

Educating the work force of the future for Indiana

by Gerardo M. Gonzalez
University Dean, School of Education

There is growing recognition throughout the world that the most effective 21st-century economies will be those that produce the most information and knowledge and have a work force that can easily access and utilize that knowledge. Successful nations in the new global economy will be competing in the life sciences, advanced manufacturing, and other highly technical fields. Twenty-first-century industries will require workers who have a high level of proficiency in the areas of math, science, and technology, which are integral to this success. In order for America to remain competitive, we must do a better job of producing workers who are prepared in these areas.

The Indiana University School of Education has made a strong commitment to the preparation of teachers in math and science and to generating the kind of research that contributes to education in math, science, and technology. One of the most recent developments is the founding of the Learning Sciences Program that you will read about in this issue. By utilizing Commitment to Excellence funds provided by the university trustees to enhance areas of strength throughout the university, we've been successful in recruiting a core group of faculty who are building a world-class Learning Sciences Program and adding to the school's long history of cutting-edge research on how to improve math and science teaching. Much of this research has immediate implications both for meeting the national need for more and better-prepared math and science teachers and for the students who will ultimately go into careers in these areas.

While recently the nation's attention has been focused on the critical need for education in math and science, the reality is that the country is going to need better-educated workers across the board. For all types of careers, we need people who can think critically, solve problems, and communicate effectively — the classic liberal arts preparation and habits of mind

that generally require a college degree or at least some level of postsecondary education. Good teachers are crucial to achieving that goal. At the School of Education we're preparing teachers who not only have a deep knowledge of the subjects they will teach and how to teach them effectively to an increasingly diverse population, but also understand how their work relates to lifelong learning. Embracing the concept of a seamless educational system from pre-kindergarten through college, the long range goal is to show our students how to instill that love of learning in their own students and to identify the role they play in helping kids prepare for, participate in, and, ultimately, graduate from college.

Based on the premise that preparation for college will be similar to the preparation needed to enter even the most basic jobs in the highly technical fields of a 21st-century economy, the Indiana General Assembly recently adopted the Core 40 college preparatory curriculum as the default curriculum in the state. As such, the School of Education is working in partnership with the Indiana Commission for Higher Education and others to ensure that we have the teachers, educational leaders, and other educational professionals who can help students achieve the demands of this rigorous curriculum.

In addition to research and pre-service preparation of educators, professional development is a major part of what the School of Education does, and we're continuously improving our infrastructure and the type of courses and experiences we offer to teachers, counselors, school administrators, and other professionals, not just in Indiana but throughout the country and the world. Through innovative programs and partnerships such as our ongoing partnership with PBS, we're making it easier for people to take our professional development courses online. For example, through a combination of online and onsite instruction, members of our faculty are preparing content-area teachers to work with Limited



English Proficient students. Known as the Interdisciplinary Collaborative Project, this federally funded program has made it possible for hundreds of Indiana teachers to be certified to teach LEP students. Many of our faculty members are involved with professional development at various levels. It's an integral part of what we do.

Regardless of the type of school students attend, whether private, charter, traditional public, or other, the quality of the teacher and school leaders is the single-most important school-based factor to ensure student success. The School of Education strives to prepare highly qualified professionals to enhance the education of students at all levels and to advance student achievement. In this issue of *Chalkboard* we highlight several math, science, and technology initiatives undertaken by members of our faculty, students, and alumni to achieve this goal. We believe this work significantly contributes to the work force development efforts of Indiana, the nation, and the world.

A handwritten signature in black ink that reads "Gerardo M. Gonzalez". The signature is written in a cursive style.

Frank Lester has been appointed to the rank of Indiana University Chancellor's Professor. Lester has been involved in numerous mathematics and teacher-education activities throughout his career, including a term as editor of the *Journal for Research in Mathematics Education* and a term as Armstrong Professor of Teacher Education. In addition, Lester has served on the board of directors of the National Council of Teachers of Mathematics and is the editor of the *Handbook of Research on Mathematics Teaching and Learning* that will be available in the fall of 2006. Lester came to IU more than 30 years ago and has since worked tirelessly with students and colleagues to advance the mission of his program, the department, the school, the university, and his profession. He joins professors **George Kuh**, **Martha McCarthy**, and **Rex Stockton** as current School of Education Chancellor's Professors and **Robert Arnowe** as Chancellor's Professor Emeritus.

Terrence Mason, associate professor of education and the director of the Center for Social Studies and International Education, has been appointed as an associate dean of the faculties. In particular, Mason will be helping to



Terrence Mason

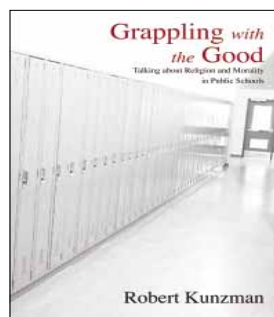
lead the campus re-accreditation process, which will take place during the 2006–07 academic year. In contrast to previous campus accreditation efforts, because of

recent developments in the process, the university will be able to focus much of its self-study efforts this cycle on a special emphasis topic chosen by the deans in consultation with the chancellor, the theme of "globalization." This emphasis topic provides the opportunity to inform the North Central Association of Colleges and Schools and peer institutions about the rich strengths IU Bloomington brings to research, teaching, and service in the

global arena; to evaluate the dimensions of its traditional international strengths; and to look for new ways to grow to meet the global challenges the institution will face in the next few decades.

In January, the Indiana Commission for Higher Education awarded **Faridah Pawan**, assistant professor in language education, a two-year Improving Teacher Quality grant. The \$208,672 award will be used to fund a joint professional-development program in the instruction of English language learners for reading, math, and science teachers in Gary and Hammond public school districts. The program incorporates collaboration of math and science professors from the College of Arts and Sciences who will be joining reading professors in language education in conducting integrated curriculum training workshops. In December 2005, Pawan was also selected as a member on the national TESOL standards committee. The committee's main responsibilities are to develop national standards for English as a Second Language and English as a Foreign Language and to direct, monitor, and oversee standards initiatives at the national level.

Robert Kunzman, assistant professor, has published a book titled *Grappling with the Good, Talking about Religion and Morality in Public Schools*. Published under the Philosophy of Education series by SUNY Press, Kunzman asks whether public schools can and should help students discuss moral disagreements, even when religion is involved. Combining history, philosophy, and curriculum, *Grappling with the Good* offers a vision of public education in which students learn



Grappling with the Good

to engage respectfully with the diversity of beliefs about how to live together in society. He argues that we can and

should help students learn how to talk about religion and morality and bring together our differing visions of life. He describes how such an approach might work in the K–12 setting, explores central philosophical principles, and shares his ongoing experiences and insights in helping students to "grapple with the good."

Two School of Education faculty members were recently selected as participants in the 2006 IU Leadership



Khaula Murtadha



Genevieve Williamson

Development Project. Representing the School of Education in the IU Lead program are **Khaula Murtadha**, executive associate dean at Indianapolis, and **Genevieve Manset Williamson**, associate professor. This new program, proposed by President Adam W. Herbert and presented to the IU trustees for approval last

September, is designed to emphasize the importance of leadership development throughout the university. It will provide a formal system for identifying potential leaders and build leadership "bench strength" at IU. The program will make a special effort to identify potential leaders in underrepresented groups.

The Cultural Immersion Project, under the direction of **Laura Stachowski**, is one of three programs for which Indiana University was named winner of the Goldman Sachs Foundation Prize for Excellence in International Education. The university received an award of \$25,000 and was honored at a ceremony on Dec. 8 in Washington, D.C. The Overseas Student Teaching Project is an optional supplement to conventional student-teaching requirements. Following an in-depth, yearlong preparation

and a minimum of 10 weeks of in-state student teaching, pre-service teachers spend an additional eight weeks teaching in primary and secondary schools abroad. Partnerships with schools and education officials in 12 different countries, including Costa Rica, India, Ireland, Kenya, Russia, and China, allow candidates to learn about education, culture, and life outside the United States at a formative phase of their training as K–12 teachers by spending time teaching abroad. The program has served nearly 2,000 pre-service teachers.

IUB faculty members **Leana McClain** and **Chalmer Thompson**, as well as **Alma Malagon**, a student in Spanish educa-



Leana McClain



Chalmer Thompson

tion, were selected as recipients of the 2006 Building Bridges Award in honor of Martin Luther King Jr. The Building Bridges Award is given in appreciation to community leaders and IU faculty, staff and students for their individual and collective efforts to exemplify the noble works of King through service and leadership. Of the five award recipients for 2006, three were representatives from the School of Education.

Also recognized as a part of the Martin Luther King Jr. Day celebration was IUB faculty member **Stephanie Carter**, who received an inaugural Power of One



Stephanie Carter

Award. The Power of One Award was established this year by the campus MLK Jr. Planning Committee and, through a nomination process, recognizes individuals who have

seen a need and have stepped up to fill it. Carter was recognized for her campus and community work to promote youth literacy.

Deborah Lane, coordinator for the Center for Human Growth at IUB, was



Deborah Lane

recognized in December with a 2005 Indiana University Staff Merit Award. The \$1,000 award is given annually to six IU Bloomington staff members. Recipients are selected based on exemplary job performance, attendance records, and demonstrated positive attitudes and special efforts toward improving IU for the benefit of students, faculty, staff, alumni, and other university associates. Lane has been with the university since 1994 and currently works as the clinic coordinator for the Center for Human Growth and Institute for Child Study. She also manages the Center for Adolescent and Family Studies.

Education and science faculty at IUPUI recently received one of 16 highly competitive Robert Noyce Scholarship grants awarded by the National Science Foundation this year. The \$486,000 grant will fund scholarships worth \$8,000 for 50 people who already have degrees in mathematics or science and want to become certified to teach. **Charles Barman**, professor of science and environmental education at IUPUI, is principal investigator on the project. Administered through the School of Education's Transition to Teaching program on the IUPUI campus, the scholarships will help to address the statewide shortage of middle school and high school math and science teachers, particularly in poorer schools. Scholarship recipients must commit to teaching for at least two years in a high-need middle school or high school. Potential scholarship candidates will need to pass general knowledge and specific

content national certification tests in their mathematics or science field before they can be admitted into the program. Barman said IUPUI science faculty will prepare refresher short-courses to help applicants.

Harbans S. Bhola, EdS'64, professor emeritus and now an independent researcher and consultant living in Tucson, Ariz., has won the UNESCO-IIE International Award for Literacy Research. The award, which focused on adult literacy for sustainable development, was co-sponsored by the Canadian National Literacy Secretariat and the Swedish International Development Cooperation Agency and was administered by the UNESCO Institute of Education. The award announcement was made by the director-general of UNESCO in the presence of U.S. permanent delegation to UNESCO, Paris, on International Literacy Day, Sept. 8, in Paris. Bhola's winning entry, titled *Adult Literacy for Sustainable Development: Knowledge-Based Discourse for Course of Action*, was anchored in two of the United Nations global initiatives: United Nations Literacy Decade 2003–2012 and United Nations Decade of Education for Sustainable Development 2005–2014. The monograph including this research will be published by UNESCO



Heidi Ross

Institute of Education during 2006 in English, French, and Spanish.

Heidi Ross, doctoral student Jingjing Lou, and Batchelor Middle School

social studies teacher Becky Boyle traveled to Dan Feng County in Shaanxi, China, at the beginning of the 2005–06 school year to begin a Pathways to Peace research project. The yearlong project is designed to support three interlinked activities: facilitating short-term exchanges

of middle school teachers between Bloomington, Ind., and Shangluo, China; engaging Chinese and American middle school students and their teachers in an interactive activity to enhance global understanding and collaborative learning for peace; and creating virtual and real “sharing our voices” exhibitions of Chinese and American middle school students’ photography and essays. Ross and another doctoral student, Lei Wang, later returned to Dan Feng County to continue the project. During that trip Ross also presented an invited lecture on girls’ education and development in China at a UNICEF-sponsored “First International Forum on Children’s Development” in Beijing.

The American Association of Colleges for Teacher Education awarded the Best Practice Award in Support of Diversity to the School of Education at IUPUI. The award was presented to **Khaula Murtadha**, executive associate dean, and **Christine Leland**, associate dean for academic affairs, at the 58th annual meeting in San Diego in January. This award, sponsored by AACTE’s Committee on Multicultural Education, recognizes the infusion of diversity throughout all components of a school, college, or department of education as critical to high-quality teacher education and professional development. AACTE, headquartered in Washington, D.C., is a national voluntary association of higher education institutions and other organizations and is dedicated to ensuring the highest-quality preparation and continuing professional development for teachers and school leaders in order to enhance PK–12 student learning. The almost 800 member institutions prepare more than two-thirds of the new teachers entering schools each year in the United States.

