

Chalkboard

Indiana University School of Education Alumni Association

Instructional Systems Technology Department

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The IU School of Education
at IUPUI steps to a new level
in urban education with the
Urban Education PhD

Second consecutive
alumna named Indiana
Teacher of the Year

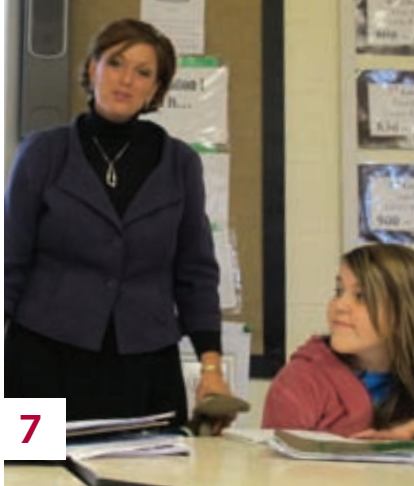


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Indiana University School of Education Alumni Association

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.



7



11



10

- 1 Dean's Perspective
- 2 Highlights
- 6 Faculty Profile: Tom Brush
- 7 Indiana Teacher of the Year
- 8 Alumni News
- 10 Distinguished Alumni Awards
- 11 Program exposes teachers, youth to "critical" languages
- 12 News Briefs
- 14 Instructional Systems Technology
- 17 Alumni Profile: Carole Ames
- 18 Class Notes
- 21 Honor Roll

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Our alumni continue to impress

by Gerardo M. Gonzalez, Dean, School of Education



"...a wonderful testimony to our faculty and quality of students."

Every fall, we have wonderful opportunities to celebrate our outstanding alumni. It's an annual tradition that's never tiring. We think the excellence of our institution is very much reflected by the achievements of our alumni. This fall was a particularly fine reflection.

In the early fall, we always hold the School of Education's Distinguished Alumni Award ceremony, honoring alumni nominated because they have especially made a mark in their fields. As you can see on p. 10, this year's group is exceptionally well versed in leadership for both higher and secondary education as well as educational technology.

Then there is what has been an October tradition—well, for the last two years anyway—when one of our alumni is selected as Indiana's Teacher of the Year (p. 7). This year, Huntington's Melanie Park BS'93, MS'01, became the second consecutive alumna to earn the award (with Indianapolis teacher Lisa Steele, MS'96, a finalist this year as well). You may recall last October that Stacy McCormack, BS'99, of Mishawaka was the Teacher of the Year and Jamil Odom, MS'05, of Indianapolis was named runner-up. In fact, since the program's inception in 1968, 20 IU alumni have been recipients of this incredible award. We place superb teachers across the country, but this recognition is a wonderful testimony to our faculty and the quality of teachers we place in our home state.

And in this issue of *Chalkboard*, you'll read about another outstanding graduate, Sarah McVey, BS'11, who took advantage of our award-winning Cultural Immersion Projects by teaching at the Christel House Academy in India and came back more than just impressed by her experience (p. 6). In fact, her school in

Bangalore was so taken with her that they offered her a teaching contract to return as a faculty member in August. She is now teaching on the other side of the world, where she helped create a first-of-its-kind special education program at the school.

Of course, we are also responsible for producing some of the top leaders in education. IU recently recognized one of those, Sue Talbot, BS'66, MS'71, EdD'92, IU presented her with its Distinguished Alumni Service Award in November (p.4), recognizing her long career that includes service as an IU trustee and recognition as 1978 Indiana Teacher of the Year and a 1984 School of Education Distinguished Alumni Award recipient. To our north, Carole Ames, MS'68 who got her start here working both with educational psychology and student services personnel faculty, has just retired after a long and distinguished tenure leading the Michigan State University College of Education (p. 17).

The reason we have so many outstanding alumni is because of the outstanding work of our faculty, the innovative nature of our programs, and the continuing support of our alumni and friends. The cover story of this issue focuses on how we are looking forward as the Instructional Systems Technology department, long accustomed to leading change with the latest developments, gears up for its latest move into the future (p. 14). Apropos of its history of thinking ahead, it is the first IU program to offer a doctorate degree entirely online.

So, I hope this issue of *Chalkboard* gives you a sense of pride. We certainly are very proud to share the achievements of our alumni with you and show how we're preparing the next generation of educational leaders.

Faculty honored with Fulbright, national social studies council awards

The U.S. State Department and the J. William Fulbright Foreign Scholarship Board selected two IU School of Education faculty members for Fulbright Specialist awards this summer and fall. Both professors are consulting in countries hoping to further develop higher education after a tumultuous history.

Vasti Torres, professor of educational leadership and policy studies and director of IU's Center for Postsecondary Research, spent 21 days in South Africa in late September and early October.



Vasti Torres

Robert Arrove, Chancellor's Professor emeritus and a leading scholar of comparative and international education, completed three weeks of work in Argentina in July. The selections are just a year after Arrove, the Victor M.H. Borden Professor of Educational Leadership and Policy Studies, spent time working as a Fulbright Specialist last fall, also in South Africa.



Robert Arrove

Torres was based at University of the Free State in Bloemfontein, located in the central part of South Africa, but also delivered presentations at other places across the country and presented a keynote address to the South African Council on Higher Education, focusing on issues of student success. She spent much of her time working with researchers on developing long-term studies on college student experiences and development. The University of the Free State submitted a Fulbright grant request for Torres to return after she visited South Africa last year to speak on diversity and student development issues.

"While I was there, I realized that they were using U.S. theories—old U.S. theories," Torres said, regarding how South African institutions were examining student success. "I made the comment that I had some concerns about their use of U.S. theories, because the context was just so vastly different. They need to create their own understanding about their students and not just use theories from outside South Africa."

Arrove returned to Argentina this summer at the request of the National University Tres de Febrero in Buenos Aires. Arrove has frequently worked with Argentine institutions over the last 15 years, four times serving as the UNESCO Chair in Higher Education at Palermo University and helping to found the Argentine Comparative Education society. During his Fulbright Specialist program, Arrove delivered a conference paper and a separate seminar on comparative education; helped with the preparation for the XV World Congress of Comparative Education Societies, which will be held in Buenos Aires in June 2013; and mentored graduate students on their theses and dissertations, something he did during his previous appointments.

Arrove said working with the graduate students was particularly important to help build higher education faculty in Argentina, where military rule in past decades stifled growth. "Some of them were former university presidents and university deans, but because of the military dictatorship, they'd been in exile or in jail," he said. "So now they're coming back to get their degrees."

Arrove has won numerous service and teaching awards from IU and has served as a visiting scholar in many countries, including China, Spain, the Dominican Republic and Brazil. He is the author of *Talent Abounds: Profiles of Master Teachers and Peak Performers*, a book detailing how the best teachers in disciplines ranging from music to mathematics to culinary arts conduct their work to produce the top performers in their fields.

The National Council for the Social Studies (NCSS) has awarded **Marilynne Boyle-Baise**, professor of curriculum and



Marilynne Boyle-Baise

instruction, with its 2011 Jean Dresden Grambs Career Research in Social Studies Award. The award recognizes researchers who have made extensive contributions to

knowledge concerning significant areas of social studies education.

"I'm honored and thrilled," Boyle-Baise said. "I know that there are a lot of colleagues who do research on a very high caliber, and I'm honored to be considered among that group."

The honor from the NCCS is named for pioneering social studies researcher Jean Dresden Grambs, who was among the first to show that American textbooks discriminated against female children. It adds to the recognition honors Boyle-Baise has previously received for her outstanding work, including being named a John Glenn Scholar in Service Learning, a national recognition of service learning scholarship that advances the field. It is awarded to one or two scholars annually by The Ohio State University.

"The award is essentially about extensive contributions to the field of social studies education and, for Lynne, there are many," said Shaun Johnson, assistant professor of elementary education at Towson State University. Johnson is a former graduate student of Boyle-Baise who nominated her for the award.

"Several of her colleagues stepped forward on relatively short notice to lend their support. I was pleased to read of her many contributions from other scholars in the field, some of which I was only learning as I read," Johnson said. "For me, however, another reason for the nomination was personal. Lynne has this amazing ability to treat those under her tutelage as colleagues, giving as many ideas as she takes. I will always consider her a close friend and was happy to nominate her for the award."

A member of the School of Education

HESA doctoral students consult in Thailand

A group of 11 doctoral students from the Indiana University School of Education and Nancy Chism, professor of Higher Education and Student Affairs (HESA), spent more than three weeks in Bangkok, this past summer to partner with Thai higher education institutions on projects and to learn more about postsecondary education in Southeast Asia.

The students were part of a special course called International Service Learning in Thailand, organized by Chism, a scholar of U.S. and international professional and organizational development. The group met in three, five-hour sessions at IUPUI to study Thai language, culture and the context of the country's higher education system before traveling to the country in late May. The course was designed to provide a service-learning opportunity to the HESA students by pairing them with six Thai institutions on a variety of projects. Chism said the project was designed not only to provide international consulting experience, but to help the doctoral students understand the U.S. system better.

"I always think one of the advantages of having a cultural experience

is it gives you a better lens on your own culture," Chism said. "It shows by negation what your culture is not, and it shows the advantages of your culture."

Projects included faculty teaching techniques, U.S. business education, comparative study between Thai and U.S. education, and online education.

The concept for the project grew from Chism's own work in international consulting. Chism spent five months in Thailand as a Fulbright

Scholar in 2008. During that time, she consulted with the Thai Commission on Higher Education on issues of professional and organizational development for colleges and universities. Chism said many of those contacts have been instrumental in preparing this project. Last year, Chism hosted faculty and staff from Thailand at IUPUI for six weeks as they observed U.S. higher education up close.



IU HESA presenters and Prof. Nancy Chism (front, 3rd from left) with faculty and staff from Chulalongkorn University

faculty since 1994, Boyle-Baise has made her mark in social studies research with large projects, numerous research papers and books. Her most recent book is *Young Citizens of the World: Teaching Elementary Social Studies through Civic Engagement*, which demonstrates teaching social studies through a process that enables students to gain information, think through what they've learned and then take action based on what they know.

IU President Michael McRobbie honored Professor Emeritus in Science Education **Michael Cohen** as an outstanding contributor to his field during the "Celebration of Academic Excellence" held in Indianapolis on Sept. 15. The event was to honor IU faculty members recognized for

contributing significant advances in their field.

Cohen, faculty member at the School of Education at IUPUI from 1968 to 2003, was honored particularly for his prestigious selection in 1984 as a fellow of the American Association for the Advancement of Science (AAAS). Election as an AAAS Fellow is an honor bestowed upon members by their peers in recognition of meritorious efforts to advance science or its applications.

McRobbie honored Cohen along with other peers who have earned international academy fellowships, Nobel Laureates and Pulitzer Prize winners. Cohen said he was glad to be there as a representative of the School of Education. He also said he was

surprised by the honor and didn't know for sure who had a part in nominating him, though he suspected **Hans Andersen**, faculty emeritus from the IU School of Education in Bloomington was involved. Cohen wrote a message to well-wishers indicating that the award to him was an award that reflected well on all his colleagues. "When most people receive an award or professional recognition, it is 'traditional' to say that they know that many others are equally deserving," Cohen wrote. "As one who has been emeritus for eight years, I can be excused from using this traditional response, because I know my colleagues have received a variety of awards and honors. I also know many others will receive awards and honors in the future. When

Highlights

any of us receive an award, it is a positive reflection on all of us.”

