



# **CENTER FOR URBAN AND MULTICULTURAL EDUCATION**

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**INDIANA UNIVERSITY**

**School of Education  
IUPUI**

**Annual Report 2007-2008**

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## Mission Statement

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The Center for Urban and Multicultural Education (CUME) is the research arm of the Indiana University School of Education at IUPUI. CUME's mission is to create connections between research, theory and practice with the ultimate aim of improving the quality of education throughout the P-20 continuum—from early childhood through graduate school levels, and including formal, alternative and community-based education. This mission is furthered through sustainable partnerships created with schools and other educational organizations in communities around Indiana. Our work seeks to support inquiry, facilitate public discussion, and critically challenge stereotypes about diverse students, families, and schools. Together with our community partners and faculty affiliates, CUME continues to engage in research and evaluation leading to improved practices, assessment, leadership and policy within and across diverse educational settings.

## Staff

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Joshua S. Smith, Director

Debora Ortloff, Associate Director for Research

Robert Helfenbein, Associate Director for Community Engagement

Shanna Stuckey, Project Manager

Jill Bradley-Levine, Research Fellow

## Faculty Advisory Board

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CUME invited faculty affiliates of CUME to become active members of the CUME Advisory Board. The advisory board will serve two year terms and meet periodically to review CUME's progress toward annual and long-term goals, review CUME reports, and generally provide feedback and insight to CUME staff.

Rob Helfenbein (chair), Monica Medina, Samantha Bartholomew, Natasha Flowers, Mary Fisher, Elizabeth Wood, Paula Magee, Annela Teemant, Deborah Keller, Nancy Chism

## Message from the Director

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The Center for Urban and Multicultural Education (CUME) enjoyed a productive year and I am extremely pleased with our growth and trajectory for the future. In the past year, we worked with over twenty partners on research and evaluation projects and entered into 10 new partnerships that have potential for meaningful collaboration for years to come. This growth reflects CUME's commitment to expand our outreach in support of the research questions generated in urban schools, community-based organizations, and other units within Indiana University-Purdue University Indianapolis (IUPUI). The increase in CUME partnerships deepens the well-established Indiana University School of Education footprint in Central Indiana and beyond. Faculty and staff in CUME are rethinking and redefining how educational research interacts with and ultimately impacts critical issues generated within P-16 education and its surrounding communities. We are extending the Translating Research into Practice (TRIP) paradigm by entering meaningful partnerships and intentionally confronting the hierarchy of the "ivory tower" often associated with educational research.

The growth in the number of projects and maintenance of partnerships could not have happened without the efforts of numerous faculty, staff, and students. Last year CUME hired Dr. Debora Ortloff in the role of Associate Director for Research and invited Dr. Rob Helfenbein to serve as Associate Director for Community Engagement and Chair of the CUME Faculty Advisory Board. Just recently, Shanna Stuckey transitioned to a full-time position as Project Manager for the center and Jill Bradley-Levine has agreed to a one-year position as Research Fellow. The addition of these permanent staff members provides a much needed sense of stability within CUME and will allow us to build on the excellent foundation that has been created over the past several years.

CUME takes seriously our responsibility to promote and support scholarship of undergraduate and graduate students. Last year CUME employed over 20 undergraduate and graduate researchers including three Ronald McNair Scholars. Research methodology training sessions and one-on-one professional development provided by Deborah Ortloff and CUME faculty affiliates emerged as a hallmark of our commitment to provide students with meaningful research experiences and persistent mentoring. Our students presented their work at local,

regional, national, and international conferences and many are currently engaged in writing co-authored peer reviewed publications with their faculty mentors.

Faculty in the School of Education took the lead on several CUME projects including two important studies of student and faculty climate here at IUPUI led by Monica Medina, Natasha Flowers, and Sherree Wilson, respectively. Rob Helfenbein and Robin Hughes led a team of graduate students in a statewide qualitative study of the Twenty-first Century Scholars Program in Indiana. Robin facilitated two additional studies—Social Status of African American Males and an Evaluation of the Student African American Brotherhood in Indiana. These and other faculty led projects helped make faculty involvement in CUME a reality this year.

