

Spring 2015

Chalkboard

Indiana University School of Education Alumni Association



**Focus on urban schools:
new PhD at IUPUI
bringing new scholars into the field**

IU Honors Kuh with top award

Award-winning alum writes books on young people in history, untold stories of nature

Chalkboard

Indiana University School of Education Alumni Association



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Gerardo M. Gonzalez
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MISSION STATEMENT

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

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Use your QR Code reading device to see a new video about how the Effective Leaders Academy at the IU School of Education helped most participating schools improve their ratings.



Achieving potential through education

by Gerardo M. Gonzalez, Dean, School of Education



Schools of education have a tremendous responsibility. In a sense, they are charged with preparing teachers, educational researchers, counselors, school leaders and others who can impact schools and communities to “reach all and teach all.” But, we know that the goal of providing a quality education for all is difficult to reach. Sadly, inequities still exist.

We also know that educational challenges and social inequities are highly

concentrated in our urban areas. That’s why the new urban education PhD program at the IU School of Education’s Indianapolis campus is so important. There aren’t many like it in the country, and that’s part of the point behind it. We need better research to inform approaches to the particular challenges of urban education. In Indiana, that means helping students achieve and helping teachers effectively teach in places such as Indianapolis Public Schools, Fort Wayne Community Schools and Gary Community School Corporations. These are corporations where our faculty, staff and students have long worked to help improve student achievement. As I fundamentally believe, education is the great equalizer.

The scholars you will read about in this issue are going to be part of a new wave of researchers and practitioners bringing their talents to bear on issues of social justice, equity and quality education for all. In this *Chalkboard*, you’ll read about many ways in which our faculty is influencing teaching in local communities and around the world. Our Center for International Education, Development and Research recently hosted teachers from across the globe as part of a Fulbright program. They also shared their techniques with local teachers and spoke about their countries with local students. On both sides of those

exchanges, teachers and students spoke of things they learned that changed their perspectives.

I am a testament to the transformative power of education, having come to this country as an immigrant from Cuba, knowing little English, having little idea of the journey before me. When I came to the U.S. at age 11, education opened the door to a pathway I could never have imagined. It led me to the deanship at one of this nation’s leading schools of education, a school that is making a real difference and is striving toward bringing education to everyone, everywhere.

As I reflect on nearly 15 years as dean of the IU School of Education, I am very proud of what our faculty, students, staff and alumni accomplished during my tenure. You may know that once this academic year closes, I will step away from the dean’s role to return to the faculty full time (see p. 3). I’ll reflect more deeply on my deanship and the future of the school in the summer issue of *Chalkboard*.

The current issue features examples of what is the essence of our work at the IU School of Education: an alum teaching about history and the environment through his best-selling books, a longtime faculty member honored for work that continues to drive how universities assess student learning and a camp created by a faculty member to interest more young women of color to pursue STEM fields. This is how we try to teach and bring quality education to all.

A handwritten signature in black ink that reads "Gerardo M. Gonzalez". The signature is written in a cursive, flowing style.

“The scholars you will read about in this issue are going to be part of a new wave of researchers and practitioners bringing their talents to bear on issues of social justice, equity and quality education for all.”

Leadership positions for faculty, research awards, Critical Web Reader development

Under the leadership of **Valarie Akerson**, professor of science education at the IU School of Education, an organization devoted to teaching science has issued guidelines for implementing the new science curriculum in classrooms. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research, has just released position papers on its website (<https://narst.org/>) for the “Next Generation Science Standards.”

Akerson said that the organization wanted to support the standards with helpful guidelines. “The Next Generation Science Standards are an exciting opportunity to make important changes in science education,” Akerson said. “One way NARST seeks to support change in science education is through research on science teaching and learning.”

The ACPA—College Student Educators International has named **Danielle DeSawal** to a task force examining the best applications of digital technology in higher education. DeSawal is clinical associate professor in educational leadership and policy studies and master’s coordinator for the higher education and student affairs program. The task force will produce a final report by summer 2015. The ACPA said the primary objective of the task force is to advance the application of digital technology in higher education informed by student affairs scholarship and practice. DeSawal is on one of four teams developing the report. As part of the “Knowledge and Skills” team, she and her teammates will investigate current literature and research pertaining to critical knowledge, skills, standards and expectations for the effective use of digital technology in student development practice.

Sean Duncan is a co-principal investigator on a grant from the National Science Foundation to examine informal online spaces where youth may learn science. Duncan, assistant professor of the learning sciences in the Department of Counseling and Educational Psychology, is part of a study called “Affinity Spaces for Informal Science Learning: Developing a Research Agenda.” The total NSF grant is \$114,979. The principal investor on the project is Richard Hudson, senior executive producer and director of science production at Twin Cities Public Television in St. Paul–Minneapolis. The other co-principal

Cross Francis honored with national award for math education work

The 2014 Women of Color STEM Conference honored Associate Professor **Dionne Cross Francis** for her work in mathematics education during its annual conference held in Detroit in October. Cross Francis is the recipient of the K–12 Promotion of Education award for educators with a demonstrated commitment to enhancing STEM career opportunities for women and minorities through promotion of STEM education programs and exemplary teaching and outreach activities. Cross Francis is also director of the Center for P–16 Research and Collaboration at the IU School of Education.



Dionne Cross Francis

The Women of Color STEM Conference honors women from a variety of backgrounds who have promoted STEM education and disciplines across the country. The conference focused on addressing the underrepresentation of women in various disciplines of STEM: science, technology, engineering and mathematics. Awards honored the achievements of women of color in STEM disciplines, who were nominated for their success across a variety of sectors and industries.

The nomination letter for Cross Francis highlighted her involvement in programs to promote teaching and learning.

“Dionne is an outstanding example of a community-involved mathematics professor,” wrote Joyce Alexander, executive associate dean of the IU School of Education. “Her involvement enacts the School of Education’s goals in our long-range plan by preparing excellent teachers, engaging in collaborative partnerships with P–12 schools and agencies, illuminating and improving educational theory and practice, preparing tomorrow’s educational leaders, and creating a diverse and inclusive environment for learning, research and service.”

“It was an honor to be included with such an extraordinary group of women,” Cross Francis said. “They have not only broken down barriers and strove to make advancements in STEM-related fields, but all these women have committed significant amounts of time to creating pathways for others to achieve academically and professionally.”

Cross Francis is a very effective researcher and practitioner in mathematics education. She began her career as a high school mathematics teacher in Jamaica. She then taught for three years in the United States. Her work focuses on identifying the factors that contribute to the quality of learning environments for mathematics understanding and transforming those factors in ways that maximize learning opportunities for students.

Her numerous research projects include examinations of professional development programs to boost teacher effectiveness in teaching math and science as well as investigating the influence of culturally relevant, integrated math and science curricula on elementary school children. Cross Francis is currently heading a two-year initiative across three school districts in Indiana—Gary Community School Corp., School City of East Chicago and School City of Hammond—aimed at studying how to increase engagement with science and math among African-American students.

Cross Francis has been awarded the Oak Ridge Associated Universities’ Junior Faculty Enhancement Award and the American Psychological Association Division 15 Early Career Award. Both awards support the work of junior faculty whose work shows potential to have a significant impact on the field. The IU School of Education also awarded her the Students’ Choice for Excellence in Teaching award and the Graduate Student Mentoring award for her work in development of pre-service teachers and graduate students.

investigator is Carlton Reeve, a senior lecturer in creative technology at the University of Bradford in the United Kingdom. Reeve studies game-based learning and directs Play with Learning, a creative media service.

The goal of the project is to better understand and utilize affinity spaces, which are on-line environments where youth can develop deep interest and engagement in specific topics, and interact with others who share common interests. Duncan is deeply involved in researching learning games and affinity spaces, in particular. He directs the Playful Culture Lab at IU, a research group within the Center for Research on Learning and Technology, focusing especially on learning through informal online settings. He's received a previous grant for studying use of digital badges for credentialing learning through affinity spaces. Duncan also researches how online spaces shape the way teachers, parents and children discuss media.

Duncan is IU's faculty representative for the new Higher Education Video Game Alliance. The alliance is intended to showcase how video game programs help educate and prepare students for the 21st-century workforce. IU is one of 19 charter members of the alliance, which is open to university faculty, directors of game design programs, department heads and other campus leadership. Other charter members include MIT, New York University and Stanford University. The alliance goals include allowing members to share and highlight best practices, publish research, initiate and strengthen industry connections, and educate and engage policy-makers and the media.

"In the past, there have been productive venues for games educators to discuss best practices," Duncan said. "However, the HEVGA provides much more than just a venue to share experiences. It provides a unified voice for advocacy, a place to share knowledge across higher educational institutions and a way to open the door to increased collaboration between higher education institutions."

Two Indiana University School of Education faculty members and one graduate student are among eight faculty and seven graduate students on the IU Bloomington campus to receive 2013–14 Mellon Innovating International Research, Teaching and Collaboration (MIIRT) awards. The MIIRT program, now in its second year, is funded through a \$750,000 award from the Andrew

Gonzalez stepping down as dean June 30

Longtime dean of the Indiana University School of Education Gerardo Gonzalez will retire from his administrative role on June 30, 2015, following his 15th year leading the school. Indiana University named Gonzalez university dean of the IU School of Education in July 2000.

During Gonzalez's time as dean, *U.S. News & World Report* has consistently ranked the IU School of Education among its top schools of education, most recently 25th overall and 15th among public university graduate schools.

"Under Gerardo's leadership, the Indiana University School of Education has consistently been one of the nation's leading institutions in terms of producing exceptional teachers, researchers and educational innovators," IU President Michael A. McRobbie said. "Throughout his successful tenure at IU, he has been a tireless advocate for the value of schools of education at a time when there is an increasing demand for highly qualified teachers around the nation. Indeed, his belief in the importance of rigorous and well-rounded teacher training is reflected in his own substantial and diverse body of research, which spans the areas of educational administration, multicultural counseling, and alcohol and drug education, among others.

"We thank him for his dedicated service to IU and wish him well as he prepares for this next chapter of his life and career."

When he leaves as dean, Gonzalez plans to take some time away but then return to full-time work on the School of Education faculty.

"Gerardo has been an excellent and trusted colleague during his time as dean on the Bloomington campus," said Provost and Executive Vice President Lauren Robel. "His global vision has connected our students to meaningful teaching experiences both in the U.S. and abroad, which have prepared them for the demands of the education profession in the 21st century. He has expanded the way we think of education research on this campus, and we are grateful that he will continue his research, teaching and service as a member of the faculty."

Gonzalez said the time is right for him to leave the dean position.

"It has been a privilege and an honor to represent the excellent faculty, students, alumni and staff of the School of Education as well as promote the academic traditions of Indiana University as dean during a time of immense challenges for public education," Gonzalez said. "Given the improving economy and strong position of the school, this seems like a good time to pass on the leadership role.

"On a personal level, I look forward to devoting more attention to my teaching and research and spending more time with my family," he added. "When we moved to Bloomington, I had no idea this would turn into one of the longest deanships at IU and nationally. I've enjoyed every minute of it."

W. Mellon Foundation. The award supports a three-year program to foster new directions in international and area studies that include collaborations among faculty in the humanities, social sciences and professional schools throughout the Bloomington campus. It also offers opportunities for faculty and students to collaborate.

