

Winter 2013

Chalkboard

Indiana University School of Education Alumni Association

Re-thinking student debt issues, higher education quality

Faculty gives insight to reporters from across the country during seminar hosted by the IU School of Education

50 years since his family fled, Dean Gonzalez visits Cuba

From homeless to IU School of Education degree: a new teacher's story

Chalkboard

Indiana University School of Education Alumni Association

MISSION STATEMENT

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



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Continuing to seek answers

by Gerardo M. Gonzalez, Dean, School of Education



"The last few years have been challenging for teachers and educational leaders across the country. But more recently, the challenges seemed to suddenly become much more immediate."

See video of the entire Winter 2012 convocation, including Rebekah Sims' speech, at <http://go.iu.edu/6HF>.

ERIC RUDD

In our last issue of *Chalkboard* featuring the cover story "Teaching in 2012," I wrote in this space about the passion educators bring to their jobs. The last few years have been challenging for teachers and educational leaders across the country. But more recently, the challenges seemed to suddenly become much more immediate.

You've all no doubt thought a lot about the terrible elementary school shooting in Connecticut in December. As policymakers grapple with what to do in its aftermath, it's natural that educators wonder about their role when an unimaginable circumstance strikes.

The December convocation ceremony at the IU School of Education in Bloomington happened just a day after the Connecticut tragedy. Our undergraduate speaker, Rebekah Sims, who received bachelor's degrees in both English education and special education that day, had thought a lot about her new professional role in those 24 hours. In fact, she had prepared an entire speech to deliver on behalf of the graduating class to the audience gathered at the Wright Education Building, then scrapped it to address what had happened in that elementary school. She delivered eloquent, inspiring words that both young teachers and seasoned professionals can take to heart.

Quoting from Parker Palmer, author of *The Courage to Teach*, Sims began with this: "The more we love teaching, the more heartbreaking it can be." Sims said the Connecticut shooting was "one of those moments when the heart is asked to hold more than it seems possible." She spoke of the bravery demonstrated by

teachers and administrators and how it was an extreme example of what educators must demonstrate at their best. "The courage to teach involves not only teaching our content areas," Sims said, "but it also involves the courage to be with our students through struggle as well as triumph, and to share in extreme pain as well as joy."

Sims told the audience that the work continues and educators must be beacons providing a way out of such darkness. "In the face of this situation, we are reminded again of the urgent necessity to create communities based on kindness and respect, and we cannot give up on this hope even when what we build up is ripped apart," Sims said. "We have to continue to do the hard work of teaching and caring for our students so that they can grow up ready to engage with the world in peaceful and productive ways."

Those words provided a wonderful sendoff for students leaving our halls to embark on their careers. We share great responsibilities as educators, ones never to be considered lightly. You will read in this issue about current faculty, staff, students and alumni doing great work across the world. I think you'll find their stories reflect the passion they bring to their work as well as their courage to teach, regardless of the circumstances.



Use your QR Code reading device to see a video about how the Early Childhood Education Class of 2013 raised money to plant a tree at the School of Education in Bloomington.

Faculty honored by IU, other universities; Kunzman established new homeschooling research organization, Web site

Two faculty members of the Indiana University School of Education were honored in April with IU awards for outstanding teaching, research and services to the university. The President's Award, which was established in 1974, went to **Faridah Pawan**, an associate professor in the Department of Literacy, Culture and Language Education in the School of Education at IU Bloomington. **Heidi Ross**, professor of educational policy studies and comparative education in the School of Education at IU Bloomington, received the John W. Ryan Award for Distinguished Contributions to International Programs and Studies. The Ryan Award was initiated in 1991 and named for the man who was president of IU from 1971 to 1987. John Ryan, who died in August, was instrumental in fostering IU's commitment to excellence in international education. The award honors faculty members or librarians who have made exceptional contributions to the university's international programs and studies. President Michael McRobbie presented the awards at the 2012 Celebration of Distinguished Teaching dinner on April 20.

The University of Iowa Alumni Association awarded **George Kuh**, Chancellor's Professor of Higher Education Emeritus, with its Distinguished Alumni Award in June. Kuh, who earned his PhD at Iowa in 1975, founded the National Survey of Student Engagement (NSSE), which annually records the activities and experiences of undergraduates in the United States and Canada and the ways in which institutions promote student learning and personal development. One nominator told the Iowa Alumni Association that Kuh "has changed the landscape of American higher education for the better." Kuh currently directs and is co-principal investigator with Stan Ikenberry of the National Institute for Learning Outcomes Assessment (NILOA), which is co-located at the University of Illinois and IU.

The U.S. Department of Education has awarded nearly \$3.5 million to **Hannah Schertz**, assistant professor of special education, and two colleagues at other universities to study a method aimed at bolstering developmental foundations that support language for children with autism spectrum disorders. Schertz is principal investigator on a four-year project to determine the effectiveness of an intervention practice called Joint Attention Mediated Learning, an approach that targets

pre-verbal social communication between toddlers younger than 2 1/2 years and their parents. "The purpose is to begin at a very young age before difficult patterns of social interaction have become set," Schertz said, "and to focus on their greatest area of challenge, social communication." She describes Joint Attention Mediated Learning as an intervention implemented through natural

parent-child interaction. "The intervention focuses on foundational pre-verbal competencies that support the natural development of language." Schertz's co-principal investigators are Samuel Odom, a former IU faculty member, now director of the Frank Porter Graham Child Development Institute and professor in the School of Education at the University of North Carolina, Chapel Hill; and Kathleen

Morrone named dean of information technology at IUPUI



Stacy Morrone

As both associate professor of educational psychology and associate vice president for learning technologies, Stacy Morrone has pursued research into instructional practices that promote college student motivation and learning. In her new role as dean of information technology for IUPUI, she will further encourage the transformation of teaching and learning through innovative uses of technology.

Morrone's recent accomplishments include ensuring the availability of no-cost IT training for faculty and staff, the formation of iPad faculty learning communities, and the development of collaborative classrooms and flexible study environments.

"I'm in constant pursuit of new opportunities for IT-enabled teaching and learning," said Morrone. "In particular,

I'm interested in promoting explorations of emerging technologies in instructional settings and in creating learning environments that extend beyond conventional classrooms and laboratories to promote interactive learning and sharing."

Working with School of Education Associate Professor Jacqueline Blackwell, Morrone helped develop a new collaborative classroom at IUPUI that has become a model for classrooms across IU. Morrone is also a key collaborator behind the redesign of several Student Technology Centers (STC) and classrooms at IUPUI and IUB that feature flexible furniture arrangements and a range of technologies to enhance teaching and learning. At IUPUI, redesigned STCs include IT 131 in the Informatics & Communications Technology Complex, the rich media area on the fourth floor of University Library and UC 101 in the Taylor Hall Multicultural Center. At IUB, Morrone was a key collaborator in the creation of the new collaborative classrooms in the Union Street Center and in the redesign of the Indiana Memorial Union STC.

As dean of IT, Morrone will continue to advocate for technology-rich learning environments on the IUPUI campus. She works closely with the chancellor's office, the executive vice chancellor, faculty council representatives and other deans providing leadership and direction on campus IT issues and partnering to further collaborative and experimental learning.

In 1998, Morrone became an assistant professor in the School of Education. From 2002 to 2006, she also served as executive director for the Center for Teaching and Learning at IUPUI. Morrone joined the Office of the Vice President for IT and CIO in 2006 and currently serves as associate vice president for learning technologies. In her current roles, she is committed to helping the IU community stay on the cutting edge of next-generation learning technologies.

"Now, more than ever before, the ability to engage students in their learning is critical to their success. Evolving learning technologies afford new opportunities for deeper student engagement," said Morrone. "We're trying to keep a finger on the pulse of what's next in learning technologies and assess the range of new tools, systems and approaches that could benefit students for years to come."

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Baggett, associate research professor at Juniper Gardens Children's Project within the Schiefelbusch Institute for Life Span Studies at the University of Kansas. Schertz will recruit primary caregivers with toddlers 30 months or younger from diverse socioeconomic, ethnic and racial groups in the Indianapolis area, and the co-investigators will recruit from their North Carolina and Kansas sites.

The MacArthur Foundation's Digital Media and Learning initiative has granted \$400,000 to Associate Professor **Dan Hickey** in the Learning Sciences Program to study "digital badges," a Web-based token of accomplishment, success or completion used often in online education. Through the two-year Digital Badges Design Principles Documentation project, Hickey and his doctoral students will document the design principles that emerge across the 30 awardees in the "Badges for Lifelong Learning" competition funded by the MacArthur and Gates foundations.

