



News2Note

February 2023

Department of Apparel, Housing, and Resource Management faculty members **Erin Hopkins** and **Eunju Hwang** published “Are LEED Campus Buildings Universally Designed? Assessments at Virginia Tech,” *International Journal of Sustainability in Higher Education* 23.7 (2022): 1520–42.

ASPECT doctoral student **Sam Beckenhauer** published a [review](#) of *Marx in Movement: Operaismo in Context* by Antonio Negri in *New Political Science* 44 (2022): 654–56.

Bestami Bilgiç, Religion and Culture, and **Tuba Bilgiç**, History, co-edited [Turkish–American Relations since 1783](#) (Lanham, Maryland: Lexington Books, 2023). Bestami’s individual contributions to the volume were “From the Initial Encounters till the Breakup of Official Relations, c. 1783–1917” and “Post-WWI Efforts for the Resumption of Official Relations between the United States and Turkey, 1919–1927,” pp. 1–14 and 15–28 respectively. Tuba’s individual contributions were “U.S.–Turkish Relations in the 1990s: In Search of a New Alliance” and “U.S.–Turkish Relations between 2002 and 2022: ‘New Turkey,’ New Alliance,” pp. 73–100 and 101–36 respectively. In addition, both co-authored the Introduction and “Turkey and the United States – A Relationship of Cooperation and Discord,” pp. xi–xiii and 137–44 respectively.

Bonnie Billingsley, Education, received the 2022 Distinguished Service Award from the Teacher Education Division (TED) of the Council for Exceptional Children; the award honors individuals who have demonstrated exemplary service to the development and advancement of quality teacher education in special education. Billingsley was presented with the award at the TED annual convention, which took place November 8–11, 2022, in Richmond, Virginia.

School of Education Curriculum and Instruction students, faculty, and alumnae participated in various roles at the annual conference of the College and University Faculty Association of the National Council for the Social Studies. Master’s students **Jessica Beggs**, **Taylor Berkeley**, **Jillian Doerr**, **Andrew Grant**, **Daniel Owens**, and **Ashleigh Wood**, doctoral student **Sara Evers**, and School of Education faculty member **David Hicks** presented a poster titled “Embracing Hard Histories with Preservice Teachers through Teaching with Primary Sources and Question

Formulation Technique.” In addition, Evers and Hicks, with 2022 Ph.D. alumna **Suzanne Shelburne**, presented “Mind the Gap: Women’s History Scholarship and Representation of Women in Stanford History Education Group’s *Reading Like a Historian* Educative Curriculum.” Lastly, Evers, Hicks, and Shelburne, with doctoral student **Brad Kraft** and 2015 Ph.D. alumna **Melissa Lisanti** presented the following sessions: “Representation Matters: Using Historic Newspapers and Textbooks to Support Inquiries About African American History”; “Pick a Card, Any Card: Teaching Significance, Causation, and Chronology”; and “Visualizing and Taking Action Around Hidden/Hard Community Histories with HistoryPin.” The conference took place December 2–4, 2022, in Philadelphia, Pennsylvania.

School of Education faculty members **Tonisha Lane** and **Johnny Woods, Jr.**, Higher Education doctoral student **Natali Huggins de Murzi**, and Sociology doctoral student **Faika Tahir** presented “Structural Impediments Impacting Early-career Women of Color STEM Faculty Careers” with Sandra Johnson Austin, Sylvia Thomas, and Allyson Watson at the Hawaii International Conference on Education, which took place January 2–6 in Honolulu, Hawaii.

School of Education doctoral students **Jordan Westcott**, Counselor Education, and **Clint Whitten**, Foundations of Education, were among nine doctoral graduate students in the United States to receive the [2023 K. Patricia Cross Future Leaders Award](#) from the American Association of Colleges and Universities (AAC&U). The annual [award](#) recognizes graduate students who show exemplary promise as future leaders of higher education and commitment to academic innovation in the areas of equity, community engagement, and teaching and learning. The students were honored at the AAC&U annual meeting, which took place January 18–20 in San Francisco, California.

