OPENING A WORLD OF OPPORTUNITIES
DEAN’S PERSPECTIVE: Revving Our ‘Engine of Innovation’ on the Global Stage

She received her doctorate in higher education administration from our school in 1969 and went on to a productive career in her native Japan, where she retired as professor emerita of education at Gunma Prefectural Women’s University. Indiana University is never far from her mind, however. Although now in her 70s, she recently visited the School of Education to meet with me to express her gratitude for the incredible education she received in our classrooms. She is just one member of our large cadre of international alumni in leadership positions across the globe who have a great affection for this school and a great desire to support it.

In fact, over the years, thousands of people from around the world have come to the Indiana University School of Education to study and have then shared the knowledge they gained with colleagues and students in their home countries. We are a truly global school, from the international students populating our classes to our faculty members conducting research and developing programs all around the world, to the domestic students enriching their educations through overseas study in our award-winning Cultural Immersion Program.

The internationalization of the School of Education is nothing new. It’s part of a long tradition of global engagement that began under the leadership of longtime dean W.W. Wright, for whom our current building is named. He was a special adviser to IU President Herman B Wells — the man most often credited with building Indiana University into the global powerhouse it is today.

This trip underscored for me the critical role research universities like IU play as engines of innovation and economic development in the new millennium. Today higher education is truly engaged in an intense global competition to produce the most new knowledge and prepare a workforce that can easily access and utilize that knowledge. The faculty, students, staff, and alumni of the IU School of Education are up for the challenge and ready to lead the way.

Through generations, our faculty and students have built on this international legacy and I have certainly continued that tradition of support during my tenure as University Dean. Throughout my career, I have believed that the world needs people who appreciate cultural differences, people who can enrich other people’s lives from different perspectives. By educating tomorrow’s leaders to appreciate and value differences, we are helping to build the human capital needed in today’s increasingly smaller world.

In this issue of Chalkboard, you will see just a few examples of our global reach. From Afghanistan to China to Mexico to Suzuko Murata in Japan, the students and faculty of the IU School of Education are paving the way to better understanding among people all over the world.

I also had the privilege of participating in a major international initiative this year. I was invited to be among a group of professors from around the world tapped by the German Science Council to evaluate proposals from top research universities in Germany for the country’s Excellence Initiative. As a result of the visit, we are discussing opportunities for further collaboration with some of Europe’s most distinguished institutions.

Throughout my career, I have believed that the world needs people who appreciate cultural differences, people who can enrich other people’s lives from different perspectives.”

— Dean Gerardo M. Gonzalez

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Four School of Education staff members received 2006 staff awards for their outstanding work. Recipients were Sara White, curriculum and instruction; Margarethte O’Connor, teacher education; Denise Wyatt, teacher education; and Susan Stoffer, graduate studies.

The School of Education held its annual Celebration of Teaching awards program last spring. Trustees Teaching Awards were awarded to Maryllyne Boyle-Baise, professor in curriculum and instruction; Stephanie Carter, assistant professor in language education; Suzanne Ecke, assistant professor in educational leadership and policy studies; David Flanders, associate professor in curriculum and instruction; Robert Kunzman, assistant professor in curriculum and instruction; Martha McCarthy, Chancellor’s Professor in educational leadership and policy studies; and Leana Alcoholness, Delandshere was also honored for her only for the innovation and creativity she brings to her inquiry methodology class. Delandshere was also honored for her mentoring activities with her students. David Flanders, associate professor in curriculum and instruction, is the new vice president of the American Educational Research Association. He is in charge of Division B: Curriculum Studies and will oversee the division’s business at large, including awards programs and the annual conference program. He also serves on the executive council of AERA. He presented the presidential address, “The Mirror: Curriculum, Art, and Critical Politics,” at the AERA annual meeting in San Francisco.

Ted Frick, associate professor of instructional systems technology, was elected as the newest member of the Association for Educational Communications and Technology Board representing the Systemic Change Division. His appointment became official at the organization’s international conference held in Dallas in October. The AECT works to provide international leadership in promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings.

Beth Greene has been named director of the Center for Innovation in Assessment. She is an adjunct associate professor in the department of counseling and educational psychology and has been with the center for 18 years. The College of Education and Human Development at the University of Minnesota celebrated its centennial by honoring 100 distinguished alumni for lifetime contributions. Jerome Harste, professor emeritus of language education, was one of the 100 recipients.

George Kuh, Chancellor’s Professor of higher education, received the Lifetime Achievement Award from the American College Personnel Association. The Lifetime Achievement Award honors a member who has a recognized level of scholarship productivity and leadership sustained over two decades or more and other long-term involvement and service to the field of higher education.

Robert Kunzman, assistant professor in the department of curriculum and instruction, was chosen as a 2006–07 competitive pool of nearly 200 applicants. Who were selected from a highly competitive pool of nearly 200 applicants. Kunzman was one of 20 fellows who were selected from a highly competitive pool of nearly 200 applicants.
The IU Bloomington Office of the Provost and the School of Education are investing in the new Center for Educational Sciences Research and P-16 Collaboration. The center, which opened in fall 2006, will initially focus on schools in Lake, Marion, and St. Joseph counties and other areas with significant populations of minority and low-income students. Catherine Brown, associate dean for research and development and professor of mathematics education, is the center’s director.