While relatively new, the idea of using digital badges has gained attention since the foundations opened the competition in fall 2011 at a kickoff event featuring U.S. Secretary of Education Arne Duncan and the heads of many federal agencies and foundations. The goal is to help create what the foundations call a "significant ecosystem" of badge issuers, seekers and displayers to promote badges as an alternative path to accreditation and credentialing for learners. The competition received extensive coverage in *The New York Times*, *The Wall Street Journal* and *The Chronicle of Higher Education*. Digital badges offer an organized way for educators, programs and schools to offer detailed information about what the person has accomplished. Clicking on a badge will reveal information such as the recipient's name, who awarded the badge or what the recipient did to earn the badge. That information can be hyperlinked to more detailed information, such as a course syllabus, peer reviews, videos or digital portfolios.

Hickey's team will document the design principles for using digital badges to recognize, assess, motivate and evaluate learning. The research is intended to bring new insights about using badges as the project teams put their ideas into practice and revise them. "Everyone wants 'proof' that innovations like digital badges 'work,'" Hickey said. "The more useful question at this stage is uncovering the principles for using badges that are most appropriate in particular contexts."

Associate Professor and Associate Dean for

Longtime faculty member Theobald becomes president of Temple University



Neil Theobald receives award from President Michael McRobbie.

Indiana University Senior Vice President and Chief Financial Officer Neil Theobald began duties as president of Temple University in Philadelphia on Jan. 1. Theobald is a recognized expert on educational finance and joined the IU School of Education as an associate professor in 1993.

Because of his higher education financial credentials, IU named him chief financial officer in July 2007, adding the title of vice president in 2011. His scholarship is especially recognized in the areas of educational affordability. The University Council for Educational Administration presented Theobald with the Jack A. Culbertson Award in 1995, an award presented to a professor who, in the first seven years of his or her career, has made the most outstanding contribution to the profession. IU has honored Theobald three times with the Teaching Excellence Recognition Award. In addition, he has been president of the American Education Finance Association and won the association's Jean Flanigan Outstanding Dissertation Award for his work in the study of educational finance in 1990.

An advocate of reducing student debt, Theobald has led several initiatives to help students lower debt loads. His office created the IU Office of Student Financial Literacy last summer. His charge as IU CFO included overseeing a \$3 billion budget for more than 110,000 students, 3,000 faculty and 14,000 staff members.

President Michael McRobbie honored Theobald with the highest honor an IU president can bestow, the President's Medal for Excellence, during a farewell ceremony for Theobald on Dec. 10. McRobbie praised Theobald for his leadership in financial management, allowing IU to keep costs down while attracting high-quality faculty and students. "Neil's leadership has helped to make all this possible," McRobbie said. "Indiana University and the state of Indiana owe him a great debt for his outstanding service over the past two decades."

Teacher Education **Rob Kunzman** has brought together some of the world's top scholars of homeschooling to form a research organization and a companion Web site, providing the latest resources for those interested in academic scholarship on homeschooling. The International Center for Home Education Research unveiled its new Web site, [www. ICHER.org](http://www.ICHER.org), in September. The organization and the Web site are intended to provide a

resource for anyone, from parents to the press, to find information and to gain insight into homeschooling.

"The center grew out of an ongoing collaboration with several colleagues across the world who study homeschooling and who have expressed a desire to create a network of scholars who can exchange ideas, share research, and contribute more to the public and policy conversations about homeschooling,"

School of Education graduate knows personally how education can change lives



Trish Van Lue

The pathway to a college degree is rarely straight. Negotiating the lifestyle, finances, and mental and physical demands is a problem common for many members of a higher education student body.

For some, though, the hardest battle is just getting there. Trish Van Lue's own road to college was blocked for more than 20 years. Always one of her goals, college was simply out of reach due to difficult life circumstances.

"I never thought I would be here," Van Lue said. She grew up splitting time between Indianapolis, Texas and North Carolina. "I never thought I would have the opportunity. Nobody in my family has ever graduated from college."

In May, Van Lue did more than simply earn her degree. She graduated as the IU School of Education's Chancellor's Scholar and was a member of the Dean's List. Last year, she earned the Patricia Tefft Cousin Scholarship, named for the late IUPUI faculty member and given to "an outstanding undergraduate student majoring in elementary education with a demonstrated interest in special education, literacy or early childhood." As she finished her degree, her daughter completed her first semester at IUPUI. Just as it is a new beginning for Van Lue, it is the ending of a long and quite winding road.

"I've been on my own since I was 17," Van Lue said as she began the tale of why her college degree took 22 years to complete. "I was the oldest of four children growing up in poverty. When college was mentioned, I was shot down with 'We're not going to have money for college; you're not going to college.'" That declaration from her parents came despite the fact she tested as gifted and talented by the third grade. While teachers encouraged her to seek out college anyway, she didn't. "When you're 17 and on your own, and there's nobody around you who has ever been to college, you don't even know where to begin," she said. "I was too busy for a long time just thinking about surviving."

In her senior year of high school, Van Lue dropped out so she could work two jobs. She joined the National Guard hoping to earn money for college, but left after basic training. At 18, she married and became pregnant. During that time, she and her husband lost their apartment and spent three months in a homeless shelter. Still, she returned to

finish high school where she graduated with honors. Van Lue began full-time work after earning her diploma. As she struggled to bring in enough money to support her family, Van Lue said she also had to endure an abusive relationship. She left her husband when her daughter was nine months old.

At 22, she met her current husband. For the next 10 years, they struggled, spending time in homeless shelters and struggling to keep afloat. She was sure that a college degree could change everything, so the couple decided to make a turn. "When I was 32 or 33, my husband and I sat down and said 'Can we make this happen?'" Van Lue said. "I just realized, I would never be complete until I followed my dreams."

Van Lue was working as a full-time certified medical assistant when she began part-time classes at Ivy Tech. Her studies began in business, but she shifted to education. After a semester of evening and weekend classes, she left her job and opened a licensed day care in 2006. Through her experience working with children at her business and her early courses, she was sure education was the correct choice, though she admits she had to adjust when she came to IUPUI.

"I really had to change my whole outlook on education because the program here at the School of Education is so different from what I experienced as a child," she said. In particular, she said the introduction of inquiry for young students surprised her, focusing the instruction on the students and allowing them to learn and discover through their own questions. "It wasn't work sheets," Van Lue said. "It was, 'Let's look outside and draw pictures of what we see and observe outside in science.' We would observe the fish and ask, 'Why do the fish get really still?'" Van Lue particularly cited the work of Special Education Assistant Professor Jane Stephenson, Clinical Assistant Professor Lonnie Gill and Visiting Lecturer Jane Leeth.

Throughout her student teaching, where much of what she taught was prescribed, Van Lue said her School of Education experience made her feel something more was possible in the classroom. "I've learned to ask how we can change this," she said. "How can we bring inquiry into a traditional classroom in a traditional school system?"

And, of course, she knows better than to assume students who come from certain backgrounds are destined for failure. "When someone tells me that they're living in poverty, I can say, 'You know what, I grew up in poverty, and now I own a four-bedroom home in a nice suburban neighborhood,'" she said. "We have smart people who are living in poverty. We've got students who are capable of learning who are living in poverty. They just need a chance."

Van Lue is proof of that. She already had a full-time job offer before her student teaching was complete. Shortly after graduation, her husband accepted a job in Colorado, and she found a job in time for the fall semester. Van Lue is a third-grade teacher at East Memorial High School in Longmont, Colo. The pathway has opened in ways almost unimaginable just a few short years ago.

"I don't know if I can even put it into words, because it's so..." she said as her voice trailed off, her eyes fighting tears. "I think it just really taught me that if you put your mind towards it, you can do anything. Anything is possible if you want it badly enough."

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he said. Kunzman has studied homeschooling intensely for the past decade and is the author of *Write These Laws on Your Children: Inside the World of Conservative Christian Homeschooling*, a widely praised profile of homeschool families published by Beacon Press in 2009. By the most recent numbers from the U.S. Department of Education, 1.5 million students were homeschooled in the United States in 2007—likely an undercount of the actual number, which is probably more than two million, according to Kunzman. "Our goal is to present homeschooling neither as the answer for everything nor as a problem that needs to be solved," he said, "but rather as a fascinating educational phenomenon that deserves thoughtful analysis and commentary."

Curt Bonk, professor of instructional systems technology, delivered a five-week, free and open Internet course about teaching online for a company that specializes in organizing online courses. CourseSites, a site operated by educational software company Blackboard, unveiled its "Open Course Series"

with Bonk leading a session titled "Instructional Ideas and Technology Tools for Online Success" throughout the month of May, a "massive open online course," or MOOC. Before registration opened, nearly 1,000 people had already indicated interest in the course. One thousand more participated in the course over the five weeks. The project is a natural for Bonk, who wrote a book titled *The World Is Open: How Web Technology Is Revolutionizing Education*, published by Jossey-Bass/Wiley. The book documents the many ways in which various technological innovations have made it possible that "anyone can learn anything from anyone else at any time."

