PhotoVoices: Amplifying the Perspectives of Latinx Students Identified as Academically At-Risk in a Rural Iowa High School

Dates of Residency: July 25-August 22, 2019

Applicant Information:

Leslie Ann Locke  
Assistant Professor, Educational Leadership and Policy Studies,  
N497 Lindquist Center,  
leslie-locke@uiowa.edu

Gerta Bardhoshi  
Assistant Professor, Rehabilitation and Counselor Education,  
N352 Lindquist Center,  
gerta-bardhoshi@uiowa.edu

Jeremy Swanston  
Assistant Professor, Graphic Design,  
E132 Visual Arts Building,  
jeremy-swanston@uiowa.edu

Abstract

Much of the recent population growth in Iowa is based on increases within Latinx populations (Locke & Scha-res, 2016), with people of Latinx heritage representing the largest minority group in the state (US Census Bureau, 2016). Although these population changes are reflected in Iowa’s public schools, Latinx students are overrepresented among those identified as academically at-risk (Dougherty, 2014). Of paramount importance in examining the experiences of underrepresented students is the school context, with school belonging and psychological wellbeing playing central roles in student educational outcomes. Increasing a sense of school belonging and amplifying positive experiences in school are essential for promoting academic achievement for Latinx students (Roche & Kuperminc, 2012).

This is an interdisciplinary collaboration between three faculty members specializing in school counseling, educational policy, and graphic design. For this project, we piloted a group counseling intervention informed by photovoice with 20 Latinx students enrolled in the Muscatine High School 9th Grade Risk Academy for a calendar year (January 2018-January 2019). Photovoice is a qualitative methodology that seeks to empower individuals whose voices are not typically heard, to examine their world critically through photography and reflective discussion, and to engage in dialogue with the larger community including policy makers (Wang & Burris, 1997). Through eliciting meaningful photographs and narratives, we aimed to gain insight about at-risk Latinx high school students’ experiences in school, enhance their sense of school belonging, and positively impact their psychological wellbeing. This proposal addresses the next phase of our project involving data analysis and dissemination of results through: a) a community art show and forum, b) a public policy brief, c) a scholarly presentation, and d) a scholarly manuscript.

1 “Latinx” is an inclusive term used to identify individuals of Latin American origin or descent. It is a gender neutral and non-binary alternative to “Latina” or “Latino.”
What is it you propose to do?

Much of the recent population growth in Iowa is based on increases within Latinx populations (Locke & Schares, 2016), with people of Latinx heritage representing the largest minority group in the state (US Census Bureau, 2016). These population changes are reflected in the state’s public schools, with Latinx students overrepresented among those identified as academically at-risk (Dougherty, 2014). Of paramount importance in examining the academic experiences of underrepresented students is the school context, with school belonging and psychological wellbeing playing central roles in student educational outcomes. Scholarship has confirmed that increasing a sense of school belonging and amplifying positive experiences in school are essential for promoting the academic achievement of Latinx students (Roche & Kuperminc, 2012; Strayhorn, 2012).

This project is an interdisciplinary collaboration between three faculty members from the University of Iowa specializing in school counseling, educational policy, and media and social practice. During the spring 2018 and fall 2018 semesters, we initiated a project aimed to pilot a group counseling intervention informed by photovoice with Latinx students enrolled in the Muscatine High School (MHS) 9th Grade Risk Academy. Photovoice is a qualitative methodology that seeks to empower individuals whose voices are not typically heard, to examine their world critically through photography and reflective discussion, and to engage in dialogue within a larger community context (Wang & Burris, 1997). For our intervention, we employed photovoice within a group counseling setting to elicit meaningful photographs and narratives regarding at-risk Latinx students’ personal and educational experiences in the school context. This process of shared engagement, creativity, and critical discussion is essential in activating factors that lead to improved psychological outcomes (Yalom, 2005). The main objectives of this group counseling intervention were to: a) gain insight about academically at-risk Latinx high school students’ experiences in school, b) enhance students’ sense of school belonging through a series of photovoice group counseling sessions, and c) positively impact students’ psychological wellbeing. We also measured the impact of our intervention on student educational outcomes, including attendance and achievement. For the purpose of this study, we broadly defined school belonging as the extent to which a student feels they are an important member of the school community (Goodenow, 1993). Psychological wellbeing encompasses student personal, interpersonal, social, and overall functioning (Miller, Duncan, Bowen, Sparks & Claud, 2003).