Under the direction of **Terrence Mason**, a consortium that includes the Center for Social Studies and International Education has received a \$38 million grant to restore and improve the educational system in Afghanistan.

Over the next five years, IU faculty will focus on teaching future and current Afghan teachers about contemporary teaching methods and how to understand and teach English, a key element in the war-torn country’s international re-emergence. Much of the project’s work will involve improving the information-technology infrastructure at 16 teacher-education programs in the country to provide a way to deliver courses to education majors without having to navigate the paperwork-laden obstacles of international travel. IU’s part of the project, however, does involve exchanges between the countries. At least 24 Afghans will travel to Bloomington to pursue master’s degrees in education, with some of the students focusing on teaching English as a second language so they can teach the language to future teachers when they return to Afghanistan. **Mitzi Lewison**, associate professor of language education, has already made one trip to Afghanistan as part of the lead team. Mason said the overall goal of the Afghanistan Higher Education Project is to help re-establish teacher-education programs in Afghan colleges and universities to support the growing demand for secondary schools across the country.

Alumni events

Cream and Crimson Breakfast
W.W. Wright Education Building
9–10 a.m., June 17

Distinguished Alumni Award Banquet
W.W. Wright Education Building
6:30 p.m., Sept. 29

Tailgate Party
IU vs. Wisconsin
DeVault Alumni Center
Time TDB, Sept. 30

Mission statement

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society.

IU School of Education Helpline

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Need the latest research on an education topic?

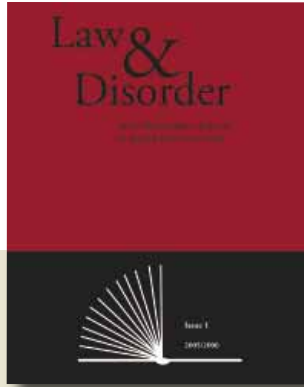
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Phone – (800) 605-8255
or (812) 856-8255

E-mail – setchhlp@indiana.edu



Students publish journal

The first issue of *Law & Disorder*, a new journal published by undergraduate students in special-education professor **Theresa Ochoa's** K305 Teaching Exceptional Learners course, has just been published.

Dedicated to exploring the complicated juncture of special-education practice and law, the journal began as a brainstorm inspired by student writers in Ochoa's class and came into being through a challenging but thoroughly professional approach to the editing and publishing of a scholarly journal. The students are juniors and seniors, some less than a year away from managing their own classrooms. Determined to help them develop the tools they need to be good teachers and good advocates, Ochoa assigns her K305 and K343 Education of the Socially and Emotionally Disturbed students a high-stakes independent writing project each semester. They must write a well-researched 10-to-15-page paper on a current special-education topic, examining its implications for practice and analyzing the impact of current educational policy and law on their topic, as it relates to the education of students with disabilities. As Ochoa refined the project, her students began to write better papers, and she began to search for a learning tool, a creative venture that would take her students beyond the traditional motivations and constraints of classroom instruction. For a writing assignment that initially conjures up words like "dread" and "hate," Ochoa observes that her students soon become deeply immersed in the research literature.

Teach with Tech is the latest innovation offered by the Instructional Consulting Office in the School of Education. What is Teach with Tech? It's an innovative series of podcasts designed to provide timely, useful information about integrating technology into teaching. What is a podcast? A podcast is similar to a short radio show in digital format. The mp3 audio file can be downloaded and played on a personal computer, an iPod, or similar device. It can be listened to at any time during the busy day — at the gym, walking across campus, between classes, etc. Teach with Tech offers fun, friendly podcasts about half an hour long, discussing the latest technology news, tools, and tricks available for use in teaching. The series is devoted to sharing technology integration information, strategies, and resources to K–12 teachers and higher education faculty. Hosted by **Christopher Essex**, the series regularly brings in faculty and other experts as co-hosts. Currently, there are seven podcasts available at www.indiana.edu/~icy/podcast/.

The fourth annual Martin Luther King Jr. Activity Day was held on Jan. 16 at IUB. Elementary-age girls and boys from the Banneker Center, the RISE, Girls Inc., and Campus View Housing spent the day with School of Education student volunteers, representatives from the Dean's Advisory Council, and faculty and staff members. Approximately 75 children participated in a variety of educational activities throughout the day, including math, art, and music activities, as well as activities provided by WonderLab and the Mathers Museum of World Cultures. Lunchtime entertainment was provided by Straight No Chaser, the university's award-winning men's capella group. In the afternoon, children watched an educational video about the life of King. The day culminated with a birthday party for King, complete with birthday cake and prizes, and the children each received a book about Martin Luther King Jr. to take home.

Throughout the Indiana High School Athletic Association boys' basketball season, Learn More College Connection and WHHH Hot 96.3, central Indiana's top-ranked teen radio station, kicked off the **High School Game of the Week** program, combining athletics and academics to get the message out to students and parents about the importance of planning for and going to college. Hot 96.3 on-air personality Mic P appeared at a pre-determined Central Indiana boys' basketball game, where students had the opportunity to meet and greet Mic P and be encouraged to explore their college and career paths through Learn More's Web site. Learn More is the "go-to" site for middle and high school students and parents regarding making the most out of high school, Indiana's Core 40, finding and paying for college, career options, and much more.

Mic P, a longtime prep sports fan and recent college graduate, looked forward to the opportunity to share his experiences and knowledge with central Indiana students in a fun setting, through the Hot 96.3 Game of the Week program. He is proud to be the first member of his family to attend college, and he hopes that students heard his message and will take advantage of the helpful resources on the Learn More Web site, www.learnmoreindiana.org.

To provide an additional incentive for students to plan for the future using Learn More's easy-to-access and helpful resources and information, students can obtain a free Hot 96.3 ring tone exclusively through Learn More's Web site. Additional information on the Game of the Week program can be found at www.hot963.com.

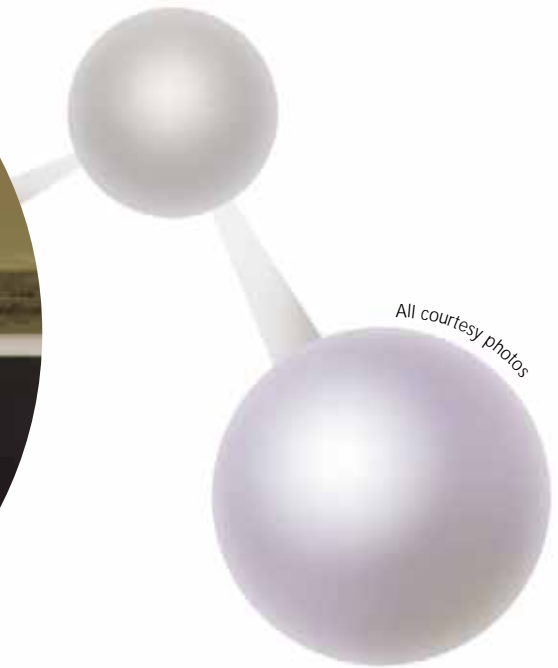
Science in a Snap

Professional-development collaboration

by Catherine Gray



Carol Bodnar of Fairview Elementary and Wendy Tamborrino of Binford Elementary



All courtesy photos

Some of the best ideas happen serendipitously. That's how the idea for this past summer's *Science in a Snap*, a hands-on institute for elementary teachers in Monroe County, came into being during a conversation among friends. But the groundwork for creating this professional-development opportunity, a direct response to the continuing growth and development of the life-sciences industry in southern Indiana, has been deliberate and thoughtful. While a community's economic development and the daily lesson plans of its teachers may not seem related, the increasing complexities of what today's workers need to know in order to be successful after graduation challenge our teachers to learn and change as well. Behind this one institute — and other significant initiatives in professional development conceived of and supported by the School of Education — have been several of our graduates. A remarkable partnership among the Monroe County Community School Corp., the WonderLab Museum of Science and Technology, the Raymond Foundation, the Brabson Library and Educational Foundation, IU's Bloomington Continuing Studies, and the School of Education supports their efforts.

One larger context for why teachers need to know how to respond to the needs of local industry is being provided by the Life Sciences Initiative, directed by Steve Bryant, BA'92, and supported by a consortium of the biotech industry and the Greater Bloomington Chamber of Commerce. Since this initiative began, a series of discussions has been held to determine how best to support the development of industry in this vital and rapidly growing sector. Inevitably, concerns have been raised about how to better prepare our teachers to teach the skills demanded of today's work force. A first step was consulting teachers through a survey sponsored by Jim Shea, BA'76, MS'80, of IU's Bloomington Continuing Studies. When faced with the question of what they needed to support their students' higher achievement, MCCSC overwhelmingly responded to the need for professional-development opportunities that would help them create the needed connections for their students.

These connections provide the larger context that often eludes teachers working far from the doors of local industry, encouraging them to widen the walls of their classrooms. What teaching practices promote inquiry that pushes stu-

Donna Dalfino of Clear Creek Elementary



When faced with the question of what they needed to support their students' higher achievement, MCCSC overwhelmingly responded to the need for professional development opportunities that would help them create the needed connections for their students.

dents into higher levels of thinking? How is high school biology relevant to the kind of work a high school student might choose to pursue after graduation? How can a fifth-grade teacher meaningfully embed problem-solving into a unit on our local geology? How does an entire school corporation articulate a science curriculum so that more and more of these dots can be meaningfully connected by more and more of its students? Under the leadership of Jean Schick, MAT'94, the science curriculum coordinator for Monroe County schools, more and more of this professional development is being created and supported.

The fourth- and fifth-grade teachers in the first year of *Science in a Snap* confirmed what we all know about the importance of providing meaningful professional development opportunities. First, high-quality institutes such as this one make them feel valued and respected as educators. They received excellent information and resources they could immediately use in their classrooms to guide their students into understanding higher levels of scientific concepts. But most of all, this institute started by identifying what the teachers needed to support their students' learning and then pro-

viding the content and time to connect many of those dots.

Several foundations have been significant supporters of teachers gaining these needed skills. The Raymond Foundation and its president, Linda Raymond, BA'77, MS'83, funded this past summer's *Science in a Snap*, providing not only the staff and facility of the WonderLab Museum, but also stipends and graduate tuition reimbursement to participating teachers. Another valued graduate of the School of Education, Karen Stucky, BS'59, MS'68, directed the week's institute, joined by numerous current IU faculty. The success of the first summer will continue for more teachers in the next two years, thanks to the Brabson Library and Educational Foundation.

Other important professional-development opportunities for Indiana science teachers are directed by faculty in IU's School of Education. One example is the *Scientific Modeling for Inquiring Teachers Network*, a three-year program serving K-6 teachers in Monroe County schools. Professor Valarie Akerson, of the IU Science Education Program, directs this and other programs designed to immerse teachers in a program that uses scientific modeling to enhance teachers' and students' understanding. The program offers teachers a sustained professional-development program using a combination of summer institutes, school-year workshops, and classroom support. It was designed in collaboration with partners from the Monroe County Community School Corp., the Indiana University Department of Biology, and the IU Science Education Program.

Bryant welcomes each of these opportunities for teachers to learn new ways to teach science. But he and others in the life-sciences industry welcome even more the partnerships that have been created through these varied initiatives. "Nothing has been more exciting than the extensive discussions among representatives of so many of the key organizations of our community. I know I have a much greater appreciation of what challenges our local educators face to master all this changing information, expose students to real-world examples of life sciences in action and careers in life sciences, and raise the achievement of their students. We truly are all lifelong learners, and we're in it together."



Lambdin & Barab

named to endowed chair positions

Diana Lambdin

Diana Lambdin was named as the Martha Lea and Bill Armstrong Chair in Teacher Education in July 2005. She has been associate dean for teacher education since August 2001. She is also professor of mathematics education, teaching undergraduate and graduate courses for prospective elementary teachers and co-directing a combination master's degree and elementary teacher certification program for career-changing adults.

The Martha Lea and Bill Armstrong Chair in Teacher Education was the first endowed chair for the School of Education. It was established in 1996 by the Cook Group, a medical technology company, to honor Martha Lea and Bill Armstrong, of Bloomington. Bill was president of the IU Foundation from 1952 until his retirement in 1983, and Martha Lea taught elementary school. All three of their children attended IU. The Martha Lea and Bill Armstrong Chair is held for five years by a distinguished faculty member in teacher education. This award is the highest faculty award for excellence in teacher education presented by the School of Education. The Armstrong fund also allows IU faculty to recognize about eight to 12 outstanding Indiana school teachers each year as recipients of the Martha Lea and Bill Armstrong Teacher Educator Award. These Armstrong Teacher Educators work with IU undergraduates in courses, field-experience sites, student-teaching seminars, research projects, and other activities that are mutually beneficial.

