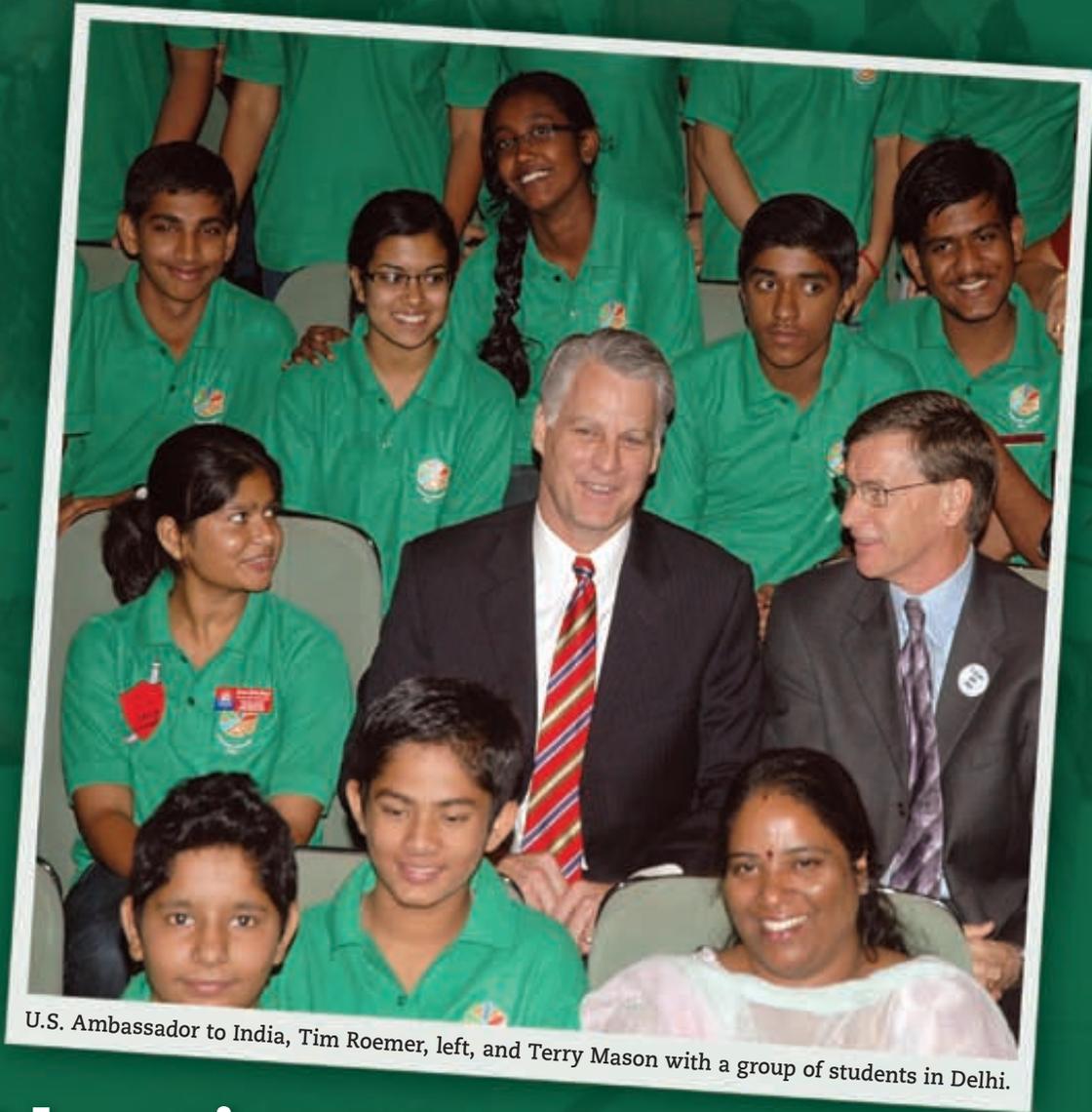


# Chalkboard

Indiana University School of Education Alumni Association



U.S. Ambassador to India, Tim Roemer, left, and Terry Mason with a group of students in Delhi.

## Education for understanding and peace

Teaching 'prosocial' skills to youngest learners

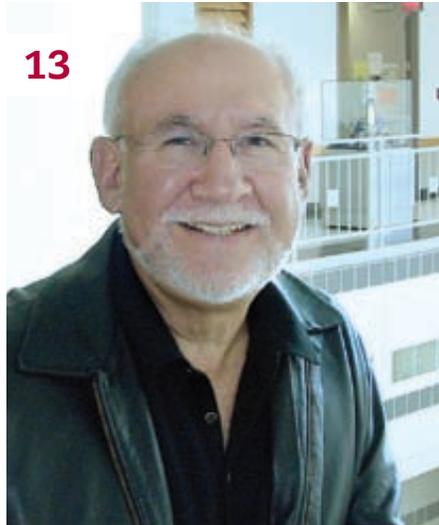
Alumni studies effect of immigration laws on students

# 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.



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# A common culture of learning

by Gerardo M. Gonzalez, Dean, School of Education



*“Education is the most powerful weapon which you can use to change the world.”*

Deciding the focus of our Chalkboard publication can be fairly difficult on occasion. As the dean of the IU School of Education, I always have stories to tell about the amazing feats of our faculty, staff, and students. Many times, the stories cover a vast range of education issues. The new edition of the magazine reflects the wide reach of our school in many ways.

First, our alumni have honored us by earning prestigious awards. We certainly believe we prepare the finest teachers in the state of Indiana. The recently-named Indiana Teacher of the Year and the runner-up are IU School of Education alumni (p. 5). But quite honestly, that 1-2 finish wasn't a big surprise since eight of the 10 finalists previously named held degrees from the Bloomington or Indianapolis campuses. That is quite a measure of the respect for our graduates, since principals and superintendents nominate Teacher of the Year candidates. Additionally, two of four Indiana finalists for a prestigious national award honoring math and science teachers are School of Education alumni (p. 12).

Another alumnus is now focusing his work on the issues surrounding education of children whose families may be in the U.S. illegally. Nowhere is the issue of illegal immigration a hotter topic than in Arizona, where Carlos Ovando is trying to open our eyes to some unforeseen educational consequences of tough border laws (p. 13). Now on the faculty at Arizona State University, Ovando is suggesting we should think about what happens to the students who have to leave the U.S.

Ovando's work suggests a wider responsibility for our educational practices.

You could say that's the direct underpinning of Professor Terry Mason's international projects featured on p. 10 and on our cover. “Education is the most powerful weapon which you can use to change the world,” said Nelson Mandela, the longtime prisoner in apartheid South Africa, later the country's president and Nobel Peace Prize winner. A myriad of projects by Mason's center involving several School of Education faculty members run the gamut from teaching math and science to English to teacher professional development. All—particularly the Afghanistan project—involve countries that are strategic for not just the peace interests of the United States, but of the world.

Our other articles are about peace, respect, and understanding in different ways. Professor Mary McMullen has found that our very youngest learners learn much from their first teachers that can impact their impulses toward empathy and other positive behaviors (p. 6).

The stories to tell here are joined by one theme. It's a statement that I've used often and believe deeply. Education is the great equalizer.

Imagine a world where we regularly share our best ideas, where the people in one country have an understanding of the people in another, where teaching is not only good but continuously undergoing evaluation to become better. That is the bond of all these stories—a common culture of continuous learning. Please enjoy our latest issue and read about how our faculty, staff, students, and alumni are using education to change the world for the better.

## Fulbright, educational leadership, technology organization honors for faculty

The U.S. State Department and the J. William Fulbright Foreign Scholarship Board selected Professor of Educational Leadership and Policy Studies



**Victor M.H. Borden**

**Victor M.H. Borden** for a Fulbright Specialists project in South Africa. Borden conducted a program at the University of KwaZulu Natal in September, delivering the keynote address at the university's fourth annual teaching and learning conference. He then conducted a series of workshops and seminars to develop capacity amongst academics to plan, implement, evaluate and improve projects and programs that enhance the effectiveness of teaching and learning and promote student success.

"I am very honored and excited to be selected for this project but it is also very humbling to fathom what I might be able to contribute to such a large scale social and organizational re-ordering," Borden said of his Fulbright selection. "I am likely to gain a lot more from the experience than I can possibly contribute."

Borden is one of the world's top authorities on institutional research. At Indiana University, he is now senior advisor to the vice president for university regional affairs, planning and policy, after serving as associate vice president for university planning, institutional research and accountability. Borden was associate vice chancellor and director of information management and institutional research at Indiana University-Purdue University Indianapolis and also directed institutional research at George Mason University.

The University Council for Educational Administration (UCEA) named **Brendan Maxcy**, associate professor of educational leadership and policy studies (ELPS) and the co-director of the Urban

Principalship Program in the IU School of Education at IUPUI as the 2010 winner of the Jack A. Culbertson Award. The UCEA selects an outstanding junior professor of educational administration annually to recognize early career contributions to the field.

"The award was a surprise and it is very gratifying to have my work recognized," Maxcy said. "I feel honored to be recognized among the past winners whose work I admire." UCEA selects junior faculty for the award who meet criteria for contributing to the field that includes innovation, originality, potential impact, effort required for the contribution, and the extent of support for the effort provided by the candidate's institution.

Maxcy is the fourth faculty member from the IU School of Education to earn the honor: **Neil Theobald**, vice president and chief financial officer at Indiana University and professor of education finance is a 1995 Culbertson winner; ELPS Associate Professor **Gerardo Lopez** is a 2004 honoree; another ELPS Associate Professor **Suzanne Eckes** is a 2006 recipient.

A former science teacher in Texas, Virginia, and Tennessee, Maxcy was an associate professor at the University of Missouri before joining the IU School of Education in January 2010. His early research deals primarily with issues of accountability in U.S. public schools.

The Sakai Foundation selected **Joshua Danish**, faculty member in the Learning Sciences Program, as an honorable mention winner for its third annual "Teaching with Sakai Innovation Award."



**Brendan Maxcy**

The Sakai Foundation licenses free and open software to



**Joshua Danish**

universities and other educational institutions to help develop learning environments utilizing the latest technology. At Indiana University, Sakai is used through "Oncourse," the university-wide online and teaching module used for all courses.

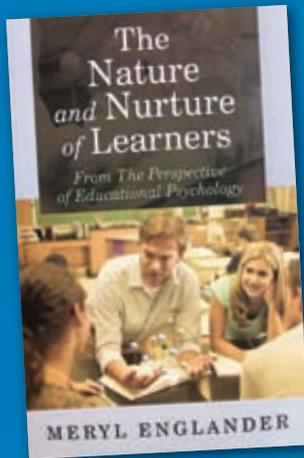
Danish studies how innovative technologies can be used to support teaching and learning, and his submission for the award was for the design for a course on that subject. Incorporating tools such as Oncourse blogs and Twitter feeds, Danish engaged the students in continuing discussions about course material to create a richer learning experience than just the face-to-face classroom exchanges.

"It came about kind of naturally, where I thought about what kinds of activities I want students engaged in," Danish said of developing the course. "Once I had a clear vision of that, I looked for the tools that would make it happen." Danish said his background as an engineer and educational software designer made it easier for him to develop useful tools.