Robert Arno, Chancellor's Professor Emeritus of Educational Leadership and Policy Studies, is the recent recipient of an Erasmus Mundus academic scholarship from the European Commission, the executive body of the European Union. Erasmus Mundus is a cooperation and mobility program in the field of higher education that aims to enhance the quality of European higher education and

promote dialogue and understanding between people and cultures through cooperation with third countries.

In November, Arno spent three weeks at the Department of Education at Aarhus University in Copenhagen, Denmark. He offered seminars on his research in the field of comparative education with a particular interest in his research on talent identification and development in different performance fields and socio-cultural contexts.

Arno authored *Talent Abounds: Profiles of Master Teachers and Peak Performers*, the result of a 13-year study of more than 150 world-class artists and athletes. The College of New Jersey selected the book as one for the faculty to read and discuss as part of its 2011–12 academic year theme of creativity and innovation. Arno presented at the college on May 3, 2012. He is co-author of *Comparative Education: The Dialectic of the Global and the Local*, just out in its fourth edition.



Curt Bonk conducts a MOOC Session from the IU SOE Instructional System's Technology Studio.

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Revisiting the past:

Dean Gonzalez returns to Cuba 50 years after leaving



Top Photo: Dean Gonzalez (center, holding “Hoosier Travelers” sign) with the IUAA group at the main entrance to the University of Havana. At the far left is a University of Havana student who greeted them.

Bottom Photo: Dean Gonzalez (center) with IUAA travelers Wen Bias (L) from Liberty, Ind., and Bruce Byrne (R) from Haddonfield, N.J., (BA’67 in zoology, PhD’72 in genetics from IU) in Trinidad, Cuba. The Escambray Mountains are in the background.

A lot can change in a half-century. In Cuba, it’s amazing how much has stayed the same.

It’s something Dean Gerardo Gonzalez had long heard about the island nation where he was born. For example, Cuba is a country where an estimated 60,000 classic cars from the 1950s roam the streets because the government has restricted private property since the Castro revolution claimed the capitol in Havana in 1959. In May, Gonzalez saw the classic cars and other reminders of a historical and personal past while leading an Indiana University Alumni Association (IUAA) group on a trip to three Cuban cities—Havana, the coastal city Cienfuegos in the south and the central Cuban colonial town of Trinidad.

In February 1962 when he was 11 years old, Gonzalez, his sister and his parents emigrated from Cuba. After applying with the government months earlier to leave the island, his family was given 48 hours to depart.

Although decades had passed since he last saw Cuba, Gonzalez immediately recognized several things upon his return. The bodegas, small markets that closely resembled one operated by Gonzalez’ grandfather, still remain and brought back many memories for him. He recognized much of Trinidad, where he spent long weekends with his parents. The mountain town is only 30 miles from Gonzalez’ former Cuban home in Placetas. “That was very familiar to me because I had been there many times as a child,” he said. “It looks like it has been frozen in time. Everything looks just like I remember it, and people tell me that’s the way it is everywhere in Cuba. The whole island seems like a museum.”

Returning to Cuba was a thought Gonzalez had long tucked in the back of his mind, but never actively sought to take. When a call came from the IUAA asking if he’d be interested in leading a group, he couldn’t refuse. Still, he couldn’t truly know what he would find. “Once I had the opportunity to go, I was enthusiastic as you might expect,” he said. “But the emotional reaction and the



Dean Gonzalez (back center) and the IUAA group with Cuban schoolchildren.

thinking about what life had been like, having left, and how that compared to people I met there and the kinds of lifestyles that they had, it was something that I just wasn’t totally prepared for.”

What struck Gonzalez was the level of education many of the people he met had attained, although they struggled to make ends meet. Cuba has an overall literacy rate of more than 96 percent. The Communist government has long touted its free education for those who meet the entry requirements. But the opportunities may not exist for those who reach the highest levels of education, such as the man Gonzalez met who cleaned pools at a hotel, although his degree in hospitality management might have prepared him to run the hotel.

It’s the dichotomy of the Cuban system, where there is nearly 100-percent participation in K–12, a possibility of a graduate or professional degree for free, but a price paid in opportunity and free thought. “Education is used as an instrument of indoctrination, and the rewards and the advancement come with a heavy dose of ideology and an expectation that you will conform to it,” Gonzalez

said. “In the U.S., education actually empowers you to speak out in opposition of ideas or philosophies that you may disagree with. So this visit to Cuba has given me a deeper appreciation for the role of education as a means to foster critical thinking and citizenship in a free society. It’s something I always knew and believed, but again, it’s the kind of thing you take for granted.”

The ideology and the dichotomy were apparent in elementary school classrooms Gonzalez visited, full of celebrated symbols and integrated rituals. Students wear a blue scarf through the third grade, only earning a red scarf that matches the socialist color and advancement to fourth grade if they pledge commitment to the Cuban system. “I had to wonder how much of that is the kids going through the motions because they’ve learned along the way that this is what is expected, rather than an actual acceptance of the ideas being promoted,” Gonzalez said. In another similar classroom, one of the American visitors received an enthusiastic “Yes!” from all the students when he asked if any of them would like to go to the United States.

Amidst it all, the dean of one of the world’s premier education institutions

couldn’t help but wonder about how different his life might have been had he never left Cuba. One of the guides for the IUAA group told Gonzalez that his own parents had completed the same application to leave Cuba, but ultimately decided to stay. While he said he felt that it was the right decision for his family at the time, others related the intense pain they experienced since the Castro revolution.

Particularly striking, Gonzalez said, was the story told by a man who approached him on the street offering pesos for Cuban Convertible Pesos known as CUCs (Cuba has a dual economy in which the CUC, tied to the value of a U.S. dollar, has much more buying power than pesos). Gonzalez discovered that the man’s daughter had married into the family of the Gonzalez family doctor in Placetas. After speaking for a while, the man revealed a pivotal event following his family’s decision to stay in post-revolution Cuba. “He said, ‘When my father was a young man, he bought three houses that were going to be used to provide a little income for his retirement, and then he would leave them for us, the kids in the family,’” Gonzalez said. “When the Castro revolution came, they nationalized all three houses and took them away from him. He died of a heart attack—a broken heart, really. He was 47 years old.’ He said, ‘I’m 73, and I died the day he died.’”

Gonzalez has shared photos and made presentations about his Cuban visit since returning. He said he has a renewed interest in anything having to do with Cuba in the news. And, all these years later, there’s a renewed appreciation for what became of an 11-year-old boy, his sister and his parents who arrived in Miami with barely anything more than the clothes on their backs.

“The visit was very powerful and emotional,” he said. “It was fascinating in every way.”

School of Education alumna wins Milken award, dubbed “Oscars of Teaching”



Candace Ewing (L) with Senior Vice President of Milken Educator Awards Dr. Jane Foley

Representatives from the Milken Family Foundation surprised Indiana University School of Education alumna **Candace Ewing, BS’04, MS’08**, on Dec. 6 by presenting her with the 2012 Milken Educator Award, one of just 40 handed out across the nation every year, and Indiana’s only recipient this year. Ewing, who earned a bachelor’s degree in elementary education and her master’s degree in educational leadership, reacted with shock. But those who nominated her for the award that carries a \$25,000 cash prize were not surprised.

Teacher Magazine dubbed the Milken Educator Awards the “Oscars of Teaching.” Education reform leader Lowell Milken created the award in 1985 to celebrate, elevate and activate excellence in the profession. The Milken Foundation has honored more than 2,500 K–12 teachers, principals and specialists coast-to-coast with more than \$63 million in individual, unrestricted \$25,000 awards. The first two Indiana teachers to earn the Milken Educator award, in 1993, were IU School of Education alumni **Terrance Levenda, MS’66**, Portage High School principal, and **Francis Mustapha, Specialist’79**, a teacher in Fort Wayne. Since then, a large portion of Indiana Milken award recipients have been IU School of Education alumni. Including Ewing, the 22nd graduate to win the honor, five alumni have received the Milken Educator Award

in the past five years: **Wilson Reyes, BS’85**, in 2011; **Chris Kates, BS’00, MS’11**, in 2008; **Nicole Law, BS’94**, also in 2008; and **Jeff Rudkin, BS’85, MS’89**, in 2007.

Ewing is assistant principal of Snacks Crossing Elementary School in the Metropolitan School District of Pike Township, where she has also served as instructional coach and a kindergarten teacher. She grew up in Indianapolis, attending Pike Township schools. Colleagues at Snacks Crossing said she showed great leadership at the school while having a direct impact on students, leading in part to the school achieving Adequate Yearly Progress—the federal measurement of student standardized test achievement—for the first time in spring 2011.

Milken Award winner in 2007 **Jeff Rudkin, BS’85, MS’89**, spent part of June in Fort Scott, Kansas, as a Lowell Milken Center fellow. The Milken Foundation selected six teachers from across the country in 2012 who have “distinguished themselves in teaching respect and understanding through project-based learning or have the potential for this distinction.” As a part of the fellowship, Rudkin received instruction on project-based learning and collaborated with the Center on a project for the next year. Rudkin has won numerous honors for the “B-TV”

program he started at Batchelor Middle School in Bloomington 17 years ago, which allows seventh and eighth graders to work on video production.

