIS SAMORAY

When incoming faculty member Rachel Romeo arrives at COE, she'll kickstart her research with the help of the prestigious National Institutes of Health Pathway to Independence award providing approximately \$1 million in funding. Dr. Romeo, who is currently serving as visiting faculty at COE while completing postdoctoral research at Harvard University, will use the K99/R00 grant funding to study how early childhood experiences influence cognitive and neural development as she transitions to fulltime faculty in early 2022. Her work will examine the ways in which socioeconomic

differences in early childhood, such as inequalities in family income, impact child development and academic success.

"We know that socioeconomic disparities can have a profound effect on children's academic and cognitive development, and we want to understand how this happens in order to best support children's outcomes," Dr. Romeo said.

The NIH award helps facilitate the transition from postdoctoral research to independent research positions such as university faculty roles, and is split into two parts: the K99 and R00 phases. Currently, Dr. Romeo is studying the role of language experience on neurocognitive development in children from 3 to 14 years as part of the K99 phase—providing up to \$250K over two years—awarded to postdoctoral fellows.

Historically, the field has emphasized studying the number of words spoken between children and adults. But Dr. Romeo is interested in the interactive components of conversation between adults and children, and how those factors relate to cognitive and neural development later in childhood.

"We're looking at the non-linguistic pieces, the interactions between adults and children and the concepts they're discussing, and tracking how that relates to not just their language development, but also their socioemotional development, self-regulation skills, and executive functioning, which we know are important for success in school," Dr. Romeo said.

Come spring 2022, as a full time Assistant Professor, Dr. Romeo



will transition to the R00 funding phase—\$250K/year for three years—and increase her focus on neural dynamics in the preschool period, ages 3-5. Language experience in preschool relates to brain systems that support language development, Dr. Romeo said. The research will consider how language experience might also support other cognition domains important for school readiness, such as social cognition and executive functioning.

Using brain imaging techniques such as magnetic resonance imaging and near-infrared spectroscopy, the research will study how language experiences relate to neural cognitive development and the building of different brain regions. Moreover, whereas much of the K99 portion of the work took place in the lab, Dr. Romeo wants to study interactions in the home environment using audio recorders that children wear during the R00 research phase. With these “little language pedometers,” Dr. Romeo hopes to record robust, naturalistic measures of children’s language experience in the real world throughout their day.

“Our goal is to get something much more ecologically valid that is more comprehensively measuring the child’s experiences in the real world,” Dr. Romeo remarked.

Families participating in the research get to learn about their own language environment, too. The

researchers provide language data to the families and give children pictures of their brain. Dubbed the “the coolest thing ever” by kids involved in the research, the pictures not only get posted on the fridge, but they help expose kids to science early in life, especially those in the study from backgrounds underrepresented in scientific fields, Dr. Romeo said. And helping families is the ultimate goal of Dr. Romeo’s work in brain development and language.

“By trying to understand the mechanisms by which our experiences affect our development, it helps us understand how to develop interventions, social programs and educational strategies, and how to support families best,” Dr. Romeo remarked.

Dr. Romeo is completing postdoctoral work at Harvard University with developmental cognitive neuroscientist Katie McLaughlin. She currently serves as a visiting faculty member at the COE, and starting in early 2022, will join the COE full time as an assistant professor in the Department of Human Development and Quantitative Methodology. She will also have a courtesy appointment in the Department of Hearing and Speech Sciences and in the program in Neuroscience and Cognitive Sciences in the College of Behavioral and Social Sciences. ☞

STUDY FINDS RISE IN REPORTED DISCRIMINATION AGAINST CHINESE AMERICANS

BY MARYLAND TODAY STAFF

The COVID-19 pandemic is fueling xenophobia against Chinese Americans, with parents and youths reporting racial discrimination and damage to their mental health, according to a new study from University of Maryland, College Park and University of Maryland, Baltimore County researchers.

This study, the first to examine online and in-person instances of perceived racial discrimination due to the novel coronavirus, was published online this month in *Pediatrics*, the journal of the American Academy of Pediatrics.

Charissa S.L. Cheah, professor of psychology at UMBC, and Cixin Wang,

associate professor of school psychology in the College of Education at UMD, surveyed more than 500 Chinese Americans



nationwide from March through May 2020. Nearly half said they had been directly targeted by COVID-related discrimination, and one in four reported seeing or hearing it almost daily. In addition, 76.8% of parents and 76.5% of youth reported witnessing COVID-19 racial discrimination online and/or in person.

Those who perceived higher levels of

discrimination were more likely to suffer poorer mental health, such as anxiety and depression.

There were 2,583 reports of discrimination targeting Asian Americans made between March 19 and August 5, 2020. That was shortly after the virus, first identified in Wuhan, China, arrived in the United States.

The researchers, whose work was funded by a Rapid Response Research grant from the National Science Foundation, urged pediatricians to be sensitive during the pandemic to the potential mental health needs of Chinese American youth and their parents related to racism. ☞

Can Parenting Blunt the Pandemic's Blow to Kids?

BY CHRIS SAMORAY

Being a parent is hard in normal times—and being a kid is hardly a cinch. Add in a raging pandemic, and homebound bliss can be tough to find.

University of Maryland College of Education researchers are working to understand how stress related to COVID-19 affects the child-parent relationship and mental health, with early findings suggesting that pre-pandemic factors may predict child behavior difficulties during the pandemic—but that parental nurturing can help to overcome some of them.



Led by Professor Kenneth Rubin of the Department of Human Development and Quantitative Methodology, the Families and Children's Experiences (FACE) of COVID-19 study has

grown from a Maryland-focused project into a worldwide research collaboration. It includes study sites in Canada, China, France, India, Italy, Portugal, South Korea, Turkey, and elsewhere in the United States.

At each location, researchers are exploring how COVID-19 affects family functioning and lifestyle changes over time to determine factors that most help parents and children manage during the pandemic. They particularly want to know how outcomes vary from culture to culture, based on cultural values that can influence how parents and children behave and interact.

“Learning about the effects of COVID-19 between countries and cultures may lead to a better understanding of why some communities or cultures do better or worse under pandemic stress,” said Rubin, who has studied children’s social and emotional development, parenting, and child and parent mental health for more than 30 years and directs the Laboratory for the Study of Child and Family Relationships.

The research team recently completed recruiting 100 to 150 families with children ages 3.5 to 7 from each site. Parents responded to questionnaires related to

nurturing parents do not develop these behavior problems. Interestingly, during COVID-19, irritable children become less prosocial—which includes behaviors related to sharing, caring and helping—if their parents are less nurturant; however, pre-COVID-19 irritability did not predict declines in prosocial behavior in children with responsive and sensitive parents.