The American Chemical Society (ACS) has honored the Indianapolis "Project SEED," which is supported by the Urban Center for the Advancement of STEM Education (UCASE) in the IU School of Education at IUPUI, with a "ChemLuminary Award." The ACS chooses honorees in several categories each year, and the organization chose Indianapolis Project SEED for its growth in programming quality and increases in financial support from partner organizations in the local community.

Project SEED—which stands for Summer Experience for the Economically

## Professor emeritus' book focuses on helping teachers know their students



In retirement, one thought stayed with Professor Emeritus **Meryl Englander**.

"For 40 years, I used a standard text," he said about courses in educational psychology for pre-service teachers. "And I never felt that it affected teaching."

Englander is professor emeritus of educational psychology and former director of the Field Experiments in Teacher Education program, which integrated psychology, methods, and ethics with student teaching. A onetime high school physics teacher, he was spurred by the notion that some of his students weren't

learning the physics he was teaching. He returned to graduate school at the University of Michigan in the 1950s to find out.

But through his experience of those classes, he became convinced that not enough new teachers learned how and why they should observe their students closely. "Starting right from the beginning, the prospective teacher has to start observing people," he said. "To say 'what is unique about this person in terms of intellect?'" Knowing how each individual student learns, his or her strengths or weaknesses, and other factors make all the difference in successful education, Englander said.

With that in mind, Englander worked on his own educational psychology textbook, published just months ago. *The Nature and Nurture of Learners: from The Perspective of Educational Psychology* is designed to help teachers develop ways to use psychological concepts to be a successful teacher.

Englander said the focus on how teachers find out the uniqueness of each student is the focus of the book. "How is a teacher going to know that?" he said. "Only one way: to observe behavior and begin to formulate a portfolio in terms of how kids differ." To that end, the text divided into five parts focuses on three constructs that Englander said determine the effectiveness of a student's educational experience."

"The intellect, motivation, and the sense of self," Englander said. "Those three things control everything." According to the book, the constructs work systematically and develop depending on the educational environment of each student. "If you focus on those three things, it's my contention, then you can develop them and the individual will function better."

The goal of the text is to give readers a handbook to understand the factors that affect learning, and thereby affect teaching. "This book is about the brain," Englander said. "If you look at the brain, you don't find any knowledge, you don't find any emotion. All you really find is millions of neurons connecting. So from the point of view of psychology, I've developed a construct to explain it."



**Kim Nguyen**

led in part by the efforts of **Kim Nguyen**, director of operations for UCASE. In 2008, around 10 students participated in the Indianapolis chapter; by 2010 the number grew to 28.

"Many individuals—from ACS members to IUPUI researchers and educators in the



**Monica A. Medina**

community—have contributed resources and time to help Indianapolis Project SEED position well for winning the ChemLuminary Award," Nguyen said. The Health Foundation of Indianapolis has placed the IU School of Education's **Monica A. Medina** on its list of "25 Trailblazers in Health" for her work on HIV/AIDS issues. An article featuring the 25 was a part of the August 2010 *Indianapolis Woman* magazine. The Health Foundation selected Medina, a clinical lecturer in teacher education, as one "whose passion, efforts and care inspire us." The Trailblazers list, according to the Health Foundation, contains people who "shaped the health of our Indianapolis community."

"In the past, I was very involved in the HIV/AIDS arena, primarily in the area of education prevention programs," Medina said. She said most of her time was spent building coalitions and working with existing ones. "I served as president and then executive director of the Midwest Hispanic AIDS Coalition, which at that time encompassed eight different states in the Midwest. I was involved at the state level here and worked with a coalition of community organizations and healthcare providers and county health officials in planning the actual HIV/AIDS plans."

# “A lot more to math than just getting the answer”



## Pete Kloosterman's career has been about digging deeper into how students learn mathematics

It's quite common for a new classroom teacher to enter the first classroom with an idealistic view of the impact he or she will have.

“When I left college, my thought was I was going to be the greatest calculus teacher in high school ever,” said Peter Kloosterman, the Martha Lea and Bill Armstrong Chair for Teacher Education and a professor of mathematics education in the IU School of Education. Kloosterman had earned his degree from Michigan State University and headed to teach in an alternative high school in Madison, Wisc. The school had wide range of students but was known as a safe place for students who had experienced trouble while in other large public schools.

“I had classes where 25 percent of the kids would have been arrested in any other school in the district,” Kloosterman said. “But because we were in a small environment where there wasn't anybody hassling them and they were away from the bad influences, mostly, things worked out well.”

Soon, Kloosterman's work in the math department—where for several years, he constituted the entire faculty—turned to working with struggling students. “I came to really appreciate those kids,” he said. “Most of my high school teaching was really focusing on working with kids who had bad experiences in mathematics and how to turn them around.”

The early teaching experience has shaped the direction of Kloosterman's

work as a faculty member in the School of Education, where he joined as an instructor in 1984, becoming an assistant professor in 1985. It has driven him to understand the ways students learn and how many different methods might help those struggling in math. It's part of his mission, now that he's responsible for teaching teachers to enter the K-12 classroom as he did for eight years before earning his master's and PhD at the University of Wisconsin. Should he enter that high school classroom again now, he said he'd be a much better teacher because of how much more he knows about different ways of teaching.

“There's a lot more to math than just getting the answer,” Kloosterman said. “There are lots of different ways to look at most math problems.”

That reasoning is behind his second major project to look at student performance across the country in mathematics funded by the National Science Foundation (NSF). The NSF has granted \$1.3 million for a project examining data from the National Assessment of Education Progress, or NAEP, to compare how current U.S. students fare in relation to their peers of three decades ago. The three-year study will also examine how performance may link to specific math curricula and courses high school students take.

“It looks at how achievement has changed in mathematics over the last 30 years and how that relates to what has been taught—where we are doing better and what topics in math we still need to improve on,” Kloosterman said.

The grant continues Kloosterman's work towards understanding longitudinal data on U.S. student mathematics performance. NSF granted Kloosterman and IU colleagues Frank Lester and Cathy Brown \$1.3 million in 2002 to interpret NAEP results for teachers and school administrators and create materials to improve classroom teach-

ing and teacher professional development. The new study will look at how students have performed on the NAEP items that have remained constant over 30 years, determining how changes in performance may correlate to changes in curriculum.

"Too often people make judgments based on what happened with one or two kids or just a hunch here or there, rather than actually paying attention to what we know really makes a difference, what we've seen work with a broad spectrum of kids over a long period of time" Kloosterman said. "So my goal is to do more to discover what we can do to make things better in the places we've got weaknesses identified by test items. But it's also to tell the story of what's going on in schools."

Telling the story is especially important, he said, because much of what is happening well in teaching math gets muted by stories about how U.S. students are faring poorly compared to other countries. In fact, while achievement of high school students in the U.S. has been relatively stable, elementary and middle school students are doing much better than 20 years ago. "We need to document the things that are being done well so that they don't get lost in all the calls for change." Kloosterman said.

As the Armstrong Chair, a role he assumed in the fall, Kloosterman is working with some of Indiana's best classroom teachers. Armstrong Teacher Educators are nominated by superintendents and principals based on a pattern of outstanding teaching and school leadership. They take part in professional development opportunities and work with IU faculty and students. With these elite educators, Kloosterman has found he's still finding new ways of looking at learning math. Recently, one of the teachers showed videotape of a Japanese student in her classroom working a math problem alongside a U.S. student.

"The Japanese kid was doing subtraction very differently than an American kid was doing it," he said. "And to watch that kid and understand what he was doing and how he was thinking, that's really been a wonderful thing for me to do."

## Winner, runner-up, nearly all finalists for Indiana Teacher of the Year are alumni

When the Indiana Department of Education announced the list of finalists for state teacher of the year, the IU School of Education had an 80 percent chance that one of its own would be the winner.

So it was only a bit of a surprise when, in early October, Stacy McCormack, physics teacher at Penn High School in Mishawaka and a 1999 graduate with a BS in science education from IUB learned she had won the honor of 2011 Indiana Teacher of the Year. The IU School of Education also named McCormack an Armstrong Teacher Educator earlier in 2010. McCormack is now the state's nominee for 2011 National Teacher of the Year.

In addition, the runner-up for Teacher of the Year is also an IU School of Education alumnus. Jamil Odom of Mary Bryan Elementary in MSD of Perry Township, MS'05, in elementary education from the IU School of Education in Bloomington, earned that honor.

IU School of Education graduates made up most of the finalists for Indiana Teacher of the year. Eight of the 10 finalists announced in September are alumni of the IU School of Education core campus of Bloomington and Indianapolis.

"The IU School of Education has had a long history of preparing excellent teachers," said IU School of Education Dean Gerardo Gonzalez. "We are very proud of our graduates and the difference they're making in Indiana classrooms. McCormack and Odom richly deserve the Teacher of the Year honors for which they have been selected."

An Indiana Department of Education committee comprised of department personnel and external community and education leaders – including former Teachers of the Year award winners – selected McCormack as the



**Stacy McCormack**



**Jamil Odom**

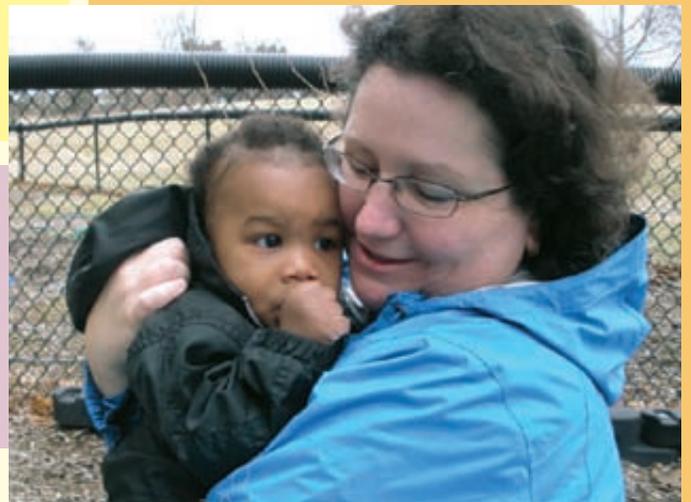
Teacher of the Year after interviewing ten finalists in September.

"I'm absolutely honored and delighted to represent the phenomenal teachers of the state of Indiana," McCormack said. "In all grade levels and in all schools Indiana educators exemplify dedication and passion. No other group of people work harder than teachers, and it's my joy to share with others the amazing work being done in every school across our state."

# Developing positive social skills at the beginning of education



**Professor's research shows how "prosocial" skills can be instilled even as babies and toddlers are in daycare in greater numbers, longer hours**



**Professor McMullen with one of the children she observed for her study.**

**B**oth childcare and the U.S. workforce have undergone enormous change over the last 40 years. As a result of such upheaval in a short amount of time, an Indiana University School of Education researcher thinks there are significant questions we've yet to answer about how that affects our children.

"We know very little about what it's like to be an infant—and by infant I mean birth to one year or one and a half years—what it's like to be that infant, all day, every day, in childcare," said Mary McMullen, professor of early childhood education.

