

CHALKBOARD

Indiana University School of Education Alumni Association

Fall/Winter 2007-08

MEASURING QUALITY



How We Are Measuring Good Teaching and Quality Education

by Gerardo M. Gonzalez
University Dean, School of Education



Chuck Carney

"Our faculty is working tirelessly in innovative ways to define the impact of our work in measurable terms."

— Dean Gerardo M. Gonzalez

ensure future quality. Our faculty are working tirelessly in innovative ways to define the impact of our work in measurable terms. That's not easy when you're dealing with things that don't lend themselves well to easy measurement. But through the work you'll read about here, you'll see that our faculty are deeply engaged in accountability and the national conversation about measuring educational outcomes.

Whether through innovative assessments, traditional national and international awards, or quantitative and qualitative indicators of excellence, the work of our faculty, staff, students, and alumni continues to be recognized for high effectiveness and impact. We're proud of our tradition of excellence and the contributions the School of Education community is making to advancing the field in this age of accountability.

administrators, and students more tools to assess educational outcomes and encourage academic excellence. Their work recognizes that there's much more than just the annual rankings of top colleges to consider.

Just as in college, on other levels we know that there is no "one size fits all" solution. Faridah Pawan, assistant professor of language education, is spearheading an effort to address the shortage of certified teachers of English as a new language students in Indiana. But as you'll read, Pawan's work, as

well as that of Beth Berghoff and Annela Teemant at IUPUI, is focused on making certain that the techniques they are offering new teachers are working for the students.

The effort to ensure educational quality spreads across the curriculum and across the world. Other high-need areas for teachers are math, science, and special education. At a time when school corporations scramble to fill slots, our research is looking at whether teacher preparation is creating teachers who meet student needs in all three of those areas. As well, the U.S. Department of Education has just contracted with the Center for Evaluation and Education Policy within the school to embark on a first-of-its-kind study into whether new technology is being used well and if it is effective in our classrooms. And two IUPUI professors traveled to Kenya earlier this fall to help teachers there begin the first stages of incorporating technology into their instruction.

We accept that, despite a high regard for the work we've done at the School of Education in the past, continued accountability and enhanced assessment are necessary to

What many often term today's "crisis" in education is really a crisis of assessment.

More and more, federal and state governments, business leaders, parents, and the general public want to know that education is working. They all want answers about the impact of education on student learning. But just the test score is not enough to answer this question. Assessment of educational effectiveness is a complex matter.

Teachers and our public schools generally do an effective job of teaching students with widely divergent socioeconomic and personal backgrounds. But we've become far too dependent on standardized test scores, even though everyone recognizes that they do not tell the whole story about educational outcomes. That's partly because we don't have practical, valid and reliable alternate methods to collect data and look at the impact those teachers have on student learning beyond the test score.

Researchers here at the Indiana University School of Education are working at many levels to change that. In this issue of *Chalkboard*, we highlight a few of these projects. They include the groundbreaking work of George Kuh and the National Survey of Student Engagement, which takes a look at some of the educationally purposeful activities college students may or may not participate in and how they contribute to their academic success. NSSE, now in its eighth year, is especially important since the diversity of American higher education makes it nearly impossible to implement a standardized test to generally determine educational outcomes in college. Kuh's work is complemented by Don Hossler, who directs the Project on Academic Success. Inside, you'll see how he's looking at how colleges can encourage students to stick with their studies and make it through college once they enroll. Each is teamed with national outlets — Kuh and NSSE just partnered with *USA Today* to feature results, Hossler is continuing an ongoing effort with the College Board — in an effort to give parents, professors,

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Gary Ingersoll, professor in the Department of Counseling and Education Psychology, will serve on the National Council for Accreditation of Teacher Education's Unit Advisory Board. The board determines the accreditation status of professional education units during twice-yearly meetings.

The Teacher Education Accreditation Council has elected **Jillian Kinzie**, associate director for the Center for Postsecondary Research and NSSE Institute, to its board of directors. Founded in 1997, TEAC is a nonprofit organization dedicated to improving academic degree programs for professional educators — those who will teach and lead in schools — pre-K through grade 12. TEAC's goal is to support the preparation of competent, caring, and qualified professional educators.

David Kinman, former assistant dean and professor emeritus, has been declared a "Distinguished Citizen" by Indiana Gov. Mitch Daniels. Indiana Schools Superintendent Suellen Reed also presented Kinman with a Bellringer Award upon his retirement last spring. Reed particularly noted appreciation for Kinman's six years of service on the Professional Standards Board.

George Kuh, Chancellor's Professor of Higher Education and the director of the Center for Postsecondary Research, gave the commencement address at Winthrop University in Rock Hill, S.C., in May. Kuh advised the nearly 600 graduates that they must keep learning throughout the rest of their lives. He told them they'll likely have to reinvent themselves and their jobs many times.

The National Council of Teachers of Mathematics has named **Diana Lambdin**, Martha Lea and Bill Armstrong Professor of Teacher Education and professor of mathematics education, to a task force emphasizing "access to research." NCTM President Francis Fennell said Lambdin will be part of a task force developing a plan to increase the breadth of research in mathematics edu-

cation by considering the development of a math education research database.

Frank Lester, professor of mathematics education, has edited *The Second Handbook of Research on Mathematics Teaching and Learning*, published by the NCTM. The organization calls the new handbook an update to the original handbook published in 1992. Lester said the new compilation "picks up where the 1992 handbook left off." Fifty-eight researchers contribute to a 31-chapter volume, addressing pressing contemporary issues including assessment of mathematics teachers, and the impact of curriculum, culture, and race on student learning.

Luise McCarty, associate professor in philosophy of education, is spending the fall 2007 semester as a visiting research scholar at Hiroshima University in Japan. The Department of Learning Science in the Graduate School of Education at Hiroshima University invited McCarty to come from late August until late December. McCarty's research during her time in Japan is titled "Aesthetics and Learning — From the Viewpoints of Wittgenstein and Gadamer."

The international Association for Education Communications and Technology has elected **Charles Reigeluth**,



Chris Meyer

Charles Reigeluth

professor in the Department of Instructional Systems Technology, to an officer position in one of the association's 10 divisions. AECT is the oldest professional organization focusing on the use of technology in teaching and learning. Members work toward improving instruction through technology.

John J. Patrick, professor emeritus of social studies education, gave the first-ever Claude Moore Lecture at James Madison's Montpelier in Orange, Va., to mark Constitution Day on Sept. 17. His



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John J. Patrick

speech, titled "The Constitution and Education for Citizenship in America," came during ceremonies at the home of James Madison, considered the father of the Constitution because the document is based on the constitution of Virginia he composed. Patrick is the author of *Understanding Democracy* and *The Pursuit of Justice: Supreme Court Decisions that Shaped America*, as well as seven other in-print books regarding governmental institutions. During his time as a faculty member at IU, from 1967 to 2004, Patrick spent eight years as the director of IU's Social Studies Development Center and of the ERIC Clearinghouse on Social Studies/Social Science Education.

The American Chemical Society will present **Dorothy Gabel**, professor emerita of science education, with one of its national awards. The ACS will honor Gabel with the Achievement in Research for the Teaching and Learning of Chemistry Award, which includes a \$5,000 prize. The award honors educators and researchers who contribute significantly to the field and improve chemistry education. The organization will bring Gabel to the 235th ACS national meeting in New Orleans on April 8. Gabel is the author of several textbooks and developed the Introduction to Scientific Inquiry course at the School of Education. She is now working with schools on developing science programs.



Chuck Carney

Dorothy Gabel

Skipping Over Desktop Computers: School of Education Professors Working to Help Jump Start Kenyan Education

IUPUI partnership with Moi University continues with exchange of faculty in fall

A teacher struggling with technology is a relative concept.

While instructors across the U.S. are trying to determine the best ways to make use of the latest gadgets and gizmos to benefit their students, there are places where the gadgets and gizmos haven't yet arrived.

Imagine walking into a huge auditorium classroom, prepared to lecture a crowd of nearly 600 students. The extent of your technology? A microphone.

That's the reality a professor from Moi University's School of Education in Eldoret, Kenya, says he and others face constantly. "That does not enable you to engage the learners quite well," said Peter Basara, an education professor at Moi. "We must find ways of ensuring that the methods we use are interactive, and the students can participate in the process of learning."

It's one of the reasons Basara and a fellow professor came to Indiana in October, seeking ideas, guidance, and materials to begin bringing their university into the modern age of instruction. Basara and Professor Ruth Otunga spent two weeks in the U.S. as part of a continuing relationship with the Moi University School of Education.

Eldoret is a city in the western part of Kenya, about 192 miles northwest of Nairobi. The IU School of Education at IUPUI is enhancing a longtime IU relationship with Kenya. The IU School of Medicine has created health clinics throughout the country focusing on fighting the AIDS pandemic through a program begun in 1989. Khaula Murtadha, executive association dean of the IU School of Education at IUPUI, said the School of Education partnership is intended to strengthen education across the board as well as complement efforts to promote healthy lifestyles. "We certainly have materials that have to do with the body and those kinds of things that are appropriate developmentally for young people," she said. Murtadha said the work of School of Education faculty will reach beyond just the healthcare curriculum to include math and science.

Three IU School of Education professors visited Moi University in August. Nancy Chism, professor of higher education and student affairs, Beth Berghoff, associate professor for language education, and Megan Palmer, adjunct assistant professor of higher education and student affairs, worked with Moi faculty on many of the technology issues

during their stay in Kenya. Chism said infrastructure is one of the most pressing needs. "The classroom facilities really are very poor compared to what we have here," she said.

In Kenya, telephone lines are unreliable, and some Internet-monitoring agencies estimate just over three percent of the country's population uses the Internet. So the challenge of bringing educational instruction up to modern standards is obvious. "They're skipping over desktops (computers) and phones with cords and moving into the technology age," said Murtadha.

The Kenyan professors visited Indianapolis schools, attended several IU School of Education classes, and went to a professional education conference in Pittsburgh. Much of the visit focused on creating a professional development center for educators at Moi.

"We shall have a unit for teaching and learning, a unit for research and development, a unit for empowering women in academia," said Basara. Those three areas, along with preparing and mentoring new faculty, are focus points of the campus partnership. "Our colleagues will help us in visualizing and assisting us in where we ought to go."

Otunga said the professional center will be a part of an effort to empower Kenyan schoolteachers by making sure they are using best practices. "As a university, we should be concerned with what they teach and how they teach and the quality of instruction that they provide." Otunga said Moi University is trying to build upon the model of the Curriculum Resource Center at the School of Education at IUPUI, a center established to provide material and instructional help to teachers.