“The role of the center will be to expand on the work our faculty are doing to bring research-based knowledge to bear on improving student achievement from pre-kindergarten through college,” said Gerardo M. Gonzalez, university dean of the School of Education. “Our faculty will work in close collaboration with teachers to help them take advantage of classroom techniques and instructional materials that our research has found to be most effective.”

The center’s staff will assess the needs of each participating school and partner teachers and administrators with appropriate IU education faculty members who will work to apply educational research findings, particularly in critical areas such as mathematics, science, applied technology, reading, and special education.

Key goals of the P-16 center

- Helping Indiana’s schools develop plans and programs to increase the number of minority students who graduate fully prepared for college—level study at IU and other institutions of higher learning.
- Improving Indiana’s schools by making IU faculty more readily available to offer their expertise to teachers in the classroom.
- Giving teachers in high-need communities access to the best teaching practices and proven curricula to convey complex material — especially in math, science, and technology — to students in ways that lead to higher student achievement.
- Gathering data on the performance of first-year IU students and sending feedback to the high schools from which they graduated so the schools can adjust their course offerings and improve future students’ ability to succeed in college.
- Expanding opportunities for teachers and students to learn through distance education and Web services.

An important benefit of the center’s work is that it will give IU another way to identify and help prepare talented minority students who may be interested in applying to an IU campus. IU trustees have said they want to see increased enrollment of underrepresented minorities on all campuses.

Indiana schools in need of qualified math teachers will benefit from a grant of nearly $500,000 awarded to Indiana University Bloomington by the National Science Foundation’s Robert Noyce Scholarship Program. The Indiana University School of Education and the Department of Mathematics in the College of Arts and Sciences partnered on writing the Noyce grant to create scholarships for 33 undergraduate and graduate students during the next four years. Students who receive the money must commit to teaching mathematics two years for each year the scholarship is received. Teaching assignments must be in high-need school districts and must be completed within six years of finishing the program at IU.

“The NGF Noyce grant is a prestigious award that will do much to enhance our ability to prepare teachers in one of the key STEM [science, technology, engineering, and mathematics] areas,” said Gerardo M. Gonzalez, university dean of the School of Education. “This is a high priority for the university, the nation, and the state.”

The Noyce scholarships tap undergraduates in the Department of Mathematics who are interested in extending their mathematical training and honing their teaching skills through IU’s undergraduate-secondary-teacher certification program. In addition, the Noyce grant provides stipends to students who already have degrees in mathematics who support their studies through the graduate-level Secondary Transition to Teaching Program.

“We’d like to encourage Indiana’s elite mathematics students to teach and increase the number of people who are becoming math teachers,” said Diana Lambdin, professor of mathematics education and the Martha Lea and Bill Armstrong Chair in Teacher Education. Lambdin is also the principal investigator for the grant.

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“This fits nicely with the life-sciences initiative in the state, which will require a population that is well-informed and well-educated in math and science. In order to have a better educated population, you must have excellent math and science teachers. This scholarship program will increase the number of qualified math teachers and bring them to high-need schools that are often not successful in teacher recruitment,” Lambdin said.

Seven outstanding public school teachers from Indiana have received the Indiana University School of Education-Martha Lea and Bill Armstrong Teacher Educator Award for the 2006-07 academic year. Nominated by district superintendents, each of these honorees has shown exemplary skill and talent as an educator.

The 2006-07 Armstrong Teacher Educator Award recipients are Andrew Craig, Tuttle Middle School, Crawfordsville; Christine Floyd, Brownsburg East Middle School, Brownsburg; Andrew Himlick, Towne Meadow Elementary School, Carmel; Alex Holtz, M504, Elkhart Memorial High School, Elkhart; Mary Malloy, Penn High School, Mishawaka; Majorie Ramey, Carey Ridge Elementary School, Westfield; and Sheryl Slater-Seabrook, North Wayne Elementary, Indianapolis. Award recipients will work with and lend their expertise to students studying to be teachers. The Armstrong Teacher Educators also will have the opportunity to participate in professional-development activities to advance individual goals and those of their schools and corporations.

The awards were made possible through the Martha Lea and Bill Armstrong Fund in Teacher Education, established through a gift from Cook Group Companies Inc. of Bloomington. The endowment also supports the Martha Lea and Bill Armstrong Chair in Teacher Education.

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Immersions program puts future teachers in Mexican classrooms — and in new language-learners’ shoes

by Ceci Jones Schrock

‘The Hokey-Pokey’ is truly a cross-cultural hit. Just ask Mark Roberts and Jessica Raynor, two IUPUI students who spent four weeks in Cuernavaca, Morelos, Mexico, last summer. The pair participated in IUPUI’s To Mexico With Love program, an immersion experience in language and culture that also includes a service-learning component. The program, begun in 2004 through the Office of Campus and Community Life with support and leadership from the Office of International Affairs and Center for Service and Learning, is open to all IUPUI majors who meet the minimum GPA requirement.

Participants in the program take a short but intensive Spanish course and are then thrown into life south of the border. “I did not realize how hard this would be until I got into a cab with Jessica and we realized we had no idea what the driver was saying,” Roberts says. “After a couple of minutes we realized that he was trying to tell us that we were in a dangerous neighborhood. I had never felt so helpless and alone. Being put in that position made me realize that I had to learn Spanish and learn it fast.”