Indiana University President Michael McRobbie presented the Thomas Hart Benton Medal to IU School of Education alumnus **H.A.R. Tilaar, MS’66, EdD’67**, emeritus professor at the State University of Jakarta, when he traveled to Indonesia in May. The Benton Medal goes to individuals who have achieved a level of distinction in public office or service and have exemplified the values of IU.

More than 200 gathered for a ceremony in Jakarta on May 28. Tilaar is a highly influential voice for education in Indonesia. He spent 23 years as an educational specialist for BAP-PENAS, the Indonesian government’s central planning agency, serving as deputy director for education and culture and assistant minister for human resource development. Tilaar is the author of more than 200 articles and 20 books on Indonesian education, including the most comprehensive historical study to date. The Republic of Indonesia awarded him the “Bintang Jasa Utama,” or “Highest Service Star,” in 1998. The Indiana University School of Education presented him with the Distinguished Alumni Award in 2009.



Indiana University President Michael McRobbie presents H.A.R. Tilaar with the Benton Medal on May 28.

Smiley headlines School of Education at IUPUI event to celebrate outstanding alumni

TV and radio host, author, philanthropist, advocate and documentary filmmaker Tavis Smiley served as keynote speaker for the inaugural event, “Celebrating Transformational Leaders in Education,” at the Indiana University School of Education at IUPUI. The celebration honored Brandon Warren, a fourth-grade teacher at Chapel Glen Elementary School in Wayne Township, and Rocky Valadez, principal of Lawrence Central High School in Lawrence Township. A committee selected the two educators among a pool of nominees who, within the first decade of their careers, made a significant impact in their schools. The honorees received a \$1,000 award to advance their work.

Smiley hosts the late-night television talk show “Tavis Smiley” on PBS as well as “The Tavis Smiley Show” and “Smiley & West” on Public Radio International (PRI). A native of Kokomo, Ind., and author of 16 books, including his memoir, *What I Know for Sure: My Story of Growing Up in America*, Smiley earned a degree from the IU School of Public and Environmental Affairs.

The idea for the event grew from the school’s urban education speaker series, said Executive Associate Dean of the School of Education Pat Rogan. “We wanted a signature event to engage the Indianapolis community, our students and our alumni, with a focus on urban education and the positive work that we’re doing,” she said. “We wanted to provide an opportunity to hear from a nationally prominent speaker about critical issues and positive practices, while celebrating transformational educators.”

After graduating with a bachelor’s degree in elementary education from the IU School of Education at IUPUI in 2009, Warren immediately impressed the Wayne Township administration. “When we interviewed Brandon in 2009, we knew we had to have him join our staff right away,” wrote Dr. Jeffrey K. Butts, superintendent of Wayne Township, in recommending Warren’s nomination. “His preparation, experience and personality were a must-have for us in the M.S.D. of Wayne Township.”

“Mr. Warren is one of the most dedicated teachers I have known in my 38 years in education,” wrote Marc Coapstick, Chapel Glen principal. “He goes beyond the normal day by involving students, parents and community members in the learning process of all his children.”

Valadez became principal at Lawrence Central earlier this year having made a mark in area schools. He started as an art teacher at Lawrence Central in 2001, advancing to department chair by 2005. He completed the Urban Principal Program at IUPUI in 2008 and began an administrative career joining Fall Creek Valley Middle School in Lawrence Township as assistant principal. “We moved from a failing to a prosperous middle-level institution,” wrote Fall Creek Valley Principal Kathy Luessow. “Rocky has grown from an administrator who was an accomplished and committed task master to a leader who understands quality instruction and curriculum and how to implement it with fidelity in an effort to reach all students.”

After three years at Fall Creek Valley, Valadez became principal of the freshman school at Lawrence North High School. “Mr. Valadez, in one short year, helped us develop a collaborative atmosphere in which teachers found value in the professional learning community process,” said Brett Crousore, principal at Lawrence North.



Tavis Smiley served as keynote speaker for the inaugural event.



Brandon Warren



Rocky Valadez

SMILEY AND WARREN PHOTOS: LORI SIRTOSKY; VALADEZ PHOTO: COURTESY ROCKY VALADEZ.

‘Teaching legacy,’ ‘education ambassador,’ STEM leader honored with Distinguished Alumni Awards

On Oct. 5, the Indiana University School of Education honored three outstanding alumni who have, among them, had a great effect on issues of urban education, STEM education and international higher education programming. The 36th annual IU School of Education Distinguished Alumni Awards honored the latest group of alumni whose work has made a lasting impact on society.

Honorees included Patricia Payne, director of the Crispus Attucks Center in Indianapolis; Gerald Thompkins, director of the STEM Education and Research Center at Kent State University; and James Weigand, former Indiana University School of Continuing Studies dean.

Patricia Payne, BS’62, MS’75, is a tireless advocate for educational equity and has made her life’s work fighting for social justice. Payne spent 25 years as an elementary teacher before being appointed to create Indianapolis Public School’s Crispus Attucks Center, which is charged with furthering excellence, scholarship, respect and courage toward greater student academic achievement.

During the ceremony at the School of Education, Executive Associate Dean of the IU School of Education at IUPUI Pat Rogan read a statement about Payne by Indianapolis Public Schools Superintendent Eugene White, who called her a “teaching legacy.” White stated that, from the moment he met Payne, “she stood out as a leader.” Payne thanked many in the room and the Indianapolis community with whom she has worked so closely.

A luminary in the Indianapolis community, Payne’s influence has been appreciated around the country. She is a past Indiana State Teachers

Association board member and committee chair, commissioner on the Indiana Teacher Education Licensing Study Committee, and has served on the National Education Association’s Board of Directors. Payne was the 1984 Indianapolis Public Schools Teacher of the Year and an Indiana Teacher of the Year finalist. She has been honored by countless organizations including the Indiana Civil Rights Commission, the Atlanta-based Martin Luther King Institute for Social Change, the Indiana Black Expo and the NAACP.

Gerald Thompkins, BS’70, MS’77, is the recently appointed director of the STEM Research and Education Center for Kent State. “A great deal of responsibility comes with this award,” Thompkins noted in receiving his honor. With great appreciation for the encouragement he received from School of Education faculty, he particularly noted Michael Cohen, professor emeritus in science education at the IU School of Education at IUPUI, as someone who pushed him to do his best.

Formerly the associate dean for student affairs at Wayne State University College of Engineering, Thompkins has a portfolio that includes enrollment management, business development partnerships, cooperative education programs and international student exchange programs. He also directed the Center of Academic Excellence in National Security Intelligence Studies and the Michigan-Louis Stokes Alliance for Minority Participation. Previously, he was director of engineering programs at Michigan State.

Thompkins is a retired commander in the United States Navy, serving throughout the United States, Iceland and Japan. His 22-year naval career began as an intelligence officer

and subsequently as a training officer for an Anti-Submarine Warfare Operations Center unit. His military awards include the Navy Commendation Medal, National Defense Service Medal, Navy Achievement Medal, Armed Forces Reserve Medal, Air Force Organizational Excellence Award, Recruiting Gold Wreath Award, and various unit and service ribbons.

James Weigand, EdD’64, is an energetic ambassador for education—science education, international education and continuing education—and has truly impacted lives all over the world. Earning his doctorate from the School of Education in 1964, Weigand has spent his career as one of IU’s greatest advocates, serving as professor in the School of Education, assistant to three IU presidents and as dean of the School of Continuing Studies. Even in retirement, his contributions to the university continued as special assistant to the IU Foundation president, a role he maintained until 2012.

Weigand noted several people who inspired him, including the legendary IU president and chancellor, Herman B Wells. He said it was an important measure that the Wright Education Building, built in the 1990s, kept a signature feature of the building entrance that was on the old School of Education facility—a quote from one of the fathers of Indiana’s public education system, Caleb Mills. It reads: “A teacher must inspire as well as instruct.”

“You never know who you’re going to inspire,” Weigand said.

His accomplishments are widely acknowledged, having received numerous outstanding teaching awards from Indiana University, the National Science Teachers Association’s Distinguished Achievement Award, the National Continuing Education Association’s Distinguished Award and the Sagamore of the Wabash from former Indiana Governor Evan Bayh. In 2006, Weigand’s legacy of service was recognized with Indiana University’s Distinguished Alumni Service Award, the highest honor bestowed upon an alumnus of Indiana University.



Use your QR Code reading device to watch the entire IU School of Education Distinguished Alumni Awards ceremony.