We conducted two photovoice groups with a total of 20 MHS Latinx students who were identified as being academically at-risk. Each group intervention lasted 8 weeks, and was completed within the 2018-2019 academic calendar year. After collecting both qualitative, visual, and quantitative data, we are now prepared to further analyze our dataset and disseminate findings. We propose to use our time in residency at the Public Policy Center to complete data analyses (briefly detailed below), organize a community art show and forum, prepare a policy brief, prepare and deliver a scholarly presentation, and prepare and submit a manuscript for publication. Our preliminary findings suggest that Latinx students’ sense of school belonging is being negatively impacted by the school as an institution not just by the norms and values present at MHS, but also by a range of culturally unresponsive practices in instruction and provision of student services. In addition, our intervention appears to have established group therapeutic alliance for the students, and yielded increases in their psychological wellbeing. Following a thorough examination of our final results, we plan to further engage community and school stakeholders through a community art show and forum, develop critical recommendations for policy and practice based on the findings and public engagement, and develop a policy brief to be shared with MHS administration, as well as teachers and staff. Scholarly products include a national presentation and submission of a manuscript.

Qualitative and Visual Data Analysis. After each photovoice session, we transcribed audio recordings verbatim. Our extensive qualitative database will be analyzed through a multi-step process. First, all co-researchers will review the transcripts and corresponding photographs as a group to identify overall themes emerging from the data. This involves: a) identifying key topics that featured frequently in each session by reviewing transcripts line-by-line, and b) grouping highlighted text and representative photographs into larger themes. Second, we will conduct a group review of the findings for consensus, and cross-walk them with participant-identified themes from each session. Key photographs and salient quotes will be used to graphically represent our findings in a series of 20 posters, which will be showcased in the community art show and forum.
Quantitative Analysis. Statistical methods that use multiple measurements across the course of counseling allow the estimation of the rate and nature of change rather than just the amount of change, and increase statistical power (Heppner, Wampold, Own, Wang, & Thompson, 2015). Essential for therapeutic change to occur, especially in group counseling settings with populations who may experience marginalization, is establishing a positive emotional bond between the counselor and all group participants, and reaching agreement on the direction, goals, and tasks of the group. This process is termed group therapeutic alliance (Piper & Ogrodniczuk, 2010). Therefore, we will utilize a multilevel growth curve model to separate the effects of the photovoice-infused group intervention into between-member (group-therapeutic alliance) and within-member (school belonging and psychological wellbeing). Using the variance partitioning method for small groups outlined by Kivlighan and Kivlighan (2016), we will test the causal relationship between group therapeutic alliance within each photovoice session and students' school belonging and psychological wellbeing. Especially since this intervention is intended to better understand and enhance the experiences and outcomes of at-risk Latinx students, measurement of group therapeutic alliance is essential in ensuring that interventions that are designed to be culturally-responsive actually align with the desired direction and goals of the participants themselves. Potential improvement in attendance and grades for students receiving the intervention will also be examined by measuring mean changes at pre and post treatment, as compared to a waitlist control group.

Why is it important and policy relevant?