Raynor, too, felt the sting of being in the language minority — and the experience helped her empathize with new English speakers who come to the United States. “The kids just loved them! And they loved the kids,” Raynor says.

The language barrier was the biggest obstacle, Raynor says. “I did not realize how hard this would be until I got into a cab with Jessica and we realized we had no idea what the driver was saying.” Roberts says. “After a couple of minutes we realized that he was trying to tell us that we were in a dangerous neighborhood. I had never felt so helpless and alone. Being put in that position made me realize that I had to learn Spanish and learn it fast.”

By Ceci Jones Schrock

“Service-learning is a very powerful tool to use for teaching. It really helps students learn about working with kids and also about how culture, neighborhood, families, and the overall environment help a child be able to succeed in school.”

— Robert Osgood
Streamlining global student loans

Alumnus Keith Jepsen makes borrowing easier for international students

Fear, says Keith Jepsen, is the biggest reason international students are reluctant to borrow money to pay for their college educations. “Many students have experienced something that makes them afraid to take out loans,” says Jepsen, who received his EdD in higher education from the IU School of Education. “Maybe they’ve seen a relative have a car repossessed or a mortgage foreclosed. They just don’t want debt hanging over their heads. It’s my job to help international students understand the return on their investment in themselves.”

That’s where his company, Global Student Loan Corp. (www.globalslc.com), comes in. According to the company Web site, GSLC’s aim is to avoid in the worldwide student loan market as the only comprehensive education loan for international and distance-learning students that does not require a co-signer in the student’s host country.

By eliminating the need for a co-signer in the host country, a tremendous burden has been lifted from international students. “Students from other countries find it a tremendous barrier to find someone in the United States, for example, who will co-sign for them,” he says. “If they do find someone, that person might only agree to do it for one year because the debt appears to be so huge. We turned the process on its head. It’s my job to help international students understand the return on their investment in themselves.”

Fear, says Keith Jepsen, is the biggest reason international students are reluctant to borrow money to pay for their college educations.

GSLC has taken off, currently working with students from 80 countries to help them finance their educations. Financial institutions that have come onboard include Citibank, Wachovia, even Bank of Shanghai. With someone like Jepsen at the helm, it’s no wonder. He’s dedicated his career — that’s 40 years — to higher-education finance. Previous positions have included chairman and chief executive officer of College Financial Assistance Corp., chief operating officer of the Illinois State Scholarship Commission, and, most recently, director of New York University’s Office of Student Financial Aid (1989 to 2000).

This amazing career had inauspicious beginnings. “I was a sophomore in college when my dad died,” Jepsen says. “The people in the student financial aid office were really helpful in getting me a part-time job and a student loan.” From there, this self-described “undergraduate majoring in out-of-class activities” went on to know the professionals in student personnel and eventually landed a work-study gig in the financial aid office. He’s been working with college students ever since.

And giving back to them, too. Earlier this year, Jepsen and his wife, Kathleen Dore, presented a gift to the IU School of Education’s Cultural Immersion Program to fund study-abroad programs. “My wife and I think international study is the only good way to win ‘the hearts and minds of people around the world,’” he says. “It makes the person studying and the people with whom the student interacts better for the experience.”

Gayle Buck comes from the University of Nebraska as an associate professor of science education in curriculum and instruction. She received her PhD in curriculum and instruction from Kent State University, an MA in science education studies from Ohio State University, and a BA in elementary education from Youngstown State University. Buck’s research interests include middle-school science education, and her work has been featured in a variety of journals, including Journal of Science Teacher Education, Journal of Research in Science Teaching, Middle School Journal, Elementary Science Education, and Journal of Materials Education.

Melissa Sommerfeld Gressafi joins the learning sciences program in the department of counseling and educational psychology as an assistant professor. Gressafi comes to the department from Vanderbilt University, where she was a postdoctoral research associate. She received a PhD in educational psychology and an MA in education from Stanford University and a BA in psychology and French from Franklin & Marshall College. Gressafi’s research has focused on middle school students’ construction of participatory mathemati- cal identities. Most recently, she has been involved with a project that pursues research on embodied mathematical cognition, technology, and learning.

Sylvia Martinez is joining IU as an assistant professor with a joint appointment in both the School of Education and the School of Informatics and Computing. Her research focuses on educational technology and policy studies in the School of Education and the Latino Studies Program. A National Institute of Child Health and Human Development postdoctoral fellowship recipient, she received a PhD and MA in sociology from the University of Chicago. Martinez has served as research fellow for the Alfred P. Sloan Center on Parents, Children, and the University. Through her work with this center, she was invited to write a chapter describing women’s motivations for working for the book Being Together, Working Apart. She has also published and presented articles on barriers to educational opportunities for Hispanics in the United States as well as classroom experiences and patterns of disengagement among Hispanic and Mexican-American students.

Andrea McDuffie is an assistant professor of special education in the department of curriculum and instruction. Prior to her appointment, she was a National Institutes of Health Postdoctoral Fellow for the Waisman Center at the University of Wisconsin-Madison. McDuffie received a PhD in special education from the Peabody College at Vanderbilt University, an MA in speech pathology from the University of Tennessee, and a BA in psychology at Emory University, where she also was selected for Phi Beta Kappa. Her research has focused on the prelinguistic skills and vocabulary outcomes in young children with autism spectrum disorders. Her research has been featured in several scholarly journals, including the Journal of Speech, Hearing, and Language Research, International Journal of Developmental Neuroscience, and the Journal of Autism and Developmental Disorders.