Stephanie Power-Carter is the new director of the Neal Marshall Black Culture Center at IU Bloomington. Also an associate professor in the IU School of Education, Power-Carter began her new role on Aug. 1.



Stephanie Power-Carter

Power-Carter said four tenets are essential to the center's success: academic excellence, student services, recruitment and retention, and community building. She said she's seeking to create an environment that makes the IU Bloomington campus seem a little smaller by offering student services and academic support and by partnering with other campus resources. She also

wants to make the center a home-away-from-home for IU students, particularly black students.

“I think I'm capable of being whoever students need me to be,” Power-Carter said. “There are some students who are going to need a big sister while others are going to need an auntie or a mom. I don't know if I'm at the grandmother phase yet.”

Power-Carter earned her doctorate in language and literacy education from Peabody College at Vanderbilt University. She joined the IU faculty in 2002, after teaching for one year at the University of Illinois-Chicago. At IU, she founded the African American Read-In, a campus-wide program that celebrates black writers; the Closing the Gap Community Literacy Intervention Program; and Sistahs Who Care, a mentoring program for approximately 70 young women of color each year.

Power-Carter notes that the building

housing the Neal Marshall center also is home to the African American Arts Institute, the Office of Diversity Education and other IU staff.

“All of us work together to support our students,” she said.

Power-Carter plans to continue other popular activities at the center, including study nights, Black Student Orientation, the Critical Issues Lecture Series, Black Knowledge Bowl, and the Kwanzaa and Juneteenth celebrations. Other new activities will include a book club co-sponsored by the Atkins Living Learning Center and recognition events for outstanding black faculty members and athletes at IU.

“Different people find different things to feel a sense of connection,” she said. “I will definitely continue to emphasize that that is a place where our students are welcome and where they know they can come and find someone who will listen, care and be willing to nurture them.”

School of Education alumna Talbot receives IU's highest alumni award

IU School of Education alumna Sue Talbot, BA'66, MA'71, was one of five selected to receive Indiana University's Distinguished Alumni Service Award (DASA), IU's highest award given to an alumna or alumnus. IU President Michael A. McRobbie presented the awards to the five honorees on Nov. 4 in Bloomington. The DASA recipients were chosen for services and achievements in their fields of endeavor and significant contributions to community, state or nation. IU has honored 310 alumni since the award's inception in 1953.

Talbot earned a bachelor's degree in education in 1966, a master's degree in education in 1971 and a doctorate in school administration in 1992, all from IU. A retired educator, she spent 20 years as an elementary school teacher, gaining recognition as Indiana Teacher of the Year and runner-up for National Teacher of the Year in 1978. For IU,

Talbot was the founding director of Hoosiers for Higher Education, was national chairwoman of the Alumni Association and was elected to three consecutive terms on the university's Board of Trustees.

Talbot earned the IU School of Education's Distinguished Alumni Award in 1984 and has twice been named a Sagamore of the Wabash, a special award bestowed by Hoosier governors. Talbot has also served as a special assistant to the Indiana governor on education policy.

Another recipient of this year's DASA is David H. Jacobs Jr., of Santa Monica, Calif. The Jacobs family has contributed greatly to the IU School of Education. The newly established Jacobs Teacher Educator Award is an annual award designed to promote excellence in the use of technology in classroom teaching. Made possible by a \$1 million gift from the late Barbara B. Jacobs, who also established the



Sue Talbot

Barbara B. Jacobs Chair in Education and Technology in 1998, the Jacobs Teacher Educator Award honors three Indiana teachers and two teachers from across the country who use technology to support innovative, inquiry-based teaching and learning activities in their classrooms.



First of its kind: Urban Education PhD at IU School of Education at IUPUI

In May, the Indiana Commission for Higher Education approved a new Urban Education Studies PhD to be offered by the IU School of Education at IUPUI starting in fall 2012—the first doctoral degree in education to be offered entirely on the IUPUI campus. The degree, which is the only urban education doctoral program in Indiana and one of just a handful in the country, focuses on preparing researchers to study schools in complex urban environments. Faculty and students in the program will conduct community-based research designed in partnership with P–12 schools and community organizations.

“IUPUI’s PhD in urban education program is a distinctive, research-oriented degree program,” said IUPUI Chancellor Charles R. Bantz. “The interdisciplinary focus will prepare scholars who are capable of making significant contributions to improve urban education.”

The program will focus research on the needs of high-risk students and other factors that impact student learning. The community-based, collaborative model will place researchers in the social context of urban education issues. Similar models have allowed for success in education and healthcare research because community members are involved in the research process.

“Our faculty and students have distinguished themselves through their work in urban schools and communities,” said Pat Rogan, executive associate dean of the School of Education in Indianapolis. “We are excited about the cross-disciplinary nature of the program and the opportunities for translational research that informs local and national educational policy and practices.”

The School of Education’s Center for Urban and Multicultural Education (CUME) will be a central vehicle for research by doctoral students and urban education faculty. CUME is the research arm of the IU School of Education at IUPUI which has conducted several major program evaluations, including the National Science



Woodrow Wilson Fellows, (above) Eric Sprague, chemistry, and (left) Kara Griffin, physics and math, speaking to students during an immersive learning project at Crispus Attucks high school in Indianapolis.



Foundation-funded Noyce Scholars Program and the Woodrow Wilson Indiana Teacher Fellowship Program.

The Urban Education doctorate builds on a master’s degree focused on urban education and other IU School of Education at IUPUI initiatives that help urban students learn more effectively. In May, Indiana Governor Mitch Daniels introduced the third cohort of Woodrow Wilson fellows to attend IUPUI. Accomplished career changers and outstanding

recent college graduates in science, mathematics, engineering and technology are now starting coursework to prepare for math and science teaching positions in the state’s urban schools. To learn more about the new Urban Education Studies PhD program, go to <http://education.iupui.edu/soe/programs/graduate/urbaneducation/overview.aspx>



Tom Brush

Brush watching for sweeping tech trends, helping teachers and students not get swept away

A lot of technical innovations make teaching and learning better. A lot may also simply get in the way.

For someone working with technology in teaching and learning environments, knowing the difference is vital to success. Tom Brush, Barbara B. Jacobs Chair in Education and

Technology, associate dean for teacher education and professor of instructional systems technology, is very interested in the latest innovations. He just isn't automatically a believer.

"I'm probably a bigger cynic than most in terms of how technology is going to transform the classroom, because I've been there," Brush said. "And I can tell you from working in a school and trying to implement technology, it's not easy. When it's clunky and doesn't work and doesn't serve a purpose, it's not going to get implemented very well."

To keep a "classroom of the future" from quickly becoming a relic of the past, Brush spends a lot of time researching what's next. He is embarking on a study investigating upcoming developments thanks to a grant underwritten by the Fund to Improve Post-secondary Education. He is also looking for more grant dollars to thoroughly research technology for teachers and students, emphasizing the best ways it can actually be used.

"The whole purpose of this research is to thoughtfully, and in detail, think about and design the next set of tools—particularly for mobile applications—that are going to support inquiry-based learning in classrooms," he said.

Brush is very involved in purposeful teaching and learning with technology that is particularly focused on inquiry-based methods. He's leading a U.S. Department of Education-funded project involving Auburn University and New Mexico State University to create a teacher education curriculum supporting problem-based learning. Similarly, another federal grant is backing a project between IU and Auburn to develop online learning and instructional tools for teaching and learning history. And Brush has just started the first Jacobs Teacher Educator Award (p. 12), selecting teachers from across

Indiana and the country to support teachers who use technology to support innovative, inquiry-based teaching and learning activities in their classrooms.

All of these projects have grown not just from research interest, but personal experience. Brush earned a secondary teaching license in New York after earning a mathematics degree from Potsdam State. Always interested in computers, Brush decided earning a Potsdam State master's degree in instructional technology seemed like the ideal choice for additional education to secure a permanent license. "That was where it really took off," Brush said.

He immediately immersed himself in trying new things with the latest technology in the classroom—meaning, at that time, Radio Shack's cutting edge TRS-80 or the Apple IIe. "We had a lab school, so I could go work with kids and try out all these ideas. It really sparked my interest in how we could use new technology to help kids learn."

A Potsdam State mentor who had earned his doctorate at IU urged Brush to do the same. Brush earned his PhD in special education with a minor in instructional systems technology and then set out to gain more experience to inform his work. "I didn't think I had fully immersed myself in the K-12 environment as much as I wanted," Brush said. So he became the director of instructional technology for the Mount Clements Community Schools, a district in Michigan, just north of Detroit. In the job, Brush was responsible for everything from computer network wiring to phone service. Now completely in the pool of bringing technology to the classroom, the experience provided a place for Brush's dissertation research and set the arc of his research investigating how technology can support student and teacher inquiry.

Since then, the onetime math teacher has investigated methods for history and social studies, math, and science. From Michigan, Brush began a faculty career at Auburn, then Arizona State University, before returning to the IU School of Education in 2002. Back home again in Indiana, Brush has created projects that have brought teachers from across the country here and taken him across the country to teachers. The goal is to keep teachers from high-tech frustration and help students enjoy high-end learning. "It's something that we've worked on for years, having them tell us what works, what doesn't work, what's effective."

Cultural immersion experience in India leads to full-time job for School of Education graduate

Sarah McVey doesn't know where in the world her young life is headed, but she knows it's been changed forever by her experiences in India.

McVey, a 2011 IU School of Education graduate, is working in her first full-time teaching job as a special education teacher at the Christel House in Bangalore, India. Founded by Christel DeHaan, a 2000 recipient of IU's Herman B Wells Visionary Award, Christel House has built and operates seven learning centers reaching 3,000 impoverished students around the world.

McVey got her start at Christel House India last summer through the School of Education's Cultural Immersion Projects. McVey requested that her project be at one of the schools in India with the highest levels of poverty. School officials arranged for her to be IU's first student teacher at Christel House India. The students there, McVey said, come from slums where alcohol and drug abuse are rampant; homes may have just a single room for an extended family of eight or more and may not have electricity, running water or a kitchen; and 98 percent of parents are illiterate and cannot provide help with homework.

Bangalore is a large city with all of the amenities of any modern city in the world, McVey said, but the city has a shockingly extreme range of conditions with cutting edge businesses in some areas and extreme poverty in others.

"The motto of Christel House is to end the cycle of poverty," McVey said. "They focus on students who have potential, but wouldn't be able to get out of the situation they're in. The kids come from very unbelievable circumstances; things that Americans can't even fathom with regard to how they are living. But they are coming to school and doing some amazing things."

Special education is a relatively new and still developing field in India's schools. McVey, who completed the Teaching All Learners Program at the School of Education, was involved in setting up the special education program at Christel House India during

her Cultural Immersion Projects last summer. When the school sought applicants for the job of leading the new program, McVey applied and got it.