But parents need the necessary support and resources, including financial, to cope with pandemic-related stress and promote a healthy home environment, the study suggests.



COVID-19 on six occasions over nine months. At the same time, parents provided information about their personal well-being, parenting practices, and children’s social and emotional development throughout the pandemic. The findings will evaluate how and whether pandemic-related stress changes household relationships and whether any factors are especially protective, such as parenting styles or access to medical and social support systems.

The Maryland portion of the study began soon after the start of the pandemic. Preliminary findings suggest that child irritability prior to COVID-19 predicts conduct problems during COVID-19, but also that irritable children with

Across study sites worldwide, the researchers expect to find considerable variability in whether families become stronger or more at odds after the pandemic. But Rubin said he’d make similar recommendations to parents now as he would if COVID-19 didn’t exist.

“Being sensitive, supportive, and kind no matter how you feel inside as a parent, is so incredibly important,” Rubin says. “I think parents have to take it upon themselves, regardless of age of the child, to have patience and be responsive and sensitive to the needs of their kids.” ☘

A VERSION OF THIS ARTICLE WAS ORIGINALLY PUBLISHED BY MARYLAND TODAY

INNOVATION IN VIRTUAL TEACHING

UMD College of Education, Morgan State University, and College Park Academy Connect and Support PK-12 Teachers Statewide

BY AUDREY HILL



IN 2020, with the coronavirus pandemic plunging schools nationwide into teaching remotely, teachers and school systems needed support and guidance on how to best reach PK-12 students through online and hybrid instruction. Enter the Maryland Governor's Emergency Education Relief Fund (GEER), funded through the federal CARES Act, which provided a \$619,722 grant for the University of Maryland College of Education to share emerging best practices developed through the Innovative Virtual Teaching Network (IVTN).

"We wanted to contribute resources to our local school partners around this challenge to transform classrooms from in-person to virtual and hybrid teaching models. We wanted to create a place to share what was working and learn together," said Jean Snell, the Associate Director at COE's Center for Educational Innovation and Improvement (CEii), who co-directed the project.

Led by CEii, in partnership with College Park Academy and Morgan State University, the two-year project has two main phases. In January 2021, the Innovative Virtual Learning Network launched a monthly series of virtual webinars with more than 400 participating teachers from 11 Maryland school districts, ranging from Western Maryland's Appalachian region to the Eastern Shore. In the second phase, selected teacher leader representatives will create tailored interventions to engage educators in their individual districts over the 2021-22 school year.

The webinars were co-led by a UMD faculty member and College Park Academy, a pioneering local charter school that has provided online instruction to middle and high school students since its inception in 2013.

"College Park Academy was honored to partner with UMD to share best practice strategies and skills with Maryland educators," said Sandy Abu Arja, executive director of College Park Academy. "The IVTN provided a venue for us to address burning issues that educators around the world are facing and pool our resources together to meet students' needs. As I always say, 'Together, we are stronger.' The pandemic required us to dig deep, be resilient, pool our resources and rethink education in an innovative way."

Covering topics like social and emotional learning and building positive relationships in virtual and blended classrooms, the webinars were recorded and housed through a UMD Canvas course site. As part of the non-credit course, teachers could access the webinars, resources, and—critically—a discussion board for teachers to learn from one another in real time.

"Some of what we've learned over the past year, we want teachers to keep doing. Teacher leaders help districts think about how to keep innovating," Dr. Snell said.

Online instruction created the potential for individual learning that school systems want to maintain. Some teachers cited the ability to solicit student input in real-time and enhanced student interaction via technology as benefits from virtual learning.

"One of the things I learned is that there are thousands of good technology tools that teachers can use—it's all directed toward great teaching," said Segun Eubanks Ed.D. '12, director of CEii. "Our approach is to focus on good teaching skills using technology and on how to adapt the technology to great teaching."

At the heart of teaching, whether online or in-person, is student engagement and relationships.

"How you form and foster relationships and community, it almost becomes more important than the content," Dr. Snell said. "Every teacher had to think about how to form relationships in virtual environments. What if students are not even turning their video on? You can't get kids to engage and learn if there's no relationship."

As the teacher leaders look to engage with teachers in their own districts over the coming year, local context matters. Participating districts included Allegany, Cecil, Dorchester, Harford, Kent, St. Mary's, Somerset, Talbot, Washington, Wicomico, and Worcester. Some of the school districts reopened for in-person learning in October 2020, whereas other school systems will only be returning to in-person learning full-time this fall.

After a stressful year for both students and teachers, the Innovative Virtual Teaching Network leaders hope to capitalize on the best practices that were identified during the pandemic and leverage this unique learning era to deepen student engagement and learning. ☞



DR. CANDACE MOORE (FRONT ROW, CENTER) PICTURED WITH UNIVERSITY OF CAPE COAST, GHANA STUDENTS, FACULTY, AND STAFF.

Candace Maddox Moore Receives Fulbright U.S. Scholar Program Award to Study Higher Education's COVID-19 Response in Ghana

BY AUDREY HILL

University of Maryland Associate Clinical Professor Candace Maddox Moore received a prestigious Fulbright U.S. Scholar Program award from the U.S. State Department to study in Ghana during the 2021-2022 academic year. She will be conducting research and teaching at the University of Cape Coast, as part of her project, “Culturally Conscious Pedagogy and Practice: Collaborating to Inform Ghanaian Higher Education COVID-19 Response.”

Dr. Moore's Fulbright project will focus on Ghanaian higher education practices—as opposed to centering ideologies and approaches from the Global North—as she explores promising ways to enhance African student affairs and higher education. With COVID-19 transforming education worldwide, she'll explore teaching and scholarship in Ghana that leverages the country's cultural and traditional practices to adapt higher education in light of the pandemic.

“In my scholarship, I'll look at how Ghanaian practitioners and faculty are using culturally conscious pedagogy and practices in their responses to COVID-19,” Dr. Moore said.

For example, one cultural practice she may investigate is the use of Adinkra symbols and the proverbs that typically accompany them—part of Ghanaian, Akan tradition—and how they influence student affairs practices that support the well-being of students. This work would be undertaken as part of a participatory action research design with Ghanaian graduate students, faculty, and practitioners making up Dr. Moore's research team. She seeks to understand how Ghanaian higher education faculty and administrators are using indigenous knowledge, in ways that will serve as guideposts and help to support the overall welfare and success of students in college during and outside of the pandemic.

“The Fulbright Scholars Program is one of the most prestigious recognitions a faculty member could receive, and it is an acknowledgement about the importance and impact of Dr. Moore's work,” said Dr. William Ming Liu, chair of the Department of Counseling, Higher Education, and Special Education in the UMD College of Education.