All of Lambdin's professional efforts — from her years as a teacher through her 14 years on the IU faculty — con-



Sasha Barab and Diana Lambdin

“... to ensure strong connections between schools and the university's efforts to educate teachers for a rapidly changing society.”

verge to a focus on teacher education. Her professional work supports prospective and practicing teachers in identifying personal visions of effective teaching and in striving to fit their professional practices to these visions. Her teaching, research, service, and administrative efforts mutually support her other primary goal — to ensure strong connections between schools and the university's efforts to educate teachers for a rapidly changing society.

Universities nationwide are under pressure to be flexible in developing programs to respond to high-need areas, and in demonstrating the “value added” of study in teacher education.

To that end, Lambdin has identified five key areas in which to focus her efforts during her tenure as the Armstrong Chair.

- Recruit more students into science and mathematics teacher education.
- Develop and implement workable license-add-on programs for middle school and high school teachers (especially in high-need areas).
- Establish earlier, more robust connections with freshmen who are considering majoring in education to ensure that minority students and students

interested in critical need areas (such as mathematics, science, and special education) are encouraged and supported in setting their sights on a career in teaching.

- Work with IU's Hutton Honors College to establish programs to encourage talented students to pursue an honors degree while majoring in education.
- Establish an Armstrong Teacher Educator alumni club to encourage outstanding Indiana teachers to remain involved with IU teacher education for years after the initial year during which they are designated Armstrong Teacher Educators.

“... to assist children in developing their sense of purpose as individuals, as members of their communities, and as knowledgeable citizens of the world.”

Though these five goals are ambitious, Lambdin believes they are attainable. Recognizing that due to limited resources, faculty cannot undertake any of these efforts alone, she proposes selecting and using the annual cadre of Armstrong Teacher Educators more strategically to help with these goals.

Sasha Barab

Sasha Barab, associate professor in instructional systems technology and educational psychology, became the Barbara B. Jacobs Chair in Education and Technology, effective July 1, 2005.

Barab, a founding member of the new Learning Sciences Program, serves as director of the Center for Research on Learning and Technology. A member of the IU School of Education faculty since 1997, Barab received a BS in psychology from American University, special-education teacher certification (K–12) from the state of Connecticut, and an MA in education and a PhD in cognition and instruction from the University of Connecticut. His work involves the design of rich learning environments, frequently with the aid of technology, that are designed to assist children in developing their sense of purpose as individuals, as members of their communities, and as knowledgeable citizens of the world. His research has resulted in dozens of peer-reviewed articles and chapters in edited books. He is editor of the book *Designing for Virtual Communities in the Service of Learning*.

Over the course of the chair's five-year term, Barab plans to undertake three major initiatives:

- discussions and collaboration among faculty and students on the use of technology to support learning;

- partnerships with schools and after-school centers to develop and test structures for supporting teachers in the use of technology; and
- impacting national and international discussion of technology and learning by presenting on technology at major conferences and working with teachers, postsecondary educators, and funding agencies throughout the country.

With a strong commitment to his research, teaching, and service to further

the understanding and use of technology to support learning, Barab sees these initiatives as a preliminary plan and recognizes that additional opportunities will arise as this work advances. He looks forward to further collaborative work to best meet the needs of the school, the community, and the educational-technology community.

The Barbara B. Jacobs Chair in Education and Technology was endowed by a longtime IU Foundation board member and alumna who received her bachelor of science in home economics in 1948. As Jacobs specified, the chair is held for five years by a distinguished individual on the leading edge of efforts to advance teaching and learning through technological innovations.

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Learning Sciences Program

educates for the 21st century

by Katrina Ladwig



What does it take to educate a child to be a successful, productive member of the work force of the 21st century? Finding the answer to that question is the mission of the Learning Sciences Program in the School of Education.

Society has begun to acknowledge that we are in the midst of a fundamental change in the way business is conducted in the 21st century. As global technologies advance at a mind-boggling rate, we as a society need to accept these changes, indeed, embrace them and do whatever we can to prepare not only ourselves but also our children to become successful participants in this global evolution.

Methods used to solve problems, mathematical and scientific thinking — everything has changed with the emergence of new technologies and expanded global resources. At the School of Education, the Learning Sciences Program was created to help address these changes.

Dick Lesh, director of the Learning Sciences Program, asks a fundamental question: “What are the specific changes in problem solving, mathematical, and scientific thinking reflected in the way business is being done in the 21st century, and how can we educate our students to prepare them for the future?”

It would seem a simple task to create a K–12 curriculum that would teach the skills a student needs to succeed in today’s economy. However, according to Lesh, even the experts in the industry can’t always tell us what they’re looking for. Utilizing a business-model approach of case studies or simulations of real-world situations to facilitate learning, Lesh and his team worked with leading scientists and teachers to develop “case studies for kids,” targeted at middle school students as a way to identify desired skill sets.

“What we really got smart about is these case studies for kids,” Lesh states. “It turns out, they’re thought-revealing.”

The case studies require middle school students to work in teams with a goal of producing a complex outcome from a simulation of a real-world activity. The Paper Airplane Problem, for example, requires students to read a specially created, “math-rich” newspaper article that describes how to make a variety of different types of paper airplanes. Each team is then given a data sheet with results produced by another group of students showing three different flight paths. For each flight path, three measurements are recorded: total distance flown, distance from the target, and time in flight. The students are then required to write a letter to students in another class describing how such data can be used to assess paper airplanes for four kinds of flight characteristics: most accurate, best boomerang, best floater, and best overall.

Another case study, the Summer Jobs Problem, requires students to utilize data from hourly workers and concession sales at an amusement park. They make productivity decisions based on these data to determine which hourly workers should be hired full time and which part time.

Methods used to solve problems, mathematical and scientific thinking — everything has changed with the emergence of new technologies and expanded global resources.

“We found out from these case studies that not only are the students who did well on the case studies for kids the ones businesses would want to hire, often they are different students than the ones who receive A’s or B’s or who do well on standardized tests. And yet, business leaders indicated that the students who did well on the case studies are the



ones they would want to hire based on their demonstrated skills in problem solving, math, and science,” Lesh says. Results also indicated that the students who did well in the case studies for kids are often from underrepresented groups. “These kids are very talented in ways you’d want to hire, but they’ve never been led to believe that they had any future in the sciences because they’re not getting the grades. But the grades don’t correspond to what they know.

“So what is the knowledge these students possess? It really is math, physics, science, and chemistry, and yet it’s not being emphasized in textbooks or in the classroom,” Lesh says. “We need to cultivate this knowledge and reach these students early in their academic careers to emphasize that they have potential in management, in medicine, and in the life sciences.”

In terms of research, the Learning Sciences Program at IU is cutting edge in its academic program. While trying to solve the fundamental problem of determining what it is that people need to know that is not being measured on tests and how to cultivate that knowledge, the program is also creating a doctoral research program that is unique. Doctoral research in math and science at other institutions tends to be individualized study. Lesh could not name any other program in math or science education where there is a program of research for groups of doctoral students. “Here at IU, we have doctoral courses that integrate people in math education, science education, learning sciences, educational technology. People are coming from different fields, and they’re starting to do studies where clusters of things add up to something. Several doctoral dissertations may result from this collaborative approach.”

Another aspect that sets the Learning Sciences Program at IU apart from other peer institutions is the use of virtual lab schools. While most of the faculty and students in the program are technology savvy, they are using technology as a means for facilitating learning rather than teaching technology. Technology isn’t the end goal itself. Virtual lab schools currently exist in 10 to 12 schools throughout the state. One camera is set up in a middle school classroom, another in the IU classroom. IU math and science education students now have the ability to interact directly with the middle school classroom long before the student-teaching phase of their coursework.

Through virtual lab schools, IU education students are now participants in the case studies for kids. They observe

the middle school classrooms as they do their case studies and investigate their own questions, such as “What is a well-functioning group?” “What roles need to be played?” “What are the kinds of abilities that should be cultivated?” They can interview the middle school students and watch them. What makes this process so sophisticated is not really the technology, but what it allows the IU students to observe — the thought-revealing nature of the case studies for kids.

In a typical classroom, there may be important but unobservable problem-solving activities going on inside a student’s

In a typical classroom, there may be important but unobservable problem-solving activities going on inside a student’s head. Utilizing case studies for kids and working in a team causes much of the thinking to be externalized.

head. Utilizing case studies for kids and working in a team causes much of the thinking to be externalized. We can see it by observing students working on thought-revealing activities that are simulations of what it takes to be successful in the world. “That thought-revealing nature means that they’re dynamite for training teachers, for helping people understand who you want to hire, for research purposes, etc.” Lesh points out.

As a result, education majors at IU are not only developing their own personal theories of problem solving, but are also advancing what they know of how children learn. And that advances what the field knows about how children learn. “This is unique,” Lesh adds.

The Learning Sciences Program at IU is distinctive. “We’re preparing for the future,” Lesh emphasizes. Utilizing evidence-based methods, working proactively on issues of diversity and equity, and creating and exploring new possibilities are the hallmarks of this program. “We’re not just trying to fix broken systems,” Lesh says. “By engaging feelings, values, and other attributes associated with self-concept as learners, problem solvers, and socially responsible people, we are focused on educating the whole person.”

Paths for Paper Airplanes



Note: For each path, the goal is to hit a target from a given starting point — in some cases traveling around an obstacle (such as a chair).



First jobs and beyond

Longtime staff member helps graduates with first jobs and beyond

by Jill Shedd

For more than 43 years, Sarah Crandall has been instrumental in providing career services to School of Education students and alumni, serving as the director of the Office of Career Services since 1999. The office has provided one-on-one work with students preparing their résumés, workshops addressing interviewing skills, distribution listings of available positions around the country, and the personal mailing of more than 4,000 credential files annually. In addition to these ongoing services, the office has hosted on the Bloomington campus the Annual Interview Day for the past 17 years. Approximately 350 students participate each year in the Annual Interview Day, a day on which an average of 75 school corporations from primarily Indiana, but including corporations from across the country, come to campus to interview candidates for available positions.

During Crandall's tenure in the Office of Career Services, superintendents and principals throughout the state of Indiana have come to recognize the office as providing stellar personnel services, both to education candidates and to schools seeking high-quality applicants. The mailings of individual paper credential files are recognized readily throughout the state. Crandall and her staff are on a first-name basis with many of these educational administrators.

Annually, the office has had an average of 950 registrants seeking employment both in schools and in higher education. For a nominal annual fee,



Sarah Crandall

registrants have the office maintain a file containing their résumés, letters of reference, and transcripts, which they then can request to be mailed out to prospective employers. The office has lived up to its promise to send out individual credential files within 24 hours of the request from registrants. The success rate in finding a job among the candidates using the office services has averaged 93–95 percent annually, a remarkable statistic. For the 2005–06 academic year, Crandall led a technological transformation of the office. To reflect the changes, the office got a new name — IU EdCareers.com — and is prepared to serve education students, alumni, and schools through available Web technologies. In an interview with *Chalkboard*, Crandall provided additional information.

Q. Tell us about the work and services of the Office of Career Services, now IU EdCareers.com.

A. Our office mission is to assist students, alumni, and schools in seeking employment and in finding qualified candidates. The office provides a variety of services and resources to these constituencies to facilitate this important process. The office is a full-service unit. We provide more than a listing of job vacancies, which is the primary service of other schools' placement offices. For students and alumni, we maintain credential files and send them to school corporations or other agencies upon request. We sponsor an annual Interview Day, and for over 15 years, we have offered an array of workshops to help students in preparing their résumés and in refining their interview skills.

Q. What are some of the highlights, the memorable events of your tenure in the office?

A. Events that come to mind both revolve around technology. I remember the office receiving its first computer, about 18 years ago. We used it primarily to assist in the preparation and management of our job vacancy list. Before the computer, we did everything by hand, paper, and pencil. The next highlight, I believe, is the implementation of the new Web-based software this summer. It provides students with many online opportunities, such as posting their résumés and references. School officials now will be able to list their vacancies online and immediately see the credentials of students and alumni who are available and qualified for positions.



Q. Explain more about this new software and the changes to the office.

A. The software and associated service changes are wonderful. We now can offer more and even better services to students, alumni, and schools. The Web-based management of candidates' credentials and job vacancies gives everyone greater opportunities to match available positions with qualified candidates. With these easier, accessible electronic capabilities, our staff will have the time for more contact with students, alumni, and employers. We will have more time to follow up with all stakeholders as to their success in securing employment and finding qualified staff.

