

Spring 10

# Chalkboard

Indiana University School of Education Alumni Association

## NSSE at 10

A decade of promoting  
'a more productive line  
of conversation'

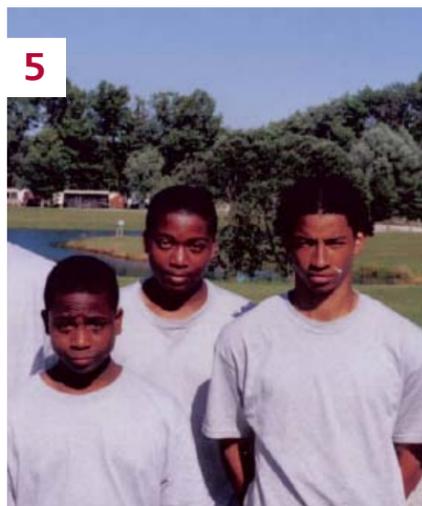


An alum who  
helps others lead

SOE professor works  
toward improving college  
teaching worldwide

# 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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## Working Toward Quality

by Gerardo M. Gonzalez, Dean, School of Education



Very few things can generate the type of intensity that the debate over education reform can ignite.

And increasingly, this debate is focusing not just on how to improve education quality in K-12 education but higher education as well.

It's unfortunate, but much too often the discussion about what comprises a quality education is driven by ideological perspectives rather than scientific or other types of research evidence.

That's why the cover subject of this issue of Chalkboard demonstrates one of the proudest contributions of the IU School of Education to the quality measures discourse. The National Survey of Student Engagement (NSSE) turned a decade old with the fall 2009 survey. When it began, practically no data existed to inform higher education policy-makers on the institutional characteristics that promote student learning. Its timing was virtually perfect.

In the 2000s, then U.S. Secretary of Education Margaret Spellings began questioning how to determine what higher education institutions achieved graduation goals, promoted student learning, and otherwise had the highest quality. Her Spellings Commission on the Future of Higher Education report, published in 2006, raised considerable questions and spurred a national dialogue about American higher education that hadn't existed before. Still, the questions outweighed the quantity of good answers. You'll read in this issue about how NSSE, under the leadership of George Kuh, Chancellor's Professor of higher education and director of the Center for Postsecondary Research, came into existence. Kuh said because of the fears some in higher education had about what NSSE would do with its results, he wasn't exactly greeted warmly at first.

But the mission of the survey has never been to lavishly praise one institution or call out another for its failings. All along, NSSE intended to be something different than the popularity rankings or college "beauty contests" that clearly seem to miss the mark on many measures of what makes up institutional quality. While all of us are undoubtedly intrigued by which school (particularly if it's our alma mater) earned the "top party school" slot this year, I think we can all agree it might not be among the most meaningful of poll results. Kuh handed the reins to Alex McCormick, who joined us from the Carnegie Foundation for the Advancement of Teaching

in 2008, and he has continued the survey's tradition of data-based institutional change and student-centered results.

NSSE is one of the many ways the school contributes to increasing the quality of education worldwide. As our faculty profile reveals, Nancy Chism is working to ensure quality instruction happens at the university level both here and around the world. The National Student Clearinghouse has selected higher education professor Don Hossler to lead its research center and use the Clearinghouse's comprehensive registry of higher education student data to advance its public service mission nationwide. And one of our prominent alumni featured here, Joseph Cangemi, has literally been the counsel to heads of nations and corporations seeking to improve leadership quality.

If there's ever been a time when we need the best answers — not the quickest or the easiest — it is now. Financial burdens on higher education institutions as well as individuals mean that mistakes are not just costly, they may have a lasting impact. I hope you'll enjoy reading about NSSE and the many other ways our faculty, staff, and alumni are truly living up to our school slogan, "Making a World of Difference."

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## Research Awards, Honors, Appointments for Faculty



Kylie Pepler (R), with Dean Gonzalez

Assistant Professor **Kylie Pepler** received a 2009 Governor's Award for Tomorrow's Leaders in a ceremony at the Indiana Statehouse on Tuesday, December 15.

The Governor's Award for Tomorrow's Leaders is presented by the Office of the Governor of Indiana and the Indiana Humanities Council. The award criteria note the award is an initiative to "bring attention to excellence and achievement among a broad, diverse group of young leaders in Indiana."

Pepler has proven a productive member of the School of Education faculty since her appointment in January 2008, earning 7 grants, publishing 6 scholarly articles, and co-editing a book published in 2009. That book, *The Computer Clubhouse: Constructionism and Creativity in Youth Communities*, focuses on her work with media arts as a tool to help improve literacy and learning for young people. The book examines Computer Clubhouse, an international after school program designed to provide the latest in computer technology to underserved youth. Since arriving in Indiana, Pepler has worked with the Bloomington Boys and Girls Club to create a similar media arts program.

The National Student Clearinghouse has appointed Indiana University School of Education Professor **Donald Hossler** as executive director of the National Student Clearinghouse Research Center (NSCRC).



Charlie Reigeluth

The NSCRC is the non-profit organization that maintains a comprehensive registry of higher education student data. Hossler will remain on the faculty at IU, splitting his time as he continues to teach graduate classes and conduct research. His appointment started Feb. 8.

Hossler is an internationally-recognized expert on issues of college choice, student financial aid policy, enrollment management and higher education finance. The Clearinghouse, based in Herndon, Va., is the nation's trusted source for degree and enrollment information and provides reporting, verification and research services for more than 3,300 colleges and universities, representing more 92 percent of the nation's post-secondary enrolled students.

As the organization's executive director, Hossler oversees the Research Center's operations, strategies and delivery of its public service mission. Hossler has directed the Project on Academic Success (PAS), part of the IU Center for Post-secondary Research (CPR). In his new role, IU faculty and staff from PAS and CPR will assist in future projects.

The Association for Educational Communications and Technology (AECT) recently honored Instructional Systems Technology Professor **Charlie Reigeluth** with two awards and an award presented in his name. The Systemic Change Division, which focuses on fundamental changes using technology to dramatically improve educational quality, has

created the "Charles M. Reigeluth Emerging Research Award." The first award went to a former Reigeluth student (see p.7). AECT also presented two awards to Reigeluth for his own work; the award for "Distinguished Service to the Systemic Change Division" and the "Outstanding Journal Article" award, also from the Systemic Change Division.

Reigeluth said he didn't expect these honors and added that having a former student win the research award was a particular point of pride. He said it also notes the importance of systemic change, which he says he now calls "paradigm change" because the term means different things to different people. "We had the factory model schools for the industrial age and now we need a different paradigm for the information age," Reigeluth said.

For the second straight year, a student from the Educational Leadership and Policy Studies (ELPS) department in the IU School of Education has won the prestigious Wells Graduate Fellowship. **Oren Pizmony-Levy** has received the fellowship for 2010-2011. Pizmony-Levy is a double major in Education Policy Studies and Sociology.

The award carries the name of Herman B. Wells, IU president for 25 years and then University Chancellor until his death in 2000. In his estate, Wells provided for an annual graduate fellowship. The fellowship is awarded each year to students who demonstrate the qualities for which Chancellor Wells was renowned: leadership abilities, academic excellence, character, social consciousness, and generosity of spirit.

For two years running, an ELPS graduate student has claimed the award. **Payal Shah**, a comparative education PhD candidate in policy studies, was the recipient for the 2009-2010 school year.

PHOTO COURTESY OF KYLIE PEPPER, CHUCK CARNEY

IU OFFICE OF UNIVERSITY COMMUNICATIONS

## Taking on plagiarism one test-taker at a time



Frick

A professor who has long held a tenet that anything produced for the Web should carry the assumption that its impact will be well beyond local has certainly found the textbook example.

Associate Professor of Instructional Systems Technology Ted Frick thought ahead-of-the-curve regarding the Web. In a report for Phi Delta Kappa published in 1991, before the Internet was a staple on college campuses (or anywhere), he foresaw the potential. "I was making the case that technology, if used appropriately, can really empower teachers and learners," Frick said. In the years after, Frick led innovation at the local level, literally creating and running the School of Education's Web site.

And in response to a very local problem, Frick has created a solution that is going global. About 10 years ago, he was surprised to find more problems with his students turning in plagiarized work. "There were four cases of clear plagiarism out of maybe 16 or 18 students," Frick said. "And I thought, 'this is not okay.'" He learned from discussing the issue with students that they simply didn't understand the concept.

Driven by that problem, Frick said he awoke early one morning and created the online plagiarism quiz in a matter of about six hours. Except for a few tweaks, the quiz remains largely the same as in late 2000. Two years later, Frick enlisted IST students in an advanced program production class to design a new online tutorial that explains and gives examples of plagiarism, followed by a test. "It explains the concept, and in particular two kinds of plagiarism called word-for-word plagiarism and paraphrasing plagiarism," Frick said. "We give not only examples but then we give people practice in making the discriminations and feedback." Soon the IST department expected students in all classes to pass this new and more challenging plagiarism test. By 2005, the School of Education's faculty policy council required

all education students to complete the online plagiarism tutorial and test.

But the free tools have far surpassed just local impact. When checking Web statistics, Frick said he realized just how much traffic the quiz and tutorial attracted. "We're getting literally millions of people using this material," he said. According to IU's Web traffic reports, between 2001 and the end of 2009, there were nearly 11 million requests for Web pages from both the online quiz and the separate tutorial with the test.

In 2003, the year the tutorial tool went online, it generated around 150,000 page views. In 2009, there were over 2 million page views, with more than 277,000 certificates digitally awarded for passing the test. In a search for "plagiarism test," Google ranks the test as first, and when searching for "plagiarism tutorial," the site ranks third. A search for "online plagiarism quiz" returns the quiz as the second result. Google rankings are scientific measures of popularity on the Web.