Studies point out that students' subjective experiences in school are critical in predicting academic outcomes (Irvin et al., 2011). While there is certainly a chorus of available research that addresses the experiences of Latinx students in K12 public schools (e.g., Benner & Graham, 2011; González et al., 2006; Romo & Falbo, 2010; Valdés, 2001; Valenzuela, 2010), there is no known research focused on the perceptions and experiences of Latinx students in K12 schools in Iowa, or those within a small rural context that has undergone significant demographic change over the past few decades. The available research suggests that Latinx high school students experience marginalization within their schools, with school climate and belonging being central to those experiences. Moreover, literature points out that the institutionalization of a culturally irrelevant and unresponsive curriculum, and a lack of cultural and linguistic representation as it pertains to teachers and leaders, negatively impact how students experience school. All these factors impact Latinx students' educational outcomes and access to higher education. This lends support to examining experiences in local schools, given that much of the recent population growth in Iowa is based on increases within Latinx populations (Locke & Schares, 2016). Our research is focused specifically on an Iowa community, Muscatine. The Muscatine region reflects a double digit increase of Latinx population, and at 15%, it is double the average state growth rate of Latinx populations. Additionally, while Iowa public schools are categorized into one of six performance categories (Exceptional, High Performing, Commendable, Acceptable, Needs Improvement, and Priority), state educational data (Iowa Dept. of Education, 2016) indicate that the Muscatine Community School District has received a designation of “needs improvement.” Achievement for Latinx students is lower than the majority student population in these schools—sometimes by as much as 10-15% (J. Smith, personal communication, May 16, 2017). This achievement gap, defined as “the disparity in academic performance between groups of students” (Iowa Department of Education, 2017, n.p.) is noted throughout the state, with data pointing to significant disparities for Latinx students. Examining academically-at-risk Latinx students’ experiences and their perceptions of strengths and concerns regarding their schools will inform avenues for needed educational policy change that may be applicable to other or similar schools in the state. The end result of our analysis will include the compilation of a policy brief which will be distributed to the school, and will house key findings, resulting policy recommendations, and resources to address indicated areas for improvement.

How does the application of Photovoice align with Educational Policy?

Photovoice has been highlighted as a particularly useful methodology for K12 scholars conducting research with underrepresented students, emphasizing its potential for increasing the agency of participants (Bardhoshi et al., 2018; Smith et al., 2012), with important applications for educational policy (Hays & Wood, 2011). Grounded
in the underlying principles of critical education and a community-based approach to photography, photovoice enables participants to crucially examine their world through photography and reflective discussion, and engage in dialogue within a larger community context to advocate for change (Wang & Redwood-Jones, 2001). A key principle of photovoice is utilizing the power of the visual image in communicating salient concerns to stakeholders, effectively activating participant photographs to shape policy (Hergernather et al., 2009). The culminating stage of our analysis will be a series of public art shows and community forums to visually display our findings through a series of 20 posters. Community and school stakeholders will be invited to these events to continue the dialogue initiated by the students, eliciting valuable community input and exchange, and highlighting avenues for policy enactment. Publishing a manuscript on the process and outcomes of this photovoice intervention will further facilitate the adoption and implementation of culturally-responsive approaches that amplify the voices and rights of underrepresented students.

Earlier work by the applicants. As Assistant Professors in Educational Policy and Leadership Studies, School Counseling, and Media, Social Practice, and Design, we bring diverse and interdisciplinary expertise and knowledge to our collaborative effort, unified by a desire to facilitate community change through our scholarship.

Dr. Leslie Ann Locke is an Assistant Professor in Educational Policy and Leadership Studies. Her research focuses on education policy, social justice, and K12 schooling—particularly for students from marginalized groups. She also focuses on qualitative methodologies.

Dr. Gerta Bardhoshi is an Assistant Professor in Counselor Education and Supervision. Her research focuses on mental health in the schools, and designing and evaluating culturally-responsive interventions that measurably improve students’ social/emotional, career, and academic outcomes. Gerta has designed several photovoice studies with underrepresented populations.

Jeremy Swanston is an Assistant Professor in Social Media, Practice, and Design. He has extensive experience designing multimedia products for a range of audiences. His research focuses on utilizing visual means to promote social change. Jeremy has previously collaborated on studies utilizing photovoice and interventions in schools with the second researcher (Gerta).

What is the value of the collaboration?

