

Chalkboard

Indiana University School of Education Alumni Association



Panel from the "Dream Quilt" made by members of the Latino Youth Collective in response to "Dream Act" legislation (story on page 10).

Educating and guiding the emerging population:
the IU School of Education's work with Latino newcomers

Chalkboard

Indiana University School of Education Alumni Association

Mission Statement

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

-
- 1** Dean's Perspective:
Education that prepares us all
-
- 2** Highlights
-
- 4** News Briefs
-
- 6** Faculty Profile:
Robin L. Hughes
-
- 7** In Memoriam
-
- 8** Preparing the emerging Latino school population
-
- 10** Coaching up math:
IU team helps teachers in one Indiana county introduce algebraic concepts earlier and more easily
-
- 12** Alumni Profile:
Michael Uslan
-
- 14** Alumni News
-
- 15** Class Notes
-
- 18** Snapshot



Chalkboard is published semiannually by the Indiana University Alumni Association, in cooperation with the School of Education Alumni Association, to encourage alumni interest in and support for the Indiana University School of Education. This publication is paid for in part by dues-paying members of the Indiana University Alumni Association. For more information about membership or activities, contact (800) 824-3044, alumni@indiana.edu, or visit www.alumni.indiana.edu.

IU School of Education Dean	Gerardo M. Gonzalez
Director of Communications and Media Relations, Editor	Chuck Carney
Executive Director of Development and Alumni Relations	Sarah Baumgart
Director of Annual Giving and Alumni Relations	Michelle Stuckey
IU Alumni Association President/CEO	Tom Martz
Director of Alumni Programs	Rachael Jones Crouch
Editor, Constituent Periodicals	Sarah J. Preuschl
Cover design/interior layout	Mediaworks

Education that prepares us all

by Gerardo M. Gonzalez, Dean, School of Education



A school of education must not only respond to a changing educational population, but also anticipate how that population will change in the future. We are in a critical time for education, quite obviously. With the changing workforce — particularly in Indiana and other states that are trying to transform economies from heavy manufacturing to life sciences, advanced manufacturing, information technology and the like — schools must respond in a way that encourages students to think beyond high school. The cost of dropping out or not pursuing postsecondary education is higher than ever.

Along with that challenge, student demographics are changing drastically. According to the U.S. Census Bureau, roughly a quarter of the nation's kindergartners are now Latino. What are now minority groups will become the majority by 2023, according to census projections. The president underscored the national importance of this group to the future of American education by choosing to give his first major education speech of the new administration before the U.S. Hispanic Chamber of Commerce in early March.

In Indiana, too, the state's second-

largest minority group is growing quickly. The Indiana Business Research Center at IU recently released numbers indicating the Latino population in the state will add more than 284,000 in the next 20 years, moving the share of Latinos as a part of Indiana's population from 4.5 percent to 8 percent.

Changing demographics are not the problem; this country has always been a nation of immigrants, and increased diversity enriches our communities. But Latinos also represent the most educationally underserved population group in America. Latinos, for example, have the lowest high school graduation rates in the country. The U.S. Department of Education reports Latino students drop out at a rate over 22 percent — twice that of African-Americans and three times the rate of white students.

The IU School of Education is working tirelessly to make sure the state is prepared to work with these new students. In four years, the school has produced 200 more teachers of English as a Second Language. We're bolstering efforts in the Indianapolis Public Schools through a 5-year, \$1.4 million grant-funded study into ESL teaching best practices.

In this issue of *Chalkboard*, you'll see how more of the school's existing efforts are ramping up and how new ones are getting started. In Indianapolis, Professor José Rosario's groundbreaking work that began with the founding of El Puente in 2000 has evolved into the Latino Youth Collective. In a direct effort to bring together those who prepare teachers, researchers, and community members in Indianapolis, the School of Education at IUPUI is kicking off the Latino Initiative this spring. The third year of the Indiana Project for Latin American Cultural Competency, based in Bloomington, is also working on more outreach to make sure the research and academic resour-

ces are available to communities around the state that are working to respond to these new students.

Early last fall, I was invited to speak to a group of Latino parents who regularly gather at Huntingburg Elementary School in Huntingburg, Ind., part of a local effort to respond to the needs of these new students and make sure school administrators and teachers are in communication with student families. (You can see a video about that visit on our YouTube page at www.youtube.com/user/iuschoolofeducation or search "School of Education" on the IU Podcast page — www.podcast.iu.edu.) I was impressed at just how forward-thinking these community members are, understanding the need to make sure these newest community members feel at home and a part of the school.

Communities like that southern Indiana town understand that it's not just creating something special for a certain group of students. Making sure all students succeed is in the interest of everyone, whether they've been in the U.S. a few weeks or for their entire lives. Countless studies enumerate the billions of dollars it costs society when students don't at least earn their high school degree. The ensuing struggle of those failing students as they navigate life is colorblind. No matter where we come from, such failure will affect where our country is going.

Schools of education have a special responsibility to ensure that teachers, counselors, school leaders, and other education professionals are well-prepared to address the needs of our increasingly diverse communities. Our faculty is doing its part to increase the cultural competency of pre-service and in-service educators to stay on the leading edge of this important development in our educational future. As one of the nation's top schools of education, we welcome that shared responsibility.

Faculty honors, leadership positions, new books



George Kuh

The Council of Independent Colleges (CIC) has awarded the Allen P. Splete Outstanding Service Award to **George Kuh**, Chancellor's Professor of Higher Education and director of the Center for Postsecondary Research at the IU School of Education. The CIC presented Kuh with the award during its annual Presidents Institute, held in Bonita Springs, Fla., on Jan. 6.

"George Kuh is a scholar who has accomplished a feat previously thought to be impossible," said CIC President Richard Elkman, "designing an instrument to assess student learning and engagement in the academic, social, and cultural opportunities offered by our colleges." Kuh created the National Survey of Student Engagement (NSSE) and other related surveys. NSSE started examining factors related to successful student engagement in 1997. It's now used by more than 1,300 institutions, with 380,000 students in four-year colleges and universities completing the survey in 2008.

"The survey has succeeded in providing greater insight into the value of one's higher education—and has become accepted as a trusted indicator of activities that foster, and ultimately, engage students in learning," Sandra Tracy, President of Alma College (Mich.), said in presenting Kuh with the honor.

The Society for Family Psychology elected **Tom Sexton**, professor of counseling and educational psychology and director of the Center for Adolescent and Family Studies, as the organization's president during its meeting in early February. In his role as president, Sexton will oversee initiatives for the organization and guide policy over the next year. Sexton said

that establishing a research clearinghouse of practice-based evidence and information is the priority for his tenure.

"One of the big issues in family psychology is that there is a real science-practice gap," Sexton said. "It's the division between those two things that creates great anxiety. Until we can figure out how to move it back and forth, then the clients—the people who need the help—won't get the most current help and information when they need it."

Two of Sexton's colleagues in the Counseling and Education Psychology department are past presidents of the society, Chancellor's Professor and Counseling Psychology Program Training Director **Rex Stockton**, and Professor **Jack Cummings**.

Robert Arno, Chancellor's Professor Emeritus and a leading scholar of comparative and international education, has published a new book focusing on what makes great teachers across academic disciplines. *Talent Abounds: Profiles of Master Teachers and Peak Performers*, from Paradigm Publishers, features interviews with some of the leading figures in various fields, from music to mathematics to culinary arts.

Arno found that these master teachers, who had all made a mark as performers in their fields, wanted to make a fur-

ther impact by sharing their experiences and insights. "It was going beyond existing knowledge to make their own unique contribution or signature," Arno said. "It was a desire on their part to teach and have their students participate in a community of practice extending back generations, and, at the same time, not have their students be clones. They would not impose, but they would guide."

In the book, Arno conveys information gathered from interviews conducted over nearly 15 years. He began with violin master Joseph Gingold, the longtime IU Jacobs School of Music professor who began teaching at age 13 and mentored internationally-renowned students such as Joshua Bell. That same year, he interviewed James "Doc" Councilman, known as the oldest person to swim the English Channel but also as the coach of national champions at IU and gold-medal winners, including Mark Spitz, who won 7 at the 1972 games. Other master teachers profiled in the book include Sylvain Cappell, the New York University mathematician who developed the co-dimension one splitting theorem.