Requests have come from across the U.S., Canada, Australia, and Europe as individual teachers have sought permission to use the quiz in classes and institutions have asked to use it more broadly. All of those requests are granted, and Frick said he allows many hard-copy reprints of the materials as long as they are not being sold.

Of course, Frick has received extensive feedback, most of it very positive. "We have had several cases of plagiarism at my department in the last year and have adopted a zero tolerance towards it," wrote a lecturer in Sweden. "The problem is that the students appear not to be fully aware of what plagiarism is ... That is why I have included a hyperlink to your site in the Web sites that I have constructed for the students. At least then they cannot claim that 'I did not know' when we report them."

Certainly Frick's prediction of empowering teachers and learners worldwide has come true in many ways. He just never figured creating an online plagiarism quiz and tutorial would be how he'd demonstrate it.

"It wasn't what I was planning on being famous for," Frick said.

Links to these resources are found at: <https://www.indiana.edu/~tedfrick/plagiarism>.

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## 'Serendipity' leads to career developing expertise in college teaching



In a critique of college teaching in the late 1960's, the American classicist William Arrowsmith offered a scathing view of how higher education institutions promote teaching excellence. He wrote in *Improving College Teaching* (from the American Council on Education) that colleges were providing an atmosphere as hospitable as a desert would be for the tree-loving Druids. "If you want to restore a Druid priesthood, you cannot do it by offering prizes for Druid-of-the-Year," he said. "If you want Druids, you must grow forests."

Albeit without reference to ancient Celtic communities, Professor Nancy Chism, of Higher Education and Student Affairs (HESA) at the IU School of Education, reflects some of the same sentiment in her work on improving the college teaching profession. Her 2006 study "Teaching Awards: What do they Award?" in *The Journal of Higher Education* examined university teaching

award criteria and recipients. She found the criteria vague; just over half associated "teaching excellence" with the awards.

The point: There's more to being an effective college teacher than just saying a teacher is good. "I do believe that we have pretty good explanations of how learning happens now and how to facilitate that," Chism said. Her career has focused on making college classroom instruction more effective. "Facilitating learning is one of the most complex undertakings that a professional can do," she said. "To say that one can enter the professorate with only disciplinary knowledge and without any prior preparation in teaching is like saying you can train to be a professional basketball coach by having played the game but avoided learning about coaching strategies."

Her work on evaluating classroom techniques, teaching diverse groups of

students, utilizing new technology, and the plight of teaching assistants and adjunct faculty are one reason IUPUI sought Chism in 1999. The university hired her as associate vice chancellor for professional development and associate dean of the faculties with a faculty appointment in the School of Education. She had been director of the Office of Faculty and Teaching Assistant Development at the Ohio State University, previously serving in OSU's Center for Teaching Excellence. "I thought I would like to see if I could effect change on a broader scale," Chism said about her move to IUPUI.

The move from Columbus, Ohio, was fairly straightforward, although Chism's spouse, Grady Chism, Ohio State professor emeritus and special assistant to the vice chancellor for research at IUPUI, wasn't able to join her full-time in Indianapolis for five years. She said serendipity governed her career path until Indianapolis. Before then, the Chisms moved between Massachusetts — where Nancy taught high school English — and Virginia and New Jersey. When they settled in Ohio, she began work on her PhD.

"I intended to work in the policy area, because, as most public school teachers learn after a while, policy is really important," Chism said. "But I got very interested in college teaching as well. I did work in policy for one year after my PhD at the state department of Ohio, but the university just beckoned me back after a year. They were starting a teaching center at Ohio State, and the rest is history."

In the fall of 2006, Chism returned full time to the Indiana University faculty and has turned her attention to faculty development here and across the world. Over the last several years she's consulted with universities in Kenya, Hong Kong, Singapore, Saudi Arabia, the Czech Republic, Thailand, and England.

Now she's part of a new effort to provide more college teaching prepara-

tion to new faculty in England and the U.S. January saw the launch of "Teacher Training Online" from Epigeum, a company affiliated with Imperial College in London. The program offers online training for part-time lecturers and part-time faculty. Higher education systems in the U.S. (including Indiana University) and in England, Ireland, and Pakistan have joined the program to provide the coursework for their faculty and staff. Chism developed the program's course on "Developing your Teaching."

Chism said the project attracted her because of the renowned faculty members involved in the project, who include Graham Gibbs, a British higher education expert formerly with British Open University, England's largest post-secondary institution. "I wanted to work with these people and be a part of a high-end course development, to learn how it's done by the experts," Chism said. "You have to be constantly thinking of activities and using storyboard formats. It's very different from the way we're used to working."

In the coming years, Chism hopes to make the experience of HESA students more global. During the spring semester, she brought faculty from across the globe into her graduate class on the faculty profession. Students have heard from professors from Sri Lanka and Brazil via Web connection. "And as a requirement for the course, the students are either a 'pen pal' or are doing a Web interview with a faculty member somewhere in the world," she said.

Students will get first-hand experience in the role of international consultant next year in a new program offering Chism has developed. She'll take a group of HESA graduate students to Thailand, where they'll work on projects with and for universities in Bangkok. Chism said it's an important element of learning for these future faculty members and researchers. "We really can learn so much from other countries."

CHUCK CARNEY

PHOTO COURTESY JOMO MUTEGI

## School of Education professor hopes summer session can provide 'life-changing experience' for African-American boys



The numbers for African American males in science and math achievement are not promising. According to a professor at the IU School of Education at IUPUI, they tell a story.

Jomo Mutegi, associate professor of science education, notes a recent study that found overall, African American students who are high school seniors are outperformed by white students in the 8th grade. "In most major cities, 70 percent of African American boys don't graduate with their peers," Mutegi said. He noted that the numbers have an enduring consequence.

"If you don't graduate from high school, you're much more likely to go to prison," he said. "If you don't graduate from high school, you're much less likely to get a well-paying position." Continuing the strand, he said without a diploma, earning enough to support a family is virtually impossible.

"You have an erosion of our community based on shortcomings in education," Mutegi said. "But I always like to say we could turn things around in one generation if we address the needs of our youth."

Mutegi founded Sankoré Vanguard, a nonprofit organization for adolescent African American men designed to prepare them to be responsible leaders in African American communities. In particular, the organization places special emphasis on the "STEM" disciplines: science, technology, engineering, and mathematics. (The name comes from the ancient Sankoré University, located in Timbuktu in West Africa, renowned as one of the world's great centers of learning — particularly in the sciences — during the Middle Ages. Vanguard refers to the participants being guardians of that knowledge.)

The key element is the summer training program, a four-week event at Bradford Woods, the IU outdoor center in Morgan

County.

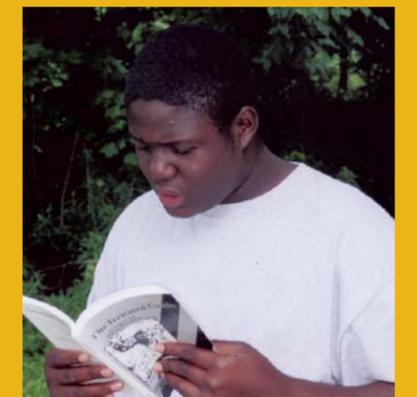
"We asked ourselves, what kind of educational experiences can we give African American boys that will help them to better appreciate mathematics and science and also better appreciate their role as young men who are growing into manhood?" Mutegi said. The program, open to African-American boys from seventh through 12th grade, presents challenges for the body and the mind.

During the month-long program, participants live in tents. Every morning they do a run. Every other day is a 6-mile, roundtrip hike. Units of instruction focus on understanding the sciences and literature. Another focuses on learning about nature so that participants can become proficient enough to be "master survivalists."

"It's challenging for a purpose," Mutegi said. "It's amazing to see the satisfaction that they have and the pride they feel within themselves once they've accomplished some of the tasks that we've given them."

The program is one component of a larger organization, the Sankoré Institute, which Mutegi founded in Maryland in 2003. It complements his research on why students choose science careers. Through the organization, he has worked in the community to emphasize the importance of STEM education for African American students.

Throughout the summer program — a permanent outreach of the Institute — the idea of an African American brotherhood is emphasized. Within that month, Mutegi said he knows the goal is lofty. "What we really hope to do is give them a life-changing experience," he said. The review from at least one parent indicates it's possible. "I've never seen my son so excited about learning," Mutegi said she told him.



## Alum makes long, distinguished career of working on 'people problems'

Looking back on an academic career spanning four decades, this IU School of Education alum says he's nowhere near finished with his work because there's still room to grow.

Joseph Cangemi, EdD '74, could be forgiven if he decided to rest on laurels long-ago earned, take a break from global travel and work that started in the Dominican Republic in the early 1960s as a teacher and has taken him to Italy, South Africa, the Philippines, Ecuador, and numerous other far-flung countries. But Cangemi must be about the people's work.

"I'm a people guy," Cangemi said. "I'm interested in people problems. I'm interested in the growth and development of people."

And adhering to his own credo, Cangemi's not about to stop his own growth.

"My philosophy is growth is a journey, it's not a destination," he said. "Everybody's got to grow and leaders have to continue growing. The smart ones continue to grow."

Cangemi's longtime focus continues to be how people learn and practice leadership and develop organizations. He is an emeritus professor of psychology at Western Kentucky University's College of Education and Behavioral Sciences, where he received an appointment in 1968. Though he's been a member of the WKU faculty for some time, he's been far from sedentary. Over his time in Bowling Green he's become a trusted consultant to numerous Fortune 500 companies, including Coca-Cola, General Motors, Emerson Electric, and Bridgestone/Firestone.