This research project brings together faculty from three different programs and disciplines - Educational Policy and Leadership Studies (Leslie), School Counseling (Gerta), and Social Media, Practice, and Design (Jeremy), combining unique sources of knowledge and expertise. As junior faculty from different departments and colleges employing a combination of unique methodologies, working together in residency at the Public Policy Center will provide protected time for collaboration on the current project, as well as generate opportunities to develop relationships that will contribute to future projects.

The residency program will provide space, time, and resources to complete the research study, PhotoVoices: Amplifying the Perspectives of Academically At-Risk Latinx Students in a Rural Iowa High School. Based on our findings, we plan to add other schools and populations that may benefit from photovoice to future research endeavors. Further, our time in residency will allow us the opportunity to discuss potential external funding sources and further develop our interdisciplinary research agenda.

What will be achieved by the end of the grant period?

By the end of the grant period we aim to complete the final phase of our project, which involves qualitative, visual, and quantitative data analysis and dissemination of results through: a) a community art show and forum, b) a public policy brief, c) a scholarly presentation, and d) a scholarly manuscript. A detailed timeline for tasks and deliverables is included on the follow page.
## Timeline

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<tr>
<th>Phases</th>
<th>Tasks</th>
<th>Deliverables</th>
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| **Phase I:** July 22-26 | Finish qualitative and visual data analyses; design posters; begin quantitative analyses; dissemination of posters through scholarly presentation at the Conference for Applied Human Factors – Interdisciplinary Practice in Design. | - Qualitative and Visual findings (Leslie, Gerta, Jeremy)  
- Posters (Jeremy)  
- Presentation (Jeremy) |
| **Phase II:** July 29-August 2 | Finish quantitative data analyses and discuss needs for any further analyses (qualitative or quantitative); identify spaces for Community Art Shows, identify outlets for publication | - Quantitative findings (Gerta)  
- Final analysis synthesis (Leslie, Gerta, Jeremy) |
| **Phase III:** August 5-9 | Develop working draft of manuscript; develop content to be included in the policy brief; plan a Community Art Show and Forum during MHS Teacher In-service; plan Lunch and Learn | - Working draft of Manuscript (Leslie, Gerta, Jeremy)  
- Working draft of Policy Brief (Leslie)  
- Finalization of Lunch and Learn content (Leslie, Gerta, Jeremy) |
| **Phase IV:** August 12-16 | Hold Community Art Show and Forum, submit manuscript to Journal of Educational Policy; deliver Policy Brief; plan next steps for collaboration | - Community Art Show and Forum (Leslie, Gerta, Jeremy)  
- Peer-reviewed manuscript under consideration (Leslie, Gerta, Jeremy)  
- Policy Brief (Leslie, Gerta);  
- Collaboration plan for delivering Lunch and Learn (Leslie, Gerta, Jeremy) |


Leslie Ann Locke
506 S. 7th Ave., Iowa City, IA 52245•leslie-locke@uiowa.edu•952-451-7407

EDUCATION

Ph.D.  Texas A&M University, College Station
2011  Educational Leadership, Policy, and Administration
Outside area of emphasis: Sociology (18 graduate credits)

Graduate Certificate in Advanced Research Methods
College of Education and Human Development, Texas A&M University
2011

M.L.S. University of Minnesota, Twin Cities
2006  Master of Liberal Studies (Interdisciplinary)

B.S.  University of Minnesota, Twin Cities
1996  Science in Agriculture

RESEARCH INTERESTS

Educational leadership for social justice  Racial issues in schools  Latinx educational issues
Equity and access in P-16 partnerships  Education policy and politics

SELECTED PROFESSIONAL EXPERIENCE (MOST RELEVANT THIS APPLICATION)

2015-present  Assistant Professor, University of Iowa, College of Education, Department of Educational Policy and Leadership Studies

2012-2015  Assistant Professor, The University of Southern Mississippi, College of Education and Psychology, Department of Educational Leadership and School Counseling, Hattiesburg, MS.