CHUCK CARNEY

CHUCK CARNEY



Really outstanding in a virtual world

Deborah Sudbeck, BS’89

A little more than seven years ago, Deborah Sudbeck, BS’89, returned to full-time teaching. A veteran elementary classroom teacher in Indiana and Virginia, she was ready to resume her work five years after the birth of her child. Even as she returned, she never left her house.

“I really did not know what I was getting myself into because it was so new, even back then,” Sudbeck said of her then-new teaching position. Sudbeck became a full-time classroom teacher again, just without a physical classroom space. She now has a classroom in cyberspace as an elementary grade teacher for the Colorado Virtual Academy, or COVA, a statewide online public school started 11 years ago. “When I first started, probably the first two months were spent trying to wrap my head around what online education was and what that meant. And it’s really evolved, even from then.”

Sudbeck can recall the early days of teaching online, when the tools weren’t nearly as smooth and the technology was cumbersome. Over time, she realized the best way to be an effective teacher with real students in a virtual manner was to use a bit of trial and error.

“Sometimes teachers get afraid to be creative or think outside of the box because they think of the chaos that may ensue,” she said, “and you kind of have to just go for it. Just say, ‘It’s probably not going to work, but I’m going to try it,’ and, if it doesn’t, then you just say, ‘Well shoot, that didn’t work. Let’s try another time,’ or ‘Okay, here’s Plan B.’ This is true in the classroom as well as online—you have to be totally flexible because you never know.”

In time, much more has worked than not. The Colorado Department of Education honored Sudbeck for creativity in teaching, naming her Colorado’s 2012 Online Teacher of the Year. “The fact they picked me out of 20 other teachers that they could have chosen from who are just as good and as innovative as I perceive myself, I was really surprised and honored when they did pick me,” Sudbeck said.

The Colorado education department cited Sudbeck’s innovations

in choosing her for the honor. In a note about her award, the department stated that Sudbeck offers “a high level of customization for her students.” Such customization, the CDOE added, allows Sudbeck to target particular weaknesses for each student. The CDOE also noted that more than 60 percent of her students who had previously scored below benchmarks in math had risen above those benchmarks in just three months. “She calls every family at the beginning of each year to get to know them,” read a CDOE statement about Sudbeck’s honor, “and provides resources and information about progress and expectations throughout the year with monthly conference calls. In addition, she meets face-to-face with all of her families at least twice throughout the year.”

The key to effective online teaching with elementary students is brevity, Sudbeck said, noting that most of her online sessions are 30 minutes and no longer than 45. “If you let them talk on the microphone, you can get them to stick around for most anything,” she said, revealing a common engagement technique. “Just like any lesson that you do, you involve them.” With such young students, typing can be a challenge. But Sudbeck said she often has her students draw on a whiteboard that she can see on camera. Multiple choice questions, class polls and chat boxes are other methods she uses in the virtual classroom.

It’s a classroom environment she hardly envisioned coming out of the IU School of Education. Still, she felt prepared for it. She cited her varied experience, including student teaching in Ellettsville, Ind., a Cultural Immersion Projects placement in England and generally preparing future teachers to think outside the box as excellent preparation for a career that has taken her to West Lafayette, Ind., Richmond, Va., and a virtual classroom in Colorado. “I felt empowered by the professors,” Sudbeck said of her college experience. “I felt like I could do anything. The professors would push you to think in diverse ways.”



From left, Suzanne Zybert, president of the IU School of Education Alumni Board of Directors, James Weigand, Patricia Payne, Gerald Thompkins and Dean Gerardo Gonzalez

Quality, student debt, attainment: what's the real story?

School of Education faculty offer challenging viewpoints to group of national reporters

As goes the saying, statistics are the third and most dastardly kind of lie. Alternately attributed to Benjamin Disraeli and Mark Twain is the quote about three kinds of lies: “lies, damned lies and statistics.” In the political realm of higher education, even if statistics are not held in such doubt, their use and their source certainly may be.

“The numbers, the way we look at them, the way we use them, we can tell any story we want,” said Vic Borden, professor of educational leadership and policy studies (ELPS) at the IU School of Education and senior advisor to the executive vice president for University Regional Affairs, Planning and Policy at IU. Borden was prefacing remarks to a group of higher education reporters from across the country who gathered at the IUPUI Conference Center in November for the Education Writers Association’s national higher education seminar hosted by the School of Education and IUPUI.

Borden was referring to a myth perpetuated by policymakers and media reports that the higher education student debt problem is larger than actually supported by statistics. He referenced, in particular, a January 2012 *Indiana Daily Student* article stating that IU has the greatest amount of student debt in Indiana with an average debt-per-student rate of approximately \$28,000.

“No, it’s not,” Borden said. “That’s the average debt among students who borrow. The average among all students is half that, because only half the students borrow.” A lack of context and important distinctions are coloring the debate over student debt, Borden told the reporters.

The reporters came to the IUPUI campus for two days of discussions focusing on several prominent issues in higher education news, particularly focusing on the issues surrounding student debt. The Education Writers Association invited media members from national, regional and local news outlets to attend sessions with some of the top education researchers, advocates and industry representatives. Based in Washington, D.C., the Education Writers Association is the national professional organization of members of the media who specialize in education.

Borden and Vasti Torres, professor of ELPS and director of the Center for Postsecondary Research, headed a panel titled “Dealing with Student Loan Debt: The Solutions.” Torres told the reporters she and Borden in no way intended to suggest there is no student debt problem, but rather a public perception out of proportion to the problem spurred by reporting on individual experiences without backing and contextual data. For example, Torres said public institution faculty and administration often hear about articles focused on debt horror stories based on students attending private institutions.

“While students with high debt make good copy,” Torres said, “it would be good if you asked them about what choices they made. What made them or their parents decide that this was



an appropriate path for them and whether they knew that this amount of debt would be occurring?” Perception is governing the argument in the public arena, Torres added, resulting in policies such as tuition freezes that she notes as a “solution looking for a problem.”

“We are so focused on perception rather than data. I have to ask the question, ‘How are we influencing state legislators to think about the public institutions?’” she said. “We are making broad generalizations that people do not understand because of the complexity of what’s happening.”

If higher education debt isn’t getting a full hearing, discussions of higher education quality and outcomes aren’t getting much more. Chancellor’s Professor Emeritus George Kuh told reporters in a session, “Making Sense of Higher Education Engagement, Outcomes and Assessment,” that he wonders what pundits are thinking when they assert too many people are going to college.

“It seems like a wrong-headed thing to think or say when the world is much more complicated, much more challenging, even to just maintain the level of civic life and democracy we enjoy,” Kuh said. The founding director of the National Survey of Student



Use your OR Code reading device to watch the complete Education Writers Association seminar on measuring higher education learning and outcomes.

“The public wants to trust that we’re actually doing what we say we’re doing. It’s mostly about trust, much less about metrics and algorithms.”

— George Kuh



Professor Trudy Banta tells reporters about her process for developing higher education learning measurements at the university and national level, asking them to be skeptical.

Engagement (NSSE), Kuh said the public is all too aware of the adage about statistics. “They know that numbers can be manipulated,” he said regarding college cost and quality. There is now public reporting of accountability measures, most notably the Voluntary System of Accountability (VSA). The VSA was formed by four-year institutions to supply accurate information on the undergraduate student experience through a common Web report, the College Portrait. But Kuh said many of the Web-based accountability reports present numbers without context and using unfamiliar tools that make it hard for the public to navigate and understand the meaning of the numbers.

“The public wants to trust that we’re actually doing what we say we’re doing,” he said. “It’s mostly about trust, much less about metrics and algorithms.”

Trudy Banta and Gary Pike, ELPS faculty members who have long worked together on issues of assessing higher education teaching and learning, offered the reporters ideas about the data and reporting of data that might be more helpful to the public, students and institutions. “What is the greatest challenge that we face today in American higher education?” asked Pike, also the executive director of information management and institutional research at IUPUI. “It’s taking these data that we collect and turning them into information that we can use to make improvements in students’ lives and students’ learning.”

The goal for assessment used for accountability should be the bedrock for improving student learning, Pike said, something that gets lost in a rush to impress policymakers, rank institutions or simply provide a way for institutions to check a process from a list. Assessment that can improve student learning must be differentiated for specific institutions with a clear vision for what the institution is seeking to measure and how. “What are you trying to achieve, how are you going to achieve it?” Pike asked. “Specifically, what is it that you’re going to do and what is it you expect students to do, and ultimately, to what end is all of that occurring?”

Banta, also the senior advisor to the chancellor for academic planning and evaluation at IUPUI, began her presentation to the reporters with an admonishment that reporters should question an institution seeking a generic solution. “My plea is to ask you to be skeptical if you are told that decisions about quality in higher education are going to be made on the basis of standardized test scores or value-added measures,” Banta said.