Arno said all these teachers had an "x-ray vision" for diagnosing their students' skills and deficiencies. As a result, these teachers would personalize the instruction for their students. All of the master teachers also had a curiosity that allowed them to develop new domain knowledge and improved ways of teaching. "Someone like Doc Councilman studying physics and the Bernoulli principle," Arno said, referring to coach's application of the Swiss physicist's work on fluid dynamics to swimming.

Another new book coming out this summer features extensive examination of homeschooling by an IU School of Education professor. *Write these Laws on your Children* is the new work by Associate Professor for Curriculum and Instruction **Robert Kunzman**. Over the last 5 years, Kunzman has intensively studied the home school movement, particularly conservative Christian homeschooling. The book, published by Beacon Press, documents

findings from the year-and-a-half he spent following six U.S. families through their homeschooling experience.

Kunzman said the Christian conservative families that educate their children at home create another dimension to the growing trend. "It adds another layer of complexity when intense religious convictions enter the mix," Kunzman said, "and we consider what it means for parents to have potentially sole oversight or control of their child's education, versus a vision of education that incorporates the interests of children themselves and broader society as well."

The book comes as homeschooling numbers continue to grow. In December, the U.S. Department of Education released new numbers indicating a 74 percent increase in homeschooled students between 1999 and 2007.

Kunzman has established a new Web site, www.indiana.edu/~homeeduc, to provide easier access to homeschool research and scholarship. The site features a listing of numerous studies on homeschooling, as well as a "Frequently Asked Questions" section and other links. "The Web site is intended to provide an overview about homeschooling for those who are either new to the subject or just want to figure out some of the main attributes and characteristics of homeschoolers, as well as what the data say, and answers to frequently asked questions about homeschooling," Kunzman said.

The latest addition to the award-winning Cultural Immersion Projects was the focus of a presentation by **Laura Stachowski**, project director, and School of Education dean **Gerardo Gonzalez**, during the 61st annual American Association of Colleges for Teacher Education meeting in Chicago. On Feb. 7, they appeared with two panelists from the Chicago Public Schools to talk about a new urban immersion project, which started in the fall. IU students performing their student teaching are working in schools in the city this year. The presentation was titled "Cultural Immersion in Chicago City Schools and Neighborhoods: a Replicable Student Teaching Model and Partnership for Urban Teacher Education."

Professor emeritus leading college of education in the Middle East



After several years of consulting with the College of Education at the United Arab Emirates University (UAEU), a professor emeritus from the Indiana University School of Education is now running it.

Gary Ingersoll took over this fall for the college in the United Arab Emirates flagship university, located in Al Ain, around 90 miles south of Dubai. Ingersoll is professor emeritus of the Department of Counseling and Educational Psychology.

"It is the government's goal to transform UAEU into the premier research institution in the Middle East and to become an internationally recognized and valued university," Ingersoll wrote in an email from Al Ain. "I am looking forward to the challenge of helping to transform the college."

Ingersoll said he's worked with the college at UAEU since 2004, including serving as a member of the College Academic Advisory Board. In July, an executive search firm asked him to apply for the position of dean. Ingersoll said he became excited about the prospect of the job after hearing the plans for the future.

"The U.A.E., like other Gulf States, is in the throes of transition," Ingersoll said, noting that the oil-rich U.A.E. is at the economic and possibly political center of change in the Middle East. "They are acutely aware that their oil revenues will not last forever. The national leadership has inaugurated a visionary plan to shift away from reliance on oil revenues, and much of that shift is already in place. However, to accomplish those aims will require a restructuring of the educational system. The College of Education faculty is expected to be deeply involved in that process."

The new dean said his job now is to empower current faculty and recruit more highly qualified faculty to promote the research mission. At the same time, Ingersoll said he will continue to prepare highly qualified teachers for the U.A.E. classrooms. All of this will be done while balancing high academic standards with national and cultural identities. "We need to capitalize on what established research universities have done while being respectful of the Islamic culture within which we operate," Ingersoll said.

New PhD program offered, new program agreement for math, chemistry

The new Inquiry Methodology PhD Program, just approved by the Indiana Commission for Higher Education, has begun enrolling students to start in the fall.

The unique degree offering focuses on the study of research strategies used with both quantitative and qualitative data, allowing students to pursue a wide range of interests and contribute to better informing public debate on education and educational policy. This new program will prepare graduates to teach, consult with other social science and educational researchers, work in a variety of research, development, and policy centers, as well as work for companies and government agencies that develop standardized tests in the U.S. and worldwide.

Among other things, this new doctoral degree program will directly address what some have described as a crisis in measurement and interpretation of test scores, given the increased requirements of the federal No Child Left Behind law. According to a report from Education Sector, an independent policy analysis organization, more than half of state testing offices around the country have trouble finding and keeping qualified staff for testing-related jobs, raising concerns about the quality of standardized exams. The report recommended the federal government pay to train 1,000 psychometricians — experts in the design, administration, and interpretation of educational measurement — over five years to meet the demand.

“Education is in critical need of good research to help inform national and international reform efforts,” said Gerardo M. Gonzalez, dean of the IU School of Education. “The new PhD program in inquiry methodology will prepare future researchers capable of addressing complex research questions through both quantitative and qualitative means. We are very pleased to be among the first in the country to offer such an integrated program.”

Integrating the research methodologies makes the Inquiry Methodology Pro-

gram an original offering among similar institutions. “Very few focus on both,” said Ginette Delandshere, professor of research methodology at the IU School of Education. “Most other programs in the U.S. focus exclusively on quantitative research methods.” The American Psychological Association reported that in 2007, most of the 26 research methodology programs in schools of education in the U.S. prepared researchers only in quantitative methodology.

A new agreement will provide incentive for IU math and chemistry majors to become math and science teachers.

The university has approved a proposal by the School of Education and the College of Arts and Sciences that allows chemistry and math majors to apply for the master’s in secondary education during the fall semester of their senior year. If admitted, selected spring coursework could count toward both the completion of their undergraduate degree and the beginning of their master’s. Upon completing education coursework, graduates could earn a bachelor’s and master’s in five years and earn teacher licensure.

The program creates an incentive for math and science students to seek a teaching license, according to Bob Sherwood, associate dean for research and professor of science education. “We’re hopeful that they’ll say ‘Hey, mom and dad, if I go an extra year, I can get my master’s degree and a teaching license,” Sherwood said. He added that the program should help the School produce more math and science teachers.

“We’re only going to have about 22 science teachers produced by IU this year with licensure,” he said. “That’s not very many. I would like to see that double in the next 3 to 4 years.”

A comprehensive evaluation of data has found results that support both sides of the debate regarding charter schools in Indiana, but most of all finds

that stakeholders have many misunderstandings about them. The Center for Evaluation and Education Policy (CEEP) at the Indiana University School of Education conducted the *Study of the Effectiveness and Efficiency of Charter Schools in Indiana* following a request from the Indiana General Assembly.

The study considered 14 questions suggested by the four caucuses of the General Assembly. Data came from the Indiana Department of Education, the two major sponsors, and interviews with 30 stakeholders, such as superintendents, leaders of Indiana education policy organizations, and individual charter school leaders.

The biggest take-away point, according to CEEP Director Jonathan Plucker, is that the debate of pros and cons of charter schools may be ill-informed. “People have staked out black-and-white positions, yet the reality exists in shades of gray,” Plucker said. “Some of the things I thought I knew about charter schools turned out to be things I needed to reconsider, and we hope this evaluation has that effect on others.”

“I think if you look at all of the results in general,” said Terri Akey, senior research associate at CEEP, “many of them fall right down the middle.”

Among the findings in the study are that charter schools serve a similar or higher percentage of low-income students as do traditional public schools, although they don’t serve special needs students in proportion to other public schools. It also found that students don’t tend to be more mobile than other public school students.

The study also found “no practical difference between student performance in charter schools and traditional public schools.”

“I’m sure that set of findings will be widely talked about,” said Plucker, “but I caution people about reading too much into them.” Plucker said other research indicates rapid achievement increases generally 6-8 years after comprehensive school reforms.

The results of the sixth annual *Public Opinion Survey on K-12 Education in Indiana* by the Center for Evaluation & Education Policy (CEEP) at the Indiana University School of Education found the public ranks education as its top policy issue. The survey, conducted in November, gauged the attitudes and perceptions of a representative sample of Hoosiers on key educational issues.