The visiting professors also examined ways to raise funds for their own center. Moi University's vice chancellor also visited to explore development ideas. IU School of Education Dean Gerardo Gonzalez agreed that resources are needed to help the partnership achieve its full potential. "Our IUPUI education faculty and Moi education leaders have established a solid foundation for a successful partnership," said Gonzalez. "We now need to work together to raise the funds necessary for long-term sustainability."



Chuck Carney

Peter Basara

A group of a dozen students from the School of Education at IUPUI, as well as a member of the faculty and a school staff member, participated in a service-learning project in the Dominican Republic in May. Higher Education and Student Affairs Program graduate Juhanna Rogers designed, developed, and led the group, which traveled across the country to learn about Dominican people, lifestyle, and culture.



Education students paint a school in the Dominican Republic

The trip began with students painting a middle school. Other experiences included meeting with descendants of African American slaves, visiting two Dominican universities, and touring of ancient caves of indigenous peoples.

Rogers said she worked with the Student African American Brotherhood at IUPUI to develop a new program to assist in retention and recruiting of African American male students, and she had heard about another student's experience in the Dominican Republic. "It's a place where African Americans can go and get an out-of-country experience, and they don't stick out." She then coordinated the visit with the Dominican Republic Education and Mentoring Project, a nonprofit working towards equitable access for impoverished students in the country.

Rogers said the group bonded during the trip, which was the first out of Indiana for some students. She said

they became particularly interested in the history and current struggle of the Dominican people. "I don't think the students really had an idea of how much they would fall in love with the culture and how much the story of these people would mean to them," she said.

A newly revamped Web site for a School of Education center can help students get on a path toward an occupation at an early age. The new site for the Center for Research and P-16 Collaboration (at <http://p16.education.indiana.edu>) includes the Career Information System. The CIS is an information delivery system that allows users to enter information about themselves and learn what careers might interest them. Additionally, it points

users toward college programs and financial aid while providing up-to-date salary information about each career. Many of the occupations listed, ranging from animal trainer to lens grinders to x-ray technicians, include short video presentations highlighting the careers.

"It's really a tool to get students engaged in thinking about careers that match their interests," according to Cathy Brown, director of the P-16 Center and associate dean for research and development in the School of Education.

The CIS is free to anyone who has an Indiana zip code or area code. Created by intoCareers, a center in the University of Oregon's College of Education, the CIS is now offered by 15 states as the official career infor-

mation delivery system. In most of those states, users must pay a small fee. IU's P-16 Center is offering the service at no cost. "There are other sites that you can get that do somewhat similar things, but you have to pay to really access the site," Brown said.

Users who register can create a portfolio, saving information about areas of interest. Students can share their login information with a school guidance counselor and parents. The P-16 Center is reaching out to train counselors to use the CIS.

The program is aimed at students in middle school and up. It is designed to give a good overview of many career possibilities and what goes into preparing for those careers. "It's a whole-picture kind of experience," said Matt Dever, information specialist at the P-16 Center. "We can get kids early, starting to think about what it is they're going to need to do."

Nineteen high school and middle school math teachers from South Korea came to Bloomington for nearly a month of work with faculty at the IU School of Education and other IU departments in July and August. The select group came for the second year of a partnership with the Seoul Metropolitan Office of Education. The Korean government sought proposals from U.S. universities starting last year to send some of its experienced teachers for more training on an American campus.

The project coordinator, School



Visiting Korean math teachers at Brown County High School

of Education associate professor of mathematics education Enrique Galindo, said the Korean government wanted to open its teachers to new teaching concepts and give them a glimpse of American culture.

"They want to learn more about the American educational system," said Weon Man Lee, the leader of the Korean group, through a translator. "Second of all, they want to know more about math teaching, math thoughts. And on top of that, they want to experience various American cultures."

The Korean participants said they picked up several ideas to take back to their own classrooms. Eun Hee Choi said U.S. teachers seem to "give credit for how students learn and how they think," something Korea's traditional mathematics education doesn't generally allow for. Another teacher said the hands-on activities in many American classrooms are very different. "In Korea, we do have classroom activities, but it looks like it's a little bit different how they run the classroom activities in America," said Hee Jung An. "I think it's because of the cultural difference."

Galindo said the visit is a learning experience both for U.S. teachers and students and the Korean guests. "I think we are having a real exchange," he said.

The Roosevelt Institution in Washington, D.C., published the policy proposal of an IU School of Education graduate student aimed at targeting low-income families to create a "college-going culture" through a program he says would save the federal government billions of dollars. Higher education policy studies doctoral student Nick Hillman's proposal is part of *25 Ideas for Improving Socioeconomic Diversity of Higher Education*, a volume published by the Roosevelt Institution, which identifies itself as "the nation's first student think tank." Hillman presented his proposal at a conference in July. The work is available to legislators, lobbyists, and other interest groups.

Tech Check: Federal Government Contracts with School of Education Center to Study if More is Better

Educators know new technology is here and more is coming. While it's generally recognized as a step forward for teachers in the classroom, little data exists to prove that. That's as teacher preparation programs across the country continue to push cutting-edge methods for future instructors.

"To our knowledge, the federal government and the U.S. Department of Education have never really funded a comprehensive study of how cutting-edge technologies are being used in pre-service education," said Jonathan Plucker, director of the Center for Evaluation and Education Policy (CEEP) in the School of Education.

The federal government is hoping to fill that gap with an 18-month study it just contracted with CEEP and its partner, Granato Group, to perform. The "Leveraging Educational Technology to Keep America Competitive" study is a \$3.1 million project through the Education Department's Office of Educational Technology. Plucker will serve as deputy project manager. Professor of instructional systems technology Curt Bonk is one of the key personnel in the project, serving as a subject matter expert. Other School of Education researchers working on the study are Associate Professor Thomas Brush and Assistant Professor Anne Leftwich, both in the instructional technology program at the School of Education, Patricia Muller, associate director and senior research scientist at CEEP, and Courtney Brown, a research scientist at CEEP.

Plucker said the potential ramification of the work is enormous. "This should have a huge impact on pre-service education, K-12 education, and education policy."

He said the project should allow researchers to answer a common criticism regarding technology use in the classroom — that despite the new tools, education is delivered in much the same way it was 100 years ago and students are expected to learn in the same way. Some education critics wonder why those things aren't changing.

"This study is intriguing because it gives us the resources to go out and do a very comprehensive, very careful study to figure out if those things are happening," Plucker said. "How are they happening? What are the barriers if it's not happening? I suspect we're going to find really interesting answers and a lot more interesting questions in all those areas."

Over a technical plan that breaks down into seven "task" areas, the project will produce an overall assessment of technology use in the classroom. A large portion of the School of Education involvement will be in the third task, a national study of how teacher preparation programs instruct future teachers on how best to integrate technology for enhanced student learning. While that will result in a final work to help direct policy on technology in education, a series of white papers issued throughout the length of the project will give immediate insight into the issues the work is tackling. Another task involves finding the best ways to get such information out to teachers, often using some of those cutting-edge methods the program will study.

The native of Elkhart said he was interested in addressing the issue of making higher education more easily available to low-income students as a social justice issue. "Nothing should hold back an individual from pursuing his or her dreams," he said.

A doctoral student has won the prestigious Henry Barnard Prize from the History of Education Society. Joe Ramsey is a PhD candidate in the history of education program. His essay on the history of bilingual education in the U.S. won the award for the best graduate student essay. The prize is awarded every other year by the organization. Ramsey presented his essay, "In the Region of Babel: Public Bilingual Schooling in the Midwest, 1850s–1880s" at the History of Education Society's annual meeting in Cleveland in October.

A dozen Indianapolis community service agencies are working toward a formal partnership with the Indiana University School of Education at IUPUI. Representatives have met with School of Education faculty during the summer to solidify a relationship that would allow agencies to draw on faculty expertise and school resources.

The idea came about after conversations between Monica Medina, a clinical faculty member in teacher education, and the longtime president and chief executive officer of Neighborhood Services of Central Indiana, Bob Burgbacher. "This is the ideal place," Burgbacher said after the initial meeting at the School of Education at IUPUI. "Several of the faculty were here and

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.

shared things they can do," he added, noting particularly science and math education and professional development. "Every center has a little bit different need, but I'm sure that everybody got something today out of talking to the different staff members."

Medina said she thought of the partnership as a natural relationship, since before she joined the School of Education faculty, she headed an Indianapolis community center and continues to work with the centers frequently. She said a partnership would benefit both the school and the agencies. "I think it's going to be a reciprocal type of relationship," Medina said, "in that the School of Education will be able to begin to look at what is education outside of the school. Perhaps we'll gain a better, deeper understanding of the impact that community plays into education, and how we can help parents."

Seven Indiana University School of Education professors went to Macedonia in July to help promote modern teaching methods in math and science. The professors took part in a five-day workshop with government officials, teachers and other educational leaders in the country to train instructors to conduct workshops with Macedonian science and math teachers.

"These educators in Macedonia are anxious to think more deeply about investigative approaches to teaching," said Diana Lambdin, Martha Lea and Bill Armstrong Professor of Teacher Education, professor of mathematics education at IU Bloomington, and a part of the team led by project director Terry Mason, associate professor in curriculum and instruction, also at IU Bloomington. "Their aim is to be able to deliver better math and science instruction in their middle schools and eventually to score better on international tests," Lambdin said.

The team included Frank Lester, Chancellor's Professor of Mathematics Education at IU Bloomington; Charles Barman, professor of science and envi-

ronmental education at IUPUI; Natalie Barman, clinical lecturer in the department of teacher education at IUPUI; Robert Helfenbein, assistant professor of teacher education at IUPUI; and Jeff Nowak, assistant professor of science education at IPFW.

The Macedonian project is one that Mason described as a "culminating" effort for the U.S. Agency for International Development, the governmental agency that has provided U.S. economic and humanitarian assistance worldwide for 40 years. USAID, whose overall program in Macedonia is aimed at addressing needs for building renovation, academic assessment, and technology, has awarded IU and the Indiana Consortium for International Programs two separate three-year grants to focus on math and science teaching needs at the middle school level.

"The aim will be to provide professional development for math and science teaching for all of the teachers in Macedonia who teach in these middle grades," Mason said.

Three School of Education researchers begin a study in January to determine the success of the 21st Century Scholars Program, the state of Indiana's program to help low-income families send children to college. Rob Toutkoushian, associate professor of education leadership and policy studies, George Kuh, Chancellor's Professor of Higher Education, and Don Hossler, professor of education leadership and policy studies are undertaking the two-year project. "We want to determine how effective the program is at enabling students to have aspirations to go to college, then actually go to college and hopefully successfully complete college," Toutkoushian said.

