As this newsletter reaches you, spring is well on the way and the School of Education is concluding a yearlong 40th anniversary celebration. The academic year began with a presentation by and awarding of an honorary degree to Greg Mortenson, with more than 3,000 people in attendance. We honored our former deans and emeriti professors during the fall reception, with the largest turnout of alums and friends ever.

This spring we launched the John M. Wozniak School of Education lecture series. Named after the founding dean of the school, and scheduled to be an annual event, the series will invite nationally distinguished educators to our school.

Finally we hope you enjoyed the expanded fall 2009 newsletter, which reflected on the 40-year history of the School of Education.

As we look ahead, the School of Education understands the important role it plays in preparing professional educators to be responsive to the challenges facing our public and private institutions today. Contributing to the foundational knowledge base through faculty research remains a priority. Working directly in partnerships with public and private PK-12 schools not only informs our professional preparation programs, but also provides us the unique and important professional collaborations so important to addressing the challenges facing all our educational institutions. This work is supported by you, our alumni, and we are deeply grateful for your continuing partnership.

Message from the Dean

While celebrating this important 40th anniversary and looking toward the future, deans across the four decades gathered at the December 3, 2009, event in Beane Hall to pose for the camera. Pictured are Drs. Robert Roemer, David Prasse, Margaret Bloom, John Wozniak, Terry Williams, and Gerald Gutek.

School celebrates anniversary in style
A little more than five years ago, Dean David Prasse sat down with School of Education faculty to discuss grant funding. He was interested in increasing the number of external grants, and he was willing to help researchers with support from the school for both external and contract grants.

A committee to oversee grant development was organized. A consultant was hired to help create a strategic plan. Grant writing experts were enlisted to run workshops and help with specific projects. Internal funding and staffing were allocated to support faculty proposals.

It worked. In the span of five years, funding for projects in the School of Education has grown from the low six figures to $12 million now. And that’s not all. “In the last three years, the School of Education has become one of the strongest producers of external dollars in the University,” Dean Prasse reports.

Other positive results have been cited from grants such as the Illinois Statewide Technical Assistance Center (ISTAC). In this program, seven statewide initiatives provide outreach to students whose needs impede their ability to learn. According to Diane Morrison (EdD ’05), clinical assistant professor and director of the project, “Evaluation data suggest that school teams function at a higher level, parents are more involved in their child’s education, and state-level indicators of education improvement show growth” as a result of the efforts of the ISTAC partners.

CHAPTER, Chicago’s High-Need Partnership for Teacher Education Recruitment, which ran from October 2005 through September 2009, resulted in more than $1 million in scholarship money, innovative induction programs, professional development workshops, and an e-mentoring network for new teachers to interact with veteran teachers, according to program director Dorothy Giroux (MEd ’79, PhD ’91), clinical assistant professor.

And, through the Mathematics and Science Teaching American History (TAH) Project, which the Chicago Metro History Museum Center is implementing with a consortium of eight school districts. One outcome she reported: “Teachers enthusiastically embraced the American Dreams TAH Project, participating in professional development activities at high levels, praising the high quality of these activities, and appreciating the collaborative nature of the activities.”

Teaching (MAST) project, Chicago middle school teachers receive intensive training in research-based and developmentally appropriate instructional methods aimed at improving student achievement. “Upon graduation, 22 CPS teachers will be highly qualified to teach middle school mathematics and science,” said Jim Breunlin (EdD ’00), clinical assistant professor and director of the project.

This is just a sampling of the positive outcomes SOE researchers have seen. The increase in external funding that the school has experienced has brought a richness of opportunities for our students and community partners and added to the scholarship within the profession.
New SOE faculty welcomed

The School of Education welcomed six faculty members this year. From left are Kate Philippo, PhD, Bridget Kelly, PhD, Eunju Yoon, PhD, and Michelle Lia, EdD. Not pictured are Jane Hunt, EdD, and Michael Maher, PhD.

John M. Wozniak Lecture Series

On February 24, the School of Education hosted its inaugural lecture series in honor of Dr. John M. Wozniak, the founding dean of our school. The series invites nationally distinguished educators to Loyola.