For the first time, respondents were asked to rate the importance of eight major policy issues. On a scale of 1 to 10, with 10 being most important, a total of 90 percent rated K-12 education at 8, 9, or 10. The economy (88 percent), health care (82 percent), higher education (80 percent), and public safety (73 percent) rounded out the top five.

The survey asked 26 questions over seven categories: school quality, school funding, school district consolidation and governance, school choice and charter schools, virtual education, teacher quality and compensation, and familiarity and support of the federal “No Child Left Behind” accountability law.

Overall, Hoosiers indicated they are generally a little more positive about Indiana’s school quality, with 54 percent indicating public schools are excellent or good, up from 50 percent in 2007. Once again, respondents view schools locally even more favorably with 63 percent indicating their schools are excellent or good.

But Hoosiers also indicated they don’t think the academic performance of Indiana high school students is outstanding in

comparison to those in other states and nations. Asked where state high school students rank academically with students from other states, 62 percent indicated Hoosier high school students ranked in the middle and 20 percent said near the bottom.

“Although more respondents feel positive about Indiana schools than those who don’t,” Spradlin said, “the 2008 results do suggest that Indiana citizens believe ongoing school improvement is needed to ensure Indiana students perform on par with, or better than, students in other states and nations.”

IU and Ivy Tech sign articulation agreement to allow elementary education credit transfer



IU President Michael McRobbie and Ivy Tech President Tom Snyder sign the articulation agreement during a ceremony at the Indiana Statehouse on Feb. 10.

Indiana University and Ivy Tech Community College announced on Feb. 10 that they are easing the pathway to a teaching career through articulation agreements that will allow Ivy Tech education students to transfer credits towards an IU degree.

These transfer agreements make it possible for students who complete an approved Associate of Science in Elementary Education degree at any Ivy Tech campus to transfer credits earned that will count toward Bachelor of Science in Elementary Education degrees offered at all Indiana University campuses. IU President Michael McRobbie and Ivy Tech President Tom Snyder joined other campus leaders in the Indiana Statehouse in Indianapolis to celebrate the signing of the final agreement that will make system-wide articulation possible.

“This agreement furthers the long history of cooperation between Indiana University and Ivy Tech in the interests of higher education across Indiana,” McRobbie said. “It will open the door to new career opportunities for many Hoosiers, and it will help the state of Indiana fill a critical demand for

well-trained elementary school teachers. Young people in virtually every Indiana community who may be interested in pursuing a career in teaching will now be able to complete the initial requirements leading to a bachelor’s degree at an Ivy Tech campus near their home.”

“The increased access to education degrees will not only help the state meet the need for teachers, it will also increase the diversity of the teaching workforce,” said IU Dean of Education Gerardo Gonzalez. “Students will be able to start their education degrees at any Ivy Tech and transfer seamlessly to IU Northwest, IUPUI, Bloomington, or any other IU campus,” Gonzalez said.

Writing a new script and expanding scholarship



Robin L. Hughes on the basketball court, the setting for a new academic paper and movie script

It's way too early to make Oscar plans — or even plan to buy movie tickets — but it's possible that Hollywood could come calling on a faculty member from the IU School of Education.

The fresh new writer for the silver screen is Robin L. Hughes, whose day job is assistant professor in higher education and student affairs, based in Indianapolis. Hughes also holds an appointment as adjunct assistant professor of African American African Diaspora Studies in Bloomington and Indianapolis. As she worked on a historical academic paper, she said she was struck by the drama involved in what she was writing.

"As I was writing the piece, I said, 'you know, this kind of looks like a script,'" Hughes said. She was research-

ing the story of a Fort Worth, Texas, basketball coach whose teams in a segregated school of the 1950s until the 1970s were so good they regularly beat college squads. Not only did the athletes perform well on the court, they excelled in the classroom, becoming Harvard graduates and career professionals.

Hughes read up on how to prepare a movie script and got advice and direction from a script writer and producer she knows in Los Angeles. "So I went back and rewrote it so that it really was a script."

It's another unique career step for the researcher who is helping to expand areas of study often unexplored in schools of education. Hughes focuses on sports, particularly examining issues surrounding student athletes in revenue-generating sports. She co-founded

and co-edits *The Journal for the Study of Sports and Athletes in Education* and teaches a course called “The College Student Athlete.”

Eventually, Hughes says it would make sense to establish a cross-disciplinary sports research center in Indianapolis — home to the NCAA headquarters, NFL and NBA franchises, plus a major pro tennis tournament and scores of amateur athletics. Hughes said the issues are often ignored in schools of education across the country. “We’ve kind of forgotten about it,” she said, “and it’s crazy because it’s a money-

“As I was writing the piece, I said, ‘you know, this kind of looks like a script.’”

– Robin L. Hughes

maker,” noting that there are few doing her type of research in higher education programs.

Hughes’ interest in sports comes naturally, although she said most assume she had more of an interest in playing sports. She, her sister, and her two brothers are each more than six feet tall, a fact that made most think they’d be masters on the basketball court. “People just expect that you’re good at it and I was not so good. Neither was my sister, really,” she said. “And my father — being the coach that he is — told us ‘you’re really not that good.’” (There *was* one athlete in the bunch; one brother played NCAA Division I basketball.)

Her father is a solid judge of basketball talent, or lack thereof. He’s Robert Hughes, who retired in 2005 as the nation’s winningest boys’ high school basketball coach. He roamed the sidelines for 47 years, 31 at Fort Worth’s Dunbar High School, and is in the National High School Hall of Fame. At her father’s side, she developed an interest in the game. “I would scout games with my father since I was 2 years old,” she said.

Over time, she also began to ask questions about the athletes she’d watch.

“I’d just wonder how can so many folks of a particular group just fail,” she said. “Then you visit those schools and I see why they fail — because a lot of folks don’t give two hoots about them.”

That interest is driving her current research on high school prep academies, many of which have cropped up across the country for the sole purpose of preparing major college basketball players. The NCAA has scrutinized what it calls “nontraditional preparatory schools” in recent years, listing some as “diploma mills” from which a member institution cannot accept an academic

transcript. “They need a system to make sure that they’re not just egregious to these kids,” Hughes said. Other research Hughes is conducting investigates the impact of race on faculty and students in universities.

While a born and raised Texan, Hughes knows she’s in the place for her now. Before settling in Indiana four years ago following appointments at the University of Texas-El Paso and the University of Oklahoma, Hughes was on the lookout for an opportunity to join the IU faculty. A fellowship program brought her to Bloomington, an experience she enjoyed so much she applied for the same fellowship again the next year and taught in Indianapolis.

“Oh, I am here,” Hughes said she told herself. “I just can’t wait for a full-time position to open up in higher-ed student affairs.” The position came a few years later, and Hughes applied. With her interests and the presence of major sports in Indianapolis, “there’s a perfect fit,” she said.

And soon she might be adding movie credentials to her vita. “It’s taken me in a different direction,” Hughes said. “Higher education student affairs, movie writer: I don’t know what that means. I’ve got to figure that out.”

In Memoriam

John Alton Moldstad

1923–2008

Longtime Instructional Systems Technology Professor John Moldstad died on Dec. 15, 2008. Moldstad was a leader in his field while serving as a professor from 1955 until 1989. He is also an IU School of Education alumnus, having earned both his masters’ and doctoral degrees at IU in 1950 and 1953, respectively.

While leading curriculum development in the emerging field of educational technology, he developed and taught 10 new graduate instructional systems technology courses. He and other IST Department colleagues worked on the Instructional Development Institute Project, a training program for teachers in the mid-1970s. The IST field emerged as a scholarly field of inquiry in part because of Moldstad’s work. He pushed heavily for research on audiovisual media. He helped form the Research and Theory division of the Association for Educational Communications and Technology, and oversaw the publication of many research articles in AECT publications.

He is survived by his wife Katherine Geving Moldstad, MS’51, whom he met while both were working toward IU degrees, and their two children.

Duaine C. Lang

1928–2009

The director of student teaching and field experiences at IU Bloomington for 24 years, Duaine C. Lang, died on Jan. 3, 2009. Lang came to the IU School of Education in 1968 from Butler University. He retired in 1992.