Professor and Otting Chair in Special Education **Erna Alant** and **Beth Samuelson**,

assistant professor in the Department of Curriculum and Instruction and Department of Literacy, Culture and Language Education, earned a grant for innovative curriculum with their proposal "Bridging Differences: The Art and Science of Empathetic Communication." Katherine Cierniak, a graduate student in Education Policy Studies, earned a graduate student short-term fellowship for her project "Education in Dhaka's Slums:

Understanding Educational Opportunities and School Choice in Urban Bangladesh.”

The Indiana University Research and Technology Corp. recently completed a licensing agreement with the National Institute of Education in Singapore for use of IU’s Critical Web Reader. The web reader was co-created by **James Damico**, associate professor in the Department of Literacy, Culture and Language Education, and Mark Baidon, associate professor at the National Institute of Education. They have led the research, curriculum design and professional development dimensions on the project. IU will provide support to a team in Singapore led by the institute.

Teachers design Critical Web Reader

activities to guide students to read and evaluate information on the Internet. Students work on activities, in class or from home, to become more skilled and successful readers of the web. Depending on a teacher’s goals, students can work individually, in pairs or in groups as they complete Critical Web Reader activities.

“This licensing agreement effectively creates a ‘Critical Web Reader-Singapore,’ where a team of designers, developers, researchers and educators can lead further design and development efforts to meet the specific needs of Singapore teachers and learners,” Damico said.

Kathleen King Thorius, assistant professor of urban special education at IUPUI, has

co-edited and contributed to a new book that explores how students, teachers, parents and community members can reform urban schools to provide equitable learning environments for students with diverse abilities and backgrounds. Thorius co-edited *Ability, Equity and Culture: Sustaining Inclusive Urban Education Reform* (Teachers College Press, December 2013) with Elizabeth Kozleski, professor and chair of the special education department at the University of Kansas.

Thorius researches how race, socio-economic status, language barriers and labeling of students as “disabled” affect their experiences. Kozleski’s research has focused on how to reform schools to break down those established barriers. “Ability, Equity and Culture” examines ways to carry out reform as a means to promote inclusivity by eliminating categorization that complicates and adds to the oppression of marginalized learners.

A group of 23 nationally recognized experts from the social science, education and legal fields has found clear evidence that students of color, particularly African Americans, and students with disabilities are suspended at hugely disproportionate rates, perpetuating racial and educational inequality across the country. LGBT students also are over-represented in suspension. Directed by Indiana University faculty member **Russell Skiba**, the group was assembled three years ago with the backing of The Atlantic Philanthropies and Open Society Foundations. In a report issued in March, the collaborative reported that it further determined there is no evidence to support the premise that “bad kids” should be removed from the classroom in order to ensure that “good kids” can learn.

The group, known as the Discipline Disparities Research-to-Practice Collaborative, compiled and analyzed a large body of recent research that challenges virtually every notion behind the frequent use of disciplinary policies that remove students from the classroom. “Far from making our schools safer or improving student behavior, the steadily increasing use of suspension and expulsion puts students—especially students of color and other targeted groups—at an increased risk of academic disengagement, dropout and contact with juvenile justice,” said Skiba, professor in the School Psychology program and director of The Equity Project based at the Center for Evaluation and Education Policy.

Alumna’s estate gift supports graduate students

The School of Education and IU School of Public Health–Bloomington will receive approximately \$3.4 million from the estate of the late Patricia K. Fehl. The gift will be split between the two schools and provide funding for education and health initiatives—two areas Fehl was dedicated to serving.

Fehl earned her master’s and doctoral degrees in education at IU. She spent her career in academia teaching and acting as an administrator in the areas of physical education and sports, most of that time as department chair at the College of Physical Activity and Sports Sciences at West Virginia University. As one of the few female administrators of her time, Fehl was committed to fitness and community health programs. She was instrumental in the development of women’s intercollegiate athletics at WVU, serving as the university’s unofficial women’s athletic director.

The IU School of Education is directing the gift to the Dean’s Fellowship Fund to provide greater support to outstanding graduate students. Graduate students play a vital role in the school, adding greater depth of experience and support to the undergraduate experience by serving as teaching assistants and enhancing educational research by lending fresh perspectives to ongoing projects and programs. Through these experiences, they become the future scholars and leaders in the profession of education and their respective areas.



Patricia K. Fehl

Continued on page 7

Transformational Educators celebrated at IUPUI



Sherman Woodard



Mariama Shaheed Carson



April Williams

The IU School of Education at IUPUI honored three alumni who have made a mark on their field during the “Celebration of Transformational Educators” ceremony on Nov. 20. Former Snacks Crossing Elementary Principal Mariama Shaheed Carson, Phalen Leadership Academy teacher April Williams and Ben Davis High School Student Services Director Sherman Woodard were named winners of the third annual award.

The event, held at Madame Walker Theater, honors the achievements of early career alumni for transformational work in public schools. A committee selects honorees from a pool of nominees. Each honoree receives a \$1,000 award to advance his or her work.

The keynote address was presented by Michael Eric Dyson, a prolific author, commentator and scholar of African American studies as well as religious and cultural studies.

Carson, MS’07 in educational leadership, is the first Indiana educator to receive an Education Entrepreneur Fellowship from the Mind Trust and is a recipient of the 2004 Milken Family Foundation award, popularly known as the “Oscar of Teaching.” She is using the \$250,000 fellowship to launch a K–8 Spanish immersion charter school serving high-poverty communities in Indianapolis. Carson was in the first cohort of the IU School of Education at IUPUI’s Urban Principalship Program. She has won numerous honors and awards for her work, including a 2013 United Way Student Success Grant of \$242,000 to implement innovative practices for students and teachers at Snacks Crossing Elementary, where she served as principal.

Williams, MS’08 in elementary education, is a third-grade teacher at Phalen Leadership Academy after teaching fourth and fifth grades

at North Wayne Elementary in Fort Wayne. She is known for her particular emphasis on reading, which has resulted in remarkable literacy success among her students. Her students have outpaced those in peer classes, with 85 percent of her students passing the ISTEP exam. Williams is a member of the Young Leaders in Urban Education, a group of African-American and minority teachers who share best practices, develop curriculum and mentor pre-service minority teachers. Last year, the Lillian Davis Foundation Summer Program chose Williams as lead teacher for its summer learning and enrichment program. Williams earned the Benjamin Banneker Outstanding Teacher of Math Award in 2010.

Woodard, MS’00, has focused his work on helping the achievement of African-American young men. In 2007, he started the Giant Kings program intended to facilitate the identity, academic, social and career development of these students. The program is credited with helping to develop a great number of African-American male leaders and creating a positive impact throughout the school system. Participants in the Giant Kings, of whom 73 percent qualified for free or reduced-price lunch, have graduated at a rate between 94 and 100 percent every year. Every participant in the program has been accepted to a college or university upon graduation. Woodard is currently in the urban education PhD program at the IU School of Education at IUPUI.

See the Transformational Educators ceremony on our Vimeo channel.





Kuh makes a few remarks after receiving the President's Medal for Excellence from IU President Michael McRobbie.

IU President Michael A. McRobbie presented the President's Medal for Excellence to Chancellor's Professor Emeritus in the School of Education George Kuh during October's 2014 Academic Excellence Reception and Dinner. The annual event honors Indiana University faculty members who have received prestigious awards or have been named to academic honor organizations.

Kuh is the director of the National Institute for Learning Outcomes Assessment and the founding director of the National Survey of Student Engagement. He is widely known as a scholar of student engagement and institutional quality in higher education.

The President's Medal for Excellence is the highest honor an IU president can bestow. First presented in 1985, it is awarded to those who have distinguished themselves in academia or public service.

Kuh joined the Indiana University faculty in 1976 and created and taught many courses in the Higher Education and Student Affairs program in the School of Education. He directed 55 doctoral dissertations and served as a mentor to many more graduate students. His former students are now among the leading higher education and student affairs professionals and researchers in the nation.

"Professor Kuh is widely known as one of the world's leading scholars of high-impact educational practices and student engagement," McRobbie said. "For nearly 40 years, he has played a major role in helping to shape research and scholarship in the field of higher education and student affairs. He has rightly

been called a towering figure who launched the field of assessment in institutional quality."

Kuh is the author of highly influential texts used in higher education and student affairs programs around the world. As founding director of the National Survey of Student Engagement, he established a system for measuring students' participation in activities that encourage academic and personal development while providing students, parents and others with important information about college quality. He also directed and continues to advise the Strategic National Arts Alumni Project, the first in-depth survey to investigate the educational experiences and career paths of arts graduates. Kuh founded IU's Center for Postsecondary Research, which conducts research spanning a wide variety of areas, and his leadership helped make the center one of the major research operations in higher education. His contributions have been recognized by several national organizations, including as recipient of IU's Tracy M. Sonneborn Award for distinguished teaching and research in 2001.

"For nearly 40 years, he has played a major role in helping to shape research and scholarship in the field of higher education and student affairs."

— Michael A. McRobbie

The Equity Project is a consortium of federal, state and foundation-funded projects providing evidence to practitioners and policymakers in the areas of school violence, zero tolerance and equity in education.

Kylie Pepler, assistant professor in Learning Sciences, was named one of Indiana University Bloomington's Outstanding Junior Faculty for 2013–14. The awards, presented by the Office of the Vice Provost for Research and the Office of the Vice Provost for Faculty and Academic Affairs, honor tenure-track faculty who have begun to develop nationally recognized research or scholarship programs and devoted productive time to teaching and service, but who have not yet achieved tenure. Pepler designs learning environments and applications that engage students through online communities, wearable electronics and other approaches. In 2013, the National Science Foundation awarded Pepler and two other IU researchers \$1 million over three years for the BioSim project, which studies how children learn about complex systems using technologies such as electronically enhanced “e-puppets.”

The National Science Foundation has granted \$646,479 to **Amy Hackenberg**, assistant professor of mathematics education, for a five-year study examining diverse math learning styles among middle school students in order to teach them more effectively. The project is titled “CAREER: Investigating Differentiated Instruction and Relationships between Rational Number Knowledge and Algebraic Reasoning in Middle School.”

Hackenberg, herself a former middle and high school math teacher, said the study is intended to help teachers reach a variety of students in a time when there is much emphasis on math knowledge. “The research purposes of the project are to try to differentiate instruction in middle school classrooms, which is not a place where differentiated instruction tends to happen,” Hackenberg said. She said that as the drive for nationwide standards such as Common Core continues, there is increasing call for differentiated instruction—teaching that adjusts to reach students learning at different levels within the same classroom. “I’m also interested in how middle school students develop algebraic reasoning and how that relates to their rational number knowledge,” she said.

The National Art Education Association

(NAEA) has Professor Emerita **Enid Zimmerman** as its recipient of a lifetime achievement award. Zimmerman received the 2014 Eisner Lifetime Achievement Award at the association’s national convention in March. Zimmerman helped develop the art education program at the IU School of Education. She joined the faculty in 1978 and retired in 2006. Her influence and key teaching elements are the subject of a book published by the NAEA in 2009, *Through the Prism: Looking into the Spectrum of Writings by Enid Zimmerman*.