CUME also benefitted from the continued support of the School of Education. In previous years the School of Education provided financial support, office space, and technology/fiscal technical assistance in the hopes that CUME would ultimately generate externally funded projects. The investment on the part of the School paid off as CUME projects generated over \$500,000 in funding last year. Continued support, in the form of office space and technical assistance, is greatly appreciated. CUME also solidified collaborative working relationships with the Urban Center for the Advancement of STEM Education (UCASE) and the Center for Research and P-16 Collaboration. We recognize that the impact of our research and outreach efforts increases exponentially when we work together toward common goals. The upcoming year is off to a great start and I look forward to working with current and new faculty to further the mission of CUME and the School as a whole.

## Approach to Inquiry

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CUME is the research arm of the Indiana University School of Education at IUPUI. CUME supports evaluation, research, and development for faculty members, as well as community partners and school corporations statewide. CUME is located at Indiana University-Purdue University Indianapolis (IUPUI), which is in Indianapolis, Indiana. It is associated with the Indiana University School of Education.

CUME is an integral partner in the research, teaching, and service missions of the university. We are committed to a model of translational research and evaluation. With this as our guiding principle, we work one-on-one with our partners to develop relevant research and evaluation questions that help to meet their needs, while applying innovative and valid research principles. The program evaluation and education policy research projects undertaken by CUME have immediate and practical application for our partners.

For each project, teams are constructed of undergraduate, masters and doctoral students, under the supervision of one or more faculty mentors. We take pride in our commitment to mentoring students as they grow as educational researchers. CUME is a growing and dynamic organization with deep roots in the Indianapolis community and expanding connections with diverse educational communities around the state.

## Translational Research in Education

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Traditional research, particularly as it emerges from university research and policy centers, are typically linear in their design. That is, university researchers bring their research agenda to a school or community-based organization and use the setting and stakeholders as participants in the research process. The nature of the university tenure system also plays its hand here, making the needs of the university vis a vis the needs of the individual professor to collect data with which to publish, more important than the needs of the people and projects. CUME proposes that a model of *translational research* be based on notions of collaboration and partnership in a manner that fulfills the institutional needs both of higher education and P-16 partners.

Translational research in education creates a space for collaborative, co-constructed inquiry that uses the expertise of all stakeholders involved. It is an extension of Translating Research into Practice (TRIP), a research model gaining foothold in professional schools such as Medicine and Nursing and within the Liberal Arts in areas such as Communication Studies. TRIP values the impact or application of new knowledge discovered in the research process. TRIP also looks to the perspective of community members as partners in the research, development, and research use process. The over-arching goal is to actively involve stakeholders who are experts in their own contexts and to bring the resources (intellectual and financial) of the university to bear on real issues facing our communities.

In our work we further extend the TRIP model to actively include stakeholders in the generation of ideas, knowledge, and inquiry questioning. The idea of a collaborative process has the potential to make the resulting data more valid because it documents the process, uses formative findings for immediate improvement, and creates an impetus for meaningful change in the lives of students and community members engaged in the program or intervention. Researchers must truly understand the organization and not just the project/program and teachers/staff. It requires that you grow with the project from its inception to conclusion and be a formative part of the project team.

### **Engaging community partners**

We view people in the schools and community based organizations as experts of their context. Instead of bringing faculty research questions to schools and communities, faculty have built relationships. As a result of these relationships, we are in a position to respond to invitations to work collaboratively to identify methodologies to answer pertinent questions. The ownership, on the part of the school or community based organization, presents an empowering opportunity that is often not part of a traditional research paradigm. This perspective provides highly credible research because the investigations have been conducted based on the needs of the schools according to a clear cultural understanding of the standpoint held by the school administrators, students, and teachers. We thereby increase capacity within schools which is needed to sustain

interventions, initiatives, or reform efforts. Our collaborative work with a 21<sup>st</sup> Century Learning Center's Grant (Project RELATES) is an illustrative example of CUME's approach to Translating Research into Practice.