Organizations and governments as well as institutions of higher education across the world have called upon his expertise. In 1985, the Polish Academy of Sciences requested he join a group to determine how better organizational development could benefit the economy of Poland. (He and fellow School of Education alum Casimir Kowalski, EdD '75,

were with Nobel Prize winner Lech Walesa the day he announced his candidacy for the Polish presidency in 1990. They have written a new book called *Heroes of Solidarity* about Walesa's political fight)

His IU experience built upon a mix of education and business experience. After earning a bachelor's at State University of New York-Oswego then a Master's in educational psychology and counseling from Syracuse University, he spent time teaching and as an administrator in the Dominican Republic, then worked for U.S. Steel in Venezuela, serving as the director of education/training and development. There, he began to transfer some of the skills from his educational psychology background to organizational leadership issues. He developed programs on management and training from scratch. "And to my great surprise, people liked them," he said. "And that was the beginning of my work in the business/industrial world, which was a shift from the education world."

Four years after Western Kentucky hired Cangemi, he began work on his doctorate at IU. As a graduate student in educational leadership and policy studies, he continued tying business experience to teaching organizational leadership. While in Bloomington, his mentor, Professor Robert Gibson shared with him many lessons, including one Cangemi says he's always held on to. "He used to say to me, 'Joseph, you can't take your library with you, so it's what you can see, it's what you can intuit, it's what you can understand,'" Cangemi said. "You have to develop that capability."

Taking those words to heart, Cangemi's work has required him to understand organizational issues with numerous companies in spots across the globe. Quoting the axiom attributed to French philosopher Voltaire, "an organization is the lengthened shadow of the leader," Cangemi



starts at the top in his examinations.

"On the back cover of my most recent book *Developing Trust in Organizations* (McGraw Hill, 2005), on the back cover it states 'nations rise and fall on the basis of leadership; companies rise and fall on the basis of leadership; families rise and fall on the basis of leadership,'" Cangemi said. "You pretty well have it there. You have to start looking at leadership." While in his 18 books he's either authored or co-authored or edited he's now looked specifically at the failures of financial organizations, he said it seems that many of them fell because of problems in the front office.

"In my experience, some leaders have gotten to the point where they start carrying their paper clippings with them and they start looking at them," Cangemi said. "They begin to believe that they can do no wrong." He emphasizes that leaders who stop learning will learn at least to regret that decision.

Even as an emeritus faculty member, he has barely slowed his schedule. Cangemi teaches 12 credits a year, half of that in the doctoral program. The WKU College of Education and Behavioral Sciences has recognized his teaching with three "Excellence in Productive Teaching Awards" and Western Kentucky honored him by nominating him in 1999 and 2000 to the National Carnegie Foundation Professor of the Year Award.

He recalls fondly the many hours of travel he endured during his work at IU. Commuting to and from his family's home in Bowling Green—218 miles one way—Cangemi listened to recorded lecture notes on a tape player. He said he owes a lot to the leadership of Gibson, who challenged him to figure out his career path as soon as he finished his degree.

"My time at Indiana University was amongst the most fruitful, most pleasant, most delightful of my entire educational career," Cangemi said.

COURTESY JOSEPH CANGEMI

## Overdue Honor, A Pretty Penny



Louis C. Stamatakos

A longtime education professor and three-time alumnus of the Indiana University School of Education was honored as a war hero nearly 65 years after saving the lives of himself and the crew of his B-17 bomber. U.S. Senator Carl Levin presented the Silver Star to **Louis C. Stamatakos, BS'50, MS'51, EdD'58**, in a ceremony at the Michigan statehouse on Feb. 17. According to an article in the *Detroit Free Press*, Stamatakos' sons learned of his heroism recently when reading his memoirs from World War II and joined a former crewmate in nominating him for the honor.

According to the U.S. Army, the Silver Star "is awarded to a person who, while serving in any capacity with the U.S. Army, is cited for gallantry in action against an enemy of the United States while engaged in military operations involving conflict with an opposing foreign force, or while serving with friendly foreign forces engaged in armed conflict against an opposing armed force in which the United States is not a belligerent party." The Army regulations further state the gallantry must be performed with "marked distinction."

Stamatakos is an influential voice in the student affairs field. He retired as a professor of Higher Education at Michigan State University in 1992. His works include the book *The Student Affairs Profession: a Selective Bibliography*, co-authored with Beverly Belson. MSU has honored him with the Louis C. Stamatakos Award, which recognizes an



Lyndall Bass

outstanding master's student in student affairs each year since 1991.

The Association for Educational Communications and Technology (AECT) named **Sunnie Lee Watson, PhD'08**, assistant professor of educational technology at Ball State University, as its first recipient of the Charles M. Reigeluth Emerging Researcher Award. The award is named after one of Watson's mentors in the IU School of Education's Instructional Systems Technology Department, Charles Reigeluth (see p.2). The Systemic Change Division, which focuses on fundamental changes using technology to dramatically improve educational quality, created the honor. According to the award criteria, recipients must be less than five years into a full-time academic position and have produced work which "is emerging as important to the field of systemic change, diffusion of innovations, systems theory, or change management." Watson joined the faculty at Ball State in 2008 after completing a dual major doctorate in instructional systems technology and education policy studies and comparative education. Her ongoing research focuses on international technology policies and leadership for disadvantaged students and critical-systemic school change in promoting equity for diverse learners.

**Justin Ralston, BS'06**, has founded Refugees Read ([www.refugeesread.org](http://www.refugeesread.org)), a nonprofit which gathers books and the money to ship them to refugee camps in Uganda. Located in a region of civil strife,

Uganda is a safe haven for those fleeing wars in nearby Sudan, the Congo, Rwanda, Burundi, and Kenya. Last July, the organization funded books and the construction of a library at the Kiryandongo Refugee Resettlement Camp. In January, he completed a new book drive and collected more than 4,000 pounds of books from Indiana students in Fremont, Angola, DeKalb, and Bloomington. Ralston returns to Uganda this summer to help build another library for this collection at the Kyangwali Refugee Resettlement Camp in Western Uganda. Ralston, who added a master's in clinical social work from Howard University after leaving IU, is a teacher at Bladensburg High School in Prince George's County, Md.

Instructional Systems Technology alumna **Lyndall Bass, MS'87**, created one of four designs selected for the reverse side of the 2010 Lincoln Bicentennial Penny. The U.S. Mint is issuing the new penny in recognition of the bicentennial of President Abraham Lincoln's birth and the 100th anniversary of the first issuance of the Lincoln cent.

Bass' penny features the "One Cent" inscription on a waving scroll, which symbolizes that "money does not become true currency unless it is moving," she said. The penny also bears a shield, a metaphor for protection of the union, and has thirteen vertical stripes bound by a horizontal bar, meant to symbolize the 13 original states joined in one compact union.

Past recipient of the IU School of Education's Distinguished Alumni Award, **Janice F. Weaver, MS'57, EdD'64**, died on Dec. 9, 2009. Weaver was dean of the Murray State University (KY) College of Education from 1985 until 1997. She also served as president of the American Association of Colleges for Teacher Education in 1990-91. The IU School of Education selected her for a Distinguished Alumni Award in 1991.

COURTESY LOUIS STAMATAKOS, LYNDALL BASS

# NSSE at 10

Focusing institutions on improving student learning since 1999



The **National Survey of Student Engagement** continues to shift the focus on higher education quality



Now 10 years after its first national administration, the National Survey of Student Engagement hardly needs an introduction, at least among higher education administrators. For students, that can be a different matter.

For NSSE to accomplish its important mission, students must participate in the annual survey. Using the survey's catchy acronym, pronounced "nessie," institutions are trying to entice student participants so that we can learn more about the undergraduate experience with an eye toward improving collegiate quality.

Witness the recent effort at the University of Arkansas, where a message to fans on the social networking site Facebook read "Attention first-year students: have you seen NSSE?" A link connects to a YouTube video in which a U of

A professor describes having seen something like an elephant trunk sticking out of the water on a local lake. At the end of the video, a scene resembling a Scottish loch shows a creature emerging, formed by the letters "NSSE."

Perhaps the overly dramatic attempt reflects well the fact that participating institutions see more value than ever before in ensuring students take part in the survey. In spring, 1999, the Indiana University Center for Postsecondary Research in the School of Education partnered with the IU Center for Survey Research to administer NSSE for the first time, trying it out at 12 institutions. Since then, about 1,400 institutions and 2 million students in the U.S. and Canada have participated. Adaptations of NSSE are being used in Australia, Asia, South Africa and elsewhere. Conceived as

a counterpoint to college rankings, NSSE asks students questions about five effective educational practices: academic challenge, active and collaborative learning, student-faculty interaction, supportive campus environment, and enriching educational experiences.

"NSSE's major contribution has been to focus discussion, time and attention on the things that matter to student learning," said George Kuh, IU Chancellor's Professor, director of the Center for Postsecondary Research, and NSSE's founding director. "Its genius, the reason it's been so widely used and respected, is because it's based on what decades of research show to matter to desired outcomes of college and other cutting-edge research on teaching and learning."

Since its first national administration in 2000 with 276 institutions, NSSE has led the charge to focus attention on matters that can make a positive difference in what students gain from

the goals the founders of NSSE had in mind. "It has surely been beneficial to see institutions using NSSE results in efforts at transparency," said NSSE Director Alexander C. McCormick, who took the role in 2008 when Kuh stepped down. "Whether through the Voluntary System of Accountability (an initiative among public universities to supply information on the undergraduate experience), the *USA TODAY* initiative, or simply displaying NSSE results on their web sites, these help shift the quality conversation to issues of teaching and learning, and that's all for the good."

Getting to such discussion was part of the battle NSSE's backers foresaw. In February 1998, Russ Edgerton, then director of the education program of the Pew Charitable Trusts, brought higher education scholars together to find a way to focus national attention on what matters to student learning. Speaking at a November 2009 symposium in Indianapolis marking the

**"NSSE'S MAJOR CONTRIBUTION HAS BEEN TO FOCUS DISCUSSION, TIME AND ATTENTION TO THE THINGS THAT MATTER TO STUDENT LEARNING."**

college. Results from participating institutions are confidential unless the institutions decide to make them public. NSSE began a partnership with *USA TODAY* in 2007 to allow disclosure from institutions that agreed, aimed at providing more information in the media to families trying to select a college. NSSE is now frequently cited in media reports about institutions, with administration leaders noting how they've used the results to make student experiences better.