All day, every day childcare is a much more prevalent reality for infants than ever before. It is far more common that both parents in a household work full time. The American Academy of Pediatrics reports that more than half of mothers with young children are working at least part-time, compared to just a third in the 1970s.

McMullen primarily researches the practices of teachers in classrooms from infancy to age 5. Among the research now available, she said little of it has focused on a whole new generation of infants and toddlers in full-day childcare classrooms. "It's a new phenomenon to have massive numbers of children, huge numbers of children going to childcare very young — under the age of 1 — in large numbers," McMullen said.

So she's trying to fill the gap on some of this research, starting with observations conducted in classrooms across the country. "I

did it as much as I possibly could through the eyes of the infant," McMullen said.

To that end, she spent two weeks watching the interactions of the young children all day, every day in four classrooms in three different states, each in child care centers on university campuses. Copious amounts of information helped her build the portrait of each child's experience in the centers.

McMullen conducted interviews with caregivers, administrators, parents, classroom assistants and aides. She collected documentary information from classroom newsletters, websites, handbooks, and photographs that provided a fuller picture of the environment. Then she conducted thorough observations of how each infant experienced a typical day, keeping detailed field notes. Within that work, she examined what she called the infant's "four states of being" during the day: activity states, involving things like playing or eating or the arrival or departure; mobility states, concerning whether the child is free to move freely or is restricted; engagement states, being either alone or participating with a group or



different behavior. The behavior stood in contrast to the one classroom that McMullen described as using a “behaviorist” model — treating each infant’s behavior as representing a universal infant reaction rather than teachers taking care for individual needs of the child.

“In the three centers in which a more social constructivist model of practice was followed — what we could consider best practice in the field — these babies were engaging in early caring, empathy, friendship behaviors,” McMullen said. These are among the “prosocial skills” McMullen and other researchers say are what adults should encourage in babies. Such skills also include helping, trust, self control, honesty, and comforting.

With the vast amount of time babies are now spending in these groups, McMullen said the findings are very important. “In the group where I didn’t see these behaviors, it was very difficult to be in that group,” she said. “There was tension, there was stress, there was loud crying.” Given a choice among the groups, McMullen said anyone would choose the other. “In the first group in which there were these caring, sharing, empathy skills — prosocial skills were being fostered and learned and carried out,” she said. “There was much less tension, much less stress, the environment itself was much calmer and pleasant. It was easy to be there.” Developmentally, the stress on the babies would clearly make the longer days much harder, McMullen said.

To make the prosocial environment happen, teachers literally set the stage. McMullen said she observed intentional activities on behalf of the teachers that made for a positive atmosphere. “This one teacher, she would come an hour before,” she said. “It was almost like she was setting a banquet for these guests who would come. And she treated the environment that way. It was this wonderful place for everybody to come and be.”

What drove the teacher to take such actions was an established sense that each individual baby should receive respect and each teacher should understand each child’s circumstance. “Knowing the baby’s family, knowing that the baby might have some issues going on in the family, that’s another aspect of the respect,” McMullen said. “Contrast that with this other center, where they had as many as nine caregivers through the course of the day. They didn’t know the babies very well, didn’t know them as individuals. They did treat them as a herd, a pack.”

So in the room where prosocial skills were taught and reinforced, when a baby cried the teachers took it as a sign of communication. Teachers in the other room treated it as an annoyance, sometimes ignored. “If you’re going to develop prosocial skills, the teacher has to be somebody who is respectful of what the children are trying to communicate, and therefore she models that she’s responsive.”

The findings about prosocial skills are a small part of a year’s work McMullen will publish as the book *Portraits of Mindful Infant Care* in the coming year. But they are a remarkable finding since many researchers and caregivers have dismissed the capacity of babies exhibiting and developing such traits. McMullen found in this case, it might simply be a matter of giving infants the opportunity to develop such skills that will certainly affect their later years.

“These behaviors put the babies well on their way to having what they need to get along well as social beings,” she said.



a single caregiver; and feeling states, the general expression of happiness or unhappiness, sleepiness or being asleep, or expressing little feeling at all.

“I would focus on infants, often one infant over several days, or one or two infants over several days,” McMullen said, “to see how is Dexter, how is Daniel, how is Samantha feeling, what is she doing, is she in somebody’s arms, is she alone, is she engaged with a group?”

On average she found the infants were in child care more than 8 hours a day (some more than 9-and-a-half hours a day, others as little as 4-and-a-half hours a day). Mostly, the children were happy and engaged. They slept a little less than two hours a day.

But what surprised McMullen — and other researchers reviewing her findings — was a notable difference in centers that practiced a particular type of infant care. In three of the centers which McMullen said followed a “social constructivist” model of practice — with teachers encouraging learning by facilitating a proper experience meeting each child’s needs — infants displayed markedly

# Senator honors school led by alum, dissertation noted

**Two alumni of the Indiana University School of Education are among the four Indiana finalists for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST),** the highest recognition that a kindergarten through 12th-grade mathematics or science teacher may receive for outstanding teaching in the U.S. Jan Koloszar of Kokomo earned a BS in elementary education in 1976 from the IU School of Education in Bloomington, adding an MS in elementary education in 1980 from the IU School of Education in Indianapolis. Julie Sigmund earned an MS in 2008 in language education from the IU School of Education in Bloomington.

**Amy Knerr, MS'03,** from the IU School of Education at IUPUI, won the national award for the state of Indiana for 2009.

**On October 20, U.S. Sen. Dick Lugar joined Dr. Tony Bennett, Indiana Superintendent of Public Instruction, to present Franklin Township Community Schools Corporation in Marion County, the third Lugar Education Patriot award and honor the IU School of Education alumnus who leads the corporation.** The award honors a school, school corporation, or education leader who has demonstrated leadership and initiative in improving the academic achievement and career preparation of Indiana students.

This year's award honored a school district that has begun to turn around its student performance in just a few short years. A news release from Senator Lugar's office cites the turning point as when it hired Walter Bourke, who earned a master's in secondary education from the IU School of Education in Indianapolis in 1984, adding an EdD in educational leadership and curriculum and instruction from the IU School of Education in 1993.

"Franklin Township's journey began when Dr. Walter D. Bourke assumed



**Walter Bourke**

the leadership for the Franklin Township Community School Corporation in 2006" the release read. "In July of 2007, he assembled a new administrative educational team to address instructional challenges faced by the district."

As an indication of just how far Bourke has led Franklin Township, in 2006, the Center for Evaluation and Education Policy (CEEP) at the IU School of Education published a report that named the corporation the fourth most underperforming school district in the state. Two years later, the Indianapolis Business Journal ranked Franklin Township 2nd for growth in Mathematics and tied for 4th place for growth in English/Language Arts. Spring 2010 ISTEP+ gains exceeded the state in every content area and at every grade level. The overall ISTEP passing rates are up by an average of 8.5 percent in mathematics and language arts. Franklin Central High School's graduation rate has improved from 70 percent to a projected 87 percent for 2010.

Lugar praised Franklin Township's efforts and results in the news release. "Franklin has shown what is possible when a community comes together with intention and focus to improve school performance and better meet the needs of the students they serve," Lugar said. "I look forward to closely following Franklin Township's future achievements."



**John Houser**

**The Institute for Education Leadership in Washington, D.C., is citing as a major contribution to the field a study by a recent Indiana University School of Education PhD graduate** suggesting a relationship between higher participation in extra-curricular programs and better grades at an Indianapolis community school.

School psychology doctoral graduate John H. Houser's dissertation analyzed participation and grades during the 2008-09 school year at George Washington Community High School (GWCHS), a full-service community school. For that year, the students who had a higher participation rate in extra-curricular activities also had a higher grade-point average.

"There's certainly a relationship going on between participating in these programs both offered by the school and the community and how that relates to how they're doing academically," Houser said.

The Institute for Education Leadership issued a news release noting Houser's findings. The organization directs the Coalition for Community Schools, which promotes the community school concept. It honored GWCHS with the first National Community School Award in 2006. The research is important to the GWCHS, a once-closed school that re-opened in 2000 with the help of 17 different entities at Indiana University-

COURTESY WALTER BOURKE, CHUCK CARNEY

Purdue University Indianapolis. The community school model makes the school a neighborhood hub, providing youth and family support services after school and on weekends and partnering with the neighborhood residents as vital support for student success.

The Center for Urban and Multicultural Education at the IU School of Education at IUPUI is a strong collaborator with GWCHS. Monica Medina, faculty member in teacher education at the School of Education, oversees an early field experience for teacher education majors that is part of the partnership. As many as 60 student-interns work in the schools for 14 weeks each semester.

Houser found participation rates varied by race/ethnicity and gender, with one group participating at a higher level and showing a higher grade-point average.

**North Idaho College named Sheldon C. Nord, PhD'97, in higher education, as its vice president for student services in September.** Nord had been the CEO of Universitas Pelita Harapan in Indonesia. "NIC students and Students Services staff have set the bar high in being innovative and responsive to students' needs," Nord said in a news release from the university. "I look forward to working with the staff and students to continue the good work of collaboration with faculty and others to enhance the NIC student educational experience."

Nord was CEO of Universitas Pelita Harapan, an 11,000-student university, from 2007 until last fall. He was the first non-Indonesian president of any university in that country. In that position, he supervised several campus leaders.

From 2003 to 2007, Nord was vice president for student affairs at Eastern Oregon University and was dean of students at Weber State University from 2002 to 2003.

## School of Education wraps successful part of IUB's "Matching the Promise" campaign

The IU School of Education reached its \$11 million goal with the close of Indiana University's seven year "Matching the Promise" fundraising campaign for the Bloomington campus. The effort started on July 1, 2003 and closed on May 31, 2010. Indiana University initiated the campaign to provide scholarships and fellowships, provide funding for faculty chairs to attract and retain leading academic talent, and to construct high-quality teaching and research facilities.

The School of Education's Executive Director of Development and Alumni Relations Sarah Baumgart (now retired) said the "matching" part of the campaign's title helped spur donor generosity. Indiana University provided matching money for contributions that supported students. "Donors loved knowing that their gifts could be maximized," Baumgart said.

For the School of Education, such donations have created some exciting opportunities. One example is the gift



Dean Gonzalez celebrates the successful end of the campaign with Bill and Linda Blanton.

of Bill and Linda Blanton from Miami, Fla. Bill, a former faculty member in language education, and Linda, EdD'74 in special education, have endowed a fellowship. The gift will support a graduate student studying in special education or language education.

Baumgart said aside from straightforward bequests, the School of Education will benefit from some different types of gifts from this campaign. "People really have taken advantage of gift annuities and charitable trusts," she said. "Donors who do these other kinds of gifts receive incomes for their lifetimes, while at the same time our investment people are growing the fund. Once the school actually receives the gift, it will probably be a lot larger."

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# Impact abroad:

## building global partnerships to improve teaching and learning

*We're seeing some very  
tangible results*

In areas of the world where the complexity of societal problems is matched only by the need to solve them, signs of progress are measured in incremental steps. As such, positive changes can sometimes seem hard to see. Approaching a decade since the terrorist attacks of September 11, 2001 that launched the latest war on Afghanistan's soil, much of the U.S. foreign policy debate centers on exactly what has changed for the good since.