Jomo Mutegi, associate professor of science education and director of the Urban Center for the Advancement of Science

Education at IUPUI, is the co-principal investigator on a study to develop a research and training program for high school STEM teachers within underrepresented and low-income school districts in the Indianapolis metropolitan area. The National Science Foundation granted \$494,220 to IUPUI’s Integrated Nanosystems Development Institute to provide 30 teachers nanotechnology research experiences as well as seminars and coursework. Teachers in the program will develop teaching plans to integrate that knowledge into their classrooms and encourage high school students to pursue higher education and STEM careers.

Longtime IST faculty member leaves gift for teaching database, scholarships

A gift of more than three-quarters of a million dollars will build an online database of best practices for teaching with technology and fund scholarships for the Indiana University School of Education’s Department of Instructional Systems Technology. Mendel Sherman, a faculty member from 1955 to 1975, designated that \$800,000 from his estate go to the School of Education. Sherman, who was noted for helping establish and disseminate best teaching methods for audiovisual tools in classrooms, passed away in October 2012.

Sherman’s gift will build upon the work he began at IU nearly 60 years ago. Most of the gift will fund the Mendel Sherman Wise Practice Case Database, an online site containing multimedia cases demonstrating best K–12 classroom practices for teaching with technology. The resource will allow teachers to access online models of innovative teaching practices and resources to assist in applying those practices in their classrooms.

The remainder of the gift will create the Mendel Sherman Instructional Technology Scholarship Fund. These scholarships will further the IU School of Education’s priority to recruit and prepare outstanding graduate students who will innovate and lead in the field of educational technology. The fund will be available to students studying instructional systems technology starting in the fall of 2015.



Mendel Sherman



Summer session provides girls motivation for STEM and life skills

For a few of the participants in a summer program on the IUPUI campus, expectations were low coming in. After all, they were taking part in four weeks of a summer enrichment experience focused on STEM education—subjects relating to science, technology, engineering and math.

“The first day, I thought there was going to be a lot of learning, not a lot of fun,” said Brittany Starks, a high school junior who says her sister who worked as a teacher during the program convinced her to sign up. “But as the days went by, it seems like there’s been maybe more fun than there was learning.”

By the end, the fun outweighed at least the perceived learning by many of those attending the STEM in You camp, but there was certainly a fair amount of both. For the second summer, Crystal Hill Morton, assistant professor of mathematics education at the IU School of Education at IUPUI, opened the doors for the program that she hopes will, in turn, later open doors for the participants. “I’m just very driven to do whatever I can to make sure these girls have the best life possible within their academic and personal lives, making sure that they have the support they need to be successful,” Morton said. “And if they want to pursue a STEM career, they can do that, and see that it’s possible.”

Aimed at young women ages 9–18, The STEM in You summer enrichment camp is designed to develop the girls’ understanding of mathematics and science, but do so with a broader and more practical lens by focusing on health and wellness as well as financial literacy. Morton’s research focuses particularly on how African-American females develop skills in mathematics, a key subject in the continuing push by educators, policy-makers and others to prepare more for STEM jobs. African-American women continue to be among the least represented in STEM careers.

“A lot of times, they think of STEM as their math teacher or their science teacher,” Morton said. “But, they see that there are so many other careers that they can do in the field of STEM. Here on campus at IUPUI, we’re trying to expose them to as many people as possible who are working in STEM.”

The camp participants included African-American, White, and Latina young women from across the Indianapolis area who picked up on STEM and much more. During the camp, the Indianapolis Algebra Project, a non-profit focused on helping students develop math literacy, worked with participants each Tuesday and Thursday morning. Associate Profes-

or of Science Education Jomo Mutegi held a special science session. The School of Science at IUPUI opened its greenhouse for a tour. And during the final week, the girls worked on a community service project for the Julian Center shelter.

The idea was not to simply expose them to more math and science, but to couch it in its world context. Life skills were an important part of the camp time. The Guidance Life-Skills And Mentoring organization—or GLAM—partnered with Morton to provide a curriculum focused on these areas. Morton said the range of presentations, which covered matters such as bullying and respect for both peers and adults, was important to reach the young women and provide helpful and caring information from people they could trust.

“I think it’s important for these women to be exposed to people like them,” she said. “My background is very similar to a lot of these young ladies. Miss Shanel Poole’s (GLAM Indianapolis executive director) is very similar. So, we can say ‘Yes, we were dealt bad hands, but here’s where we are now,’ and talk about the way that we were able to overcome those obstacles.”

A session called “Real Talk” particularly impressed Brooklyn Cantrell, who starts 9th grade this fall and intends to go to college at Purdue. She called it an eye-opening experience to understand the paths of others in her group. Cantrell also learned that her work to get to Purdue and beyond starts now.

“When we did the college tour, they were talking about how it’s important to network because, oftentimes, it’s who you know,” Cantrell said. “Somebody could have a job, and you want to work in that field, then a spot comes open, and they could mention your name. I like that they introduced me to networking, because I would have never known.”

And that’s precisely the kind of thing Morton wanted the girls to carry away from the camp. She’s reached students through previous summer enrichment experiences and also mentored college students under her charge. She is certain that with the right resources, the right support and the right mindset, there will be an increase in the number of African-American females in STEM-related fields.

“It’s my life passion to serve these young ladies and whoever comes through the doors of any camp that I do and whomever I’m mentoring,” Morton said. “It truly is my life’s passion.”

Carnegie Classification moves to School of Education center

The Carnegie Foundation for the Advancement of Teaching has transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research. The Classification retains the Carnegie name, but it moved to IU on Jan. 1.

As a part of the move, the Lumina Foundation is awarding \$500,000 to the Center for Postsecondary Research to update and enhance the Carnegie Classification to reflect and accommodate an evolving higher education landscape.

Starting in 1970, the Carnegie Commission on Higher Education developed the Carnegie Classification of colleges and universities to support its program of research and policy analysis. It is widely considered the leading framework for recognizing and describing the diverse types of institutions in U.S. higher education over the past four decades. Carnegie has a long tradition of creating institutions, processes and products and, when they are of benefit to teaching and learning, providing them to the education community for future stewardship and use. It is in this tradition that Carnegie came to the decision that it was time to hand over the Carnegie Classification of Institutions of Higher Education to the education community.

"We selected the Center for Postsecondary Research because its mission aligns with Carnegie's efforts to promote student success through institutional effectiveness," said Carnegie President Anthony S. Bryk. "Both organizations are in agreement that gathering and using data is essential for sound decision-making and institutional improvement. Both organizations are involved in work related to student access, assessment, learning and persistence."

Bryk said the Center for Postsecondary Research is especially well-suited to take over the administration of the Carnegie Classification system because the organization has faculty and research staff with expertise working with national higher education data, and several staff members have strong qualifications to contribute to and even advance the work. Carnegie will have a representative on the Center for Postsecondary Research's Classification advisory board and provide full support during the transfer of the Classification.

The Center for Postsecondary Research is a research

center of the Indiana University School of Education. It promotes student success and institutional effectiveness through research and service to postsecondary institutions and related agencies. Center personnel assist institutions and agencies in gathering and using data for decision-making and institutional improvement.

In addition to its work with initiatives related to student access, assessment, learning and persistence, the center focuses on the policies and practices that promote student success, educational effectiveness and institutional development. The center has long been involved in global higher education research initiatives. It houses the National Survey of Student Engagement and has recently been involved in an ongoing partnership with the National Student Clearinghouse.

"At IU, we'll immediately begin to work on transferring the website for the Carnegie Classification to our staff who will begin updating it," said Vic Borden, professor of higher education and student affairs at the IU School of Education and the director of the project for the Center for Postsecondary Research. "We will also begin collaborating with colleagues in academia and education policy to explore ways the Classification can best reflect a 21st-century postsecondary universe. In this time of expanding opportunities and ways in which to earn a degree, this is a very important step to ensure that our understanding of institutions and the students they serve aligns well with federal, state and local policies."

The Carnegie Classification has undergone an update every five years since 2000, and a preliminary update will be completed late next year. The project calls for a substantial revision and update of the Classification by the end of 2018.



Alumnus becomes president of Menlo College, teaching alumni take life-changing award honors

Gene Tempel, MA'73, EdD'85, founding dean of the Indiana University Lilly Family School of Philanthropy, has been selected as one of the 50 most influential leaders in the nonprofit sector. *The NonProfit Times*, a leading nonprofit-sector publication, named Tempel to its 2014 "Power and Influence Top 50" list. Tempel retired from his role as dean at the end of 2014 to return to the faculty.

The trustees of Menlo College in Atherton, Calif., selected **Richard Moran, MS'75**, as its president in July. Moran is the CEO of Accretive Solutions, a leader in business and education located in California's Silicon Valley. His selection adds to the list of more than 100 college chancellors or presidents who hold an IU School of Education degree. Moran is the author of seven books and is given credit for starting the genre of "Business Bullet Books." His most recent book is *Navigating Tweets, Feats and Deletes*.

In a Menlo news release, the chair of the presidential search committee said Moran's strong background was a prime reason for selecting him to lead the business college. "Moran brings a very current perspective to Menlo's time-honored legacy as an institution of business education," said Geir Ramleth, a member of the Menlo Board of Trustees. "His instinctive understanding of the modern workplace and his ties to Silicon Valley will be a valuable asset in our partnership with the business community. His creative and innovative approach in identifying trends and norms in the workforce will emphasize that our business curriculum is state of the art."

The Indiana School Boards Association selected **Brian Smith, EdD'89**, superintendent of Hamilton Southeastern Schools, as its executive director in July. The ISBA assists Indiana's 298 local school boards through education and training, seminars and conferences, offering legal services and legislative advocacy. "Dr. Smith is a dedicated visionary who has served with distinction as a prominent educator in Indiana for many years," said ISBA President Larry Stillson. "He has been nominated as a regional candidate for superintendent

of the year and was selected as the National Superintendent of the Year by the National Association for Gifted Children. His depth of experience and breadth of knowledge make him a perfect choice to lead our organization."

Under the leadership of **Natalie Stewart, MS'12**, an alumna of the School of Education at IUPUI's Urban Principalship Program, Harrison Hill School of Inquiry and Performing Arts in Indianapolis has been awarded \$436,710 from the United Way. The funds are going towards improving student outcomes over three years by expanding services and systems

of support with the "Harmony Program." This newly-designed program consists of three components: family support, after school and summer programming, and professional development to build teacher capacity.

Cynthia Hartshorn, MS'80 from the IU School of Education in Indianapolis, a choir and drama teacher at Arsenal Tech High School in Indianapolis, was named as a recipient of the "Hubbard Life-Changing Teacher Award" in May. Fifteen people nominated Hartshorn for the award presented by the United Way of Central Indiana. The award is inspired by an IU School

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Bond helps formally launch INSPIRE, LLC

The IU School of Education formally marked the launch of the INSPIRE Living-Learning Center in Bloomington with a ceremony on Oct. 16, featuring remarks from civil rights activist and former NAACP president and civil rights leader Julian Bond. Students, faculty, staff, alumni and other friends of the School of Education gathered in the north courtyard area of the Rose Avenue Residence Hall, home of INSPIRE.

Dean Gerardo Gonzalez ceremonially cut the ribbon along with Bond. Before doing those honors, Bond shared his hopes for the students taking part in INSPIRE. He said he believed the INSPIRE students would be involved in social justice in their own way.