Banta was part of a group helping design the VSA nearly six years ago. There, she objected to the group’s final approval of using three standardized tests to measure learning (defined simply as critical thinking), written communication and analytic reasoning. Banta knew from her experience with Pike at the University of Tennessee, where both worked before joining IUPUI, standardized tests administered for that purpose performed poorly at discerning such skills. Furthermore, the value-added tests used at UT (“value-added tests” intend to determine what difference the college experience made in learning or the value added by attending college) were not reliable and offered little information for improving student learning. Recently, she noted, the Gates



The “Dealing with Student Loan Debt” panel from left, Stephen Burd, from the New America Foundation; Vasti Torres; Vic Borden and Chris LoCascio, from the student group “Fix UC” at the University of California

and Carnegie foundations have both issued reports stating value-added testing is not reliable enough for making judgments about institutional quality.

Of course, one of the best tools for discerning information that can lead to improved student learning is through NSSE, based at IU. The most recent survey, released just two weeks after the EWA seminar, added more questions to help institutions determine what steps it might take. The latest survey asked about student academic challenges, including writing and quantitative reasoning as well as study practices and strategies. Another new set of questions revealed that the talk about student debt matters to students and is reflected in their attitudes. “Most students are under some financial stress,” said Bob Gonyea, associate director of the Center for Postsecondary Research who coordinates NSSE research and reporting. “Those who reported financial stress did some things that concerned us,” Gonyea said, adding that the finding couldn’t be termed a trend since it was the first year for such questions on NSSE. A majority of students surveyed said they worried about paying for college, and as many as one in three said they frequently don’t purchase required academic materials because of the cost.

The faculty left the reporters with a few suggestions for things they might look for that could improve matters for public information, higher education institutions and students:



Use your QR Code reading device to watch the complete Education Writers Association seminar on Dealing with Student Loan Debt: the Problems.

- Torres said media coverage and public policy discussion should focus on students who need the most help, determining how it’s different in each locale. “We’re trying to compare state by state without looking at the contextual situation in each state,” she said.
- While being spurred to action by individual stories about student debt is good, Borden said it doesn’t necessarily lead to the best solutions. “Because of the way politics works, you also need some balance and a nuance of perspective of ‘how big is the problem’ and ‘who is it for?’” he said.
- Kuh suggested institutions increase the number of students doing “high-impact experiences,” such as learning communities, first-year seminars, collaborative assignments, or capstone courses and projects. “If students have had one or more of these experiences that help them integrate and apply what they are learning outside the classroom, they are more likely to graduate and acquire the skills and competencies that will benefit them for the rest of their lives,” he said.
- Banta offered two better ways to come to some conclusions on learning outcomes. “If we must measure learning, let’s use tests in major fields, which are much more likely to show some growth as a result of the college experience,” she said. Evaluating internship performance and senior projects is another method that scrutinizes key workforce skills. “Electronic portfolios and external examiners are also good ways of getting at student learning that are better than the standardized tests and the value-added measures,” Banta said.

CHUCK CARNEY

School of Education signs partnership with Chinese university; at IUPUI part of collaboration to recruit minorities to STEM careers

Dean Gerardo Gonzalez formalized a cooperative agreement with the College of Education at Zhejiang University, considered one of the top five leading higher education institutions in China, during a November visit. As part of the agreement, Zhejiang can send up to five faculty members to IU for up to a year. One or two IU faculty can stay at Zhejiang on short-term visits. There will be exchanges of undergraduate students between the institutions as well as additional support for visiting international students from China.

“We’ve had a long relationship with Zhejiang,” Gonzalez said. “A number of our faculty has gone there to teach, and I visited in 2009. We regularly have students and visiting scholars from there. This agreement came about after they expressed a special interest in identifying one institution in the United States that would be their primary partner in education.” Gonzalez said the exchange is important to provide a global experience for IU students. “We’re also exploring the possibility of collaborating in the preparation of doctoral students so they can complete research in their host country as well as take online courses and benefit from joint research,” he said.

Gonzalez also participated in the Worldwide Universities Network’s annual “Ideas and Universities Conference” held at Zhejiang. The Worldwide Universities Network is an invitation-only, nonprofit group of universities from Australia, Canada, China, the Netherlands, Norway, South Africa, the United Kingdom and the United States joining together to promote collaboration and research.

The first National Urban Leadership Training Institute, in partnership with the IU School of Education at IUPUI and the Great Lakes Equity Center at IUPUI, took place July 19 through 22 on the IUPUI



Dean Gerardo Gonzalez with Zhejiang University Representatives

campus, bringing together national leaders in urban education to discuss urban education issues. During the four-day conference, several IU School of Education faculty members made several presentations. Robin L. Hughes, associate professor in the Department of Educational Leadership and Policy Studies, took part in a panel titled “Making Data Transform Practice.” Clinical Lecturer Monica Medina hosted a session called “Making the Community a Part of the Learning Experience.” Chalmer Thompson, associate dean for research and academic affairs at IUPUI and a School of

Education associate professor in counseling and counselor education, presented “Mental Health in an Urban Setting.” Clinical Assistant Professor Natasha Flowers and Brendan Maxcy, associate professor in educational leadership and policy studies and co-director of the Urban Principalship Program, hosted breakout sessions.

The IU School of Education is a major part of a federally funded project of IUPUI, Chicago State University and Argonne National Laboratory to recruit more representatives of minority groups for science, technology, engineering and

mathematics (STEM) careers. The universities have received a \$2.5 million, five-year NSF grant to establish a pilot regional Louis Stokes Alliances for Minority Participation (LSAMP) Center of Excellence that will work to recruit and graduate minorities in STEM academic majors at 28 universities in the Midwest. IUPUI and Chicago State are longtime state-level lead institutions in the LSAMP program. The IU School of Education at IUPUI will host cyber operations for the new Louis Stokes Midwest Center of Excellence in Broadening Participation. Kim S. Nguyen, operations director for the Urban Center for the Advancement of STEM Education (UCASE), is co-principal investigator for the grant and will develop cyber operations for the project. The School of Education has numerous instructional technology resources available for faculty and instructors. The center will also establish a cyber portal to disseminate information and create networks to support STEM students on the targeted campuses in the region that includes Illinois, Indiana, Michigan, Missouri, Ohio and Wisconsin.

HispanicBusiness.com has named Indiana University School of Education Dean Gerardo Gonzalez to its 2012 list of “Influentials,” which recognizes prominent U.S. Hispanics nominated because of outstanding achievements in their respective professions. The list of 50 includes honorees in business, government, executive leadership and entrepreneurship from across the country. HispanicBusiness.com has announced a list of 50 influential Hispanic leaders annually for the past 30 years. For 35 years, *HispanicBusiness* magazine was the premier source for the latest research, trends and reporting on the growth of the U.S. Hispanic consumer market and the Hispanic enterprise and professional sectors. Gonzalez is part of an august list that includes U.S. Senator Marco Rubio, U.S. Secretary of Labor Hilda Solis and San Antonio Mayor Julian Castro, as well as members of the U.S. House of Representatives. Gonzalez is one of four education leaders selected. Angel Cabrera, president of George Mason University; Mildred Garcia, president of California State

University-Fullerton; and Nilda Peragallo, dean of the School of Nursing and Health Studies at the University of Miami, also made the list.

Dean Gonzalez was an invited participant in an Aspen Institute program held Nov. 16 in Washington, D.C., which focused on how institutions prepare new teachers. “The Missions and Roles of Teacher Preparation Programs” was a program of the Aspen Institute’s Senior Congressional Education Staff Network. Gonzalez spoke as part of the day’s second session, focused on the mission of teacher preparation programs. An educational and policy studies organization based in Washington, the mission of the Aspen Institute is “to foster leadership based on enduring values and to provide a nonpartisan

venue for dealing with critical issues.” The organization founded the Senior Congressional Education Staff Network in 2005 as a venue for key congressional education committee staff to learn more about education policy and practice. The Senior Congressional Education Staff Network is part of the larger Aspen Institute Education and Society Program designed to share information with local, state and federal policymakers about how they can improve school systems for poor and minority students.



Use your QR Code reading device to see the complete video of the Center for Evaluation & Education Policy’s discussion of urban education, including Indianapolis Public Schools and the proposed Mind Trust plan.

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Before 1960

Retired U.S. Air Force Col. **Oliver G. "Ollie" Cellini**, BS'35, enjoyed a distinguished military career, serving as a combat officer and aviator in both WWII and Korea. An I-Man in wrestling at IU, Cellini celebrates his 100th birthday in February. He lives in Colorado Springs, Colo.

