Extending Ourselves

Mary Lou Fulton Teachers College
ANNUAL REPORT | 2014-2015
OUR mission

Mary Lou Fulton Teachers College creates knowledge, mobilizes people and takes action to improve education.

core values

Pursue excellence at scale to achieve impact

Exercise leadership through innovation

Champion diversity of people and ideas

Share responsibility for the strength of communities
We’ve all seen it: The best education professionals—the ones that make a lasting difference—extend themselves. Teachers reach out to students, parents and one another. Administrators reach out to communities. Researchers reach out to practitioners. The most effective educators stretch. They keep going. They’re relentless. They suspect that there’s always a better way—and they find it. They scour the world for best practices—and next practices. They extend themselves to take responsibility for the world’s most important job.

At Mary Lou Fulton Teachers College, we stretch ourselves.

That’s why we prize research insight that can be extended into schools and that can help improve student experience and outcomes. That’s why we’ve extended our teacher prep students into more schools and districts than ever before, including a record number of high-need environments. That’s why we’re innovating new ways to share the learnings of our research and clinical faculty with a global community of scholars, teachers, administrators and policymakers. That’s why we offer professional development and resources to our alumni and other educators.

We are a large and dynamic knowledge enterprise. Our scholars pursue many ideas. Our instructors and students meet in a wide range of programs. A diverse array of people congregates here — and, increasingly, in other states and countries —to innovate and learn.

But the common theme that ties together everything we do at Mary Lou Fulton Teachers College is this: We create knowledge, mobilize people and take action to improve education.

That’s why we exist. That’s our mission.

All of us at Mary Lou Fulton Teachers College are energized by your interest and support. In the following pages, you’ll see an overview of our activities from the past year. I hope you’re inspired by the culture of responsibility and caring we are nurturing at our college.

And, if you are so inspired, I invite you to extend yourself and engage further with us.

Mari Koerner
Dean, Mary Lou Fulton Teachers College
Arizona State University
FASTEST RISING TOP-TIER COLLEGE OF EDUCATION IN THE U.S.

10m dollars in 2011
22m dollars in 2015

6,000 students in face-to-face and online programs

100+ COLLEGES OF EDUCATION HAVE ASKED HOW WE DO TEACHER PREP

U.S. News & World Report: Graduate College of Education Rankings
5-Year Climb into Top Tier

Reputation
Research
Scale
Faculty
Leadership

Job applications are up from 70 in 2011 to 700 in 2015.
Your doctorate is in economics. How can economics shed light on education?

Economists have developed powerful tools to explain and predict individual behavior and decisions. These analytical tools can help us suggest pathways that are more likely to lead to better educational outcomes. For instance, by simplifying financial aid applications, colleges can attract more high-achieving, low-income kids to college.

What questions does your research address?

My research focuses on how different factors contribute to student achievement. Among these factors are teacher quality, classmates, schools and neighborhoods.

How might your research affect what happens in a P-12 classroom?

My research has the potential to make changes in teacher evaluation. Specifically, I investigate the adverse consequences of using value-added models to evaluate teachers.
When asked how he became a scientist, the Nobel Prize–winning physicist Isidor Isaac Rabi replied that it had everything to do with questions. His friends’ mothers, he recalled, asked their children what they had learned at school each day. But Rabi’s mother always asked: “Did you ask a good question today?”

What do we know about how humans learn?  
What can digital game design tell us about learning?  
How does school-district revenue correlate with the academic outcomes of English language learners?  
What are the mobility patterns in districts with public school choice?  
What do value-added models of teacher assessment tell us? What do they miss?  
How should we assess writing progress for different learners?  
What are the most effective ways to use technology in classroom instruction?  
How can we apply knowledge at scale in education?

To answer these and many more questions, our faculty create knowledge by drawing from a wide range of academic disciplines such as cognitive science, sociology and psychology to gain insight into important questions about student experience and outcomes.
Our researchers ask questions that matter deeply—and sometimes immediately—to the quality of life for children in Arizona and beyond. We are committed to tying our research dollars to the public good.

Public Influence
Four faculty members made the cut for Rick Hess’ Edu-Scholar Public Influence Rankings. Announced each year in Education Week, the rankings recognize “university-based scholars in the U.S. who are contributing most substantially to public debates about education.”