Anne Ottenbreit Leftwich joins the School of Education in January 2007 as an assistant professor in the department of instructional systems technology. She has a PhD in educational technology from Purdue University, and an MA in educational technology from Western Michigan University. Leftwich’s research interests include in-service teachers’ perceptions of technology integration within pre-service education, problem-solving skills of elementary students, and problem-based learning environments. Her work has been published in the journal Teacher Education Practice. She received her PhD in educational technology and instruction as an assistant professor of science education. She received a PhD in curriculum and instruction from University of Missouri, an MS in elementary education from D’Youville College, and a bachelor of science degree from McMaster University.

Rogers’ research interests include mathema- tics and science education, particularly related to professional development. Her work has been published in the Journal of Mathematics Teacher Education. Robert Sherwood is a professor of science education in the department of curriculum and instruction. He received a BS and an MA in chemistry from Purdue University and a PhD in science education and educational inquiry from Indiana University. Most recently, he was a member of the faculty at Vanderbilt University in the department of teaching and learning. Sherwood’s research interests include the use of computers and technology in science educa- tion. He is the co-author of Technology for Teaching and Learning with Understanding: A Primer, and his work has been featured in the Journal of Science Teacher Education, Journal of Computers in Mathematics and Science Teaching, Educational Technology, and American Psychologist.

Elizabeth Beau Vallance joins the department of curriculum and instruction as an associate professor of art education. She received an MA and PhD in education from Stanford University and an AB in psychol- ogy from the University of Michigan. Prior to joining the faculty at IU, she was an associate professor of art education in the Northern Illinois University School of Art. Vallance’s research interests include art museum education, and she has pub- lished numerous articles and book chapters on this topic. Most recently, her work has been featured in Studies in Art Education, Art Education, Journal of Museum Education, and the International Handbook of Research in Arts Education. Vallance also serves as coordinator of institutional resources for Art Education, a bimonthly journal of the National Art Education Association, and as associate editor of Curriculum Inquiry.
Rebuilding schools, restoring hope
by Ceci Jones Schrock

Faculty experts work to strengthen Afghanistan’s educational system

Terry Mason has a favorite story about his work in Afghanistan.
He was a passenger on a United Nations humanitarian air flight on his way into the country. The pilot came on the intercom and announced that the plane could not land in Kabul due to military action and was being diverted to Pakistan. Mason wasn’t sure when he would make it to Afghanistan.

“Shortly after, we were cleared to land,” remembers Mason, “and the pilot made a sweeping turn over the Hindu Kush mountain range, the Khyber Pass, and the river. That’s when the metaphor of my work and the Khyber Pass stuck me.”

The region’s most important trade route for centuries, the Khyber Pass connects Pakistan with Afghanistan. And like the Khyber Pass, Mason is bringing tangible goods such as books into the war-torn country. But he and his colleagues are also bringing something even greater — hope.

Mason, who directs the IU Center for Social Studies and International Education, is working with colleague Mitzi Lewis on a project to improve education in Afghanistan. They are part of a U.S. consortium that has received a $38 million grant to restore and improve the educational system in Afghanistan. In early 2006, the U.S. Agency for International Development awarded the grant to the Academy for Educational Development, a Washington, D.C.-based not-for-profit organization that specializes in international educational programming. IU, which will receive approximately $5 million, and the University of Massachusetts Amherst round out the consortium.

“The political events over the last couple of decades, there have been huge difficulties for schools,” Mason says. “Teachers were dismissed; they fled the country. Now, refugees are returning. Part of the effort at stabilizing the country involves restoring the educational system, which requires qualified and competent teachers.”

Like family

“I never dreamed something this big would happen,” says Lewison, whose previous work effectively set the stage for the Afghanistan Higher Education Project. In fall 2003, she had garnered a Fulbright partnership grant to unite the IU School of Education’s language education department with Kabul Education University. Instructors from KEU came to Bloomington in spring 2004 to learn new methodologies.

“I got to know four Afghans who came here very well — they became like family,” Lewison says. “They were in class all morning every day with English and ESL instructors Cathy Raymond and Becky Mahan and worked on computer skills with Sinea Thinsan each afternoon. I met with them and ate meals with them regularly, talking about the problems they were having in their teaching.”

With their country in almost constant conflict since the 1979 Soviet invasion and most recently the 2001 U.S.-led invasion that ousted the Taliban government, there were plenty of problems to discuss.

The Afghan visitors spoke to Lewison and her instructors about their need for new, modern teaching methods, their need to upgrade their knowledge, the fact that they know they’ve been left behind. Some told of having only one book to teach from or, worse, just photocopies of textbooks that are at least 30 years old.

“These teachers are very dedicated and want to get better. They are dying for content materials. In fact, one biology teacher told me, ‘I think I’m teaching concepts that are wrong.’ Their plight touched Lewison, who knew she couldn’t stop her efforts at this one grant. ’I made a pledge to my Afghan friends to try and find a way to continue this work,’ Lewison says.