Dr. Moore will research the impact of COVID-19 on how practitioners and faculty have negotiated challenges and opportunities like issues around connectivity in Ghana, which became more significant during the pandemic. Some students do not have access to reliable internet, and there are rolling blackouts in the region which affect online access. Additionally, national legislation passed in 2017 that made senior high school education—

comparable to U.S. high school—free, significantly increased the student population entering university, increasing teaching needs and pressures on physical campuses.

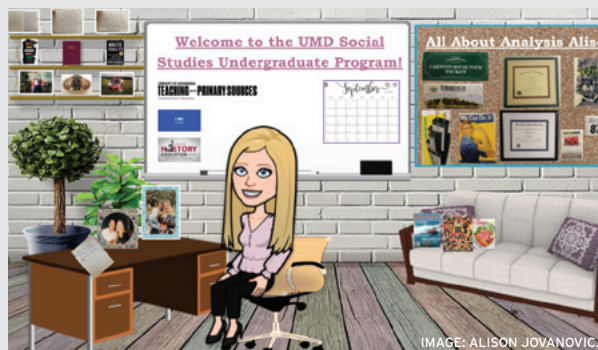
“Ghanaian higher education officials have been creative in their approaches to engaging and supporting students throughout the pandemic. This includes revisiting the academic calendar and making changes to degree completion to support students who weren’t able to engage in virtual learning. They’ve also made some shifts in how services are delivered, with dedicated faculty and staff who are essentially engaging in support mechanisms for students year-round,” Dr. Moore said.

Dr. Moore’s approach is collaborative in nature, working closely with faculty and students at the University of Cape Coast’s Institution for Educational Planning and Administration (IEPA), with an emphasis on developing work that benefits both Ghana and the United States. IEPA was recently designated a UNESCO Category II Centre of Excellence, which involves undertaking collaborative research in educational planning, administration and leadership, and leading professional development training. Dr. Moore has long-standing relationships with IEPA, having previously co-led a global classroom with the Institute’s Director General, Dr. Michael Boakye-Yiadom, and co-leading an annual short-term study abroad program, Higher Education in the Ghanaian Context, that partners with the Institute.

Dr. Moore was drawn to work in Ghana based on its socio-historical importance in global higher education, as well as sharing a general desire to decolonize how we imagine education.

“Global higher education has its roots in Africa, and how it has transformed over the years has been influenced by colonial expectations of what learning should look like,” Dr. Moore said. “There is an interconnected history between the Gold Coast of Africa and the rest of the world. When we think of how uprooting a free people for enslavement across the world has impacted us globally and how the present day coastlines of Ghana were used by Euro-American, European, and Portuguese colonizers as places to inflict harm and destruction on African humanity, I can’t think of a better place than Ghana to go back, bring forward, and engage in work that is transformative and that is drawing on the rich knowledge, history, and culture that’s already there to serve as a benchmark and pacesetter for higher education across Africa and the world.”

As part of the Fulbright Scholar Program, Dr. Moore began her 10-month appointment in Ghana in August 2021. She is a faculty member in the Department of Counseling, Higher Education and Special Education and Director of the Center for Diversity and Inclusion in Higher Education in the UMD College of Education. ☘



TEACHER CANDIDATES IN TEACHER EDUCATION PROGRAMS WERE ABLE TO DEVELOP A BITMOJI CLASSROOM AS PART OF THE PIVOT TO VIRTUAL INSTRUCTION.

TEACHER INNOVATION GRANTS: RESPONDING TO THE PANDEMIC

BY AUDREY HILL

The University of Maryland funded a series of teacher innovation grants in 2020-21, noting that the COVID-19 pandemic presents great challenges, but also provides new opportunities to learn about, develop, and plan outstanding online courses that are adaptable and accessible to all students under a variety of circumstances, and are highly innovative.



ALISON JOVANOVIC,
SENIOR FACULTY
SPECIALIST

Alison Jovanovic, a senior faculty specialist, and Loren Jones, Assistant Clinical Professor, received a teaching innovation grant from the university to re-imagine the seminar and internship experience for teacher candidates in the secondary and K-12 undergraduate and graduate programs. Given the significance of personal interaction in the seminar and in-classroom teaching internship, transitioning to a virtual environment presented significant challenges.



LOREN JONES,
ASSISTANT CLINICAL
PROFESSOR

Supported by the grant, the teacher education program pivoted to preparing teacher candidates to observe experienced teachers build rapport in a virtual context; modify lesson plans for the online environment; effectively teach content via the school system’s platform; and adeptly use virtual tools to assess students’ understanding.

Additionally, the teaching team redesigned several internship and seminar-based tasks and experiences with a new technology-based component that aligns with the new International Society for Technology in Education standards, which also translated to new technological abilities for COE faculty. ☘

Six Alums

SIX ACCOMPLISHED PROFESSIONALS

with long ties to the University of Maryland College of Education have been elected to serve on COE's Board of Visitors. Our new board members bring experience in a wide range of topics, including global education, the intersection of trauma and childhood resilience, and cultural competency—topics that are timeless and timely.

The Board of Visitors serves as a sounding board for the Dean of the College of Education (COE) on strategic planning and college priorities. They actively promote the strategic goals of COE to the external community and to alumni and friends of the College. In addition, they serve as the primary volunteer fundraising and capital campaign planning organization of COE.

Kevin Kruger, M.A. '81, Ph.D. '92, chair of the Board of Visitors and president of National Association of Student Personnel Administrators (NASPA), shared his excitement about the new members of the board:

"Group think or lack of courage to ask tough and strategic questions can be a chief weakness on boards today. One of things we all agree on as a board is the importance of advancing equity in representation and making diversity of thought a top priority. Our newly elected board members not only bring a wide-range of experience, but they bring their unique perspectives and approaches to addressing some critical issues in higher education."

"A strategic board has a view of looking ahead, an insight to look deeper, and competency to look beyond," said Jennifer King Rice, who recently transitioned from COE dean to UMD Provost. "We are grateful and excited to have this group of individuals join the board and bring their talents, expertise, and points of view to the work of the College in order to further the College's vision."

THE NEW BOARD MEMBERS ARE:

DR. JOSEPHINE (JODY) OLSEN, Ph.D. '79, served as the 20th director of the Peace Corps between March, 2018 and January, 2021. With the beginning of the global COVID-19 pandemic, Dr. Olsen made the unprecedented decision to evacuate all 7,000 Peace Corps Volunteers and bring them safely back to the United States. Dr. Olsen also championed



global women's economic empowerment, opened Peace Corps in a new country, Vietnam, and re-opened three countries in which Peace Corps Volunteers had previously served.