During its most recent meeting the Virginia Tech Board of Visitors conferred the emeritus title on the following faculty members in the College of Liberal Arts and Human Sciences: **Thomas Gardner**, Alumni Distinguished Professor of English, was recognized for his significant contributions to the study of American poetry and to the lyric essay through his own collections. Author of nine books, 27 essays, and numerous reviews and review essays, he received the 2003 Outstanding Faculty Award from the State Council of Higher Education for Virginia, the commonwealth’s highest honor for faculty; he also was awarded a Guggenheim Fellowship, a Fulbright Bicentennial Chair in American Studies at the University of Helsinki, and the Phi Beta Kappa Sturm Award for Outstanding Faculty Research in 2021. Gardner taught a wide variety of undergraduate and graduate English courses, earning him the university’s William E. Wine Award. Gardner earned his bachelor’s degree from Bucknell University, a master’s degree from Syracuse University, and a Ph.D. from the University of Wisconsin. **George Glasson**, Professor of Science Education, established himself as a leader in science education and place-based education through his funded research, service to K-12 educators locally as well as internationally, and publications, outreach, and presentations on best practices in science education. He served as the leader of the science education program at Virginia Tech from 1996 to 2021. Glasson has been recognized for excellence in science teacher preparation, consulting to enhance science instruction with in-service teachers, and engagement in initiatives devoted to diversifying the professoriate through recruitment and

mentoring of underrepresented graduate students. A member of the Virginia Tech community since 1986, Glasson earned his bachelor's degree and master's degree from Duke University and a Ph.D. from the University of North Carolina at Chapel Hill.

Gary Skaggs, Professor of Educational Research and Evaluation, was Principal or Co-Principal Investigator on grants researching standard setting in large-scale educational testing as well as author or co-author of more than 50 peer-reviewed journal articles, book chapters, and reviews. A member of the editorial board of the journal *Applied Measurement in Education*, he also held leadership positions in professional organizations, including the National Council on Measurement in Education, which honored him in 2005 with its Bradley Hanson Award in recognition of educational measurement excellence. He taught undergraduate and graduate courses, serving on more than 50 master's degree and Ph.D. committees in educational research and evaluation. Skaggs earned his bachelor's degree from Virginia Tech, a master's degree from Radford University, and a Ph.D. from the University of Maryland.

Julie Gerdes, English, published "[Diagnosing Unsettled Stasis in Transnational Communication Design: An Exploration of Public Health Emergency Communication](#)," *Technical Communication Quarterly* 32.1 (2023): 17–32.

Erin Hopkins, Apparel, Housing, and Resource Management, published "Greening On-Campus Housing: Blending Commercial and Higher Education Contexts," *Journal of Higher Education Policy and Management* 44.4 (2022): 335–46.

Carol Mullen, Education, and Educational Leadership and Policy Studies alumna **Susan Badger** presented the keynote address titled "Emergency Remote Teaching: A Pathway of Contention at the Middle School Level" at the International Conference on Management of Educational Units conference, which took place virtually January 20–22. In addition, Mullen and Educational Leadership and Policy Studies alumna **Judy Cox** published "Impacting Student Achievement: Principals' Instructional Leadership Practice in Two Title I Rural Schools," *Journal of School Leadership* 33.1 (2023): 3–25.

Edward Polanco, History, published "Do Native Peoples Have Shamans?" in *Indigenous Religious Traditions in Five Minutes*, ed. Molly H. Bassett and Natalie Avalos (Sheffield, United Kingdom: Equinox eBooks, 2022), pp. 101–03.

School of Public and International Affairs faculty members **Mary Dunkenberger**, **Lara Nagle**, and **Laura York** published "[Tapping into Community Expertise: Stakeholder Engagement in the Design Process](#)," *Policy Design and Practice* 5.4 (2022): 529–49, with Elham Morshedzadeh, Shiva Ghasemi, and Kimberly Horn.

Dana Robertson, Education, co-edited [Innovations in Literacy Professional Learning. Strengthening Equity, Access, and Sustainability](#) (New York, New York: Guilford Press, 2023), with Leigh A. Hall, and Cynthia H. Brock. His individual contributions to the volume were "Introduction. Innovation, Equity, and Sustainability in Literacy Professional Learning," pp. 1-18, with Brock, and "Using Digital Tools to Promote Teacher Agency and Enhance Teacher

Professional Learning,” pp. 191–212, with Lauren Breckenridge Padesky, Alexis Barney, and Noelle Clark.