In 2003, a large school district established Project RELATES (Reaching Everyone by Linking After-school to Educational Standards) supported by a 21<sup>st</sup> Century Learning Centers grant to offer "academic enrichment to high-poverty and low-performing schools." For the second round of funding, the district invited our research center to the table to think about ways of conducting authentic and ongoing assessment. In 2007, through grant-funding, we became the formal external evaluator for the project. Collaboration and balanced objectivity on the Project Relates Program are evidenced in the following ways:

- Assisting with writing the grant renewal document and co-constructing reasonable student outcomes based on the likely outcomes. Previous outcomes were not aligned with the reality of the interventions. For example, sharp increases of standardized test scores could not be reasonably expected given the limitations of the current program.
- Creating observation and interview schedules with the Project Director and removing the element of surprise. The consistent participant observations (over 50 hours per site) eased fear and reduced any halo effect that occurs when programs are only visited once or twice per year.
- Project Director participated in quarterly data analysis meetings. The team reflected on raw field text data. The Project Director instituted additional professional development on two key elements discovered to be lacking in the first quarter of the year.
- While not required, each of the seven sites received a formative evaluation report that included a commitment from the Project Director to assist with needed improvement.
- Researchers co-presented feedback reports with the district supervisor and helped contextualize differences in implementation across the seven sites. This reduced unfounded comparisons that one site was doing better than others, which was something that had happened in the past. The focus was shifted to concrete steps for improvement which was situational at each site.
- Research staff tutored students and assisted site directors whenever they could. Site directors and project director inputted statistical data, aided in data collection on parent involvement, and provided feedback on the role of the researchers at the respective sites.

Because of this ongoing and steady partnership, evaluation and assessment are natural parts of the project, and substantive changes in the program have been made early on.



"The CUME office has not only provided me with great experience both in research methods and implementation, but has also introduced me to vast networks and programs within the university and community. I love this opportunity to interact with students, teachers, university faculty, and community members because of my interest ultimately in school psychology and counseling. The Discovering the Science of the Environment program has especially offered me the chance to become familiar with educational settings and student experiences. As I continue with my career, this exposure and instruction will be invaluable, and I look forward to remaining at the Center into the future." –Ashley Rittenhouse

## Student Researchers

In the past year the number of student researchers (undergraduate and graduate) working in CUME increased substantially. Undergraduate students from Psychology, Social Work, and Education worked with Graduate Students in diverse areas including School Psychology, Educational Psychology, Educational Leadership, and SPEA. In addition to diversity of disciplines, our student researchers come from diverse racial/ethnic backgrounds. Part of our commitment to translational research includes a commitment to student mentoring. Students are assigned to research projects in which they take part in a wide-variety of research activities. Advanced students are able to become project coordinators, overseeing other student researchers and working with faculty members on aspects of research design and reporting. In addition, each student works with their faculty mentor to set annual goals. These might include developing a poster session, conference paper, working on a peer-reviewed publication with a faculty member, learning a new software program or improving other research skills.

| <b>Student</b>                     | <b>Project Affiliations</b>   | <b>Pursuing a Degree In</b>                                   |
|------------------------------------|---|---|
| JuniBanerjee-Stevens               | -Arts4Learning<br>-International Education<br>-New Tech<br>-Vitality Study                              | Ph.D. in Counseling Psychology (UMN)                          |
| Julie Banks                        | -ESL instruction<br>-Climate Study (Faculty)<br>-Evaluation of the Student African American Brotherhood | Ph.D. in Higher Education (IUPUI)                             |
| Dominique Booker<br>McNair Scholar | -Office of Women's Affairs Project  | Bachelor of Science in Political Science and Criminal Justice |
| Amber Boyd<br>McNair Scholar       | -Evaluation of the Student African American Brotherhood   | Bachelor of Science in Education                              |
| Katie Brant                        | -Climate Study (Student)<br>-Marketing and Communication<br>-Project RELATES                            | Masters in Applied Communication (IUPUI)                      |
| Kari Carr                          | -Action Research with Master's Degree Teachers in Hancock County Cohort                                 | Ph.D. in Educational Leadership and Policy Studies (IUB)      |
| Charli Champion-Shaw               | -Climate Study (Faculty)<br>-Climate Study (Student)  | Masters in Applied Communication (IUPUI)                      |
| Kristie Coker                      | -Anderson ESL<br>-GK-12<br>-Mathematics and Science Partnership   | Masters In Language Education with Reading and ESL (IUPUI)    |
| Troy Crayton                       | -Character Education<br>-Peace Learning Center  | Masters in Urban Education (IUPUI)                            |
| Tyree Dunn                         | -Character Education  | Bachelor of Science in Psychology (IUPUI)                     |
| Erin Eckert                        | -Project RELATES  | Masters in Counseling Education (IUPUI)                       |