"When the provost came about five years ago, he got the first results and they showed, for example, the demands being made on freshmen were less than our national peers," Ron Walker, associate vice president for Institutional Analysis at Rider University in New Jersey, told the campus newspaper *The Rider News* in February. "He took that information to the chairs and said that we need to make an effort to exert more demand, to convince people that college is a little bit different than high school."

Such open discussion is among

10th year of NSSE, Edgerton recalled his thinking heading into those first meetings.

"What occurred to me was that one of the big problems in higher education was that the aspirations of institutions were focused on the accumulation of prestige rather than what they could do to improve student learning," Edgerton said. He had developed this view after 20 years as president of the American Association for Higher Education. Edgerton saw the problem as administrators being motivated to move the institution forward in national rankings more than serving a mission or clientele.

Edgerton described himself as the investor (Pew provided start-up funding), Peter Ewell, the vice president of the National Center for Higher Education Management Systems, as the architect, and Kuh as the builder of NSSE. Kuh and Ewell led a nine-member design team that produced an initial document called the "Pew Survey of Student Engagement."

"Among its key features was that it consisted primarily of items that are

## SNAAP earns national honor

Another project based at the Center for Postsecondary Research has won a national award for its work. The Strategic National Arts Alumni Project (SNAAP), which studies how to connect arts training to artistic careers, received the Institutional Research Initiative Award from the Arts Schools Network. SNAAP is an annual online survey, data management, and institutional improvement system designed to enhance the impact of arts-school education.

SNAAP has worked with more than 90 educational institutions since it started in 2007 to learn about the educational experiences and career paths of arts alumni. By collecting the first national data on how artists develop in this country, SNAAP is identifying the factors needed to better connect arts training to artistic careers.

Bill Barrett, executive director of the Association of Independent Schools of Art and Design of San Francisco, nominated SNAAP for the award. "The great benefit of the SNAAP survey is that it not only gathers very important data about a school's alumni, it also allows a school to compare its performance to that of similar institutions," Barrett said.

known to be important to quality outcomes," Ewell said. "If we were going to use this as a proxy (for learning outcomes), we had to base this on items or practices that research had shown to be effective."

The organizers found that some of the biggest names in higher education research were willing to assist the effort. Kuh recalled Edgerton writing names on a dry erase board as potential NSSE advisory board members during an early meeting at the Indiana Memorial Union. "And one name is Derek Bok," Kuh said. Bok served as Harvard's president from 1971 to 1991, was dean of the Harvard law school, and is a prolific author on issues of education quality. "I thought, 'yeah, right,'" Kuh said. "And sure enough, Derek Bok served on the advisory board." Alexander "Sandy" Astin, who created the Cooperative Institutional Research



NSSE director Alexander McCormick



Kuh speaks during NSSE's 10th anniversary symposium

“...AN OPERATION THAT GAVE THE PUBLIC SOMETHING THEY REALLY HAD TO HAVE.”

Program — the oldest and most widely used annual survey of entering college students — joined the design team and board. Kuh recalled that in an early advisory board meeting Doug Bennett, president of Earlham College and recent chair of the advisory board, suggested NSSE should be like a public utility. “It would be an operation that gave the public something they really had to have,” Kuh said, “and it was of reasonably high and always-striving-to-be-better quality, but it was also accountable to the public.”

When the bids came in for who would actually administer the survey, Edgerton said the choice was clear. “George Kuh popped up as far and away the best choice we had,” he said. Kuh credited CPR’s partnership with IU’s Center for Survey Research as absolutely vital. Ewell agreed that having a professional survey organization involved and the fact that universities didn’t administer the instrument themselves were critical to its success. “It had to be a third party (administration) if it was going to be credible,” Ewell said.

Still, the fear of some institutions that NSSE data would become public was prevalent at that time when the accountability movement was beginning to pick up steam. “In the early days, we didn’t know if we were going to report institutional performance scores or not,” Kuh said. As a result, Kuh said he was accused by some as “having gone to the dark side.” Kuh recalled telling a *Chronicle of Higher Education* reporter “some people are thinking of me as the Darth Vader of American higher education.”

Kuh and Ewell determined

immediate public disclosure would depress the participation, so they left it to the institutions. But Ewell thought institutions would eventually do so.

“Gradually, as institutions got more confident about their results, they would start disclosing them,” Ewell said. “Of course that didn’t foresee (the) Spellings (Commission on the Future of Higher Education) or any of the things that have happened in the last couple of years. But clearly, a lot of institutions are now disclosing their NSSE results. And I think it’s largely self-imposed accountability, basically to say ‘we are responsible.’”

Over the decade, the breadth of the NSSE has grown. Surveys now examining facets of student engagement include the Beginning College Survey of Student Engagement (BCSSE), the Faculty Survey of Student Engagement (FSSE), and the Law School Survey of Student Engagement (LSSSE) — also run from IU, and the Community College Survey of Student Engagement (CCSSE) housed at the University of Texas-Austin (and a High School Survey of Student Engagement, HSSSE, is conducted by the Center for Evaluation and Education Policy in the IU School of Education). The efforts have helped raise faculty awareness.

“The phrase, ‘student engagement,’ and references to NSSE and FSSE can be found in research journals, the press, policy papers, and discipline-based dialogues,” said Thomas Nelson Laird, project manager for FSSE and assistant professor in the School of Education. “Further, we see indications that faculty attitudes about effective education practices

may be shifting. For example, among faculty responding to FSSE in 2003, 69 percent indicated that it was ‘important’ or ‘very important’ for students at their institution to complete a culminating senior experience, such as a capstone course or thesis. In 2009, that figure was 85 percent.”

Of course, even as an answer to popular rankings, some still try to feed society’s love for rankings using NSSE. The Canadian magazine *Maclean’s* has recently begun to rank Canada’s institutions using the NSSE benchmarks. “It certainly highlights the tension between the diagnostic use of information for improvement and the more complicated use of that information as a kind of consumer rating,” McCormick said. Such use could alter institutions’ cost-benefit calculation for participating, he said, and inspire students to alter responses to help a school rise in the rankings. “There are also big problems in relying too much on institutional averages, because we have found that student engagement can vary considerably within a given institution,” McCormick said.

Still, in retrospect, NSSE has done and continues to do the job intended. “This was a chance for us to move them from where they were sitting and thinking,” Kuh said of media and public inquiries about rankings, “into what would probably be and has become a more productive line of conversation.”

KATHY ANDERSON

## Grants Fund New Research



Samuelson, Pawan, and Greene

**Faridah Pawan, associate professor of ESL (English as a Second Language)/ EFL (English as a Foreign Language) and Literacy, Culture and Language Education and Beth Samuelson, assistant professor of Literacy, Culture and Language Education, will head a newly-funded project to better prepare ESL teachers in two high-needs Indiana school corporations.** Michelle Greene, an ESL teacher in Lawrence Township and doctoral student in the School of Education will assist the project. The grant will focus on preparing minority ESL teachers in East Chicago and South Bend through on-site workshops, graduate courses, summer institutes and a capstone project.

South Bend and East Chicago have among the highest concentrations of Limited English Proficient (LEP) students: 11.4 percent of South Bend students and 12.4 percent of East Chicago students are LEP.

“The type of work we’ll be doing with them is relevant to the challenges that they face in their school system,” Pawan said. The program is designed to meet the specific needs of ESL teachers in each corporation, focusing on continuing development in East Chicago but focusing more on introductory ESL teaching in South Bend, Ind. “In South Bend, they have plenty of experience working with ESL students, but they need some basic training that would eventually lead

CHUCK CARNEY

to ESL license certification,” Samuelson said. “In East Chicago, there are some teachers who just finished their ESL certification through IU and they’re more interested in advanced things, like how do we assess our students appropriately?”

The program will focus on 11 teachers in each corporation for each of the two years, establishing a cohort that will help teachers build upon each other’s experiences, Greene said. “The idea is that they talk with their peers and in their department meetings and that support kind of spreads from within, as opposed to this top-down type of model where the university has all the knowledge,” she said.

**The MacArthur Foundation is providing more than \$727,000 for a project examining the development of “systems thinking” in middle school students and developing new curriculum for teachers across disciplines.** Melissa Gresalfi, assistant professor in Learning Sciences and Cognitive Science, and Kylie Pepler, assistant professor in Learning Sciences, will be co-principal investigators on the three-year study called “Grinding New Lenses: a Design Project to Support a Systems View of the World.”

Systems thinking encourages students to understand subject matter through problem solving that connects issues as part of an overall “system.” Applicable to disciplines ranging from science, to the arts, to math, and even to business, systems thinking involves thinking about how different elements behave and interact in order to produce patterns and predictable outcomes.

“What this grant is really about is designing different models of curricula that leverage different forms of technology and address different big ideas,” Gresalfi said. The study will develop teaching plans which Gresalfi and Pepler will

evaluate. “The goal is to support kids’ dispositions toward seeing the world as coherent systems,” she said.

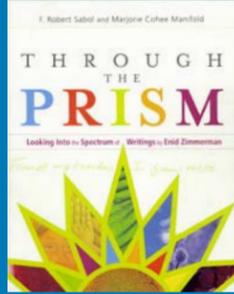
**A new study co-authored by Adam V. Maltese, assistant professor of science education reports that key experiences that sparked scientists’ initial interest in the subject may come earlier than previously reported.** “Eyeballs in the Fridge: Sources of early interest in science” appears in the March *International Journal of Science Education*. Maltese co-authored the report with Robert H. Tai, associate professor of science education at the Curry School of Education at the University of Virginia.