Of course, what makes the headlines are the signs that peace is not yet at hand. "We hear a lot about the war," said Terry Mason, professor of curriculum studies at the IU School of Education. "But what people don't hear a lot about is the development work that's going on over there."

Mason directs the Center for Social Studies and International Education (CSSIE), established more than 40 years ago as the Social Studies Development Center. It has several ongoing projects, but likely none as potentially challenging as the Higher Education Project in Afghanistan. Funded by the U.S. Agency

for International Development (USAID) starting in 2006, the official close of the project is in January 2011. Coming to that deadline date, Mason said there has been progress.

"When you begin something like this, it seems so overwhelming and vast and complex that you wonder if you're ever really going to see anything come of it," he said. "But now, almost five years in, we're seeing some very tangible results."

The project, coordinated with the country's Ministry of Higher Education, and working with 18 institutions offering four-year teacher preparation programs in Afghanistan, seeks to better prepare university faculty while also establishing teacher education and certification standards. As part of the program, 12 Afghan teacher educators earned master's degrees at IU from 2007 to 2009. "We're working with people who are training the teachers," said Mitzi Lewison, professor of literacy, culture and language education. Lewison coordinated the curriculum for

the master's degree program and oversaw student academic progress.

Mason said efforts to reform higher education centered on teacher education in part because of the immense needs in Afghanistan. "We can't do everything all at once," he said. "So the objective is to improve teaching and learning in teacher education. And that has to do with developing curriculum, content materials, teaching methods, and providing resources so that institutions can access the internet, all sorts of things."

Lewison said the work involved practical aspects for faculty preparing classroom teachers, but also other elements aimed at helping the broader educational environment. "Some of the training is for people who are teaching English in the schools," she said, "but other parts are



U.S. Ambassador Tim Roemer, left, and Terry Mason with a group of students in Delhi, India during the "Project Citizen Student Showcase" on Oct. 25.



A workshop for Afghanistan teacher education faculty who will teach English in 18 universities across the country.

for secondary teachers about how to have peaceable conversations, which is not always part of the culture. We're presenting typical issues that happen in Afghanistan and how students might talk about that in ways where they respect multiple viewpoints. It's been pretty darn interesting."

The results are evident. Last March, Lewison and Mason attended a graduation ceremony at Kabul Education University for 41 Afghans earning master's of education degrees, including those who studied at IU. Teacher educators have also formed an association for math and science teachers across the country sponsored by the Higher Education Project. Math education professor Enrique Galindo joined Mason for the association's first conference in August.

"It's really the Afghan teacher educators themselves that are creating and sustaining this organization," Mason said. "We sponsored their first conference, they adopted a set of bylaws, they elected officers, and they had a chance to share ideas about math and science teaching. It was really the culmination of the work on math and science teacher education curriculum that we've been doing for the last five years."

Looking over the teachers gathered for that event, Mason felt Afghan education took a large step forward. "Seeing every-

one — 250 participants who constituted basically all the math and science teacher educators in Afghanistan — all in one room," he said. "You really got a sense that something powerful was occurring."

That sense is also present in other CSSIE projects. Providing professional development for all middle school math and science teachers in Macedonia has been the focus of another USAID-sponsored grant. Since 2006, faculty from the IU School of Education have traveled to Macedonia to conduct workshops to promote inquiry and project-based teaching methods in those subjects. Mason and CSSIE are also continuing longstanding work through the Civitas International Education Exchange Program. The IU School of Education became involved when the U.S. Department of Education started the first exchanges in 1995 designed to pair educators from Eastern Europe, the former Soviet Union, Africa, Asia, and Latin America with counterparts from the United States. The School of Education began exchanges with Latvia, Lithuania, and Estonia, then expanded to Malawi and India in 2008.

In October, Mason joined U.S. Ambassador to India Tim Roemer, the former U.S. representative from Indiana's 3<sup>rd</sup> District, for a celebration of student work produced by participants in "Project Citi-

zen." That program encourages students to examine public policy issues in their communities and recommend solutions. Mason said the display was impressive — particularly to the ambassador.

"Sometimes in those situations, public officials agree to come to events like this but they usually make a very perfunctory appearance — just shake some hands and leave," Mason said. "Well, Ambassador Roemer stayed around. He met with all the kids, reviewed and discussed their projects, delivered an inspiring speech and handed out awards."

Mason added that the ambassador was glad to see his home state institution involved in such important educational work in India. "In terms of the future of U.S. foreign policy in that region, they're looking to India to be a stabilizing force," he said. "When you consider Afghanistan, Pakistan, Bangladesh, and other countries in the region, India — although it has challenges — is certainly the most stable, certainly the most rapidly-emerging as a world economy."

So with such importance placed in the country, the effort has hit the ground running. A delegation from India and Malawi — a developing country in southeast Africa — spent several days in the U.S. to start the exchange in 2008, stopping in Washington, D.C. to meet with congress-

**"Seeing everyone — 250 participants who constituted basically all the math and science teacher educators in Afghanistan — all in one room. You really got a sense that something powerful was occurring."**



Four faculty from Afghanistan who earned master's degrees at IU.



Afghanistan faculty taking an English test of faculty for placement in provincial English classes.

**“It’s really gratifying to see that many obstacles have been overcome and that we are making a significant impact in the ways that these higher education institutions are being run.”**

sional staff and the U.S. Department of Education, then attending a civic education conference and meetings at IU Bloomington. Rob Helfenbein, associate professor of teacher education at the IU School of Education in Indianapolis, traveled to the countries with Mason in December 2008 to lay the groundwork for the project.

During the visit to India last October, Mason and a delegation conducted workshops with teachers to help prepare civic education curriculum and work on best practices for teaching. Arlene Benitez, associate director of CSSIE, Rebecca Reeder, a retired teacher from Northern Indiana, Scott Frye, a former teacher from Mooresville, Ind., and Dan Prinzing, education director for the Idaho Human Rights Education Center, made up the rest of the team. Workshops took place in Delhi and in the southern state

of Kerala, more than 1,500 miles away. Educators from Malawi joined them from the Kerala workshop.

“We regularly identify either new curriculum programs that we want to start, or ones that we want to consolidate by training new groups of teachers or conducting ‘training of trainers’ workshops,” Mason said. “It’s always a question of expanding what we’ve already done and then finding ways to initiate new projects.”

Now part of CSSIE’s focus is shifting to Turkey and Armenia. Turkey is a democratic country seen as a vital partner for regional stability, with borders touching the former Soviet Union, Iraq, and Syria. Armenia has been a historic rival that has no formal governmental relations with Turkey. The border between the two countries is closed.

A project sponsored by the U.S. Embassy in Turkey and partnering with the Center for Urban and Multicultural Education (CUME) at IUPUI will bring teachers from Turkey and Armenia who teach English as a second language to IU for a six-week institute. “The purpose will be to help establish connections between these teachers so that when they go back they’ll be able to carry on virtual exchange

es using the internet between classes of students,” Mason said. Ultimately, the English teachers will learn methods that might help close the gaps between neighbors. “The idea is to help these teachers develop teaching strategies that would focus on issues of interest to both Armenian students and Turkish students, for the ultimate purpose of helping reconcile the differences between the citizens of those countries.”

The work there will be amidst definite tensions, Mason said. Despite that, he said many people from the two nations share the will to find a way past the differences. And after all, he can reflect on previous experiences and know that many difficulties can be overcome. The success of the Afghanistan Higher Education Project has provided an encouraging blueprint.

“It’s really gratifying to see that many obstacles have been overcome and that we are making a significant impact in the ways that these higher education institutions are being run,” Mason said.

## Alumnus, former faculty member on the front lines of his research topic

Nowhere in the U.S. is more known for the struggles over illegal immigration than the state of Arizona. An estimated half-million undocumented immigrants are there. And because of recent events, an IU School of Education alumnus said they and other Latinos in the state are traumatized.

From a research standpoint, Carlos Ovando, MA'69, PhD'78 couldn't be in a better place. A professor of curriculum, instruction, educational leadership and policy studies at Arizona State University, Ovando enjoys a rich laboratory of data virtually in his front yard. His primary research focus is factors that contribute to the academic achievement of language minority and ethnically diverse students. Because of what's happening in Arizona now, he's studying such factors on the other side of the U.S.-Mexican border.

In June, the Arizona legislature passed and the governor signed Arizona Senate bill 1070, known as the "Support Our Law Enforcement and Safe Neighborhoods Act." Championed by supporters of cracking down on illegal immigrants, it requires any immigrant 14 and older in the country for longer than 30 days to register with the federal government. Those aliens must carry documents at all times. Failure to register or lacking proper documents can bring a punishment from \$100 and 20 days in jail for a first offense to 30 days detention for a second offense. Critics call the law draconian and a measure that institutionalizes racial profiling by law enforcement.

Ovando said the law is having an effect in Mexico few have really considered. "The Mexican government has identified the states that export a lot of Mexicans to the U.S. in large numbers," Ovando said. "If you go to these towns, you see mostly women and older people, sometimes children; but the men are here (in the U.S.)." Families that had been raising their children in the United States have split, leaving the men on the U.S. side to earn money, fearing if they go to Mexico they'll never be able to return. Largely U.S.-educated students are turning up in larger numbers in Mexican schools.

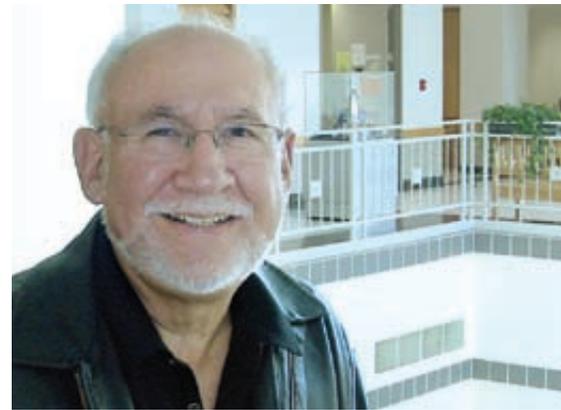
"This is a brand-new dynamic," Ovando said. "What we discovered is that the Mexican system is not prepared to deal with these kids."

Through his work in the School of Trans-

border Studies at Arizona State, Ovando is looking into these problems resulting from the stiff legislation. Students who may be culturally American are returning to Mexican schools — if they can get in (school is not free and compulsory in Mexico) — and struggling. "Historically, if you left Mexico for the U.S., instead of seeing you as sort of an economic warrior or somebody out there doing the best you can to help your people, you were kind of put down by those who stay," Ovando said. As a result, the bi-cultural students are often shunned in their home country — just as they have been turned away by the U.S. Ovando is now researching the the plight of these students. "We're arguing that these kids should be valued for the cultural capital they bring," he said.

Ovando is aware of the struggles a new student can face in a new land and the reason cultural capital should be valued. As a pre-teen, he moved from his native Nicaragua to Middlebury, Indiana, a hamlet tucked between Angola and Elkhart in far northern Indiana, just south of the Michigan state line. Among his first experiences as a native Spanish-speaking 12 year old was receiving a paddling in the principal's office for speaking Spanish during class. His father, once the chaplain to the Nicaraguan president, sent Ovando to Bethany Christian High School in Goshen, spurred to make the move after Ovando said a member of his church reported him hanging out at a local pool hall.