Filling Need, Producing Quality

School of Education professors aren't just training more for math, science, and special education; they're training them to be better

The numbers can overwhelm. According to the U.S. Department of Education, in recent school years, around 12,000 special education teaching positions went unfilled. The federal statistics also indicated around 10 percent of special education teachers don't have expertise in special education.

While the high need for those teaching students with special needs continues, the special emphasis on science, technology, engineering, and mathematics, or STEM disciplines, is quickly bringing another teacher shortage into relief. Charles Barman, professor of science and environmental education in the Indiana University School of Education, cited federal numbers that indicate more than 30 percent of math teachers and 30 percent of science teachers in the state of Indiana could retire in the next five years. Just as more employers cite science and technology skills as important for high school graduates, there aren't enough certified teachers to fill the gap when the older instructors retire.

"The three areas that are the most in need right now, and will continue to be the most in need, are special education, science, and mathematics," Barman said.

Qualified math and science teachers are now at such a premium in New York City, the nation's largest school system has begun offering new teachers a \$5,000 down payment on a home. Some schools had no certified math teachers for the entire school year.

Sometimes, teachers who don't have all the desired credentialing are pushed into the classroom to fill the gap. "There's a large number of limited-license special education

teachers in Indiana," said Gretchen Butera, associate professor of special education. "They're teaching in classrooms or settings where they're addressing issues related to kids who have emotional behavior disorders, because those are the jobs nobody wants to take. So here they are with the most vulnerable kids, and the least training," she said.

MEETING THE SPECIAL REQUIREMENTS OF SPECIAL EDUCATION

The problem is particularly troublesome in light of the requirements of No Child Left Behind. So Butera is leading an effort to better prepare "highly qualified" special education teachers, as mandated by the federal law. The U.S. Department of Education has awarded the School of Education a Special Education Pre-service Training Improvement Grant for \$500,000 over five years. The first of the five \$100,000 installments arrived August 1. The amount is the maximum awarded in this grant program.

"The three areas that are the most in need right now, and will continue to be the most in need, are special education, science and mathematics."

— Charles Barman

Butera will collaborate with other special education faculty, as well as faculty from math education and language education. The Indiana Institute on Disability and Community, a center for disability information research and training based at IU, will also work on the project.

“The things that we know about how to prepare special education teachers for schools of today have been changing,” Butera said. “Schools are different.”

The project will examine the changing school population and the demands on teachers. Based on the research, project participants will redesign teacher preparation. That aspect of the grant is unusual, according to Butera. Most federal grants have focused on providing direct support to students, not examining how their teachers are prepared.

Butera said the requirement that teachers be competent in content areas, not just in covering the needs of students with disabilities, is a particular challenge. “The federal government is asking personnel preparation programs to look at their training and see if they can improve the way special education teachers are trained in content areas,” she said.

The program will go directly to teachers in the classroom. Students will examine practices to determine what works, focusing in the first year on gathering data. “We have the luxury of going out to actually figure out what it is we should do to change things,” Butera said. “What does it really look like out there, so that hopefully, our training can be more responsive.”



Gretchen Butera

Another program is working to make sure special education teachers are highly qualified and more representative of the populations with which they’ll work. Numerous studies indicate minority groups are over-represented in special education classes across the country.

A planning grant from the U.S. Department of Education, again for half a million dollars over five years, will help the School of Education at IUPUI focus on getting more minority teachers into special education classrooms. The chair of secondary education at IUPUI, Patricia Rogan, said the grant will allow for revision and update of the dual certification program, which allows students to graduate licensed in both general education and special education. Using the grant, researchers will focus on increasing the number of students



Galindo (right) with IU graduate students

from under-represented groups by providing mentors. The mentor teachers will follow the new special education instructors through their first year of teaching.

“The planning opportunity will allow us to further enhance all facets of our program,” Rogan said, “from the cohesion across the curriculum, to the quality of our field experiences, to the partnerships with our local schools, and just through the infusion of technology and other state-of-the-art practices. We’re really excited about this opportunity.” She said she thinks the focus on attracting more teachers from minority groups was key in obtaining the funding to start the program.

Under the program, a leadership team will guide the work. Invited community members in key positions will advise the process. Some funding will pay for outside expertise to come into the program.

BACK TO THE LAB

The National Science Foundation Grant for Science Teacher Education Program is also helping the School of Education at IUPUI take on the problem of dwindling numbers of science teachers, particularly in high-need schools. An NSF grant to the school and the School of Science will fund scholarships worth \$10,200 per year for up to two years. Students in the School of Science who are interested in becoming biology, chemistry, physics, or earth science teachers are eligible for the Robert Noyce Scholarships if they commit to teaching for at least two years in an urban or high-need school district after graduation.

A second Noyce grant will go to UCASE, the Urban Center for the Advancement of STEM (Science, Technology, Engineering, and Mathematics) Education to recruit and prepare students to become secondary science teachers in urban or high-need schools. Undergraduate majors in the School of Science will get intensive advising, support, and discipline-based teacher preparation. The effort will focus on recruiting under-

“Through the research associated with the process, we’re going to be able to show that our teachers are going to be able to impact the students. And they’ll feel confident enough that they won’t leave the profession.” — Valarie Akerson

represented minority students to become Noyce Scholars. UCASE is a joint project between the School of Education and the School of Science at IUPUI. Its primary mission is to increase the ranks of math and science teachers at the secondary level.

Barman, who is the UCASE director, first helped bring a Noyce grant to IUPUI in 2005. That grant went towards the Transition to Teaching, or T2T, program to attract more science teachers from professionals in science-related fields. He said the new funding will build upon the already established pipeline. “The data obtained from T2T Noyce Scholars, who have already obtained teaching certification, indicate that they are well-prepared to be effective classroom teachers,” he said. “The new Noyce Scholars will be receiving the same quality teacher preparation from IUPUI and should become a valuable addition to the science teaching profession.”

MAKING THE CURRENT CROP BETTER, KEEPING IT GROWING

Another five-year project is aimed at making mathematics and science teachers more effective from the start. That, in turn, might keep more teachers in the field. Iterative Model Building: A Program for Training Quality Teachers and Measuring Teacher Quality is aimed at education students preparing to become elementary school math and science teachers. This National Science Foundation-funded project is unique because it is targeting teachers before they hit the classroom. It will follow up with those teachers well into their first jobs. Researchers will follow three cohorts of students through mathematics and science methods courses and student teaching, and into their first full-time positions.

“They’ll have a good understanding, probably a better understanding than the average teacher, of how students learn and how teachers can get them to the place they want them,” said Valarie Akerson, associate professor of science education and co-author of the study proposal. “Hopefully that will be intrinsically motivating enough to help with retention in the field, as well.”

The data gathered in the study will focus on how successful teachers are using two innovations in mathematics and science methods courses: teaching experiments and lesson study groups.

“We’re going to be looking at the quality of the lesson plans they produce,” said Enrique Galindo, associate professor of mathematics education and research leader. “We’re going to be looking at the type of classroom atmosphere and classroom discourse that they can engage their students in. We’re going to try to see if we can measure the effects of our innovations.”

Galindo said there will be three cohorts of pre-service teachers through the study working with teams of host teachers at local schools. The students will study lessons, then, through several cycles, they’ll use teaching experiments to see how the students are progressing. “They use that information to plan lessons, use the lesson study methodology to plan, teach, and refine those lessons,” Galindo said. Then, the researchers will follow the students for two more years to see how the new teachers are using those innovations in the classroom. “We’re hoping that with these innovations, we’re going to produce teachers that are more reflective on their teaching practice, that are able to teach better lessons, that are able to engage their students in understanding of math and science,” Galindo said.



Akerson (center) in the science lab

Galindo and Akerson said the outcome of the study should enable new teachers to walk into the classroom more sure that what they’re doing will reach students. “Through the research associated with the process, we’re going to be able to show that our teachers are going to be able to impact the students,” Akerson said. “And they’ll feel confident enough that they won’t leave the profession.”

Beyond the Numbers Game:

School of Education unit partners with *USA Today*; researcher explores what works in keeping students in college

There are a lot of complaints from U.S. colleges and universities about the school rankings system. Professors at Indiana University's School of Education are doing something about it.

Participation in the *U.S. News and World Report* "America's Best Colleges" survey is at an all-time low. College presidents are renouncing the system. Others are talking about creating an alternative ranking system.



Don Hossler

Don Hossler, professor of educational leadership and policy studies and director of the Project on Academic Success, said while he's not a fan of such rankings, they're not going away. But if several reports indicate problems with the rankings through "easily understandable criticisms," Hossler said, the survey might be in some danger. "The rankings only have power as long as people attach a credibility to them," he said.

Hossler and another School of Education professor are just looking to get out better information. They don't intend to take on *U.S. News and World Report*. As regards the rankings, call this an exhibition, not a competition.

Hossler is working on making sure student retention rates — a key element of rankings — are evaluated to determine what colleges can and should do to keep students headed toward a degree. Aside from the annual *U.S. News and World Report* rankings, which gave retention rates up to 25 percent of weight in compiling final tallies for the most recent rankings, the federal government has moved toward using the numbers as an accountability measure. Hossler noted Congress failed to pass a bill in the last session that would have made retention rates a stronger factor. "A lot of assertions are out there about how important it is," Hossler said, "yet the scant evidence that's out there would raise some questions about its importance."



For the third year, the College Board has renewed funding for Hossler's project focusing on student persistence and graduation. Over three years, the nonprofit organization has provided \$850,000 for the College Board Pilot Study on Student Retention.

Hossler said most literature on student persistence and graduation focuses on the student experience, as did the first portion of the College Board study. Through the next portion of the project, Hossler said he hopes to develop a survey that can better determine what policies and practices work best for colleges trying to keep students in school and on track to graduate.

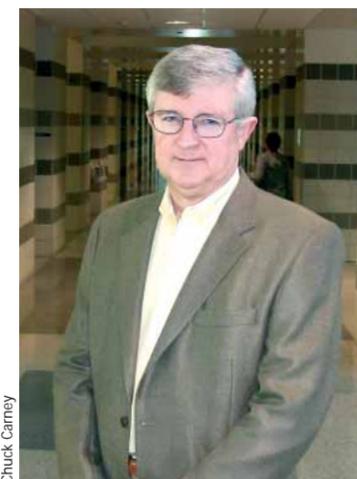
"We know almost nothing about what colleges and universities do to organize themselves, what kind of policies and practices they put into place," Hossler said. He noted that many universities cite retention as a priority but devote very few resources or personnel to organizing or coordinating the task. A limited study of public and private four-year institutions in five states by the Project on Academic Success revealed that fewer than 60 percent of campuses have someone appointed to coordinate retention. Most of those aren't working full-time on retention issues. Hossler noted that most coordinators "have no budgetary authority, and many of them have no policy-making authority."