Maltese and Tai analyzed 76 interviews collected from scientists and graduate students for experiences they reported that first engaged them in science, focusing on when it happened, who provided the experience, and what the experience was like.

Analysis of the data revealed differences between men and women with regard to the type of experiences that sparked their interests. Most of the women participants reported an external influence as the source of initial interest. Men in the study were more likely to identify intrinsic sources of interest, such as conducting their own experiments or being drawn to science fiction. The majority (65 percent) of participants reported their interest began before middle school.

“We’re concerned that policy right now is so focused on secondary students and usually centers on just making them take more science and math,” Maltese said. “Our results indicate that current policy initiatives likely miss a lot of students who may be interested early on and lose that interest by high school, or could be interested early on and aren’t engaged.”

**Book honors influence of professor emerita**



A book co-edited by an IU School of Education professor and an alumna celebrates the career of a professor of art education and her influence while sharing key elements from her teaching. *Through the Prism: Looking into the Spectrum of Writings* by Enid Zimmerman, is published by the National Art Education Association. Associate Professor of Art Education Marjorie Manifold, who studied under Zimmerman as an IU PhD student before later working with her, and F. Robert Sabol, BS'71, MS'77, PhD'94, professor of visual and performing arts at Purdue University and chair of the Division of Art and Design, compiled papers from other former Zimmerman students examining her impact and ideas.

"I was very humbled by it," said Professor Emerita Zimmerman. "You don't know your influence on others." Zimmerman said she has always been close to her students and maintains close contact.

The book's chapters cover the gamut of Zimmerman's career work, which began at IU with her 1978 appointment. Topics include community-based art education, assessment, gender issues and gifted and talented art education.

"She just covered so many areas because she's been in a field that covers so many areas," Manifold said of Zimmerman and the book's breadth. "But it's also because of the force of who she is as a researcher and a mentor." The final chapter features an interview with Zimmerman discussing the research, teaching, and mentorship concepts explored in the text.

## Alumna supports her parents' vision of valuing education

In many ways, Jane Everitt, BS'55, MS'58, has seen it all in education. Since she earned her first degree at the IU School of Education, Everitt's career has covered every level of schooling.

"After getting my bachelor's degree I taught in Columbus, Ind., for two years in an elementary school," Everitt said. Then her sorority Delta Zeta offered her a chance to return to IU as a counselor. That gave her paid housing to work on her master's degree. Upon earning her master's, the University of Miami (Fla.) offered her a job in the Dean of Women's office.

"I was looking forward to getting out of the cold weather, and I came to Miami in August of 1958." With that experience, an undergraduate degree in elementary education and a graduate degree in counseling and guidance, she moved into a role as a middle school counselor in three years. A job as a senior high counselor followed. She retired from Palmetto High School in Miami in 1995.

"People ask me and say, 'You've got experience at all levels, what is your favorite?'" Everitt said. "I certainly stayed in senior high longer, but I loved all the levels. All of them had something very special for me to learn, and I felt that I could contribute something as well."

Everitt's still contributing, primarily driven by what her parents instilled in her and her three brothers. Jane Everitt's father worked in Everitt's Grocery, a business previously run by her grandfather, in the small town of Scottsburg in southern Indiana. But he also had an IU degree, earned in the 1920s. "Mother and dad obviously valued education; they sent all of us to school," Everitt said. "They really didn't have the money, and it would have been really easy for them to encourage us to get a job and go to work."

To honor that sacrifice, Everitt's making it easier for students in the IU School of Education to pay for their education. The Robert W. and Marietta G. Everitt Scholarship will support incoming freshmen who intend to major in education. The scholarship is renewable for three additional years. She established a charitable gift an-

nity which will eventually fully endow the scholarship while still providing Everitt income from her gift for life. Because the gift was made as part of IU Bloomington's Matching the Promise Campaign, the university matched what Everitt pledged. The match allowed the school to offer the scholarship immediately.

"I wanted to do something to honor [my parents] in some way, and I thought this was the way they would have wanted to do it," Everitt said.



Everitt's parents, Robert and Marietta

The gift is testament to the difference education can make in one family. "We all have at least two degrees," she said, referring to herself and her siblings. Two of her brothers have law degrees, including Robert H.

Everitt, an IU business and law graduate whom the IU Alumni Association honored with a Distinguished Alumni Service Award in 2004.

And for Everitt, the path through all levels of education has proven meaningful and remarkably connected. A Hoosier transplanted to Florida for most of her education career, she probably never figured how the circle might complete itself. While attending the ceremony for her brother's alumni award six years ago, Everitt thought she recognized someone. She learned it was Gerardo Gonzalez, whom she knew as a Miami middle and high school student, now the dean of the IU School of Education.

More than 50 years after completing her second degree on the Bloomington campus, Everitt feels as warmly as ever towards her alma mater. As she helps make the pathway for many more education careers, she is also honoring the idea of education and Indiana University.

"I wanted to show my appreciation to the university for all it's done for me," she said.

## 'Excellence Gap' report unveiled at National Press Club



Plucker at the National Press Club, February

A new report from the Center for Evaluation & Education Policy (CEEP) at the Indiana University School of Education finds that achievement gaps between high ability students from different economic, racial, and linguistic backgrounds in the U.S. are large and growing, and some of the top achieving groups aren't performing as well as in the past.

"Mind the (Other) Gap!: the Growing Excellence Gap in K-12 Education" is a comprehensive study of student achievement test results from every state. Released Feb. 4 by CEEP during a news conference at the National Press Club in Washington, D.C., the report indicates that at the current pace of achievement, even improving gaps could take more than a century to close.

"Our entire national conversation about education has focused on struggling students," said Jonathan Plucker, the report's lead author and the CEEP director. "Although helping

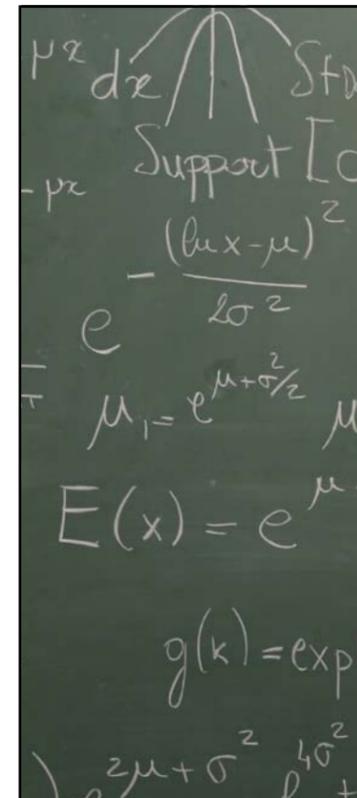
these students is important, clearly we can also focus some energy on higher levels of achievement."

The report defines the "excellence gap" as the difference in the proportion of students in different demographic groups who score at the advanced level on student achievement tests. The report analyzes the state-by-state results of the National Assessment of Educational Progress (NAEP), nicknamed "The Nation's Report Card," which assesses subject-matter knowledge for students in grades 4, 8, and 12 across the country, as well as state assessments.

Using multiple methods for data analysis from 2000 to 2007, the report concludes excellence gaps on most NAEP results at grades 4 and 8 are growing. The report also finds mixed evidence of progress when presenting the results on a state-by-state basis. In the few cases where the excellence gaps are shrinking, some are shrinking because the top-achieving group is performing more poorly than in the past.

"I think the evidence is pretty clear that we have a very long way to go when it comes to ensuring equal opportunities for all high-ability students," said Nathan Burroughs, co-author of the report. "That such a small percentage of lower income, minority, and English language students are scoring at the advanced level on the NAEP is simply indefensible."

The full report, with state-by-state breakdowns, is available at <http://ceep.indiana.edu/mindthegap>. Comments by Plucker and Burroughs at the National Press Club event can be viewed on the IU School of Education YouTube page, <http://www.youtube.com/iuschoolofeducation>.



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## Before 1960

**Robert J. Duerr**, BS'41, who is 91 years old, writes, "After graduating from IU I returned to Buffalo and, for 38 years, was employed by the Buffalo Public Schools, first as a physical education teacher and later [running] the adapted physical education program for handicapped children at School 84. I was named principal of School 84 in 1967 and held that position until retiring in 1978. My wife, Aileen, and I were very active for many years in round- and square-dancing programs as well as roller-skating. We have, of course, long since hung up our dancing shoes and roller skates. Presently we are enjoying relatively good health and hope to be able to remain in our home in Clarence [N.Y.] for as long as possible."

In June, the Indiana Basketball Hall of Fame announced its officers for the 2009–2010 year. Six IU alumni — all I-Men or Women — are among those named for their Indiana high school and college affiliation. They are former IU trustee **Donald "Danny" Danielson**, BS'42, LLD'94, of New Castle, Ind., Henry County representative; Raymond E. Pavy Jr., BS'65, of New Castle, Ind., treasurer of the hall of fame; Donna M. Sullivan, BS'70, MS'76 of Seymour, Ind., vice president, Southern Indiana; Phil L. Isenbarger, BS'81, JD'84, of Zionsville, Ind., at-large representative; and Amy J. Metheny, BS'84, MD'89, of Indianapolis, at-large representative. Steven M. Green, BA'78, DDS'84, of Indianapolis, was elected as a new member of the hall of fame's board of directors. The Indiana Basketball Hall of Fame was established in 1962 to honor and recognize outstanding Indiana basketball players and coaches and other individuals who have made noteworthy contributions to Indiana sports. The IBHA museum opened in New Castle in 1990.

Retired teachers **Richard P. Mory**, BS'53, MS'63, and his wife, **Diane (Simmons)**, BS'58, MS'84, of Fort Wayne, Ind., celebrated their golden wedding anniversary on Aug. 16. They are the parents of three sons — Kevin, Eric, and Dan, BA'98 — and two granddaughters — Madilyn and Kaitlyn.