It was around this time that Mason and Lewison got word that the U.S. Agency for International Development was putting out calls for proposals to reinvigorate teacher education programs in Afghanistan. Thanks to Lewison’s partnership, IU was already well-known for its work in the region.

‘They’re hopeful, and it’s catching’

Although much of the project’s work involves improving teacher education programs at 17 teacher education universities in the country, IU’s part of the project involves exchanges between the countries. Mason and Lewison have each made two trips to the country.

For her part, Lewison spent three weeks each time. On her first trip, she met with rectors from the major teacher education programs to perform a needs assessment. These include programs in Kabul, Kandahar, Herat, Balkh, and Nangarhar.

She, along with other colleagues from the project, interviewed the rectors (whose role is similar to that of presidents), along with the deans of the faculty of education and faculty members from the various sites. She spent half a day with the officials from each site, discussing general conditions such as the status of teacher education programs, the libraries, the classrooms, the role of women on campus, and teacher pay; and specific curriculum and institutional development issues such as English language training and materials development and procurement.

On a second trip, she traveled across the country to help administer an English placement test in Nangarhar. This involved rough travel over dusty and muddy roads that give new meaning to the word “pothole,” but she says it was well worth the effort. “When I’m there, I work around the clock, but it’s very energizing. It astounds me — many of the people have no running water, no electricity — yet they’re hopeful, and it’s catching,” Lewison says.

The crucial role of women

The Taliban, an Islamist fundamentalist group that ruled Afghanistan from 1996 to 2001, wreaked havoc on women’s rights — most notably their educations. In addition to a host of other draconian laws (including forcing all women to quit their jobs and adhere to a restrictive dress code), the Taliban prohibited girls over the age of 8 from attending school and forced most professional women to end their careers.

Lewison recalls a woman, from Kabul Education University, whom she became close with during her Fulbright partnership in 2004. “She earned her BA degree, and then the Taliban came in and she couldn’t assume her new position as an English faculty member at KEU and pretty much stayed at home for five years,” she says.

Needless to say, the Afghanistan Higher Education Project is working to restore women’s rights. Mason and Lewison acknowledge that the role of women in education is crucial. They are trying to engage more women, but tribal customs often rule out such participation. “In the provinces, it’s much harder for women to get out of the house for educational purposes. We actually must find or even pay for a male chaperone to take them around, so getting them out to Kabul often doesn’t happen,” Lewison says. “So we are beginning to go to them instead.”

Master’s degree program in the works

Mason’s most recent visit to the country was in October 2006. The consortium recently hired a coordinator for curriculum and pedagogy, James Mosenthal, from the University of Vermont, and Mason accompanied him to Kabul to help get settled and begin to work with the other project staff. Mason also attended meetings with the project team and steering committee and assisted the new hire in integrating curriculum development work into the project.

One of the highlights of the trip was a gift of books that Mason made to his colleagues at Kabul Education University. The books were about various aspects of teaching and curriculum, some in specific content areas such as math, science, and social sciences — all donated by faculty members at the IU School of Education. “By sharing these resources, we create a human contact between the faculty here at IU and the teacher-educators in Afghanistan who so desperately need these,” Mason says.

“With the political events over the last couple of decades, there have been huge difficulties for schools. Teachers were dismissed; they fled the country. Now, refugees are returning. Part of the effort at stabilizing the country involves restoring the educational system, which requires qualified and competent teachers.”

— Terry Mason
“I hope this project will benefit the people of Afghanistan and help them overcome the years of hardship they have endured.”
— Terry Mason

Materials, Mason says, “Leaders of the NATO forces currently deployed in Afghanistan have stated that it is this kind of humanitarian aid that will ultimately succeed in bringing peace and stability to Afghanistan; this is not a war that can be won by military victories alone. Donating books is only a small part of this greater effort, but it is an important one.” One that is surely helping to rebuild the country. “I hope this project will benefit the people of Afghanistan and help them overcome the years of hardship they have endured. I also hope that our efforts will be well-received by the majority of Afghans, who, I believe, want to see their country prosper and take its place among other countries in the region and the world,” Mason says.

With the help of the Afghanistan Higher Education Project, it’s well on its way. Mason and Lewison say that in coming years, the project hopes to start a master’s degree at Kabul Education University in teacher education. (Currently, most university faculty members have only bachelor’s degrees and a few have earned master’s degrees.) And in either January or May 2007, up to 10 Afghans will travel to Bloomington to pursue master’s degrees in education. Some students will focus on curriculum and pedagogy, while others will concentrate on teaching English as a second language so they can instruct future teachers when they return to Afghanistan.

May 2007, up to 10 Afghans will travel to Bloomington to pursue master’s degrees in education. Some students will focus on curriculum and pedagogy, while others will concentrate on teaching English as a second language so they can instruct future teachers when they return to Afghanistan. Clearly, there’s much work still to be done, but Lewison says she is buoyed by the optimism of the Afghan people. “They are fabulous, and I love going over there,” she says. “It’s such a privilege to meet with them.”

Faculty expert trains African AIDS counselors

Rex Stockton, Chancellor’s Professor in the Department of Counseling and Educational Psychology, is playing an integral role in the training of HIV/AIDS counselors in Africa.