Q. Describe the advantages that you see to this new online service.

A. Now our services are free to students and alumni, and they are available to all stakeholders 24/7. These are the biggest advantages! As I mentioned earlier, it will be great that students and alumni will have access to their credentials electronically, and they will be able to post revised versions of résumés and additional references easily online. Once candidates are entered into this new system, their materials always will be accessible. Graduates, new alumni, will have their materials stored and accessible for revision and distribution throughout their professional careers as they pursue new positions.

School officials will be able to post their openings quickly online and will have the added bonus of being able to search among the candidates on file for those who are available and most qualified for positions that they may have. We believe that as officials are working to staff schools over the summer or having to address sudden medical or maternity leaves,

having this online search and review of available candidates will be very beneficial.

An added bonus to the School of Education is that the new software will allow our office to keep in touch with our graduates, to survey them as to perceptions of their preparation, the quality of our programs, and additional professional development that they might want. We will be able to conduct easier surveys with schools and employers as well. All of this information will assist the school's faculty in its efforts to maintain highly qualified, exemplary programs.

Q. What future developments do you foresee in the area of career services in education?

A. We are very excited about the new services we can offer our students, alumni, and school officials. In the past, we mailed job vacancy listings to students and alumni. They, in turn, mailed to our office requests that their credentials be sent to particular schools or agencies. Then, our office copied their credential files and mailed them out. The turnaround time that all took was significant. Now, it all is almost instantaneous. We see great advantages for candidates and employers.

Additional developments that we foresee include the new opportunity to follow our students' career paths. We will be in a much better position to follow their careers beyond their first job. Our "new" office — IU EdCareers.com — will become a "touchpoint" for students and alumni, a place where alumni always can have access to their credentials and the School of Education.

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A passion for science

by Katrina Ladwig



Rick Crosslin, MS'81, is passionate about science. His motto is: "Don't take my word for it. This is science — try it yourself!" Currently on sabbatical from his teaching position at Chapel Glen Elementary, Crosslin is serving as school liaison for science learning at the Indianapolis Children's Museum. In this role, he creates learning experiences for kids and works with teachers and families to encourage interactive learning. "Science is the one place that makes you be a participant," Crosslin states. "In science education, you have to be an active participant — you can't be a couch potato."

Through programs such as *Museum Port*, a program he wrote for the Children's Museum as a gateway for digital interactive learning, Crosslin creates units of study and presents focused science, arts, and humanities projects via the Web, workshops, video conferencing, etc., to teachers and families throughout the state. Crosslin believes that students should have an out-of-seat science experience where they actively participate at least four times a year. By incorporating the resources of the museum and creating these experiences for kids, Crosslin encourages

partnerships for learning. "This is my third year at the Children's Museum and I have three more years. I really hope to get more people and schools to partner with us. This museum has 110,000 artifacts just waiting to be used by teachers."

Another program Crosslin developed is the "CSI" or Curious Scientific Investigators. He believes it's a perfect blend of both formal science education in the schools and informal science education in the museum. With the help of WFYI, he has produced 11 two-minute pieces on topics such as "How do you use a thermometer?" and "What is scientific investigation?" The investigation is begun in the classroom with the students doing their background research. Next, the students go to the museum and do the investigation. The museum has trained 50 volunteers as Museum Friends. Every Tuesday, 110–120 schoolchildren go to the Children's Museum as CSIs. They are given magnifying lenses and divided into small groups led by Museum Friends to explore and collect data in the museum. They develop a hypothesis. They collect data. The Museum Friends are the learning chaperones.

They have been trained not to give the answer, but to redirect the questions back to the kids.

While the students are conducting their investigations with the museum friends, Crosslin provides three hours of professional development training

"This museum has 110,000 artifacts just waiting to be used by teachers."

to the teachers. He shows them how they're going to apply the evidence that the kids are collecting. The next day, back in their classrooms, the students assemble in teams and, using the empirical evidence they've collected, attempt to prove their hypothesis and make a written report of their conclusions. "The written format for the scientific conclusion that they write up just happens to match the ISTEP writing prompt style! So my job is to convince teachers that science and writing don't have to be taught separately. Blend them together two or three times a year in a collaborative project," Crosslin says. Currently, Wayne Township and Indianapolis Public Schools are participating as pilot schools, but

Crosslin hopes to offer CSI to all Indiana schools in 2006–07.

Crosslin looks for those “teachable moments” that are found when textbook learning and real-life experiences don’t meet. As he works with teachers in professional development courses, he encourages them to find opportunities for students to experience the world around them firsthand and learn for themselves, asking questions as they go, rather than just accepting what someone else has learned. “Everything I’ve done in my career is to try to encourage other teachers, myself, and my students to question. Science is built upon questioning. I constantly try to see if what I have learned, and read, and what I am teaching, matches what I’m seeing and feeling in the real world. Often, they don’t match, and that’s where scientific learning begins.”

Illustrating his point with an example from his own classroom, Crosslin tells of a project that came about from a simple experiment. Teaching a unit about weight and mass, Crosslin asked each group of students to calculate the mass of 50 pennies, using a triple-beam scale. Having done his own homework, Crosslin knew what the correct answer should be. When the first group came up with an incorrect answer, Crosslin sent them back to the scale. When the second group came up with a different answer, he sent them back as well. As more and more discrepancies began to emerge, Crosslin turned the problem back to the students, asking, “Why is there such a range in the mass of different sets of 50 pennies?”



A week later, as the students formulated and tested various hypotheses, i.e., “Mr. Crosslin, some are shiny and some are dull; Mr. Crosslin, some smell different than others,” they were still searching for the answer. After a long-distance phone call to the U.S. Mint in Philadelphia revealed that the chemical ratio of copper to zinc had changed in 1983, Crosslin’s students hypothesized that the difference in their answers was due to the dates of the pennies in their stack, and they were able to confirm this through scientific process. Crosslin then took it a step further and contacted a local high school teacher who provided an acid that allowed the students to dissolve the zinc and see the physical properties of the remaining copper. “To this day, that group of kids will never forget about the scientific process or that question. The more often teachers can take real-world experiences and apply them to what they’re learning in the textbooks, the better. That’s something I’ve always believed.”

Crosslin acknowledges that in order for today’s students to be prepared to compete for jobs in a global economy,

Rick Crosslin, MS’81, is passionate about science.

His motto is: “Don’t take my word for it. This is science — try it yourself!”

they will need certain skills that are not learned simply by absorbing the knowledge gained by teachers and scholars before them. They need critical thinking skills that allow them to question what they see in their world and how to apply processes and procedures to make rational choices. “Today, it’s the process that’s important,” Crosslin says. “Maybe when I first graduated from IU, if I would’ve memorized 20 books, if I knew all the information in those books, I would’ve been considered a ‘learned’ science person. There is no way, with the scientific discoveries constantly being

made at IU and throughout the world, that one single person could know all of it. There are two things we need to teach kids today: the process to learn science, and the ability to find it.” Crosslin emphasizes, “Kids in the classroom should be shown that the teacher is not in charge of how much they learn. The teacher is there to help, but they have the whole world to learn from.”

“I’m a K-through-death teacher!” Crosslin describes himself and his career. “I taught third grade forever; fourth grade even longer. I taught here at the museum years ago in the pre-school program. I taught at Oasis for seniors [a national not-for-profit educational organization designed to enhance the quality of life for mature adults]. I even taught one summer at the Indiana Department of Correction Boys School. I taught a graduate course in aerospace at IUPUI for seven years. K–Death!” In fact, Crosslin almost didn’t become a teacher. He was an anthropology major, and as his senior year approached, he reached a critical disagreement with the department head. In typical Crosslin style, he

questioned the process by which certain conclusions had been determined. “I wanted to know how they got there,” he said. When told that he should simply accept the conclusions and not question how they were determined, he decided to leave anthropology and move into the hard sciences. After being encouraged to take an education class, Crosslin discovered the point at which his natural curiosity and his love of working with kids merged.

In 1984, Crosslin created a summer science camp for the Metropolitan School District of Wayne Township that continues today. Run as a sum-

mer enrichment program, the camp is available to students throughout the state and provides a hands-on experience. In 1995, the Indianapolis Boys and Girls Club approached him to open up and take over the Super Summer Safari Science Camp located in Noblesville. Summer Safari was recently purchased by the Diabetes Youth Foundation. It now offers a summer science camp with instruction in blood chemistry, diabetic nutrition, and other issues related to diabetes. Crosslin is the camp director.

Realizing that he could reach even more students through professional-development opportunities for teachers, Crosslin began organizing summer science expeditions for teachers as an extension of his summer enrichment programs for kids. Crosslin reaches about 60 students a week through the summer science camps. “But if I take 30 teachers, well, that’s thousands of kids during the year,” Crosslin points out. “We did a Summer Safari for teachers. Why would you just want to *read* about fossils if you live in Indiana? We have some of the best fossil layers in the country right here! An hour’s drive and you can bring back a bucket of fossils. Why would you want to read about limestone and calcite, when limestone and calcites are everywhere? So you take teachers out there, and you fill their cars with rocks, and they in turn take their students out and fill their book bags with rocks and their minds with ideas! Every kid should have a rock collection. Every teacher should

allow the kids to have rock collections and to share them in the classroom.” Upon returning to the classroom after a rock-hunting expedition with his own students, Crosslin would create a theme such as “See Rock City.” Rock City was his classroom and the students would make signs and put them up around the school. Using a meter stick, the students would include two pieces of information on the signs: the direction and the distance to Crosslin’s Rock City classroom.

“Field trips for teachers became a big part of what I do,” Crosslin says. “I’ve been doing them now for about 15 or 20 years.” He has taken groups to Colorado and to study swamp creatures and habitats in the Okefenokee Swamp in Arkansas, and in 2005, he took his 12th expedition to the Amazon with a group of teachers.

“One of the biggest concerns I have for teachers today is the rate of burnout. I’ve heard suggestions that possibly half of the people who go into teaching drop out within the first five years. I hope that’s not the case, but I’ve heard that statistic,” says Crosslin. He believes that teachers can avoid burning out by taking the opportunity to get out of the classroom three or four times a year to pursue projects that are of special interest to them. “If they just use the textbooks,” Crosslin says, “they risk burning out. Not that the books are bad. But I think it’s because they’re not weighing pennies. They’re not chasing rainbows. They’re not using magnifying lenses. They’re not having Rock City in their classroom. Sometimes you just need to put away your books and get out.”

When asked about standards-based teaching, Crosslin says he believes that the standards are a good starting point. “If every kid knew just what the standards measure, that’s a great start. But we have to give them experiences that go on beyond that. In science, we’ll never know everything there is to know, but we need to know the process and how to apply it. A kid needs to know what a model is and how a model has

limitations. A kid needs to know math, the language of science. A kid needs to know how to make observations and how to use the scientific method to apply them.” Crosslin believes in project-based science instruction to ensure not only that students are learning science, but that they’re also gaining valuable skills in other subject areas. “Give a kid a hand lens. Give a kid a rock. Have him write down three observations. Oh, by the way, those are called adjectives. Have him now write a sentence using those three adjectives. A declarative sentence. Use a comma in a series. Give him a point if he capitalizes it, uses the comma correctly, and has a subject and a predicate. And give him a science credit, that he made a good observation.”

Not surprisingly, Crosslin’s honors and awards are numerous. In 2001, he was named the last “Christa McAuliffe Fellow” for Indiana, as the program is no longer funded. He used the fellowship to create 12 standards-based instructional kits for teachers in grades K–6. In 2004, he received the School of Education’s Distinguished Alumni Award. In addition, he received the 1999 Hoosier Association of Science Teachers Inc. Distinguished Alumni Award, the 1998 Milken National Educator Award, and the 1997 Indiana Exemplary Teacher Network Award from the Department of Education and Scholastic Inc. He was a top 10 state finalist for the 1996 Indiana Teacher of the Year, was selected as the 1996 MSD Wayne Township Teacher of the Year, and the list goes on and on.

Passionate about teaching and about science, Crosslin brings this passion to everything he does. And if you don’t believe that? Well, don’t take his word for it. This is science — try it yourself!

Related links:

www.wayne.k12.in.us/csi
Curious Scientific Investigators

www.dyfofindiana.org
Diabetes Youth Foundation of Indiana



Distinguished Alumni Recognized



Gerardo M. Gonzalez, left, Sivasailam Thiagarajan, Dale Fuqua, and Victor Boschini

Three alumni of the School of Education were honored with the Distinguished Alumni Award during a dinner ceremony Sept. 16, 2005, in the W.W. Wright Education Building.