The positive influence of an educator with a different viewpoint made the difference. "I found a teacher who really appreciated me and respected what I had linguistically," Ovando said. He remembers the teacher — Rosemary Wise — fondly for recognizing his potential. "It was my first moment that sort of sparked my interest in the world of ideas," he said. Soon after, he earned the second-highest score on a statewide Spanish test. Scholarship offers arrived for college, leading him to attend Indiana University Bloomington for master's and PhD work. Ovando received a PhD in curriculum, instruction and international comparative education in 1975, a master's degree in Latin American studies and political science in 1973, and a master of arts in teaching in Spanish in 1969 at IUB.



Carlos Ovando

After completing his doctorate, Ovando joined the faculty at the University of Alaska in Anchorage, then went to the University of Southern California and Oregon State University. Then Ovando said he got a call from IU School of Education faculty member Norman Overly, his dissertation director. "He said 'come back home,'" Ovando said. So he joined the faculty in the department of curriculum and instruction, eventually rising to become chair. "It was a very sweet and affirming kind of experience for me," he said. "It allowed me to think freely here, unfettered by a lot of things."

After distinguishing himself as IU faculty, earning two teaching excellence awards from the School of Education, Ovando joined Arizona State in 2001. There he has distinguished himself through his research on the effects of globalization on education reform. He's worked on several international projects, including serving as a consultant in a cooperative initiative between Mexico and the U.S. to promote the teaching of English in Mexican public schools.

The rise to distinguished professor and researcher from Nicaraguan immigrant is one of the reasons the Indiana University Latino Alumni Association awarded him with the Distinguished Latino Alumni Award in October. "Dr. Ovando exemplifies the potential of what IU graduates can achieve," said Gavin Mariano, of the Latino Alumni Association. "His commitment to education and support for the Latino community, among other factors, made him a perfect fit for what the Distinguished Latino Alumni Award stands for."

Ovando credited his IU experience with giving him the start. "I was a full-time student in every one of the programs that I did here, so I felt privileged to be able to sort of incubate in Bloomington," he said. "It's a nice nesting environment."

## Grant supports PBL research, IUPUI faculty and staff support technology use

**The U.S. Department of Education has selected the Indiana University School of Education to receive \$749,853 to create a teacher education curriculum supporting problem-based learning (PBL).**

The unique program called “PBL-TECH: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Pre-Service Teacher Education,” will partner IU with the Auburn University College of Education and the College of Education at New Mexico State University over the next three years. The project’s goal is to increase new teachers’ ability to use the latest technology with problem-based learning techniques at the three institutions, while establishing the latest teaching innovations in the programs and then disseminating those resources and strategies in different parts of the country.

“We thought that synergy and collaboration of three institutions in disparate areas of the country focusing on three different teaching populations would really strengthen the grant proposal,” said Thomas Brush, associate dean for teacher education and associate professor of instructional systems technology at the IU School of Education. “We were looking to expand the reach of this to a broader audience throughout the country.”

**Middle schools across the country are suspending children with alarming frequency**, particularly in some large urban school districts, where a third or more of their black male students are suspended in a given year, according to a study release in September by education researchers Daniel J. Losen of the Civil Rights Project and Russell Skiba, director of the Equity Project at Indiana University, and distributed by the Southern Poverty Law Center (SPLC).

Skiba directs the Equity Project at Indiana University’s Center for Evaluation and Education Policy (CEEP) in the IU School of Education. Losen is a senior education law and policy associate at the Civil Rights Project at the University of California Los Angeles.

The study found that African-American children are suspended far more frequently than white children in middle school, causing them to miss valuable class time during a crucial period in their academic and social development.



**Russ Skiba**

In a national sample of more than 9,000 middle schools, 28.3 percent of black males, on average, were suspended at least once during a school year, nearly three times the 10 percent rate for white males. Black females were suspended more than four times as often as white females (18 percent vs. 4 percent). For all students in the schools examined, the suspension rate was 11.2 percent. Hispanic males faced a 16.3 percent risk of suspension.

**A recently-published report on best practices in “internationalizing” teacher education noted the Cultural Immersion Projects at the Indiana University School of Education as an innovative program among three profiled.** “Internationalization of Teacher Education: Three Case Studies” is a publication of NAFSA: Association of International Educators written by Charlotte West.

West noted that around a quarter of all IU School of Education undergraduate students participate, and it’s the third-largest study abroad program on the IU campus. “As new teachers graduate from schools of education, their task is not only to adopt a global perspective in their instruction, but also to transfer that awareness to their own K-12 students,” West wrote.

The Cultural Immersion Project’s Overseas Project sends student teachers through a rigorous program, including a preparatory phase spanning at least two semesters, followed by a minimum of 10 weeks of student teaching in Indiana. Students then travel abroad for eight weeks of full-time teaching in a host-nation school, coupled with community participation, cultural study, service learning and academic reporting. Students can choose from 15 countries, ranging in diversity from Australia to Turkey to Wales to Ecuador.

**Faculty and staff from the IU School of Education at IUPUI spent three days in Shelbyville in early June to cap off a few months of working with teachers to more effectively use technology.** The Indiana Department of Education’s “Learning Technologies Grant” provided funding to the Shelbyville Central Schools Corporation, which chose to use the funding to form a partnership with the School of Education at IUPUI starting in August 2009. Faculty and staff traveled to Shelbyville to work with teachers from elementary through high school over the duration of the school year,

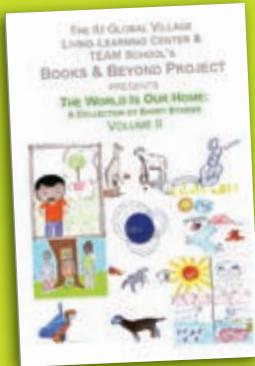
then concluded with an intensive summer institute on teaching with technology June 7-9.

“This was really an opportunity for teachers to explore with some of the digital tools that they already have available and maybe didn’t know about, but most importantly this experience challenged teachers to rethink the way they’re using technology,” said Joanna Ray, Director of Online Development for the IU School of



**Cultural Immersion Projects in Kenya**

## For the second year, a School of Education professor was part of an IU delegation traveling to Rwanda to deliver original books as part of the “Books & Beyond Project”



The collaborative service-learning project connects students in IU's Global Village Living-Learning Center, high school students in New Jersey, and African primary school pupils in Rwanda who collaborate on storytelling, writing and publishing new books. This year's book, called *The World is Our Home, Vol. 2*, includes stories by the New Jersey and Rwandan students. The IU party distributed the books at the Kabwende Primary Center located in Kinigi, Northern Province, on June 24.

The books will be used to help students of varying ages. While designed as a children's book, *The World is Our Home* uses language at around three levels of English usage. “So some of the early ones are basically alphabet stories or very simple stories of just a few words on each page going up to kind of a low intermediate ESL level,” said Beth Samuelson, assistant professor in the Department of Literacy, Culture and Language Education in the IU School of Education and faculty coordinator of the project.

**A Rwandan student reads a “Books and Beyond” book.**



**A Shelbyville teacher working with an iPad**



**Director of Online Development at the IU School of Educ. at IUPUI, Joanna Ray, helps a teacher.**

Education in Indianapolis. Ray said she, graduate chair and associate professor Dr. Beth Berghoff, and other faculty and staff had been working with two groups of Shelbyville teachers since August of 2009. They worked with a cadre of 36 high school and middle school teachers once a month, then worked with another 36 elementary and middle school teachers in a second cadre twice over the semester.

**On May 17, 250 students from Indianapolis Public Schools and the Indianapolis Project School came to the IU School of Education at IUPUI for the first annual “Kids Inquiry Conference.”** School of Education faculty worked with teachers and students at the schools over many months to develop plans and facilitate students examining science projects of their choice using an inquiry method. The concluding conference allowed students to talk about what they examined, how they examined it, and what they learned while also allowing other students to ask questions and discuss the findings.



**Kids Inquiry Conference students show their project.**

Clinical Assistant Professor in Teacher Education Paula Magee and Assistant Professor of Teacher Education Ryan Flessner organized the event. Magee said she began going to schools just under a year ago to start helping teachers prepare students to conduct inquiry projects. In addition to IU faculty, many School of Education students also took part in the project. The students in the conference were mostly 4<sup>th</sup> through 7<sup>th</sup> graders from IPS Stephen Foster School #67 and the Indianapolis Project School.

# Four receive Distinguished Alumni awards



Earlene L. Holland, Douglas C. Harris, Keith J. Jepsen, Youngsoo Kim

The Indiana University School of Education honored four of its outstanding alumni on Friday, Oct. 29 at the 33rd annual IU School of Education Distinguished Alumni awards presentation. The group of honorees has collectively had great impact on education, access to higher education, business leadership, and even shaping part of the IU Bloomington campus student services. The 2010 honorees include the former director of the American College Testing (ACT) program, an advisor to the office of the president of the Republic of Korea, a former college provost and Indiana Department of Education program director, and a longtime leader in some of the largest companies in the U.S.

The recipients are:

**Douglas C. Harris, MS'64, EdD'68**, who has had a great impact both on education and the business world since earning his degrees from Indiana University, but achieved early recognition while still a graduate student. Dean of Students Bob Schaefer selected Harris to start an academic advising program, beginning with the School of Business. Its success resulted in the eventual campus-wide program now part of University Division. Since earning a doctoral degree in higher education and counseling, Harris spent over 30 years in senior management level positions with three of the largest and most recognized companies in the U.S. Harris retired as vice president and chief personnel officer of Knight Ridder, the second-largest newspaper company in the country when the McClatchy Company bought it in 2006, and was also an executive at United Airlines and Peat Marwick & Mitchell.

"I am always so proud when I have the opportunity to tell people I got my master's and doctorate from Indiana University," Harris said as he accepted his award.

**Keith J. Jepsen, EdD'74**, who has over 43 years of experience in higher education finance at international, national, state, and university levels. Jepsen is now president of the Global Student Loan Corporation, a company he co-founded 11 years ago to specialize in private student loans for distance learners and international students. He is regarded as a national leader in the areas of strategic use of financial aid and the use of technology to improve service to students and improve financial aid office efficiency. Jepsen is Chairman of the Board of the National Student Clearinghouse, the non-profit organization that maintains a comprehensive registry of higher education student data. For 9 years, Jepsen was the assistant vice president and director of ACT, the non-profit that administers the ACT college entrance exam. While there, he created and managed the unit that would become the U.S.

Department of Education's Central Processing System for Title IV federal student aid—the system that processes all applications, calculates eligibility, and notifies students and educational institutions of the results.

A generous contributor to the School of Education, he has funded the Keith Jepsen International Study Scholarship. It provides Jepsen Scholars resources to participate in the Cultural Immersions Overseas Project, which sends student teachers to work in 15 countries around the world. The idea for the scholarships began when he and his wife Kathleen Dore successfully enticed their children to learn a foreign language by promising a post-college graduation trip to the country where they could speak a new language fluently. "It worked so well we said we ought to apply this nationwide," Jepsen said. "Let's start where you can get the biggest bang for your buck, and that would be at IU School of Education. So that led to the scholarships."