"I love being a teacher and, like most people who choose teaching as a profession, make a difference and impact people's lives," McVey said. "I originally wanted to work in the inner city. I kind of get to do that 10-fold in India. This country is on the brink of becoming a world power. Giving kids a chance to break into that with the rest of their fellow citizens is really cool. They're going to be able to do something for themselves and their families to really change their world."

While at IU, McVey was named a Jepsen International Scholar, which gives students financial support to become immersed in a foreign culture and community. The program was created and funded by School of Education alumnus Keith Jepsen, EdD'74, and his wife, Kathy Dore.

"International study is an exchange between the students and the people with whom they interact," said Jepsen. "Both are better for the experience."

McVey credits Jepsen and Dore with making it much easier for her to take advantage of the opportunity to be a student teacher and service learner in India, an experience that has already led to her first full-time teaching job and will impact all of the unknown paths ahead.

"I've always wanted to have that international experience, but never have had a set vision for where I'm going," she said. "This is my chance to get that experience. Everything fell into place and, hopefully, that will lead to more opportunities—I just don't know where."



Sarah McVey with students in India

Second consecutive alumna named

Indiana Teacher of the Year

seeks to be memorable to students

Huntington's Melanie Park, BS'93, MS'01, brings creativity to the classroom

Getting many students to learn often means reaching them where they live. For Indiana's 2012 Teacher of the Year, it's a creative challenge she relishes.

"I'm always looking for ways to hook their memories—I call them 'memory hooks,'" Melanie Park said. Park learned in a surprise assembly at Riverview Middle School in Huntington on Oct. 10 that she had earned the Teacher of the Year honor. A reading remediation teacher for grades six through eight, Park has developed her memory hooks as something that will appeal to a middle schooler.

"I do things like write raps to help them remember how to structure their paragraphs," she said. She recently provided an example of writing a simile with a sentence describing dirty skin "as smelly as SPAM," referring to the gelatinous, pink pork-derived product available in a can. While some may consider it a delicacy, many describe it as having a smell much like moist cat food. For her class, Park opened her own can of the meat and let every student who wished get a good whiff. "And the nice thing about middle school is you can be really crazy like that, and the kids love it," Park said. "So I do bring a lot of that creativity into my classroom just to be sure that they remember." The point—remembering the power of a simile, pungent as a SPAM can with a freshly peeled-back lid.

An effective teacher is one that will certainly be memorable, a fact the state schools superintendent noted in awarding this year's Teacher of the Year. "(Park) believes all students—regardless of their life circumstances—can learn," said Tony Bennett, Indiana's Superintendent of Public Instruction in a news release from the Indiana Department of

Education. "And she is an effective and inspirational teacher that her students will always remember."

Park said being a teacher who can make an impression is important in her classroom, where students may be as much as three grade levels behind in reading. "I need for my students to grow multiple grade levels in one year to get them caught up, especially before they go to high school," she said.

Preparation with multiple grade levels has helped Park. "Every experience I've had in teaching has led me to this position," she said, "and I really feel like I'm now where I'm truly called to be." Park started teaching first grade, moved to sixth grade and coordinated gifted and talented curriculum for first through fifth grades. She said she learned the different techniques needed at each level, the specialized teaching needed for some and the proper uses of data to gauge student progress. "It's been wonderful to look back on how each of those experiences helped me every day in my classroom."

In earning the award, Park joined a distinguished list of Indiana Teachers of the Year with IU School of Education backgrounds, such as last year's recipient, Stacy McCormack, BS'99, a physics teacher at Penn High School in Mishawaka, Ind. Last year's runner-up for the honor was also an IU alumnus, Jamil Odom, MS'05, of Mary Bryan Elementary in Metropolitan School District of Pery Township. This year's finalists also included IU School of Education alumna Lisa Steele, MS'96, an eighth grade language arts teacher



Melanie Park

at Eastwood Middle School in the M.S.D. of Washington Township. Overall, Park is among 20 Indiana teachers of the year holding an IU School of Education degree.

Park's connection to the School of Education runs even deeper. Her husband, Stephen Park, earned a biology education degree at the School of Education in 1994 and was named an Armstrong Teacher Educator in 2000. The Armstrong program recognizes outstanding Indiana teachers every year who participate in professional development and other programs at IU.

"IU gave me a well-rounded curriculum," Park said. "IU made sure that I understood my content area well. It also did a wonderful job of teaching me the instructional practices I need." Park noted several lessons she draws upon from her IU experience, including promoting diversity in a classroom where most of the students look mostly alike, dealing with discipline issues and designing creative instruction. "I really entered teaching understanding exactly what would be expected of me and how to develop curriculum, but it also gave me the content area knowledge to feel confident doing that."



Second year of IUPUI Ghana teaching project produces “life-changing” experiences



Dawn Whitehead (R)



Darci Speakman (L) with students

Perhaps one of the best tributes to the success of the relatively new Cross-cultural Education Program in Ghana comes from the story of a student who had a hard time with the cross-cultural part.

Dawn Whitehead, director of curriculum internationalization at IUPUI and adjunct assistant professor for the School of Education, heads the program and tells any potential participant that the differences between the cultures can be stark. One IUPUI student, in particular, had a hard time with the sometimes American-perceived stern manner Ghanaian teachers handled their pupils and the independence they granted them during unsupervised breaks. Whitehead recalled it was a constant point of discussion during nightly debriefings with program participants.

“You wouldn’t think she would have an interest in going abroad again,” Whitehead said. “I think in October, she wrote to me and said, ‘Do you have any information on how I could find a job teaching internationally?’” That School of Education alumna is now teaching in Chile.

So after just two years, the Cross-cultural Education Program in Ghana is influencing teachers both at home and abroad. The second group of participants traveled to teach in the Morning Star School in Accra last summer. The IUPUI program is open to all majors, but is a School of Education program that seeks education students to teach, earning credit for an “educational foundations” course. In the K–9 school, the

Indiana students work with Morning Star faculty in teaching classes, assisting in others and generally working in the school over the course of three weeks.

“The main goal is for participants to have an experience working with students, other colleagues of a different culture and learning how those differences make it easier and how those differences make it tougher,” Whitehead said. “In our globalized world, we know that our students—even in classrooms in Indiana—are going to work with students from all over the world. So this gives them a leg up.”

Before leaving the country, students at IUPUI must participate in orientation sessions to help prepare them for the important cultural differences. Whitehead said that preparation followed by the on-site experience gives them an important grounding for their teaching, particularly given the rise in immigrant populations in many school districts. “They have to learn how to communicate, understand those nuances of interacting,” she said. “One of the main goals is preparing them for that. It helps them have a better insight into some of their students who are coming into the United States.”

“Going to Ghana was one of the most amazing experiences I have ever had,” said Darci Speakman, an art education major. Whitehead said Speakman’s experience, in particular, allowed her to explore how Ghanaian teachers differentiate between their “arts” and “arts and crafts” curricula. “It

provided me with a sense of Global Awareness, gave me a heart for people living in other countries and helped me to appreciate even more all that I have here in the states,” Speakman added. “I loved getting to know David and Israel, the two teachers I worked with. During my time with these two teachers, they introduced me to new ways of thinking, new foods and an entirely different culture. They also spent time showing me creative ways to work with new art materials. Ghana was amazing. I can’t wait to go back.”

“The program enabled me to be immersed into an entirely different culture that I was able to live and teach in,” said Ross Brinkoetter. He was so taken with the experience in 2010 that he returned last summer. “The Morning Star School administration treated me like a son, and the staff treated me like an equal,” he said. “The happiest of the many happy moments of the experience was when we had lunch with the administration and staff, and I walked toward my students’ class to say my farewells. As soon as one student saw me, they began shouting my name, and all of the students left their classes and came to greet me. I felt like a Rock Star!”

And while it may be immediately clear or simply something that becomes so after returning home, Whitehead said she hears from students what an impact it’s had on them.

“Many of them have emailed and said ‘this changed my life,’” Whitehead said.

Leadership posts for alumni



Lemuel Watson, EdD'94 in higher education, became dean of the College of Education at the University of South Carolina in August. Watson is the second African American dean in USC history and the

only African American dean currently at the university. Watson grew up in South Carolina and earned a business degree at USC. He later coordinated the educational leadership program as a member of the faculty at Clemson University.

Watson said positioning the college to re-vamp South Carolina education was a priority. "It takes a community if you want to improve education," Watson told the *Rock Hill (S.C.) Herald*. "You have to invest in that, regardless of our differences."

John Howe, PhD'11 in higher education, became assistant dean of student services and operations at Navarro College (Texas) Waxahachie campus in September. Howe has previous experience working in the United Arab Emirates, Afghanistan and Taiwan. His responsibilities in Waxahachie include oversight of learning facilities as well as working with students.

"My responsibilities are largely split between the student area and operations area," Howe told the *Waxahachie Daily Light*. "It was the diversity of the position that really drew my interest. The position combines two quite different areas."

Albert Walker, EdD'74 in educational leadership, was selected to be the new president of Harris-Stowe State University in

St. Louis in August and began his new job on Oct. 1. Walker came from Bluefield State College in West Virginia where he was also president. Previously, Walker served as vice president for academic affairs at Harris-Stowe. He also served as vice chancellor for academic affairs at Elizabeth City State University and at Kentucky State University as well as dean of the School of Education at North Carolina A&T State University.



Jeffrey Nowak

Jeffrey Nowak, PhD'01 in science education, now a faculty member at Indiana University-Purdue University Fort Wayne (IPFW), is a development consultant working with the United States Agency for

International Development (USAID) and Kosovo Education Center (KEC) to create a basic education program for the country. Nowak traveled to Kosovo in October to implement a professional development program for teachers that focuses on the concept of project-based learning (PBL) in the classroom. The activity follows up on his extensive international experience, including the creation of a national education program for Macedonia. As director of the Northeast Indiana Science, Technology, Engineering and Mathematics (NISTEM) Education Resource Center, Nowak is an expert on the continuing global focus on technology and PBL in education.

Nowak is responsible for the design of classrooms, furniture and teaching aids to further the learning process for students. The classrooms will be equipped with the best combination of multi-purpose, state-of-

the-art equipment, multimedia and furniture. "At the end of the day, this will be a state-of-the-art learning environment for teachers and students," Nowak said in an IPFW news release. "We are equipping the residents of Kosovo with the tools they need to succeed in 21st century learning, and that is something to be extremely proud of."

Terry Barker, Specialist'87, EdD'01 in school administration, was unanimously approved as the superintendent of School City of Mishawaka in August. Barker was superintendent of Union-North United School Corporation.

Barker's experience prior to Mishawaka includes serving as assistant superintendent for curriculum and human resources at West Chicago, Ill., schools; assistant superintendent for human resources at Lake Zurich, Ill., schools and superintendent of Mount Prospect, Ill., schools.