NATIONAL SURVEY OF STUDENT ENGAGEMENT

In another effort to expand public information, some of the findings from a national survey of student experiences started at IU in 1999 are now available through a major media outlet to shine a more informative light on what matters to student learning. The National Survey of Student Engagement, housed within the IU School of Education's Center for Postsecondary Research, is partnering with *USA Today* "to further educate the public about the link between student engagement and a high quality undergraduate experience," according to the NSSE Web site.

According to survey founder, NSSE director, and Chancellor's Professor of Higher Education George Kuh, about 1,000 four-year institutions that have participated since 2005 were eligible to authorize the release of their results for posting on the *USA Today* Web site. School performance is measured in five categories: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environments. By early October, about 255 schools had agreed to allow their results to be published.

"The key idea here is to better inform the public about what they ought to be thinking about when their student is choosing a college and not be blinded by a ranking or a single number which doesn't really tell you much of anything." — George Kuh



George Kuh

Kuh said *USA Today* initiated discussions about the general idea a couple of years ago. The arrangement with the national newspaper explicitly forbids it from ranking the schools based on NSSE data. "While institutional benchmark scores will be available to readers," Kuh said, "*USA Today* reporters are also going to talk to people at institutions that have performed well

on NSSE to get some stories from different types of places about student engagement and what institutions are doing to improve undergraduate education."

The most widely read national U.S. newspaper intends to publish a major feature about student engagement and continually update this and related information on its Web site. But Kuh said creating buzz about "top colleges" is not the purpose.

"The key idea here is to better inform the public about what they ought to be thinking about when their student is choosing a college," Kuh said, "and not be blinded by a ranking or a single number which doesn't really tell you much of anything."



"High-impact" activities help college students learn, and so-called "helicopter parents" aren't the problem some professors and administrators fear, according to the latest National Survey of Student Engagement (NSSE), released by the Indiana University Center for Postsecondary Research at the School of Education. The eighth annual survey released in November surveyed 323,000 randomly selected first-year and senior students at 610 four-year colleges and universities in the U.S. and Canada. The NSSE study, titled *Experiences That Matter: Enhancing Student Learning and Success*, gives schools an idea of how well their students are learning and what they put into and get out of their undergraduate experience.

The survey found activities such as learning communities, undergraduate research, study abroad, internships and capstone projects boost performance in several areas. Students who take part in such activities perform better in critical thinking, working effectively with others, and solving real-world problems. Students who speak with parents and follow their advice also tend to participate more frequently in educationally purposeful activities and report more satisfaction from their college experience. Students of helicopter parents — defined in the study as those who intervened with institutional officials to solve their student's problems on campus — also say they are more satisfied for listening to and following parental advice.

"The results clearly show that colleges and universities should do everything possible to encourage undergraduates to participate in at least two high-impact activities — one in the first year and one later in their studies," said George Kuh, NSSE director and professor of higher education. "Such experiences will better prepare students for a productive, satisfying lifetime of continuous learning."

Through a new arrangement, *USA Today* featured the NSSE survey in the newspaper. The publication featured stories focusing on participating institutions that agreed to share their individual data.

Marking a New Path, Shedding Light

How a School of Education professor is trying to enlighten education through her experience

She says she represents the opposite of the traditional faculty member. Vasti Torres took the administration route before becoming a professor, something she says most do in reverse.

But there are a few things about where she comes from that don't follow a cookie-cutter pattern. Before earning her master's degree, she worked as a probation officer. That might well have prepared her for some of the challenges she then faced while working as an assistant director of residence life at Emory University, the assistant dean of students at the University of Virginia, and a housing manager during the 1996 summer Olympic Games in Atlanta.

And Torres' first steps out of the gate were improbable as well. Born in Cuba, she immigrated with her parents to Florida in 1967, at age 6 1/2, going from half a year of first grade in Cuba to the second half in the United States.

Her family settled in Jacksonville, Fla., a city with a relatively small Latino population at the time. She remembers school administrators pulling her from classes once a week to undergo diction training — the reason she now speaks English with no trace of an accent.

Now, as an associate professor of higher education and student affairs, Torres says she won't forget her path. "I think there is a certain influence that being an immigrant has on how you approach your life," she said.

So her research on student affairs has focused on bringing a more enlightened perspective to the Latino



Vasti Torres

Chris Meyer

experience in education. "I didn't see research that talked about Latino students without deficits — everything was very negative," she said. Her experience as a Latino student — and that of many of her Latino friends — was one driven by a great family respect for education, something she said the literature didn't often reflect. "So I think as I move forward, I would like to continue to educate people on what the Latino culture is within higher education and also begin to look at the mechanisms that education has in place to help first-generation students of color."

"I would like to continue to educate people on what the Latino culture is within higher education and also begin to look at the mechanisms that education has in place to help first-generation students of color."

— Vasti Torres

Torres said she is constantly answering questions from Latino potential students regarding her choice to come to IU in 2003. "Whenever a Latino graduate student applies to Indiana and they come speak to me, they ask, 'Why are you in Indiana?'" She said she tells the student that the campus provides a supportive place for Latino students and faculty. Torres cited a faculty member in Latino studies (where she also has an appointment as adjunct faculty) who has a saying — "the border is in the Midwest, but the Midwest hasn't recognized it." The result of a growing population of Latinos in Indiana is a close-knit relationship among those who are here, she said.

While much of her responsibility now, she said, is maintaining the international reputation of the higher education and student affairs program at IU, she has also taken on another

large responsibility. Members elected her as president of the American College Personnel Association last spring. The organization, with more than 9,000 members, supports student affairs professionals and graduate students by disseminating knowledge of best practices. The goal of the organization, which she says fits perfectly with her own priorities, is to make research not just available but applicable. "I think if you're working on research with students, if you can't apply it to practice, it really has very little meaning," she said. "It's very much a part of how I

view things, and I think it's why as a faculty member, a researcher and as president of this association, I can wear both hats in a way that allows me to communicate how the research can apply to practice."

And she would like to use those roles to help provide students with more than simply the ability to understand a subject. "Sometimes we make sure that students have the basic skills, but we don't teach them to be good thinkers," she said. "They can pass math, but they can't make a good decision about what courses to take or whether they go see an adviser. I think that cognitive level of thinking is necessary to succeed."

IN MEMORIAM

Lowell C. Rose
January 22, 1930–
December 2, 2007

Lowell C. Rose, longtime executive secretary for Phi Delta Kappa and former adjunct professor in the IU School of Education, died Dec. 2, 2007. Rose served at Phi Delta Kappa's international headquarters in Bloomington from 1971 until he retired in 1995. While at PDK, he worked closely with School of Education faculty and staff on numerous projects. Most recently, he served on the National Board of Visitors for the School of Education.

"Lowell was an educator that had national impact," said Gerardo Gonzalez, university dean of the IU School of Education. "But he never forgot his local roots here in Indiana."

Rose was the co-director of the Gallup/PDK Poll of the Public's Attitudes Toward the Public Schools for 40 years, continuing work on the poll after retiring from PDK. In addition to teaching courses at the School of Education, he consulted on educational leadership matters and participated in numerous school initiatives.

"Lowell was a passionate advocate for closing the achievement gap," Gonzalez said. "He believed in his heart that education really is the great equalizer in America, in democratic society. And he worked very hard to advance those ideas and to empower educators throughout the world to reach out to those who need it most and make sure every child has access to a high-quality education."

Rose earned a PhD in school administration from Purdue University. He taught junior and senior high school social studies in DeMotte. From 1964 to 1967, he was superintendent of the Kokomo-Center Township Consolidated School Corp.

Preparing More and Better Teachers for Students of English as a Second Language in Indiana

One School of Education program focuses on meeting the need, another will ensure quality on both ends

You don't need to look at the numbers. Just listen in the hallways.

On most days, in many schools of the Indianapolis Public School system you can hear as many as 26 different languages. "We have Arabic students coming in," said Tina Greene, who teaches English as a new language at Central Elementary School in Pike Township. "We have many, many African students coming in from Nigeria, and Liberia, and Eritria."

Don't hear the change? Now look at the numbers.

In the 1995-96 school year, the Indiana Department of Education reported IPS had 257 "limited-English students." By 2005-06, there were 3,244. Across Indiana, the number of enrolled English as a second language students has quadrupled, and currently, according to the IDOE, almost 40,000 students need English-language assistance. The state has struggled to meet the demand. Indiana has an average of one ESL-certified teacher for each 60 students. "Nationally, there are fewer than six percent of teachers who work with language-learners who have had training in ESL," said Faridah Pawan, also an assistant professor in language education. "So the situation's quite dire overall."

The ESL instructional coach for IPS said she had no idea what she was jumping into when she began as a high school ESL teacher. Susan Adams said her job is "as much a social-working position as a language position," citing time she spends with students and parents translating voicemail messages, looking at bills, and negotiating immigration matters. The job is demanding beyond the language barrier, she said.

And Adams said the adjustment for students and teachers is tough. "Imagine taking physics class in Russian," Adams said. "Even if you already knew a lot about physics, you would have trouble telling your professor what you knew about physics, because you don't speak a lot of Russian and you certainly don't speak academic Russian." That's much like the experience of many Spanish-speaking students, she said, who may come from an advanced math background in Mexico.

As a member of what she describes as "basically the only Hispanic family" in Lafayette, Ind., as a child, Maribel Massodi, the ESL teacher at Lafayette's Tecumseh Junior High, understands such an experience. "When I didn't understand something, I kind of just played it off," she said. "I went along like I knew what they were talking about, made observations, paid attention to other kids to try to figure it out without having to directly ask them what's going on."

The School of Education in Bloomington has developed three programs to bring more teachers to the classroom able to handle the complicated task of making sure those students are able to learn. The programs, directed by Pawan, are substantially increasing the number of highly qualified ESL teachers in Indiana. The first program is a federally funded Interdisciplinary Collaborative Program that helps 200 Indiana teachers across the disciplines to develop integrated curricula to teach language and content simultaneously. Fifteen to 17 of these teachers are then selected each year to take part in another federally funded five-semester course program leading to Indiana certification in ESL. The Tandem Certification of Indiana Teachers, or TACIT, program, now in its third year, teams the School of Education with Indiana school corporations that have significant populations of ESL students. As evidence of the overwhelming need for qualified ESL teachers in Indiana, Pawan said, the program is already full until 2009.