"I became involved in all of these things, because, like the young people gathered here today, I was interested in the world around me, and I wanted to make it better than I'd found it," Bond said. "That's why I'm so happy to be here and participate in this program today. I think it's going to create a body of young people who are committed to social justice and who will do all they can to make it happen."

The event also formally recognized the \$1 million gift from the Ford Family Fund for INSPIRE. The money funds programming and scholarships for the center. Ford Family Fund President and Indiana University alumna Jean Ann Ford and her family live in the San Francisco area. Born and raised in Indiana, three generations of Fords have graduated from IU. Ford majored in education and minored in fine arts, and her identical twin sister, Jane, majored in business. After graduating, the sisters opened a small cosmetics boutique in 1976 that over 38 years grew into Benefit Cosmetics, with a global presence in the world of luxury cosmetics.

"Without her vision and generosity, INSPIRE simply would not exist," said Gonzalez. The dean noted that Jean Ann Ford said she wanted to support INSPIRE students called to the field.

Representing the students, INSPIRE Student Leadership Council Chair Matthew Couch emphasized the reasons why he and others sought out the living-learning center. "We challenge each other on the floor to ask each other the pressing questions



Julian Bond, past NAACP president and civil rights leader, gives the keynote address at the INSPIRE launch.

in the field of teaching and learning," Couch said. "Our community believes that INSPIRE promotes education in all walks of life and that it should be a voice of knowledge, caring and, most of all, understanding."

Starting with the fall semester, the INSPIRE Living-Learning Center began welcoming students intending to major in education who are particularly creative, talented and motivated. The students selected for INSPIRE are provided with special out-of-class experiences intended to enhance their academic studies in teacher preparation programs. The INSPIRE Living-Learning Center is open to undergraduate students pursuing an education degree in the IU School of Education in Bloomington, with scholarships available to Indiana residents.

Watch the INSPIRE dedication ceremony.



of Education at IUPUI alumna who was the initial recipient of the honor. Hartshorn's nominators praised her effusively, as presented in the United Way announcement of her honor. Several students noted how Hartshorn had inspired them to pursue dreams and ensured they could overcome obstacles in their pathways.

Also earning the Hubbard Award was **Deb Wolinsky, BS'76** from the School of Education in Bloomington, a math and special education teacher at Broad

Ripple Magnet High School in Indianapolis. Students from across her 38-year career wrote of her extraordinary work and care in nominating her. A homeless student told of help she provided through extra support. Wolinsky spoke in an essay submitted to the award committee of seeing something in a young man she thought was worth saving, despite the fact he stood in court accused of armed robbery.

Robert Guffin, BS'71, MS'99, was named executive director for the Indiana State Board of Education in May. Guffin had recently retired as principal of Harshman Middle School in Indianapolis, where he is credited with leading the school to a tremendous turnaround in school performance. Guffin's responsibilities include supervising board staff and acting as a liaison between the board and the Indiana Department of Education.

Latest distinguished alumni honored for contributions to scholarship, academia and health literacy



Jann Keenan, Stanley Warren, Shaun Harper and Dick Bishop

The IU School of Education honored four alumni who have touched education across the world, the nation and the state of Indiana during the 38th annual Distinguished Alumni Award banquet held Oct. 25. The honorees touched countless lives through their work in areas of research, fundraising, health information and higher education administration. They are:

Dick Bishop, BS'61, MS'71, EdD'77, began his career in 1964 as the first university relations director at Indiana University–Purdue University Fort Wayne. He later worked in the IU Bloomington alumni office, supporting the university's sesquicentennial campaign and served in the dean's office of the School of Education. While earning his doctorate, he served in the IU president's office under Joseph L. Sutton and John Ryan. Bishop held positions in the University Division, School of Public and Environmental Affairs and Radio–Television Services. From 1988 to 2005, Bishop was a key member of the IU Foundation's leadership team. During that period, fundraising grew from \$35 million annually to more than \$100 million annually, and the endowment grew from \$214 million to \$1.2 billion. Bishop's contributions have been recognized with the Indiana's Distinguished Hoosier Award, the IU Foundation's Herman B Wells Legacy Award and the creation of the IU Richard E. Bishop Scholarship. He has been a longtime jazz host and programmer on WFIU radio in Bloomington.

Shaun Harper, MS'00, PhD'03, is on the faculty in the Graduate School of Education, Africana Studies and Gender Studies at the University of Pennsylvania. Numerous organizations have recognized Harper's research on race and gender in education, equity trends and racial climates on college campuses, black and Latino male student success in high school and higher education, and college student engagement. The American Educational Research Association presented him with its 2010 Early Career Award and 2014 Relating Research to Practice Award. He also received the 2008 Association for the Study of Higher Education Early Career Award. The *New York Times*, *Los Angeles Times*, *Washington Post*, *USA Today*, *Wall Street Journal*, *Sports Illustrated*, *Chronicle of Higher Education*, *Inside Higher Ed* and more than 400 other media outlets have quoted Harper and highlighted his research. He has appeared on CNN, ESPN, CSPAN and NPR. He is the author of more than 90 peer-reviewed journal articles and other academic publications. His 11 books include *Student Engagement in Higher Education*, *College Men and Masculinities* and *Advancing Black Male Student Success from Preschool through PhD*.

Jann Keenan, MS'79, EdS'80, is a trailblazer and national leader in the field of health literacy who works tirelessly to close the health equity gap. In 1995, she opened The Keenan Group Inc., a social marketing and instructional design firm and is a strategic partner for the Institute for Healthcare Advancement. She is a

founding partner of Health Literacy Innovations, creator of the nation's first interactive health literacy software tool. Keenan frequently presents lively workshops, webinars and keynote presentations throughout the U.S. She is noted as integral in developing the easy-to-read labeling currently used on all U.S. over-the-counter drug products. Keenan has created comprehensive health initiatives for the Centers for Disease Control and Prevention, National Institutes of Health, Agency for Healthcare Research &

Quality, Yale, Johns Hopkins Hospital, Sanofi-Aventis and Pfizer, among others. Keenan is the author of various peer-reviewed articles and conference papers focusing on health behaviors and is the co-author of *I Can Quit Smoking!* She received nine NIH "Gold" level awards for outstanding plain language writing and design.

Stanley Warren, EdS'71, EdD'73, is the retired dean of academic affairs and professor of education at DePauw University and the former associate dean and director of black studies. Warren is the author of several books, including *Black America Represented on United States Postage Stamps*; *Crispus Attucks High School: Hail to the Green, Hail to the Gold*; *The Senate Avenue YMCA for African American Men and Boys*; and *High Five: African American Institutions That Have Strengthened the Indianapolis Community*. Warren has written more than 100 journal, magazine and newspaper articles. He continues to write, consult and speak on contemporary education issues and African-American history. Warren is a Carnegie Fellow, John Fellow, Lilly Fellow and National Endowment for the Humanities Fellow. He was a Governor Evan Bayh appointee to the State Student Assistance Commission, has earned a Distinguished Alumnus award from the University of Indianapolis and is an inductee into the Indianapolis Public Schools Hall of Fame.

Watch the ceremony here.



ELPS doctoral student co-curates Mathers art exhibit, examines “educational life history” of Nobel winner



Sara Clark

Every home likely tells a story of the people who live there. The home shared by two distinguished professors, including a Nobel Prize recipient, probably holds more tales than most.

Elinor “Lin” Ostrom, recipient of the Nobel Prize in Economic Sciences in 2009 and Distinguished Professor and Arthur F. Bentley Professor of Political Science at IU, passed away in 2012. Within the same month, her husband, Vincent Ostrom, an Arthur F. Bentley Professor of Political Science Emeritus, also died. They willed their entire household to Indiana University, which proved a trove of items split among the Mathers Museum of World Cultures at IU, the IU Art Museum and the university’s campus-wide collection.

Ostrom earned her Nobel Prize through non-traditional economics work. She didn’t simply work with economic theory and statistical models. Her work on how communities of people managed common spaces without other oversight and formal regulation took her into villages and other areas across the world.

Not surprisingly, Lin and Vincent Ostrom collected in an almost anthropological fashion at a place they called home for part of 41 years. Nearly every summer between 1967 and 2008, the couple drove to Manitoulin Island, Canada, located 800 miles northeast of Bloomington on the northern side of Lake Huron, to live and work in a cabin they built. The large island has an aboriginal culture archaeologists say may date back 30,000 years. It is still home to three native tribes. Nearly nine percent of the population speaks Ojibwe.

It is the Ojibwe culture that particularly interested the Ostroms, and they collected original artwork and crafts made by Ojibwe throughout the 41 summers. Paintings, weavings, pottery and boxes made of birch bark are among their collection.

And in 2014, the Mathers Museum put much of it on display, with the help of three co-curators, including Sara Clark, a doctoral student in the IU School of Education’s Educational Leadership and Policy Studies program. “There are some really solid collections, really unique collections representing the indigenous peoples from the island,” Clark said of the Ostrom collection. “It’s not often that you’re seeing this sort of contemporary art from the 1960s and ’70s on display here.”

Clark is a specialist in the history of education with a folklore minor. She’s interested in eventually working in a museum and, through a course in curatorship under Mathers Director Jason Jackson, started work on the Ostrom collection in 2013. For her, it was a learning experience about learning itself.

“I am especially interested in their intellectual contributions, in particular, how they contributed so much to interdisciplinary studies. But, there’s also this kind of unique appeal to getting to combine their private and their public life.”

“I identify as a historian of education, but I also define education very broadly,” she said. “I am interested in teaching and learning what happens both in and outside of schools.” In this case, she viewed the collection as an insight into how a Nobel Prize winner became such an intellectual. The Ostrom collection represents something of the collective work of Lin and Vincent.

“More and more, I realize that their relationship was key to understanding her,” Clark said. “I am especially interested in their intellectual contributions, in particular, how they contributed so much to interdisciplinary studies. But, there’s also this kind of unique appeal to getting to combine their private and their public life.”

The Ostroms left behind rich detail along with the collection that helps place those aspects of their lives together. They kept explicitly detailed travelogues of their journeys, which included the price of gasoline and fruit market purchases. They logged their time at the Canadian cabin in diaries.

With that broad educational view, Clark is examining the couple’s summer home stays to write what she believes will be an “educational life history” of Lin Ostrom. The cabin time is key to understanding how she became an immortal of economic research. “They did not retreat there to summer in this sort of relaxing way,” Clark said. “They were constantly working. They were producing the scholarship that we all knew them for.”

A digital display of the Ostrom exhibit is online at the Mathers Museum web site, <http://www.indiana.edu/~mathers/>.

Students in Urban Education Studies PhD program

grappling with the real, everyday issues of education



The challenges facing urban education across the country are many, and the planning needed on these issues is extensive. Ideas run the gamut. The question is whether the correct challenges have been identified and if the right people are seeking the answers.

A doctoral program at the IU School of Education at IUPUI is designed to offer a pathway for researchers with important perspectives and interests to focus sharply on urban education. Now in its third year, the Urban Education Studies PhD program is already inspiring impactful research from its students and touching the community around it. Students have come in to focus on the ideas they have seen as particular challenges.



Above: Urban Education PhD student Mercedes Cannon (L) in her office at Adaptive Educational Services at IUPUI with Dominic Dorsey, associate director

Attracting such difference-makers to the program is one of the founding principles, said Jim Scheurich, director of the program and professor of Urban Education Studies. Since the first cohort began in 2012, 35 students have begun the first doctoral program offered exclusively at IUPUI that is tied to the campus mission of working on educational issues within an urban education environment. Scheurich said the program offers a unique field of study. “There are urban ed institutes and urban ed centers at universities,” he said. “But an actual urban ed doctorate... there are only a couple others in the country.”