Dr. Olsen began her career as a Peace Corps Volunteer, serving as an education Volunteer in Tunisia from 1966-1968. She has also

served the agency as acting director (2009), deputy director (2002-2009), chief of staff (1989-1992), regional director (1981-1984), and country director (1979-1981). Prior to returning to the Peace Corps in 2018, Dr. Olsen was visiting professor at the University of Maryland, Baltimore School of Social Work and director of the University's Center for Global Education, where she developed and directed inter-professional global health projects for health graduate students, oversaw health research projects in ten different countries, and taught international social work, global social policy, and global health.

"I am delighted to join the College of Education Board of Visitors to help champion education opportunities here in the United States and globally. I have seen personally how education, including girls' education, is the single most significant contributor to individual and community overall wellbeing."

Dr. Olsen received a bachelor of science from the University of Utah, a master's in social work from the University of Maryland, Baltimore, and a Ph.D. in human development from the College of Education, University of Maryland, College Park. Among her many awards, she received the University of Maryland President's Award in March 2021. Throughout her career, Dr. Olsen has championed the expansion of service, learning, and international opportunities for Americans of all backgrounds.

NAMED COLLEGE OF EDUCATION BOARD OF VISITORS

DR. RACHEL M. PETTY, Ph.D. '81, is a professor and dean emeritus, University of the District of Columbia. Rachel M. Petty has more than 45 years of distinguished service in higher education. Until 2018, she served for



nearly 15 years as dean of the College of Arts and Sciences at the University of the District of Columbia (UDC). She also held other administrative appointments at UDC, including acting chief operating officer, interim chief academic officer, and chair of the Department of Psychology.

Her commitment to continued involvement in research has yielded peer-reviewed publications in the areas of trauma, childhood resilience, and student persistence.

"Joining the Board of Visitors is an honor and a privilege. The College of Education provided me excellent preparation for a long and rewarding career in higher education. I look forward to contributing to its efforts to transform learning contexts and experiences and prepare the next generation of scholars, practitioners, and leaders."

Dr. Petty earned a Ph.D. in human development and psychology at the University of Maryland, and Master's and Bachelor of Science degrees in psychology from Howard University. As a practicing psychologist, she was a member of the Maryland State Foster Care Review Board and boards of the DC Psychological Association and Lutheran Social Services. She is the recipient of the Paul Cooke Lifetime Achievement Award, the NAFEO Researcher of the Year, and the Pathfinder Award (UDC Foundation).

DR. DEBRA MUNK, Ph.D. '91, has 34 years of experience in public education. Dr. Munk remains committed to promoting the profession, particularly to the development



of future educators. She obtained both her Master's degree (English, 1983) and Doctorate (educational policy and administration, 1991) from the University of Maryland.

Since retiring from Montgomery County Public Schools in 2017, she has worked as an educational

consultant, particularly in the area of assessment and standard-setting. Additionally, an avid quilter, she realized a long-time dream of starting a long-arm quilting business. In 2010, she was honored to receive

the Mark Mann Excellence and Harmony Award, an award given annually to an administrator who has shown an exceptional ability to encourage academic excellence, positive, relationships and strong community outreach.

"I am extremely excited to join the College of Education Board of Visitors because I see this as an opportunity to address major issues currently facing America's schools, including the national teacher shortage, the racial diversity of the teaching force, and the integration of virtual and in-person learning in the post-COVID era."

Throughout her career she has intensely focused on closing the achievement gap and increasing the academic achievement of all students.

MELANIE FOLSTAD, B.A. '92, has more than 25 years of experience in financial services. She has earned the Chartered Retirement Planning Counselor®, Chartered



Advisor in Philanthropy®, Certified Plan Fiduciary Advisor and has her CFP®.

Folstad is on the Board of Trustees for the Greater Washington Community Foundation and serves as board chair for the Montgomery County Advisory Board. She served on multiple

boards including board chair of The Greater Bethesda Chamber of Commerce. Folstad was a board member and board chair of Lutheran Social Services of the National Capital Area and together with her husband co-chaired the Centennial Campaign for LSS-NCA. She recently

served on the financial resources committee for the Episcopal Diocese of Washington.

"I'm so impressed with the updates that I have received over the years since my graduation; I've always been proud to be a Terp. Recently, however, the University of Maryland COE has truly 'upped its game' with significant gains in several program rankings. I am eager to share those successes with our broader community, as well as look forward to promoting the many accolades and successes yet to come."

Folstad earned her Bachelor of Arts in speech and English secondary education from the University of Maryland College of Education in 1992. In addition to her degree from the University of Maryland, she earned a Master's in business administration from the George Washington University. She and her husband live in Chevy Chase, Md., and have three children.

DR. ROBERT D. KELLY, Ph.D. '05 serves as the university vice president and special assistant to the president at Loyola University Maryland where he directs and



coordinates the planning that undergirds the institution's Jesuit mission, engagement, and effectiveness.

As the president's chief of staff at Union College in New York, Dr. Kelly directed the cabinet's activities and fostered collaboration between the institutional research, legal

counsel, and Title IX and Compliance offices and the strategic priorities of the Kelly Adirondack Center. At Loyola University Chicago, Kelly championed initiatives that elevated the undergraduate and graduate student experience by chairing the Reimagine Campaign, an initiative to transform the concept of student life. While at Seattle University as a vice president and professor, Dr. Kelly centered student development and engagement as strategic levers to advance the university's strategic plan. Earlier in his career, he honed his approach to

nurturing meaningful and authentic relationships with students, faculty, and staff mentors at the University of Vermont and Colgate University.

"This is a really great opportunity to give back to a community that has given me so much. I would love to help deepen the work of equity and inclusion being led by the College of Education as well as supporting and mentoring graduate students."

Interested in public service and Jesuit values from an early age, he attended Loyola College (now University) and earned an undergraduate degree in political science. He earned a master's degree in education from the University of Vermont and a Ph.D. in education policy, planning and administration from the University of Maryland. He also completed Harvard University's professional programs in the Institute for Educational Management and the management development program.

He and his wife of 19 years, Bridget Turner Kelly, M.A. '96, Ph.D. '01, associate professor of higher education and diversity officer in the College of Education at the University of Maryland have two children, Alex (14) and Addison (10).

DR. MARK BRIMHALL-VARGAS, Ph.D. '11 is the chief diversity officer and vice president for diversity, equity, & inclusion at Brandeis University. He brings over two decades of expertise in campus-wide diversity and equity management and programming, cultural competency, and conflict resolution.