Known for his work creating training procedures for group counseling, Stockton was asked by the African Association of Guidance and Counseling to assist with training procedures for counselors working with people living with HIV/AIDS, starting in Botswana. Trainings have been conducted in Gaborone, Botswana (August 2004 and August 2006), and Eldoret, Kenya (July 2005). A training refresher course for the participants from Botswana was completed via video conferencing in November 2005 and December 2006.

This has been a truly collaborative effort. Stockton has sought the help of fellow education professors Keith Morrall of IUPUI and Amy Nitza of Indiana University-Purdue University at Fort Wayne, as well as a colleague in the IU School of Health, Physical Education, and Recreation, Professor Michael Reece. Reece also has an interest in AIDS prevention in Africa, and the collaboration between public health and counseling psychology faculty was a natural fit to better address the major problem of AIDS.

Faculty and a team of graduate students involved in the project have been reviewing the literature in order to provide a perspective on the problem of AIDS in several countries as well as appropriate, culturally relevant training strategies. Several papers have been presented at conferences, and articles and chapters are being prepared for publication. Future plans for this project include serving as a clearinghouse for best practices in the prevention and treatment of this international social problem, including research strategies. To facilitate this, a Web page is being developed that will facilitate dissemination of the project’s efforts. Since undergraduates interested in the University of Indiana’s high, plans are under way to provide ways for interested undergraduates to participate in activities such as fundraising for classroom and orphan needs.

Training in Africa will occur during the summers. On the list of future activities is to bring human-service personnel from African countries to complete a training program at Indiana University for six to nine months. This would allow for a more in-depth training sequence that would further enhance the ability of those trained to become trainers themselves.

Eye-opening experience

Her love of Chinese language and culture led Heidi Ross to a career as a renowned scholar of the region

Heidi Ross's interest in China goes back to her high school days in Edwardsburg, Mich., when she discovered Chinese landscape painting. It was this hobby that prompted her to take a course on the country during her first semester at Oberlin College — and that is where her academic career was born.

Now a professor of educational leadership and policy studies and East Asian studies, Ross is a renowned scholar on the topic of education and schooling in China. In 2006, she was named director of Indiana University’s East Asian Studies Center.

Q. As someone with a long history of study in comparative education, specifically Chinese schools and higher education, why do you think international study is vital to a person’s education?

A. There are many reasons why an experience of difference is important, I often think of the quote by anthropologist Clifford Geertz, who said studying different cultures helped “to make the strange familiar and the familiar strange.” This is exactly what happens when we engage with different parts of the world. I think whenever someone experiences differences in an “embodied” way — meaning they experience them in person — it opens their eyes.

Soon after graduating from college with my BA in Chinese language and literature from Oberlin, I moved to Taiwan to teach English in a women’s university there. I was just 21 and pretty much the only Westerner at the university. Most of my students were my age or a bit older, and I became close with several of them. We used to have long conversations about what it’s like to be a young woman in the United States and Taiwan. It was these personal conversations that sparked my interest in cross-cultural thinking.

They also made me raise questions of identity and race.

When we come back to our home culture, the familiar is new strange. This is cultural critique, which I believe is crucial for everyone. Only after experiencing another culture can we truly appreciate a broader sense of reality and be clearer about our own identity and race.
goals and values. When I came back from Taiwan, I knew that I wanted to go on to graduate school to combine the study of language and culture with the study of education.

Additionally, not only is international study a tremendously enriching and broadening experience, but it also makes us humble. Modesty is often in short supply in countries that have a lot.

Q. Your current research centers around China’s girls who are “left behind.” Please describe your work in this area.

A. Alongside two Chinese doctoral students, I am studying young girls in impoverished counties in Shaanxi province who were forced to leave school in the fourth grade when their families could no longer afford their school fees. Thanks to a U.S.-based nongovernmental organization, these girls are now able to complete China’s nine-year compulsory education. Called the Spring Bud scholarships, this program has been set up after the People’s Republic of China’s fourth population census, which revealed in 1989 that 4.8 million children between the ages of 7 and 14 were not attending school – 83 percent of them were female.

During the past two decades, over 200 million Chinese workers have left farming for service and manufacturing jobs in the cities – with nearly 70 million children left with grandparents or younger siblings. My research is focused on the well-being of these children who are being brought up in the care of grandparents (many of whom are illiterate) or are staying with other relatives or spending significant portions of their time away from school. For girls who might have been discriminated against 15 years ago, school is becoming the only thing for them to do. I’m interested in how larger social reform shapes education and how China will take care of its children during this moment of massive social change.

Q. What are your goals as the new director of IU’s East Asian Studies Center?

A. Of course, my overall goal is to make certain that the work of the center is moving forward. The East Asian Studies Center is one of 10 Title VI centers housed at IU – we are tied with the University of Wisconsin-Madison for the most of any university in the United States. Title VI grants are awarded by the U.S. Department of Education to institutions of higher education to establish resource centers for the teaching of world cultures, societies, and languages as well as outreach to K-12 teachers, business, and the community. Ultimately the rest of the country looks to us to train the next generation of academics, teachers, professionals, and government workers in the area of East Asian studies.