Teachers who participate in TACIT are the ones struggling with the issues in schools right now. The program is primarily conducted online, so they can stay in the classroom. But there is plenty of face-to-face engagement. "It's blended in the sense that it's both online with on-site workshops and interactive video," Pawan said. "We try to support them as much as possible where they are, so that their training is really grounded in their experience."

Pawan is also involved in another expanded effort to place more certified ESL teachers in the classroom in the urban

"Nationally, there are fewer than six percent of teachers who work with language-learners who have had training in ESL." — Faridah Pawan



Faridah Pawan

Chuck Carney

areas of Hammond and East Chicago. The Interdisciplinary Collaboration for Content Area Teachers is funded by the Indiana Commission for Higher Education.

Courses from the three projects at IUB are also being used by IU Southeast in New Albany, which received the university's largest-ever grant this summer — just over \$1 million — for a five-year push to certify more teachers. The effort at IU Southeast is being spearheaded by Magdalena Herdoiza-Estevez. The U.S. Department of Education is supplying the money to help in another area of the state where enrollment growth of such students has boomed: New Albany-Floyd County schools had three limited-English students in 1996; there were 172 last year.

With the funding to IU Southeast, teachers can take eight required courses for certification — four on site in New Albany, with four others offered online by the School of Education at IU Bloomington.

"[Teachers] need to understand where they come from, what their needs are, and learn how to effectively teach these kids." — Marsha Manning

The effort to get teachers certified also ensures teachers have more than just colloquial and general information to inform their decision-making. A new TACIT grad said the course allowed her to gain confidence. "I've been given enough data to back up what was truly intuition and just good teaching strategies," said Bobbi Carter, ESL teacher at Frankfort High School. "Then you realize this is a way to explain it so that administrators and the community will support it and open the doors of opportunity to these students." Brenda Ward, director of ESL teaching at Frankfort, said it allows teachers to go on more than "gut instinct."

"Now I have the theory behind everything," she said. "I have everything to support my cause and to be a proper and courageous advocate for the student."

Another effort is trying to bring more theory and research into practice. The School of Education at IUPUI and the Indianapolis Public Schools are teaming up on a five-year project to examine how to better prepare teachers of English language learners, develop skills of current teachers, and revise teaching methods of IU faculty. The U.S. Department of Education has granted \$1.5 million to fund the study to revise university curricula, evaluate teacher effectiveness, and prepare more secondary content teachers for IPS schools. By the end of the project, the work will have prepared 75 "master teachers," instructors who can mentor new teachers entering ELL teaching.

The School of Education will work intensively with an elementary school, a middle school, and a high school over the next five years. IU researchers will study successful techniques



Annela Teemant

Chuck Carney

in the classroom and determine how to better prepare such teachers at the college level.

"The funding will allow us to transform not only what we do here at the university in terms of modeling the kind of pedagogy that works for diverse learners," said project director Annela Teemant, associate professor of language education at IUPUI. "It allows us to go

into the public school setting and work with teachers who are already in the field to build on the good work they're already doing."

Beth Berghoff, associate professor of language education and project co-director, said that while the project focuses on three IPS schools, the development of master teachers will touch the entire system when the project is done. "It will start with three schools and get them up and running in a way that lets other schools see what the possibilities are," Berghoff said. "And we can branch from those three to three more to three more. It's a building process."

In the end, both say there will be findings that are applicable to teacher preparation across the board. "The interesting thing about what you need to know to teach ELL children well is what you need to know to be a good teacher," Berghoff said. "So the beauty of focusing on this as our way to improve our preparation for teachers is it helps us in every other aspect of our teacher education program. We create a better urban teacher when we have this as our focus, and everybody learns more about what these children need in specific, but what all children need."

Since the number of English language learners is likely only to climb in the coming years, at a minimum, teachers across the curriculum are going to need some type of training, say many of the TACIT participants. "All teachers are going to be exposed to having these kids in their classroom," said Marsha Manning, the ELL program coordinator for Perry Township in Indianapolis. "So they need to understand where they come from, what their needs are, and learn how to effectively teach these kids."



Beth Berghoff

John R. Gentry Jr., IUPUI Media Relations

The Oregon State University Women's Center has honored **Linda Anderson, PhD'03**, with the 2007 Women of Achievement Award. Anderson is the sexual assault support services coordinator at OSU. The OSU employee who nominated Anderson told the *Corvallis Gazette-Times* Anderson has worked "tirelessly" for sexual assault survivors. Anderson earned her doctorate in counseling psychology from the School of Education.

Gilbert Brown, EdD'92, associate dean for student affairs at Indiana University Bloomington, and **Kandace Hinton, MS'96, PhD'01**, assistant professor in the Department of Educational Leadership, Administration, and Foundations in the Higher Education Program at Indiana State University, along with Indiana State University Professor Mary Howard-Hamilton, are co-authors of "Unleashing Suppressed Voices on College Campuses," a volume focusing on diversity across higher education. Brown and Hinton are alumni of the higher education and student affairs program in the School of Education.

Two School of Education alumni — out of only six distinguished fellows among the Lilly Teacher Creativity Fellowship winners selected in Indiana last year — have just finished foreign service projects. Each received the maximum \$25,000 award as part of the 2006 class. As part of the program, they used their awards to pursue personal interests, explore issues, and take part in other projects away from the classroom during the fall 2007 semester. **Martha Cook, MS'86**, who teaches at Southport Sixth Grade Academy in the M.S.D. of Perry Township, spent five months in Mexico. **David Shafer, BS'90**, a teacher at Forest Glen International School in the M.S.D. of Lawrence Township in Indianapolis, spent much of 2007 as a volunteer teacher in Costa Rica.

Donald C. "Danny" Danielson, BS'42, has been honored by the IU Foundation with its Herman B Wells Visionary

Award. Danielson received the award for a lifetime of philanthropic leadership on behalf of Indiana University. Danielson has been a business and civic leader in Indianapolis and New Castle for several decades. He served as an IU trustee, including 11 years as president, from 1959 to 1980.

Chad Hyatt, BS'02, is the Nevada Teacher of the Year, as selected by the Wal-Mart and Sam's Club State Teacher of the Year Program. Hyatt has taught third grade for five years at Sandy Searles Miller Elementary School's Academy for International Studies in Las Vegas. Hyatt is eligible to win national teacher of the year honors in the program. In a Wal-Mart news release, the principal at Hyatt's school noted his innovative teaching methods and strategies to help English language learners in reading.

Sheldon Nord, PhD'97, has been named the president of Universitas Pelita Harapan in Jakarta, Indonesia. The graduate of the higher education program at the School of Education was president for student affairs at Eastern Oregon University in La Grande, Ore.

John Sponsel, BS'04, is the Teacher of the Year for Perry Township in Indianapolis. Sponsel is a special education teacher at Clinton Young Elementary School, where he's taught for four years after earning a degree in elementary education with an endorsement in special education at the School of Education at IUPUI. Clinton Young principal Judy Livingston told the *Indianapolis Star*, "He is very dedicated, and he works hard to make his students learn while also assisting them in developing a strong self-image."

Elaine Stittle, BS'68, of Indianapolis has been recognized as a Partner in Philanthropy by the Indiana University Foundation. She received the Foundation's Cornerstone Award for her work with the \$10.3 million Academic Endowment Campaign on behalf of the School of Education.

Four Honored with School of Education Distinguished Alumni Awards

On Friday, Oct. 12, the School of Education honored its latest class of Distinguished Alumni Award winners. The annual awards are an honor intended to bring recognition to alumni who have excelled in their education careers after earning degrees from the IU School of Education. The IU School of Education Alumni Association honored four alumni with a dinner and presentation.

The honorees are **James Bryant Dawson, PhD'84**, president of Coker College in Hartsville, S.C.; **Michael L. Hanes, MS'72, PhD'73**, the president and chief executive officer of the Whitaker Center for Science and the Arts in Harrisburg, Pa.; **Nathaniel Jones, BS'73, MS'77, EdS'82**, superintendent of the Metropolitan School District of Pike Township in Indianapolis; and **Patti Lather, PhD'83**, professor of cultural studies in education in the School of Education Policy and Leadership at Ohio State University.

Dawson said in his acceptance speech that his professors at IU created "models" for academic leadership for him to follow. "And I am grateful for that," he said.

Hanes pointed to the leadership of professors for pushing him toward research and graduate study. "The foundations for my professional life and my career were solidly formed here in Bloomington at Indiana University and the School of Education," Hanes said.

"I came here in 1969, in a Groups Program for disadvantaged students," Jones said. "When I came through the doors, I was so blessed, because people didn't look at what I didn't have — they looked at what I could do," he said.

Lather also cited the strong foundation for research at the School of Education, which has led to her becoming a noted expert on gender in education and other cultural studies.

Social Studies "Show and Tell"

Award-winning alumna provides memorable classroom experience

On at least one account, this longtime social studies teacher has proof there's interest in real-world examples of social issues. Pat Wilson, chair of the social studies department at Bloomington High School North, holds a bachelor's degree in science education from the IU School of Education, as well as a master's in guidance and counseling. And what she's taken into the classroom is the idea of taking students out of the classroom.

"I have to admit (the students) have been late to my class," Wilson said. "I have never had a student late to a Habitat (for Humanity) site or a Banneker (Center) history interview."

Wilson's students are very involved in the issues they study. She's sponsor of the high school's extremely active Habitat chapter, which has built six houses in six years, with the seventh house under way. "We have the most active student chapter in the United States," Wilson said. The Banneker project involved students creating the first oral history of Bloomington's former school for African American students. "It will remind us how important it is to really deal with issues of racism and classism," she said.

Social justice is at the center of teaching units she designs. "My heart and soul goes into creating opportunities to promote social justice, equality, and equity, and to have students understand the power of civic participation and the power of volunteerism," Wilson said.

That method of teaching through service is part of what earned Wilson the 2007 Outstanding Secondary Social Studies Teacher of the Year honor from the National Council for the Social

Studies. School of Education Professor Emerita Anna Ochoa-Becker nominated Wilson. Supporting letters included those from School of Education University Dean Gerardo Gonzalez, Indiana state Representative Peggy Welch, and Monroe County Community School Corp. Superintendent James Harvey. "Any school would be proud to have a teacher like Pat," Ochoa-Becker wrote. "She is a teacher that students remember." Gonzalez seconded that remark, noting in his letter that one of his children pointed her out as "the best teacher he ever had!"