The Advisory Committee on Antarctic Names, a subsidiary of the United States Board on Geographic Names, has named a mountain in Antarctica in honor of **Ronald G. Koger**, BS'58. Mount Koger, a mostly ice-free mountain 2,563 meters high, forms the northern end of the Lashly Mountains near the polar plateau of Victoria Land. A career U.S. Army officer until his retirement in 1978, Koger was the project director of Antarctic Support Associates, a civilian contractor to the U.S. Antarctic Program from 1992 to 1998. ASA's mission was to provide scientific support to the National Science Foundation and its grantees in Antarctica. Koger retired from ASA in 2000 and currently lives in Flower Mound, Texas.

\*\*"I have been a bi-career person," writes **James A. Jones**, MS'59, EdS'64, EdD'67. "I have taught for 48 years and have been a minister for over 60 years. In addition I have traveled in over 50 countries on five continents." Jones is now retired and lives in Lebanon, Ind.

## 1960s

**Charles J. Jenkins**, BS'61, was inducted into the Indiana Basketball Hall of Fame in 2009, receiving a silver medal for his contributions to Indiana high-school basketball. A senior account manager for Clear Channel Radio in Louisville, Ky., Jenkins has broadcast high-school sports since 1961. He and his wife, Lowetta, live in Clarksville, Ind.

Former IU Jacobs School of Music faculty member and director of the Marching Hundred, **Gerald H. Doty**, EdD'62, turned 100 on Oct. 3. More than 100 family members and friends held a celebration in his honor in Missoula, Mont., where he lives. Born in Fort Wayne, Ind., Doty attended DePauw University and Northwestern University, receiving a bachelor of music degree from the latter in 1931. He taught in Indiana and Kentucky for the next 10 years and was, from 1936 to 1937, principal violist with the Louisville (Ky.) Symphony Orchestra. Doty joined the Jacobs faculty in 1941 as director of band music, and he served as director of the Marching Hundred from 1941 to 1948. He remained at IU until 1958 when he took a position at the University of Montana. Doty retired in 1976.

\*\***Karen Mallett Foote**, BS'62, writes, "I am currently retired from formal employment and working as a watercolor artist. I work from photographs and create works of art [for sale]. Contact me at jkfoote@charter.net to review current and past works. Retirement is working on the things you love for the rest of your life." Foote lives in Johnson City, Tenn.

\*\***Thomas P. Cummings**, MS'63, EdD'84, retired in June after 24 years with North Kansas City (Mo.) Schools. He spent the last 14 years of his time there as school superintendent and previously served 10 years as assistant superintendent. In his many roles over the years, Cummings had been a classroom teacher, high school basketball coach, principal, central office administrator, and mentor. In honor of his retirement, the North Kansas City Schools' board of education announced in June that the North Kansas City Schools central office building would be named the Thomas P. Cummings Administrative Center. Cummings lives in Kansas City.

**Sandy Schultz Moberly**, BS'63, is retired and writes that she and her husband, Stephen C. Moberly, BA'63, LLB'66, enjoy living in Bloomington, Ind. Stephen became national chairman of the IU Alumni Association for a one-year term in July 2008.

**Larry L. Didlo**, MS'64, is the author of *Wise Men Seek Him*, published by AuthorHouse. For

the past 12 years, he has been a volunteer in the disabled American veterans community, accumulating close to 1,200 hours as a driver for the Wisconsin Department of Veterans Affairs. Didlo lives in Oshkosh, Wis.

"Now that I have retired from a 38-year career in publishing," writes **David I. Fosnough**, BS'64, MS'67, "I have returned to my beginning profession — teaching!" He teaches business classes at State Fair Community College in Sedalia, Mo. Fosnough previously worked in the education division of McGraw-Hill Publishing Co., the last eighteen years as senior sales representative. He lives in Linn Creek, Mo.

**Robert R. Zilkowski**, MS'64, is the author of *Bob's Journey*, a non-fiction book about growing up. He writes, "It's a book of adventures and tribulations especially [written] for my grandchildren." Zilkowski was a community college professor at William Rainey Harper College in Palatine, Ill., until he retired in 1994. He lives in Peoria, Ill.

"I travel frequently and spend six months at [my] home in Gulf Shores, Ala., playing golf," writes **Jerry R. Quick**, MS'65, who retired in 2000 after 40 years of work in education. Quick spent two years as a teacher and coach and 38 years in higher-education administration, including positions at Indiana State, Central Michigan, and Vanderbilt universities. The last 11 years of his career were spent as vice president for finance and administration at the University of Alabama in Huntsville. Quick owns six farms and collects and restores antique tractors. He spends part of the year living in Gosport, Ind.

**Robert L. Boyd**, BS'66, EdD'76, an associate professor of educational leadership at Indiana State University in Terre Haute, was honored on Sept. 12 when the Dr. Robert L. Boyd Leadership Hall was dedicated in the newly remodeled College of Education on the ISU campus. Boyd has been responsible for the training of school superintendents and principals for 21 years at ISU and is the director of administrative placement in the College of Education. He and his wife, Betty (Evans), BS'65, live in Oxford, Ind.

\*\*Indianapolis attorney **Mary Beth Wheeler Ramey**, BS/MA'66, JD'72, received a National Distinguished Service Award from the American Association for Justice (formerly the Association of Trial Lawyers of America) at the organization's annual meeting in San Francisco. The association recognized Ramey as one of five trial lawyers selected nationally for service to their communities and to the development of the rule of law. She is the senior partner in the law firm Ramey & Hailey in Indianapolis and is a frequent writer and speaker on issues regarding advocacy and complex litigation. Ramey lives in Indianapolis and Aspen, Colo.

**Susan Kalina Yule**, BS'66, writes that she has retired from Wauconda (Ill.) Schools while her husband, Roger, BS'67, has retired from Shaw In-

dustries, a manufacturer of carpets and flooring. She adds, "We are enjoying traveling, [spending] time with our grandson, and [enjoying] our homes in South Haven, Mich., and Oak Park, Ill."

**Gordon E. Greenwood**, EdD'67, retired as professor emeritus from the College of Education at the University of Florida in 2001. During his 33 years in the Department of Educational Psychology, he served as section head for nine years, authored five books, directed seven research grants, and published numerous articles in referred journals. Most recently, Greenwood served as vice president of the north central region of the Florida Society of the Sons of the American Revolution. He and his wife, Priscilla, live in Gainesville, Fla., and have seven children and four grandchildren.

\*\*Two IU School of Education alumni were among seven school superintendents named 2010 Superintendents of the Year by the Indiana Association of Public School Superintendents. **Alva L. Sibbitt Jr.**, MS'67, EdD'72, superintendent of the Paoli Community School Corp., was named 2010 District VII Superintendent of the Year, and **Bruce N. Stahly**, MS'74, EdS'81, EdD'90, superintendent of Goshen Community Schools, was named 2010 District II Superintendent of the Year. Sibbitt has been superintendent of the Paoli Community School Corp. for 35 years. Stahly is a second-time recipient of the honor, having won the District II Superintendent of the Year in 2007. He has served Goshen Community Schools as superintendent since 2002.

\*\***Delindus R. Brown**, BS'69, MA'72, PhD'74, is a professor in the Department of Communication at St. Augustine's College in Raleigh, N.C. He writes, "As a communication consultant with ECPI College of Technology, I direct the research project for network security graduates." Brown lives in Raleigh.

In August, **Suzanne Tardy Maxwell**, BS'69, joined Indianapolis's Eiteljorg Museum as vice president for development. An experienced fundraiser who has raised more than \$105 million for local organizations in the Indianapolis area in the past 30 years, Maxwell leads the museum's fundraising efforts. She lives in Indianapolis.

## 1970s

\*\***Barrie Katz Fisch**, BS'70, MS'78, was until 2002 the manager of the cardiology practice of her husband, Gary R. Fisch, DM'75. From 2005 to 2007 she was the president of Congregation Beth-El Zedeck in Indianapolis. The couple's son, Mark D. Fisch, MS'00, MD'03, is a fellow in adult cardiovascular disease at New York University Medical Center.

\*\***Tom M. Hughes**, MA'70, PhD'74, is a professor emeritus of computer science at Kentucky State University in Frankfort, Ky., where he lives.

A photograph by **Mary Hacker Glauber**, MS'71, was chosen by Smithsonian.com as the editor's pick of the day on Nov. 15. The photo-

graph of a stalk of corn silk — colored red by a genetic mutation — was taken using a point-and-shoot Canon camera under mid-day sunlight. Glauber writes, "I got up very close to the ear of corn and zoomed in on it. I was surprised by what the camera was able to pull up in details. I am very much an amateur photographer, but I look with awe and wonder at the world around me." See Glauber's photograph at <http://www.smithsonianmag.com/multimedia/editors-picks>. She lives in Louisville, Ky.

After almost 40 years working in public education, **Anthony A. "Tony" Rose**, BA'71, MS'78, EdS'85, retired as superintendent of Frankfort (Ind.) Community Schools on Dec. 31. He is now employed as an educational consultant for the West Lafayette, Ind., firm Administrator Assistance. Rose lives in Lafayette with his wife, **Patricia (Boylan)**, BS'73, who retired in 2008 as a teacher with the Tippecanoe (Ind.) School Corp.

**Dale D. Downs**, EdD'72, retired as professor at Eastern Illinois University in 1994. He writes, "I have been married to Lois for 53 years. We have two sons, four grandsons, and two granddaughters. Keeping up with them takes a lot of time, energy, and money!" Downs lives in Charleston, Ill.

**Debra Powers Burgei**, BS'73, MS'76, has retired after 35 years of teaching kindergarten. Her husband, Daniel, BA'72, MPA'80, recently retired after 31 years at Vincennes (Ind.) University, where he was the dean of the Division of Business and Public Services. The couple lives in Greenwood, Ind.