Lang helped create the Association of Teacher Educators. He earned that organization’s designation as a distinguished member and twice received the ATE President’s Recognition Award. At his retirement, Lang noted that in his career he had hired 217 doctoral students to help supervise student teachers.

Born in Nebraska, he earned his doctorate at the University of Nebraska. He served in both World War II and the Korean War. He is survived by his son and daughter.

Preparing the emerging Latino school population

On most Friday nights, this group of young people gathers in Indianapolis. Usually it's at Marian College northwest of downtown. This time, around 40 have gathered in a basement room of a downtown church. The ages range from elementary school students to some attending Ball State University and IUPUI.

"I think it's the sense of family and community," said college student Javier Barrera of the diverse ages the gathering attracts. "You can talk to any of the students and they feel like they're family."

An extended family is quite important to many of these participants. Around the room, individual backgrounds vary — some are originally from Mexico, El Salvador, Honduras, or Colombia. But all share the story of coming to the United States as a Latino immigrant. Spending Friday nights with this family has proven valuable.

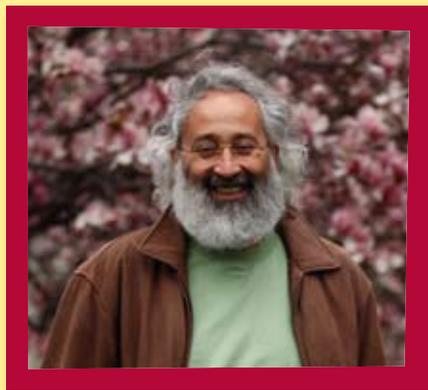
"Usually with immigrant communities, we lose this sense of family when we leave our countries," said Barrera.

The meeting is a regular gathering of the Latino Youth Collective (LYC), a not-for-profit organization that has emerged from the effort by IU School of Education Professor José Rosario called the El Puente Project. Rosario began El Puente in 2000 as a project of the Center for Urban and Multicultural Education (CUME), aimed at decreasing dropouts and increasing the number of Latino youth who pursue post-secondary education. In October, the Indianapolis City-County Council honored Rosario and the project's success with a resolution recognizing his work. El Puente is now a part of the LYC, where Rosario serves as a board member.

Rosario said the new organization grew from recognition that even as the numbers of Latino families increased in central Indiana, not much support existed for those young people. So El Puente merged into a project with a larger goal.

"There is not an organization actually dedicated to serving Latino youth," Rosario said. "What we also want to do is develop a methodology to engage the youth in education. That's really what we're focusing on, and we thought we could do it best by developing an organization whose primary mission is to do that."

Kathy Souchet-Moura, LYC board member and Friday-night group leader,



José Rosario

said she's seen group members mature and progress academically. They become actively involved in a variety of projects that have impact on them. On a recent Friday night, they gathered in groups to create a list of priority topics to bring up in an upcoming meeting at Senator Richard Lugar's office regarding the "Dream Act" bill. (The proposed bill would provide conditional citizenship to undocumented young people in exchange for a commitment

to two years of higher education or military service.)

"There is a lack of places for young people in general, I think, and a lack of places for young people who are immigrants to go and to feel like they identify with others," Souchet-Moura said. "I think this group and this place provides that for these kids."

Rosario's forward-looking El Puente project has grown in part because of the tremendous growth in the population it serves. Since El Puente started in 2000, Latinos have accounted for just over half of the U.S. population growth according to U.S. Census numbers. In Marion County, Ind., Latinos account for just over 61,000 people, nearly double the number in 2000. That follows a 294 percent increase in the 1990s.

The need to help youth in these growing numbers presents some obvious challenges, Rosario said, beginning with language and cultural barriers, but extending to a lack of economic resources. "The students need to learn to navigate a system they're not familiar with," Rosario said, "so you have all the problems associated with that."

Leading faculty members from the IU School of Education are investigating best practices to assist the still-growing Latino newcomer population. A major component is preparing more teachers of English language learners (ELL).

The Tandem Certification of Indiana Teachers (TACIT) partnership and the Interdisciplinary Collaborative Program (ICP), each under the direction of assistant professor in Literacy, Culture, and Language Education Faridah Pawan, have involved over 200 teachers in Indiana in ESL training. A grant from the U.S. Department of Education to

the IU School of Education is funding a five-year project to better prepare ELL teachers before they begin their careers, develop skills of current teachers, and revise methods of IU faculty. The national professional development grant of just under \$1.5 million is funding a partnership between the IU School of Education at IUPUI and the Indianapolis Public Schools (IPS).

And now faculty members are concentrating on ways to make the transitions less jarring for both the students and the schools.

“The idea of cultural competency really is an idea that is very relevant for 21st Century teachers,” said Peter Cowan, assistant professor in the department of Literacy, Culture, and Language Education. Cowan is director of The Indiana Project for Latin American Cultural Competency (IPLACC), a joint effort of the Center for Latin American and Caribbean Studies (CLACS) and the School of Education at IU Bloomington now in its third year. Its goal is to enhance the teaching of Latin American culture and society in the schools and communities of Indiana.

Cowan said IPLACC is working on bringing together stakeholders to consider how they can organize and get support from university resources. The organization is hoping to follow a spring event with a summer retreat. “We’re identifying people who have the energy and the passion to address these issues, then bringing them together and using some of our resources to help support them in this work,” he said. “So what we hope to see is development of an ongoing model of professional development.”

And among the goals: removing some fear that exists about the new population of students. Cowan said some school districts and teachers are simply afraid of these students.

“They are afraid they are going to have to throw out everything that they’ve learned and learn to teach in a completely new way,” he said. “However, what research shows, and my experience is that you don’t have to throw everything out. And there are a few things that you can learn to do that are going



LYC members work on a project to gather talking points for a meeting at Senator Lugar’s office.

to make instruction better for English language learners and actually make instruction better for all the students.”

In Indianapolis, faculty members at the School of Education at IUPUI are bringing together different stakeholder groups starting with a spring conference. The Latino Initiative kicks off on April 30 with an event called “Celebrating IUPUI/Latino Community Partner Impact: Looking Back, Moving Forward.”

The afternoon features a keynote address by Angela Valenzuela, University of Texas professor and author of *Leaving Children Behind: How “Texas-style” Accountability Fails Latino Youth*, as well as *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Community partners will also participate in a discussion about collaborating with IUPUI.

“Part of what it means to be an urban school of Ed with an urban mission is thinking about the different communities,” said Samantha Bartholomew, assistant professor of educational leadership and policy studies and a co-organizer of the event. She said the day will be about starting a continuing dialogue about partnerships. “How can we help each other to help inform things that have consequences to the Latino community?”

There is a particular need for researching Latino student issues in Indianapolis, said co-organizer Monica

Medina, lecturer in teacher education. Medina’s perspective includes work as a faculty member, as a board member at the city’s Latino support organization La Plaza, and seven years as director of the Hispano-American Multi-Service Center in Indianapolis. And she’s seen little work that tells the story of Latinos in a city like Indianapolis. “[Researchers] typically focus on the big cities — New York, or in California or Texas,” she said. “And if we talk about the Midwest, it might be Chicago or Cleveland or Detroit. But we need our own and we need to begin to also develop researchers from within.”

Within all of these efforts is the goal of guiding Latino newcomers as they progress through Indiana’s schools into citizens who are engaged, giving back, and providing something more to their new home.

“This is not about going to school so you can graduate, make money, and then live a nice life and go off to your suburb,” Rosario said of the Latino Youth Collective’s work. “A good life means a critical life, a life that doesn’t get you to forget where you came from. You remember in a democracy you have a role to play — and it’s not just a role about protecting your own and speaking for your community. What we try to get kids to understand is that making a life is an ethical project and it has cosmopolitan dimensions to it.”

Coaching up math

IU team helps teachers in one Indiana county introduce algebraic concepts earlier and more easily



Greene County teachers work during a recent monthly meeting.

Debate continues over the success of a national push to introduce higher-level mathematics at an earlier grade. Starting in the 1990s, the federal department of education started pressing educators to begin teaching algebraic concepts well before students reach high school. Discussions about global competitiveness have added heat to the arguments for requiring higher math performance from U.S. students.