2007-2011  Community Liaison/School Administrator, Bryan Collegiate High School (an Early College High School), College of Education and Human Development, Texas A&M University, College Station, TX.

SELECTED COURSES TAUGHT (MOST RELEVANT THIS APPLICATION)

•Leading Diverse School Populations  •Policy and Politics of Educational Leadership
•Research Methods for Effective School Leaders  •Qualitative Research Design & Methods
•Social Advocacy Summit  •Foundations of Education

SELECTED SCHOLARLY PUBLICATIONS (MOST RELEVANT TO THIS APPLICATION)


SELECTED SCHOLARLY PRESENTATIONS (MOST RELEVANT THIS APPLICATION)


Locke, L.A. & Stier, M. (2017, November). “It was like gliding through”: Early College and college transition experiences of women from marginalized groups. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, CO.


SELECTED FUNDED GRANT ACTIVITY (MOST RELEVANT TO THIS APPLICATION)

Obermann Center for Advanced Studies, University of Iowa, Interdisciplinary Research Grant Summer 2018, “Capturing the Experiences of Rural Latinx High School Students through Photovoice: An Interdisciplinary Approach,” Co-Principal Investigator, $6,000 (funded)


DeLTA Center/College of Education Interdisciplinary Research Grants for Collaborations among Faculty, University of Iowa, “Exploring the Early College and College Transition Experiences of Women from Underrepresented Groups,” Principal Investigator, $6,400.00 (funded)

SELECTED HONORS AND AWARDS (MOST RELEVANT TO THIS APPLICATION)

2020 Fulbright Scholar, January-May, 2020, Universidad Autónoma de Yucatán, Mérida, Mexico
2018 Aubrey Qualls Commitment to Diversity Award, College of Education, University of Iowa
2017-2018 Diversity Catalyst Award Nominee, Chief Diversity Office, University of Iowa
2017 Digital Bridges for Humanistic Inquiry, Obermann Center, University of Iowa, $800
2016 Faculty Success Program, National Center for Faculty Development & Diversity, University of Iowa, $3,250
Gerta Bardhoshi, Ph.D.
N352 Lindquist Center | 319-335-5942 | Gerta-Bardhoshi@uiowa.edu

**PERSONAL INFORMATION**

<table>
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<tr>
<th>CURRENT POSITION</th>
<th>Assistant Professor, Appointed August 2015</th>
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<td>University of Iowa</td>
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<td>College of Education</td>
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<td>Rehabilitation and Counselor Education</td>
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**EDUCATION**

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<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree</th>
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<tr>
<td>2012</td>
<td>George Washington University, Washington, D.C.</td>
<td>Doctorate of Philosophy, Counselor Education and Supervision</td>
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<td></td>
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<td>School Counseling and Human Development Cognate</td>
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<td>CACREP Accredited</td>
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<tr>
<td>2006</td>
<td>Northern State University, Aberdeen, SD</td>
<td>Masters of Science in Education, Mental Health Counseling</td>
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<td>2004</td>
<td>Northern State University, Aberdeen, SD</td>
<td>Bachelor of Science, Psychology</td>
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**PROFESSIONAL EXPERIENCE**

<table>
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<th>Role</th>
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<th>Years</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>UNIVERSITY OF SOUTH DAKOTA</td>
<td>July 2012 - June 2015, Vermillion, SD</td>
</tr>
<tr>
<td>Program Evaluator</td>
<td>OFFICE OF RESEARCH &amp; EVALUATION, HEALTH RESOURCES AND SERVICES ADMINISTRATION</td>
<td>February 2010 – August 2012, Rockville, MD</td>
</tr>
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**LICENSURES AND CERTIFICATIONS**

**CERTIFIED SCHOOL COUNSELOR**
SOUTH DAKOTA DEPARTMENT OF EDUCATION
November 2012 – July 2022

**APPROVED CLINICAL SUPERVISOR**
CENTER FOR CREDENTIALING AND EDUCATION
April 2014 – April 2019

**LICENSED PROFESSIONAL COUNSELOR**
SOUTH DAKOTA BOARD OF EXAMINERS FOR COUNSELORS AND MARRIAGE & FAMILY THERAPISTS
March 2015 – December 2019

**NATIONALLY CERTIFIED COUNSELOR**
NATIONAL BOARD FOR CERTIFIED COUNSELORS
September 2010 – July 2020

**SELECTED AWARDS AND HONORS**

NCACES Research Award, Association for Counselor Education and Supervision, National. (2017).