**Karen Gedig Burnett**, BS'73, MS'75, is a former school counselor who began writing in 1979. Her first book, *Simon's Hook: A Story About Teases and Put-Downs* was published in 1999 and sold more than 65,000 copies. Burnett's fifth book, *Choose Your Life: A Travel Guide for Living*, which was published in 2008, has won four awards including *Learning* magazine's 2010 Teachers' Choice Award. "All of my stories have a personal and social purpose," she says. "I'm still a counselor; I just provide guidance through my books." Burnett lives in Felton, Calif.

**Cynthia S. Haggard**, BA'75, MAT'80, EdD'86, writes, "I am still at West Chester (Pa.) University, taking my turn as Department [of Professional and Secondary Education] chairwoman. I am also the chairwoman of the Leadership Foundation for Teacher Education Advisory Council. Singing in the Mainline Ecumenical Choir and attending Philadelphia Orchestra concerts balances my commitment to teacher education and literacy." Haggard lives in Exton, Pa.

\*\***Robert G. Knipe**, MS'75, is the dean of learning technologies at Genesee Community College in Batavia, N.Y., where he lives.

\*\***Nina Freese Thayer**, MS'75, is retired. She formerly worked at the Jet Propulsion Laboratory, a federally funded research and development center and NASA field center located in the San Gabriel Valley area of Los Angeles County. Thayer taught in the IST program at IU Bloomington in 1982–83. She lives in Fuquay-Varina, N.C.

After selling their professional consulting company, **Larry A. Westberg**, BA'75, MS'77, and his wife, Rose, started the Santa We Believe Foundation. The not-for-profit organization sprang from a program funded by the Westbergs in which pre-school children enjoyed gifts and entertainment during the holidays. The foundation provides educational programs and delivers special "wished-for" gifts to children's classrooms. More information is available at [www.santawebelieve.org](http://www.santawebelieve.org). The Westbergs live in Rehoboth Beach, Del.

\*\***Lu Ann Brobst Staheli**, BS'76, is the author (with Erin Marie Herrin) of *When Hearts Conjoin*, a book about Herrin's twins who were born conjoined in 2002 and were separated in 2007. The book is published by Richard Paul Evans Publishers. Staheli has taught English, writing and reading at Payson Junior High School in Payson, Utah, for close to 25 years. She lives in Spanish Fort, Utah.

\*\*"In June 2010, I will be retiring from teaching after 37 years," writes **Julius A. Chopp**, MS'76. "My post-retirement plans are not defined yet but will probably include work somewhere in the field of education." Chopp's hobbies include golf, bicycling, woodworking, and playing guitar. He lives in Lowell, Ind.

\*\***Roger B. Beck**, MS'77, MA'79, PhD'87, is a distinguished professor of history at Eastern Illinois University. He is the author of *World History: A Pattern of Interaction*, a high-school history text, and *A History of World Societies*, a college world history text. Beck has also published two other books and over 100 articles, chapters, and reviews. He was elected to a three-year term on the University of Evansville Board of Trustees in July 2009.

**William C. "Cliff" Freeman**, BS'77, has been appointed a senior executive in the Veterans Health Administration of the U.S. Department of Veterans Affairs. He is a retired U.S. Army lieutenant colonel who lives in Silver Spring, Md.

## 1980s

\*\***Julie A. Flanagan**, BS'80, MS'83, has received the 2nd annual National Catholic Educational Association Distinguished Graduate Award. The distinction honors graduates of Catholic elementary or middle schools who have made a significant contribution to American life and/or the Catholic Church. Flanagan was nominated by the board of St. Jude Catholic School in South Bend, Ind. She attended the school until 1972 and taught there from 1980 to 2002. Flanagan is currently a reading specialist at the

South Bend Juvenile Correction Facility.

**\*\*Wendy Wiseman Paige**, BS'80, MLS'95, is a media specialist at Sunny Heights Elementary School in Indianapolis. She lives in Fairland, Ind.

**Donna Greenwell Spence**, BS'80, MS'83, and her husband, Daniel A. Spence, BS'80, were married in July 2008 and relocated to Urbandale, Iowa, in July 2009. Donna is principal at North Polk Community School Corporation's Central Elementary School in Alleman, Iowa. Daniel works for Aviva Life & Annuity Company in Des Moines.

**\*\*Natalie Nicholas Cabanaw**, BS'81, received the 2009 Mayor's Award for Excellence in Civic Engagement from Bloomington, Ind., Mayor Mark Kruzan during his 2009 State of the City address. The award was created to acknowledge Bloomington residents who, through their commitment to community service, have significantly improved civic life in the community. Cabanaw, who works as a server at Nick's English Hut, was selected for her civic engagement plan called "Third Thursdays." During the third Thursday of each month she donates all tips earned working at Nick's to local not-for-profit organizations. Nick's contributes an additional 20% to her tip earnings. Cabanaw lives in Bloomington.

**\*\*The Confederate General Rides North**, published by Scribner in August 2009, is the first novel by **Amanda C. Gable**, MS'81. The story follows eleven-year-old Katherine McConnell, a precocious Civil War buff, growing up in Georgia in the 1960s. Kate is fascinated by stories of the war's generals and uses a road trip with her mother to trace the progress and pitfalls of some of her heroes. Gable is an MFA candidate in creative writing at Georgia State University and the recipient of the Paul Bowles Graduate Fellowship in Fiction Writing. She lives in Decatur, Ga.

**\*\*After living in Florida and Arkansas for 19 years, Chris Burns Greeson**, BS'81, MS'08, now teaches art at Connersville (Ind.) Middle School. Her husband, Wayne, BS'78, JD'81, preaches and has his own law practice. Their oldest son, Daniel, is pursuing a master's degree in library science at IU Bloomington; middle son, Nathaniel, is in law school; and youngest son, Joshua, is a student at IU East. Greeson lives in Connersville.

**\*\*Alan J. McPherson**, MS'81, MS'83, MLS'85, is the author of *Botanic Gems: Indiana Public Gardens (Including Greater Chicago, Dayton, Cincinnati, & Louisville)* published in 2009 by AuthorHouse. He lives in Kewanna, Ind.

**\*\*In June, Dennis R. McNulty**, MS'82, was named by the National High School Coaches Association as national coach of the year in boys track. He has been a coach for 33 years, the last 23 of which have been served at Warren Central High School in Indianapolis. McNulty led the Warriors to team state titles in 1995, 1996, 2006, and 2007, and his teams have finished in

the top 10 at state level 10 times. He lives in Indianapolis.

**\*\*Lorraine Sappington Bervaldi**, BA'83, MS'84, has worked as a mental health counselor in Key West, Fla., for 20 years.

**Charles W. Stone**, BS'86, MS'93, writes, "I'm in my 20th year of teaching and working with children with emotional disturbances. I still follow the university closely, watching [its] progress under the new administration. I enjoy golf and living in the best city in Indiana — Bloomington!"

On July 1, **Terry E. Barker**, EdS'87, EdD'01, began duties as superintendent of Union North United School Corp. in Lakeville, Ind. He lives in South Bend, Ind.

**\*\*Susan Sachs Fogel**, BS'87, is an elementary school teacher who lives in Northbrook, Ill., with her husband Art, BS'84, the managing director and global head of corporate banking at Northern Trust in Chicago. The couple has two daughters — Annie and Lucy.

**\*\*Anne L. Murphy**, MS'88, is the author of *Animal Island*, published by AuthorHouse in 2009. A college instructor who lives in Indianapolis, Murphy has been teaching for more than 25 years. She has also published numerous articles, stories, and poems, and has exhibited and sold her artworks in Indiana and Ohio. Murphy writes that she enjoys nurturing the animal and plant life in her urban backyard wildlife habitat.

**\*\*Tamara Hughes Berry**, BS'89, is a cashier and restaurant worker in Draper, Utah. She writes, "My five children have all married people who make them very happy and have blessed me with 16 grandchildren, so far! Only one son still lives in Indianapolis, with three here in Utah and one in Oregon. Two of my children are also IU graduates and one also graduated from the IU School of Law—Indianapolis." Berry lives in Salt Lake City.

## 1990s

**\*\*Jeffrey X. Watt**, PhD'90, was presented with the Distinguished University Teaching of Mathematics Award by the Indiana section of the Mathematical Association of America during the group's spring meeting in March 2009. Watt is an associate professor of mathematics and the associate chairman of the Department of Mathematical Sciences at IUPUI. He has responsibility for the undergraduate math curriculum with enrollments of 12,900 students each year, and oversees the education of 190 undergraduate math majors in pure, applied, actuarial, and math education options. He has served on the IUPUI faculty since 1988 and has also served as the associate dean of students and outreach for the Purdue School of Science.

**\*\*I play roller derby in Bloomington [and] helped found the Bleeding Heartland Rollergirls in 2006, writes Veronica L. Hites**, BA'91, BS'94.

She is an executive assistant in the IU Bloomington Office of Diversity, Equity, and Multicultural Affairs.

**\*\*In 2009, the University of Illinois Press published *The Devil You Dance With: Film Culture in the New South Africa*, by Audrey T. McCluskey**, PhD'91. The book presents interviews with filmmakers who have helped transform South African cinema during the country's first decade of democracy. McCluskey is also the editor of *Richard Pryor: The Life and Legacy of a "Crazy" Black Man*, a collection of essays by scholars, social critics, writers, and filmmakers, published by Indiana University Press in 2008. An associate professor of African American and African diaspora studies at IU Bloomington and former director of the Black Film Center and Archive, McCluskey lives in Bloomington.

**\*\*Amy M. Steketee**, BA'92, MS'95, JD'04, an attorney with the law firm Baker & Daniels, has been selected as a member of the Michigan Forty Under 40 Class of 2009. The award recognizes and honors 40 young professionals in the region under the age of 40 for their contributions and accomplishments in both the workplace and community. Steketee focuses her legal practice in the areas of employment, labor, and school law. She lives in South Bend, Ind.