Carrie Chapman, PhD'02 in curriculum and instruction with an emphasis in special education, now a faculty member at Minnesota State-Mankato, has co-authored *Critical Conversations in Co-Teaching*. The book explores co-teaching models, discusses how the approach fits with school improvement initiatives and describes protocols that foster dramatic improvements in how educators communicate with their colleagues for the benefit of student learning. The book is designed to enhance shared practice by using a simple structure and process of talking together. The protocols fit into three categories: nonnegotiable conversations (recommended for all partners), special occasion protocols (to use in specific situations) and "in-a-perfect-world" protocols (to use as enrichment activities to extend learning).

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Distinguished alumni awards

honor standouts in technology, access and leadership



Rob Foshay, Christine Cheney, James Mervilde and Dean Gerardo M. Gonzalez.

On Sept. 23, the Indiana University School of Education honored three of its outstanding alumni who have had a great impact on the inclusion of students with disabilities, education technology research and education administration innovation.

The IU School of Education Distinguished Alumni Award is given to individuals who hold a degree from the school and have made a lasting impact through their work since graduation. The 2011 honorees are:

Christine Cheney is dean of the College of Education at University of Nevada, Reno, where she taught for more than 25 years. After completing her doctoral work at the IU School of Education (EdD, '84), she came to the University of Nevada in 1984 as assistant professor in special education. She was promoted to the rank of associate professor in 1990 and to full professor in 1997. In 2003, Cheney became founding department chair of the newly organized Department of Educational Specialties and was named dean of the College of Education in 2010. She earned a BA in psychology and an MEd in special education at the College of William and Mary in Virginia in 1971 and 1973, respectively. She is a former special education teacher and administrator in Virginia, South Carolina and Indiana. Cheney has been involved in education at the local, state and national levels. She has consulted extensively with Nevada school districts around issues of special education, inclusion of students with disabilities and behavior management. She has served on many task forces and work groups for the Nevada Department of Education. In addition, she is the recipient of numerous awards and recognitions from the University of Nevada, including the Regents Undergraduate Advisor Award (2001), the University Distinguished Teacher Award (2002), Outstanding College of Education Outreach Award (2003) and the President's Award for Outstanding University Service (2004). She is the author or co-author of more than 30 refereed articles and three book chapters or monographs. She is also the author or co-author of five federal grants, bringing \$4.5 million to the university.

Rob Foshay has been a leader in the educational technology field for more than 30 years. He is currently director of research for the Education Technology Group of Texas Instruments (TI) where he manages TI's extensive education research portfolio on the effectiveness of their products and services in math and science education. For 15 years, Foshay was the chief

instructional architect of the PLATO Learning System, one of the oldest and largest e-learning systems. He also managed PLATO's program of independent research on effectiveness. Foshay was appointed to the faculty at the University of Illinois-Champaign, Governors State University and, currently, Walden University. In addition, he has experience as a high school teacher, school media coordinator and as a consultant with major corporations and educational technology startup ventures. Foshay, who earned a doctorate in Instructional Systems Technology from IU in 1977, received a departmental citation as Outstanding Alumnus in 1991. His BA is from Oberlin College and his MA is from Columbia University Teachers College. He has contributed more than 70 major research journal articles and book chapters on a wide range of topics in instructional design, learning science, technology and education, and human performance technology, and he has presented at research conferences worldwide. He currently serves on the editorial boards of four research journals. He chairs the Certification and Accreditation Governance Committee for the International Society for Performance Improvement and contributed to

the creation of its Certified Performance Technologist program. He has served on the National Board of Visitors and the Alumni Board of Directors for the IU School of Education.

James D. Mervilde has been recognized as an outstanding leader in many different capacities during a 37-year career in education. His experiences range from teaching social studies and English in a Detroit parochial school to being the superintendent of the Metropolitan School District of Washington Township in Indianapolis, from which he retired in June. Along the way, he worked as a long-term substitute teacher, teacher of English in a high school, high school assistant principal, high school principal and assistant superintendent. Those experiences took place in a multitude of communities ranging from inner city to rural and urban/suburban. Mervilde has guided several significant change and redesign projects, including block scheduling in high schools; conducting a successful remonstrance campaign for a school building project; designing and implementing innovative curriculum design projects; redesigning secondary and alternative education in a large, diverse district; leading a successful general fund referendum campaign and leading Washington Township to become the first K-12 international baccalaureate school district in Indiana. He received an MS degree in 1981, EdS in 1986 and EdD in 2000, all from the IU School of Education. Mervilde also received the Dean Berkley Emerging Leader Award from the IU School Administrators Association in 2006 and was honored by the University Council for Educational Administration with the Excellence in Educational Leadership Award, "In Recognition of Extraordinary Commitment and Support for the Improved Preparation of Educational Administrators."



Program exposes teachers, youth to “critical” languages



A Startalk Session at a Bloomington Park

Over the summer in Bloomington, students in community summer programs were surprised and excited about the hands-on activities in the non-traditional language learning courses in which they participated. These activities included making a fresh Middle Eastern salad, shopping in an Egyptian market, exchanging money and studying traditional art and culture. The children had fun while becoming more culturally aware and acquiring new language skills.

In fact, the payoff of a tasty Arabic-style salad was quite an incentive for students involved in the “STARTALK” summer programs at several community sites including the Banneker Center, the Monroe County Public Library and Girls, Inc. Martha Nyikos, associate professor in the Literacy, Culture and Language Education Department, directed the summer program funded by a federal STARTALK grant. STARTALK formed around five years ago with the goal of increasing the number of Americans learning, speaking and teaching what the government terms as “critical need” foreign languages.

“The thrust of this program was to train potential teachers who speak Arabic or Turkish how to teach youngsters from 3 to 12 years of age to engage with the language in meaningful ways and to interest teachers in graduate certification programs as well,” Nyikos said.

Nyikos’ project focused on teaching Turkish and Arabic (other STARTALK projects on the IU campus during the summer focused on Chinese, Hindi and Urdu) and attracted participants from across the country. The 12

instructors were a diverse group that included teachers, graduate students and pre-service teachers from as far away as New York and Wisconsin. The instructors began the program with coursework online before meeting in Bloomington for a three-week campus residency program.

Nyikos’ grant is unique among the STARTALK grants in its focus on developmental needs of teaching children another language at such an early age (pre K–6) and its promotion of language program advocacy in other communities. Each participant was to leave with a plan to start a community language program similar to the existing Bridges: Children, Languages, World project sponsored by the Center for the Study of Global Change at IU. Nyikos is the Bridges pedagogical coordinator and partners with the center, which in turn partners with several language departments and Title VI centers on campus to provide volunteers to teach languages in free community programs. In particular, the new IU Center for the Study of the Middle East participated in this grant project through two instructors who worked in language focus groups to ensure linguistic and cultural authenticity in teaching and materials design. Curriculum materials are now being posted to a Web site for free access.

The key element during the residency was the twice-weekly community center teaching sessions, during which teachers would go to one of the designated sites to conduct their lessons. “We knew that teaching in unstructured, fluid community environments would challenge any seasoned language teacher,” Nyikos said. “But the special challenges met by our STARTALK grant teachers functioned to bring a very special brand of collaboration to the teaching sites.”

As is natural in a free summer program, kids would come and go during the sessions and there might be a wide age range within the group. “The participants collaborated in their daily lesson planning to make lessons engaging, interactive, hands-on and linguistically rich

and culturally informative,” Nyikos said.

That was part of the point, according to Nyikos. The program was designed to be “site responsive,” meaning the teachers would use strategies to handle the demands of what types of students they had, the facilities where they were conducting the sessions (one was at a park picnic shelter) and each agency’s expectations for the groups of youngsters. The teachers created lesson plans that revolved around culturally centered themes, which included ethnic food, local markets and currency, and traditional folk art such as ornate Turkish tiles. Teachers gained key teaching insights through collaborating with their peers and sharing which language learning activities particularly engaged their students. “Many students learned how to bargain at an Arabic market using local currency, locate key cities in Turkey and use an Arabic grocery list while shopping. The children particularly enjoyed designing a passport in which they received a stamp each time they successfully used Arabic,” Nyikos said.

One of the teachers said that was the best aspect of the program. “I was a teacher for 16 years,” said Heidi Torres of Goshen, Ind. “The reality is a lot of teaching is about what happens when you finally get to the classroom. It’s ‘OTJ’—it’s totally ‘on the job.’ And so you find out, ‘oh yeah, that theory sounds great in a book but it works very differently in real life.’”

Both teachers and students walked away with valuable skills from the summer experience. “These languages aren’t commonly taught in schools,” Nyikos said. “With the constant cutting in funding, the children don’t often have an opportunity to learn a foreign language—let alone languages outside the Indo-European language family. Many of the children and site supervisors were fascinated. The children enjoyed the challenge of learning through a new language and felt empowered by being able to say things in a different language.”

Projects touch Afghanistan, Turkey, Armenia; first Jacobs Educators Group

In advance of a new project about to start in Kabul, Afghanistan, the chancellor of Kabul Education University came to the Indiana University Bloomington campus Sept. 5–9 to visit with IU President Michael McRobbie, faculty from the IU School of Education and staff at the Center for Social Studies and International Education (CSSIE). The U.S. State Department recently awarded CSSIE nearly \$3.5 million to develop and implement a master's degree in English language teaching at Kabul Education University.

Following a week of discussion about project plans and possibilities, Chancellor Amanullah Hamidzai expressed great confidence about the new project when asked about what he had hoped to accomplish. "It's not a hope—we have accomplished it because our partnership will go on for the master's in TESOL (Teachers of English to Speakers of Other Languages)," he said. "So, we got a commitment from the president, a commitment from the department and we have established quite a lot of infrastructure. So, in March, we will start the program."

The State Department grant is \$3,487,454 for a three-year project directed by two IU School of Education faculty members. Terry Mason, professor of curriculum and instruction and director of CSSIE, and Mitzi Lewison, professor of literacy, culture and language education, have been involved in Afghan higher education for several years. The new project will build on the previous work, which established the first master's degree offering in education at Kabul Education University and brought Afghan educators to IU for further study. Representatives from the State Department as well as Afghanistan-based program manager for the IU project Jerrad Langlois were also in Bloomington for the week of meetings.

With that track record and what he knows of IU faculty, Hamidzai said he's confident of his institution's future. "I found them (faculty) very enthusiastic, very interested and it seems to me they have an objective to do something there," he said. "I think things will go very well."

A group of 50 teachers—25 each from Turkey and Armenia—spent six weeks on the Indiana University Bloomington campus as part of a U.S. Embassy-sponsored program to help the teachers learn new techniques for the classroom and new ideas

for diplomacy. The Turkish–Armenian Summer Teaching Institute was another project of CSSIE with the participation of IUPUI'S Center for Urban and Multicultural Education (CUME).

The focus was largely on how to help the teachers bring more student-centered learning to their classrooms. All were middle and high school English teachers in either Armenia or Turkey. Embedded in the professional development institute was a goal of allowing educators from countries with a long history of strained relations to learn about each other.



Turkish and Armenian teachers present a project before the group.

"We just hope that they learn to live together, to communicate with one another and to appreciate each other as they develop personal and professional relationships," said Mason.