|                    |   |   |
|--------------------|---|---|
| Kieana Edmonds     | -Peace Learning Center  | Bachelor of Science in Psychology (Martin University)                           |
| Tony Estudillo     | -Evaluation of the Student African American Brotherhood<br>-Character Education                           | Ph.D. in Educational Psychology (IUB)   |
| Evelyn Hamilton    | -International Education  | Ph.D. in Education Policy (IUB)   |
| John Houser        | -Mathematics and Science Partnership<br>-Project RELATES  | Ph.D. in School Psychology (IUB)  |
| Josh Hunter        | -Discovering the Science of the Environment   | Ph.D. in Education Policy Studies (IUB)   |
| Sheila Jeevan      | -Mathematics and Science Partnership<br>-GK-12  | Masters of Education in Secondary Education (IUPUI)                             |
| Hyunchang Kang     | -International Education<br>-ESL instruction<br>-Character Education                                      | Masters of Public Affairs in School of Public and Environmental Affairs (IUPUI) |
| Erika Klosterhoff  | -New Tech<br>-GK-12   | Ph.D. in School Psychology (IUB)  |
| Jingjing Lou       | -International Education  | Ph.D. in Educational Psychology (IUB)   |
| Dorothy Nkhata     | -State's Largest Classroom<br>-Teacher's Resource Center<br>-Project RELATES                              | Ph.D. in Higher Education (University of Oklahoma)                              |
| Ashley Rittenhouse | -Discovering the Science of the Environment<br>-Teacher Resource Center<br>-Twenty-first Century Scholars | Bachelor of Science in Psychology (IUPUI)                                       |
| Payal Shah         | -International Education<br>-Vitality Study   | Ph.D. in Education Policy (IUB)   |
| Stephanie Sharp    | -Comprehensive Teacher Education Reform for English Language Learners                                     | ESL Certificate (IUPUI)   |
| Jacob Stuckey      | -State's Largest Classroom<br>-Discovering the Science of the Environment<br>-International Education     | Obtained Bachelor of Arts in Psychology (IUPUI)                                 |
| Irene Temple       | -Urban Counselors Program   | Ph.D. in Counseling Psychology  |

## Research Colloquium Series

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Throughout the year, CUME sponsored six Research Colloquia highlighting Indiana University School of Education, Indianapolis faculty members and students. Each spotlight incorporated a faculty lead and a combination of graduate and undergraduate students. CUME provided access to numerous discussions and presentations at Indiana University Bloomington via distance connection.

The CUME Colloquium Series:

- Fulbright Scholar Presentation and Discussion titled The Need for Teacher Training in Special Needs Education and its Implications- Uganda's Experience: John Okech.
- The El Puente Project: Jose Rosario and Felipe Vargas.
- Learning Theory in Enacting a Teaching Practice: Signe Kastberg and Paula Magee
- Evaluation of Project RELATES: A Twenty-first Century Learning Center Initiative: Joshua Smith and Jill Bradley-Levine
- IUPUI Student Climate Study: Monica Medina, Charli Champion-Shaw, Julianna Banks, Katie Brant
- International Education in Indiana: Debora Hinderliter Ortloff