As the CDO/VP, Dr. Brimhall-Vargas is responsible for aligning diversity policy and programming for faculty, staff, and students across the university in areas of 1) recruitment, retention, and success strategies; 2) cultural competence training and preparation; 3) assessment, metrics, and creating a diversity dashboard; and 4) messaging, communications,

and passive education around issues of diversity, equity, and inclusion. His portfolio currently supervises the Intercultural Center, Gender and Sexuality Center, chaplaincies, and the ombuds functions. Prior to coming to Brandeis University, he worked at Tufts University as the chief diversity officer and associate provost, and at the University of Maryland as its deputy chief diversity officer.

"My own career was transformed after having attended the COE at the University of Maryland. I believe that education is a game changer when it comes to improving people's lives and circumstances. Thus, it felt natural to join the board to promote the College's work."

Dr. Brimhall-Vargas has a Ph.D. in social foundations of education from the University of Maryland. His academic expertise includes critically conscious pedagogy, social justice, and identity development (particularly religious, spiritual, faith-based identity). He also holds a Master's degree in public policy from the John F. Kennedy School of Government at Harvard University and a Bachelor of Arts degree from Pomona College. He originally hails from Albuquerque, New Mexico. ☘

PRESERVE

MARYLAND TRADITION



An ice cream cone from the Maryland Dairy, a dip into the ODK Fountain and a rub of Testudo's nose for good luck.

Your University of Maryland Alumni Association is uniquely positioned to help preserve Maryland traditions and boost your Terp pride through membership.

Become a member and unlock exclusive benefits and opportunities to show your love for the black and gold.

alumni.umd.edu/membership

STAY FEARLESS |  ALUMNI ASSOCIATION



← **OUR GIFT TO YOU**
Choose a 24" x 60" travel microfiber towel or insulated can cooler as a thank you.

One gift per membership when you join by Sept. 30, 2021, while supplies last.

Michelle Asha Cooper

ON HIGHER EDUCATION EQUITY AND LEADERSHIP



University of Maryland alumna Michelle Asha Cooper, Ph.D. '06, was appointed acting assistant secretary for postsecondary education and deputy assistant secretary for higher education in the Biden-Harris administration in spring 2021.

Dr. Cooper completed her doctorate in education policy and leadership and was previously president of the Institute for Higher Education Policy. Her time in the College of Education foreshadowed a career dedicated to improving access to and equity in higher education.

[This interview has been edited, reorganized, and condensed.]

How did your doctoral experience influence your career?

The issues we studied in class at Maryland are directly related to the work I do—issues of college access, affordability, serving underrepresented students, and other equity issues.

I really started to blossom through a U.S. Department of Education (Advisory Committee on Student Financial Assistance) internship opportunity I had while writing my dissertation. My dissertation advisor at Maryland—Dr. Laura Perna—encouraged me to apply for the internship. It wasn't until I had that internship opportunity that I began to understand the policymaking process—and how through it, my work could potentially benefit millions of students.

What drew you to your dissertation topic, “Dreams Deferred? Exploring the Relationship Between Early and Later Postsecondary Educational Aspirations Among Racial/Ethnic Groups”?

My dissertation was focused on high school students' educational trajectory, primarily the plans and decisions that influenced their college dreams and choices. The pre-college years are really important. We lose a lot of students before they get in the door of an institution. As students move through high school—and prepare to graduate—what can we do to get more of them into college?

The dissertation study also looked at equity, specifically race and ethnicity. The focus on equity has been a hallmark of my career and one I'm particularly proud of. The title of the dissertation—'Dreams Deferred'—was inspired by the Langston Hughes poem with the same name. The inequities of our postsecondary system shows that so many students' dreams and aspirations get "deferred." So, to continue the push toward greater equity, we have to ask—what are the systemic policy levers that can influence barriers to college access and graduation? How can we eliminate these things that are deferring our students' dreams?

What are your goals with your role at the Department of Education?

My commitment to college students and leaders is 100% aligned with President Biden's commitment to "building back better." The theme of recovery is essential to the goals of advancing higher education. One of my primary roles is managing the higher education emergency relief funds, which amount to a little more than \$75 billion to higher education. Helping colleges help students recover is a key priority.

Other major priorities relate to college affordability, access to college and jobs, and a commitment to equity. This administration is deeply committed to a postsecondary educational system that provides an affordable college education. *[Ed. Note: after this interview occurred, President Biden announced a plan to offer free community college tuition as part of the American Families Plan legislation.]*

We want to get students into college and out of college, so they can contribute to the workforce and economy. That requires high-quality programs with clear career paths. Internships play a critical role in career preparation. I know the power of internships first-hand. We also have a commitment to address persistent equity problems. I know eradicating sexism, racism, discrimination, and homophobia is not going to happen overnight, but I am part of an administration committed to addressing these problems.

How has the pandemic affected higher education?

Many institutions have experienced declines in enrollment during the pandemic, including at community colleges and among first-generation college students. Some of

those colleges have experienced double-digit declines. My hope is that federal funds will help institutions recover and regain what was lost during the pandemic. I hope college leaders can re-enroll and re-engage these students.

How can we address the gender gaps in higher education?

Women are going to college in higher numbers than men, but you have to look at where they're enrolled. For example, low-income, women of color are overrepresented at for-profit universities. We want to make sure we're giving women equal footing on all fronts. So, where they attend college is important, as is the quality of that education. Even when you look at jobs, women still lag behind men in pay equity. People will say, "That's not higher education's responsibility." But, it is higher education's responsibility because we educate future leaders and employers. The University of Maryland and programs like our education track play a really important role in shaping careers and future leaders.

What role does faculty diversity play?

Years ago, I was a research assistant for a book, called "Diversifying the Faculty." I was enrolled at UMD and working on this project with the Association of American Colleges & Universities. For that research, I heard many reasons why it was hard to diversify faculty. Twenty years later, we're still hearing those same, unacceptable excuses. We have to do better, whether we are growing the next generation of faculty or employing them.

Do you have anything you'd like to add?

In addition to all the career preparation, I want to recognize the importance of friendships and networks I built in my graduate program at Maryland. I advise students, "Be nice to people in your class, some of them you may work with, and some of them you may work for." You never know how important the person sitting next to you might be. And since the goal is for all UMD grads to be highly influential people, your classmates will all likely be hot shots! ✨

A FAIR SHAKE: A NEW ENDOWED PROFESSORSHIP IN URBAN EDUCATION POLICY

BY LAUREN BENNING-WILLIAMS

Through a new endowed professorship in urban education policy, Distinguished Scholar-Teacher Dr. Betty Malen



“hopes to recruit and retain education policy researchers who understand and respect the communities they seek to serve, and who can develop robust and responsive approaches to the challenges facing our urban schools.”

Situated in the College of Education, the Betty Malen Endowed Professorship will support tenured and tenure-track faculty who carry out research that addresses the socio-political contexts of urban schools and supports the development of policies that enhance the quality and fairness of educational opportunities for underserved populations. COE faculty have a history of conducting meaningful research on urban education policy; however, the resources an endowed professorship provides will enhance the scope and impact of that work.