Judy Elliott, PhD, chief academic officer of the Los Angeles Unified School District, was the guest speaker. In her address, Dr. Elliott discussed what future educators must know and be able to do for the benefit of our nation’s children. Throughout the speech, she kept repeating, “It’s about the kids.”

The lecture was attended by more than 75 faculty, staff, students, alumni and friends of the school. The second John M. Wozniak lecture is scheduled for February 16, 2011.

IN MEMORIUM

Steven I. Miller, PhD

Steven I. Miller, professor emeritus of educational leadership and policy studies, died December 11, 2009. Steve earned his PhD in education at Michigan State University and joined the department of foundations of education in 1970 until he retired in 2006. He specialized in the sociology of education and became known internationally as a leading scholar in mixed methods, ethnography, and qualitative research.

Steve was also a language analyst and a logician. He had a beautiful, keen, and critical mind. He set high intellectual standards for himself and high academic expectations for his students and colleagues. Although Steve pressed his students to do their best as scholars, he was consistently available to advise and counsel them. If faculty members were chairing dissertation committees, they knew Steve would encourage students to think critically and use methodology correctly, and that he would treat them fairly and honestly.

As a professor, Steve enjoyed research, writing, and publishing. He and Professor Marcel Fredericks cooperatively published many articles in sociology and sociology of education. His colleagues in education and social work respected him as a scholar who studied education with a sociologist’s insights and methods.

As a searcher for the meaning of life, Steve developed an interest in Taoism and Buddhism. He sought to penetrate appearances and find what was profoundly true, quiet, and serene.

Steve is survived by his wife, Patricia, his daughter, Heather, and his granddaughters.

Nancy MaGill (PhD '01)

Nancy MaGill died January 7, 2010, after a yearlong battle with cancer. Nancy served as a visiting assistant professor in the School of Education from 2001 to 2004, and returned in 2007 as a clinical assistant professor working on the teacher preparation CHAPTER grant. She taught the middle school theory/methods courses, the classroom management courses, and the introductory methods courses in social studies/fine arts. She also served as the faculty moderator for the Future Teachers Club and on various committees throughout the University. From 2004 to 2007, Nancy was an assistant principal in District 102, working with middle school students.

Nancy will be remembered as one who loved teaching and who encouraged her students to be advocates for their future students. In addition to teaching, she enjoyed her role as informal advisor to pre-service and new teachers who sought her advice when planning their careers. Nancy was professional, knowledgeable, and fun to know.

She appreciated the humor she found in the world and the laughter of children and adults. She will be missed by colleagues, students, and friends. Nancy is survived by her father and her daughter Courtney.
“Each year, tens of thousands of students find themselves lost in an educational system divided among those who have access to significant human, social, and cultural resources and those who are left to navigate a system that offers few resources and little guidance in overcoming what may seem like insurmountable obstacles,” says Dr. Mark Engberg, assistant professor of higher education. “The ensuing talent loss perpetuates a cycle of social and economic inequality that has lasting implications at the individual and societal level.”

Dr. Engberg’s scholarship approaches this critical social justice issue by examining the resources and structures necessary to promote access at the secondary level, as well as how increased access contributes to student learning and development at the postsecondary level.

Working closely with Dr. Gregory Wolniak, a research scientist at the University of Chicago, Dr. Engberg has engaged in a number of primary and secondary research studies to better understand the factors that facilitate postsecondary opportunities for racial/ethnic minorities and low-income students. Several important findings have resulted from this research:

» A higher number of robust feeder networks occurred within high-performing high schools primarily serving white students from upper-income families. This phenomenon effectively reinforces the cycle of privilege for these students, while suppressing opportunity for students attending high schools in poorer, racially mixed communities.

» Universal models of college choice falsely assume homogenous effects across race groups.

» Parent, peer, and college-linking networks are critically important influences on college choice.