## Feature Projects

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### **Examining the State of International Education in Secondary Schools in Indiana**

In Fall 2007, CUME partnered with the Indiana Department of Education and the Longview Foundation to conduct the first-ever comprehensive mixed-method study of international education in Indiana secondary schools. CUME developed a state-wide survey, conducted a statistical analysis of enrollment trends, and designed a qualitative study aimed at capturing best practices and major barriers to internationalization in Indiana's high schools. Results of the study were presented at the state's first annual Summit on International Education, sponsored by the Lilly Foundation. Our major findings indicate serious deficiencies in terms of faculty capacity to engage in internationalization. In addition, the results have been reported by the Asia Society and have attracted attention from the Association for Teachers for Foreign Languages (ACTFL), which will be featuring the forthcoming technical report on its website. CUME has also received a request to submit a proposal to edit a special edition of the Comparative Education Review, the top journal in the field of comparative education, on the topic of K-12 internationalization. The partnership with IDOE continues with the next part of the study focusing on the internationalization of teacher education in the state as well as an examination of elementary school practices.

### **Twenty-first Century Scholars Qualitative Study**

Twenty-first Century Scholars is a state-wide initiative which gives low-income students tuition stipends for following the guidelines of a pledge signed in the eighth grade. CUME is conducting an evaluation of the Twenty-first Century Scholars program in Indiana, including our campus here at IUPUI. The research project includes focus groups and interviews not only with participants, but also with program directors at a wide variety of institutions of higher education throughout the state. It is the first major evaluation of the program since its inception.

This qualitative study of the Twenty-first Century Scholar's Program in Indiana examined students' experiences in college and administrators' descriptions of the resources/supports provided by their respective institution. Interviews with 75 college administrators and focus group discussions with 200 Twenty-first Century Scholars statewide revealed that colleges provide an array of resources and services university-wide, but commit different types and intensities of support specifically to Scholars. Colleges experienced challenges communicating effectively with Scholars and some campuses struggled with identifying potential Scholars prior to matriculation and even after enrollment. Scholars experienced several challenges in higher education related to financial concerns and balancing multiple responsibilities associated with family, work, and college. Students and administrators varied in their understandings of the policies and procedures of the Twenty-first Century Program.

### **New Tech High School in Indiana: A Case-Study and Implementation Study**

CUME collaborated with several new partners on the New Tech High School in Indiana: A Case-Study and Implementation Study for Arsenal Tech, Decatur, and Rochester Schools. Three schools in Indiana adopted the New Tech educational reform process. New Tech infuses technology across the curriculum and employs interdisciplinary courses using project-based learning as the central pedagogical approach. CUME conducted an embedded case-study examining the fidelity of implementation within and across the three schools. This project also brought together a wide-variety of stakeholders interested in the New Tech model in Indiana, including the Techpoint Foundation and The Center on Education and Lifelong Learning (CELL). A wide-variety of other school corporations have expressed interest in also adopting this model, including three additional schools which will begin implementation next year. The results of the CUME study will be helpful not only to the schools already in the process of becoming New Tech schools, but also to those who choose this route in the future.

### **Peace Learning Center Curriculum Mapping Project**

The Peace Learning Center (PLC) has been working with CUME for years on several community-based initiatives. The Peace Learning Center Curriculum Mapping Project represents a collaborative curriculum evaluation and development effort. Working with individual project directors and the administration of PLC, CUME compiled an extensive report of current curriculum goals, instructional objectives, and connections to existing research literature on peace education, conflict resolution, and other related programs. Aligning with CUME's mission to work collaboratively with community partners, this project represents a formative assessment designed to assist the PLC leadership in both improving programs and pursuing future external funding. Further projects currently include working with the Jamaica Peace Education Program

and continuing work with incarcerated juvenile girls at the Indianapolis Juvenile Correctional facility.



“I have had the opportunity to engage in a number of research opportunities. Areas of research, for example, that have ranged from the African American student experience found in college and K-12 settings, emerging K-12 international education in the Midwest, and how adolescents of color identify with the current educational system.”