Early results have fueled it. Elementary students in the U.S. have actually performed better against other countries in math according to the National Assessment of Educational Progress or NAEP assessment. But a Brookings Institution report issued last year determined 8th graders in the U.S. are “woefully unprepared” for the advanced classes in which they now struggle.

Yet little attention has gone to another challenge the move has brought about: increased demand on teachers who might not have approached the subjects in the classroom.

“One of the problems is that algebra has not been a part of the elementary school curriculum for a long time,” said Enrique Galindo, associate professor of mathematics education. “Many teachers who are experienced — and have been in the classroom for many years — have never had the chance to

think about how we are going to teach these concepts.”

Galindo is leading a team from the IU School of Education that is working with colleagues from the Math Department to take on this challenge in one rural Indiana county. The Greene County Math Advancement Partnership Project (Greene MAPP) is in the midst of a two-year effort to help teachers in five school corporations become better prepared to share the concepts with students. The Indiana Department of Education is funding the way for nearly 80 teachers from kindergarten through 6th grade to attend monthly sessions and intensive summer sessions.

Signe Kastberg, associate dean of academic affairs for the IU School of Education at IUPUI and math education professor, Clinical Assistant Professor Gina Borgioloi Yoder, and Research Associate Kathryn Essex are all part of the project. Math Department Associate Professor Kevin Pilgrim and Math Department Lecturer Kimberley Polly are also on the IU team.

Greene County teachers expressed a desire for more professional training that would help them keep pace with the increasing demands.

“Everything’s introduced earlier,” said Tammy Basye, a special education teacher at Eastern Greene Middle

School who’s taught for 25 years. “Mastery’s expected earlier. We have lots of parents call and say ‘we can’t help them with their homework. We didn’t have this until high school.’” Other teachers say that’s also meant increased expectations from them. “The burden has fallen more to us to get it done in our classrooms,” said Lori Markle, 3rd grade teacher at Linton-Stockton Elementary. “Everybody needs a refresher and I think we felt like it was time for someone to hold our hands and guide us into what was being expected.”

“By helping teachers better understand algebraic reasoning and mathematics in general, they can in turn feel more comfortable teaching math,” said Sophie Haywood, co-director of the Greene County Grant and Professional Development Consortium, which asked the IU team to become involved. The organization funds development opportunities for Greene County teachers. “Students are going to hopefully build those critical thinking, problem-solving skills that are necessary for that math at a younger age.”

Haywood’s partner at the consortium said the need for this kind of professional development became clear when the organization surveyed elementary teachers. “We discovered that they really lacked a lot of confidence in teaching the content of mathematics,”

said Shirley Byrer, also a co-director of the consortium. “They were definitely afraid to move away from their textbooks because they didn’t trust their own understanding. So one of our goals is to increase that knowledge base in the content area of math so they can better help their students understand mathematics, especially algebraic thinking.”

“When you hear that word—‘algebra’—especially as an elementary teacher, it’s a little intimidating,” said Bart Wade, a third grade teacher at Linton-Stockton Elementary. “We have to find some things that can supplement what we’re doing.”

For the consortium, bringing in IU partners was key. “They bring a lot of resources that are on the cutting edge of education,” Haywood said. “Trying to change the way people think about mathematics is huge. It’s a huge paradigm shift that we’re bringing to the schools.”

Because of that large task, the IU team also has a coach. A roaming “math coach” moves between the five schools, working directly with teachers in their classrooms to show how a teaching idea can work and demonstrating new ways of teaching.

“They tend to think of me as the practitioner,” said Lauren Rapacki, the Greene MAPP Math Coach. “How can they put to practice exactly what the IU team talks about? The goal is to make it make sense for them, and to make it something that they’re going to use, not

something that they’re going to store away for a later date when there’s more time, but to say ‘here’s how you do it.’”

Since the project started in August, Rapacki has spent a good bit of her time doing the classroom lessons to illustrate how they work. As the work advances in the next year, she’ll step more into the background, eventually just observing and giving pointers.

“She’s wonderful,” Markle said of Rapacki. “She’s encouraging all of us to take chances, to take risks, and help us see how we can take the things that we’re already doing and extend them algebraically.”

Rapacki said she understood the learning curve the teachers faced because of the experience level in Greene County schools. The average age of the county’s teachers is 42. Rapacki said she encounters only a few recent graduates.

“The idea is not so much to change everything that they’re doing, but to tweak the things that they have and to look at the way they question students,” she said. “To try to get them to help students formulate thoughts on their own and come to their own understanding as well as support the process of that problem solving. They need to foster classrooms that encourage algebraic reasoning and thinking in order to succeed down the road.”

“We needed to give to our kids other options, because they have to know in problem-solving in the future the possibilities,” said Janet Shirley, third



grade teacher at Bloomfield Elementary, “Plus they need to know the ramifications of those things.”

“We’re helping the children to think more,” said Cindy Moody, also a Bloomfield Elementary third grade teacher. “And giving them more think time, helping them to learn strategies to solve problems.”

Galindo said the IU team is connecting research and practice, implementing pedagogical concepts with the math knowledge from both the School of Education and Math Department faculty and staff. Byrer said that this combination of resources is crucial. “We’re bringing the schools together to, number one, increase teacher mathematical understanding, and, number two, translate that into math instruction.”

Galindo is also looking to pick up things that can translate to other areas. He expects that this kind of model can translate to other areas of Indiana. Also, many of the techniques developed with these experienced teachers may be valuable for pre-service teachers in School of Education methods classes.

“I think it’s a full cycle where we bring together the research from the university and the experience from the local schools, plus the energy and creativity of future teachers who will later be coming to these classrooms,” he said.

See the story on the SOE podcast page, or YouTube. Just look under “education” at podcast.iu.edu, or www.youtube.com/IUSchoolOfEducation.

(top) Teachers speaking with Kevin Pilgrim, professor in the IU Math Department.

(bottom) Enrique Glindo leads a recent session with Greene Co. teachers.



A School of Education base for the man behind the Dark Knight

Before reviving Batman on film, Michael Uslan worked on using comics to educate



Michael Uslan

For a lifetime, IU alumnus Michael Uslan, BA'73, MS'75, JD'76, has battled against the perception that comics are simply something for kids, a thing to be taken less seriously than high art. Clearly, he's making some headway.

Set aside the fact that the latest incarnation of the Batman movie series he started in 1989 began the year pushing \$1 billion in revenue worldwide. *The Dark Knight* is one of the top grossing films ever, and was nominated in 8 Academy Award categories. Uslan has achieved success as the Batman series executive producer, and also served as producer or associate producer on other Hollywood films including *National Treasure* and *The Spirit*.

What pleases Uslan more these days is that he is finally helping pioneers of the comic book industry get recognition. He just completed a documentary featuring some of the last living original comic book creators. And their work is now gracing museums worldwide.

"I worked with the Metropolitan Museum of Art in New York recently and advised them and loaned them comic books from my collection," Uslan said (his personal collection is so vast he donated more than 30,000 to IU's Lilly Library in 2001). "For the first time ever, they had an exhibit dealing with comic books at the Met and I had a chance to speak there. I've spoken twice now at the Smithsonian Institution, and they've recognized comic books as a true American art form and have honored the creators."

Uslan pointed out that the Louvre in Paris as well as other museums in

Europe have recently hosted shows featuring comics. “It’s the icing on the cake. It’s what I set out to try to do, and I’m very proud that all of our efforts ... have been able to accomplish (recognition) for these people that so deserve the respectability of audiences worldwide.”

Educating about the value of comics is something Uslan has been doing since his days at IU. While working on his undergraduate degree in history, he created the first accredited college course and correspondence course on comic books in 1971. And later that decade, while pursuing a law degree in Bloomington, another opportunity came about that brought him to the IU School of Education.

“I was hired by D.C. Comics,” he said, “and one of the first programs that D.C. asked me to get involved with was a project called ‘Edugraphics.’” The company envisioned using comic books as a teaching tool, particularly for those trying to pick up language skills. D.C. asked Uslan to work with education researchers to develop comics that could aid learning-disabled children, English as a second language students, or children who generally didn’t have an interest in reading.

“We took comic book adventures of Superman, Batman, and Wonder Woman — with controlled vocabularies, with teachers’ guides, with bulletin board displays, and supplemental material — and produced comics that would introduce, for example, one new vocabulary word each page,” he said. “And everyone found that as the students were reading them and had the pictures reinforcing the words, it was extremely effective.”