Administrator’s Citation for Outstanding Group Performance, Health Resources and Services Administration, Federal Government. (2011)
SELECTED ARTICLES IN REFEREED JOURNALS


SELECTED BOOK CHAPTERS


SELECTED STATE PUBLICATIONS

**SELECTED PRESENTATIONS**


Johnson, E., & Bardhoshi, G., *Using a Community-Based Participatory Research Approach for Counseling Research with Marginalized Populations*. Conference presentation presented at the Association for Assessment and Research in Counseling, Richmond, Virginia United States. (September 7, 2018).


**SELECTED GRANTS**


Bardhoshi, Gerta, "Psychometric Meta-analysis of the Counselor Burnout Inventory", Sponsored by IMFR, The University of Iowa, $32,966.00. (2016)

Bardhoshi, Gerta, & Swanston, Jeremy (Co-Investigator), "Social Behavioral Stories in the Classroom.", Sponsored by Community Impact Grant, The University of Iowa, $10,000.00. (October 2015–June 2016)

Bardhoshi, Gerta, & Duncan, Kelly, "Using Data to Guide School Improvement", Sponsored by South Dakota Department of Education, State, $90,000.00. (January 2013–August 2015)

Bardhoshi, Gerta (Principal Investigator), & Greive, Kimberly (Co-Investigator), "Illuminating the On-campus Experience of LGBT Students Through Photovoice.", Sponsored by National Association of Student Personnel Administrators, $5,000.00. (September 2014–January 2015)

**SELECTED TEACHING**

- Counseling Children & Adolescents in Schools
- Psychiatric Disorders and Interventions
- Human Development and Psychosocial Intervention
- Crisis Intervention in Professional Counseling
- Advanced Multiculturalism in Counseling
- Counseling Assessment and Appraisal
- Doctoral Practicum: Group Counseling
- School Counseling Program Management and Leadership

**SELECTED SERVICE**

**EDITORIAL AND REVIEW ACTIVITIES**


EDUCATIONAL HISTORY

UNIVERSITY OF SOUTH DAKOTA
M.F.A. Graphic Design
May 2015
Graduated Summa Cum Laude

NORTHERN STATE UNIVERSITY
B.A. / Graphic Design
May 2003
Graduated Cum Laude

ACADEMIC EXPERIENCE

SCHOOL OF ART & ART HISTORY / UNIVERSITY OF IOWA, IOWA CITY, IA
Assistant Professor / 2015-present

UNIVERSITY OF SOUTH DAKOTA / VERMILLION, SD
Teaching Assistant / 2013-2015

SELECTED GRANTS & FELLOWSHIPS

2018 / International Travel Award: $900, University of Iowa International Programs, 2018 International Conference on Human Systems Engineering and Design Conference.

2017 / Community Impact Grant: $10,000, University of Iowa Office of Outreach and Engagement, Leveraging Design Thinking To Engage Communities and Promote Sustainable Solutions. J. Swanston (PI).
   Carver Grant: $89,908, Carver Trust, Engaging At-Risk Latinx Students’ Sense of Belonging In Muscatine High School. J. Swanston (Co-PI), G. Bardhoshi (Co-PI), & L. Locke (Co-PI).
   Obermann Fellowship: $18,000, University of Iowa Obermann Center For Advanced Studies, Capturing the Experiences of Rural Latinx High School Students through Photovoice: An Interdisciplinary Approach. J. Swanston (Co-PI), G. Bardhoshi (Co-PI), & L. Locke (Co-PI).