Victor Boschini, EDD'89, became Texas Christian University's 10th chancellor in June 2003. He also holds the rank of professor of education. Prior to his appointment at TCU, he served as president of Illinois State University, as associate provost at Butler University, and in student affairs administrative posts at IU. Boschini serves on the boards of the State Farm Company Mutual Funds, the Fort Worth Symphony Orchestra, and the Van Cliburn Foundation and is a member of the board of trustees of Brite Divinity School. He previously served on the board of directors of the Illinois Campus Compact, a coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service.

Dale Fuqua, PhD'80, is a Regents Professor in the College of Education at Oklahoma State University. He is the only current Regents Professor in the College of Education and only the second professor of education to be honored with the award in the area of research in the past 30 years.

The Regents Professor is the most prestigious position awarded by OSU. At OSU and previously at the University of North Dakota, Fuqua quickly rose to positions as department head and was instrumental in securing American Psychological Association accreditation in the area of counseling psychology. He has received two APA Fellow awards, one in the area of consulting psychology and the other in counseling psychology. Fuqua actively seeks out opportunities to promote the professional careers of fellow IU graduates and current doctoral students. On numerous occasions, he has been able to facilitate American Educational Research Association and APA leadership roles for members of the IU family.

Sivasailam Thiagarajan, MS'70, PhD'71, is president and CEO of the Thiagi Group, a consulting group he founded in 1984, based in Bloomington. The company designs instructional systems and performance improvement plans for corporate clients in the United States and abroad and conducts workshops on instructional design, team building, simulation and games, and performance improvement

in the workplace. Prior to founding his own company, Thiagarajan was vice president of the Institute for International Research Inc., serving as chief of party for the development and administration of an innovative primary school in Liberia. He has also served as assistant director for instructional development at the IU Center for Innovation in Teaching the Handicapped. He holds key leadership positions in two international organizations, the International Society for Performance Improvement and the North American Simulation and Gaming Association. He holds the career record for making the most presentations and conducting the most workshops at ISPI conferences and has received 21 awards and presidential citations from the society, including the society's highest distinction, honorary life member. He is a prolific contributor to the literature of instructional design, simulation gaming, and performance improvement, and he offers no-cost presentations and workshops to dozens of school, college, and professional audiences annually.

Before 1960

C. Thelma Whitlock Hampton, BS'39, MS'62, of Louisville, Ky., reports that her story as an African-American undergraduate in the IU School of Music is told in the book *Whitlock's Compositions*, written by Charlene Hampton Holloway. Holloway is Hampton's daughter.

Robert L. Willman, BA'40, MS'51, of New Albany, Ind., spent five years in the military, was a teacher and administrator for 33 years, and has been retired for more than 25 years. He writes that he is "happy and humble to have lived so long."

Lloyd L. Wagon, BS'49, MS'51, has published his autobiography, *I Remember*, through AuthorHouse of Bloomington, Ind.

Labelle Keene Douglas, BS'50, MS'52, of Valparaiso, Ind., writes that she is retired, living alone, and keeping busy with reading, handwork, and sewing. Her granddaughter recently received a master's degree in engineering from the University of Illinois at Chicago.

John R. "Hap" Drago, BS'50, MS'56, MD'60, teaches anatomy and physiology at Ivy Tech Community College in Wabash, Ind. He recently received the highest national alumni award given by Kappa Delta Phi fraternity.

James F. Jackson, BS'50, of Carlisle, Ind., donated a parcel of Kentucky farmland so that proceeds from its sale could be used to establish the James Jackson Scholarship Fund. The fund provides educational opportunities for students working toward careers as scientists or engineers.

William J. Malone, BS'50, MS'54, received an honorary doctorate of humane letters in January 2005 from Martin University in Indianapolis.

Jeanne Curie Ball, BA'51, MS'52, is now retired after 31 years as a restaurant owner. She has four children, Julia, Janet, William III, and John.

Carolyn Gill Davis, BS'52, retired from teaching in 1992 and moved back to Indianapolis from California. She has recently published her second book, *Bear a Life Seasoned with Sage*. Her first book, *The Fall of My Beginning*, was published in 2001. She can be contacted by e-mail at csuzyd1930@aol.com.

Jan Kulka, BM'52, MS'67, of Munster, Ind., keeps busy in retirement volunteering for Meals on Wheels, participating in Lake County Retired Teachers Association tours and orchestra educational programs and concerts by the Northwest Indiana Symphony, and teaching water aerobics at the YMCA.

Georgi M. Walton, BS'52, won a sweepstakes contest that sent her to Florida to play golf with Tiger Woods. "He is a wonderful man," she writes, "as well as a wonderful golfer." The program *PGA Monday* interviewed Walton about her experience. Walton lives in Marina del Rey, Calif.

Claude J. Davis, MS'54, a retired assistant school superintendent, recently received the Louisiana Credit Union League's Lifetime Achievement Award for his more than 46 years of volunteer work on behalf of credit unions. Davis was a charter member of the Rapides Federal Credit Union, initially formed for black employees of the Rapides Parish (La.) school system, and is now its president emeritus.

Harlan H. Hinkle, BS'54, JD'61, has retired after 19 years as volunteer assistant coach for the girls' basketball team at Brownsburg (Ind.) High School.

The previous 12 years, he was a volunteer basketball coach at St. Malachy High School in Brownsburg. He continues to practice law at Hinkle & Gibbs in Danville and Brownsburg.

Robert B. Barnett, BS'55, served in the Army for 31 years before retiring with the rank of colonel in 1974. He served in World War II and the Vietnam War and was department head and professor of military science at Iowa State University from 1968 to 1972. His numerous decorations include a Legion of Merit and an Army Commendation Medal. After retirement from the Army, Barnett was a real-estate agent in Washington, D.C., for seven years. Today Barnett is president of the Propylaeum Historic Foundation. He lives in Indianapolis with his wife, M. Louise, and can be reached at barnetr2@aol.com.

Donald B. St. Clair, BS'55, MS'63, EdD'67, retired 12 years ago from teaching at the University of Toledo, Ohio, and has been practicing law since. He and his wife — also an attorney — have formed an association with a barrister in Crown Office Chambers in London and will also be continuing research visits to Paris, comparing practices in criminal law.

James E. Stone, BS'56, MS'61, writes that he "enjoyed the [2004] Homecoming victory over Minnesota and became fully vested in an IU Foundation charitable gift annuity of \$100,000. The athletic scholarship will take effect upon [my] passing."

Virginia J. Newsom, MS'58, of Spencer, Ind., writes, "I am 91 years of age and live in my own home and still drive my car."

Norman P. Chappell, BS'59, MS'65, has been honored by the Indiana Retired Teachers Association for outstanding volunteer community service in northwest Indiana.

Maxine Smith Reed, BS'59, MS'64, writes that her daughter, Sabrina Maxine Reed, graduated in May 2005 from the IU School of Optometry.

1960s

Illinois Gov. Rod Blagojevich appointed **William E. Brattain**, BS'60, MS'62, ReDir'64, ReD'67, to the Illinois Arts Council. Brattain is associate vice president emeritus for student services at Western Illinois University and a former member of the IUAA Executive Council. He and his wife, **Helen (Hancock)**, BS'61, live in Colchester, Ill. Their address is brattain@winco.net.

Dick E. Hammond, BA'60, MAT'66, MS'66, is a professor emeritus at Texas State University, San Marcos.

Eugene R. Hudson, MS'60, is a retired math teacher in the South Bend Community Schools.

James A. Jones, BS'60, MS'66, of Terre Haute, Ind., is a 2002 inductee into the Indiana Basketball Hall of Fame. He is married to **Joyce (Thomas)**, BS'60, MS'68, and can be reached at jonesja@thnet.com.

Dick E. Bishop, BS'61, MS'71, EdD'77, is executive assistant to the president of the Indiana University Foundation. He recently became the third person to receive the Herman B Wells Legacy Award, which honors those whose contributions to Indiana University have been lasting and profound and that exemplify the dedication and commitment of IU's late chancellor. Bishop is also the host of *Afterglow*, a jazz program on WFUV.

The Tuolumne County Visitors Bureau in Sonora, Calif., named **John M. Poorbaugh**, MS'61, the 2005 Outstanding Volunteer of the Year. Poorbaugh, of

Twain Harte, also was a member of the county grand jury for 2005.

Ronald D. Rife, MS'61, EdS'67, EdD'79, writes, "I have been able to guide Ghana Christian University into national accreditation status. The school trains pastors, who are also teachers."

Annette C. Sharpe, BS'61, MS'66, is a retired high school teacher. She is also a member of the IUAA Florida Sun Coast Chapter board of directors, on whose behalf she accepted the Wells Division Chapter of the Year award.

Jerry D. Lloyd, BS'62, MS'65, is retired from WHAS-TV, Louisville, where he worked for 32 years as a producer-director and director of broadcast services. He writes that television directing is still in his blood, and he directs the weekend news at Fox 41 in Louisville. He also continues his lifelong pursuit of photography. He would like to hear from radio-TV alumni from 1958 to 1963 and can be reached at jemlloyd@insightbb.com.

Sally A. Shriner Chapman Rhodes, BS'62, writes that she was married in June to Allen D. Rhodes after being widowed for three years.

Walter W. Buchanan, BA'63, JD'73, PhD'93, holds the J.R. Thompson Endowed Chair in the Department of Engineering Technology & Industrial Distribution at Texas A&M University, where he is professor and department chair. His address is buchanan@entc.tamu.edu.

Elizabeth "Betty" Ahlemeyer Quick, BS'63, was a cover girl in 2005. *The Crescent*, the national magazine of Gamma Phi Beta sorority, featured Quick on the cover and devoted seven pages to her work as a volunteer with the sorority and the National Panhellenic Conference, which she has chaired since October. Quick and her husband, **Jerry**, MS'65, live in Gulf Shores, Ala., and Gosport, Ind. Their address is jrj007@aol.com.

Nigra Roberts Sink, MS'63, retired from MacMurray College in Jacksonville, Ill. She now lives in Richmond, Va.

Judith Smedley Allee, BS'64, MS'66, a teacher in the Cloverdale (Ind.) Community Schools, was named a Wal-Mart Teacher of the Year for 2004 and was a semifinalist for the 2004 Indiana Teacher of the Year award. She was listed in *Who's Who Among America's Teachers* in 1998 and 2005.

George William Gilbert, BS'64, MS'67, of Syracuse, Ind., has been elected to the Wawasee Community School Board.

Carolyn F. Jackson, BS'64, MS'70, and her husband, **Ted A. Jackson**, BS'63, MS'67, are both retired from education after 38 and 37 years, respectively, of teaching. They are enjoying life in Powder Springs, Ga., and serving as lay pastors at Trinity Chapel Church of God. They have two daughters, three granddaughters, and one grandson.

William L. Sharp, BA'64, MS'67, was named Outstanding Researcher for 2005 by Teachers College, Ball State University, Muncie, Ind. A professor of educational leadership at Ball State, Sharp also serves as the director of the doctoral program, executive director of the Indiana Public School Study Council, and superintendent of University Schools. He has published three books and nine articles in the last two years.

Vivian Jurca Williams, BA'64, writes that she traveled from Round Rock, Texas, to Carmel, Ind., for

the 87th birthday on May 25, 2004, of her lifelong friend **Frieda Renfro Ellingwood**, BS'45, MS'49, EdD'95. The two celebrated with a nostalgic visit to the IU Bloomington campus and a driving trip through scenic southern Indiana.

Karen S. Goehl, BA'65, MS'82, has been honored by the Indiana Chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired as an outstanding educational professional serving people with visual impairments. Goehl is project director for the Indiana Deafblind Services Project and editor of the project's newsletter, *Deaf-blind Focus*. She is also consulting editor of *Deaf-Blind Perspectives*.

Betty L. Siegel, '65, president of Kennesaw (Ga.) State University, has been named by *Georgia Trend* magazine as one of the 100 most influential Georgians.

After three years of widowhood, **Helena Hand Bak**, MS'66, of Bremen, Ind., recently married her long-ago friend and neighbor Harvey C. Bak.

Robert L. Boyd, BS'66, EdD'76, received the 2005 Outstanding Educator Award from the Indiana Association of Public School Superintendents. He is associate professor of educational leadership and director of administrative placement for the College of Education at Indiana State University. Boyd lives in Oxford, Ind.

"I have survived three bouts with cancer and 27 years of teaching. I am retired and love spending time with my grandchildren and watching IU basketball, even the late-night games," writes **Susan Abernathy Kirkpatrick**, BS'66, who lives in Rushville, Ind. She can be reached at sjak@omnicityusa.com.

Lurlean S. Lockhart, MS'66, writes that she has "two wonderful grandchildren: J.R., who is 6, and Jaylen, who is 2 1/2. J.R. did a commercial for Bay Furniture."