This year, our center, in partnership with the Center for East Asian and Pacific Studies at the University of Illinois at Urbana-Champaign, was named a Comprehensive National Resource Center for the Study of East Asia, one of 17 in the nation. A special consortium initiative, Science and Technology in the Pacific Century, will bring together East Asian and U.S. scholars, students, and policymakers to consider the impact of East Asian science and technology on U.S. businesses and society in both East Asia and the United States. I’m intrigued by the question of who is going to train the next generation of scientists and whether they will be working with their peers in China, Japan, and Korea.

In terms of creating a pipeline for the teachers of East Asian languages that our public schools need, the IU School of Education is the only school of education in the state that can certify Chinese, Japanese, and Korean language teachers. I’d like to see IU recognized as the Midwest leader in certifying these teachers, and I hope that the center; the state of Indiana, and the School of Education can work together to increase the teaching of these languages in our classrooms.

The School of Education honored three alumni with the Distinguished Alumni Award during a dinner ceremony on September 29.

Bonnie Beaufont, BS ’76, is a kindergarten teacher at the Center for Inquiry in the Indianapolis Public Schools, a magnet school for grades K-8. She has dedicated the last 30 years to teaching 5- to 7-year-olds in public schools. Beaufont also is an adjunct instructor at IUPUI and the University of Indianapolis, teaching early childhood and language arts classes at the undergraduate and graduate level. For 20 years she has coordinated the Annual Community Read-in Day, a program where guest readers – government officials, professors, professionals, parents, custodians, etc. – spend the day in classrooms reading to children. Beaufont is a recipient of numerous awards, including the Teaching Excellence Award from IUPUI in 1996 and the Above and Beyond the Call of Duty Award from Indianapolis Public Schools in 1991 and 2004.

Carole L. Hahn, EdD ’73, is the Charles Howard Candler Professor of Educational Studies at Emory University in Atlanta and teaches courses in comparative education and social research and methodology. In 2006, Hahn received the Jean Drean Grambs Distinguished Career Research in Social Studies Award from the National Council for the Social Studies. Her book, Becoming Political: Comparative Perspective on Citizenship Education, received the 1998 Jubilee Award from the Danish Secondary Teachers’ Union. In 1996, Hahn received the Exemplary Research Award from the NCSS. She is past president of NCSS 2006 was the national research coordinator for the U.S. portion of the Civic Education Study conducted under the auspices of the International Association for the Evaluation of Educational Achievement. She is an advisory professor at the Hong Kong Institute of Education. She is currently working on several projects focusing on comparative multicultural global citizenship education.

Sharon Robinson Kurpius, PhD ’78, is the director of training for the counseling psychology program at Arizona State University. Previously department chair, she has received formal recognition for her research, teaching, and service, as well as her efforts to promote diversity. Active in many professional associations, Kurpius has held many leadership positions, including vice president of the Division of Counseling and Human Development of the American Educational Research Association, president of the Society for Consulting Psychology for the American Psychological Association, president of the Arizona State Counseling Association, and president of the Arizona Association for Counselor Educators and Supervisors. She has published more than 100 articles, authored/co-authored four books, and received several awards, including being named a Distinguished Multicultural Scholar by the National Association for College Admissions Counseling.

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Alumni News

The Alumni Board of Directors received IU’s highest alumni award.

Ronald J. Webb, BS ’60, and James E. Weigand, EdD ’64, are recipients of IU’s Distinguished Alumni Service Award. The award is the highest honor reserved solely for IU alumni and provides recognition for outstanding career achievements and significant contributions benefiting the recipient’s community, state, nation, or IU. Webb and Weigand were recognized at a ceremony held in Bloomington on June 17, during IU’s annual Cream and Crimson Alumni Weekend. Webb served in the U.S. Air Force during the Vietnam War and was held a prisoner of war in Hanoi for nearly six years after a mid-air collision led to his capture. After his release, he continued his career in the Air Force and earned two Silver Stars before retiring as a colonel in 1985. President Ronald Reagan appointed him a special assistant to the administrator of the Federal Aviation Administration, and President George H. W. Bush appointed him FAA aviation specialist to the secretary of transportation.

“Though I made the Air Force a career, the fine education I received at IU certainly was a major factor in the success of my 25 years in the service. My degree in education has certainly served me well over the years, and I am deeply honored to have received IU’s Distinguished Alumni Service Award,” Webb said after Cream and Crimson Alumni Weekend.

continued on page 16
Teachers receive creativity fellowships from Lilly

Twenty-Eight School of Education graduates were among 120 public school teachers and administrators from across Indiana who exemplify the traits that lead them to be named 2006 Distinguished Alumni. The Shaffer Award is presented annually to graduates of the Indiana Alumni Award.

Coomes appointed 2006 Distinguished Alumnus

Michael D. Coomes, Ed.D’87, associate professor and chair of the Division of Higher Education and Student Affairs in the College of Education and Human Development at Bowling Green State University (Ohio), received the 2006 Robert H. Shaffer Distinguished Alumnus Award.

The Shaffer Award is presented annually to graduates of the Indiana University doctoral program in higher education who exemplify the traits that characterized Robert Shaffer’s work for more than four decades. Under Shaffer’s direction as chair of the Department of Higher Education and Student Affairs (then known as the college student personnel administration program) in the School of Education, IU became a major center for student affairs and one of the top producers of college presidents in the country.