As Dr. Claudia Galindo, a faculty member who studies urban education reform noted, “Dr. Malen’s new professorship will allow faculty to conduct cutting-edge research to eliminate the educational disadvantages of historically underserved students in urban schools.

Because of Dr. Malen’s generosity, research findings will inform policy decisions and interventions to achieve educational equity.”

In addition to supporting research, the endowed professorship is intended to foster the integration of our education policy and urban education programs so that our graduates are equipped to bring a well-grounded, equity-oriented perspective to their work as agents of social justice.

Dr. Tara Brown, a faculty member in the urban education program explained, “The Endowed Professorship in Urban Education Policy will bring together two areas of scholarship that are vital in addressing some of the most pressing challenges facing the field of education. It will provide valuable research support for students studying policy development and analysis and school reform in urban contexts, from equity-based perspectives.”

Dr. Malen was inspired to create the endowed professorship by the stark racial/ethnic and socioeconomic inequities in our school systems, by the belief that carefully crafted research can strengthen policy development, and by the research Dr. Tara Brown and Dr. Claudia Galindo carry out.

As Dr. Malen expressed it, “Their research centers the perspectives and experiences of underserved students, families, and

communities and generates valuable insights about the policies that may be required to realize the promise of equal educational opportunity for all students. Their research illustrates the powerful lines of work this professorship seeks to support.”

“The College of Education celebrates the many contributions that Dr. Malen has made to the field of education policy,” said Jennifer King Rice, new UMD Senior Vice President and Provost and former COE Dean. “We share Dr. Malen’s belief that policy can have a profound impact on the lives of all students and create a more just and equitable world. We are proud to continue her legacy through this professorship and look forward to the new discoveries and solutions of future scholars supported by this generous endowment.”

Dr. Betty Malen joined the Department of Education Policy and Leadership in 1994. A former public-school administrator, Dr. Malen received her Ph.D. from the University of Minnesota and held professorial positions at the University of Utah and the University of Washington before coming to Maryland. She specializes in education politics and policy. Dr. Malen was named a Distinguished Scholar-Teacher by the University of Maryland in 2016. ☼

EdTerps

**EMPOWERING EDUCATORS,
ENRICHING THE FUTURE.**

Give today at giving.umd.edu

The College of Education General Scholarship Fund helps students like Sidney S., class of 2023.

“During the pandemic, I felt uncomfortable working at my job because I live with my grandmother who is at-risk. Receiving this scholarship impacted me by lessening my financial strain and allowed me to prioritize the safety of my family.”



For more information please contact Lexxie Monahan at monahan@umd.edu or 301-405-2340



COLLEGE OF
EDUCATION

Through Kindness, Former Department Chair Frank Schmidtlein Created a Higher Education Legacy

BY AUDREY HILL

Frank Schmidtlein, former chair of the Department of Counseling, Higher Education, and Special Education at the UMD College of Education, died in April 2021 at age 88. Dr. Schmidtlein had significant experience working for state and federal education agencies before transitioning into academia, where he created a lasting legacy at the College by establishing a federal grant-funded center for research on higher education. Yet, his most defining contribution, colleagues say, is the kindness and encouragement he offered to students and faculty alike.

Dr. Schmidtlein had an unconventional path to higher education. He grew up on a cattle ranch in Nevada and attended a one-room schoolhouse taught by his mother.

“It was not an easy life, but together with his three sisters he had much freedom and many adventures that he loved to recall. His mother’s influence led him to become an intellectually curious, lifelong learner and a champion of education for all,” according to his online obituary featured in *The Press Democrat*.

His family moved to Washington State during his childhood for better access to education, where he attended high school; shortly after his graduation, the converted chicken coop he lived in burned down.

“It’s interesting, because I never knew that until I read his obituary,” said Professor Marvin Titus. “He struck me as being a very humble, kind, caring, and sensitive person, and I think it had a lot to do with his background.”

Dr. Sharon Fries-Britt, Distinguished Scholar-Teacher, knew about his ranch days, but hadn’t known of the more hardscrabble aspects of childhood.

“What it says to me about the person he was, it speaks of his humility,” said Dr. Fries-Britt. “He was such a compassionate person, who grew up in humble circumstances, learned about humanity, and was a person who got along with a wide range of folks.”

Dr. Schmidtlein earned his bachelor’s degree from Kansas State University in 1954, served in the Air Force, and then worked for the the U.S. Office of

Education and the National Endowment for the Humanities. After completing his doctorate in higher education at the University of California, Berkeley in 1976, he moved to Maryland to work for the Maryland State Board of Education. He then joined the faculty of the University of Maryland College of Education, bringing with him an expertise in state and federal higher education policy.

“He was a really good advisor,” said Dr. Titus, who first met him through his job at the University System of Maryland, before becoming a doctoral student at COE and ultimately a faculty member and colleague of Dr. Schmidtlein. “He would call me at my job when

I became a student, to ask me how I was doing and how classes were going, because I was working full-time and taking classes part-time.”

Dr. Schmidtlein’s leadership skills and empathetic approach also came into play as chair of the department, particularly around administrative challenges that arose at the time.

“When he was chair, Frank was a great leader during the difficult conversations time that were going on at the time,” said Dr. Fries-Britt. “If he had to deliver bad news, or if he had conflict with a person, he had the capacity to give his feedback without denigrating the person.”

With a large federal grant, he started a center on higher education at the College. His research expertise was in government funding of higher education.

“Frank’s research was centered around financing from the government’s perspective and looked at implications for federal and state budgets. He looked at higher education financing from a different perspective than is what is commonly done—a more macro view—focusing on what effects it might have on the federal government and states’ budgets,” said Dr. Titus, who cited it as an influence on his own research.

After his retirement as an associate professor in 2001, Dr. Schmidtlein stayed engaged with the College, keeping in touch with students and helping to fund scholarships. ✽





COE GRADUATE STUDENT PREPARES A VIRTUAL LEARNING ENVIRONMENT FOR STUDENTS.



COE STUDENT SARAH COOPER TAKES OVER COE'S INSTAGRAM AND SHARES THE DAY IN THE LIFE OF AN EDTERP.