J. Eric Smithburn, BS'66, MA'70, JD'73, of South Bend, Ind., is a professor of law at the University of Notre Dame. He has recently published *The Illustrated American Tourist Guide to English English*, second edition, through AuthorHouse. He is also the author of *Lizzie Borden: A Case Book of Crime and Family in the 1890s* (Tichenor 1980) and has lectured frequently at IU's Mini University on the Lizzie Borden case.

William C. Hine, BS'67, EdD'73, dean of the School of Continuing Education at Eastern Illinois University, was honored recently in recognition of his outstanding support of adult students. He was chosen as the first recipient of a new award named in his honor, the William C. Hine Distinguished Service Award, commissioned by the Alpha Sigma Lambda National Honor Society.

Richard H. Martin, MS'67, EdD'81, of Findlay, Ohio, is a professor of criminal justice at the University of Findlay. After serving as a police officer for several years, he has served as a director or chair of criminal justice programs at schools around the Midwest for the past 25 years. He has written or contributed to several criminal justice publications, of which his favorite is a chapter about police physical fitness in a police management text published by Butterworth-Heinemann. Titled "Wellness: A Matter of Health," the chapter integrates three parts of his background: health, physical education, and criminal justice. In October, Martin was inducted into the Calumet High School Athletic Hall of Fame in Gary, Ind.

Kent Dove, BS'68, of Bloomington, Ind., has been promoted to senior vice president for development at the IU Foundation.

Charles G. Howard, MS'68, retired this year after serving for 37 years as a member of the admissions staff at Rose-Hulman Institute of Technology, Terre Haute. Rose-Hulman awarded him an honorary doctor of humane letters degree in 2005.

After 39 years in education, **Steven M. Kain**, MAT'68, EdS'76, now serves as a Cass County (Ind.) commissioner. He lives in Logansport, Ind., and can be reached at smkain@comcast.net.

Susan Wantz Kupisch, BA'68, MS'69, PhD'76, is vice president for academic affairs and dean of the university at Lambuth University in Jackson, Tenn. Her address is kupisch@lambuth.edu.

Wilma Longstreet, MS'68, PhD'70, writes, "I retired as professor emerita from the University of New Orleans and joined the Walden University faculty in their online doctoral program." Longstreet, who is a Hurricane Katrina survivor, adds, "I plan to stay in New Orleans. My e-mail address is wlongstr@waldenu.edu."

Sarah Marks Richards, MS'68, of Honolulu, is president of the Hawaii Theatre Center, which was named the nation's outstanding historic theater for 2005 by the League of Historic American Theatres. Her address is sarahrichards@hawaii.rr.com.

Kenneth J. Schoon, BA'68, MS'72, is a professor of science education at IU Northwest, Gary. He is the author of *Calumet Beginnings*, a geological history of the Calumet area published in October 2003 by the IU Press.

J. David Smith, BS'68, MS'70, EdD'73, retired in September after 20 years as associate dean for development for the IU School of Medicine. He is an ex-officio member of the school's alumni board. Smith completed second grade through high school at University School on Jordan Avenue in Bloomington, Ind. He lives in Zionsville, Ind., and can be reached at hatsmith41@yahoo.com.

Donald W. Bevis, BS'69, MS'73, and his wife, Eva Z. Topuria-Bevis, MA'02, of Bloomington, Ind., are teaching at Yang-En University in Quanzhou, Fujian Province, China, this academic year. They previously taught English for two years in Saudi Arabia and one year in Istanbul, Turkey. Their addresses are ttdbevis@hotmail.com and etopuria@hotmail.com.

Cynthia Poffenberger Mainord, BS'69, MS'71, of Fort Wayne, Ind., retired in 2005 after 36 years as a middle-school language-arts teacher for Fort Wayne Community Schools. Her address is clmainord@msn.com.

Wanda Worley, BS'69, MAT'73, a professor in the School of Engineering and Technology at IUPUI, received an IU SBC Fellow Award to support a project titled "Preparing Innovation in Technical Communication."

1970s

After a year of service as interim vice president, **Louis Jerome "Jerry" Bobilya**, MS'70, PhD'73, was appointed vice president for institutional advancement at Montreat (N.C.) College. He has served as president of the IU alumni chapters in Greenville, S.C.; Milwaukee; and Columbus, Ohio. Bobilya lives in Black Mountain, N.C.

Charles N. King, BS'70, MS'82, is first assistant principal at Parkwood Elementary School in Clarks-ville, Ind., part of the Greater Clark County Schools. A board member of the Louisville/Southern Indiana Chapter of the IUAA, King lives in Sellersburg, Ind. His address is cnking@insightbb.com.

Stephen A. Peterson, BA'70, MS'71, has published *On Eagle's Wings* through AuthorHouse Publishing, Bloomington, Ind. The book pertains to Peterson's work with teens and young adults as a counselor in Oklahoma City.

In 2004, **Perry M. Adair**, BS'71, MPA'74, assumed responsibilities as a management counselor at the U.S. Embassy in Amman, Jordan. A senior foreign service officer in the U.S. State Department, Adair has

previously served at U.S. embassies in India, Ghana, Denmark, Zaire, and Malaysia, as well as in Washington, D.C. His wife, **Nancy (Hermetet)**, BS'72, MAT'75, is chair of the middle school humanities department at the American Embassy School of New Delhi.

In summer 2004, **Linda C. Black**, BS'71, MS'72, EdD'95, traveled to Santa Fe and Taos, N.M., on a Lilly Foundation grant to study photography.

Carlos M. Gonzalez, MS'71, EdD'87, recently retired as a full professor of educational research at the University of Puerto Rico's Arecibo campus after 36 years of service.

Phillip M. Hoose, BS'71, is a staff member of the Nature Conservancy and the author of a number of books for children and young people, including *We Were There, Too!: Young People in U.S. History* (Farrar, Straus, and Giroux, 2001) and *It's Our World, Too!: Stories of Young People Who Are Making a Difference* (Little, Brown, 1993). His most recent book, *The Race to Save the Lord God Bird*, is about the ivory-billed woodpecker.

Gary G. Peer, EdD'71, is provost and vice president at Tarleton State University, Stephenville, Texas.

Darryl D. Curson, BA'72, MS'75, is human resources director for Cook Pharmica in Bloomington, Ind. He and his wife, Lynda, AGS'98, BGS'04, live in Bloomington, Ind. His address is dcurson@cookpharmica.com.

Charles H. Greenwood, EdD'72, is assistant dean of the School of Extended Education and associate professor of continuing education at Ball State University. He was recently named president of the Singing Hoosiers Alumni Council, an affiliate group of the Indiana University Alumni Association.

Patricia A. Mote, MS'72, is the author of *Upon the Rock* (Quixote Publications, 2004), a novel set in her hometown of Berea, Ohio. She is also the author of *Berea*, one in Arcadia Publishing's Images of America series, and of a forthcoming book in the same series on Columbus, Ind.

Karen Pennell, MS'72, of Austin, Texas, has been named the assistant vice president and regional manager for the southwest region of ACT Inc., a not-for-profit organization that helps people achieve their education and career goals.

David L. Shank, BS'72, of Indianapolis, has been elected to the College of Fellows of the Public Relations Society of America. He is president and CEO of Shank Public Relations Counselors, which has its headquarters in Indianapolis.

Janet Scherer Weber, BS'72, MS'76, has taught for more than 33 years at Hamilton Heights Middle School in Arcadia, Ind.

Joanne M. Weddle, MS'72, retired recently as reading services director for the Monroe County Community School Corp. in Bloomington, Ind.

Noel C. Baker, EdD'73, received a 2005 Distinguished Service Award from the Indiana Association of Public School Superintendents. Baker is retired as director of board development for the Indiana School Boards Association.

John C. Bouvy, BS'73, MAT'80, of Plainfield, Ind., has been named a principal in the Jones Financial Co., holding company for Edward Jones.

Harold H. Jaus, EdD'73, was nominated for the Bank of America Award for Teaching Excellence at the University of North Carolina, Charlotte.

Joyce Saunders Johnson, BS'73, has retired after 32 years of teaching in the Roanoke County, Va., school system. She and her husband, **David**, BA'70, MS'73, live in Vinton, Va.

William B. Smith Jr., BA'73, MS'77, writes that when his daughter graduated last May, she became the third generation of African Americans in his family to graduate from IU.

Michael E. Uslan, BA'73, MS'75, JD'76, the executive producer of the Batman films, has published his first children's book. In December, ee publishing & productions published *Chatterbox — The Bird Who Wore Glasses*. Told in Dr. Seuss-style rhyme, the book is about a lonely child who discovers friendship in the form of a talking parakeet. The story has its origins at IU Bloomington, where Uslan met his future wife, Nancy (Osher), '72, in the early 1970s. When Nancy moved off-campus, Uslan bought her a powder-blue-and-white parakeet to keep her company. He named the bird Chatterbox for the restaurant where the couple first met. It was a fitting name for the talkative bird, which Nancy adored. After Chatterbox caught cold and died in the fall of 1977, Uslan wrote a children's story to comfort Nancy and capture the small, wonderful things about Chatterbox. Twenty-eight years later, Uslan came across the manuscript and submitted it. The Uslans live in Cedar Grove, N.J.

Warren Anderson, EdD'74, is dean of the School of Health Professions for the University of North Texas, Fort Worth. He also serves as chair of the education department and director of biomedical communications.

Gary F. Dauby, MS'74, of Cannelton, Ind., writes that Blue Heron Vineyards and Winery is "online for summer of '05."

Susan L. Dovenmuehle, BA'74, MS'75, of Bloomington, Ind., is the bereavement counselor at Hospice of Bloomington Hospital and has a private practice with an emphasis on grief, loss, and depression.

Chris Von Der Haar, BA'74, MS'79, MA'82, PhD'85, is a lecturer in sociology at IU Bloomington. Her book *Social Psychology: A Sociological Perspective* was published in 2005 by Prentice Hall.

Anne S. Walker, MS'74, PhD'76, of Melbourne, Australia, has been awarded the Order of Australia in recognition of her 27 years as executive director of the International Women's Tribune Centre, based at the United Nations in New York, where she worked on behalf of women's human rights, with a focus on support for women and development activists in Africa, Asia, the Middle East, and Latin America.

Vicki Semler, EdS'74, MA'75, PhD'77, of New York, has been promoted to executive director of the center, where she has worked for 26 years in support of international women's rights.

After nine years as superintendent of East Allen County (Ind.) Schools, **Jeffrey H. Abbott**, JD'75, EdS'82, took early retirement in 2005. He is a full-time visiting instructor at IPFW and plans to continue teaching at IPFW on a full-time or adjunct basis in the fall. Abbott is also on the graduate faculty at Indiana Tech, where he teaches MBA-level courses. He lives in Fort Wayne, Ind.

In June, **Belinda Wandersee Fortunato**, BS'75, and her family moved from Atlanta to Ozark, Mo. They have opened a Post Net franchise, offering printing, copying, and shipping services, in Springfield, Mo. Her address is mo112@postnet.com.

In May, **Cynthia S. Haggard**, BA'75, MAT'80, EdD'86, received the Myrtle Wandless Endowment Award from the Alpha Eta chapter of Delta Kappa Gamma. The award honors distinctive service in the field of education. She lives in Exton, Pa.

Denis E. Ward, BS'75, MS'78, of Camby, Ind., is assistant superintendent for curriculum and personnel at Mooresville (Ind.) Consolidated School Corp.

William Ralph Littlejohn, EdD'76, director of Indiana State University's Blumberg Center for Interdisciplinary Studies in Special Education, received the Bernadette Merluzzi Award for outstanding advocacy on behalf of young children and young adults with disabilities and their families at the annual confer-

ence of the Indiana Resource Center for Families with Special Needs.

James P. Shea, BA'76, MS'80, is director of professional development programs for IU's School of Continuing Studies. He and his wife, **Patricia (Southard)**, live in Bloomington and can be reached at jpshea@indiana.edu.

John W. House, BA'77, MS'78, was deployed to Balad, Iraq, in January 2005. As public affairs officer for the 30th Engineer Brigade, North Carolina National Guard, he produced a bimonthly newsletter for soldiers and their families. He also prepared press releases highlighting the brigade's engineering projects and hosted civilian news media covering the war. When we heard from him last fall, he was scheduled to return to the United States in December 2005 and was planning to return to Spartanburg, S.C., in January to teach English as a second language and German at Boiling Springs High School.

Donis Buzzard Laine, BS'77, has lived in San Antonio, Texas, for more than 23 years. She writes, "I have been busy with teaching and raising two beautiful daughters.... I sing in the sanctuary choir and direct the praise and worship choir for TV evangelist Pastor John Hagee at Cornerstone Church."