**Earlene L. Holland, EdSp'80**, who has enjoyed a long and varied education career ranging from music teacher to university provost. She began as a teacher in the Greater Jasper (Ind.) Consolidated Schools, later became a principal in Bloomfield, and then superintendent in Linton and Bunker Hill. Following that experience, she became the associate director of Program Development for the Indiana Department of Education. She left state government to become a professor, the director of educational graduate programs and the masters of education program, and finally provost at Oakland City University in Oakland City, Ind. Holland has assisted colleges and universities nationwide to develop masters and doctorate programs in educational leadership.

Holland spoke fondly of how the School of Education faculty challenged her. "We had tough professors," she said. "But you know what? As big as Indiana University was and still is, it was very personal."

**Youngsoo Kim, PhD'83**, an internationally-recognized expert in the research areas of message design in online learning and instructional design based on cognitive theories and emerging technologies. Kim is a professor of educational technology at Ewha Womans University in Seoul, Korea where she has served on the faculty since 1985. She has been Ewha's Dean of the College of Education, Dean of the Admissions Office, Director of Ewha's Multimedia Education Institute, and Director of the Institute for Teaching and Learning. Starting last year, Kim became an advisor to the office of the president of the Republic of Korea, serving on the Advisory Committee to the Secretary of Education, Science, and Culture. Since earning her PhD in instructional systems technology from the IU School of Education in 1983, Kim received the 1998 International Contribution Award from the Association for Educational Communications and Technology, among other awards. She has been a visiting professor at the National Institute of Multimedia Education in Japan and a research scholar at San Francisco State University. Kim has served as president of three educational media and technology associations in Korea, being a founding member for the Korean Association for Educational Information and Broadcasting and the Korean Society for Educational Technology.

"The learning experience in IST has given me strength, courage, and confidence to initiate the founding of Korean academic associations in the field of educational technology and educational information media," Kim said. "Further, an international mindset based on the overseas study experience at IU inspired me to create international learning communities."

## Before 1960

**Adolph F. Winter**, BS'39, writes that he is 93 years old and recovering from kidney stent surgery. A retired CEO for Sedwall Manufacturing Co., he lives with his youngest son in Wheaton, Ill.

"Since moving to Sun City, Ariz.," writes **Georgia Vorgang Kovacic**, BS'41, "I have become a member of the Northwest Valley (Arizona) chapter of the IU Alumni Association. I have enjoyed being with so many strong IU supporters," Kovacic, who worked in the Indiana and Colorado school systems before retiring in 1973, adds, "I still enjoy reading about IU and watching basketball."

In February, **Donald C. "Danny" Danielson**, BS'42, LLD'94, of New Castle, Ind., was inducted into the Junior Achievement of Central Indiana Business Hall of Fame. The hall honors prominent business leaders who have made a lasting impression on their businesses and communities. Danielson is a member of the IU East Board of Advisors and is also the longest-serving member of the IU Board of Trustees, having served from 1959 to 1980. He and his wife, Patty (Peterson), BA'45, were instrumental in raising funds leading to the establishment of IU East's Danielson Center in New Castle.

Baseball I-Man **Guy L. Wellman Jr.**, BS'43, retired in 1990 as the minor league field supervisor for the Los Angeles Dodgers. He also served as director of the team's adult fantasy baseball camp in Florida, an annual event in which participants played with Dodger players and took workshops from former Dodger baseball greats. After World War II, Wellman spent two seasons as a player with the Cincinnati Reds before being picked up by the Dodgers — then located in Brooklyn, N.Y. — in 1948. He stayed with the Dodgers until he was called up for the Korean War in 1950. Wellman then worked as a high-school football, basketball, and baseball coach, returning to the Dodger organization as a scout in 1961. He held various jobs during his time with the Dodgers, including catching instructor, field and general manager of the instructional league, Midwest scouting supervisor, and Major League scout. Wellman, who received the I-Association's Zora G. Clevenger Award in 1997, lives in Flat Rock, N.C.

**John M. Davis**, BS'56, MS'59, EdD'72, has retired as director of the Southern Association of Colleges and Schools' Commission on Elementary and Middle Schools. He lives in Atlanta.

**Paul M. Nemecek**, MS'57, is the past president of founding librarian of the Czech and Slovak American Genealogy Society of Illinois. The society recently named its research library the Paul M. Nemecek Library in his honor. Nemecek is retired from teaching mathematics at Lyons Township High School and lives in LaGrange Park, Ill.

**Sandra Jones Obremsky**, BS'58, MS'91,

In 1958, while teaching in Gary, Ind., and pursuing graduate studies in education at IU, **J. Calvin McCray**, MS'56, EdD'67, traveled to England on a Fulbright Scholarship. Waiting to meet him and his wife, **Vivian**, MS'56, as they disembarked their ocean liner at Southampton was Lady Nancy Astor, the first woman to sit as a Member of Parliament in the British House of Commons. Astor, who was in her late 70s at the time, was head of the Fulbright Program in Great Britain. She remained in touch with the couple throughout their stay in England, and even arranged a breakfast meeting with the Queen Mother at St. James's Palace in London. While dining, the Queen Mother took a call from her daughter, Queen Elizabeth II, who was visiting Chicago for the opening of the St. Lawrence Seaway. On hearing that her mother was entertaining two guests from Chicago, the Queen asked that Calvin McCray be put on the phone, and the two talked at length about his hometown. The friendship with Astor is recounted in Calvin McCray's book *Ebb Tide: Nancy Astor's Greatest Challenge*, published by G Publishing in 2008. Calvin McCray is a professor emeritus of education at Michigan State University. A World War II veteran and former pilot, he taught in Guatemala, Japan, Zambia, and Zimbabwe during his tenure at MSU. Vivian McCray is a retired schoolteacher. The couple lives in Southfield, Mich.

was one of several IU alumni volunteers honored during the annual Cream & Crimson Alumni Weekend in June. She received the IU Alumni Association's President's Award, the highest honor the association bestows upon alumni volunteers. Obremsky and her husband, **Peter**, BS'58, LLB'61, a former IU trustee, founded the Herman B Wells (Boone County, Ind.) Chapter of the IU Alumni Association. She currently serves on the chapter's board. Sandra Obremsky served as the IUAA's vice chairwoman from 1996 to 1997 and chairwoman from 1998 to 1999.

She is a retired school counselor. The Obremskys live in Lebanon, Ind.

In January, actress, dancer, and musician **Beverly Hubbell Mendoza**, BS'59, joined the Second Strings Orchestra in Los Angeles. She has performed and worked as an intern with A Noise Within repertory theater company and worked backstage at the Alex Theater, both in Glendale, Calif. Mendoza is also a student at the Pasadena Dance Theater and attends three 90-minute ballet classes weekly. A former member of the Singing Hoosiers, she planned to attend the ensemble's 60th anniversary celebration banquet and concert on March 27. Mendoza's late husband, **Calvin K. Hubbell**, BS'57, JD'60, and late son, Calvin K. Hubbell Jr., BA'85, both attended IU, and her grandson, Stephen Ross Hubbell, is now a student at IU. Another son, S. Ross Hubbell, is a lawyer and well-known jazz guitarist. Mendoza lives in Montrose, Calif.

## 1960s

**Donald A. Buckeye**, MAT'61, EdD'68, taught mathematics for 50 years — the last 34 at university level. He retired as a professor of mathematics at Eastern University of Michigan. Buckeye lives in Ypsilanti, Mich.

**John A. Dittmer Jr.**, BS'61, MA'64, PhD'71, is the author of *The Good Doctors: The Medical Committee for Human Rights and the Struggle for Social Justice*, published by Bloomsbury Press in 2009. A professor emeritus of history at

DePauw University in Greencastle, Ind., Dittmar gave the commencement address and received an honorary degree from DePauw University in 2009. He lives in Fillmore, Ind.

**Richard L. Krueger Sr.**, BS'62, MS'65, is retired as the Delaware state supervisor of school librarians and Kent County (Del.) Library director. A member of the IU Singing Hoosiers from 1958 to 1962, Krueger lives in Smyrna, Del.

**Jon M. Millman**, BS'62, MS'66, has been named 2010 Outstanding Alumnus of Silver Creek High School in Sellersburg, Ind. Prior to his retirement, Millman was assistant superintendent of West Clark Community Schools, and served as principal of Silver Creek Junior High School. He lives in Sellersburg.

The Federal Republic of Germany and the German Army Association have presented retired U.S. Army Col. **William F. Ryall**, BS'62, MS'68, with the Officers Cross of Honor. He received the award at a ceremony commemorating the 20th anniversary of the fall of the Berlin Wall. The award was presented to Ryall for his past work in initiating Partnership for Peace projects and for promoting German-American relations. He works as an adjunct professor in the IU School of Continuing Studies at the Southeast campus. Ryall lives in New Albany.

The conflict between North and South during the Civil War reached far beyond American soil, argues **Howard Jones**, BS'63, MA'65, PhD'73, in *Blue and Gray Diplomacy*, published in January by the University of North Carolina Press. The book is an examination of Union and Confederate foreign relations during the Civil War from both European and American perspectives. University Research Professor of History at the University of Alabama, baseball I-Man Jones is the author or editor of more than a dozen books, including *Abraham Lincoln and a New Birth of Freedom: The Union and Slavery in the Diplomacy of the Civil War* and *Union in Peril: The Crisis Over British Intervention in the Civil War*. He lives in Northport, Ala.

In the spring, **Larry L. Didlo**, MS'64, was presented with a certificate from the Veterans Affairs Department of Appleton (Wis.) Clinic for almost 1,500 hours of service with the Winnebago Transportation Medical Service Team. He works as a substitute teacher for the Ripon (Wis.) Area School District. Didlo writes that he is about to publish his second paperback book with AuthorHouse in Bloomington, Ind., and is considering returning to graduate school. He lives in Oshkosh, Wis.

**Donald S. Kachur**, BS'64, MS'66, EdD'71, is lead author of *Classroom Walkthroughs to Improve Teaching and Learning*, published by Eye on Education. The book, written to help principals and other administrators succeed as instructional leaders, features 18 different models of walkthroughs that have been successfully implemented in schools across the country. Kachur was a professor of education at Illinois State University in Normal, Ill., until his retirement in 1999. During his tenure at ISU, he served as interim chair for both the Department of Curriculum and Instruction and the Department of Educational Administration and Foundations. Kachur lives in Normal, Ill.

**Paulette A. Dittrich**, BS'65, MS'70, is an educational psychologist in private practice and an adjunct professor at Indiana University Northwest. She previously worked as a school principal in elementary schools in Indiana and Illinois, and as an elementary and middle school teacher in public schools in northwest Indiana. Dittrich lives in Chicago.

**Robert W. Etgen**, MS'65, celebrated his 60th wedding anniversary in November 2009. He lives in Middle Point, Ohio.

**Willie A. Whitten**, EdD'66, is a retired education officer with the U.S. Department of State. He recently donated the Whitten Collection of Liberian Artifacts to the Mathers Museum of World Cultures at IU Bloomington. Whitten lives in Buford, Ga.