2016 / Astronomy and Astrophysics Grant: $405,011, National Science Foundation, Understanding Merger-Driven Galaxy Evolution with a Uniform Sample of Sub-Galactic-Scale Binary-Active Galactic Nuclei. H. Fu (PI) & J. Swanston (Collaborator).

2015 / Community Impact Grant: $10,000, University of Iowa, Social Behavioral Stories in the Classroom. J. Swanston (Co-PI) & G. Bardhoshi (Co-PI).

SELECTED INVITED LECTURES AND CONFERENCE PRESENTATIONS


2018 / Photographing the Latina/o Experience in Iowa: Social Activism, Research, and Policy. 2018-2019 Obermann Conversations, November, 2018, Iowa City, IA. (invited)
   Project Perry: Leveraging Design Thinking To Engage Communities & Promote Sustainable Solutions. University & College Designers Association Design Education Summit, May, 2018, Youngstown, OH.

   Elevating the role of design within the humanities, science, and education scholarship. Converge, AIGA Design Educators Community Conference, June, 2017, Los Angeles, CA.

2016 / Infusing App-based technology in classroom guidance: Best practice recommendations and challenges from the field. Iowa Educational Research and Evaluation Association Annual Conference, December, 2016, Iowa City, IA.


SELECTED SCHOLARSHIP AND CREATIVE ACTIVITY

PROFESSIONAL PRODUCTION

2018 / Advanced Reproductive Center of Hawaii (interactive design)
Website development and design for Advanced Reproductive Center of Hawaii, an international infertility clinic devoted to helping couples achieve the dream of parenthood.

HolacracyOne Educational Card (print design)
Designed an educational card for Holacracy’s wide range of training materials, which are used by their national and international clients.

Century Vision Global (interactive design)
Website development and design for Century Vision Global, whose mission is focused on creating and sustaining long-term partnerships with entrepreneurial eye care providers throughout the nation.

Vision Foundation Mobile App (2018 Fall Edition) (interactive design)
Mobile app design and development for the Vision Foundation regional conference, and distributed on Apple and Android devices.

Sidecar (interactive design)
Ongoing design and development for the Sidecar website, a company specializing in solutions, expert guidance, and interactive training to assist chiropractic businesses in achieving success throughout the nation.

Mobile app design and development for the Vision Foundation regional conference, and distributed on Apple and Android devices.

SD Synod (interactive design)
Website development and design for the South Dakota Synod, one of the 65 Synods of the Evangelical Lutheran Church in America, that consists of 212 congregations with approximately 340 rostered leaders.

Equinox (ui/ux design, prototype)
Designed the user interface and user experience for the Equinox app prototype. Equinox is a company focused on developing innovating treatments for Glaucoma. This app serves as a monitoring device for patients and doctors during the treatment process.

FiveFour (interactive design)
Website development and design for FiveFour, a management consulting agency that aims to grow businesses through specialized expertise and interactive training content.

2017 / GravBox (ui/ux design, branding)
Designed the branding and graphic elements as well as the user interface/experience for the app component used for the GravBox simulator, an interactive sandbox that simulates gravitational dynamics and was developed to teach abstract astronomy concepts to students.

Word Thug (branding, interactive design)
Designed and developed the identity system and website for Word Thug, a critical multimedia space for community artists and writers whose works challenge dominant language and culture.

Central American Eye Clinics (interactive design)
Website development and design for Central American Eye Clinics (CAEC), an organization that partners with local doctors to restore vision so whole families can experience the freedom of sight.

Street Psalms (interactive design)
Website development and redesign for Street Psalms, a non-profit organization that serves as a resource center for life-giving perspectives and practices that foster transformation in vulnerable urban communities.

Vision Foundation Mobile App (Back To The Future Edition) (interactive design)
Mobile app design and development for the Vision Foundation regional conference, and distributed on Apple and Android devices.