The issues they are examining are the truly tough ones. They include disproportionate school discipline for African-American students leading to the “school-to-prison” pipeline, challenges for African-American parents in negotiating urban school systems for their children, obstacles for African-American athletes on university campuses and inspiring urban high school students to become civically involved.

The early success of the program is because of student cohorts entering with issues to examine and the atmosphere to foster it. They have already made presentations at national and state conferences and other events, focusing on matters pertinent to urban educators. Jada Phelps presented “Pedagogy of the Oppressors: Critiquing the Premise Behind Hip-Hop Pedagogy” during the American Educational Research Associa-

tion’s conference last April in Philadelphia, the nation’s largest gathering of education scholars. Nathaniel Williams, who has taught in Indianapolis Public Schools and has been a forceful community activist already, appeared last fall on a panel discussing standardized testing in urban schools at the Indianapolis Public Library. And, speaking to the quality of the cohorts as well, in October 2013, doctoral student Tiffany Kyser was named one of “Indy’s Best and Brightest,” an award honoring 100 of Central Indiana’s accomplished young professionals under age 40.

The students have come in motivated to find answers and have been given the freedom to explore them. “There’s not a specific track,” Scheurich said of what direction students might take with their degrees. He adds that inequities in several areas of education tend to drive the doctoral cohorts. “They see them

“There are urban ed institutes and urban ed centers at universities. But an actual urban ed doctorate... there are only a couple others in the country.”

– Jim Scheurich



Vicki Bonds, while studying in the Urban Education PhD program, is also an administrator in the IUPUI Center for Research and Learning.

“It’s no secret that the academy struggles with diversity. I hope to add one day to the richness of the diversity. With the changing demographics of our country, we really need to work on the academy, not just in higher ed, but in the secondary and primary education levels.”

– Vicki Bonds

in the environments of the schools and in the surrounding urban environment, and they want to make a difference.”

They also see themselves as adding to the range of viewpoints in scholarly work. Most of the first three cohorts have been students of color. Through this work, they not only see themselves as adding to the voices being heard, but, more importantly, driving the research shaping policy.

“It’s no secret that the academy struggles with diversity,”

said Vicki Bonds, a program leader in the IUPUI Center for Research and Learning. “I hope to add one day to the richness of the diversity. With the changing demographics of our country, we really need to work on the academy, not just in higher ed, but in the secondary and primary education levels.”

For Mercedes Cannon, it’s a chance to expand upon opportunities to address circumstances she’s encountered working in the IUPUI Office of Adaptive Educational Services. She is examining ways that students struggling with disabilities can succeed in K–12 and higher education.

“I really enjoy the readings and challenges of the program that brings us to critically think about some of the issues in education that keep maintaining this big gap,” Cannon said. “We examine how we can address those issues and deal with those things.”

Part of the way the program and its participants connect with the community and issues it faces is by making sure they are working in it. Members of the doctoral cohort meet regularly at the Kheprw Institute in Indianapolis. Kheprw is a non-profit that focuses particularly on the empowerment of African-American males, with programs focused on educa-

tion, critical thinking and public speaking addressing current matters, and sustainability and entrepreneurship. “We’ve been working with them on a variety of community projects, including some research projects,” Scheurich said.

Through this and other parts of the program, the urban education doctoral students are exploring issues academically, but exploring them realistically. “I deal with the everyday issues that people have in education,” Cannon said.

It can also be personally challenging. “Our discussions are very honest,” Bonds said. “Our professors are very knowledgeable and honest with the work, with the literature. It has caused me to reflect and realign my own personal values to see the systemic inequities that exist and how I can improve them.”

Cannon added that her studies required a bit of soul searching as she learned more of the research surrounding the things she herself had experienced as an African-American female. She described having a “meltdown” while preparing to write a paper. She grappled with readings that put words to her own

“I really enjoy the readings and challenges of the program that brings us to critically think about some of the issues in education that keep maintaining this big gap. We examine how we can address those issues and deal with those things.”

– Mercedes Cannon

experience and that of others, worrying that she couldn’t provide an adequate narrative.

“But after I did that, I was able to do the paper,” she said. “I was able to embrace the idea that I want to do this, and I’m on a journey, and it is so much bigger than me.”



Mercedes Cannon is the student/faculty liaison at IUPUI’s Adaptive Educational Services.

Teachers from across the world



learn at IU through Fulbright program

On her blog, New Zealand's Fiona Jeffries marveled about quite a few things during her Fulbright-sponsored stay in Indiana. Jeffries wrote about her experiences (fionaonfulbright.blogspot.com/), noting visits to an Indianapolis charter school (also indicating they are becoming controversial in her home country) and a project-based learning high school. But, she also marveled at the political sign for a judge (such positions aren't elected in New Zealand), the high price of lemons at a Bloomington grocery and the fact deer wander through area neighborhoods.

It was all part of a full exchange Jeffries and 10 other teachers had as part of the Fulbright Distinguished Awards in Teaching Program from mid-August through December. The teachers came to learn about the way education is delivered in the United States, but also learn more about its context. At the end of the stay, they presented capstone research projects before an audience that included a representative of the U.S. State Department and the Fulbright program, outlining in many cases the lessons they'll place in their own educational context back home.

The U.S. Department of State Bureau of Educational and Cultural Affairs awarded \$224,036 to the Center for International Education, Development and Research at the Indiana University School of Education to serve as the U.S. host university for international teachers in this program. The teachers came from Finland, India, Morocco, New Zealand and Singapore and visited and assisted in local schools as they examined various aspects of U.S. education. Only

one Fulbright Distinguished Awards in Teaching Program grant was awarded to a U.S. university for the 2014–15 program year.

“The local schools in Bloomington and Columbus served as rich environments to promote in-depth learning about education in the U.S.,” said Patricia Kubow, director of IU’s Center for International Education, Development and Research and project director for the Fulbright Distinguished Awards in Teaching Program. Cross-cultural teaching and sharing also occurred as the Fulbright Distinguished Teachers interacted with diverse students and faculty at public schools in Chicago and Indianapolis.

“The IU School of Education faculty served as advisors that aided the progress of the international teachers as they completed their capstone projects,” Kubow said.

But, having an experience strictly within the school and university walls would have offered just a one-dimensional picture of U.S. education. That’s how Jeffries and others learned more, including how students, parents and teachers live.

“The Bloomington World Friendship group provided personal interactions and opportunities for the Fulbright teachers to learn about Indiana through excursions, home visits and one-to-one conversations. I am so pleased with the excellence in academic programming and professional and personal growth exhibited by each Fulbright teacher, which speaks to the success of the program we administered.”



Fiona Jeffries from New Zealand explains some facts about her country during a class at Bloomington North.



Christine Sim from Singapore is dressed in a multicolored lab coat during a special Halloween class at Bloomington North.

The concluding Fulbright teacher presentations covered a range of areas chosen by the participants themselves. Petteri Granat, a teacher from Helsinki, Finland, presented his capstone on an elective class the social studies teacher presents back home called “USA! USA!” He said the class is meant to dispel his students’ misperceptions of Americans, which are largely based on popular media. Granat spent much of his time gathering information through observations at Bloomington North High School.

Christine Sim of Singapore also observed at Bloomington North, spending much of her time in a chemistry classroom. She said she hoped to learn more about teaching science in engaging ways, something she has emphasized in her own classroom. Sim said she was pleased to see North teacher Mary Jo Fuson conduct many such lessons, including a special Halloween-themed class on Oct. 3, featuring exploding pumpkins among other particularly interesting chemical reactions and experiments. She and Fuson exchanged ideas about student engagement during her semester visit.

But, Sim added that the IU experience didn’t limit itself to school sessions.

“What really impressed me is how holistic the program is,” she said. “You realize you learned more beyond attending the classes or going for school observation. It’s really true that conversations you have with different people, the opportunities that you have to interact with locals—be it at a football match or be it at a picnic—you pick up all the cultural aspects and the dimensions that really make this whole program really enriching for me.”



Jeffries made and shared a traditional New Zealand treat, a pavlova. It is a cake with a whipped topping and fruit on top.



Granat gave his final presentation, a revised curriculum for his class on the United States that he teaches in Finland.

Hear from the Fulbright teachers and see some of their experiences here.



Jeremy Lee, also from Singapore, traveled to St. Louis so he could personally visit with a researcher he has found very influential on his own work. Lee developed a project on character education that he's taking back to Singapore.

Purnendu Chatterjee from India used his semester here to delve into language issues within his own country. His project covered teaching English as a second language. Though English is an official language in India, he said instructors are often teaching it to students effectively as their second language because of the huge number of languages that span the country.

Jeffries also teaches English and said she was struck by the different choices students have in the U.S. with electives that would simply be a part of the English class in her country.

"So journalism is a class here; young adult literature is a class here; creative writing is a class," she said. "I quite like the idea of a student being able to select into an aspect of English." Jeffries created a capstone project on using technology in English classes.

The project continues the legacy of effective international work being done by the Center for International Education, Development and Research at IU, which was originally the Center for Social Studies and International Education that started in 1968. Ongoing efforts of the center include development projects focused on expanding education for women in Afghanistan and South Sudan. The center has overseen past exchanges, including one that brought Afghan students to Bloomington. However, this is the first time the center in the IU School of Education has been awarded a Fulbright.

CEEP studying Chicago program, IUPUI event focuses on Burmese community education

The U.S. Department of Education granted the Center for Evaluation and Education Policy \$279,933 to study the impact of Math for All, a program designed to provide effective math instruction. CEEP Director John Hitchcock is a co-principal investigator for the study.

"The research question, in essence, is 'Are the students and teachers who are exposed to the intervention performing better than those who are in the control condition?'" Hitchcock said. "We'll gather data, manage the data and analyze the data. Overall, it will be CEEP's responsibility to do what can be done to ensure that the study is conducted with the greatest rigor possible."

Math for All is a professional development program for educators to help them teach math to kindergarten through fifth-grade students of all learning types and abilities. The study investigates the program's effectiveness for 256 fourth- and fifth-grade teachers and their 6,400 students in 32 Chicago public schools.

The grant to IU is a portion of a larger, nearly \$3.5 million study involving three other institutions. The principal investigator is Babette Moeller, managing project director at the Education Development Center in New York City and a co-author of Math for All. Other co-principal investigators are Barbara Dubitsky of the Bank Street College of Education, Ellen Meier with Teacher's College at Columbia University and Teresa Duncan, senior fellow with ICF International, a research firm in Fairfax, Va. Work on the project began in the summer and will last for four years.

CEEP will conduct data collection and analysis for a study examining dual enrollment and dual credit programs in Kentucky. The study, being conducted by Regional Educational Laboratory Appalachia at CNA Corp., is intended to provide a picture of how dual enrollment and dual credit programs are designed and implemented in six non-urban school districts.