The project came to IU after a successful bid for a project sought by the U.S. Embassies of Turkey and Armenia. The embassies wanted a program that would both show how current approaches to English language teaching can be used to develop critical thinking skills and build tolerance among adolescent students. After getting the project bid, Mason, CSSIE associate director Arlene Benitez and Rob Helfenbein, associate professor of curriculum studies at the IU School of Education in Indianapolis, traveled to the countries briefly to get a better idea of the teaching environments of the project participants.

The peoples of Turkey and Armenia have endured a centuries-old conflict, and the governments of each nation do not have formal diplomatic relations. Within the walls of IU, participants were more than simply diplomatic. "We started here as two groups: a Turkish group and an Armenian group," said Turkish teacher Alper Etyemez. "Now we have turned

into a single group. There is no Turkish group or Armenian group; we are all together."

You can hear more from the teachers and see more about the program in a short video on the IU School of Education Vimeo channel: <http://vimeo.com/iuoeo/turkish-armenianinstitute>.



The Indiana University School of Education will benefit from two gifts from the estates of noted Indiana artist and teacher Lavon Whitmire, BA'29, and education leader Dorothy Prince Barnett, EdD'62. Both gifts were designated for general support of the School of Education and will be used to establish a \$1 million Dean's Fellowship Fund to recruit and support top graduate students.

Recipients of the Dean's Fellowship will receive a \$25,000 stipend and fee remission for 24 credit hours per year. To be eligible, applicants must have a 3.9 undergraduate GPA and a 1400 combined score for the quantitative and verbal sections of the GRE with at least a 5.0 analytical writing score. Non-native English speakers must have a score of 150 on the TOEFL (Test of English as a Foreign Language).

The School of Education honored its first group of Jacobs Teacher Educators from Indiana and across the country Oct. 1 for "Teacher and Educator Day" in Bloomington. The Jacobs Teacher Educator Award is the latest program at the School of Education designed to promote excellence in the use of technology in classroom teaching. The new program is made possible by a \$1 million gift from the late Barbara B. Jacobs, who established the Barbara B. Jacobs Chair in Education and Technology in 1998.

The Jacobs Teacher Educator Award annually honors three Indiana teachers and two teachers from across the country who use technology to support innovative, inquiry-based teaching and learning activities in their classrooms. The 2011 Jacobs Teacher Educators are: John Gensic, biology teacher at New Prairie High School in New Carlisle, Ind.; Carla Beard, English teacher at Connersville High School in Connersville, Ind.; Sally Nichols, BioLit teacher at New Tech School of IDEAS, Indianapolis; Cory Callahan, social studies teacher at Auburn High School in Auburn, Ala.; and Michael Perkins, elementary teacher at Tully Elementary School in Tully, N.Y. Each teacher receives a \$1,500 stipend at the end of the one-year appointment and \$1,000 toward



The inaugural class of Jacobs Teacher Educators at a ceremony on Oct. 1, with Associate Dean for Teacher Education Tom Brush (far right). The group includes (from left) Michael Perkins, John Gensic, Carla Beard, Cory Callahan. A fifth recipient, Sally Nichols, was unable to attend the Call to Teach ceremony.

purchasing technology resources to support his or her teaching, as well as funds to support travel to Indiana University for professional development events throughout the year.

"We are so pleased with the high quality of this inaugural class," said Tom Brush, the current Barbara B. Jacobs Chair in Education and Technology. "Their innovative practices in using technology in teaching and learning will help the School of Education to capture and analyze those best practices so we are able to share them with other teachers and future teachers."

The Indiana University School of Education at IUPUI received a \$2.2 million federal grant to develop a regional Equity Assistance Center (EAC) to provide technical assistance in the areas of civil rights, equity and access, and school reform. The U.S. Department of Education awarded support for the three-year project to principal investigator Kathleen King Thorius, assistant professor of special education, and co-investigators Brendan Maxcy, associate professor of Educational Leadership and Policy Studies (ELPS), and Thu Suong Thi Nguyen, assistant professor in ELPS. In conjunction with the principal investigators, operations will be led by Project Director Donna Hart-Tervalon, a former assistant

director of special education for Wisconsin.

The grant is part of the Department of Education's initiatives to support elementary and secondary education under Title IV of the 1964 Civil Rights Act. On Oct. 1, the "Great Lakes Equity Center" began work to help with assisting and training personnel on the preparation, adoption and implementation of plans for public school desegregation across the six states of Region V at the request of school boards and other governmental agencies.

"We are thrilled by this opportunity to partner with schools and communities seeking to ensure equitable education opportunities are available and accessible for all children. Schools engaged in equity work need to critique and transform normative assumptions about race, class, gender, language, national origin and ability, and focus on empowering and educating all students," said Thorius. "This kind of work must be transformative to disrupt and eliminate contributors to inequity across educational systems and society."

IUPUI will be establishing a new regional Center for University-Assisted Community Schools in Indianapolis, a project involving the IUPUI Center for Service and Learning with collaborative facilitators, including Monica Medina of the Center for Urban and Multicultural Education (CUME) in the IU School of Education and faculty member in teacher education. The new IUPUI-based center will assist universities and community schools in Indiana, Michigan, Ohio, Kentucky

IUPUI faculty behind the Equity Assistance Center, from left, Thu Suong, Thi Nguyen, Brendan Maxcy, Kathleen King Thorius and Donna Hart-Tervalon

and Illinois with implementation of university-assisted community schools strategies.

University-assisted community schools draw upon higher education to assist them as service support centers for youth, their families and community members. Public community schools are neighborhood "hubs" where partners develop collaborative solutions to local learning and youth development barriers.

As a collaborating facilitator for the new center, Medina will join Jim Grim of the Mary Rigg Neighborhood Center, the lead partner for the George Washington Community High School (GWCHS) initiative in Indianapolis, and Starla Officer of the Office of Neighborhood Partnerships in the Center for Service and Learning. CUME is a strong collaborator with George Washington Community High School. Medina 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. GWCHS was once closed, but re-opened in 2000 with the help of 17 different entities at IUPUI.

"Our primary philosophy at GWCHS focuses on collaboration for mutual benefit so our work focuses on developing a win-win collaboration which I believe is the hallmark of our relationship," Medina said.

"This award represents recognition of our longstanding partnership with GW and area community centers and advances our collaborative work to develop full-service community schools," said Pat Rogan, executive associate dean of the School of Education in Indianapolis.

Education historian and outspoken education policy analyst Diane Ravitch joined her Education Week blogging partner Deborah Meier, who is recognized as a leading advocate for personalized and intellectually-challenging schools for "Bridging Differences Live," on April 27 at Indiana University. Presented by the IU School of Education and the Meier Institute at Harmony Education Center in Bloomington, the event was a moderated discussion hosted by IU School of Education Communications and Media Relations Director Chuck Carney. A full video of the more than hour-long discussion is on the IU School of Education Vimeo Channel at <http://vimeo.com/iuoe/bridgingdifferenceslive>.



**A big
first**

**for Indiana University
from the School of Education's**

Instructional Systems Technology department

More online offerings, continuing spread of influence for the program

Computers and electronic instruction are such a thing of the present, it's hard to remember when it wasn't a part of education in the past.

It's something Chair of the IU School of Education's Instructional Systems Technology (IST) department Ted Frick can certainly recall. When he joined the IST faculty in 1983, the department was seeking simply "a computer person," Frick said. "They were looking for somebody who could do something with a computer curriculum."

Until that time, students at the IU School of Education had just a little exposure to computer-assisted education, mainly through the PLATO terminals—boxy, plasma-screen devices that ran educational programs from a networked mainframe computer. But in the early '80s, the Apple II was emerging and the IBM personal computer was beginning to take hold in the market. Frick arrived with the charge to create a curriculum for IST on teaching and learning with computers.

"We were dealing then with adults who hadn't grown up with computers, so we really had to start at the beginning," Frick recalled about his course, Computers in Education. "I remember telling a group of teachers in a summer class, 'I don't mean to insult you, but the stuff I'm teaching you, it's going to be taught in the fourth grade before you know it.' And it's now true."

Indeed, the basics taught then are undoubtedly second-nature to an elementary school student today. And the IST "computer curriculum" is much smarter than a fourth grader.

In August, Indiana University and the IST department made history when the Indiana Commission for Higher Education gave its approval for a completely online doctorate. The doctor of education degree (EdD) in IST is the first IU doctorate offered completely online. The EdD online offers the same content as the on-site degree program but allows many more opportunities for working professionals and others to earn the degree.

"The IST program has an outstanding international reputation for quality and innovation," School of Education Dean Gerardo Gonzalez said when the program approval came. "Our graduates are employed in leadership positions in a variety of settings throughout the world. The new online degree will make available a program with a proven track record to people we could not have reached otherwise. It is, in itself, an application of the innovative teaching for which our faculty is known."

And the program builds upon the department's strengths, touching education in a variety of ways. The department's longtime slogan is "We improve human learning and performance in diverse contexts." The work faculty, staff and students conduct proves it. The IST department prepares practitioners and researchers to build and test processes, products, systems and services for use in education and workplace settings. That preparation allows them to conduct analysis, design, development, evaluation and implementation and management. Research crosses disciplines and focuses on theories for instructional design and workplace learning and performance improvement.

EdD students, online and in-person, will learn to apply these theories to solve practical problems. They will learn research skills to conduct needs analyses, do formative evaluation and usability testing, and measure learning achievement and improvement of human performance on the job.

"The program will prepare people to go out into the field," Frick said. "They could be in a variety of roles and settings—not just K-12, but corporate, business and industry, government, military, nonprofits, and schools and universities. We expect our EdD graduates to be managers and leaders to help organizations solve problems—whether they're instructional problems or human performance problems where instruction is not needed."

If that sounds broad, it's intended to be. That's precisely the value graduates have found in the IST program. "What I learned from this department is not just a small perspective



► Many of the IST faculty during a recent meeting in the IST studio. In the back, L-R, Prof. Elizabeth Boling, Dir. Office of Instructional Consulting Karen Hallett-Rupp, Prof. Tom Brush, Assoc. Prof. Krista Glazewski, Dept. Chair and Prof. Ted Frick, Assist. Prof. Ray Haynes; in foreground, L-R, Prof. Curt Bonk, Assist. Prof. Yonjoo Cho, Prof. Charlie Reigeluth

of using technology,” said Cheolil Lim, professor of educational technology at Seoul National University and a 1994 PhD graduate. A past vice president of the Korean Society for Educational Technology and past president of the Korean Society for Learning and Performance, he researches many areas including distance education, e-learning and support systems for creativity. He visited his old campus recently to deliver a talk on the move toward digital textbooks in Korea. “They emphasize the broad context,” Lim said of the School of Education IST faculty. “It is not just about using technology itself, but how we use technology in terms of designing or in terms of using technology for education purposes.”


That’s a tone set some time back by the faculty. The IST department traces its history back to the 1920s and has been part of the School of Education since the 1940s. The former Audio Visual Department at IU began to expand how it viewed media simply as a product to deliver educational elements. Instead, in the 1950s, faculty with backgrounds in sociology, psychology and measurement began arriving to increase study of educational technology in a broader sense. Faculty member Bob Heinrich proposed a department name change in the late ‘60s to Instructional Systems Technology, stressing that “systems” was a necessary element to reflect that faculty would now be researching not just the way to make technology work in education but how it works and whether it works.