The rubric reflects both a scholar’s body of academic work—encompassing the breadth and influence of their scholarship—and their footprint on the public discourse through blogs, web mentions, newspaper mentions, congressional mentions and other criteria.

Can a game-based progress assessment allow disadvantaged individuals who usually score poorly on tests to better represent their progress than a multiple-choice test written in highly specialized language?
The American Educational Research Association (AERA) is the leading organization for advancing knowledge about education, encouraging scholarly inquiry related to education and promoting the use of research to improve education and serve the public good.

50 college faculty who are editors, co-editors or editorial board members of more than 100 peer-reviewed journals

50

Over 100,000 unique visitors to our open-source online journals January-September 2015

Education Review/Reseñas Educativas
Education Policy Analysis Archives
Current Issues in Education
education.asu.edu/research/journals

Prominent Among Our Peers

40 college faculty and PhD candidates presented original research at the 2015 AERA Annual Meeting

40
AWARDS & RECOGNITION

Gustavo Fischman
Professor

2015 AERA Fellow

What are the best ways to connect education research to the world of education practice and delivery?

2015 Research to Practice Award from the American Educational Research Association (AERA) for increasing the understanding of links between education research and enhanced education practice.

Carol Connor
Professor of Psychology

2015 AERA Fellow

What are the links between children's language and literacy development?

Jeanne Powers
Associate Professor

2015 AERA Review of Research Award

How have assumptions about language shaped legal and policy arguments about how English language learners should learn and be taught English? What about the role of their home languages in those processes?

Daniel Liou
Assistant Professor

2015 AERA Leadership in Social Justice Teaching Award

How do race, class, gender and immigration affect educational pathways and opportunities?
How do we use the existing evidence base on teaching and learning to better understand how writing develops for students, how writing is currently taught, how to best teach writing and how writing facilitates reading and learning?

Given by the Council for Exceptional Children Division for Research to recognize individuals or research teams whose research has resulted in more effective services or education for exceptional individuals. Recipients are honored for both the creation of a research base and the work done to translate this research into practice.

How do we differentiate the activities of active learning and how can we improve the activities teachers use?

What are robust misconceptions, especially in science, and how can we overcome them?

The Thorndike Award is based on three major criteria: contributions to educational psychology; sustained level of contribution to the field; and original, scientific, empirically-based research that contributes to knowledge, theory or practice in educational psychology.
2015 Faculty Awards
The Mary Lou Fulton Teachers College Faculty Awards honor faculty members who have demonstrated excellence in scholarship, research and teaching. The 2015 honorees are transforming the way we think about education on local, national and global scales.

Outstanding Research with Sustained Impact
Steve has set a clear and sustained research focus in an area of national significance, namely writing instruction. This has been a thread that has underscored his research at every point of inquiry, from embeddedness in schools to national recognition for his impact in bringing focus to the importance of writing for student success. His research efforts have shifted and changed the field of study. Steve was the lead author/panel chair to create 2012 IES What Works Clearinghouse’s educator’s practice guide on elementary writing.

Steven Graham
Mary Emily Warner
Professor

Outstanding Integration of Scholarship with Teaching
Jeanne is an outstanding teacher/scholar whose instruction is informed by her empirical inquiry into policy. Her recent article, “From Segregation to School Finance: The Legal Context for Language Rights in the United States,” published in Review of Research in Education, received the AERA 2015 Review of Research Award. Through meticulous research, Jeanne explores how conceptions of language have affected court cases, legal reasoning and policy debate around issues pertaining to access to education and school finance. Jeanne integrates her research into her teaching in her class, The American Education System: Sociocultural Perspectives on Educational Equality and in the proseminar on Education Policy she directs.

Jeanne Powers
Associate Professor

Next Question?

What if we focused our inquiry on teaching? There is an unmet need in the field of teacher education. While the field has devoted itself to understanding how learning happens, the same quantity and quality of scholarly attention has not been directed toward teaching. There is an under-exposed and under-utilized body of research and knowledge about teaching that has not been brought into teacher-prep programs. Simply put: There is much that is already known—and much that is yet to be discovered—about teaching that can be applied to improve teacher education programs and, by extension, K-12 education.
Michelle Jordan
Assistant Professor

Michelle joined the Division of Teacher Preparation in 2010. Her work draws on traditions in qualitative inquiry, sociolinguistics, complexity theories and the learning sciences. She has developed and advanced a research agenda that explores peer interactions, the experiences they facilitate and their potential to extend human learning in diverse contexts. She has published over 40 scholarly works highlighting her focus on learning, discourse and literacies.