Even knowing she had such words of praise heading to the National Council for the Social Studies offices in Washington, D.C., Wilson said finding she had won the honor in July caused her to "shake and cry." "I just couldn't believe it," she said, "because I guess I thought there are 50 states; I did not come from a disadvantaged background; I'd been blessed with a wonderful education at Indiana University. I was just humbled."

Wilson isn't limited to opening the eyes of high school students. As an adjunct instructor at the IU School of Education since 1989, she's taught "Methods of Teaching Secondary Social Studies," the last course students in the Department of Curriculum and Instruction take before beginning student teaching. Wilson takes those students



Pat Wilson

out of their classrooms as well, requiring them to perform service in the community. Her first few classes surprised her because she learned most IU students didn't have any idea about substandard housing in the Bloomington community, or many other social issues. "They were stunned," she said. After putting students into the community, she saw a change. "They started to understand how significant it was to put into their lesson design opportunities so that their students would also get the same kind of awakening to what's out there."

Those students watch Wilson in her Bloomington North classroom as she puts her plans into action. Having new social studies teachers looking over her shoulder keeps her sharp, she said, knowing that they will impact many more students beyond her classroom. "I would not want to disappoint them and in a sense, then disappoint the people that they might have impacted, if I had been a bit better."

C L A S S N O T E S

Before 1960

Dorothea (Neuhauser Flaningam), BS'41, and her husband, Alexander "Sandy" Muir, BA'49, are in their late 80s and moved to a retirement home in Bluffton, Ind.

After graduating from IU, Donald C. Harris, BS'39, spent nine months in Brazil, including one month on the Amazon River and its tributaries. Sixty-seven years later, Harris, his wife, **Mable Sue (Davis)**, BS'49, and daughter, Rosalind Harris Webb, BA'74, MD'78, joined the Hoosier Travelers on a trip to the Amazon in February. "When the [trip's] brochure came out, I decided it was time to take one more look at this great river and its environs," he writes. "It is still a magnificent, awe-inspiring river."

Glenn H. Hymer, MS'51, of Fremont, Mich., writes that he enjoys crewing on a schooner, *Madeline*, on the Great Lakes. He is a retired rehabilitation director and high school science teacher.

Retired school speech pathologist **Bette Dvorsack Vance**, BS'54, MS'57, of Tampa, Fla., met former Gov. Jeb Bush as he was leaving Westchase Elementary School's Thanksgiving kindergarten program during the final school visit of his governorship. The two posed for a photo.

Joseph Zigovitz Jr., MS'57, of Paulding, Ohio, retired as director of guidance and counseling at Paulding High School. He has been married to his wife, Ruthann, for 59 years, and they have five children. Zigovitz was involved with the Boy Scouts of America for 25 years, holding positions as assistant commissioner and commissioner of the Shawnee Boy Scout Council in Lima, Ohio.

1960s

William E. Brattain, BS'60, MS'62, ReDir'64, ReD'67, is associate vice president emeritus for student services at Western Illinois University in Macomb. A former trustee of Carl Sandburg College in Galesburg, Ill., he received an honorary degree in connection with the 40th anniversary of the institution. Brattain served as trustee for 16 years and was elected chairman four times. He is a past president of IU's School of Health, Physical Education, and Recreation Alumni Association and a former member at-large of the IUAA Executive Council.

Barbara Gordon Grande, BS'60, is a speech language pathologist at St. Joseph Regional Medical Center in Milwaukee, Wis. Her husband, Donald, BS'58, LLB'66, is a senior vice president of B.C. Ziegler and Co., a financial-services firm. The Grandes have lived in Milwaukee since 1966. They enjoy running and are involved in charitable activities.

Two IU Bloomington alumnae were nominated for the 2007 ATHENA Award, presented by the Greater Fort Wayne (Ind.) Chamber of Commerce. **Patricia Polito Miller**, BS'60, is co-founder of Vera Bradley Designs, established in 1982 and now an internationally recognized bag and accessory brand. She took a leave of absence from Vera Bradley in 2005 to serve as Indiana's first secretary of commerce and CEO of the Indiana Economic Development Corp. She returned to Vera Bradley in early 2006. Miller is a 2003 recipient of a Distinguished Alumni Service Award from IU. **Rebecca Pierce Hill**, BS'67, recently retired as executive director of the YWCA in Fort Wayne. Previously, she was executive director of Martin Luther King Montessori School in Fort Wayne. She has served with Leadership Fort Wayne, the

United Way, Parkview Hospital, and the Institute of Organizational Effectiveness.

Roy W. Martin, BS'61, MS'65, is the author of *The Unionville Bear*, a fictional account of a teenager from a dysfunctional family who attends Unionville (Ind.) Middle School in the early '70s. Martin writes that the book, published by AuthorHouse, is inspired by his 36 years as a teacher, coach, and administrator for the Monroe County Community School Corp. Martin and his wife, Charlotte, live in Bloomington, Ind. He can be reached at martinroy@aol.com.

Thom Brendel, BS'62, MAT'68, is a retired director and producer for NRK-TV in Oslo, Norway. He writes that after a stint with the Laguna Playhouse in California, he served for seven years with former Vice President Al Gore's Silicon Valley Internet project by appointment from the White House. Brendel lives in Benicia, Calif.

"After retirement from teaching, I am enjoying life in the Smoky Mountains in my new home — a cabin in the woods, which I helped design," writes **Louise F. Zimek**, BS'62, MS'68. She lives in Gatlinburg, Tenn., and volunteers in the promotion of tourism in Sevier County and Gatlinburg.

Judith Stevens Kanne, BS'63, MS'72, has retired from teaching in the education department of St. Joseph's College of Indiana after 23 years. She was the director of student teachers and an assistant professor. In her career, she taught at elementary schools in California; in a two-room school in Monroe County, Ind.; and in Rensselaer, Ind. She and her husband, Michael, BS'62, JD'68, live in Rensselaer. He is a judge for the U.S. Court of Appeals Seventh Circuit.

Max R. Fitzpatrick, MS'64, of Whiteland, Ind., publishes a column for the *Daily Journal* newspaper. He and his wife, Lois, split their time between Whiteland and Arcadia, Fla. In both states, Fitzpatrick is a member of historical societies. He works at fairs and rodeos, and he is an announcer for tractor pulls. Fitzpatrick has 54 years of 4-H leadership experience.

Jack E. Collins, MS'65, and **Mary "Mel" Helen (Coates)**, MS'69, of Dunnellon, Fla., write, "We are playing golf three times a week at the Rainbow Springs Country Club, where we are members. [We are] traveling some to Long Island, N.Y., to visit our son and to Louisville, Ky., to visit another son. We now have six grandchildren and hope that some will attend IU." Jack has a part-time job selling men's clothing in Ocala, Fla.

Lorne A. Parker, BS'65, is president of eLearning Innovations Inc. in Stillwater, Okla., where she develops multipoint desktop videos for training and education.

Dan McConnell, BA'66, MS'68, is a senior vice president and managing director at DDB Worldwide Communications in Seattle. He received the Lifetime Achievement Award from the Public Relations Society of America, the group's highest honor. During his career, McConnell's public-relations work helped Ted Turner promote the inaugural Goodwill Games in Russia. McConnell has counseled White House staff on media relations for Presidents Reagan and Clinton. He orchestrated the first live television satellite transmission from the top of Mount Everest. He has also served as executive producer to an Emmy Award-winning PBS adventure documentary. McConnell and his wife, Jane (Brantlinger), BS'68, MS'75, live in Seattle.

Pamela Houts Boedeker, BS'67, MS'70, is retired. She and her husband, Michael, BS'64, MBA'68, live in Tuscon, Ariz.

On June 1, **Howard "Bud" Herron III**, BS'67, retired as group publisher for Home News Enterprises, a group of daily newspapers based in Columbus, Ind. Herron, of Columbus, spent his entire career in journalism.

William C. Hine, BS'67, EdD'73, is dean of the School of Continuing Education at Eastern Illinois University in Charleston, Ill. In April he received recognition for his 20 years as national councilor for the university's Alpha Sigma Lambda National Honor Society chapter, Epsilon Xi. Hine lives in Terre Haute, Ind.

Sherrienne Maddox Standley, BS'67, of Evansville, Ind., retired as vice president for advancement at the University of Southern Indiana in Evansville after 31 years at the university.

Phyllis Danielson-Gillie, EdD'68, is president of Danielson-Gillie Imports/Associates. She exhibited her artwork at the Terryberry Gallery in Grand Rapids, Mich., from Jan. 29 to Feb. 26. Danielson-Gillie lives in Washington, D.C.

Richard E. Bender, BS'69, retired in 2004 after 35 years in education as a teacher and counselor. Bender also served as guidance director of Perry Meridian Middle School in Indianapolis. He now spends his time volunteering. Bender and his wife, **Joyce (Hamer)**, BS'73, live in Indianapolis.

Katherine "Kiki" Wayman Mehner, BS'69, MBA'73, owns her own business, Entrepreneur's Source, which provides business coaching. She lives and works in Annandale, N.J., and she has lived on the East Coast since 1973.

1970s

Ralph D. Ayres, BS'70, MS'75, is executive director of the Indiana Retired Teachers Association in Indianapolis. He served in the Indiana House of Representatives from 1980 to 2006. Ayres taught at Chesterton High School from 1970 to 2004.

The 2005 Washington County (Ind.) Citizen of the Year, **John D. Fultz**, MS'70, is president of the Washington County farmers-merchants fair board, the Hoosier Uplands board of directors, the Salem-Washington Township library board, the Washington County Council, and the Washington County substance abuse council. He is also co-chairman of the Washington County March of Dimes. Fultz lives in Salem.

Teacher and coach **Robert J. Miller**, MS'70, retired from Crestline (Ohio) High School in 1990. He received the 2002 Alumni Community Award from Bowling Green State University. In 2003 he was inducted into the athletics hall of fame of Crestline High School and Bellefontaine (Ohio) High School. Miller lives in Crestline.

Alice M. Peacock, BS'70, MS'76, of Winona Lake, Ind., writes, "This March 27, it [marked] 27 years that I arrived as a missionary in Argentina."

Stephen A. Peterson, BA'70, MS'71, of Shawnee, Okla., writes, "On April 17, I retired from active military service as a member of the U.S. Army Reserve. I have been a member of the U.S. Army and U.S. Army Reserve since being commissioned on June 8, 1970. I retired as a major general." Also an author, Peterson has written five books in the past four years. His fifth book, *Crossroads to Life and Living*, was published in July 2006 by AuthorHouse in Bloomington, Ind.