Dual enrollment and dual credit courses have been promoted by education policymakers in recent years as a way to prepare high school students for college coursework and allow them to gain early college



Participants from the Burmese community in Indianapolis during Great Lakes Equity Center event at IUPUI.

credits to ease their pathway to a degree. The Commonwealth of Kentucky passed legislation in 2009 to boost such efforts aimed at increasing the percentage of students who are ready for college and career. Dual enrollment programs allow students to enroll simultaneously in a high school and postsecondary institution with credit coming from either the postsecondary institution or both. Dual credit programs allow academic credit from both the high school and postsecondary institution for the same course.

"In Kentucky, there has been a recent push to think about how to support college and career preparation, not unlike the rest of the country," said Mary Piontek, senior research associate at CEEP and co-principal investigator on the study along with Patricia Kannapel, a senior research scientist at CNA Corp.

"The study will gather information about the nature of the partnerships between districts and postsecondary institutions, the types of courses, the types of students enrolled, who teaches the courses, student recruitment strategies and funding sources, in addition to other characteristics about the dual-enrollment and dual-credit programs," Piontek said.

A half-day event at IUPUI in August focused on education and advancement for the growing Indiana communities of

immigrants and refugees from Burma and the start of a new taskforce to help in that effort. The Burmese Community Center for Education and the Great Lakes Equity Center at IUPUI co-hosted the program for invited leaders from the community, school districts from across the state, the Indiana Department of Education and Indiana University.

The program had three primary goals. First, it was designed to allow participants to share information in order to increase awareness and understanding of available educational, cultural and language resources. The group then established near- and long-term objectives and identified strategies and resources to meet them. The participants then inaugurated the Burmese Education Advancement Taskforce to open opportunities for participants to establish new partnerships and strengthen those already in place.

Burma, officially called the Republic of the Union of Myanmar by the military junta that overthrew the democratic government in 1962, is a country decimated by years of warring conflict. Refugees have fled the country over the years, only slowing slightly since the military government dissolved in 2011 following elections that installed civilian leadership.

"In bringing together leaders from community-based organizations, schools,

the state department of education and the university, we are creating a space to dialogue about strengthening educational pathways for students from these communities," said Thu Suong Nguyen, principal investigator for the BCCE Community Self-Empowerment Program and assistant professor in the Department of Educational Leadership and Policy Studies at the IU School of Education at IUPUI. "An aim of the taskforce is to increase understanding of this multi-ethnic, multi-lingual community so that communities and schools can work in concert to support students."

In August, the Indiana University Global Gateway for Teachers hosted international and U.S. institutional participants in the overseas teaching program based at IU Bloomington. The conference, held every four years since 1999, brings together participants to discuss the program and highlight best practices.

The Global Gateway for Teachers began at the Indiana University School of Education in 2012 as the successor for the Foundation for International Education, founded in 1978 by University of Wisconsin-River Falls faculty member Ross Korsgaard. The organization secures overseas school placements for student teachers and oversees relationships between the participating institutions and schools in host countries.

Of the 18 countries where Global Gateway sends teachers, Japan, China, New Zealand, Scotland, England, India, Kenya and Costa Rica sent representatives to the conference. Participants formed working groups throughout the conference, discussing the processes for placing students and preparing them to teach, expectations of host schools, and other topics dealing directly with the program's work. Several former Global Gateway student teachers discussed their insights as past participants.

The Global Gateway for Teachers grew out of the IU School of Education's own Cultural Immersion Projects, begun in 1972. The IU program has sent more than 4,000 pre-service educators to gain professional experience in foreign countries, on American Indian reservations and in urban schools, while gaining insight into the experiences of those in different school and community settings. It had long placed



'Roc' Bonchek, executive director of Harmony School, speaks during a kickoff for the Harmony-Meier Institute.

students overseas through the Foundation for International Education and is the largest student teacher participant in the Global Gateway.

Work is underway for the Indiana University School of Education's planned "Harmony-Meier Institute for Democracy and Equity in Education," marked by a kickoff event held on May 28 in Indianapolis. The institute is collaboration between the School of Education, the Harmony Education Center in Bloomington and the Lilly Library at Indiana University.

Deborah Meier is a school reform pioneer and MacArthur fellow whose ideas have heavily influenced schools around the country. For almost five decades, she has been a teacher, writer and advocate for small schools that are self-governing and democratic, with most decisions made by families, teachers and parents in those schools. She donated her papers to the Lilly Library in 2009.

The Harmony-Meier Institute will formally begin in spring 2015 with an event in Bloomington featuring Meier. The institute is dedicated to preserving Meier's legacy by continuing her groundbreaking work to incorporate social justice, equity and democracy into American education.

During the special event held at the IU Foundation's Indianapolis office, Dean Gerardo Gonzalez shared plans for the in-

stitute, which will be housed at the INSPIRE Living-Learning Center. Director of INSPIRE, James Damico, explained how the new center will work to expand School of Education students' understanding of teaching by working directly with Harmony School through service-learning opportunities and other connections. Meier plans to meet with INSPIRE students during her visit.

The Indiana Commission for Higher Education has awarded \$286,662 to the Indiana University School of Education and the IU Department of English in the College of Arts and Sciences for a program to help high school teachers better prepare students for college-level writing and reading. The Writing and Reading Alignment Project (WRAP) is funded by an Improving Teacher Quality Grant, a federal program of the U.S. Department of Education distributed by the Indiana Commission for Higher Education. Teachers from 13 school corporations across Indiana will take part over the two years of the grant.

The project pairs university faculty directly with 11th- and 12th-grade English and language arts teachers and administrators during workshops and through an ongoing professional learning community. The goal is to help teachers examine their current instructional practices and goals for student learning and to develop new strategies to promote skills in critical reading, evidence-based writing and discussion as expected in college-level coursework.

The project is divided into two cohorts. The first participants, all from the School City of Hammond, took part in the summer and fall of 2014. The second cohort, made up of 12 school districts in the south-central region of Indiana, will participate in 2015.

WRAP is co-directed by Ada Simmons, formerly the director of the Center for P-16 Research and Collaboration at the IU School of Education, and Christine Farris, professor in the IU Department of English. Ray Smith, clinical associate professor in the Department of Literacy, Culture and Language Education at the IU School of Education, will partner with Farris for content and professional development work with teachers.

Before 1960

At the age of 91, retired U.S. Army Maj. **James E. Rady**, BA'51, MS'61, has published his fourth book of poetry, *Rhymes and Times*. The collection of more than 150 poems was written over a period of 60 years. Rady, who retired as a teacher and administrator in Putnam County, Crawfordsville and Anderson, Ind., has also written two novels. He lives in Lima, Ohio, with his wife, Roberta.

Nancy Rockhill Walters, MS'51, PhD'67, is a member of the foundation board of the Grinnell (Iowa) Regional Medical Center. She is also a member of the development board of the Mesa (Ariz.) Community College, an ambassador at the Banner Heart Hospital, a volunteer at the Desert Botanical Garden in Phoenix and a teacher for the Arizona Living Institute.

Richard E. Campi, '57, BS'62, MS'74, of Indianapolis, is a 76-year-old competitive sprint duathlete. Sprint duathlon is an athletic event that consists of a short run, followed by a cycling leg and a final running leg. In October 2013, Campi competed in USA Triathlon's Duathlon National Championships in Tucson, Ariz. In June, Campi took the silver medal in the 75–79 age division of the International Triathlon Union World Duathlon Championships in Spain. An I-Man in diving who trained under Hobie Billingsley at IU, Campi still competes in duathlons despite having undergone partial-knee replacement surgery on both knees.

Artist and professor emeritus of photography at the University of Florida **Jerry N. Uelsmann**, MS'58, MFA'60, received a 2014 IU College of Arts and Sciences' Distinguished Alumni Award during the College's Annual Alumni Awards dinner in April 2014. He lives in Gainesville, Fla.

1960s

In May, **Phyllis White Geeslin**, BS'60, president and CEO of the Benjamin Harrison Presidential Site, was honored at a retirement celebration in Indianapolis. Geeslin, who had led the museum and former home of the 23rd president of the United States since 1993, was also presented with the Sagamore of the Wabash award. She was joined at the event by nine IU classmates

and members of the Kappa Kappa Gamma women's fraternity—Susanna Walker Buchanan, BS'60; Marsha Mackanos Carlson, BA'59; Joan Rothrock Everitt, BA'62; **Judith Binz Hohlt**, BS'60; Marie E. Kingdon, BA'59; Gretchen Chickedantz Mathews, '60; Mary Ann Pulse McCray, BA'60; **Katherine Berry McKinney**, BS'60; and **Judith Hinds McNary**, BS'60.

Three-time Tony Award-winning Broadway producer **Harriet Newman Leve**, BS'62, EdD'72, visited the Bloomington campus in March 2014, where she worked with theater students and participated in a public Q-and-A discussion. She is best known for her work with *Stomp*, which blends rhythmic sound, dance and musical performance. Leve is currently producing a Broadway run of *Hedwig and the Angry Inch*, a musical comedy starring Neil Patrick Harris, which tells the story of a transgender rock goddess. Leve lives in New York City.

Doris Rosenau Loss, BS'62, and her husband **Robert A. Loss**, BS'60, celebrated their 50th wedding anniversary in August. Doris is a retired schoolteacher, and Bob retired in 2011 as campus dean at Northeast Wisconsin Technical College after a long career in publishing. The couple lives in Sturgeon Bay, Wis.

Former Illinois State University distinguished professor of art **Frances E. Anderson**, MS'64, EdD'68, is a clay artist and photographer whose work has been exhibited in shows in Illinois, Kentucky, Indiana and China. In 2002, Anderson received a Fulbright Senior Scholarship and spent four months doing research and lecturing in Buenos Aires, Argentina. This was the first Fulbright ever granted to an art therapist in the USA. Since retiring in 2002, she has received four additional Fulbright Senior Specialist Awards that have taken her to universities in Taiwan, Thailand and Pakistan. Anderson lives in Isle of Palms, S.C.

Michael Roque, BS'67, represented IU in the 1963 and 1965 intercollegiate straight pool tournament. His book on pool, *Build Your Game! 365 Days of Instruction, Motivation, and Insights for Pool Players*, was released in 2014 by Bebob Publishing. Roque still competes in local and national pool tournaments and won the Senior 8-Ball

Division at the Valley National Tournament in 2005. He and his wife, **Linda (Howell)**, BS'65, live in Portage, Ind., and have three daughters, **Cynthia Roque Schuler**, BS'90, **Dawn Roque Haskell**, BS'92, and Michelle Roque Loftin, BS'96.

Past president of the Hilton Head Chapter of the IU Alumni Association, **Joan Apple Lemoine**, BS'68, MS'69, PhD'85, was recently honored as one of Hilton Head Island's most "Intriguing People" of 2014. She is executive director of the World Affairs Council of Hilton Head and president of the Kickin' Asphalt Bicycle Club on the island.

Guy H. Rumsey, MS'68, recently retired after a 55-year career as a music educator. A multi-instrumentalist, Rumsey began teaching for the Bedford (Ind.) School District in 1959. After teaching in Indianapolis for more than a decade, he returned to Bedford to teach at Bedford North Lawrence High School in 1979. As well as serving as longtime BNL music department director, Rumsey also chaired the Indiana All State Orchestra and All State Choir Festival. Rumsey's wife of 51 years, Marian "Susie" (Denny), '67, and son, Todd, MD'91, both attended IU.