Audrey Amrein-Beardsley
Associate Professor

Audrey has focused her scholarship on the use of statistical machinery in educational policy, especially value-added models. She has brought this clear sense of “value” to her leadership in the university (Senate), College (Governance Committee) and professional community (her blog, “Vamboozeled”). She has put her professional skills into practice in complicated, real-world environments, collaborating with the Arizona Department of Education on teacher evaluation policies and mentoring doctoral students in data collection and evaluation for Central High School. Additionally, she has conducted pro bono work in the past five years with several teachers unions on teacher evaluation policy in four states.

CAST will be unique in at least three ways

1. An understanding that great teaching combines elements of both an art and a science
2. The application of design thinking to problem solving, teacher prep and pedagogy
3. An embrace of the fact that teaching happens not only in schools but in a distributed social ecosystem that includes the workplace, cultural institutions and people’s interaction with media.

So Mary Lou Fulton Teachers College is launching the Center for the Art and Science of Teaching (CAST). CAST will foreground teaching as the subject of scientific inquiry. Using and contributing to the rich and growing body of research, CAST will scale understandings about teaching to enhance teacher education.
Rachel Manak (BAE)
7th & 8th Grade Science Teacher | Dietz Elementary School | Tucson, AZ

Funniest part of your classroom day?
I teach middle school science to 13-year-olds. That’s all I have to say about that.

Most surprising part of transitioning from student teacher to full-time teacher?
That I was more prepared than I gave myself credit for. The knowledge I gained through rigorous college courses, the experiences I had as a student intern and the pedagogies I learned provided a great foundation.

Why teach?
You find passion in teachers. It is my goal to develop a passion for science and to create a future filled with scientifically literate individuals.
MOBILIZING PEOPLE

At Mary Lou Fulton Teachers College, we understand that we don’t exist in a vacuum. To fulfill our mission to improve education and to have broad social impact, we need to be an active leader in civil society. We need to operate effectively in a complex ecosystem that includes local, state and federal government, as well as foundations, school districts, community organizations, peer universities and many other institutions and people.

PREPARING OUTSTANDING EDUCATORS

It begins with our degree programs…
Through our bachelor’s, master’s and doctoral programs we mobilize people to improve student experience and outcomes. In addition to preparing teachers, our academic programs support leaders, including school principals, policymakers and executive decision makers. Our PhD graduates join the faculties of elite research institutions, where their work adds to the global knowledge base about education.

...and is distinctive in how we innovate at scale to deliver high-quality teacher preparation
At the heart of our undergraduate teaching model is the groundbreaking iTeachAZ program, which more than doubles the amount of time most future teachers spend in the classroom. This model of teacher preparation provides vital clinical training through intensive student teaching experiences.

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<thead>
<tr>
<th></th>
<th>Face-to-Face</th>
<th>Online</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>3,000</td>
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<tr>
<td>Master’s</td>
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<td>1,697</td>
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<tr>
<td>Doctoral (PhD and EdD)</td>
<td>268</td>
<td></td>
</tr>
<tr>
<td>Non-degree</td>
<td>49</td>
<td>118</td>
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26 district partners across the state
17,999 the average number of P-12 students impacted annually by our teacher candidates
304 school sites
Ideas

edXchange is an innovative effort to connect world-class research and thought leadership to the everyday challenges faced by teachers and educators. Gustavo Fischman, Director of edXchange, says the goal is to “increase the accessibility and usability of educational research.” By catalyzing networks of scholars, educators, policymakers, journalists, social entrepreneurs, civic organizations and others, edXchange is creating meaningful connections between thought and action.

- More than 400 educators, researchers, policymakers and parents of K-12 students participated in six events
- Strengthening synapses: Connecting superintendents to research, and research to superintendents
- Proving It: Executing a grant from the Spencer Foundation to examine how three different approaches to knowledge mobilization impact local K-12 schools
Best Practices
In 2014-15, our flagship undergraduate teacher-prep program exerted its influence beyond Arizona’s borders. In September 2015, we hosted Excellence at Scale: an ASU iTeachAZ Conference. Representatives of nearly 30 colleges of education from across the U.S. met with our faculty, clinical experts and local partners, including school principals and superintendents, for four days of presentations and workshops. The goal? To understand how other teacher prep programs could adapt best practices to their programs and local partners, and how teacher prep programs across the country can refine best practices and define next practices in effective teacher preparation.