-Antonio Estudillo

## Funded Projects 2007-2008

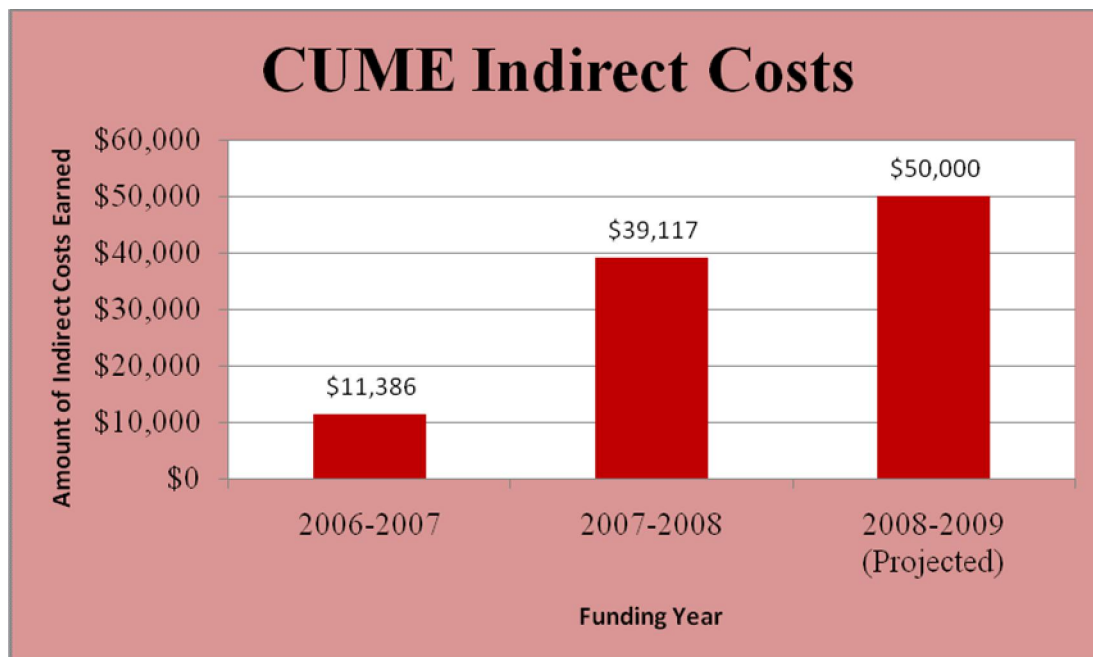
| Project Type  | Funding Source   |
|---|--|
| <b>Arts</b>   |  |
| Arts4Learning: An Evaluation of Pilot Project in Zionsville, Indiana  | Young Audiences of New York                              |
| Examining the State of the “Welcome to Learning” Program in Primary Schools of Indiana                                  | Pullium Foundation and Young Audiences of Indiana        |
| <b>Education Reform</b>   |  |
| Examining the State of International Education in Secondary Schools in Indiana  | Indiana Department of Education and Longview Foundation  |
| Evaluation of “A Tale of Two Cities: Indianapolis and Anderson, Indiana”  | Department of Education                                  |
| New Tech High School in Indiana: A Case-Study and Implementation Study for Arsenal Tech, Decatur, and Rochester Schools | Indiana Governor’s Association and Tech Point Foundation |
| Peace Learning Center Curriculum Mapping Project: The Peace Learning Program: An Introductory Evaluation                | Peace Learning Center                                    |
| Project RELATES Twenty-first Century Learning Centers Evaluation  | Indiana Department of Education                          |
| <b>Higher Education</b>   |  |
| Evaluation of the National Academic Advising Association  | National Academic Advising Association                   |
| Evaluation of the Social Status of African American Males   | Lumina Foundation for Education                          |
| Evaluation of the Student African American Brotherhood (SAAB)   | IUPUI University College                                 |
| Marketing and Communication Study   | IUPUI Office of Marketing and Communication              |