**Roger A. Cook**, BS'67, MA'72, is the founder of Greenwood, Ind.-based Educational Video Group, which recently celebrated its 25th year in operation. Cook has written and produced more than 70 educational programs for use in classrooms and libraries, including the 24-volume *Great Speeches* series. Now semi-retired and serving as the company's vice president, Cook lives in Greenwood.

"I was hired by Comstock Public Schools [in Kalamazoo, Mich.] as an elementary teacher in 1969," writes **Susan Moyer Welbourne**, BS'67. She adds, "I am retiring in 2010 [after] 41 years!" Welbourne lives in Kalamazoo.

"I have finally retired after 40 years of teaching special-needs [children]," writes **Sandra Markola Gardner**, BS'68, of Jacksonville, Ill.

**Susan Waller Kinnamon**, BS'68, MS'69, of Akron, Ohio, recently completed a term as chairwoman of the Greek Alumni Association at the University of Akron. She serves on the University

of Akron's National Alumni Board and the university's Women's Committee.

"The Hoosier spirit is alive and well in Livingston, N.J.," write Garrett Whitman, BS'54, and **Donald L. Schwartz**, MS'68. The two friends enjoy a daily breakfast ritual at Seymour's Luncheonette in Livingston, N.J. Whitman, an I-Man in golf, and Schwartz, an IU student recruiter, regularly meet at the restaurant, dressed in IU apparel, to discuss news, sports, and local gossip. Whitman retired in 2008 as a manufacturer's representative in the cosmetics industry and enjoys traveling, golf, and spending quality time with his seven grandchildren. Schwartz retired after a 31-year career as a photography instructor and golf coach at Livingston High School in 1999. He currently photographs college and high school sports in the N.Y./N.J. area.

In June, **Juanita Frazier Mendenhall**, BS'69, MAT'70, received the American Association of Family & Consumer Sciences 2010 Distinguished Service Award in recognition of her leadership and contributions to the family and consumer-sciences profession. A retired high-school family and consumer-sciences teacher with 26 years of experience, Mendenhall has been associated with the AAFCS for 40 years. She was the first president of the United States division of the International Federation of Home Economics, and since 1998 has served on the United Nations Committee on the Family. In 2004 Mendenhall was instrumental in coordinating a disaster-relief program for the island of Grenada after it was devastated by Hurricane Ivan. The Distinguished Service Award will be presented in June during the AAFCS's annual conference in Cleveland. Mendenhall lives in Ridgeway, S.C.

**Raymond H. Trapp**, MS'69, is boys' tennis coach at Reitz Memorial High School in Evansville, Ind. He lives in Newburgh, Ind.

## 1970s

**Louis J. "Jerry" Bobilya**, MS'70, PhD'73, has retired as vice president for real estate and economic development at Montreat (N.C.) College and has been elected to the college's board of visitors. Bobilya is executive vice president of the Black Mountain Center for Research and Technology, developing the Black Mountain Commerce Park and Chapman's Cove at Black Mountain, located 16 miles east of Asheville. He is also leading a move to found an IU Alumni Association chapter for Asheville and western North Carolina. Those interested in participating in the chapter should e-mail [jbobilya@chapmanscove.com](mailto:jbobilya@chapmanscove.com). Bobilya lives in Black Mountain, N.C.

**Mary A. Matthews**, MS'70, an Ursuline Sister of Mount St. Joseph in Maple Mount, Ky., recently celebrated her 60th year of religious life. She has ministered in Kentucky, Nebraska, and New Mexico. Matthews has served as the

librarian at the Motherhouse in Maple Mount since 2006.

**Frederick A. Haddad**, MS'71, EdD'74, has retired as a school psychologist after practicing in both Nevada and Arizona. During his career he published more than 25 research studies dealing with assessment and intervention and had numerous presentations at state and national levels. Haddad was also an adjunct faculty member of several universities in Arizona for many years. He and his wife, **Carol (Carpenter)**, BS'71, live in Henderson, Nev.

**Rollin M. Kocsis**, BS'71, is assistant curator at Gallery Fifty Six, a Memphis, Tenn., fine art gallery featuring national, local, and emerging artists. Kocsis lives in Memphis.

**Ruth L. Rusie**, MS'72, a 91-year-old retired teacher, of Martinsville, Ind., garnered the most votes in a United Way video contest to find how people promote the organization's mission in their own communities. She captured the hearts of voters in the short video "90 Years and Still Teaching." Rusie shared the story of her love for reading with parents and their young children. As the winner, she was featured in United Way's national brand advertising in 2010.

**Karl V. Hertz**, EdD'73, has retired as Mequon-Thiensville (Wis.) school superintendent. He currently serves as Thiensville village president and as Ozaukee County supervisor. Hertz is past president of the American Association of School Administrators. He lives in Thiensville.

**Helen L. Mamarchev**, MS'73, recently became ombudsman and assistant to the president at Florida Gulf Coast University in Fort Myers, Fla., where she lives.

**David G. Martin**, BA'73, PhD'04, works at the IU Art Museum. His wife, Maureen Martin, BA'96, MA'00, PhD'05, recently received tenure at William Paterson College in Wayne, N.J. Her book, *The Mighty Scot: Nation, Gender, and the Nineteenth-Century Mystique of Scottish Masculinity*, was published in 2009 by SUNY Press.

**Dennis H. Congos**, MS'74, is the author of *Starting Out! In College: Proven Strategies for Academic Success*, published by Starting Out Inc. The book is designed to increase the chance of academic success for college-bound high-school seniors, college freshmen, and students in orientation and learning skills classes. Congos is an academic adviser and learning skills specialist at the University of Central Florida in Orlando. He lives in Oviedo, Fla.

In March, U.S. Sen. Richard Lugar presented **Peggy Robinson Hinkley**, BS'74, with the inaugural Lugar Education Patriot Award at a presentation also attended by Indiana Superintendent of Public Instruction, Tony Bennett. Hinkley is superintendent of the Metropolitan School District of Warren Township in Indianapolis, an urban district that includes close to 12,000 students and has a poverty rate of more than 85 percent at some schools. The award is presented to a school, school corporation, or education

leader who has demonstrated leadership and initiative in improving the academic achievement and career preparation of Indiana students. Hinckley has served as Warren Township's superintendent for nine years, after heading school systems in River Forest and La Porte. She was an elementary school teacher for six years before entering administration. Hinckley lives in Indianapolis.

**Gary L. McGrath**, EdD'74, retired this summer as dean of student affairs at Arizona State University Polytechnic campus in Mesa. He and his wife, Kitty, live in Gilbert, Ariz.

Three School of Education alumnae were among those honored as "Outstanding Hoosier Educators" at a ceremony at the Indiana Statehouse in May. The recognition of six teachers overall came from the Indiana Superintendent of Public Instruction Tony Bennett as part of National Teacher Appreciation Week. The three School of Education alumnae selected for demonstrating outstanding teaching are **Bobbi D. Speicher**, BS'74, a second-grade science teacher at Shenandoah Elementary School in Middletown; **Aimee Nickless Harvey**, BA'98, BS'00, MS'09, an English/language arts teacher at Brownsburg East Middle School in Brownsburg; and **Jackie M. Macal**, BS'08, an English teacher at Batchelor Middle School in Bloomington. Speicher lives in Muncie, Harvey lives in Pittsboro, and Macal lives in Bloomington.

**Stanley M. Tipton**, BS'74, MS'79, has been a fifth-grade teacher at Wolf Lake (Ind.) Elementary School for 36 years. He lives in Albion, Ind.

**Laura Mathys Gardner**, BS'75, writes, "I retired on May 28 after 35 years of teaching in [Cincinnati's] West Clermont Local School District." She lives in Cincinnati.

**Kimberly King Smith**, BS'78, MS'86, is owner of Kim King Smith Events, a bridal consulting and event planning company in Edinburgh, Ind. For the second successive year, her company has been voted Best Wedding Planner in Central Indiana by television station WRTV's A List. Kim King Smith Events has been featured in numerous publications, including *USA Today*, *The Indianapolis Star*, *Indianapolis Monthly*, *The* (Columbus, Ind.) *Republic*, and *Midwest Living* magazine. King Smith was recently designated as an accredited bridal consultant by the Association of Bridal Consultants. She lives in Edinburgh.

In April, **LeAnn Walters**, BS'78, received a philosopher of metaphysics degree from the University of Metaphysical Sciences in Arcata, Calif. Her doctoral dissertation was "Handwriting Analysis as a Metaphysician's Diagnostic Tool." Walters lives in Newbury Park, Calif.

**Catherine Coursel Boyer**, BS'79, graduated in August with an MBA degree in health-care management from Indiana Wesleyan University. She lives in Mishawaka, Ind.

**Gregory B. Stump**, MS'79, writes, "I retired

from teaching and coaching in Concord (Ind.) Community Schools in 2007 — after 35 years." He lives in Elkhart, Ind.

**Marjorie E. Treff**, BA'79, MS'04, has been appointed as a full-time faculty member in the Master of Science in Adult Education program of the IU School of Continuing Studies. She returned to higher education after a career in graphic arts and printing, including running her own business. Treff lives in Fort Wayne, Ind., and teaches for the IUPUI campus.

**Steven R. Weaver**, BS'79, of Minneapolis, recently retired as an operations manager at Sears, after 31 years with the company. In April, his wife, Chana (Hutchinson), BA'78, was awarded the Distinguished Service Award by General Mills Inc., the first non-retiree in the company's history to be so honored. She has been director of category management at GMI for the past 13 years and has worked for the company for more than 30 years. The couple has one daughter, Rachel, who is a senior at Case Western Reserve University in Cleveland.

## 1980s

**Elsa Marston Harik**, MS'80, writing as Elsa Marston, is the author of *Santa Claus in Baghdad: and Other Stories About Teens in the Arab World*, published by Indiana University Press in December 2009. The book dispels stereotypes about young people's lives in the Middle East. Harik is the author of many works of fiction and nonfiction, mostly for young adults. Her books include *Women in the Middle East: Tradition and Change*, *The Cliffs of Cairo*, and *Muhammad of Mecca, Prophet of Islam*. Harik lives in Bloomington, Ind.

**Brian P. Smith**, BS'81, has been promoted to executive director of commercial learning at AstraZeneca Pharmaceuticals, where he has worked for the past 29 years. He and his wife, **Peggy (Duchon)**, BS'81, a teacher, recently relocated to Newark, Del., where the company's headquarters are located. They had lived in Ann Arbor, Mich., for the past eight years. The couple's two children are both students at IU Bloomington — Kelly, a senior who plans to graduate in 2010, and Kevin, who entered IU in the fall. "We are all proud to be Hoosiers," writes Smith.

"In October 2009 I was in Sydney, Australia, competing in the World Masters Games," writes volleyball I-Woman **Karin Wallenstein Thomsen**, BS'82, MS'90. She adds, "We won a gold medal in women's volleyball." In May she was a standout on a team that won a silver medal at the USVBA Nationals in Phoenix. Living in Evergreen, Colo., she works as an office manager/veterinary assistant at Harmony Animal Wellness in nearby Kittredge and is the junior-varsity volleyball coach at Evergreen High School.

**Lester S. Bivens**, EdD'85, is superintendent of the Community Schools of Frankfort, Ind.

Previously he had served as a superintendent in Kentucky, Alabama, and Georgia. Bivens lives in Frankfort.