1960s

Patricia Polito Miller, BS'60, co-founder of Vera Bradley, an American design company best known for its patterned bags, was the keynote speaker at the IU Kelley School of Business's Entrepreneurial Connection Day in March 2012. After graduating from IU, Miller began a teaching career in Indiana. She and fellow Fort Wayne, Ind., resident Barbara Bradley Baekgaard started Vera Bradley with an investment of \$250 each. Today, their Fort Wayne-based company is an internationally recognized brand, with sales of \$366 million in 2011. Miller served as Vera Bradley's co-president and national spokesperson until recently, retiring from the design firm in October. She continues to be a director on the company's board. In 2005–06, Miller took a leave of absence from Vera Bradley to serve as Indiana's first secretary of commerce and CEO of the Indiana Economic Development Corp. at the request of Gov. Mitch Daniels. A resident of Fort Wayne, Miller also serves on the boards of the Vera Bradley Foundation for Breast Cancer, the Indiana University Foundation and the IU Women's Philanthropy Council.

Manuel S. Silverman, BS'62, MS'63, of Chicago, retired from an academic career in psychology 10 years ago. He maintains a private practice as a clinical psychologist and serves as a consultant to several Chicago-area mental health organizations. Silverman hosts a cable television show on mental health and teaches a course on Buddhist psychology at the Midwest Buddhist Temple in Chicago.

In June, the Indiana University Alumni Association named **Sandra Schultz Moberly**, BS'63, as the 2012 recipient of the Gertrude Rich Award, which is given for outstanding contributions to the IUAA. Moberly serves as a docent at the IU Art Museum, is president

of the IU Theatre Circle, and recently completed a five-year term as president of the Alpha Chi Omega House Corporation Board. She lives in Bloomington with her husband, Steve, BA'63, LLB'66, a former chairman of the IU Alumni Association. He retired in 2006 after a 40-year career, including 30 years practicing law in Shelbyville, Ind., followed by 10 years as the chief executive officer of the Indiana Retired Teachers Association.

Georgia Abbutt Lucas, BS'68, is the author of *A White Woman in a Red Man's World*, published by Author Solutions in 2010. The book is designed for new teachers and for all teachers who plan to teach on Indian reservations. Lucas shares her classroom experiences along with enlightening glimpses into the everyday lives of her Indian students. Her memoir spans more than 20 years of experience, combining anecdotes of her school, home and social life, with memories of working on Indian reservations. Lucas lives in Mesa, Ariz.

1970s

The Indiana Basketball Hall of Fame has announced that **David L. Anspaugh**, BS'70, and Angelo J. Pizzo, BA'71, the makers of the movie *Hoosiers*, will be inducted as members of the 52nd annual basketball class on March 20. *Hoosiers* is ranked the No. 1 sports movie of all time by *USA Today* and ESPN. Pizzo, a native of Bloomington, Ind., was the film's screenwriter and producer, while Decatur, Ind., native Anspaugh was director. The pair will receive the St. Vincent Health Silver Medal for contributions to Indiana basketball. *Hoosiers* was loosely based on Milan High School's basketball team, which upset favorite Muncie Central on a last-second shot by Bobby Plump to win the 1953–54 Indiana state basketball title.

Gary G. Peer, EdD'71, was recently appointed as interim provost and vice president for academic affairs at Texas A&M University–Commerce. He is a former faculty member and administrator at the University of Tulsa (1972–75); Adams State College, Colo. (1985–97); Central Michigan University (1997–2001); and has twice been retired. Peer lives in Stephenville, Texas.

Henry W. Daviero, BS'72, and his wife, **Judith (McClain)**, BS'70, celebrated their

40th wedding anniversary at their beachside home in New Smyrna Beach, Fla. They also marked the milestone by taking their four grandchildren to Disneyworld. Henry is an administrative dean with Orange County Schools in Orlando. Judith, who is now retired, taught high school biology for a number of years. The Davieros live in Maitland, Fla.

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

Larry E. Eubank, MS'72, has written and published a booklet on bullying, which is available free to schools from middle school to university level. He has retired after 40 years in education as a high school guidance counselor and lives in Orlando, Fla. Those interested in acquiring the booklet can contact Eubank at omrebel64@aol.com.

In November, noted philanthropist and prominent Fort Wayne, Ind., community member **Jane Anspaugh Jorgensen**, BS'72, was elected to the IU Foundation Board of Directors. Active in women's philanthropy at IU, she has served as a member of the steering committees for both the Colloquium for Women of IU and the Fort Wayne Colloquium for Women of IU and is a founding member of the IU Foundation's Women's Philanthropy Council. Jorgensen has also been a key supporter of the IU Cinema on the Bloomington campus.

Kathy M. McKimmie, BS'72, is a freelance editor, writer and columnist for *Antique Week*. She is the author of *Clay Times Three: The Tale of Three Nashville, Indiana, Potteries*, published in 2010 by Indiana University Press. The book showcases potters, decorators, and shop owners who have made their living in Brown County. Focusing on three potteries—Brown County Pottery, Martz Potteries and Brown County Hills Pottery—the book presents local artists and their work from the Great Depression to the 1980s. Among the artists featured are Karl Martz, Becky Brown Martz, Helen and Walter Griffiths, and Claude Graham. The book is illustrated with photographs of individual pieces, including historical images by famed Nashville photographer Frank Hohenberger. McKimmie lives in Indianapolis.

William H. Parrett, BS'72, MS'73, PhD'79, is the co-author of *Turning High-Poverty Schools into High-Performing Schools*, published in January 2012 by the Association for Supervision and Curriculum Development. The book focuses on in-depth analyses of seven high-performing/high-poverty schools, along with hundreds of others that are the subject of the authors' research. Parrett is a professor in the College of Education at Boise (Idaho) State University. He lives in Boise.

Janice M. Chamberlin, BS'73, MS'78, is the author of *Locked Up With Success: A Prison Teacher's Guide to Closing the Achievement Gap in Any Classroom*, published in 2010 by CreateSpace. An educator, case manager for child welfare services and businesswoman, Chamberlin has also worked as a teacher of adult male prison inmates. She believes her experiences in prison settings have provided an untapped resource for teachers who wish to close the achievement gap. Chamberlin lives in Michigan City, Ind.

Basketball I-Man **Stephen Downing**, BS'73, MS'78, is athletics director at Marian University in Indianapolis. A former IU basketball player who was a member of the Boston Celtics from 1973 to 1975, Downing previously served as associate director of athletics at Texas Tech.

Carole Bernstein Shmurak, PhD'74, is the author of *Most Likely to Murder*, the fourth book in the Susan Lombardi mystery series, published in May by CreateSpace. In the book, amateur sleuth and college professor Susan Lombardi goes back to her hometown for a reunion of her high school class. The author of 11 books, Shmurak began her career as a teacher of biology and chemistry in New York City and in Connecticut. Having taught for many years in the School of Education at Central Connecticut State University, she is currently professor emerita there. Shmurak lives in Farmington, Conn.

The Indiana Association of Public School Superintendents named **Jerry L. Thacker**, MS'75, superintendent of the Penn–Harris–Madison School Corporation,

as 2012 State Superintendent of the Year. Under Thacker's leadership, the school district received an 'A' rating from the Indiana Department of Education and, despite a decline in state financial support, is among the top five percent in the state for SAT and Advanced Placement scores. Thacker, of Mishawaka, Ind., has been superintendent of P–H–M School Corporation since 2006. Three IU School of Education alumni were also named 2012 district superintendents of the year. **Ryan A. Snoddy**, MS'83, of Kokomo, superintendent of the Northwestern School Corporation, was named District III Superintendent of the Year; **Terry A. Goodin**, EdD'95, of Austin, superintendent of Crothersville Community Schools, was District VIII Superintendent of the Year; and **Peggy Robinson Hinckley**, BS'74, of Indianapolis, superintendent of the Metropolitan School District of Warren Township, was named District V Superintendent of the Year.

In July, **Samuel L. Odle**, BS'76, MS'78, retired as executive vice president and



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KEYNOTE SPEAKERS

- **Michael Uslan, BA'73, MS'75, JD'76**
Executive producer of the *Batman* series of blockbuster films
- **Dick Enberg, MS'59, HSD'62, LHD'02**
Hall of Fame broadcaster of virtually every major sporting event
- **Marshall Goldsmith, MBA'72**
Renowned thinker, educator, and author in business leadership

Professor Mitzi A. Lewison, IU School of Education, leads one of Winter College's 15 classes.

chief operating officer of Indiana University Health. He plans to remain active in volunteer work with Boy Scouts of America and United Way. Odle lives in Indianapolis.

Financial adviser G. Barrett “Barry” Gray, BS’78, is senior vice president of business development for EJM Investments in Chicago. His wife, **Susie (Binder)**, BA’78, is a speech language pathologist at the Cove School in Northbrook, Ill., the oldest K–12 school in the country for learning disabled students. The couple lives in Deerfield, Ill.

1980s

Harold K. “Hal” Bush, BA’82, MS’86, PhD’94, is a professor of English at St. Louis University. Currently, he is working on two new book projects: the first is a cultural history of parental grief in the lives of key figures in 19th- and 20th-century America, tentatively entitled *Continuing Bonds*; the second is about the intersections of

spirituality and literature in a post 9/11 world. Bush is the author of *Lincoln in His Own Time*, *Mark Twain and the Spiritual Crisis of His Age* and *American Declarations: Rebellion and Repentance in American Cultural History*. He lives in St. Louis.