Preparing students for global society

Dr. Engberg’s research also examines the educational benefits of diversity in higher education, with a particular focus on the efficacy of various educational interventions—both curricular and co-curricular—in preparing students for the challenges of a diverse and global society. Despite the Supreme Court’s decision to uphold the use of race in college admissions, affirmative action practices continue to face vigilant opposition, and in many states, ballot initiatives have effectively overturned the court’s decision.

Dr. Engberg’s research has contributed to the growing body of evidence demonstrating that diverse college environments enhance student learning and development, especially when interactions are intentionally structured across diverse social identity groups, both inside and outside of the classroom.

Future Research

Over the next few years, Dr. Engberg will continue his work on college access and diversity, focusing on the following research areas:

» Investigating how structural diversity at the secondary level influences postsecondary participation

» Exploring the factors—both individual and organizational—that promote participation in the STEM disciplines (science, technology, engineering, and mathematics), particularly for underserved populations

» Examining how curricular, co-curricular, and community experiences influence students’ development of a global perspective

SOE Career Networking Night
SUCCESSFUL ALUMNS SHARE THEIR CAREER PATHS

School of Education alumni sharpened their skills in networking at our first-ever Career Networking Night, held on Tuesday, March 16. Two of the school’s most prominent and well-connected alums served as co-facilitators: Harry Rossi (EdD ’85), co-director of FED ED, and Rose Ann Pastor (MEd ’93), current assistant dean for career management services in the School of Business and former director of Career Transitions Center of Chicago. The evening included a lively discussion and successful career-path stories of four alumni panelists.

Alumna wins Loyola award

Congratulations to Sangita Gosalia (MEd ’09) for being named Loyola University Chicago 2009 Staff Member of the Year. Sangita is assistant director for community relations.

Correction

The 40th Anniversary newsletter missed two emeriti faculty. We regret the omission and would like to recognize them.

- William Davis (deceased), faculty from 1969–1991
- Samuel Mayo (deceased), faculty from 1955–1986

Alumni turn out for receptions

Each year, the School of Education hosts two alumni receptions in cities around the country. These events are scheduled to coincide with conferences attracting SOE Higher Education and School Psychology alumni. This spring Chicago was the site for two conferences, the Student Affairs Administrators in Higher Education (NASPA) and the National Association of School Psychologists (NASP). To celebrate the rich culture of the city, SOE hosted two “Taste of Chicago” receptions. In addition to mingling with former classmates and faculty, guests enjoyed Chicago hotdogs, pierogies, deep-dish pizza, Asian noodles, and quesadillas.

Ozar wins F. Sadlier Dinger Award

Lorraine A. Ozar, PhD, director of the Center for Catholic School Effectiveness (CCSE) at Loyola University Chicago, has been awarded the prestigious F. Sadlier Dinger Award. The award, established by the William H. Sadlier, Inc. publishing firm in 1980, recognizes outstanding people in the field of Catholic education. Previous recipients of the award include prominent Catholic education figures such as Reverend Andrew M. Greeley, Joseph Cardinal Bernardin, and Pio Cardinal Laghi.
Ruth Mary Whelan Scholarship Award winners

An endowment in the name of alumna Ruth Mary Whelan (MUND ‘37, MA ’54) has been established in the School of Education, thanks to a generous bequest in her will. These are the first scholarship recipients.

**KEVIN PEASE**
*BSEd, secondary education, expected 2011*

“I am eternally grateful to the School of Education and to Ruth Mary Whelan for her incredibly generous gift,” said Pease. “It has certainly helped my family and me pay for my college tuition! Most importantly, however, is the scholarship’s affirmation of becoming a high school English teacher someday. I hope to be as successful and as dedicated to the profession of teaching as Ms. Whelan was. I graciously thank her for helping me reach my future goals!”

**CHRISTINA MONTEITH**
*BSEd, elementary education, expected 2010*

“I am more than honored to have been awarded the Ruth Mary Whelan Scholarship. I truly appreciate being recognized for my hard work and dedication toward my education.”

If you have any questions about ways to support the School of Education, including contributing to the Ruth Mary Whelan Scholarship, contact Emily Mullin at ehoey@luc.edu or 312.915.6891.

Emily Mullin
Director of Development,
School of Education