D.C. planned to send Uslan to teacher’s conventions and help make a presentation before the New York City School board. “I got to a point where I felt I really needed credentials to keep pace with this and to maintain my credibility,” he said. “That’s what backed the decision for me to go out and get my masters.”

So mostly over a summer, Uslan said he crammed in as many hours as he could while studying subjects to bolster the work he was doing for D.C. He said he made many presentations in classes on using comic books effectively in education. Again, he was thankful to be taken seriously, this time by School of Education faculty.

“When they heard what I was working on, rather than scoff or just say ‘that’s crazy! You can’t do that,’” he said, “they bent over backwards to allow me to keep as much focus as I could within their courses to work on the aspect of comic books in education. Uslan said he literally worked night and day, seven days a week, over an intensive summer session. His thesis titled “The Comic Book Revolution” focused on that subject. Masters in hand in the fall of 1975, Uslan helped to successfully sell the program to the school board in New York.

These days, an incredibly tight speaking schedule brings Uslan to college campuses often. He says the background he received in education has helped him more thoroughly vet research and understand his audience. Generally, he says the degree has helped shaped how he approaches life.

And still, he’s educating others. As he enjoys gratification from the museums now featuring some of comics pioneers such as Stan Lee, the creator of Spider Man, and Jack Kirby, co-creator of Captain America, Uslan says there’s more educating to be done. While the Academy of Motion Picture Arts and Sciences honored *The Dark Knight* in 8 categories, many critics and fans protested its omission from the “best picture” category as a snub. The Oscars have never nominated a movie based on a comic book character.

“Thus far, we’ve gotten the recognition from the Metropolitan Museum of Art, the Louvre, the Smithsonian Institution,” Uslan said. “And one day, if we keep working at it, I’m sure we’ll get that degree of respect from the Academy. That would be wonderful.”

What pleases Uslan more these days is that he is finally helping pioneers of the comic book industry get recognition. He just completed a documentary featuring some of the last living original comic book creators. And their work is now gracing museums worldwide.

Alumni making an impact in the state, region, and world



McCabe speaking at Nanjing Brain Hospital in Nanjing, China, March 23, 2008.

Indiana's Superintendent of Public Instruction has named **Carol D'Amico**, MS'87, EdD'96, as an educational consultant to the Indiana Department of Education. D'Amico has been CEO and Vice President of Conexus Indiana, an organization to promote new manufacturing and other industry opportunities in the state. She'll maintain a senior role there, focusing on workforce development. Before heading Conexus, D'Amico was executive vice president for Ivy Tech Community College of Indiana.

"Carol D'Amico is a nationally renowned expert in the areas of career, technical, and adult education," said state schools superintendent Tony Bennett in a news release. "Dr. D'Amico has unique skills and abilities that will help us revitalize our approach to career and technical education and fulfill our goal to develop the best high school-to-college/workforce program in the country."

D'Amico earned her master's degree in adult education and organizational development and later a doctorate in leadership and policy studies from the School of Education. She also has experience as the former assistant secretary for the Office of Vocational and Adult Education in the U.S. Department of Education.

Helen McCabe, PhD'04, received considerable attention recently for her work on "The FIVE Project," a nonprofit organization devoted to working with those in China who have autism. McCabe is an assistant professor of education in the Department of Asian Languages and

Cultures at Hobart and William Smith Colleges in Geneva, N.Y.

The *Boston Globe* featured McCabe and the organization in an article last fall. McCabe and her twin sister Karen, MA'94, co-founded the organization. The sisters started the effort in part because of the relationship Helen formed with an autistic student she met while studying in China in the early 1990s. National Public Radio also interviewed McCabe last summer regarding the Paralympics being held in Beijing.

McCabe said the country has struggled with its response to autism but is gaining ground. "There has been growing awareness over the past decade, since we first got involved in autism in China," she said. "More and more people in China know about autism, and this includes doctors, government officials, teachers, parents. But the government is still unable to meet the huge need for this population, including both children and adults with autism."

According to the *Globe*, McCabe travels to China about twice a year to hold workshops. Subjects include teaching strategies for parents and teachers, alternative communication strategies, sensory integration issues, and the importance of early intervention and inclusion.

"I would say the challenge that remains is still great," she said. "To meet the needs of all of these children will require continued advocacy and efforts on the part of organizations like FIVE, including working to promote more awareness of and commitment to this population on the part of government offices and officials."

Amy Scheeringa, BS'06, is one of 19 metropolitan Chicago teachers selected as a finalist for the 2009 Kohl McCormick Early Childhood Teaching Award. Scheeringa is a kindergarten teacher at Our Lady of Guadalupe School. The award honors teachers of children from birth to 8-years-old who are, according to the Dolores Kohl Educational Foundation, "dedicated, innovative leaders in their fields."

Five winners will be honored at an awards luncheon in June. If Scheeringa

is among those five, she'll earn a \$5,000 cash prize and \$1,000 for her school, plus a graduate-level course at the Erikson Institute in Chicago and induction into the Kohl McCormick Academy of Outstanding Educators.

2008–09 Alumni Board of Directors

Officers

President

Janet A. Williamson, BS'72, MS'90

Vice President

Jack W. Humphrey, MS'56, EdD'62

Secretary/Treasurer

Virginia M. Harrison, BS'72, MS'77

Past President

Joseph M. Walsh, BS'92

Directors

Karol L. Bartlett, BS'86

Edward Bradford, Jr., BS'78

Sheila R. Conder, BS'68

Larry M. Fitzgerald, BS'67

Jennifer A. Fleming, BS'70

Patricia L. Gainey, MS'79, EdD'94

William D. Gardner, MS'00

Cassandra D. Gray, BS'78, MS'84

Davin E. Harpe, BS '99

Maysee Yang Herr, MS'01

Earlene L. Holland

Jamia Jacobsen, BS '62, MS '75,

PhD'83

James B. Luther, PhD'92

Helen L. Mamarchev, PhD, MS'73

Andrea M. Smith, BS'04

Sarah Sawin Smith, BS'69, MS'77

Martha D. Street, BS'63, MS'66

Nancy Sutton, BS'66

Ex officio

Sarah J. Baumgart

Rachel Jones Crouch

Gerardo M. Gonzalez, PhD

Donald R. Hossler, PhD

Jayne Little

Patricia M. Rogan, PhD

Michelle L. Stuckey

Class Notes

Before 1960

Robert L. Willman, BA'40, MS'51, is 91 years old. He writes, "I search the Class Notes for names of members of my generation. I find very few [these days]." Willman lives in New Albany, Ind.

Vernon M. Roudebush, BS'52, is retired after practicing optometry in Safford, Ariz., for 40 years. He is past president of the Arizona Optometric Association and past president of the Arizona State Parks Board. He also served on the Mount Graham Regional Medical Center Board in Safford for 18 years and on the Safford City Council for four years. He and his wife, Cecilia, now reside in Tucson, Ariz. The couple has four children and 13 grandchildren.

Bonnie Layton, the daughter of **Joyce Bond Bellew**, BS'54, writes, "I am searching for any photos, videos, or recordings of IU campus bands in the 1940s, especially of the Chuck Smith and Med Flory bands. I am also seeking photos of DU brothers from that time. I would appreciate anyone's recollections of seeing the bands. I'm working on a video for my father, John, BS'50, and the musicians with [whom] he played." The Bellews live in Cape Coral, Fla.

David A. Ambler, BS'59, MPA'61, EdD'66, is retired, having served as vice chancellor for student affairs at the University of Kansas in Lawrence. In the fall, the university's student-funded recreation center will be rededicated in his name, becoming the David A. Ambler Student Recreation Fitness Center. Ambler lives in Lawrence with his wife, **Mary (Harris)**, MS'60.

Beverly Stephens Mendoza, BS'59, writes, "I have lived in the Los Angeles [area] since 1991 [and taught] ballet here in many dance studios until 2004. Currently, I am serving as second reader at the Third Church of Christ, Scientist, Glendale, and I am a paid employee of the church." Originally from Muncie, Ind., Mendoza was the owner and director of the Valparaiso School of Dance and Theatre from 1969 to 1983. In Los Angeles, Mendoza taught ballet at the Los Angeles School of Music and Art, Le Studio in Pasadena, Pashkova's Dance in Tujungga, and several other dance studios. Other IU graduates in her family include her late husband, **Calvin K. Hubbell**, BS'57, JD'60, and her late son, C. Keith Hubbell Jr., BA'85. Another son, Stephen Ross Hubbell, is a lawyer and well-known jazz guitarist.