Carol Stromme, MS'77, is coordinator for the special needs program at Resources for Child Caring, St. Paul, Minn.

Rochelle Tinsley, BS'77, MS'80, of Bloomington, Ind., has retired from IU's Kelley School of Business after 14 years of managing the Minorities in Business program there.

D. Daniel Hogan III, BS'78, MS'84, is a middle school principal at Maple Crest Middle School in Kokomo, Ind. He recently completed a PhD in education administration at Purdue University, West Lafayette, Ind.

Harry M. Hutson Jr., PhD'78, of Lexington, Mass., is co-author of the book *Leadership in Nonprofit Organizations* (SAGE Publications, 2005).

In 2004, **Steven W. Rose**, BS'78, of Lexington, Ohio, received the Legion of Merit for 25 years in the Kiwanis Club International.

Marsha R. Turner-Shear, BS'78, MAT'83, EdS'91, EdD'92, has been an English teacher at Bedford-North Lawrence High School; principal of Washington Catholic Middle School; principal of Marlin Elementary School in Bloomington, Ind.; and, most recently, superintendent of Spencer-Owen (Ind.) Community Schools. She lives in Ellettsville, Ind.

John D. Vanausdall, BS'78, MBA'96, has been president and CEO of the Eiteljorg Museum of American Indians and Western Art in Indianapolis since 1996. In this position, he has led the museum through a \$41 million capital endowment campaign titled "Eye on the Future." The campaign culminated in June 2005 with the opening of the \$21 million Mel and Joan Perelman Wing, doubling the size of the museum and offering new exhibition and education facilities and public amenities. Vanausdall is also a board member of the Hoosier Salon and the Museums West Consortium, participates on the editorial board of Native Peoples Magazine, is an active member of the Indianapolis Consortium of Arts Administrators, serves on the board of advisers for the Indianapolis Convention and Visitors Association, and is a member of Beta Sigma Gamma. In May 2005, he served as the local host committee chair for the American Association of Museums Conference in Indianapolis. Vanausdall is a recipient of the Sagamore of the Wabash, the highest honor bestowed by the governor of Indiana.

Debra A. Berner, BS'79, recently finished her first year as principal of William Tyler Page Elementary School in Silver Spring, Md. She writes, "It was a great year!"

James L. Talbert, BS'79, MS'86, of Chino, Calif., recently married the former Carmen Wallace, a Cal State graduate. "We are both teachers," he writes, "high school and junior college."

1980s

Don M. Small, EdD'80, retired from Indiana University and the Indiana Association of School Principals in August 1994. He came out of retirement to become principal at McCormick's Creek Elementary School in Spencer, Ind., and will retire again in July 2006.

Brent L. Bronnenberg, BS'81, has been named head varsity basketball coach at Rich Central High School in Olympia Fields, Ill.

In November, **James D. Mervilde**, MS'81, EdS'86, EdD'00, was named superintendent of Washington Township Schools, including North Central High School, in Indianapolis. Previously he was assistant superintendent of Wayne Township Schools. Mervilde lives in Indianapolis.

Arlene Coleman, MS'82, earned a PhD in education administration from Indiana State University in May. She lives in Indianapolis.

Barbara L. Coles, MS'82, is president of Coles Public Relations, Indianapolis.

Rita L. Gaither-Gant, EdS'82, has been re-elected to a second four-year term on the board of the Women's Division of the United Methodist Church. She lives in Indianapolis.

Lecia Marie Hollis, BS'82, MS'87, teaches mildly handicapped fourth- and fifth-grade students at Eastbrook Elementary in Indianapolis.

Rhonda K. Moore, BS'82, teaches at Mount Vernon (Ind.) Junior High School.

Timothy A. Franklin, BS'83, of Ellicott City, Md., is editor and senior vice president of *The Baltimore Sun*. Before joining the *Sun* in January 2004, he served as editor of the *Orlando Sentinel* for three years and, before that, as editor of *The Indianapolis Star*. While he was in Orlando, the *Sentinel* won many national awards, including the Polk Award, the National Journalism Award, and the Scripps Howard Distinguished Service to the First Amendment Award. Franklin has served on the IU School of Journalism Alumni Board. In December, he led a session at the American Press Institute's conference for business editors.

After 18 years as a children's librarian in the Memphis (Tenn.) Public Libraries, **Kay Hommedieu**, MS'83, MLS'86, has begun a new work assignment as an adult services librarian and has also moved to the Cossitt branch of the library, near the Mississippi River and blues mecca Beale Street. She can be reached at bonnieblue1@mailstation.com.

"I'm not superstitious, but the number 5 in 2005 has certainly proven magical for me," writes **Jane M. Miller**, MS'83, who lives in Zionsville, Ind., with her husband, Stephen Miller, BA'75, and son, Cormack. Not only did she celebrate the big 5-0, she was also one of IPALCO's 25 recipients of the prestigious Golden Apple Teaching Award, which recognizes central Indiana teachers who use technology, science, or math in their classrooms. Jane, who also celebrated 25 years with Lawrence Township Schools this year, teaches English and Composition 101, a dual-credit course, for the Bernard K. McKenzie Career Center in Indianapolis.

Washington State University Spokane will host Malaysian Fulbright Scholar Rogayah **Binti A Razak**, BS'85, MA'85, from February through April 2006. An associate professor with the Department of Audiology and Speech Sciences at the National University of Malaysia in Kuala Lumpur, she will spend her time at WSU Spokane constructing a prototype of a Malay

language preschool assessment test that reflects Malay language grammar and the norms of Malay speakers. The purpose of her assessment tool will be to assist speech-language pathologists, pediatricians, and special-education teachers to identify children at risk with their speech. A Razak has been on the faculty of the National University of Malaysia since 2000. Prior to that, she was a member of the linguistics faculty at the University of Malaya.

Michael E. McCullough, BA'85, MS'90, MLS'05, is a teacher and librarian at Warren Central High School in Indianapolis.

Roger A. Morris, BA'85, MS'90, MIS'03, of Bloomington, is an information systems coordinator at IU.

At the end of 2004, the Rev. **Carl V. Nelson**, MS'86, of Indianapolis, Ind., wrote that he had begun his second year of retirement that June, had won an individual bowling championship, and had ridden his bicycle more than 1,000 miles. He became a member of the Eagle Creek Park Foundation marketing committee and continued to serve as an educational consultant to the Wayne Township schools.

Molly S. Seward, BS'87, a second-grade teacher at Snacks Crossing Elementary School in Indianapolis, was named Indiana's 2005 Teacher of the Year.

Melissa Bennet Pogue, BS'88, is assistant principal of Edgewood Junior High School in Ellettsville. Her husband, Mark, BA/MS'89, directs community initiatives for Smokefree Indiana in Indianapolis. They have a son, Trey, 11. The family lives in Bloomington and can be reached at mpogue@alumni.indiana.edu.

Tina M. Bengs, BS'89, recently became a partner in the law firm of Hoepfner Wagner & Evans, Valparaiso, Ind. She is based in the firm's Merrillville office and focuses her practice on labor and employment defense.

1990s

David W. Chih, BA'90, PhD'01, has been named the director of the new Asian American Cultural Center at the University of Illinois at Urbana-Champaign, which had its grand opening on Sept. 9, 2005.

Peter J. DeKever, BS'90, MS'97, a teacher at Penn High School, Mishawaka, Ind., coached the Penn High School Spell Bowl team to state championships for the past six years. He coached the school's Academic Super Bowl social studies team to state championships in 1996, 1997, 1999, 2000, 2001, and 2005. He was named co-academic coach of the year for the state of Indiana in 2004.

Mark E. Skirvin, BS'90, MS'93, of Bloomington, Ind., is senior director of alumni chapters for the IU Alumni Association.

In November, **René Ransopher Knox**, BS'91, of Fuquay Varina, N.C., earned National Board Certification in exceptional-needs education with a specialty in mild/moderate disabilities. She works at Garner Magnet High School, where she teaches cross-categorical resource reading and curriculum assistance.

Andrea Paulus Kreps, BS'91, MS'95, is director for MBA student services at the University of Notre Dame.

Michael S. Syverson, BS'91, earned a doctorate in education administration in 2005 from Indiana State University.

Ellen R. Zerlaynah Boulter, AA'92, BA'93, MS'01, is the media center manager for Vincennes University Aviation Technology Center at the Indianapolis airport.

Andrew U.D. Straw, BA'92, MS'95, JD'97, lives in Dunedin, New Zealand, where he works as a legal researcher in family law, especially de facto couples, for several law firms. He has two children, Ava and

Manu, with his wife, Paola Voci, MA'97, PhD'02, who teaches Chinese at the University of Otago.

Teresa D. Burgin, BS'93, MIS'99, is senior technical director for New Mexico State University. She lives in Las Cruces, N.M.

Nicole M. Evins, BS'93, of Somerset, N.J., received the Governor's Teacher Recognition Award for the 2004-05 school year.

Matthew T. Schafer, BS'93, MLS'04, is school media specialist at Mariner High School in Cape Coral, Fla. He lives in Fort Myers Beach, Fla.

Jennifer Swidron Schott, BA'93, MS'96, is an academic adviser/career counselor at IUPUI. She lives in Martinsville, Ind.

Carrie Miller Bedwell, BS'94, and her husband, Robert, BA'98, and are teachers at Merrillville (Ind.) High School. Carrie teaches English and sponsors the Key Club and prom. Rob teaches history and is a football coach and Academic Super Bowl sponsor.

Karen Paulsell Dec, MS'94, of Ann Arbor, Mich., was married in January 2005 to Jeffrey Dec, a software engineer for General Motors. She can be reached by e-mail at brightgirl@mac.com.

David E. Johnson, EdD'94, of San Antonio, has returned home after 16 months of active duty in Iraq.

Gregg J. Matzner, BS'94, wrote last spring, "I am married, with an 18-month-old daughter, Dahlia, who can already say IUI!" Matzner teaches gifted and talented K-4 students in King of Prussia, Pa.

Joyce Pell McDonald, PhD'94, is director of proposal writing for Harcourt Assessment Inc., a San Antonio-based division of Reed Elsevier in London. She lives in Von Ormy, Texas.

Arnold D. Novak, PhD'94, is director of graduate studies in education at Brandon University, Manitoba, Canada.

Alumna gives back ... again



*University Dean Gerardo Gonzalez, left, alumna **Mary Margaret Webb**, EdS'79, EdD'83, and IU Foundation President Curt Simic celebrate Webb's gift to fund her 12th charitable gift annuity to the IU School of Education. Webb's gifts include fellowships in school administration for women and in reading. She has committed to a third fellowship, which will be in instructional systems technology. The IST fellowship will qualify for university matching funds through the Matching the Promise Campaign.*

Diane K. Schulz-Novak, MS'86, is president of Novak & Associates Instructional Design Consulting.

Thomas R. Benjey, PhD'95, writes that he has "finally finished the biography of William H. 'Lone Star' Dietz, teammate of Jim Thorpe on the legendary Carlisle Indian School football teams, artist, and most colorful coach the game has known. Dietz has been in the news lately because of his role in the naming of the Redskins. Don't hold it against him that he coached Purdue in 1921."

Terry A. Goodin, EdD'95, was chosen as the Southeast Indiana District VIII Superintendent of the Year for 2005 by the Indiana Association of Public School Superintendents. Goodin has been superintendent of the Crothersville Community Schools since 1998.

Avis M. Ewry Jolly, BS'95, and her husband, Andy, had their first child, Allyson Eileen, in September 2004. Jolly is a personal chef and owner of AJ's Edibles and lives with her family in Rescue, Calif.

David M. Kanter, BA'95, MS'98, is operations manager for Intuit Inc., San Diego.

Mary J. Spellman, MS'95, has been appointed dean of student affairs at Sarah Lawrence College, Yonkers, N.Y.

Kathryn Diamond Coffman, BA'96, MS'99, is director of admissions for Franklin (Ind.) College. She and her husband, Thomas R., BA'96, had a son, William, in December 2004.

Cortney Lonergan Day, BS'96, and her husband, Adam D. Day, BS'96, MBA'03, had a daughter, Josephine Sophia Day, in June 2004.

Rebecca Kreiger, BS'96, has moved from Wilmington, N.C., to Lillington, N.C. She is teaching eighth-grade social studies this fall and plans to move in

December to Fort Walton Beach, Fla. She can be reached at indianabecky@hotmail.com.

Cynthia A. Cline Stewart, BS'96, was married in October 2003. She continues to teach first grade at Indian Creek Elementary in Trafalgar, Ind.

Jennifer R. Goins, BS'97, of Bloomington, Ind., has been named director of alumni chapters for the Indiana University Alumni Association.