“Technology is the process of solving problems,” said Barbara Bichelmeyer, IST faculty member and associate vice

president for academic planning and policy at IU. In her administrative work, Bichelmeyer draws on her knowledge of instructional systems technology to address problems and opportunities that impact teaching and learning across the seven campuses of IU. Most recently, she has taken on the responsibility of leading the newly created IU Office for Online Education. “The problems that we focus on in IST always have two sides. From one perspective, you could say that we solve problems having to do with the performance of educational systems. From the other perspective, you could say that we solve problems to ensure that education prepares people for successful performance beyond the classroom. Either way you look at it, we’re concerned with the links between education and successful performance.”

Faculty members have since continued exploring the systemic approach to how technology impacts and enhances (or impedes) education. Since 1988, IST Professor

“The program will prepare people to go out into the field. They could be in a variety of roles and settings — not just K-12, but corporate, business and industry, government, military, nonprofits and schools and universities.”



Charles Reigeluth has conducted such research as part of the School of Education faculty. His focus on a “paradigm change” in education takes him across the world, including a recent month-long trip across East Asia. Reigeluth preached there what he practices—he’s had a long-running project of implementing change at Indianapolis Metropolitan School District of Decatur Township (see the Spring/Summer 2007 issue of *Chalkboard*). He told educators in China, Japan and Korea that a change in mindset is key to implementing a systemic change. “People can’t envision a school that doesn’t have grade levels, courses or grades,” Reigeluth said. “Those are all things that are very tied up in our image of schooling. We need to help people to rethink what education can and should be like.”

Among the most recent efforts to build on the knowledge of what works is a new journal started largely through the work of Elizabeth Boling, professor in IST and associate dean of graduate studies for the School of Education. Boling founded

the International Journal of Designs for Learning, co-sponsored by Indiana University Scholarworks and the Association for Educational Communications and Technology (AECT), to give instructional designers an idea of the field’s body of design knowledge, allowing instructional designers to experience many designs. “If you are a student in product design, your classroom is full of examples,”

Boling said. “You can buy a book off the shelf—‘the 100 best product designs of the last 20 years.’ We simply don’t have that tradition.” The peer-reviewed journal first published last year gives a place to share “precedent materials”—detailed descriptions of what people are actually creating in the field. Boling’s work earned her the 2011 Presidential Award from the Association for Educational Communications and Technology (AECT) during the international convention held in November.

“It is time to stretch toward the edges of learning from those of us tinkering on the shores to those whose learning approaches are tottering in new directions and even landing in totally extreme or alien lands.”

And certainly among the most prolific proponents of thinking of new ways to teach and learn is IST Professor Curt Bonk, author of the 2009 book, *The World Is Open: How Web Technology is Revolutionizing Education*. By the IST Department’s calculation, Bonk delivered 110 talks in 2010 and has given more than 1,100 presentations on the changing world of education and technology. A January event in Washington, D.C., called “CyberLearning Talks,” sponsored by the National Science Foundation, Stanford Research Institute and *National Geographic*, will feature Bonk’s presentation “Stretching the Edges of Technology-Enhanced Teaching: From Tinkering to Tottering to Totally Extreme Learning.” “It is time to stretch toward the edges of learning from those of us tinkering on the shores to those whose learning approaches are tottering in new directions and even landing in totally extreme or alien lands,” Bonk wrote in the description of his session.

Tom Brush, professor and associate dean for teacher education, has focused his work on how teachers and students use technology for better learning through inquiry. That work has blossomed particularly through the creation of the Jacobs Teacher Educator program (p. 13) that promotes teachers using technology. Assistant Professor Anne Ottenbreit-Leftwich is focused particularly on how teachers best integrate technology into the classroom, as is Associate Professor Krista Glazewski who also studies problem-based learning in a tech environment. Looking more at the system of instruction in workplace learning, Assistant Professor Ray Haynes examines organizational effectiveness, while Assistant Professor Yonjoo Cho focuses on “action learning,” where a participant studies his or her own actions and experiences to improve performance.

Frick wrote *Restructuring Education Through Technology* in 1991, part of the Phi Delta Kappa “Fastback” series (now on the Web at <https://www.indiana.edu/~tedfrick/fastback/fastback326.html>). Many of the possibilities for using technology in education, which he envisioned a decade ago, are now being realized. The online doctorate is now the latest from a department that is researching the latest thing in education. And it speaks to what all are looking for in instructional systems technology, he said.

“It’s about solutions.”

Alumna leaves behind 18 years of achievement leading MSU College of Education



Carole Ames

“I think being a dean, you use a lot of the things that you know about motivation.”

Being a higher education administrator can be a hectic, all-consuming role—one that’s not for all. One *Chronicle of Higher Education* story estimated the average dean’s tenure at five years. So a dean who has led a college for 18 years must have done something right.

Most at the Michigan State University College of Education would point to many things Carole Ames has done correctly and well. Ames, who earned her master’s in college student personnel administration from the IU School of Education in 1968, became dean at MSU in 1993. In August, she retired after seeing the college through numerous transitions and initiatives and guiding it to become one of the best colleges of education in the country.

“The faculty here is outstanding,” Ames said. “They’ve been very supportive. They’re interested in doing new things and trying new things, and the college is very well supported on the campus and highly regarded. In all these years, I’ve really never been interested in going somewhere else.”

“She is all about excellence,” said MSU Provost Kim Wilcox upon Ames’ retirement. “People believe that she has the right values and right aspirations for the college and university.”

Perhaps what has made her a successful leader is the fact that she understands what goes into teaching and learning. Ames’ undergraduate degree at Indiana was psychology. “So what do you do as a psychology major?” she said. “You have to go to graduate school, right?” Having taken a course in education, she was drawn to the School of Education and entered the College Student Personnel Administration program (what is now the Higher Education and Student Affairs program). But even while learning about higher education leadership, she shifted much of her focus onto educational psychology.

“I actually started looking at jobs within the field of higher education and did some interviews to be a dean of students and things like that, and I decided that was not for me,” she said. She had been a research assistant to Educational Psychology Professor Bill Lynch and accepted an opportunity to join him as he started the new Center for Innovation in Teaching the Handicapped at IU. “I worked full-time as a research associate for about three years,” Ames said. “And that was a great experience because I didn’t have any intention at that time of going on and getting a PhD. I didn’t know what I was going to do.”

But, she moved with her husband as he took a job at Purdue University, first working as a project coordinator for a federally funded program for two years. Then she decided she wanted to do her own research, leading her to enter the psychology doctoral program at Purdue. Her psychology and educational background led her to study why people learn.

“My research really focuses on motivation—how teachers, classroom

structures, schools can enhance or diminish the motivation of kids to learn,” Ames said. Her work made her a leading scholar on social and academic motivation while a faculty member at the University of Maryland and University of Illinois. In 1993, she began putting that research knowledge into practice as she left the position of chair for the Educational Psychology department at Illinois to become the MSU College of Education dean.

“I think being a dean, you use a lot of the things that you know about motivation,” Ames said. “Most people here are motivated, but you can set certain things up that make people less interested in the whole community or make them much more interested in their own individualistic goals.”

In her tenure, Ames has motivated faculty and staff to develop new education initiatives both in Michigan and around the world. A primary focus has been urban education, particularly in Detroit. A program brings Detroit students to MSU to major in education in exchange for becoming a Detroit teacher for three years after graduation. Another brings Detroit students to campus for a six-week “academic boot camp” during the summer. And MSU teacher preparation students teach and work in Detroit non-profits during the summer. Ames is particularly proud of other initiatives sending students abroad to engage other cultures in educational opportunities.

In all, it’s been a full 18 years—the longest tenure of any MSU dean. As of now, she’s on leave until next academic year. What’s next includes some possible collaborative work, but also catching up from the hectic pace of institutional leadership. “I will have some time that I don’t have a calendar every day that’s completely filled,” Ames said. “I have some ideas, but I don’t have to have the rest of my life planned.”

Before 1960

James E. Rady, BA'51, MS'61, is the author of *A Time to Forgive*, a novel about a young Hoosier's struggle to find love and forgiveness after returning from Korea as a war hero. Rady served in the U.S. Coast Guard during World War II and retired from the U.S. Army as a major, after serving in both Korea and Vietnam. He has worked as a radio news reporter and producer/moderator of a cable television talk show and is retired from a career in Indiana schools as a teacher and administrator. Rady, who published his first novel at the age of 85, lives in Lima, Ohio, with his wife, Roberta.

James Christopher, BA'58, MS'65, is a retired teacher who lived in Hawaii for more than 20 years. He recently moved to Nebraska to be near his daughter. He lives in McCook, Neb.

1960s

The Indiana Broadcast Pioneers inducted **Joseph A. Angotti**, BS'61, MA'65, into the Richard M. Fairbanks Hall of Fame at an awards banquet on Oct. 6 at the Fountains in Carmel, Ind. The Hall honors members of the broadcasting industry who have made significant contributions to broadcasting's growth and improvement. While at IU, Angotti was the first student news director of WFIU and earned the first graduate degree ever awarded at IU in radio and television. After working in Louisville, Ky., and Chicago, he moved to New York City, where he eventually became senior vice president of the NBC News division and executive producer of NBC *Nightly News*. Angotti has taught broadcast journalism since 1993—at the University of Miami; Northwestern University's Medill School of Journalism, where he was chair of the broadcast program; and most recently at Monmouth College.

Lynn O. Nicholson, BA'61, MS'62, retired from Illinois Wesleyan University in 2009 as assistant dean of enrollment management and financial aid. He served the university as its first director of financial aid from 1963 to 2007 and was promoted to assistant dean of enrollment management and financial aid in 2007. Nicholson lives in Bloomington, Ill.

Walter W. Buchanan, BA'63, JD'73, PhD'93, the J.R. Thompson Endowed Chair, professor, and head of the Department of Engineering Technology and Industrial Distribution at Texas A&M University, has been named president-elect of the American Society for Engineering Education. He will serve as president-elect for 2011–12 and then as president for 2012–13. Buchanan recently completed a term on the board of directors of the National Society of Professional Engineers. He is a fellow of the NSPE and ASEE and is a senior member of the Institute of Electrical and Electronics Engineers and the Society of Manufacturing Engineers. Buchanan lives in College Station, Texas.

Lorne A. Parker, BS'65, was a professor of

communication arts at the University of Wisconsin for 24 years and is now president of eLearning Innovations Inc., a distance-learning company based in Stillwater, Okla.

In April, **Darryl L. Sink**, BS'67 MS'70, EdD'73, gave a presentation on utilizing subject-matter experts at the Performance Improvement Conference, sponsored by the International Society for Performance Improvement, in Orlando, Fla. The conference draws researchers, business executives and professionals from the fields of instructional design, training, human resources, organizational development and performance improvement. Sink, who has almost 30 years experience in developing teaching material, runs his own instructional design firm. He is a contributing author to two editions of the *Handbook of Human Performance Technology*, is the recipient of ISPI's Professional Service Award and a past board member of ISPI. Sink lives and works in Monterey, Calif.