Linda Baumgartner Tenney, BS'70, MLS'75, writes, "After being a school librarian, golf coach, and volleyball coach in Indiana for eight years and looking for a new career related to my interest in antiques, I attended auctioneering school and plied that trade for three years in Lake Tahoe, Calif., with one of my auction-school classmates. In 1984 I married that classmate and moved to Wabasha, Minn., where my husband's family had lived since 1875. After obtaining my teacher's license in both Minnesota and Wisconsin, I tried to secure a job as a school librarian. After two years and only three openings within a 50-mile radius, I applied for a part-time position with a local medical company. Since 1986 I have been employed with Uni-Patch. After working my way through various positions at Uni-Patch, I have been the electromedical product manager since 1988. My education in the library-science program at IU Bloomington provided me with a background of research skills, which have served me well as I enter my 21st year with one of the leading electromedical manufacturers in the United States."

Art Berke, BS'71, is chief operating officer of the Yogi Berra Museum and Learning Center, a not-for-profit organization on the campus of Montclair State University in Little Falls, N.J. For the past three decades, Berke has served in communications roles at Major League Baseball, ABC Television, and Sports Illustrated. He lives in Secaucus.

Rebecca M. Dumes, BS'71, teaches in the exceptional-student support-services team at Longwood Elementary in Seminole County, Fla. She is vice president of the Seminole County Teachers Association. Dumes lives in Altamonte Springs.

Gary G. Peer, EdD'71, of Stephenville, Texas, retired in August after 40 years in higher education. He served 13 years as a faculty member and department head at the University of Tulsa (Okla.), 12 years as provost and vice president of academic affairs at Adams State College in Colorado, four years as vice provost at Central Michigan State University, and six years as provost and vice president of academic affairs at Tarleton State University in Texas.

Janice Slaughter Wiggins, BA'71, MS'75, was honored by IU Bloomington's Commission on Multicultural Understanding with its 2006-07 COMU Staff Award. She is director of the Groups Student Support Services program at IU Bloomington.

Kristin Congdon, MS'72, and Tina Bucuvalas, PhD'86, are co-authors of *Just Above the Water: Florida Folk Art*, published by University Press of Mississippi. Congdon is a professor of film and philosophy at the University of Central Florida in Orlando and lives in Winter Park, Fla. Bucuvalas is the state folklorist of the Florida Folklife Program in Tallahassee.

Dorie Felsher, BS'72, was named Teacher of the Year in Adult Education at Truman College in Chicago. She has been an instructor of English as a second language for 10 years. Felsher lives in Chicago.

In June, **Michael C. Schriefer**, BS'72, MS'77, of Santa Claus, Ind., retired from North Spencer County School Corp. after 35 years. He served 19 years as a math teacher, six years as a middle school principal, and 10 years as assistant superintendent. He received the Indiana chapter of the National School Public Relations Association publication award for kindergarten through sixth grade progress reports, as well as the National Middle School Association Outstanding Achievement Award. Schriefer was a presenter at the International Conference on Education in Corpus Christi, Texas, and at the National Title I Conference in Long Beach, Calif.

Mary Green Brand, BS'73, received a master's degree in education at the University of Utah in 1995.

She and her husband, John, BS'72, OD'74, live in West Jordan, Utah.

Emanuel "Manny" Klimis, BS'73, is a supervisor at the University of South Florida in Tampa. He is the author of two books, *My Life as a Public School Teacher: Leave No Teacher Behind* and *Who Will Win This Game: Politics or Education?* To promote his books, Klimis has appeared on local television, participated in book signings, and interviewed for radio and the Web.

In March, **Helen L. Mamarchev**, MS'73, became vice chancellor for student affairs at the University of Wisconsin-Milwaukee. She lives in Glendale, Wis.

William H. Plummer III, BS'73, is the assistant director of membership services and manager of Hall of Fame services at the Amateur Softball Association of America in Oklahoma City. He is the author and researcher of the 2005 edition of *Softball's Hall of Famers*. The book won first place in the Oklahoma Museums Association Annual Awards Program in the budget category of \$25,000-\$99,999.

Frederick A. Taylor Jr., BS'73, Cert'90,

MS'91, owns Suncoast Mortgage Centers Inc. in Tampa, Fla., complete with six offices and 70 professional associates.

Linda Boyte White, MS'73, is a music specialist at Haycock Elementary School for Fairfax County (Va.) Public Schools. She was one of 16 teachers selected for the Fulbright-Hays Seminars Abroad program to China. A previous Fulbright-Hays recipient, White traveled to New Zealand in 2002. She was named Virginia Music Educator of the Year for 2006-07. She works and lives in Falls Church, Va.

Dennis H. Congos, MS'74, is an academic adviser and college learning-skills specialist at the University of Central Florida in Orlando. He serves on the Houghton Mifflin textbook review board, is a monthly publisher in the *Learning Center Exchange Journal*, and serves as a nationally certified supplement-instructor trainer and consultant. Congos lives in Oviedo, Fla.

For the third time in his career, **Dennis C. Hayes**, BS'74, JD'77, has been appointed interim president and CEO of the National Association for

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the Advancement of Colored People, headquartered in Baltimore. He was previously general counsel for the NAACP. He serves on the American Judicature Society, the Public Justice Center of Baltimore, and the Columbia Sportsmen's Association in Maryland. Hayes is also a writer.

Nancy D. Bush, MS'75, is a second-grade teacher at Wanamaker Elementary in Indianapolis. She was a second-grade student there when the school opened in 1956.

In April 2007, two IU alumnae were honored at the IUPUI Outstanding Women Leader awards, presented by the Office for Women and Campus and Community Life. **Claudette Lands**, BS'75, MS'77, EdD'00, assistant dean of the IUPUI School of Education, received the “Veteran” Staff Leader award, and Deborah J. Stiffler, PhD'03, an assistant professor in the IUPUI School of Nursing, received the “Newcomer” Faculty Leader award. Both Lands and Stiffler live in Indianapolis.

Richard A. Moran, MS'75, is a partner at the venture capital firm Venrock Associates in Menlo Park, Calif. In April 2007, he was elected to the Mechanics Bank's board of directors. Moran lives in San Francisco.

Nancy Johnson Maxwell, BA'76, MS'83, is one of 10 artists featured in *Painting Indiana II: The Changing Face of Agriculture*, published by IU Press. The collection of Indiana agriculture paintings was compiled by the Indiana Plein Air Painters Association and the Center for Agricultural Science & Heritage Inc. The paintings highlighted in the book were exhibited in West Lafayette, Ind., from Sept. 15 to Oct. 20. Maxwell, a retired art educator, lives in Martinsville.

Lewis H. Strouse, MM'76, MS'77, has been the associate chairman of music education at Carnegie Mellon University in Pittsburgh since 1992. He received the Pennsylvania Music Educators Association District 1 Citation of Excellence award for teaching in higher education.

Former high school biology teacher **Ruben Alexander**, BS'77, MS'80, EdS'82, established American Soundtrack Productions, a cable-television production company in Michigan City, Ind. He films, edits, and produces documentary-style programs of local events, concerts, and business presentations. Alexander, who lives in Gary, has also garnered a number of interviews with celebrities, including founding members of the Beach Boys Mike Love and Bruce Johnston; *CHiPs* star Erik Estrada; surf guitarist Dick Dale; and screenwriter and author Catherine Lanigan. His programs can be seen through Comcast Cable.

Jann Keenan, BA'77, MS'79, EdS'80, of Ellicott City, Md., is president of the Keenan Group Inc., a social-marketing firm. She received a National Institute of Health Outstanding Category Award for writing and design. In late 2006, she launched the nation's first interactive software tool for plain-language writing from Health Literacy Innovations, where she is a partner. Active in volunteering, she was awarded a Maryland Governor's Citation for her work to help reduce health disparities. She and her husband, David, have five children.

Joan Miller Keller, MS'77, EdS'04, is superintendent of North Spencer County School Corp. in Lincoln City, Ind. She lives in Shoals.

Marissa Sison Manlove, MS'77, is president and CEO of the Indiana Grantmakers Alliance in Indianapolis. She was previously vice president of consumer and external relations at Noble of Indiana. She lives in Indianapolis.

Jane Stoler Kadosh, BS'78, is early childhood education director of the Jewish Community Center at its Chesterfield and Creve Coeur, Mo., campuses. Previously, she was director of early childhood

education at Temple Emanu-El in Dallas and head of school at Solomon Schechter Academy of Oklahoma City.

Edna D. Neal, EdD'78, was honored by IPFW for her work with community diversity during the 20th Great Men, Great Women Breakfast in February. She is the first African-American woman to serve as vice chancellor for student affairs at IPFW, where she has developed a number of diversity initiatives. She has served as board president of the Fort Wayne YWCA and as chairwoman of Fort Wayne Rotary's excellence in education committee.

Steven A. Ransom, BA'78, MS'80, is director of student activities at Prairie View (Texas) A&M University. In May 2007, he began a term as treasurer for the board of directors of the National Association for Campus Activities. Ransom has worked in the student activities field for more than 20 years.

Mary Hocker Wheeler, MS'78, wrote the music to *13 Colonies! 13 Years! Integrating Content Standards and the Arts to Teach the American Revolution*, published by Teacher Ideas Press. A writer and producer of educational activities, music, and musicals since 1979, she has been awarded a Lilly Endowment grant for teacher creativity. Wheeler, of Noblesville, Ind., has more than 35 years of teaching experience in Indiana public schools.

After a 35-year career in teaching math and school administration, **Larry G. Moore**, EdS'79, of Fairland, Ind., planned to retired in August 2007. He writes, “While superintendent at Northwestern Consolidated School District for the last 10 years, the district has received numerous awards and recognition. I look forward to the next challenge.”

1980s

Mary Ann Schmith Keck, BS'80, teaches sixth grade at Our Lady of Mount Carmel School in Carmel, Ind. Her husband, Richard, BS'80, is general manager at Hockett Family Chevrolet in Lebanon, Ind. The Kecks have moved from Mount Vernon, Ind., to Carmel.

Janice M. Brown, EdD'81, has served as superintendent of Kalamazoo (Mich.) Public Schools.

Alan J. McPherson, MS'81, MS'83, MLS'85, recently co-authored *Notable American Indians: Indiana & Adjacent States*. He lives in Kewanna, Ind.