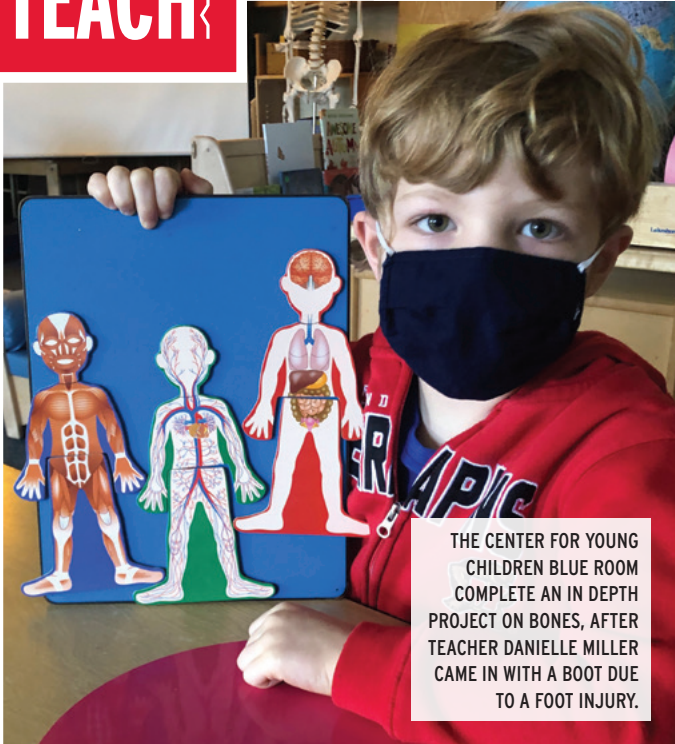
EdTerpsTEACH



Kate Backman

Sarah Choi

COE STUDENTS SHARE THEIR VIRTUAL LEARNING EXPERIENCES.



THE CENTER FOR YOUNG CHILDREN BLUE ROOM COMPLETE AN IN DEPTH PROJECT ON BONES, AFTER TEACHER DANIELLE MILLER CAME IN WITH A BOOT DUE TO A FOOT INJURY.

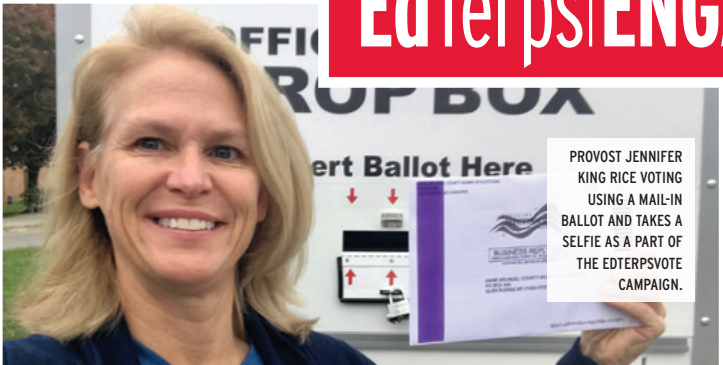


FACULTY MEMBER COLLEEN O'NEAL.



COE FACULTY MEMBER ALISON JOVANOVIC VOTING USING A MAIL-IN BALLOT AND TAKES A SELFIE AS A PART OF THE EDTERPSVOTE CAMPAIGN.

EdTerpsENGAGE



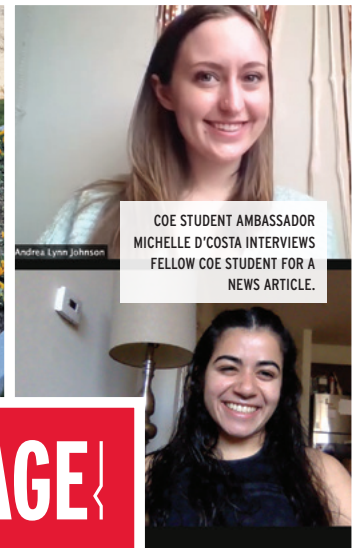
PROVOST JENNIFER KING RICE VOTING USING A MAIL-IN BALLOT AND TAKES A SELFIE AS A PART OF THE EDTERPSVOTE CAMPAIGN.



COE FACULTY MEMBER DR. RICHARD SHIN SHARES HIS REASON FOR VOTING WITH THE COE COMMUNITY IN VIDEO AS A PART OF THE EDTERPSVOTE "WHY I VOTE" CAMPAIGN.



COE 2020 STUDENT AMBASSADORS MEET AND GREET ON CAMPUS IN THE BENJAMIN BUILDING COURTYARD.



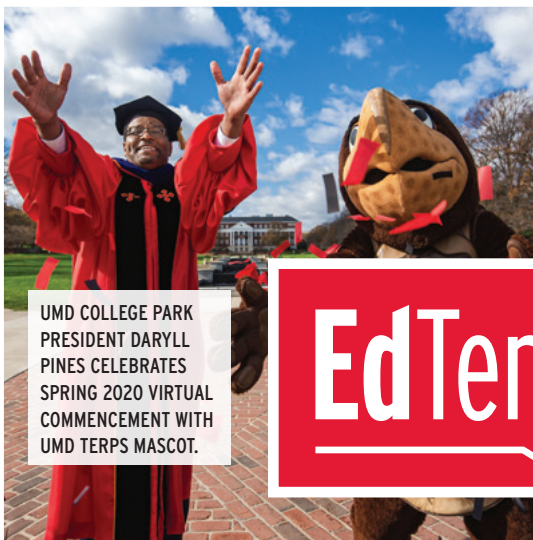
COE STUDENT AMBASSADOR MICHELLE D'COSTA INTERVIEWS FELLOW COE STUDENT FOR A NEWS ARTICLE.



EdTerps ENGAGE



PROVOST AND FORMER DEAN JENNIFER KING RICE, AND DR. JOHN B. KING OPEN THE MARYLAND CIVIC EDUCATION AND ENGAGEMENT LEADERSHIP SUMMIT, HELD VIRTUALLY IN FEBRUARY 2020.



UMD COLLEGE PARK PRESIDENT DARYLL PINES CELEBRATES SPRING 2020 VIRTUAL COMMENCEMENT WITH UMD TERPS MASCOT.



EdTerps



COE STUDENTS CELEBRATE SPRING 2020 VIRTUAL COMMENCEMENT BY SHARING THEIR GRADUATION PHOTOS.



Thank you, Jennifer!

COE BOARD OF VISITORS CELEBRATE DEAN JENNIFER KING RICE TENURE AS DEAN OF THE COLLEGE AND CONGRATULATE RICE ON HER NEW ROLE AS PROVOST OF THE UNIVERSITY.



1960s

Rebecca Evans Carroll (Ed.D. '66), who was initially barred from graduate programs at the University of Maryland because she was Black, was posthumously awarded the University of Maryland's Alumni Association Legacy Award, which honors Terps who made a significant impact to their community over their lifetime.

1970s

Ken Iserson (B.S. '71), who taught middle school biology in Fairfax County before entering University of Maryland Medical School, recently published the ninth edition of the popular book, *Iserson's Getting into a Residency: A Guide for Medical Students*.