Phyllis Norris Gillie Jaffe, EdD'68, is president of Danielson Gillie Imports/Associates in Washington, D.C. She writes, "I am becoming an active member of regional arts organizations on Maryland's eastern shore." Gillie Jaffe serves on the IU School of Education's National Board of Visitors. She lives in Salisbury, Md.

In January, former president of the Indianapolis Education Association, **Thomas J. Feeney**, BS'69, MS'75, was elected chairman of the board of directors of the Health Foundation of Greater Indianapolis. Feeney retired from Indianapolis Public Schools in 2006. He lives Indianapolis.

1970s

After almost 40 years of teaching English and English as a Second Language to teens and adults in inner city schools in Indianapolis and Los Angeles, **Cheryl Glaser Clark**, BA'70, MS'74, looks back on her career as a public school teacher in *Class Dismissed! My Four Decades Teaching in the Inner City*, published in 2010 by Gambit Publishing. Clark recounts her journey from novice, fresh-faced neophyte to wizened veteran educator and doles out practical, no-nonsense advice for new teachers just starting on their career paths. The book includes an appendix of lesson plans, tests and other helpful teaching tools. Clark lives in Long Beach, Calif.

Rebecca "Becky" Gunden Smith, BS'70, is a lead teacher for special education for Dekalb Co. School System in Decatur, Ga. Her husband, Stephen, BS'73, is a lecturer in broadcast and digital journalism at the University of Georgia in Athens. The couple lives in Doraville, Ga.

Bruce R. Sutchar, BA'70, MS'74, is the Midwest director of the Universal Peace Federation, a global network of individuals and organizations dedicated to building a world of peace. He is a prolific writer and has led education seminars all over the world. Sutchar lives in Hanover Park, Ill.

Steven G. Percifield, BS'72, is the co-author of *Grease Monkey*, based upon the life of Herschel

B. Gulley. The book traces Gulley's life from 12-year-old head of an Indiana farm household to the racetrack of the Indianapolis Motor Speedway. Percifield is the owner of Allied Brokers & Consulting, a marketing and communication company servicing suppliers of the bakery foods industries, based in Plainfield, Ill., where he lives.

Paul D. Allen, BA'73, MS'80, MS'01, is an adjunct professor of history and education at Clafflin University in Orangeburg, S.C., where he lives.

Madeline M. Garvin, BS'73, is a freelance writer who lives in Fort Wayne, Ind. She writes that she was appointed to the National Council of Teachers of English (NCTE) standing committee against censorship for a three-year period and had a proposal accepted to be a facilitator at the 100th anniversary NCTE convention in November. Garvin has served as an IU Bloomington recruiter since 2000 and also volunteers for the Neal-Marshall Alumni Club. She was formerly a teacher at Northrop High School in Fort Wayne.

Cathy Hart Hyatt, MS'74, MS'90, MS'98, of Bloomington, Ind., is co-author of *Critical Conversations in Co-Teaching*, published by Solution Tree Press. The book explores co-teaching models, discusses how they impact school-improvement initiatives and describes protocols to improve communication between teachers for the benefit of student learning. Hyatt has spent more than 30 years as an educator, teaching preschool through graduate students, and is a research associate with the Center on Education and Lifelong Learning at the Indiana Institute on Disability and Community, a research, education and service center affiliated with IU Bloomington.

Jetta R. Tarr, BS'75, MS'78, EdD'91, retired in 2010 after 31 years teaching at Avon (Ind.) Community School Corporation and Salem (Ind.) Community Schools. She serves on the board of directors of Learning Forward Indiana (formerly the Indiana Staff Development Council). She was previously president of the Indiana Staff Development Council and served on Indiana's host committee for the National Staff Development Council's annual conference, which was held in Indianapolis in July 2011.

LuAnn Brobst Staheli, BS'76, was named Utah's 2010 Best of State Medalist in Literary Arts–Non-Fiction. A writer and popular speaker, she has delivered workshop presentations for the League of Utah Writers, the Utah Council of Teachers of English Language Arts, the Utah Educator Library Media Association Spring Conference and numerous other organizations. Named Best of State Educator K–12 in 2008, Brobst Staheli recently released her second biography, *Psychic Madman*, co-written with Jim Karol. Her upcoming projects include *The Business of Marriage* with Dino Watt and a biography with entertainer and humanitarian Alan Osmond. Brobst Staheli lives in Spanish Fork, Utah.

William J. Dearing, BA'77, MS'82, retired in June after working for the federal government for more than 29 years. He worked as a producer and

director, making training videos, documentaries, PSAs and commercials for the U.S. Department of Defense, Treasury, Army and Air Force. Dearing's last assignment was at the Pentagon. He has returned to Southern Indiana, where he plans to pursue his hobbies of fishing, traveling and black-and-white photography. Dearing writes that he looks forward to hearing from classmates and can be reached at BJDring@yahoo.com.

Joan Miller Keller, MS'77, EdS'04, EdD'09, is retired from K–12 education and is now a lecturer in graduate educational leadership courses at IU Southeast. She lives in Shoals, Ind.

Betty Walters Martens, BS'77, MS'79, MLS'96, of Rochester, Ind., completed her two-year term as the state chairwoman of Circle the State With Song and All State Honor Choir sponsored by the Indiana Music Educators Association (IMEA). She has now been appointed to the IMEA board as the awards chairwoman. She and her husband, Mark, MS'87, dean of students at Rochester Middle School, are happy to report that both of their daughters are now IU graduates.

Katie B. Walters Martens, BS'08, has finished her third year of teaching in the Pharr–San Juan–Alamo school district in Pharr, Texas. Daughter Sadie J. Walters Martens, BS'11, graduated in May with a degree in therapeutic recreation. Martens is a teacher at Rochester Middle School where her husband is dean of students. The couple lives in Rochester, Ind.

Kim King Smith Events, a wedding and event-planning company run by **Kimberly King Smith**, BS'78, MS'86, was named *WeddingWire's* 2011 Bride's Choice Planner for Indiana. King Smith's husband, Mark, DDS'76, who has his own practice in Edinburg, Ind., has been named a Top Dentist by *Indianapolis Monthly* magazine. The couple lives in Edinburg.

Karen A. Geiger, MS'79, received a PhD in leadership and change from Antioch University in December 2010. Her dissertation, *Cross-Race Relationships as Sites of Transformation: Navigating the Protective Shell and the Insular Bubble*, explored the processes by which African American and European American women enact leadership by creating and sustaining cross-race relationships as they work to change unjust systems around them. Geiger is president of Karen Geiger and Associates Inc., a consulting firm that specializes in leadership development training, based in Charlotte, N.C. She is also on the faculty of the McColl School of Business at Queens University of Charlotte.

Mary Shrawder Jungemann, BA'79, MS'82, is a teacher at Southport High School in Indianapolis, where she lives.

1980s

Linda Maire FitzGerald, BS'80, MS'88, teaches middle and high school French at Forest Hills Eastern High School in Ada, Mich. She is former president and current secretary of the Alliance Française of Grand Rapids, Mich., and enjoys

traveling with her husband, P.J. Fitzgerald likes to spend time in Strasbourg, France, at the Lycee Jean Monnet, where she, along with her French counterpart, Anouck Bonin, founded an exchange program between the two high schools. She also enjoys cheering on the Hoosiers in the Wolverine state. Fitzgerald lives in Grand Rapids.

Joyce Johnson Porvaznik, MS'80, owns the Red Rabbit Inn, a bed and breakfast located near Lake Lemon, about 10 miles from Bloomington, Ind. She writes, "Alumni are welcome!"

Donna Greenwell Spence, BS'80, MS'85, is principal of North Polk Central Elementary School in Alleman, Iowa. Her husband, Daniel, BS'80, works for Aviva USA, a provider of life insurance and annuities. The couple lives in Ankeny, a suburb of Des Moines.

After serving on the South Carolina Youth Soccer Board of Directors since 1992, **Douglas A. Gaddis**, BS'81, has decided to retire from soccer administration as the state youth recreation director. He will continue coaching in the Carolina Elite Soccer High School prep program, teaching elementary art and demonstrating folk art and crafts in community arts and history programs in Greenville, S.C., where he lives.

Lecia Smith Hollis, BS'82, MS'87, writes, "I continue to teach in the Pike Township School District in Indianapolis. I am teaching a life skills program at Eastbrook Elementary School." Hollis lives in Whitestown, Ind.

Mark A. Bartlow, BS'84, MS'08, of Bloomfield, Ind., is a biology and medical science teacher at Bloomfield High School.

Susan Sachs Fogel, BS'87, is an elementary school teacher. She lives with her husband, Arthur, BS'84, an executive vice president of Northern Trust Corp., in Northbrook, Ill.

1990s

Anthony C. Head, BS'90, is the author of *Lucid*, a psychological thriller set in Bloomington, Ind. To cope with chronic nightmares, IU senior Stuart Patterson immerses himself into lucid dream therapy—a technique that allows the dreamer to control his own actions during dream states. When dreams begin eclipsing waking life, Stuart confuses which world means the most to him and which world comes with real consequences for his actions. Head is a freelance writer who has been published in national and regional magazines and journals for more than 20 years. *Lucid*, his debut novel, was published in 2010 by H2H Publishing. For more information visit www.lucidthenovel.com.

In November, **Jeffrey X. Watt**, PhD'90, associate professor of mathematical sciences and associate dean for student affairs and outreach in the School of Science at IUPUI, was named the 2010 Indiana Professor of the Year. Sponsored by the Carnegie Foundation for the Advancement of Teaching and administered by the Council for Advancement and Support of Education, the U.S. Professor of the Year awards recognize professors

for their influence on teaching and their commitment to undergraduate students. It is one of the most prestigious awards honoring undergraduate teaching and mentoring. Watt began his teaching career at IUPUI in 1988 and, in the subsequent two decades, has received more than \$13 million in grant funding to support his research and related outreach. In large part as a result of his efforts, the School of Science has dramatically increased the number of students in mathematics classes and experienced a five-fold increase in the number of students graduating with bachelor's degrees in mathematics. In 2009, the Indiana section of the Mathematical Association of America awarded Watt the 2009 Distinguished University Teaching of Mathematics Award, the organization's highest honor for a math educator. The designation recognized Watt's stellar record of teaching excellence and his contributions to promoting mathematics teaching and learning at IUPUI and across the state. He lives in Indianapolis.

Kristin J. Ingersoll, BA'92, MS'02, is an instructional designer at the U.S. Department of State's Foreign Service Institute. She designs online courses for diplomats and other foreign service personnel. Ingersoll recently started a blog, <http://tiltedonmyaxis.blogspot.com>, where she shares "stories, poems, and other random thoughts." Ingersoll lives in Alexandria, Va.

In May, Goshen, Ind., attorney **Andrew U.D. Straw**, BA'92, MS'95, JD'97, announced his Democratic candidacy for Congress in Indiana's 2nd District in the May 2012 primary. Straw, who has worked as an analyst at the Indiana Supreme Court and has served as assistant dean for international programs at the IU Maurer School of Law, lives in Goshen.