1960s

Hal K. Green, BS'62, MS'65, EdD'72, has just published a mystery novel, *Murder in the Well House*, which takes Indiana University and Bloomington as its setting. Green attended one of the last one-room schools in Indiana. He enjoyed a career as an administrator in mental health and served as CEO of two large institutions before becoming a successful independent investor. He and his wife, **Margot (Keith)**, EdD'77, live in Columbus, Ind.

Linda S. Gregory, BA'66, MA'71, EdD'74, is a senior programmer and analyst for Saint-Gobain Containers Inc. in Muncie, Ind. In November she was selected as one of five employees to receive the company's Volunteer Recognition Award. Gregory was cited for her involvement with the Eliminating Poverty Impact Coalition, of which she currently serves as co-chairwoman. She lives in Muncie.

Susan Wantz Kupisch, BA'68, MS'69, PhD'76, of Evansville, Ind., is vice president for academic affairs at the University of Evansville.

John R. Swallow, MA'69, PhD'75, is a private consultant in Reston, Va., where he lives. A former Peace Corps volunteer, he also served with the Foreign Service and the U.S. Agency for International Development until his retirement in 2003. Towards the end of his time with USAID, Swallow spent several months in Indonesia and Afghanistan helping to implement U.S. foreign aid programs.

F. Grant Williams, BS'69, MS'72, retired in August 2007 after 36 years in education. He was most recently the principal of the Riley School, a K-12 special education center for students with emotional and behavioral problems. Williams lives in San Diego.

1970s

Three IU alumni will be inducted into the Indiana Journalism Hall of Fame in April. **James W. Brown**, MS'70, MBA'75, PhD'77, Craig Klugman, BA'67, and Jane Pauley, BA'72, LHD'96, are among the five new members who will be inducted during a ceremony in Greencastle, Ind., on Saturday, April 18. Created in 1966 by the Indiana chapter of the Society of Professional Journalists and housed at DePauw University, the Hall of Fame recognizes journalists of great distinction with significant ties to the state. Brown, executive associate dean of the IU School of Journalism at IUPUI, is a pioneer in computer-assisted journalism and an accomplished photographer. His expertise has helped create a generation of multimedia-savvy journalism graduates over the years. Klugman has, since 1982, been editor of the Fort Wayne *Journal Gazette*, one of the state's most prominent and award-winning

newspapers. He has championed Freedom of Information efforts in Indiana. Pauley served as an NBC television news anchor and host for close to three decades. She began as a reporter with television station WISH in Indianapolis and spent a year as a news anchor in Chicago before starting her 13-year tenure as co-host of NBC's *Today* show in 1976. The winner of numerous Emmy awards, she later spent 12 years as a host of *Dateline NBC*.

Former IU defensiveback **Nate Cunningham**, BS'70, MS'75, thought he had seen the last of the Rose Bowl watch he received in 1968 when the Hoosiers played USC in Pasadena, Calif. At his daughter's soccer game in Dallas in about 1979, Cunningham's watch flew off his arm when he got "a little excited" when his daughter scored a goal. He never found the watch. Imagine Cunningham's surprise when he received an inquiry last year from David Hill, of Plano, Texas, hoping to return the watch to its owner. "I found it in a parking lot in Dallas, Texas, over 28 years ago," Hill wrote to Cunningham. "As a child, I did not realize the significance of such a keepsake. I thought it was a cool watch and remember carrying it around in my pocket for a while until I finally stowed it away in a box my parents recently found." Hill contacted the IU Athletics Department to locate Cunningham. "I must admit that I was overwhelmed at the opportunity to get the watch back after all these years," Cunningham replied. And, despite a little corrosion, the watch still runs, he added.

Jerry L. Fritz, BS'70, MS'76, has been named dean of the economic and workforce development division for Pikes Peak Community College in Colorado Springs, Colo. He and his wife, Janet, live in Woodland Park, Colo. Fritz has two sons — Will, a graduate of the University of Wisconsin-Platteville, and Brad, who recently finished his freshman year at the University of Wisconsin in Madison.

Gary W. McClary, MS'72, DDS'77, is a dentist in Georgetown, Ind. He writes that he and his wife, **Carolyn (Bentley)**, MS'78, will become grandparents for the second time in April 2009. The couple lives in Floyds Knobs, Ind.

Cynthia Stevens Dwyer, BS'74, EdS'90, is a reading specialist for Highlands County Schools in Sebring, Fla. She is also a children's book author and was chosen as Indiana District 5 Middle School Principal of the Year in 2003. Dwyer lives in Sebring.

In August, **Barbara C. Jones**, BS'75, MS'78, became vice president for student affairs at Miami University in Oxford, Ohio. She oversees approximately 190 staff members. Previously, Jones served as assistant chancellor for student affairs at the University of Wisconsin-Whitewater, a position she held since 2000. She earlier served as associate vice president

for student affairs at Ball State University in Muncie, Ind., and as director of student activities and organizations at Minnesota State University–Mankato. Jones lives in Oxford.

K. Habib Khan, PhD'76, was appointed chief academic officer of Stratford University in Falls Church, Va., in October. The college has an enrollment of about 2,000 students. Khan previously served four years as the provost of Virginia International University in Fairfax, Va. He lives in Fairfax with his wife, Naveed, who works for the U.S. Department of State in Washington, D.C.

Robert T. Rhode, BS'76, MA'78, PhD'81, is a professor of English at Northern Kentucky University in Newport. He is one of the world's leading experts on steam tractor history and recently co-authored *The Steam Tractor Encyclopedia: Glory Days of the Invention That Changed Farming Forever*, published by the Quayside Group. Rhode lives in Springboro, Ohio.

In June, **Lu Ann Brobst Staheli**, BS'76, was named Utah's Best State Educator at the K–12 level. She has taught English, writing, and reading at Payson Junior High School in Payson, Utah, for the past 23 years. Staheli earned a master's degree in instructional technology from Utah State University in May. She taught English and psychology at Rockville Senior High School in Rockville, Ind., before moving to Utah. During her 29 years as a teacher, Staheli has shared her love of reading and writing with over 4,000 students. "Once my student, always my student," is her philosophy. An author, editor, screenwriter, and writing coach as well as a teacher, Staheli lives in Spanish Fort, Utah.

1980s

Brenna Brown Burnette, BS'80, is a kindergarten teacher at Don Callejon School in Santa Clara, Calif. She received a master's degree in education administration from San Jose State University in 2003. Before moving to California, she lived in Germany, Colorado, Hawaii, Maryland, and Korea. At IU Burnette served as Recreational Sports secretary. She is the mother of three adopted daughters and lives in Santa Clara.

Barbara Woodruff Rocco, BS'80, MS'87, began her second year as a Title 1 reading teacher in Burbank, Ill., in the fall. Previously, she was a classroom teacher for seven years, after which she stayed home to raise three children — Kyle, 21, Heather, 18, and Carly 15. Rocco and her husband, Perry, live in La Grange Park, Ill.

Audrey Lippman Morgan, MS'85 retired as director of the IU Kelley School of Business Undergraduate Program at the end of the

spring semester 2008. Her husband, Michael, a professor of philosophy, is also retired. The couple spent the fall semester in London, England, where Michael was teaching at two universities. The Morgans live in Bloomington, Ind.

"Right now I am back in higher education working at SUNY College of Environmental Science and Forestry [in Syracuse, N.Y.] in the Outreach and Continuing Education Department," writes **Maura Harling Steffl**, MS'86, of Fayetteville, N.Y. "It's a great place to be with all the cutting-edge environmental projects going on ... I also started a business called N.Y. Vintage Vanity and sell on the Internet and locally — [it's] a good excuse to go flea marketing. The kids and husband are well, and we enjoy our life in upstate New York. [I'm] looking forward to attending some [Union Board] anniversary events [in Bloomington, Ind.] and seeing some old faces!"