Resources
One of the great unmet needs in P-20 education is that too many schools don’t have the resources teachers need to best serve students. Mary Lou Fulton Teachers College partners with more than 40 institutions to provide educators with a vast array of online materials, as well as online collaboration spaces where educators can share challenges, exchange solutions and partner to innovate.

Professional Learning Library (PLL)
The Professional Learning Library (PLL) is an online archive of educational resources that includes videos, instructional plans, case studies, workshop kits and other tools.

Sanford Inspire Program
The Sanford Inspire Program, driven by the generosity of T. Denny Sanford, continues to grow its collection of free, online professional development resources for teachers. Currently used in over 60 schools and eight teacher preparation programs across the nation, the program’s on-demand modules equip teachers with practical strategies aligned to topics such as “Building Relationships with Students” and “Helping Students Believe They Can Achieve.” Our resources provide teachers with individualized support to strengthen key aspects of their practice. In 2014-15, more than 2,600 people registered for Sanford Inspire modules.

“We stand apart because of our ability to translate research into practical tools for teachers, and our ability to design with the adult learner in an online environment in mind.”

Ryen Borden, EdD
Executive Director
Sanford Inspire Program

The PLL in 2015

| 270,330 page views | 27,532 users | visitors from all 50 states and 130 countries | 17 |
GLOBAL ENGAGEMENT

Education is at once an incredibly intimate local issue and, arguably, the most consequential global issue of our time. Through a number of programs, Mary Lou Fulton Teachers College is innovating new ways to exchange knowledge and best practices with an international community of scholars, educators, administrators and policymakers.

India

To address the shortage of qualified teachers in India, Mary Lou Fulton Teachers College managed its second cohort of in-service educators and teacher preparation educators from India. Funded by a $4.3 million federal grant from the U.S. Agency for International Development (USAID), the India Support for Teacher Education Program (In-STEP) is a collaboration among Mary Lou Fulton Teachers College, USAID and India’s Ministry for Human Resources Development. In-Step’s objective is to create a cadre of in-country teachers trained in best practices developed at Mary Lou Fulton Teachers College and to explore how those practices can be adapted to address India’s teacher supply issues.

110 teacher educators from India participated in a semester-long pre-service immersion at ASU

Ireland

As part of the Transatlantic Higher Education Partnership between Dublin City University and ASU, Mary Lou Fulton Teachers College is exploring areas of collaboration with DCU: educational technologies and teacher preparation, as well as joint research projects examining literacy, intergenerational learning and other topics.
Building Global Leadership
Mary Lou Fulton teachers College is enhancing the skills and knowledge of secondary school teachers around the world as a host university for the International Leaders in Education Program (ILEP), an initiative of the U.S. Department of State’s Bureau of Educational and Cultural Affairs. During the five-month program, select outstanding secondary teachers come to Mary Lou Fulton Teachers College to further develop expertise in their subject areas, enhance their teaching skills and increase their knowledge of the United States. Fellows spend a semester auditing two classes at ASU, completing 90 hours of teaching at a school alongside an American partner teacher and taking two specialized classes that are designated specifically for ILEP participants.

In 2015, Teachers College hosted 16 fellows from eight countries.

Costa Rica
Ten undergraduates had the opportunity to combine science education with a new cultural experience in May, when they traveled to Costa Rica for a two-week study-abroad experience. Students completed field investigations that expanded their knowledge of tropical studies, rainforest habitats and field methods.
What keeps you up at night?
Retaining and attracting great staff within our state. With 24 percent of those in the state retirement system eligible to retire in the next three to five years, we depend on all of our partnerships to grow our own and solve this statewide crisis. Our students deserve highly effective teachers who can help them grow into the people they want to be.

What gets you up in the morning?
Well, literally, my family. Then going into classrooms and seeing the science and art of a great teacher energizes me.

Headline you would like to see about your district in 10 years?
WESD Thanks the Community for Partnering with us to Educate Your Children.
We are not an ivory tower.