The Southwest Florida Community Foundation (SWFLCF) in Fort Myers has named **Edward M. Kominowski**, BA'93, MS'95, director of development and planned gifts. He is responsible for developing and growing relationships to new and existing businesses to increase the assets of the community foundation. Before joining SWFLCF, Kominowski was associate vice president for college relations at Stetson University College of Law in Gulfport, Fla., where he served as chief development and alumni relations officer. He lives in Fort Myers, Fla.

A Sister's Promise, the first novel by Midwest Writer's Fellowship winner **Karen S. Lenfestey**, MS'97, has sold more than 20,000 copies. The book debates the timeless theme of motherhood and family ties. Lenfestey's work has appeared in several magazines. In 2008, a billboard she designed for a Grand Marnier contest garnered national attention and appeared in New York's Times Square. Lenfestey lives in Fort Wayne, Ind.

2000s

Michael J. James, PhD'03, is co-author of *Education's Highest Aim: Teaching and Learning Through a Spirituality of Communion*, published in 2010 by New City Press. James, who has a

bachelor's degree in theology and psychology from the University of Notre Dame and a PhD in educational policy studies from IU, has held a number of administrative, teaching and research positions at the University of Notre Dame and Indiana University. He was the senior student affairs and enrollment management officer at Mount Marty College, S.D., before serving as vice president for the Association of Catholic Colleges and Universities in Washington, D.C. James is currently a fellow at the Center for Catholic Education at Boston College, where he directs the Institute for Administrators in Catholic Higher Education; teaches in the Higher Education program graduate concentration in Catholic University Leadership; conducts research and lectures on Catholic university leadership and mission; and is a co-editor of the journal, *Catholic Education*. He also serves on the boards of Ministering Together and the Conference for Mercy Higher Education.

Edward J. Merchant, BS'03, JD'06, is an attorney with the Indianapolis law firm Ruckelshaus, Kautzman, Blackwell, Bemis, & Hasbrook. He concentrates his practice in the areas of criminal, civil and appellate litigation; law enforcement; disciplinary proceedings and law enforcement

liability defense. Merchant also practices in the areas of business and tax law and estate planning. Prior to joining the firm in 2009, he was a senior consultant at BKD, where he concentrated his practice in the areas of business and tax law.

Meant to Be, the debut young adult novel by **Lauren Morrill-Ragusea**, BA'05, MS'08, will be released by Delacorte, a children's imprint at Random House, under her pen name Lauren Morrill in November 2012. The author describes the book as a retelling of *Cyrano de Bergerac*—with text messages! Morrill-Ragusea is at work on her second young adult novel, inspired by her experiences playing roller derby with the Bleeding Heartland Rollergirls in Bloomington, Ind., and the Boston Derby Dames. She lives in Cambridge, Mass.

Rachelle Winkle-Wagner, PhD'06, is the author of *Cultural Capital: the Promises and Pitfalls in Higher Education Research*, published in 2010 by Jossey-Bass. She is an assistant professor of higher education in the Department of Educational Administration at the University of Nebraska in Lincoln. Her husband, Michael, PhD'06, is an assistant professor of political science at the University of Nebraska. The 12th edition of his

Political Behavior of the American Electorate was published in July by CQ Press. The couple lives in Lincoln.

Elliot Jordan, MS'10, EdS'11, writes, "I graduated in May with a specialist in education degree with an emphasis in instructional systems technology. In 2009, I completed an MBA from the University of California, Riverside. My experience, educational background and current career interests include management, IT and instructional design/consulting." Jordan lives in Bloomington, Ind., and works as an instructional designer for the IU Office of Research Administration. He is interested in securing instructional consulting in either academia or the corporate world.

"My career has taken a slight change from education," writes **Whitney N. Wagoner**, BS'10. "I'm now a call center analyst for Mainsource Bank." Wagoner lives in Manilla, 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.

In Memoriam

Josephine Spear

Oct. 30, 1917 – June 7, 2011

Josephine Spear was associate professor emeritus of the IU School of Education and former English instructor in the University School.

Spear first taught in Bedford and Mishawaka junior high schools. After three years as chairperson of the English Department at Warren Central, Indianapolis, she came to Indiana University as an English instructor in the University School. From 1950 until 1970, Spear was the chairperson of the English Department in the University School. In 1970, she was transferred from the University School to the School of Education. In 1983, she retired as chairperson of English Education at the IU School of Education.

For the IU Correspondence Division, Spear wrote secondary English courses 9–12. Her primary publications, however, were high school literature textbooks, two in English literature and one in world literature: *Adventures in English literature and Ideas and Patterns in Literature IV*.

In 1939, Spear received an AB in English from DePauw University, where she was a member and treasurer of Kappa Alpha Theta. She earned master's and doctoral degrees from Indiana University.

William Lynch

Dec. 30, 1921 – Oct. 27, 2011

William Lynch was a professor of educational psychology at the IU School of Education for 35 years (1952–1987). He served a stint as associate dean of the faculties and twice as acting dean of the faculties. He also served as chair of the Department of Educational Psychology from 1955–1968. Lynch was a strong advocate for faculty governance, serving on the Bloomington Faculty Council and University Faculty Council and committees multiple times. His scholarly work included a Fulbright in Amsterdam and faculty exchanges at Peabody and University of Southern California. His research interests ranged from appropriate instructional approaches for handicapped individuals to the cognitive demands made of students by teachers.

In 1960, Lynch was awarded a Fulbright Fellowship to teach at the University of Amsterdam. In 1963, he spent a year as visiting professor with the Joseph P. Kennedy Foundation at George Peabody College for Teachers, now part of Vanderbilt in Nashville, Tenn., teaching and researching special education. He met President John F. Kennedy there in the spring of 1963 and later visited the Shriver family at their Maryland home. His interest in teaching the handicapped grew, and upon returning to Bloomington, he helped establish the Center for Innovation in Teaching the Handicapped at IU.

John McKinley

May 31, 1921 – Nov. 8, 2011

John McKinley was a faculty member in adult education from 1961–1982. He taught classes in both Bloomington and Indianapolis. His work on theory and practice of educational programs in non-traditional adult education settings won him the admiration of the profession. In 1974, he was cited as one of the nine living educators who made a major contribution to the development of the field in North America. His book, *Participation Training in Adult Education* (1965), became a classic in the field. In 1975, he was the recipient of the prestigious Outstanding Adult Educator of the Year Award.

His career was devoted to teaching and expanding the knowledge of group dynamics and team-based learning. He wrote several textbooks in the adult education field and co-authored the "Indiana Plan," which became a national model for participation training. This design has been used extensively in North America as well as Japan, Australia and Denmark. He was the founding father of the Commission of Professors of Adult Education, which comprises the academic leadership of the profession.

School of Education supporter links his success to long relationship with professor emeritus

Robert Draba, BS'68, didn't have a sense of his future potential or what he wanted to do after high school until getting to know his 9th grade social studies teacher.

Growing up in East Chicago, Ind., Draba came from a family that didn't have a lot of money and couldn't afford to send him away to college.

But as a high school student, Draba experienced the impact of a teacher who believed in his or her students and, as a result, cultivated their talents and interests. And in college, he learned the value of the education he could get close to home at Indiana University.

While countless people have had their lives changed by a favorite teacher, Draba's story is particularly special in a couple of ways. One is that he and that teacher, IU School of Education Professor Emeritus John Patrick, have continued to be important in each other's lives throughout the 50 years since they first met. Another is that Draba has made a major commitment to helping other students receive the kind of opportunity that he had at IU.

In September, Draba, now a trial attorney in the Antitrust Division of the U.S. Department of Justice in Washington, D.C., was inducted by IU President Michael McRobbie and IU Foundation President Eugene Temple into the University's prestigious Presidents Circle, which recognizes IU's top philanthropic leaders who give more than \$100,000. Draba's special guest at the induction was his old friend and mentor, Patrick, who had taught in the IU School of Education for 37 years before retiring in 2004.

"This is a thrilling day," Patrick said after the event. "I couldn't sleep last night I was so excited to come here."

Draba was 14 years old when he met Patrick, his world history teacher, in a basement classroom at Roosevelt High School in East Chicago. Patrick, in his first year as a full-time teacher, was just 24 at the time. A former Roosevelt student, Patrick arrived at the school determined to shake up the place academically. After serving as president of the National Honor Society at Roosevelt, Patrick attended an Ivy League school, Dartmouth, and found he was far behind most other freshmen.

"I really had to catch up to avoid flunking out," Patrick said. "I ended up as an honor student; but when I first got there, I was shocked."

Upon his arrival at Roosevelt High, Patrick created the school's first world history class and started a history club that met twice a month in the basement of his parents' home, where he still lived. Draba was one of the charter members of that club, which read and talked about such topics as Russian history and the evolution of revolution, the origin of democracy, and Greek and Roman history. Draba became fascinated with great books the club was reading, especially *Native Son* by Richard Wright, and Patrick recognized that he had a student of unusual ability in Draba.

"I've always felt that all of our lives are influenced by certain people. They move us in directions that are very significant, and John Patrick was extremely important to me," Draba said. "John believed in us. He had a lot of confidence that we could do these things. That gave me a new image of myself and the belief that maybe I could really succeed in the world of ideas. In many ways, I think I had him in the back of my mind as I went through my career and hoped that I'd arrive at this day when John would say he was very proud of what I have done."



Robert Draba and John Patrick

"There are many highlights in my long career in education, but right at the top of the list is the experience I had at the beginning, during my first three years as a teacher, being involved with students who were thirsty to learn but didn't know where to turn to get the water," Patrick said. "That convinced me that my life should be in education."

Upon graduation from East Chicago Roosevelt, Draba set out to be a history teacher because he wanted to do for other students what Patrick had done for him. He started by taking classes at an extension of IU in East Chicago, and later, he took classes in the School of Education at nearby Indiana University Northwest in Gary before graduating in 1968 from IU Bloomington, where Patrick had been hired the year before. Draba later received a PhD in education and an MBA from The University of Chicago as well as a law degree, *cum laude*, from Loyola University Chicago.

"At IU, I got a first-class education at bargain-basement prices. It really launched me in a lot of ways," Draba said. "Although I really enjoyed my studies at The University of Chicago and Loyola University Chicago, it was Indiana University that really made a decisive difference in my life."

Following service as a Peace Corps Volunteer in the Philippines, Draba returned to East Chicago and was hired as a teacher with the Gary Community School Corp., where he taught English, journalism and reading for nearly 10 years. He later worked as a vice president for administration and associate professor of medical education at Chicago Osteopathic Health Systems, now known as Midwestern University, and as executive director of the American Osteopathic Association before getting his law degree and being selected through the Honors Program of the U.S. Department of Justice.

Draba has been a donor to the IU School of Education for many years. In 2010, he stepped up that commitment with a \$120,000 endowed gift that will permanently provide scholarship support to students at the School of Education who are focused on language arts. In the years to come, Draba plans to add to this endowed gift.

"I am very, very concerned about kids who don't have the means to attend college," Draba said. "I was able to graduate with minimal debt and be on my way. I want other students to have what I had at IU. I received tremendous value for the money. Arguably, my IU degree was the most important thing in my life because it made everything else possible."