The Center for Rural Education awarded Seed Grants in Rural Education to the following CLAHS faculty: **Charles Lowery**, School of Education, “The Role of Place for School Leaders in Fostering Partnerships to Address Challenges in Under-Resourced Communities; and **Claire Cahen**, Public and International Affairs, and **Rebecca Hester**, Science, Technology and Society, “Prison Promises, Prison Failures: An Exploratory Study of What Happens When We Tether Rural Schools to the Prison Economy.”

Jody Russon, Human Development and Family Sciences, [received a three-year, \\$750,000 planning grant from the National Institute of Mental Health](#) as Principal Investigator for “Behavioral Health-Works Suicide Prevention Program for Sexual and Gender Minority Youth.” The grant support, which began in August 2022, allows Russon to study the adaptation and implementation of a suicide prevention program for sexual and gender minority youth presenting in community settings. Russon and her eight-person team have partnered with two LGBTQ+ organizations, Mazzone Center in Philadelphia and Diversity Camp, Inc., in Roanoke, along with their respective behavioral health partnering sites, Thomas Jefferson University and Carilion Clinic Child and Adolescent Psychiatry Services. Co-Principal Investigators include representatives of these four sites along with **Tina Savla**, Human Development and Family Science, and Guy Diamond, Center for Family Intervention Science at Drexel University. The NIH Planning Grant Program provides support for the initial development of a clinical trial or research project.

Department of Sociology faculty member **Shannon Bell**, Professor Emeritus **Michael Hughes**, and doctoral students **Stephen Gerus** and **Danielle Mullins** published “[Resistance, Acceptance, and Quiescence: The Role of Social Networks in Predicting Responses to a New Natural Gas Pipeline](#),” *Environmental Justice* 16.1 (February 2023): 29–35.

Department of Sociology emeritus faculty members **Michael Hughes** and **Jill Kiecolt** published “Racial Identity and the Racial Paradox in Mental Health,” *Research Handbook on Society and Mental Health*, ed. Marta Elliott (Cheltenham, United Kingdom, and Northampton, Massachusetts: Edward Elgar Publishing, 2022), pp. 115–35, with Verna Keith.

Department of Sociology faculty members **Ashley Reichelmann** and **Micah Roos** and Professor Emeritus **Michael Hughes** published “[Racial Identity, Reparations, and Modern Views of Justice Concerning Slavery](#),” *Public Opinion Quarterly*, Special Issue on Race and Views of Justice, 86.S1 (2022): 547–75.

Sophia Terazawa, English, published the book of poems titled [Anon](#) (Dallas, Texas: Deep Vellum Publishing, 2022).

Gerard Toal, Public and International Affairs, published “The Geopolitical Orientations of Ordinary Belarusians: Survey Evidence from Early 2020,” *Post-Soviet Affairs* 38.1–2 (2022): 43–61, with John O’Loughlin.

ASPECT doctoral student **Molly Todd** and faculty members **Neda Moayerian**, Public and International Affairs, **Max Stephenson, Jr.**, Director of the Institute for Policy and Governance, and **Desirée Poets**, Political Science, published “[Reflections on a Cross-Border Collaborative Research Effort During COVID-19](#),” *Community Change* 4.1 (2022): 1–14, with Cathy Grimes.

Urban Affairs and Planning graduate students **David Brown**, **Hannah Cacner**, **Mark Goldberg**, **Jason Schwartz**, **Silas Sullivan**, and **Allison Ulaky**, [presented an analysis of the city’s bike plan to the City of Falls Church Planning Commission](#) on December 7, 2022. The analysis was undertaken by these students and others in the Environmental Planning Studio course taught during Fall 2022 by **Ralph Buehler**, Public and International Affairs.

Planning, Governance, and Globalization doctoral student **Nada al-Wadi**, along with other team members, [received the bronze medal for the Signal Awards for the Best Podcast](#) for “American Highlights,” the newest podcast produced by the Middle East Broadcasting Network. Al-Wadi serves as host and producer of the program, which is funded by the U.S. Agency for Global Media; she and her team were honored at an awards party on January 23 in New York, New York.

Please submit items for inclusion in upcoming **News2Note** newsletters to Associate Dean Debra Stoudt at dstoudt@vt.edu.