Dana Tregilgas Johnson (M.Ed. '76) published the book *Will This Be on the Test? What Your Professors Really Want You to Know about Succeeding in College*, on the differences between high school and college, and making the most of the college experience.

Judy K. Olsen (Ph.D. '79), 20th director of the Peace Corps, received the prestigious President's Award from the University of Maryland, which recognizes the achievements of Terp alumni.

Keep in Touch!

Please send you news for Class Notes to coecomm@umd.edu or online at go.umd.edu/coealumni

1980s

Madeleine Sherak (M.A. '74, Ph.D. '81) published *Superheroes Club 2: A Celebration of Uniqueness*, the latest book in her *Superheroes Club* children's book series about how acting kindly is acting heroically.

Richard Duschl (B.S. '74, Ph.D. '83), of Southern Methodist University, was elected a member of the National Academy of Education.

Nicholas Ladany (B.S., '85) was named the 17th president of Oglethorpe University in Georgia, where he will also serve as a professor of psychology.

Larry Roper (Ph.D., '88) received the John L. Blackburn Distinguished Pillar Award, which recognizes leaders, teachers, and scholars in student affairs and higher education, from the National Association of Student Personnel Administrators (NASPA).

1990s

William F. Tate, IV (Ph.D. '91) was named the next president of Louisiana State University, the first Black man to lead the university system.

Kevin Kruger (M.A. '81, Ph.D. '92), President/CEO of the National Association of Student Personnel Administrators, received an Excellence in Education award from the Alumni Association of the University at Albany, where Dr. Kruger completed a bachelor's.

Jamie Washington (Ph.D., '93) received the Bobby E. Leach Equity, Diversity, and Inclusion Award from the National Association of Student Personnel Administrators (NASPA).

Susan Jones (Ph.D. '95), a prominent expert on student development theory and qualitative research, retired from the Higher Education and Student Affairs program at the Ohio State University.

John Hernandez (Ph.D. '99) was appointed the next president of Irvine Valley College in California.

2000s

Cheryl Jeanette Moore-Thomas (Ph.D. '00), who served as Loyola University's first chief equity and inclusion officer, has been named acting provost and vice president for academic affairs at the university.

Kerry Ann O'Meara (Ph.D. '00) was named a University of Maryland Distinguished Scholar-Teacher, a prestigious university-wide honor recognizing the success and accomplishments in teaching and research of a few faculty each year.

Brenda Thaim (M.Ed. '02) will be the first Black Republican woman to serve in the Maryland General Assembly, having been sworn into the Maryland House of Delegates as a representative of Legislative District 2B, Washington County.

Maria Teresita Barker (M.A. '03) was named vice chancellor for student affairs and enrollment management at Indiana University Kokomo.

Jun Li (Ph.D. '06), of Western University in Canada, assumed the role of vice president and president designate of the Comparative and International Education Society, making Dr. Li the first East Asia-born minority and first from Western University elected for the honor.



PHOTO FROM *THE TERRAPIN*, UNIVERSITY OF MARYLAND, COLLEGE PARK, 1966

Michelle Asha Cooper (Ph.D. '06), who after serving as the president of the Institute for Higher Education Policy since 2008, was named the new deputy assistant secretary for higher education programs—serving as acting assistant secretary—at the U.S. Department of Education.

Wallace Southerland III (Ph.D. '07) was appointed vice president of student affairs and dean of students at Michigan Technological University.

2010s

Leah K. Cox (Ph.D. '10) was named vice provost for equity and inclusion and chief diversity officer at the University of North Carolina at Chapel Hill, where Dr. Cox will work with senior leadership to grow a thriving campus community.

Jason Kraus (B.A. '10) & Sydni (Mitchell) Cohen (B.S. '14, M.Ed. '15) are collaborating in creating a student with disabilities version of Kraus' first book in the *Belly Rubbins for Bubbins* book series, which teaches children about rescue dogs and animal shelters and reached #2 on the Barnes and Noble Top 100 Bestsellers List.

Niklas Berry (B.A. '13, M.Ed. '14), social studies teacher at Oakland Mills High, was selected as a 2021 teacher of the year by the Howard County Public School System.

Monifa B. McKnight (Ed.D. '14), deputy superintendent of Montgomery County Public Schools, was appointed as acting/interim superintendent of the school district.

Laura Elenbaas (Ph.D. '17)

received the Association for Psychological Sciences Rising Star Award, given to promising early career researchers.

Dandan Liao (M.A. '15, Ph.D. '18)

received the 2021 National Council on Measurement in Education Brenda Loyd Outstanding Dissertation Award, an accolade for outstanding dissertations in the field of educational measurement.

Courtney Hattan (Ph.D. '18),

an assistant professor at Illinois State University, was named as one of eight recipients of the university's Research Initiative Award, which recognizes early career faculty members with promising research agendas.

2020s

Autumn Griffin (Ph.D. '20),

co-founder of Blackademia—a digital network focused on the stories of people of color in academic spaces—received the University of Maryland Research Award, an Alumni Excellence Award.

Cinthya Salazar (Ph.D., '20) was

honored with the Association for the Study of Higher Education (ASHE) Bobby Wright Dissertation of the Year Award for her work with undocumented college students.

Selvon Waldron (M.A. '20) was

named the new Executive Director of Genesys Works - National Capital Region, which works to provide pathways to career success and opportunity for youth in underserved communities.



COLLEGE OF
EDUCATION

BENJAMIN BUILDING
3942 CAMPUS DRIVE
COLLEGE PARK, MD 20742

BENJAMIN PORTRAIT PRESENTED TO COE

WILLIAM DILLARD GRAY, MLS '14 (FAR LEFT) DONATED A PAINTING OF DEAN HAROLD BENJAMIN TO THE COLLEGE OF EDUCATION. HIS MOTHER, LORRAINE DILLARD GRAY '70 (SECOND LEFT) WAS FAMILY FRIENDS WITH HAROLD BENJAMIN. THE PORTRAIT WAS PAINTED IN 1970 BY FRANCES PHILLIPS, AN ARTIST AND EMPLOYEE OF THE UNIVERSITY OF MARYLAND. THE PAINTING WAS ACCEPTED ON BEHALF OF THE COE BY LAURA STAPLETON (SECOND RIGHT) AND JENNIFER KING RICE (FAR RIGHT). IT WILL BE DISPLAYED IN THE MAIN ENTRANCE OF THE BENJAMIN BUILDING.



PHOTO: STEPHANIE S. CORDLE

STAY SOCIAL!

 @UMDCOLLEGEOFEDUCATION
 UMD COLLEGE OF EDUCATION

 @UMDCOLLEGEOFED
 @UMDCOLLEGEOFED