ASU is committed to assuming major responsibility for the economic, social and cultural vitality of the communities it serves.

Aligned with this vision, Mary Lou Fulton Teachers College is committed to harnessing the power of our knowledge-generation activities and the energy of the people we mobilize. Additionally, we are proud of the emphasis our college has always placed on improving education for underserved children and communities. We have long been an intellectual home for thinkers who tackled tough questions about equity, fairness and access.

Building on that legacy, we strive to raise the bar on what it means for a college of education to participate actively in communities to ensure that all children have access to a quality education.

SOCIALLY EMBEDDED

Improving early-childhood learning in high-need school districts
Supported by a three-year $900,000 grant from the W.K. Kellogg Foundation, teacher candidates will make home and community visits with the aim of deepening their understanding of their students’ lives. The iTeachAZ Community Embeddedness Project will better prepare these students to teach in high-need districts.

Expanding our relationships with rural community colleges
With a $450,000 grant from the Freeport-McMoRan Foundation, Mary Lou Fulton Teachers College is providing access to its high-quality teacher preparation program outside of Maricopa and Pima counties, making it possible for students at rural community colleges to join the state’s top teacher preparation program in their home communities. The Gila Valley iTeachAZ site is a collaboration between the college and Eastern Arizona College. The program will ultimately serve as a model that could be replicated in other communities around the state.
A CASE STUDY IN RESULTS

Phoenix’s Osborn School District has five elementary schools supporting 183 educators working with 2,900 students. Ninety percent of the Osborn student population qualifies for free and reduced-cost lunch. Families move in and out of the district, resulting in a 40 percent annual student turnover rate.

In 2014, Osborn earned the distinction as the only urban Phoenix district to have all of its schools earn an “A” or “B” rating through the state’s A-F Letter Grade System for 2013-14. Because of this performance, Mary Lou Fulton Teachers College and the Osborn School District received the 2014 Golden Bell Award for District-wide Curriculum Delivery from the Arizona School Boards Association.

National recognition followed. In March, the National Institute for Excellence in Teaching (NIET) honored Osborn as one of only six school districts in the United States with its TAP Award of Distinction for achievements in improving instruction and student learning. Arizona’s Avondale School District, also a longtime partner of the college, was one of the other five U.S. School districts to receive the award.

The 16-year partnership between our college and the Osborn School District exemplifies what a committed partnership can achieve when sustained for years with a spirit of innovation and tenacious commitment. The college and the district have long worked together to implement grants and programs designed to improve teacher preparation, develop effective principals and raise student achievement.

Working together, the district and the college integrated many grants and programs, notably our iTeachAZ teacher preparation model; the Arizona Ready-for-Rigor program, which provides financial incentives for outstanding teaching; and iLeadAZ, a 15-month master’s degree and principal certification program in which college faculty partner with school administrators to integrate the leadership curriculum with real-life challenges in the schools where the degree candidates are currently serving.

This is how we excel: by managing innovative ideas and people to take action that improves schools, supports teachers and ultimately creates and sustains conditions in which children can grow and thrive.

6 U.S. School Districts received the 2015 TAP Award of Distinction

2 of them are in Arizona

Both partner with Mary Lou Fulton for teacher prep and leadership training

Acting with Partners at ASU

Working with a research team led by Nobel Laureate Lee Hartwell of ASU’s Biodesign Institute, we now offer a unique course, Sustainability Science for Teachers, one of the first programs in the United States to clearly and systematically address sustainability topics, problems, solutions and divergent thinking within a teacher preparation program.

Rewarding Performance

In administering a five-year, $43.8 million U.S. Department of Education Teacher Incentive Fund grant, Mary Lou Fulton Teachers College helped 59 schools in 10 districts distribute $5 million to 2,109 teachers and 101 administrators across Arizona. Awards are based on a combination of observations and student and/or schoolwide testing results.
42% OF RECENT HIGH SCHOOL GRADS EXPRESS AN INTEREST IN TEACHING
LESS THAN 10% ACTUALLY PURSUE IT

Arizona’s population growth (12.5% from 2005 to 2014) has stressed the K-12 education system.
24% of Arizona’s educational workforce is projected to retire by 2018.

ASU aims to increase the number of qualified K-12 teachers by 25%.