This fall **Constance Gray Deuschle**, BGS'88, MS'91, EdD'99, joined Valparaiso (Ind.) University as a visiting assistant professor in the Department of Psychology. She had previously provided consulting services in educational programs, team building, and international education to the Indiana Department of Education and various schools. Deuschle is a former assistant professor of counseling and human services at IU South Bend and a past president of the Indiana Counseling Association. She received the association's Irene Cutter Distinguished Service Award in 2007. Deuschle lives in Goshen, Ind.

Mark D. Robinson, BGS'89, MS'94, is vice chancellor of student development at City College of San Francisco. He recently received two prestigious higher education recognitions. In summer 2008 Robinson was admitted to Harvard University's Institute for Educational Management. He also received an American Council on Education fellowship for the 2008–2009 academic year. An I-man in basketball at IU, Robinson was part of the Big Ten championship team in 1989. He lives in San Francisco.

1990s

Cara Chilton Patton, BS'90, is a second-grade teacher at Emmons Elementary School in Mishawaka, Ind. She lives in Mishawaka with her son, Connor, and has been teaching in the community's schools for 17 years.

Andrew C. Billings, BS'94, MA'96, PhD'99, is an associate professor in the Department of Communication and Culture at Clemson University. His research and teaching focuses on sports communication and mass media, particularly on the portrayal of identity within televised sport. Routledge recently published

Billings' first book, *Olympic Media: Inside the Biggest Show on Television*. He and his wife, **Angela (Bowser)**, BS'99, live in Central, S.C.

In October, **Nicole V. Law**, BS'94, principal of Garden City Elementary School in Indianapolis, received the prestigious 2008 Milken National Educator Award. The award, which carries a \$25,000 recognition, is given to about 80 teachers across the country each year. "Being a principal is about being a servant-leader," says Law. "My teaching philosophy is threefold: how can I make the students lives better, how can I help my teachers become lifelong learners and better teachers, and how can I help make families lives better? At Garden City, we educate the whole child and create a culture that helps both the student and the family." Law, who is completing a PhD in educational supervision at Indiana State University, believes the award is not solely about her as a teacher and as a principal. "It is not only good for me, but for the teachers and students, and for the public. It allows everyone to see the good things that are taking place at Garden City. It also means that there are organizations out there who recognize the good work educators do, [who acknowledge] the jobs we do every day." In addition to meeting the challenges of being an elementary school principal, Law has also had to overcome personal challenges. She has suffered from sickle-cell anemia her entire life. But, here, as in teaching, she adopts a no-excuses mentality. "I try to stay on top of things and know when I am healthy. Since [the symptoms of] the disease come on without warning, I have to live in the moment and try to do and be my very best."

In September, Tuxedo Press published *Doctors, Lawyers, Indian Chiefs* by **Thomas R. Benjey**, PhD'95. He is also the author of *Keep A-Goin': The Life of Lone Star Dietz*. In addition to writing books about Native Americans in the U.S. school system, Benjey writes about professional and college football. He lives in Carlisle, Pa.

Angela J. Nealy, MS'98, is president of DJ Center of Youth Inc., a not-for-profit organization, which she co-founded with another IU alumna, Devina J. Jani, Cert/BS'03, MSW'05. Nealy lives and works in Indianapolis.

Michelle Hatfield Gerbasich, BS'99, is an English teacher and boys' golf team coach at R. Nelson Snider High School in Fort Wayne, Ind. She has a master's degree in curriculum, instruction, and assessment from Walden University, an online institution. A former I-woman in golf, she married Mike Gerbasich in 2004. The couple lives in Fort Wayne with their two children — daughter Katie, 3, and son Bryce, 1.

Amy Paul Schmeltz, BS'99, MA'07, is a high-school teacher in Walkerton, Ind. She writes, "I married Dan Schmeltz on Dec. 29, 2007, and I am enjoying my second year of teaching at John Glenn High School." Schmeltz lives in Plymouth, Ind.

2000s

Kevin A. Harris, BA'00, MS'02, is completing a PhD in counseling psychology at Ball State University in Muncie, Ind. He plans to graduate in May 2009. He is currently employed as a psychology resident at Citrus Health Network in Miami.

In May 2008, **Shirley Baker Aamidor**, PhD'02, was promoted to associate professor of education and approved for tenure at IU Kokomo. She lives in Carmel, Ind.

Amanda G. Slusher, MS'02, is director of development for the Kentucky Division of Prevent Blindness America. She is also pursuing a master of arts for teachers degree in elementary education at Bellarmine University in Louisville, where she lives.

Theresa Gutzwiller Barker, BS'03, teaches middle-school mathematics, science, and religion at St. Vincent de Paul Catholic School in Bedford, Ind. She lives with her husband, Travis, and son, Andrew, in Newberry, Ind.

Jennifer Jacobs Robbins, BA'03, MS'05, recently relocated to Carmel, Ind. She works with corporate clients and youth education programs for The Burchard Group, a boutique consulting company based in San Francisco. Her husband, John, is a sales and marketing manager for Flexware Innovation, an information-technology firm in Fishers, Ind., that develops software for manufacturing companies. The couple writes, "While we enjoyed our time living in Texas immensely, we are quite excited to be moving closer to friends, family, and our Midwestern roots."

Melissa Taylor Howell, BS'04, is a second-grade teacher at Loughman Oaks Elementary School in Davenport, Fla. She is also pursuing a master's degree in education at Stetson University in DeLand, Fla. Howell lives in Davenport with her husband, Brandon, BS'04.

Ashley B. Ransburg, BS'05, is a first-grade teacher at Central Elementary School in Plainfield, Ind. She writes, "I continue to do presentations at schools and libraries for my children's book, *Evie Finds Her Family Tree*." The book was published by the Indiana Historical Society Press in 2006. Ransburg lives in Plainfield.

Bradley D. Crozier, BS'06, and his wife, Jessica, welcomed daughter, Victoria Lynn, in October 2007. They live in Harlan, Ind.

Nicole Nemeth Katlun, BS'06, is a fourth-grade teacher at Beiger Elementary School in Mishawaka, Ind. She lives in South Bend, Ind.

The magic that happens when nobody's looking is a favorite theme of children's writers, and **Jill Plunk**, BS'06, who writes under the name Jill Jana Marie, has given it exuberant expression in *Zoo Rendezvous* (The Peppertree Press, 2008), a rhyming account for young readers of the high jinks zoo that animals indulge in after hours. Plunk is an elementary school teacher in Collier County, Fla. Her book is dedicated to José Galván, a 5-year-old Florida boy born unable to hear. Ten percent of the proceeds from the book's purchase will go to a fund to help provide José with support at home that will enable him to keep up in school. Find out more — including news of Plunk's late 2008 release, *Balloon Blessing* — at www.heightenedhorizons.com.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes.

To submit information:

Write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

See what's happening at the School of Education



- Video podcasts on the IU School of Education web site: www.education.indiana.edu
- The IU School of Education on the IU Podcast Page: podcast.iu.edu, type "School of Education" in the search box, or look under "education" in "topics"
- The IU School of Education YouTube Channel: www.youtube.com/user/iuschoolofeducation.

You can now see and hear more of what is going on at the School of Education. Short video features are available on the IU School of Education homepage, along with listings of events and news highlights. A comprehensive list of currently featured videos is available through the new IU Podcast page. And we're also on YouTube.

And now we're on Facebook! See the latest news, including video, plus keep up with what's happening with faculty, staff, students, and alumni by joining the School of Education group. Search for "Indiana University School of Education" to find us.

Virgil T. DeVault Alumni Center
1000 E. 17th Street
Bloomington, IN 47408-1521

Nonprofit Organization
U.S. Postage
PAID
Indiana University
Alumni Association

Please visit us!

We look forward to your visits to the School of Education Web sites.

For starters, try these:

School of Education, Bloomington: <http://education.indiana.edu>

School of Education, IUPUI: <http://education.iupui.edu>

Indiana University: <http://www.indiana.edu>

Indiana University Alumni Association: <http://www.alumni.indiana.edu>

Chalkboard: <http://education.indiana.edu/~educalum/chalkboard.html>

Snapshot

Creating a new path for teaching careers



School of Education Dean Gerardo Gonzalez visits with Ivy Tech Bloomington Chancellor John Whitehart after a ceremony to note a statewide articulation agreement between all schools of education in the IU system and Ivy Tech campuses throughout Indiana (story on page 5).