|  |   |
|--|---|
| School of Medicine Vitality Study  | IUPUI School of Medicine and Center for Teaching and Learning |
| Study of the Experiences of Faculty of Color at Indiana University-Purdue University Indianapolis  | IUPUI Chancellor's Office                                     |
| Twenty-first Century Scholars: Extending the study of Indiana University-Purdue University Indianapolis Students' Social and Education Experiences to Twenty-first Century Scholars in Indiana | Lumina Foundation for Education                               |
| Understanding Student Perceptions of the Campus Climate at Indiana University-Purdue University Indianapolis   | IUPUI Chancellor's Office                                     |
| <b>Math/Science</b>  |   |
| Evaluation of National Science Foundation Project: Students as Mentors and Owners of Geoscience and Environmental Education  | National Science Foundation                                   |
| Evaluation of the Experiential Science Program: Examining the Implementation and Outcomes of the Discovering the Science of the Environment Program  | Center for Earth and Environmental Science                    |
| Evaluation of the Experiential Science Program: Examining the Implementation and Outcomes of the State's Largest Classroom in Indiana  | Indiana State Fair Commission                                 |
| Evaluation of the GK-12 Program at Indiana University-Purdue University Indianapolis   | National Science Foundation                                   |
| Evaluation of the Mathematics and Science Partnership Program  | Indianapolis Public Schools                                   |
| Evaluation of the Woodrow Wilson Indiana Teacher Fellowship Program – Woodrow Wilson National Fellowship Foundation  | Woodrow Wilson National Fellowship Foundation                 |
| <b>Teacher Education</b>   |   |
| Comprehensive Teacher Education Reform for English Language Learners   | Department of Education                                       |
| Evaluation of Anderson University School of Education, English as a New Language Program, and Professional Development Academy   | Department of Education                                       |
| Evaluation of Teacher's Use and Perceptions of Teacher Resource Material   | Lilly Endowment   |
| Indiana University School of Education Pathways Initiative: International Academy at Arsenal Tech High School  | Indiana University  |
| Indiana University School of Education Pathways Initiative: University High Academy  | Indiana University  |
| <b>Total Funding for 2007-2008 Fiscal Year</b>   | <b>~\$475,000</b>   |

## Funding Sources

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CUME established nine partnerships with units within IUPUI including UCASE, the School of Medicine, School of Science, and University College. These important internal partners accounted for approximately 20% of research dollars generated by CUME in the 2007-2008 academic year (\$87,000). Research projects with our 17 community partners represent the bulk of funding for CUME and account for slightly more than \$475,000. Approximately \$40,000 of the total funds were allocated toward indirect costs that benefit the campus and the School of Education- Indianapolis. Figure 1. illustrates the dramatic increase of funding between this year and last. We predict an excess of \$50,000 in indirect costs in the current fiscal year.



## Student Presentations

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Bradley-Levine, J., Smith, J. S., & Carr, K. (June, 2008). *The role of action research in empowering teachers to change their practice*. Ethnographic and Qualitative Research Conference, Dayton, OH.

Ortloff, D. H., Shah, P., & Hamilton, E. (May, 2008). *State of international education in Indiana*. NASFA Indiana State Meeting, Bloomington, IN.

- Ortloff, D. H. & Bradley-Levine, J. (May, 2008). *Translational evaluation: Can evaluation be more than required?* Poster presented at the Fourth International Congress of Qualitative Inquiry Conference, Urbana-Champaign, IL.
- Shah, P., Hamilton, E., & Lou, J. (March, 2008). *On the move: International education reform in public schools in Indiana.* Comparative and International Education Society (CIES) Annual Conference, New York, NY.
- Smith, J. S., Stuckey, J. B., & Stuckey, S. M. (March, 2008). *Discovering the science of the environment.* Poster presented at the Consortium on Urban Education Life and Health Sciences Faculty Research Showcase, Indianapolis, IN.