1970s

Roberta Reynolds Marsh, BS'70, MS'71, is the author of *Teach to the Heart*, an overview of techniques to enhance the teaching experience. Marsh has taught in all areas of education, including special education, at both elementary and middle-school levels and has received numerous awards, including Special Education Teacher of the Year and Teacher of the Year awards in Tempe, Ariz.

Gerald O. Thompkins, BS'70, MS'77, has been appointed executive director of the Office of Industry and University Research Initiatives at Kent State University. He is former director of the STEM Research and Education Center at Kent State. Thompkins lives in West Bloomfield, Mich.

In April 2014, the Texas A&M University System Board of Regents named **Gary G. Peer**, EdD'71, provost emeritus in recognition of his distinguished academic leadership in the Texas A&M system. Peer served as provost and vice president for academic

affairs at both Tarleton State University–Stephenville and Texas A&M University–Commerce. He held a number of administrative positions at other universities before joining the Texas A&M system in 2001. Peer and his wife, Beverly, live in Stephenville.

Founding dean of the IU Lilly Family School of Philanthropy, **Eugene R. Tempel**, MA'73, EdD'85, was named one of the 50 most influential leaders in the not-for-profit sector by *The NonProfit Times*. As founding dean of the IUPUI-based organization, Tempel leads the world's first school devoted to the study and teaching of philanthropy. He played an integral role in establishing the school's precursor—the Center on Philanthropy at Indiana University—and served as its executive director from 1997 through 2008. Tempel also served as president and CEO of the IU Foundation from 2008 until 2012.

Rosemary Agnew-Meracle, BS'75, MS'81, writes that after completing a doctor of education degree from California State College at Fullerton, she is a self-employed educational consultant in Santa Ana, Calif.

In March 2014, **Pusadee Tamthai**, MAT'75, PhD'82, was named acting governor of Bangkok, Thailand. A former member of Thailand's House of Representatives and deputy governor of Bangkok, she has been a strong advocate for education and women's issues in Thailand.

In December 2013, the Indiana Association of Public School Superintendents named **Jerry L. Thacker**, MS'75, Outstanding Educator of 2013. He has served as superintendent of schools at the Penn–Harris–Madison School Corporation since 2006. Thacker, who was named Indiana Superintendent of the Year in 2012, recently received the Sagamore of the Wabash award. He and his wife, Donna, MS'78, a retired music teacher, live in Mishawaka, Ind.

The Indy Chamber (formerly Greater Indianapolis Chamber of Commerce) named **Joyce Stout Irwin**, BS'77, MS'83, a member of its board of directors for 2014. She is president and CEO of Community Health Network Foundation in Indianapolis.

1980s

Alan J. McPherson, MS'81, MS'83, MLS'85, recently published *Indian Battle Sites in Indiana*, a historical guide to some of the most notable Native and Euro-American military conflicts that took place in Indiana during the 1700s and early 1800s. His previous book, *Turning Leaves: Indiana Autumn*, is a celebration of the colors of autumn in Indiana. McPherson, who lives in northern Indiana, is the author of numerous books about the Hoosier State, including *Notable American Indians of Indiana*, *Indian Names in Indiana*, and *Journeys to the Past*.

In June, the Indiana Association of Public School Superintendents elected **Robert L. Taylor**, MS'81, EdD'03, superintendent of Lebanon Community School Corporation, as its 2014–15 president. He will serve in the position for a year and represent all 288 of Indiana's public school superintendents. Taylor has served as a teacher, coach, assistant principal and principal at the high school, middle school and elementary school levels in the U.S. and in Europe. Taylor and his wife, **Jackie**, MS'80, have two sons, Matthew, BA'04, and Cole.

In January 2014, the St. Petersburg, Fla.-based Poynter Institute named **Timothy A. Franklin**, BS'83, president of the renowned journalism school, which also owns the *Tampa Bay Times*. Franklin was previously managing editor of *Bloomberg News* in Washington, D.C. Before Bloomberg, he was the editor of three metropolitan newspapers, and he was the founding director of the National Sports Journalism Center at Indiana University. Fellow IU alumnus Paul C. Tash, BA'76, is chairman and CEO of the *Tampa Bay Times's* publisher, Times Publishing Company and chairman of Poynter's Board of Trustees.

Kristin L. Skarie, MS'86, is the author of *A Year of Nothing New: Tools For Living Lean and Green*. The book poses the question, "What would it be like to live a whole year without buying anything new?" Skarie is president of Teamworks, a team-building and leadership development consulting company. A speaker, educator and entrepreneur with 29 years of experience in higher education administration, orga-

nization development and small business advancement, Skarie lives in Fairport, N.Y.

Joanna O. Masingila, MS'87, PhD'92, writes that she is interim dean of the School of Education at Syracuse University, where she has been a faculty member since 1992. She lives in Syracuse, N.Y.

In October 2013, **M. Lillian Casillas-Ori-gel**, BA'89, MS'98, director of La Casa, the Indiana University Latino Cultural Center at IU Bloomington, was named 2013 recipient of the IU Latino Alumni Association's Distinguished Alumni Award. The award recognizes outstanding professional achievements and community service of Latino alumni of any IU campus.

1990s

Track and field I-Man **Duane A. Brodt**, BS'91, BS'92, has been named director of public relations at Conner Prairie Interactive History Park in Fishers, Ind. After 12 years as a journalist in central Indiana, Brodt transitioned to the public relations field and has worked for the Salvation Army Indiana Division, Indiana State University, two central Indiana public relations firms and the National FFA Organization since 1998. He lives in Fishers with his wife, Mimi, and sons Ben and Sam.

The Metropolitan School District of Martinsville, Ind., named **Michele Miller Moore**, BS'91, EdS'10, EdD'11, its superintendent in April. She most recently served as interim executive director of the Central Indiana Education Service Center in Indianapolis. Moore began her career in finance before earning master's and doctoral degrees in education. She lives in Mooresville, Ind.

In September, Mrs. Green's World Radio Network promoted **Kelly Horn King**, MS'97, to chief operating officer. She continues her duties as executive producer of the weekly Mrs. Green's World podcast in conjunction with her new responsibilities as COO for the multi-media company, based in Tucson, Ariz., where she has worked for seven years. King previously worked at the University of Arizona as a student affairs professional in residential education.

2000s

Ian G. Essling, BS'02, and his wife, **Rachel (Cornwell)**, BS'07, MS'13, welcomed a son, Graham Nash Essling, into their family in February 2014. Ian is vice president and partner at Innovative Financial Solutions in Bloomington, Ind. A former teacher at Stalker Elementary School in Bedford, Ind., Rachel is now a homemaker. The family lives in Bloomington.

Melissa A. Hammans, BS'03, appeared in *Back to the Garden: The Music of Carole King, Joni Mitchell, and Laura Nyro* at the Buskirk-Chumley Theatre in Bloomington, Ind., in August. A musical tribute to the three folk-rock trailblazers, the show is currently touring the country. Hammans, who lives in Nashville, Tenn., has appeared in stage productions of *Company*, *Grease* and *Smokey Joe's Café*.

High school basketball, track and volleyball standout **Tiffany S. Kyser**, BS'03, MA'10, has been inducted into the Culver Academies Athletic Hall of Fame as part of its 2013 class. Currently pursuing a PhD in urban education studies at IU, Kyser is a member of the 2008 IUPUI Athletics Hall of Fame for

her illustrious four-year basketball career.

Ricardo Montelongo, PhD'03, writes that he has accepted a tenure-track faculty position at Sam Houston State University. He is an assistant professor of higher education administration and teaches in the master's and doctorate programs. Montelongo lives in Houston.

In September, **David Hoa K. Nguyen**, BS'03, JD/MBA'06, proposed to his girlfriend on the campus of IU Bloomington. A bench commemorating the occasion has been established near Showalter Fountain. Nguyen and his fiancée, Zelideh R. Martinez Hoy, BS'04, MS'06, have five IU degrees between them—shortly to be seven as both are close to completing PhD degrees. An Indianapolis attorney, Nguyen is a member of IUAA's Central Indiana Chapter board and an at-large member of the IUAA Executive Council.

"I have sold two more young-adult novels to Random House, which published my first two novels," writes **Lauren E. Morrill**, BA'05, MS'08. She adds, "*The Trouble With Destiny* will release in fall 2015, and *My Unscripted Life* will publish fall 2016. My second young-adult novel, *Being Sloane Jacobs*, was published in January 2014, along with the

paperback of my first novel, *Meant to Be*." Morrill lives in Macon, Ga.

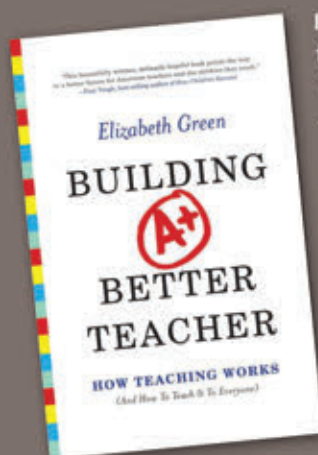
In June, the Woodrow Wilson National Fellowship Foundation named **Dominic A. Day**, BS'07, a 2014 Woodrow Wilson MBA Fellow. Day is a social studies teacher and team leader at Lynhurst 7th and 8th Grade Center in Wayne Township, Ind. MBA Fellows receive a \$50,000 stipend to complete an MBA program at the University of Indianapolis, after which they agree to serve in a leadership role in an Indiana school or district for at least three years.

2010s

In October, Indiana law firm Stuart and Branigin added new associate **Chase M. Patterson**, BS'11, JD'14, to its Lafayette, Ind., office. Patterson practices primarily in the area of civil litigation. He lives in Jasper, 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.

"Future of Teaching" discussion considers teaching pathways



Ideas, opinions and plans for the future of Indiana's teacher workforce were the focus of a public event held in Indianapolis on Dec. 9. The Indiana University School of Education, Teach Plus Indianapolis and Chalkbeat Indiana co-hosted a presentation and discussion on the future of teaching at the Indianapolis Central Library.

The interactive discussion, "Building a Better Teacher: Preparing Hoosier Teachers for the Future," was introduced by Elizabeth Green, founder of Chalkbeat, the nonprofit news organization that covers education through its bureaus in Indianapolis, New York, Colorado and Tennessee. Green presented findings that she wrote about in her new book, *Building a Better Teacher*. Scott Elliott, founding bureau chief of Chalkbeat Indiana, moderated a panel discussion that included Green and IU School of Education Dean Gerardo Gonzalez, as well as current IU Bloomington teacher

education student Adrianna Rivera and alumna of the IU School of Education at IUPUI Tayana Dowdell, BS'13.

The event was presented with generous support from the Indianapolis Central Library and WFYI television in Indianapolis. You can see a full video of the discussion at <http://youtu.be/EI8tZB39b-8>.

You can see a full video of the discussion at



In Memoriam



IU PHOTOGRAPHIC SERVICES

Hans Andersen

Hans Andersen

March 30, 1935–June 4, 2014

Hans Andersen was an internationally renowned and highly influential science education researcher who made his mark as a faculty member at Indiana University after earning his PhD at IU in 1966. Author of eight texts and more than 150 articles on science teacher preparation, as well as the teaching of science and science curriculum, he has been recognized for his work, particularly for his extensive work in Thailand.