In May 2015, the first 13 students graduated from the Herberger Young Scholars Academy, a school run by Mary Lou Fulton Teachers College that serves gifted students between grades 7-12.
Mary Lou Fulton Teachers College is taking a number of steps to grow the pipeline of qualified, effective teachers.

**Collegiate Scholars Academy**
High school juniors and seniors can jump-start their college careers by enrolling in ASU’s Collegiate Scholars Academy. Students earn credits that can be applied to a bachelor’s degree program by taking the online college course, Exploration of Education, which includes multiple sessions at ASU campuses.

**Student Today, Teacher Tomorrow**
Data can be a real motivator.

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**84% of teachers**
get their first teaching job
within 40 miles of their hometown

**34% of new teachers**
begin their careers in the same district in which they attended high school

So Mary Lou Fulton Teachers College launched Student Today, Teacher Tomorrow, a pilot program with the Peoria, Arizona, school district. Teachers and school officials identify high school students interested in exploring a career in teaching. The students earn college scholarship dollars and college credit toward a degree while they are in high school; they also participate in summer enrichment programs at ASU that offer a taste of the college experience and an introduction to the field of education.
Raise.me is a micro-scholarship platform that allows high-school students to earn money for college during high school.

At the beginning of October, 1,300 high school students were following Mary Lou Fulton Teachers College on Raise.me

Secondary Education Certificate
ASU undergraduates outside our college can now earn a Secondary Education Certificate through a 30-credit program offered by Mary Lou Fulton Teachers College. Typical content areas for secondary education certification include: biology, business, chemistry, Chinese, earth and space science, economics, English, French, geography, German, history, mathematics, physics, political science and Spanish.
Supporting the world’s most important profession

$33.8 million formerly paid by federal grants now absorbed by the college

$3.5 million in 2014-15 private philanthropy to support student scholarships and experiences

As a major innovation engine for education in the United States, Mary Lou Fulton Teachers College receives funds from various foundations and federal agencies. These institutions have learned that their investments in us deliver strong educational and social returns that are seen not only in Arizona, where we certify teachers, but nationwide as other teacher preparation programs adopt best practices pioneered by Mary Lou Fulton Teachers College.

Additionally, our partners have seen that we excel at institutionalizing best practices to ensure that effective innovations are sustainable beyond the cycles of grant-funded projects.

For instance, our signature iTeachAZ program received a $33.8 million grant to work with schools and districts over several years. Today, iTeachAZ is completely funded by Mary Lou Fulton Teachers College.

In addition to receiving grant support from government agencies and foundations, the college receives generous private support from individuals.

Many of our private donors have chosen to support our students directly. Our students—whether they come to us straight from high school or transfer from community colleges—are gritty, energetic, smart kids who have chosen to commit themselves to the world’s most important profession. The vast majority do not come from wealth. Their presence at our college—and their success in our programs—is proof of the viability of ASU’s model of providing access to excellence. We are proud to be defined not by whom we exclude but by whom we include.

In 2014-15, our college received $3.5 million in private support from generous individuals, many of whom are alumni. Our donors understand the importance of great teaching. And they understand how important it is to remove barriers that might prevent talented young people from considering a career in education. Their generosity and leadership played the decisive role in enabling us to award more than $878,000 in undergraduate and graduate tuition assistance in 2014-15.

Their support makes it possible for exceptional young people to fulfill their desire to pursue careers in education.
Those of us at the college who have been fortunate enough to know Mary Lou Fulton—to celebrate with her and take pride in our students’ accomplishments—are grateful to have had that privilege. So much of what we do at our college is an expression of her commitment to education and to providing the best possible opportunities for the greatest number of people. We will miss her exemplary virtues of quiet persistence and enduring commitment, along with her contagious laugh and ever-present smile.

Her husband, Ira Fulton, rarely missed an opportunity to express his love for Mary Lou. It’s a message he repeated often, most recently this past September when he spoke to our incoming first-year undergraduates at our “Camp Teach” orientation session in Prescott, Arizona. And, at convocation, he would point to her, alongside him on the stage, and publicly pronounce his love. She was a woman who loved her family, her children, grandchildren and great grandchildren. She also loved other people’s children and all her fellow human beings with a gigantic heart.

Entrusted to manage an institution that bears the name of Mary Lou Fulton, all of us at the college strive to be worthy of her legacy. She will always be the “first lady” of our college and our inspiration to be the best that we can be.