### Selected CUME Faculty Affiliates' Publications and Conference Presentations

- Ashburn-Nardo, L., & Smith, J. S. (2008). African-Americans' extropunitive and intropunitive responses to prejudice: Implications for academic attitudes. *Journal of Black Psychology*, 34(3).
- Helfenbein, R. (February, 2008). Educating all children for a sustainable future/Educating for democracy. AACTE Invited Forum. American Association of Colleges of Teacher Education.
- Helfenbein, R. (April, 2008). Statewide examination of the Twenty-first Century Scholars Program in Indiana. Student Access and Success Conference, Indianapolis, IN.
- Keller, D. B., & Osgood, R. L. (2008). *"When Worlds Collide: Teacher Education, Critical Pedagogy, and Traditional Service-Learning."* Presentation at Michigan Academy of Sciences, Arts, and Letters Conference, Alma, MI.
- Keller, D. B., & Osgood, R. L. (2007). *"Baptism through Fire: First Year Students and Activist Service Learning,"* Presentation for FACET's 2007 Associate Faculty & Lecturers' Conference, Indianapolis, IN.
- Keller, D. B., & Keller, J. G. (2007). *"Foucauldian Spirituality and Transformative Practice: Race, Class, and Service-Learning,"* Presentation for 2007 Ohio Valley Philosophy of Education Society, Dayton, OH.
- Meyer, J. M., Lamm, N. P., & Smith, J. S. (2007). Retaining freshman engineering students through participation in a first-year learning community: What works and what doesn't. ASEE Annual Conference Proceedings, ASEE 2007 ASEE Annual Conference and Exposition.

Ortloff, D. & Bradley-Levine, J. (May, 2008). Translational evaluation: Can evaluation be more than required? The Fourth International Congress of Qualitative Inquiry Conference, Urbana-Champaign, IL.

Smith, J. S., Lim, S., & Bone, S. (2008). Examining the impact of First-year experience course on student outcomes at a community college. *Assessment Update*, 20(3), 11-13.

Smith, J. S. (2008). Expectations for research intensify alongside accountability. *Indiana Insight, Spring Issue*, 20-23.

## CUME Research Reports

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Smith, J. S., Crayton, T. A., Dunn, T. I., & Wiley, S. M. (2007). *A tale of two cities: Indianapolis and Anderson, Indiana evaluation research brief year 1*. (Research Report No. 3). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Smith, J. S., Blackerby, J. S., Bradley-Levine, J. S., Bruns, E. M., Dunn, T. I., Hilgendorf, J. A., & Turpin, E. M. (2007). *Evaluation of the Great Spirits Camp report*. (Research Report No. 4). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Smith, J. S., Ortloff, D. H., & Brant, K. M. (2007). *Study of IUPUI student preferred modes of information dissemination for the IUPUI Office of Communications and Marketing*. (Research Report No. 5). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Smith, J. S., Ortloff, D. H., Banerjee-Stevens, D., Nkhata, D. B., Stuckey, J. B., & Stuckey, S. M. (2007). *Evaluation of The State's Largest Classroom report*. (Research Report No. 6). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Smith, J. S., Stuckey, J. B., & Stuckey, S. M. (2007). *Evaluation of the Discovering the Science of the Environment Year 1 summative report*. (Research Report No. 7). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Helfenbein, R. J., & Crayton, T. A. (2008). *Peace Learning Center curriculum mapping project*. (Research Report No. 8). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

- Ortloff, D., Shaw, P., Hamilton, E., & Lou, J. (2008). *Technical report: International education*. (Research Report No. 9). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.
- Black, W. R., Bathon, J., & Poindexter, B. (2007). *Looking in the mirror to improve practice: A study of administrative licensure and master's degree programs in the state of Indiana*. (Research Report No. 10). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.
- Smith, J. S., Helfenbein Jr., R. J., Hughes, R. L., & Stuckey, S. M. (2008). *Twenty-first Century Scholars qualitative study: Higher education report*. (Research Report No. 11). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.
- Ortloff, D. H., Banerjee-Stevens, D., & Shah, P. (2008). *Faculty vitality study report*. (Research Report No. 12). Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.



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