Andersen spent 1972 in Bangkok as a senior expert in educational techniques for the United Nations Educational, Scientific and Cultural Organization (UNESCO) at the Institute for the Promotion of Teaching Science and Technology. As a professor of science and environmental education since 1974, Andersen helped promote environmental management as well as water and wildlife conservation in Thai communities. He taught an environmental education master's degree program at Phranakhon Rajabhat University in Bangkok as a guest lecturer and worked toward extensive science teaching methodology reforms. In 2006, the Thai Ministry of Education awarded him an honorary medal for 40 years of work in the education system there. In 2007, the Thai Crown Prince granted him an audience as he received an honorary doctoral degree from Phranakhon Rajabhat. The Institute for the Promotion of Science and Technology in Thailand presented him with an award for significant contributions to science teaching in 2013.

Andersen earned many more honors during his long career, including the Burton Gorman Teaching Award from the IU School of Education in 1999. The Standard Oil Foundation gave him its award for distinguished teaching in 1973. He was inducted into the Kappa Delta Pi International Honor Society in Education in 1958 and Phi Delta Kappa International in 1967.

He was president of the National Science Teachers Associa-

tion (NTSA) from 1989 to 1990 and earned the organization's Robert H. Carleton Award, the NSTA's highest honor. He was also a member and onetime president of the Hoosier Association of Science Teachers. Andersen was a fellow of the American Association for Advancement of Science.

Andersen graduated from Wisconsin Dells High School then served in the U.S. Army before entering the University of Wisconsin–Whitewater, where he earned a BS in science in 1959. He then earned his MS in biology from the University of Michigan in 1960 and his doctorate of education from Indiana University in 1966. He was a professor in the science education department at the IU School of Education from 1966 until he became an emeritus professor in 2002.

John LeBlanc

August 26, 1930–May 3, 2014

A longtime faculty in mathematics education at the Indiana University School of Education, John LeBlanc contributed greatly to teaching math, both as a scholar and practitioner. LeBlanc served on the IU Bloomington faculty from 1968 until his retirement in 1994.



John LeBlanc

Following two years of Army service during the Korean War, LeBlanc became a math teacher in Garden City, Mich., in 1956. Three years later, he became a math consultant in the Racine (Wisc.) school district. While in Racine, LeBlanc earned his master's and PhD at the University of Wisconsin. He also wrote for and headed a mathematics textbook series for K–12 curriculum published by Silver–Burdett, Inc.

LeBlanc became a full professor at IU in 1974 and became chair of the Mathematics Development Center, a project funded by the National Science Foundation. He was editor of the *Arithmetic Teacher Journal*, a publication of the National Council of Teachers of Mathematics.

His work was focused on making sure students had the best math teachers equipped with the best skills. Among his large research projects at IU were the nearly \$1 million NSF-funded "Preparing Teachers to Teach Mathematics: A Problem-Solving Focus," co-investigated with IU School of Education faculty member Frank Lester. The project that lasted three years starting in 1987 developed and evaluated materials and strategies for preparing new math teachers, which included revising IU coursework and intensive in-class assistance for pre-service teachers. Other large, funded projects focused on math curriculum and preparing math teachers.

Award-winning writer Hoose: “I want to pay tribute to young people”

Because of the guiding influence of a great high school English teacher, Phil Hoose thought for sure that his career path upon leaving the IU School of Education would lead to teaching English himself. After all, he loved writing and spoke fondly of his teacher from his Indianapolis high school days.

But, as it turned out, he'd apply his skills in a way he might not have foreseen back then. A first teaching experience at Crispus Attucks High School didn't go that well, which had him thinking about what he might have done wrong. Looking for his next opportunity, Hoose moved to New York City during the summer of 1971, passed the state teaching exam with ease and had another offer to begin a new classroom job in Brooklyn that fall.

He passed on the job. But he is still writing.

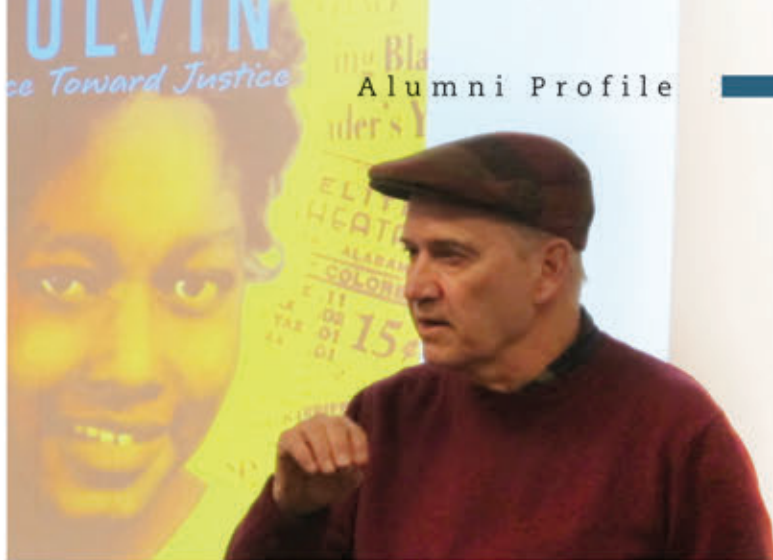
In retrospect, Hoose said he didn't know exactly what he wanted upon leaving IU but knew he needed to grow a little after graduating. Now, he can see what shaped him during those years, sending him into a career providing a voice for those who might not be heard. “I think the direction I got from the School of Ed in preparing myself to be a teacher was part of that,” Hoose said. Although, he added, another influence was an Indiana University campus with student activism at an all-time high.

“I went to IU in the late 60s, between '66 and '71,” he said. “And you had to take a side. It was a very turbulent time, and Vietnam was everything. It was a war I opposed, and I was vocal and active in my opposition to it. So I had some experience, I guess, in stating my views and trying to mobilize others to feel as I did.”

All these years later, Hoose has certainly continued to advocate. After turning down the Brooklyn teaching job, he went to work for the Natural Resources Defense Council, an environmental advocacy group. He left there to work for the Sierra Club and then studied at Yale for a degree in forestry. He then worked for the Nature Conservancy for 37 years.

But, he is best known for writing about those who have advocated and causes to be interested in, aiming largely at a young audience. Hoose is the author of eight books, largely for teens and younger, including his 2009 National Book Award-winning *Claudette Colvin: Twice toward Justice*. That book is about the largely unknown 15-year-old Montgomery, Ala., teenager who was arrested for not relinquishing her seat to a white bus rider and was arrested for it a year before Rosa Parks' arrest made news and history. Because of her youth and the circumstance of her being pregnant, she was not promoted by local civil rights leaders as a groundbreaking pioneer as Parks later was, but instead was shunned. She eventually moved from Alabama, and while her experience actually helped the local civil rights leaders know what to expect and plan for another such circumstance, her story was mostly left in the past.

To Hoose, it was important that young people not lose that historic



Phil Hoose, BS'71, speaks to a class at the IU School of Education during a recent visit.

voice. “She was someone who was able to talk about how badly it felt to go to school after having taken a public risk and to be mocked and ridiculed,” he said. “It was a teenager's story. What I was looking for was someone who had done something historically important and who could tell me not only what it was in detail, but how it felt. That was what I wanted, and that was Claudette.”

Over his award-winning career, Hoose has looked to tell the story of young people in the midst of historic circumstances. “I want to pay tribute to young people,” he said. “I don't want them to be left out of history, and I want them to know that the feelings of rebellion and idealism that almost all teens feel are not new and that it's been important in history. Their contributions have been very important.”

That was the driving force behind *We Were There, Too!: Young People in U.S. History*, a vast history of largely untold stories of young people. The project took Hoose six years to complete as he gathered tales ranging from boys who sailed with Christopher Columbus to a teen working with Cesar Chavez as he organized migrant farm workers to fight for their rights. Admitting that the big project “just wore me to a nub,” Hoose said it was something he felt was desperately needed.

“I was convinced that hundreds of thousands of kids in the U.S. would not get a chance to love and appreciate history unless, at the time they're exposed to it, they have something they can identify with—something that's theirs,” Hoose said. “They need to hear about people who were their age, people who were motivated by the same things that teenagers in particular are motivated by. It just made sense. And, as I got into the project, I just found all these very, very compelling stories that validated the premise.”

His most recent work reflects upon his environmental interests. *Moonbird* tells the incredible story of a particular shorebird that has been tracked on its yearly migration after biologists banded it more than 20 years ago. The bird, designated “B95,” has been tracked on its incredible yearly migration from the bottom to the top of the globe and back, a journey most of these birds don't survive after about four years. Argentinian biologists labeled it Moonbird because in those 20 years, it had flown the equivalent of traveling to the moon and halfway back.

In the story, Hoose again found a character to tell a larger tale. “Readers have trouble identifying with classes of people. You need a protagonist,” he said. “So I found a feathered protagonist. In some ways, it's the same book as all the others.”

And, for his next subject, his protagonist is again a young person. He is working on a book regarding youth resisters to the rise of the Nazis in Denmark prior to World War II. It is another relatively unknown story that he thinks young people should hear.

“Their contributions have been very important,” Hoose said.



Indiana University School of Education Honor Roll of Donors *July 1, 2013, to June 30, 2014*

Charitable contributions from alumni and friends provide the critical funding necessary to purchase state-of-the-art educational technology, fund new initiatives and enhance curriculum as well as award students with scholarships and fellowships to encourage their excellence. The School of Education gratefully acknowledges individuals and corporations that made gifts during the past fiscal year. Following is a list of Dean's Fellows—those donors who generously gave \$100 or more. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than \$100, we thank them for helping us further our mission.

Dean's Fellows

\$5,000 or more

Wendell W.
Wright Society

\$2,000–\$4,999

Henry Lester
Smith Society

\$1,000–\$2,499

Dean's Circle

\$500–\$999

Sustaining Fellows

\$250–\$499

Supporting Fellows

\$100–\$249

Contributing Fellows

Wendell W. Wright Society

\$1 million or more

†Patricia K. Fehl

\$500,000–\$999,999

†Mendel Sherman

\$100,000–\$249,999

†Dorothy M. Barnett

James M. Becker

†Irwin C. Fink

Martha Tilaar and H.A.R. Tilaar

\$50,000–\$99,999

Jane and Jay Jorgensen

†Phillip M. McLeod

\$25,000–\$49,999

Cassandra L. Book

Mary M. Webb

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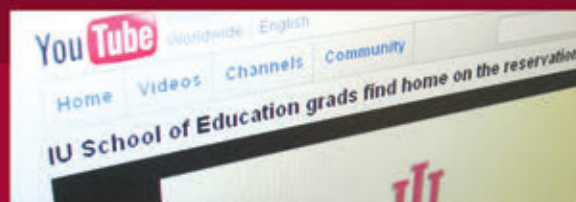
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Use your QR Code reading device to see a video profiling Danya Greenberg, a Chicago-area teacher who was a finalist for the prestigious Golden Apple teaching award just a couple years after earning her IU School of Education degree.



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Snapshot

Helping literacy on the Cook Islands



Senior Clinical Lecturer in Curriculum and Instruction Leana McClain spent her recent sabbatical doing quite a bit of work. She spent six weeks working with schools on the remote islands located in the middle of the Pacific Ocean, more than 2,000 miles from New Zealand. McClain worked directly in classrooms, assessing English language instruction and providing literacy workshops to teachers and the Cook Islands Ministry of Education. McClain taught in more than 40 classrooms in nine schools and conducted a dozen workshops.