Lana Adams Allen, BS'82, MS'85, of New Palestine, Ind., has opened a mental-health practice in Greenfield.

Richard G. Davies, PhD'84, teaches humanities, myth, literature, and popular culture at Culver Military Academy in Culver, Ind. He is the author of *Swords at Culver*, a story about two boys embarking on an adventure involving the swords used by King David and King Arthur. The book was published by Unlimited Publishing in 2006.

Connie Cracraft Koch, BS'84, MS'89, is a second-grade teacher at Shawswick Elementary School in Bedford, Ind. She has taught there for 22 years. She was appointed to the board of trustees of the Bedford Public Library. Her husband, Eric, JD'89, is an Indiana state representative for House District 65. They live in Bedford.

Wasima E. Alvi, MS'86, writes, “I screen autistic children and adults by social and developmental assessment for diagnosis and related services.” She lives in Yucaipa, Calif.

The Rev. **Carl V. Nelson**, MS'86, of Indianapolis, is an author and educational consultant. His most recent work is *We Make the Difference: The History of the Home/School Adviser Program in the Metropolitan School District of Wayne Township*.

Cathy Hartman Denny, BS'89, writes, “I am currently employed with IBM as a managing

consultant. I completed my bachelor of science in nursing degree in 1992, and I have been working as a consultant for the past five years.”

1990s

Jodie Zahn Groves, BS'90, MS'96, is a sixth-grade teacher at Crestview Middle School in Huntington, Ind. She lives in Huntington with her husband and two children, John, 6, and Kate, 3.

John S. Logan, BS'91, writes, “My wife (Amy Vojta) and I had a daughter, Paige Louise, on April 6, 2007. The same day, I celebrated nine years with ZS Associates, a management consulting firm focusing in sales and marketing, where I am a human resources manager.” Logan and his family live in Highland Park, N.J.

Audrey Thomas McCluskey, PhD'91, is an associate professor in the Department of African American and African Diaspora Studies and director of the Black Film Center/Archive at IU Bloomington. She curated and edited *Imaging Blackness: Race and Racial Representation in Film Poster Art*, published in 2007 by Indiana University Press. She is the editor of *Frame by Frame III: A Filmography of the African Diasporan Image, 1994–2004* and co-editor of *Mary McLeod Bethune: Building a Better World*.

O. Gilbert Brown, EdD'92, is one of three co-authors of *Unleashing Suppressed Voices on College Campuses: Diversity Issues in Higher Education*, published by Peter Lang Publishing. He is associate dean for student affairs and an adjunct associate professor at IU Bloomington.

Two IU alumni performed with the Richmond (Ind.) Symphony Orchestra's *Memories of Richmond* as part of the symphony's 50th anniversary. **Michael R. Vaughn**, BM'92, MAT'95, played the featured violin on “Introduction and Rondo Capriccioso.” Vaughn is associate concertmaster with the Richmond Symphony Orchestra. He and his wife, **Nana (Gaskins)**, BM'92, MAT'95, founded the Fishers (Ind.) Chamber Players. Richard L. Sowers, BME'77, served as guest conductor for “Finlandia.” Sowers is in his 18th season as music director of the Anderson (Ind.) Symphony Orchestra. He is also a professor of music at the School of Music at Anderson University.

Jennifer L. Pickering, BS'95, is a special-needs teacher at Hamilton Heights Elementary School, where she has worked for four years. She planned to receive a master's degree in special education this summer. Pickering works in Arcadia, Ind.

Andrea Gates Williams, BS'95, writes that she is taking time off from teaching to stay home full time with her two children, Jacob and Benjamin. Previously, she worked at the Sycamore School in Indianapolis. Williams and her husband, John, live in Indianapolis.

Flavia Cunha Bastos, MS'96, PhD'99, is an associate professor and director of graduate studies at the University of Cincinnati's College of Design, Art, Architecture, and Planning. She was recently honored with the National Art Education Association's 2007 Mary J. Rouse Award, which recognizes outstanding young art education professors for their contributions to research, teaching, and professional leadership. Bastos lives in Cincinnati.

Sheri R. Klein, PhD'96, of Menomonie, Wis., is a professor of art education at the University of Wisconsin–Stout. She is the author of *Art and Laughter*, published by I.B. Tauris in December 2006.

Patrick D. Quillen, BS'96, of Kokomo, Ind., is assistant principal of Lafayette Park Middle School in Kokomo.

Alan A. Rose, MS'97, of Ithaca, N.Y., writes, “I've returned to working in higher education

— once again at Cornell University, but this time in information technology. The job change has left me more free time to pursue music, and I've been rehearsing with a band in preparation for recording my third CD.”

Kathy Riley Scharlau, BS'97, and her husband, Robert, BS'97, have two children, Ryan, 4, and Kyle, born Aug. 31, 2006. They live in Fort Myers, Fla.

Jasmine Hickey Syljebeck, AGS'97, BA'00, is an account executive at Netbank Inc. in Jacksonville, Fla. She writes, “I met my husband, **John** '00, my senior year at IU Bloomington — so, luckily, it took me six years to graduate. After two years in Indianapolis, we moved to sunny Neptune Beach, Fla. We are still big IU fans, love to visit on the holidays, and follow IU sports.”

Shane L. Windmeyer, MS'97, received the Sue Kraft Fussell Distinguished Service Award and the *Perspectives* Award from the Association of Fraternity Advisors. Windmeyer founded and serves as coordinator of the Lambda 10 Project National Clearinghouse for Gay, Lesbian, Bisexual, Transgender Fraternity & Sorority Issues. He is at the forefront of GLBT issues in higher education and considered the expert on this issue within the fraternity and sorority industry. He co-authored an article, “The Emergence of GLBT Issues in Fraternity and Sorority Life,” which was published in the fall 2005 issue of *Perspectives*.

Jeremy C. Feiwel, BS'98, of Chicago, is the principal of Lázaro Cárdenas Elementary School. In December he received his EdD in curriculum and instruction from Loyola University Chicago.

Since December 2005, **Kelli Brandt Rosado**, BS'98, has been assistant principal at Snyder-Girotti Elementary School, her alma mater. The I-Woman in softball played centerfield for the Hoosiers. The team won the Big Ten tie her freshman year. Rosado works and lives in Bristol, Pa.

Scott C. Bellini, MS'99, PhD'02, is the author of *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*, published by Autism Asperger Publishing Co. in 2006. He is the assistant director of the Indiana Resource Center for Autism, part of the Indiana Institute of Disability and Community at IU Bloomington.

2000s

Beryl A. Cobham, MA'00, PhD'03, is assistant provost for student life at the University of Denver. She lives in Englewood, Colo.

Sunday L. Lewandowski, BS'00, of Miami, is the author of *Stories from South Beach*, published by Bouncing Ball Books. The book is written under the name Sunday Lee. She writes, “I was a member of the IU club diving program under head coach Jeffrey Huber. He was my Olympic diving coach for the 2000 Olympic Games, where I was an alternate for Sydney, Australia. After my world in athletics, IU prepared me for my future, and for that I am grateful. I am so pleased with IU. I couldn't have chosen a better place to spend four years of my life.”

Laura Hartman Archbold, BS'01, is an English and speech teacher and head speech-and-debate coach at Northrop High School in Fort Wayne, Ind. Her husband, Michael, BS'97, was promoted from plant accountant to corporate internal auditor for Fleetwood Enterprises Inc. They had a daughter, Anna Elizabeth, on May 17. The Archbolds live in Fort Wayne.

Jennifer Finkel Greenwald, BS'01, is an English teacher at Cherry Hill (N.J.) High School East. Her husband, Alex, BS'02, is an associate with RBC Capital Markets in Philadelphia. The couple bought a home in Cherry Hill in August 2005.

On the night of April 12, 2005, a drunk driver drove into the Evansville, Ind., apartment of **Jennifer R. Reutter**, BS'01, smashing into her. Despite still suffering from neurological and physical injuries from the event, Reutter has set her sights on the long-term goal of becoming an art therapist. Previously a classroom assistant at Evansville's Montessori Academy, she has begun taking art-education classes at the University of Southern Indiana to brush up on her skills. She volunteers weekly to work with children in the Evansville-Vanderburgh Public Library's Art Smart program.

In April 2007, the Hoosier National Forest branch of the U.S. Forest Service honored two IU Bloomington alumni for their work in developing and implementing control methods for non-native plant infestations. **Stori L. Snyder**, MS'02, and S. Luke Flory, MS'03, received the Forest Supervisor's Partnership Award, as did three other IU faculty and staff members. Both Snyder and Flory live in Bloomington, Ind.

Chad E. Harris, MS'03, was named the fifth executive director in the 102-year history of Farm-House International Fraternity, a men's international agricultural fraternity headquartered in Kansas City, Mo. He previously worked for the Indiana University Foundation and as a resident-leadership specialist for residential student-life programs at IU Bloomington. Harris lives in Kansas City.

Julia K. Porter, BS'03, is in her fourth year of teaching in Brooklyn, N.Y. She planned to receive a master's degree in English literature in June.

Kristin Griffith Stout, BS'03, teaches reading recovery for Fayette County Public Schools in Lexington, Ky. She also works as a Title I lead teacher for the school system. Stout writes that she recently received a master's degree in reading from the University of Kentucky. She had her first child, Camden David, on April 24. Stout lives in Lexington.

Lisa Wooldridge, BS'03, is an English teacher at Tell City (Ind.) High School. She married Jeremy Noble in June. The Nobles live in Tell City.

Brian A. Estrada, MS'04, of Nashville, Tenn., works in undergraduate admissions at Vanderbilt University.

Amanda Schmitt Stewart, BS'04, is a high school English teacher for the North East Independent School District in San Antonio. She lives in San Antonio.

After graduation, **Brittney M. Aldrich**, BS'05, taught fifth grade for a year in the Mississippi Delta. In the summer of 2006, she married I-Man in track Michael R. Minton, BA'04. “We met his senior year in a third-grade classroom, while I was working for the Indiana Reading & Math Team at Fairview Elementary [in Richmond, Ind.]. Mike was doing observations for Teach for America,” she writes. The Mintons now live in Normal, Ill., where they bought their first home in February. He is an academic adviser for Illinois State University and pursuing a master's degree. She is a Title I reading teacher in Heyworth and is pursuing a master's degree in reading at ISU. “We like Illinois but greatly miss IU,” she adds.

Erin E. Padgett, BS'06, teaches ninth-grade English at Ben Davis High School in Indianapolis. She lives in Indianapolis.

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 IUA on the Web at www.alumni.indiana.edu.



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