David Moffett, EdD'97, has been promoted to associate professor and coordinator of the master's program in education leadership at Lynn University in Boca Raton, Fla.

Michael F. Sutton, BA'97, MS'99, JD'04, is an associate in the litigation department of the law firm Frost Brown Todd, Louisville, Ky.

Sacha L. Thieme, BA'97, MS'02, is associate director of undergraduate admissions for DePaul University. She lives in Chicago with her husband, Christopher M. Arterberry, BS'98, MS'02, and their son, Max Arterberry, who was born in April.

Dustin Martin, BA'98, MS'00, of Charlestown, Ind., was among the first group of IUAA Scholars. He received the scholarship in each of his undergraduate years. Martin is the guidance counselor at Henryville (Ind.) High School.

Brian M. Dodge, MS'99, PhD'02, has accepted a tenure-track faculty position in the College of Public Health and Health Professions at the University of Florida. As an assistant professor in the social and behavioral sciences concentration, he teaches and is continuing his research in sexual health and HIV/AIDS. Dodge completed his postdoctoral training at the HIV Center for Clinical and Behavioral Studies at the Columbia University Department of Psychiatry and the New York State Psychiatric Institute. He was a fellow in the Behavioral Sciences Research in HIV Infection program. Dodge and his wife, Eriko, BGS'01, live in Gainesville, Fla., with their dogs, Barney and Ernie. His address is bdodge@pnhp.ufl.edu.

Eloiza T. Domingo-Snyder, BA'99, MS'01, writes, "I was one of five students who planned and supervised the opening of the Asian Culture Center in 1998. It's wonderful to see the progress of the building, programs, and leadership. Thanks for carrying on the mission!"

Jill M. Fabiano, BS'99, of Fishers, Ind., teaches fifth grade at Hamilton Southeastern Schools. In July she received a master's degree in educational psychology with an endorsement in gifted and talented education from Ball State University. Her address is jfabiano@alumni.indiana.edu.

Elizabeth A. James, MS'99, has worked in international student services for several years and is currently a law student at the University of North Carolina.

Bradley J. Kauffman, BS'99, coaches, teaches, and sells real estate in Bluffton, Ind. "We have left Boston and are back in the Windy City."

Nicole Parham Lennie, BS'99, and her husband, Andrew, BA'99, write, "Having completed our mission

of helping the Red Sox win a World Series, we have moved on to our next project, the Cubs." Nicole is a child-life specialist at Hope Children's Hospital in Oak Lawn. The Lennies lives in Forest Park, Ill., and can be reached at alennie99@alumni.indiana.edu.

Kim Craig Norris, BS'99, MS'02, and her husband, Matthew W. Norris, JD'04, of Noblesville, Ind., have a son, Jacob William, born in December 2004.

Sara J. Wiley, BS'99, of Beech Grove, Ind., teaches middle school language arts. Her husband, **Craig W. Wiley**, BS'95, JD'98, is an attorney in Indianapolis.

2000s

Nathan C. Burkle, BS'00, has been an educator in Lafayette, Ind., for five years and is a board member for the West Central Indiana Chapter of the IU Alumni Association.

Ronald R. Flower, BS'00, of Elmwood Park, Ill., is a health-care consultant for 3d Health Inc. in Chicago. He married Danelle (Catrambone) on July 16. Avid travelers, they count London, Florence, Venice, Tahiti, and Bora-Bora among their recent adventures. When not globetrotting, they enjoy outdoor activities and spending time with family.

Tim Siegert, C BusF'00, BA'00, MS'02, is a guidance counselor at Franklin Central High School in Indianapolis. His wife, Kelly Mason Siegert, BA'01, recently earned a graduate degree in social studies education at Miami University. They live in Indianapolis and can be reached at siegiuhoops@hotmail.com.

Laura M. Archbold, BS'01, graduated in May from Olivet Nazarene University, Bourbonnais, Ill., with a master's degree in education.

Daniel R. Billish, BS'01, of Elmhurst, Ill., is the marketing manager for DP Athletics Inc.

Tim Lawson, BS'01, completed a master of science degree in elementary education in May 2004.

Sidney C. Bosley, BA'02, MS'04, lives in San Francisco and works at an advertising agency.

Angela K. Bowen, BS'02, of Yorktown, Ind., teaches third grade at Fall Creek Elementary in Hamilton Southeastern Schools.

Jennifer L. Bowman, BS'02, is a special-education teacher in Chicago.

Rachel D. Corbin Crabb, BS'02, of Bloomfield, Ind., and her husband, Justin, are pleased to announce the birth of their son, Curtis, in February 2005. Crabb is enrolled in the special-education licensure program at Indiana Wesleyan University.

Katie M. Fortner, BS'02, MS'03, lives in the Chicago suburbs and teaches fourth-grade special education.

Stefanie A. Gould, BS'02, teaches special education for grades six through eight at Jim Bridger Middle School in Las Vegas. Her address is iusagould@yahoo.com.

After living in North Carolina, **Adam R. Hahn**, BS'02, decided it was time to move back to the Midwest, and he now teaches second grade in the Chicago Public Schools. He may be reached at arhahn@alumni.indiana.edu.

Nicholas J. Klingler, BS'02, has joined the Jesuit Volunteer Corps and is working at CITIES Project in Milwaukee.

Andrea DiPietro O'Neill, BS'02, recently married. She is an eighth-grade reading teacher at Clark Pleasant Middle School in Whiteland, Ind.

Jessica L. Pramuk, BS'02, writes that she is "happily teaching in the northwest Indiana area," while volunteering with cancer patients and the elderly.

Rebecca S. Schaefer, BS'02, teaches special education in Fort Wayne, Ind. Her address is rrschae1@yahoo.com.

Dennis W. Trottier, BS'02, of Roslyn Heights, N.Y., is a second-grade teacher and basketball and lacrosse coach on Long Island.

Steven Weiland, MS'02, of Milwaukee, is coordinator for academic support services at the Medical College of Wisconsin. His address is stevenpweiland@yahoo.com.

Julie A. Barrett, BS'03, of Indianapolis, is a fourth-grade teacher at IPS School 78.

Sarah K. Ferraro, BS'03, teaches first grade. She lives in Crown Point, Ind., and can be reached at sarahferr2@aol.com.

Valerie B. Kolk, MS'03, spent two years at Ohio State University, Columbus, as director of programs and campus relations for Hillel. She recently moved to Carrboro, N.C., where she is working with North Carolina Hillel as the new director of statewide programs.

Anthony A. Legge, BS'03, decided to continue his military education after teaching history for one year at St. Charles (Ill.) North High School. In November, he graduated from officer basic course training to be an artillery officer in the Indiana National Guard's Bloomington unit, to which he has been attached for 12 years. He lives in Elgin, Ill., and his address is legge93@msn.com.

Suzanne C. Pasqualicchio, BS'03, teaches third grade in Warrenville, Ill. She is also working on a master's degree in administration through National-Louis University. She can be reached at spasqual81@yahoo.com.

Kelly A. Perillo, BS'03, teaches third grade and coaches cheerleading in Hamilton (Ind.) Southeastern Schools. She lives in Noblesville.

Ntianu N. Sababu, BS'03, is a teacher in Indianapolis.

Lisa M. Woolridge, BS'03, teaches English at her alma mater, Tell City (Ind.) High School.

Kaitlin M. Heinrich, BS'04, teaches sixth grade and coaches boys' soccer at the high school in Wauconda, Ill.

Emily Henry Morran, BS'04, is a middle-school math teacher at Willamette Christian School in Oregon. She and her husband, Levi, BS'04, live in Eugene, Ore.

Sarah E. Nicholson, BS'04, is a teacher. She lives in Marion, Ind., and can be reached at sanicholson@mcslink.net.

Carl Palmer III, MS'04, of Crystal Springs, Miss., is the head coach for the women's basketball team at Hinds Community College in Utica, Miss. His address is cpalmer@hindscc.edu.

Allison R. Schott, BS'04, of Red Valley, Ariz., so enjoyed her student-teaching experience with the Navajo Nation that she has returned there to live and teach third grade. Her address is aschott@indiana.edu.

In summer 2005, **Carlos X. Zapata Jr.**, BS'04, wrote, "I completed my first year of teaching fourth grade at an underperforming school in South Phoenix, Ariz."

Kimberly A. Kline, PhD'05, is director of institutional research and planning and associate professor of social sciences at Hilbert College in Hamburg, N.Y. She began the position on Oct. 17. She lives in Hamburg.

Amanda R. Prindle, BS'05, is a teacher at Harrison High School in Evansville, Ind., and is involved in local theater and drama productions. Her address is aprindle@indiana.edu.

CORRECTION:

Michael J. Griffin, BS'71, writes, "I published a novel, *Redemption Road*, and I now have five children who are IU grads!" He can be reached at mgriffin45@aol.com. Griffin was listed as Griffith in the spring/summer 2005 issue of *Chalkboard*.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

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I N M E M O R I A M

Clinton I. Chase

Aug. 14, 1927 – Sept. 12, 2005

Clinton I. Chase, professor emeritus of educational psychology and former department chair in educational psychology, died Sept. 12, 2005. After serving in the U.S. Navy, Chase began his work in higher education, receiving his BS in psychology from the University of Iowa in 1950. At Iowa, he finished his master's degree in psychology and educational administration in 1951. He then took a position in the Office of Student Personnel at Washington State University, but, having taken a commission in the U.S. Air Force during his graduate year, he was called to active duty in 1952 in the Korean War, where he spent the next three-and-a-half years as a psychologist. He was released from active duty in the summer of 1955, and subsequently from the Air Force, at the rank of captain. He then returned to graduate school at the University of California, Berkeley, completing his PhD in educational psychology in 1958.

After holding academic positions at Idaho State University, and Miami University (Ohio), Chase came to Indiana University in 1962, where he was appointed in the Bureau of Evaluative Studies and Testing and in the Department of Educational Psychology. He served as associate director and director of the bureau for 18 years. He brought automated electronic test scoring to IU and developed the first electronically scored student rating of faculty programs. He also served as chair of the department of educational psychology for four years. He is the author of five books (one co-authored) and 124 articles. He was given a distinguished teaching award by Indiana University, held fellow status in two divisions of the American Psychological Association, for six years served on the board of directors of APA Division 15, was an editor for APA, and holds an APA citation for distinguished service to the profession.

Earl C. Floyd Jr.

July 5, 1922 – Sept. 28, 2005

Earl C. Floyd Jr., professor emeritus of the IU School of Education, died Sept. 28, 2005. An art educator, Floyd had been a teacher at the original University School before joining the School of Education faculty. Well-liked by students and colleagues, Floyd ran studio art courses and worked particularly closely with students getting teacher certification in art. He retired in 1987.

Floyd was a recipient of the distinguished alumni award from Ball State University and the distinguished teaching award from IU. He served in the U.S. Navy in the Pacific theater during World War II.

Maxine Dunfee

April 6, 1913 – Dec. 10, 2005

Maxine Dunfee, EdD'49, professor emerita of elementary education, died Dec. 10, 2005. She received her bachelor of arts and master of arts degrees from the State University of Iowa and began her teaching career in Iowa in the late 1930s. In 1942, she moved to Bloomington and joined the faculty of the University Elementary School. In 1946, she joined the faculty of the School of Education. She received her doctorate in education from Indiana University in 1949 and became a full professor in 1962. She retired in 1983, although she remained active as a professor emerita.

Dunfee specialized in the teaching of social studies and had expertise in the areas of material development, text writing, and in-service consultation. Her writings included textbooks and articles for professional journals providing ideas and help for classroom teachers and developing and conducting effective classroom procedures. She also coordinated the eight-year Brazilian Teacher Education Project. As a result of her personal excellence in teaching and commitment to people, in 1982, Dunfee was awarded the Bachman Lieber Distinguished Teaching Award, the highest teach-

ing honor that Indiana University offers. Also, Iota chapter of Pi Lambda Theta presented her with its Distinguished Service Award.

Leo Fay

Feb. 27, 1920 – Feb. 26, 2006

Leo Fay, professor emeritus of language education, died Feb. 26, 2006. Fay was a mainstay in language education, beginning his 35-year career at IU as an associate professor in 1952 and earning the rank of professor in 1956. He was a nationally and internationally known figure in reading education and was a co-principal investigator for the ERIC Clearinghouse in Reading Education from 1966 to 1971. He served as director of the Division of Teacher Education from 1972 to 1976.

Highly respected by students, Fay was given the Herman Frederick Lieber Award for Distinguished Teaching in 1966, and his service to the university and broader educational community was acknowledged with an Indiana University Outstanding Service Award in 1987. Administrative appointments, totaling over three decades, included terms as director of teacher education and chair of language education.

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