In September, the IU School of Journalism honored its second class of alumni journalists, educators and communications professionals with Distinguished Alumni Awards. Among those honored were Earleen M. Fisher, BA’68, former chief of AP bureaus in New Delhi, Cairo, and elsewhere in the Middle East; David H. Weaver, BA’68, MA’69, Roy W. Howard and Distinguished Professor Emeritus in the IU School of Journalism; Gerould W. Kern, BA’71, senior vice president and editor of the *Chicago Tribune*; Melissa K. Farlow, BA’74, a freelance photojournalist and *National Geographic* photographic contributor; and

Timothy A. Franklin, BS’83, managing editor of Bloomberg News’ Washington Bureau.

Connie S. Gleason, AGS’87, BGS’90, MS’95, of Orlando, Fla., is the author of *Living Your Dream: A How-to Manual for Full Time RVing*, published in 2011 by LifeStory Publishing. The book is a practical guide for those who wish to live and travel full time in their recreational vehicle. Gleason has a Web site and blog covering her travels at www.ourhomeontheroad.com.

Patricia Driggs Fields, BS’88, MS’96, lives in a log cabin on a small farm with her husband and two daughters. She was born in Hawaii but has spent most of her life in small-town Indiana, where her husband is a state trooper. A lifelong obsession with Mexico and the Southwest led her to write *The Territory*, her first novel. She is currently working on her second. For more information, visit www.triciacfields.com.

1990s

In October 2011, the Indiana Department of Education named **Melanie L. Park**, BS’93, MS’01, as Indiana’s 2012 Teacher of the Year. Park is a reading remediation teacher for grades 6–8 at Riverview Middle School in Huntington, Ind. As well as her classroom duties, Park, who received a 2011 Lilly Teacher Creativity Fellowship, also teaches an online course for teachers on methods for teaching writing. In all, 20 IU School of Education alumni have won the Indiana Teacher of the Year award. Park follows 2011 Indiana Teacher of the Year, **Stacy A. McCormack**, BS’99, a physics teacher at Penn High School in Mishawaka, Ind. Park lives in Andrews, Ind.

Sheri R. Klein, PhD’96, is the editor of *Action Research Methods: Plain and Simple*, published in June by Palgrave Macmillan. She is a professor of art education at University of Wisconsin–Stout, a visual artist and researcher. Her work has been exhibited widely, and she has been the recipient of numerous artist-in-residencies. Klein lives in Menomonie, Wis.

James H. Markus, MLS’05, is the library development manager at Wyoming State Library in Cheyenne. His wife, **Jennifer (Mathia)**, BS’98, MLS’05, is a librarian at Cheyenne East High School.

David W. Moffett, EdD’97, is associate dean of education at Piedmont College in Athens, Ga. He is also president of the Georgia Association of Independent Colleges of Teacher Education. Moffett lives in Athens.

In June, the White House announced that 2011 Indiana Teacher of the Year **Stacy A. McCormack**, BS’99, is the Indiana recipient of the Presidential Award for Excellence in Mathematics and Science Teaching for teaching science. The award is the highest recognition that a K–12 mathematics or science teacher may receive for outstanding teaching. McCormack, who teaches grades 7–12 physics at Penn High School in Mishawaka, also received a \$10,000 award from the National Science Foundation. She lives in Granger, Ind.

Vivian Vasquez, EdD’99, is a professor in the School of Education, Teaching and Health at American University in

Washington, D.C. Her research interests are in critical literacy, early literacy and information communication technology. Her publications include eight books and numerous book chapters and articles in refereed journals. Prior to joining American University, Vasquez taught pre-school and public school for 14 years. Since then, she has held appointive and elective offices in scholarly organizations including the National Council of Teachers of English, the American Educational Research Association, the International Reading Association and the Whole Language Umbrella. She lives in Kensington, Md.

2000s

Emma E. Breckenridge, BS’01, is a physical education assistant at John Adams High School in South Bend, Ind. She attended the NAACP National Convention in Los Angeles in July. Breckenridge lives in Elkhart, Ind.

In October, the Indiana Association of Public School Superintendents named **Craig J. Hintz**, EdD’02, superintendent of Warsaw Community School Corporation, as 2013 State Superintendent of the Year. Four other IU School of Education alumni were also honored by the association: **Neyland G. Clark**, BS’72, MS’76, EdS’79, EdD’85, superintendent of South Harrison Community School Corporation, was named District VIII Superintendent of the Year; **Stacey Moore Humbaugh**, MS’93, EdD’00, of South Gibson School Corporation, was named District VII Superintendent of the Year; **Sharon Williams Johnson-Shirley**, BS’77, MS’90, of Lake Ridge Schools, was named Superintendent of the Year for District I; and **Robert L. Taylor**, MS’81, EdD’03, of Lebanon Community School Corporation, was named District V Superintendent of the Year.

Andrea A. Lawrence, PhD’06, is an associate professor in the School of Education, Teaching and Health and affiliate faculty member in the History Department at American University in Washington, D.C. Her research interests extend from American Indian education to historical and qualitative research methodologies, to disciplinary learning and thinking within the social studies. Lawrence also works with pre-

service and in-service teachers in the District of Columbia and surrounding areas. She is the author of *Lessons from an Indian Day School: Negotiating Colonization in Northern New Mexico, 1902–1907*, published by the University Press of Kansas in 2011. Lawrence lives in Washington, D.C.

After serving as senior associate director and chair of career courses for the IU Career Development Center, **Daniel Pascoe Aguilar**, MS’06, PhD’09, directed career services at Seattle University and is now director of the Career Center of the University of Oregon where he continues to support a new generation of leaders in their vocational and professional development. After teaching and managing grants at IU, his wife, **Sari M. Pascoe**, PhD’08, became executive director of not-for-profit organizations in the Northwest and is currently chief executive officer of Big Brothers Big Sisters of Lane County, Ore. The couple lives in Eugene, Ore.

Rachel Cornwell Essling, BS’07, married Ian G. Essling, BS’02, in December 2011. Rachel is a teacher at Stalker Elementary School in Bedford, Ind. Ian is a vice president and financial adviser at Innovative Financial Solutions in Bloomington, Ind. The couple resides in Bloomington.

Jenna R. Cimo, BS’10, writes that she is working as a high school mathematics teacher in New Jersey. She lives in Livingston, N.J.

Shawn C. Welcome, BS’10, recently accepted a position with Liberty Mutual in Mishawaka, Ind. He writes that he is getting married in October. Welcome lives in South Bend, 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.



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In Memoriam

Ledford C. Carter

Aug. 6, 1916–June 6, 2012

Faculty Emeritus Ledford Carter passed away on June 6. His passing came just two days after the death of his wife of 72 years, Julia “Duba” Carter. Carter was a member of the faculty at the Indiana University School of Education from 1954 until 1981, teaching courses in educational motion picture production and writing for educational media and supervising the Audio-Visual Center. During his time as the AV Center supervisor, the center produced approximately 80 documentary and educational films seen by an estimated one million people. Three of his IU productions won gold or silver reel awards in the American Film Festival. Other productions earned honors from *Scholastic Teacher Magazine*, the Freedoms Foundation, the National Safety Council and the Screen Producers Guild.

A native of Georgia, Carter served in the U.S. Army, where he was assigned to the Pacific Theater of Operations during World War II. After leaving active duty, Carter remained in the reserve, retiring with the rank of lieutenant colonel in 1976. After World War II, Carter worked for the Southern Educational Film Production Service in Athens, Ga. Aside from his professional interests, he had a great

capacity for trying many new things, which were documented in a book of memoirs published in 2006, *My Lust for Discovery*. Among his passions was genealogy, through which he discovered not only that he was a sixth cousin to former President Jimmy Carter, but related to “Star Trek” creator Gene Roddenberry and the transcendentalist poet Ralph Waldo Emerson.

Dorothy J. Taylor

Feb. 24, 1918–Oct. 21, 2012

A former publications editor for the Indiana University School of Education, Dorothy June Taylor passed away on Oct. 21. An IU School of Journalism graduate (BA’40), Taylor worked for the U.S. War Department during World War II testing radio equipment used by the Signal Corps. Before returning to Bloomington and joining the School of Education, she edited a technical engineering magazine in Detroit.

Born in Indianapolis, Taylor served in many community organizations over the years, including Altrusa International and the National Society Daughters of the American Revolution.



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Snapshot

A Journey to Cuba



Dean Gerardo Gonzalez poses with a group of Cuban schoolchildren in May when he led an Indiana University Alumni Association trip to the island nation where he was born. Gonzalez had not set foot on Cuban soil since he left at age 11 in 1962. Read about his visit on p. 6.