**Debra Harmening Gentry**, BGS'89, BA'91, MS'98, PhD'04, is a member of the Department of Educational Foundations and Leadership in the Judith Herb College of Education at the University of Toledo. She teaches classes in learning and teaching in higher education, organization and management of student affairs, and student development theory. She was formerly an assistant professor at the University of Southern Mississippi in Hattiesburg.

**Nita Levison**, AGS'89, BGS'90, MS'92, is retired and a volunteer in the Student Advocates Office at IU Bloomington. She assists students experiencing difficulties with their studies, health, and personal problems. Levison is also active with the Bloomington World Wide Friendship Program, assisting international students. She lives in Bloomington.

## 1990s

"[I am] getting under way with a longtime dream of learning to scuba dive," writes **Jana L. Wirth**, BS'90. She is a first-grade teacher at Vigo Elementary School in Vincennes, Ind., where she lives.

In June, **Allison Canady-Barber**, MS'91, was appointed chancellor of Western Governors University Indiana, an online, competency-based university established to expand access to higher education for Indiana residents. WGU Indiana offers over 50 online bachelor's and master's degrees in high-demand career fields. A native Hoosier, Canady-Barber has more than 20 years experience in education and public service. She previously worked for the Pentagon and has worked as an adjunct professor at Georgetown University. Canady-Barber will lead WGU Indiana from its Indianapolis office.

**Linda O'Neil Beeson**, MS'92, retired in December after 25 years of service in the IU School of Medicine's Office of the Dean. Her husband, **John**, '97, is executive director of external affairs in the School of Continuing Studies at IU Bloomington. The couple lives in Indianapolis.

**Duane S. Nickell**, EdD'92, is the author of *Guidebook for the Scientific Traveler: Visiting Physics and Chemistry Sites Across America*, published in March by Rutgers University Press. The book is an easy-to-read and accessible introduction to some of the most fascinating and intriguing scientific sites in the country, from breweries to nuclear weapons laboratories. Nickell teaches physics at Franklin Central High School in Indianapolis and is an associate faculty member at IUPUI. He is the winner of the Presidential Award for Excellence in Science and Mathematics Teaching, the nation's highest honor for science and mathematics teachers. Nickell lives in Indianapolis.

After working as a research assistant at the

University of Otago in New Zealand, **Andrew U. Straw**, BA'92, MS'95, JD'97, has returned to the U.S. and opened a law practice in Goshen, Ind. His main practice area is in direct-loan repayment planning. Straw lives in Goshen.

In June, **Kimberly L. King-Jupiter**, MS'93, PhD'98, became dean of Albany State University College of Education in Albany, Ga. She spent the previous two years as associate dean and associate professor in the College of Education at Lewis University in Romeoville, Ill. Prior to that she spent 11 years in various positions at Auburn University in Auburn, Ala., leaving as director of outreach planning and faculty engagement in the Office of the Vice President for University Outreach in 2008.

**Deanna Jordan Kauffman**, MS'94, completed her PhD in higher education administration at St. Louis University in May 2008. Her dissertation research focused on the experience of sophomore resident advisers. Kauffman lives in the Twin Cities area of Minnesota with her husband and two children.

**Joyce Pell McDonald**, PhD'94, is director of bids and proposals as well as business development at Pearson Assessment Information Group, a subsidiary of Pearson, an international media, education technology, and publishing company. She lives in Von Ormy, Texas.

**Jessica L. Tubbs**, BS'94, is an assistant principal at Creekside Middle School in Carmel, Ind. She lives in Fishers, Ind.

Patrick J. Murphy, BS'95, works in the corporate finance group for WellPoint Inc. in Indianapolis. He was recently named as one of *Treasury & Risk* magazine's "40 Under 40." Murphy and his wife, **Deanna (Pucci)**, BS'99, have a son, Connor, and welcomed their second child, Erin Kristine Murphy on Sept. 28. They live in Indianapolis.

In January, four IU alumni became partners at the Barnes & Thornburg law firm in Indianapolis. Hamish S. Cohen, BA'94, JD'01, **Scott E. Murray**, BS'95, and Jimmie L. McMillian Jr., BA'98, JD'02, are members of the firm's litigation department, while Martin W. Zivitz, BA'97, JD'00, is a member of the firm's business department. Cohen and McMillian live in Indianapolis; Murray and Zivitz live in Carmel, Ind.

**Christopher A. Green**, MFA'96, MS'98, published *Rushlight: Poems*, and *The Social Life of Poetry: Appalachia, Race, and Radical Modernism* in 2009. He is an associate professor of English at Marshall University in Huntington, W.V., where he lives with his wife, **Jenny Hobson**, BA'95, MS'98, and their two children.

"After a seven-year journey," writes **Alan A. Rose**, MS'97, "I released my third CD in August. *American Hands* includes 11 original songs played by an eight-piece band." Rose, a singer and songwriter whose work draws on rock, pop, country, and folk, has been active in the Ithaca, N.Y. music scene since the mid-1990s. Prior to

that, he spent nine years playing "colleges, open-mic nights, and biker bars" in the Philadelphia area. Rose lives in Ithaca.

## 2000s

In June, **Joseph P. Heidt**, MS'00, became president of Providence Cristo Rey High School in Indianapolis. An Indianapolis native, he had been employed in commercial real estate for the past five years, most recently in Denver. Previously, Heidt had served on the faculty of Archbishop Riordan High School in San Francisco from 2000 to 2005. Outside of teaching, he has also held a variety of school leadership positions including co-dean of students, administrative council faculty representative, social studies curriculum coordinator, divisional moderator, and coach. Providence Cristo Rey High School is dedicated to bridging the gap between companies, educators, and students through offering faith-based college preparatory education. Heidt lives in Indianapolis.

**Eric D. Maguire**, MS'00, has relocated to Ithaca, N.Y., with his wife, **Loreal (Reuille)**, BS'97, MS'01. He is vice president for enrollment at Ithaca College and oversees the admissions, student financial services, and marketing and communications divisions. Loreal is a stay-at-home mother raising the couple's son, Lincoln Hill, who was born in July.

**Brian A. Estrada**, MS'04, is an admissions officer at Dartmouth College in Hanover, N.H. He writes that he and his wife are expecting their first child in August. Estrada lives in White River Junction, Vt.

In December 2009, Gov. Mitch Daniels and the Indiana Humanities Council presented four IU alumni with the 2009 Governor's Award for Tomorrow's Leaders. The awards were presented to **Alane B. Summers**, BS'05, manager of corporate events for the Greater Indianapolis Chamber of Commerce; Kylie A. Pepler, BA'02, an assistant professor in the IU School of Education in Bloomington; Robert N. Gough, BS'07, chief executive officer of Bidaroo, an auction-based Web company he founded to support not-for-profit organizations; and Mari Yamaguchi, who attended IUPUI, a producer and community liaison for television stations WXIN and WTTV in Indianapolis. Established in 2003, the Governor's Award honors Hoosiers between ages 19 and 30 who strive for and attain excellence as entrepreneurial leaders, volunteers, and scholars. Each honoree received \$1,000 from Vectren Corp. to be used as an educational scholarship or donated to a charity of the honoree's choice.

**Janice L. Tucker**, EdD'05, has been granted tenure and has advanced to the rank of associate professor at California Lutheran University, a liberal arts and sciences university located in Thousand Oaks, Calif. She lives in Thousand Oaks.

Michael W. Wagner, PhD'06, was named 2009 Outstanding Educator of the Year by the University of Nebraska–Lincoln, where he is an assistant professor of political science. Wagner's research and teaching interests focus on the interplay between political elites and the public. His wife, **Rachelle Winkle-Wagner**, PhD'06, is an assistant professor of education at the University of Nebraska–Lincoln. Her research and teaching focuses on the sociological aspects of race, class, and gender in higher education. The Wagners live in Lincoln.

**Amy Luck Liljenberg**, MA/MS'09, is a communications consultant for Electrolux and also for other clients such as Scania and the Swedish Ministry of Finance. She married Erik K. Liljenberg, PDip'08, in Uppsala, Sweden, in March. Erik Liljenberg is a freelance professional violinist working with the Stockholm Philharmonic Orchestra, the Swedish Radio Symphony Orchestra, and various other ensembles. The couple lives in Stockholm, Sweden.

**Snea Thinsan**, PhD'09, is assistant professor of English at Ball State University in Muncie, Ind. His research interests include bilingualism, multicultural education, critical literacy, critical pedagogy, distance education, e-learning, and education for peace, democracy, and social reform. Thinsan lives in Carmel, Ind.

*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](http://www.alumni.indiana.edu).*

### CORRECTION:

In the spring issue of *Chalkboard* (page 7), Lyndall Bass was credited as being the creator of "one of four designs selected for the reverse side of the 2010 Lincoln Bicentennial Penny." The story continued, "The U.S. Mint is issuing the new penny in recognition of the bicentennial of President Abraham Lincoln's birth and the 100th anniversary of the first issuance of the Lincoln cent." In fact, the original Lincoln penny, known as the "Wheat Ears" cent, came into circulation in 1909. In 2009 the penny was updated for a limited edition celebrating the bicentennial of Lincoln's birth. The reverse featured four different designs — depictions of Lincoln's childhood home, his formative years, his professional life, and his presidency. Bass's design is for a different edition of the coin — the 2010 Lincoln Union Shield Cent.

# Indiana University School of Education Honor Roll of Donors *July 1, 2009 to June 30, 2010*

Charitable contributions from alumni and friends provide the critical funding necessary to purchase state-of-the-art educational technology, fund new initiatives, and enhance curriculum, as well as award students with scholarships and fellowships to encourage their excellence.

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 donors who generously gave \$100 or more. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than \$100, we thank them for helping us further our mission.

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## The Chalkboard name: a long tradition

In May 2011, the IU School of Education's *Chalkboard* publication will turn 60 years old. In the first two-page edition in 1951, Dean Wendell Wright wrote that it would come out "semi-occasionally." "We'll tell you what we are doing," he concluded. The first issue also included a note about the just-forming IU School of Education Alumni Association. *Chalkboard* evolved into a magazine format by 1980.

While the actual teaching technology the magazine is named for is now rarely used—the IU School of Education buildings have almost no chalkboards—the name remains on our magazine. For six decades, our graduates have received the publication they've known as *Chalkboard*. Much of the 102-year history of the IU School of Education has been well-preserved in its pages. The name should remind us that we are continuing to build upon the achievements of those who came before.



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## Snapshot

# A summer camp that really takes off



**For a month**, cadets of the Junior Rocket Design Agency (JRDA) designed, built, tweaked, tested, then launched rockets at six different sites across the city. Around 150 participated in the second annual JRDA program, a summer program to promote math, science, teamwork and other skills created by Jomo Mutegi, associate professor of science education, and Crystal Hill, assistant professor of math education at the IU School of Education in Indianapolis.

The four-week camp at six Indianapolis community centers involved between 15 and nearly 40 youths from 4th through 6th grade. The participants participated in a role play as rocket building "cadets," each assigned particular roles as they built rockets from kits. Examining the data from different designs and alternative engines, the teams extrapolated the model rocket information to figure out what they'd need to consider when building a rocket to actual scale.