MyCare Suite (interactive design)
Multimedia website design and development for myCare Suite, Eye Care Leaders’ powerful family of new and existing eye care solutions. Eye Care Leaders is the premiere source for top-rated ophthalmology-specific EHR and Practice Management systems and is trusted by more than 7,500 physicians nationally.

HolacracyOne Educational Materials (interactive design)
Designed a collection of educational materials for Holacracy’s national and international clients.

Association for Specialists in Group Work Newsletter (print design)
Responsible for designing each issue of the ASGW newsletter, The Group Worker, which is a triannual publication that is distributed nationally.

Sidecar (interactive design)
Multimedia website design and development for Sidecar, a company specializing in solutions and expert guidance to assist chiropractic businesses achieve success.

CORE Orthopedics (interactive design)
Multimedia website design and development for CORE Orthopedics & Sports Medicine, an independent group of orthopedic surgeons serving communities in the South Dakota, Minnesota and Iowa region.

Vision Foundation Mobile App (Secret Agent) (interactive design)
Mobile app design and development for the Vision Foundation regional conference, and distributed on Apple and Android devices.

South Dakota Counseling Association Website (interactive design)
Design and maintain the online presence of the South Dakota Counseling Association.
SELECTED SCHOLARSHIP AND CREATIVE ACTIVITY (CONT)

CREATIVE RESEARCH

2018 / Project Perry/Proyecto Perry (community engagement)
This project employed problem-and project-based learning, as well as principles of design thinking, to engage with the rural and socio-economically diverse community of Perry, IA. A total of twelve students, six from the University of Iowa and six from Iowa State University, spent five days living in the community, reaching out and engaging with leaders and residents, and co-identifying community challenges and solutions. Students formed small teams and engaged residents on a variety of challenges that were essential to community vitality, including, but not limited to, economic development, education, community engagement, and cultural inclusiveness.

PUBLICATIONS


SELECTED DESIGN EXHIBITIONS

2018 / PhotoVoices: A Collection of Experiences In and Out of the School (Solo) Muscatine Community College, Muscatine, IA.
2018 School of Art and Art History Biennial Exhibition (Group) School of Art and Art History, Iowa City, IA.
Seoultech & Iowa Art & Design Faculty Exchange Exhibition (Group) SEOULTECH Museum of Art, Seoul, South Korea.
2016 / Illuminating the On-Campus Experience of LGBTQ Students Through Photovoice (Solo) Muenster University Center, Vermillion, SD.
2016 School of Art and Art History Biennial Exhibition (Group) School of Art and Art History, Iowa City, IA.

HONORS & AWARDS

2016 / Platinum Winner, Exposing Violence (Social Justice Poster Series), Hermes Creative Awards.
   Gold Winner, SO.BE Stories (Mobile App), Hermes Creative Awards.
   Gold Winner, SO.BE Stories (Mobile App), AVA Digital Awards.
   Merit Winner, Exposing Violence (Social Justice Poster Series), Graphis.
2015 / Silver Winner, SO.BE Stories (Mobile App), 45th Annual UCDA Design Competition.
   Merit Award, Beer Gear, (Package Design), Wilber Stilwell Student Awards Exhibition.
2012 / U.S. Presidential Inauguration, selected to design all materials for the 2013 Presidential Inauguration.

SELECTED TEACHING

Graphic Design III: Introduction to Interactive Design
Graphic Design IV: Type & Image
Graphic Design VI: Advanced Interactive Design
Graphic Design VII: Undergraduate Workshop
Graphic Design VIII: Graduate Workshop
Honors in Studio Art

SERVICE

COMMUNITY/DEPARTMENT SERVICE

2018-Present / Program Head, Graphic Design, School of Art and Art History
2018 / External Reviewer, Dialectic; AIGA Design Educators Community
2016-Present / Faculty Advisor, UI Students in Design Organization

PROFESSIONAL AFFILIATIONS

AIGA American Institute of Graphic Arts
Graphis