Hernandez and Kirsch receive 2006 Elizabeth A. Greenleaf Distinguished Alumni Award

Myrna Y. Hernandez, BS’94, MS’99, residential-life complex director at the University of Minnesota, was among the 120 public school teachers and administrators selected as the 2006 Elizabeth A. Greenleaf Distinguished Alumni Award recipients.

The Greenleaf Award is presented annually to one or more graduates of the master’s program in student-affairs administration who exhibit the sincere commitment, professional leadership, and personal warmth characteristic of the distinguished mentor after whom the award is named.

McCroy receives American Civic Education Teacher Award

Teachers from Indiana, Kentucky and Maryland are recipients of the inaugural American Civic Education Teacher Awards, recognizing exemplary work preparing young people to become informed and engaged citizens. Following a nationwide search, Galeyn McCroy, Ed.D’76, a community college president in Lincoln, Neb., is one of the recipients. The Academy of Civic Education, which is part of the University of Virginia’s Institute of Politics, established the awards in celebration of the institution’s bicentennial.

Before 1960

Glenn H. Myer, MS’65, wife of Glenn, who passed away in 2002. He was a great leader and role model for many. He was the president of the Indiana University Alumni Association in 1963 and served one year as a school officer. Also a songwriter, Parker attributes much of his success to attending IU. He is a retired financial counselor who enjoys traveling. "I have had the career and experiences I've had, if I had the opportunity to share his wit with the world, I would be happy," he wrote.

Lindsey W. Thal, MS’05, is a 2005 3M Teaching Fellowship, Canada’s only national award for university teaching and learning leadership. She is sponsored by 3M Canada and the Society for Teaching and Learning in Higher Education, a maximum of 10 awards are given each year. She is a professional associate professor of History and Developmental Education at the University of Saskatchewan’s College of Education. She’s based in Saskatoon, Saskatchewan.

Mary L. Chace, BS’74,was elected the 16 • CHALKBOARD A L U M N I • N E W S
time," she writes. "We spent three hours at lunch, talking about education with MathSmart at Wesleyan University. In February 2006, she met IU classmates for the first time since they graduated from the National Inhalant Prevention Coalition, and the Vigil for Missing Children Parent Support Group, Parent Advisory Board, and the Odyssey House genealogy department. They snatched it up immediately. We hope you like us either, before, or since! (And there are still members around campus to stick up for us, fried.)" Outside of work, she enjoys reading and writing. She lives in Simpsonville.

Gary A. Bouse, JD'98, writes, “I’m teaching first grade at Lee County Elementary School. The Ripps live in Simpsonville. I have a BS'05, were married on July 9, 2005, in Richmond, Va. She is a teacher for Hilliard City Schools. The Ripps live in Canal Winchester.

Loren J. Rullman, BS'04, is a special education teacher at Parkview Elementary School in Sellersburg, Ind. "I've been there five years and I absolutely love it," he writes. "I'm looking forward to sharing and growing professionally with all of you. I am also available for career counseling, if anyone wants any. I hope I can make this balance transition from the U.S. Coast Guard to the community college sector of higher education. I absolutely thrilled to be here, though for a while I wasn’t sure I’d be here! I am teaching a job as an instructional assistant at a local community college or university for those of you who have never met me. I have two bachelor’s degrees, one of a unificationist, the other for having been a long-time supporter of the Indiana University Alumni Association, in compiling class notes. To submit information, address it to the Alumni Association, IUAA on the Web at www.alumni.indiana.edu.

Julie E. Stogsdill, 18 CHALKBOARD
Facing page: The School of Education gratefully acknowledges individuals and corporations that made gifts during the past fiscal year. Following is a list of Dean’s Fellows—those who generously gave $100 or more. Although limited space does not allow us to include the names of all contributors who provided con- tributions of less than $100, we hope for helping us further our mission.

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IN

Gunskirchen Lagen.
A World War II veteran, he served in Europe
a George E. Reavis Associate of the Phi Delta
ary educational fraternity, where he held the
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he taught in the Audio-Visual Center and
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Education in Stoughton, Ore., and

William H. Medlyn
May 15, 1925–Sept. 10, 2006
William Medlyn, professor emeritus of the K School of Educational Technology, died on Sept. 10, 2006. A World War II veteran, he served in Europe with the Company B 66th Infantry Regiment in the 711st division of the third army, and his unit liberated the notorious death camp at Gunskirchen Lagen.
He began his professional career in Stoughton, Wis., as the youngest superintendent in the state of Michigan. In 1955, he became the superintendent of the University of Michigan. He was also an adjunct faculty member at the University of Michigan from 1956 to 1977. In the summer of 1963, he taught at Cal Poly in San Luis Obispo. He joined the faculty of the Indiana University School of Education in 1968, where he taught in schools administration and worked to place school administrators.
In addition to his professional responsibilities, Medlyn supported civic organizations. He was a charter member of the Rotary Club in Bloomington. He also held the offices of membership chairman and president of the Alpha Chapter. He is recognized as an Indiana University School of Education Ph.D. Delta Kappa Educational Foundation.
These photos illustrate the experiences of students participating in the Cultural Immersion Projects. During the projects’ 33-year history, more than 2,500 IU School of Education students have engaged in student teaching, community involvement experiences, and cultural and academic study on the Navajo Reservation and 13 overseas sites, including the countries of Australia, China, Costa Rica, England, Ireland, India, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, and Wales.

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