**\*\*Sheri R. Klein**, PhD'96, a professor of art education in the School of Education at the University of Wisconsin–Stout, was presented with the Women's Caucus Kathy Connors Teaching Award at the 2009 National Art Education Association Conference in Minneapolis. The Kathy Connors Teaching Award honors an outstanding art educator who is recognized by students and colleagues as someone who consistently inspires and mentors students in a cooperative, collegial, collaborative, and nurturing manner. Klein lives in Menomonie, Wis.

**\*\*Erin Reilly Lewis**, BS'96, is one of five lawyers from the law firm Baker & Daniels who have co-authored a book addressing corporate crime. *Punishing Corporate Crime: Legal Penalties for Criminal and Regulatory Violations* was published in August by Oxford University Press. Lewis is counsel at Baker & Daniels' Indianapolis office where she serves as the chairwoman of the firm's compliance and investigations practice. She is a former Assistant U.S. Attorney and represents clients in fraud and abuse investigations and advises companies on compliance issues, procedures, and plans. Lewis has counseled medical device manufacturers, pharmaceutical companies, academic medical centers, hospitals, and health systems. She is an adjunct professor at Indiana School of Law—Indianapolis. Lewis's co-authors on *Punishing Corporate Crime* are Ralph F. Hall, BA'74, Steven L. Jackson, JD'77, James T. O'Reilly, and J.P. Hanlon. Lewis lives in Indianapolis.

**Larry W. Phillips**, EdD'96, is a self-employed management consultant and educator. He teaches human resource management courses

internationally and is currently working in Dubai, Singapore, and China.

**\*\*Matthew L. Milanese**, BS'97, married Erin R. Miller in October. After earning his undergraduate degree in early childhood education, Milanese completed an MSW from the University of Michigan and now works for St. Vincent's Hospital in Indianapolis. Miller is a graduate student in library science at IUPUI and plans to graduate in 2010. She is employed by IUPUI as a reference librarian and teaching assistant. The couple lives in Indianapolis.

**Teresa Dickey Hollowell**, BS'98, MS'02, runs her own company, Homeheartland Consulting in Elwood, Ind., where she lives. The company specializes in domain hosting and Internet training. Hollowell is a licensed teacher of computer education and English, an author, and offers computer counseling and individual and group counseling.

A company owned by **Dorothea "Dottie" Underwood Spencer**, BS'98, and her husband, Carl, MBA'98, has been honored in the October issue of *Seattle Business Magazine*. Spencer Cabinetry, based in Monroe, Wash., was named runner-up in the manufacturing category of the 2009 Green Washington Awards. The magazine stated that the company is one of "the 20 Washington state leaders in sustainability . . . that are changing to save the environment." The Spencers live in Snohomish, Wash.

## 2000s

**\*\*Erin R. Snyder**, BA'00, MS'04, is a counseling psychologist with the Texas Tech University Student Counseling Center in Lubbock, where she lives. She completed a PhD in counseling psychology at Ball State University in December 2008.

**\*\*In September, Brent D. Ellis**, EdD'01, was named as vice president for advancement at Spring Arbor (Mich.) University. He was also named president of the Spring Arbor University Foundation. As a member of the university's executive team, Ellis is responsible for leading all units within university advancement, including development, alumni relations, annual giving, planned giving, the university's radio station, and corporate, external, and foundation relations. An ordained Free Methodist minister, Ellis previously served as dean of the Center for the Development of Christian Leadership at LeTourneau University in Longview, Texas. He and his wife and three children live in Spring Arbor.

**Carrie L. Hill**, PhD'01, is the training and quality assurance specialist for the Alzheimer's Association's national office. She lives and works in Chicago.

**Thomas B. Jelke**, PhD'01, received the North-American Interfraternity Conference Foundation's Outstanding Foundation Volunteer Award at the organization's Awards of Distinction Banquet on Aug. 28. Jelke is president and CEO of T. Jelke Solutions, an independent

research, training, and consulting firm based in Miami, where he lives. He is also chairman of the board of directors of the Association of Fraternity/Sorority Advisors Foundation. **\*\*Aaron K. Steele**, BS'01, is a digital imaging technician at the Indianapolis Museum of Art. He lives in Indianapolis.

**Molly Warren Whitecotton**, BA'01, MS'05, is a Spanish teacher at Joseph F. Tuttle Middle School in Crawfordsville, Ind. She and her husband, John, BS'02, who is manager of Town and Country Homecenter in Crawfordsville, welcomed their second child, Makayla Joy, in December. The family lives in Crawfordsville.

**Amy O'Fallon Knerr**, MS'03, of Carmel, Ind., has received the Presidential Award for Excellence in Mathematics and Science Teaching from President Obama. She was one of 100 science, math, and engineering teachers and mentors from across the country honored by the president in a ceremony at the White House on Jan. 6. The award is given annually to the best pre-college-level science and math teachers in the U.S. Recipients are selected by a panel of distinguished scientists, mathematicians, and educators and receive \$10,000 from the National Science Foundation to be used at their discretion. In addition to an expense-paid trip to Washington, D.C., for the White House ceremony, award winners attend a number of educational and celebratory events, including visits with members of Congress and science agency leaders. Knerr has taught sixth grade at Clay Middle School in Carmel for 17 years. She teaches grade-level, advanced, and honors mathematics, in addition to the school's sixth-grade mathematics-remediation program. At a 2008 state mathematics contest, four of the top five winners in pre-algebra — including first and second place — were students in her class.

**\*\*Candace Taylor Ballinger**, BS'04, is a kindergarten teacher with Lebanon (Ind.) Community Schools. She lives in Zionsville, Ind.

**\*\*In 2008, Tara Sherwin Lang**, MS'04, became the director of alumni programs at American University in Washington, D.C. She served as an IU Student Alumni Affairs graduate assistant from 2002 to 2004. Lang lives with her husband, Jeff, in Rockville, Md.

**Tara N. Turner**, BS'04, is the financial-literacy manager for the Finance Center Federal Credit Union in Indianapolis. She lives in Fishers, Ind.

**\*\*I taught 5th grade for two years at Avon Intermediate School West, writes Emily M. Earnest**, BS'05. "My last year of teaching was the 2007–2008 school year. I have been staying at home with [my] two kids ever since." Earnest lives in Greenwood, Ind.

**Donald L. Metzler-Smith**, MS'06, has established a professional tutoring service in Elkhart, Ind., for empowering at-risk youth and young adults. He has been an adjunct professor in the

Academic Skills Advancement Division at Ivy Tech Community College in Elkhart since 2007. Metzler-Smith ran for the District 12 (Elkhart County) seat in the Indiana state Senate in 2008. He lives in Elkhart.

**\*\*Hamilton, Ind., native Justin E. Ralston**, BS'06, recently helped open a library for refugees in Uganda. After making several trips to East Africa, he encouraged students from local Indiana high schools to collect books to send to the Kiryandongo refugee camp in Uganda. In honor of his hometown, the library was dedicated the Hamilton Library. Ralston hopes to continue his efforts and create more libraries in other African nations. For this purpose, he has started a not-for-profit organization called Refugees Read. For more information about the organization's mission, contact refugeesread@gmail.com. Ralston teaches at a suburban Washington, D.C., high school.

**\*\*Julie d'Argent**, MS/EdS'07, is enrolled in the PhD program in counseling psychology in the School of Education at IU Bloomington. She is also a graduate assistant in the school.

**Joseph F. Lovejoy**, BA'07, MS'09, married Marsha E. Dawes, BAJ'08, at Beck Chapel on the IU Bloomington campus in June. Joseph is an assistant director at the Career Development Center at IU Bloomington. Marsha is a public-relations coordinator for Cook Medical Inc. in Bloomington, Ind. The couple lives in Bloomington.

**Charles D. Culp**, BS'08, writes that he has joined AmeriCorps for one year. He lives in Alamosa, Colo.

**Erin M. Beck**, MS'09, has accepted a position as alumni affairs coordinator for Harrison College in Indianapolis. She lives in Zionsville, Ind.

**Carrie A. Garlisch**, BS'09, began teaching at Castle High School in Newburgh, Ind., in August. She is an English teacher for grades nine and 11. Garlisch lives in Evansville, Ind.

**\*\* Denotes paid Indiana University Alumni Association member.**

*The editors acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at [www.alumni.indiana.edu](http://www.alumni.indiana.edu).*

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Chalkboard: <http://education.indiana.edu/~educalum/chalkboard.html>

## Snapshot

### Founding a Library in a War Zone



"Justin Ralston, BS'06, unloads boxes of books shipped from Indiana at the Kiryandongo Refugee Resettlement Camp, Uganda. Ralston has founded "Refugees Read" to send unused or replaced library books and book donations to establish libraries for refugees fleeing the wars in Uganda and nearby countries. You can find out more at [www.refugeesread.org](http://www.refugeesread.org)." (Read more on page 7.)

## Upcoming Alumni Events

### School of Education Reception American Educational Research Association Annual Meeting

Sunday, May 2, 7:00 p.m. – 9:00 p.m.  
Denver Marriott City Center, Ballroom F  
**Denver**

### Cream & Crimson Weekend Breakfast with School of Education

Saturday, June 19, 8:30 a.m.  
School of Education Atrium  
**Bloomington, Ind.**

### School of Education Annual Awards Recognition Dinner

Friday, Oct. 29, 6:00 p.m.  
School of Education Atrium  
**Bloomington, Ind.**

### School of Education Hoosier Village Tailgate

Saturday, Oct. 30, Time: TBD  
(2 hours prior to kickoff)  
DeVault Alumni Center  
**Bloomington, Ind.**

### For more information,

contact Michelle Stuckey, director of alumni relations & annual giving, at [mstuckey@indiana.edu](mailto:mstuckey@indiana.edu)