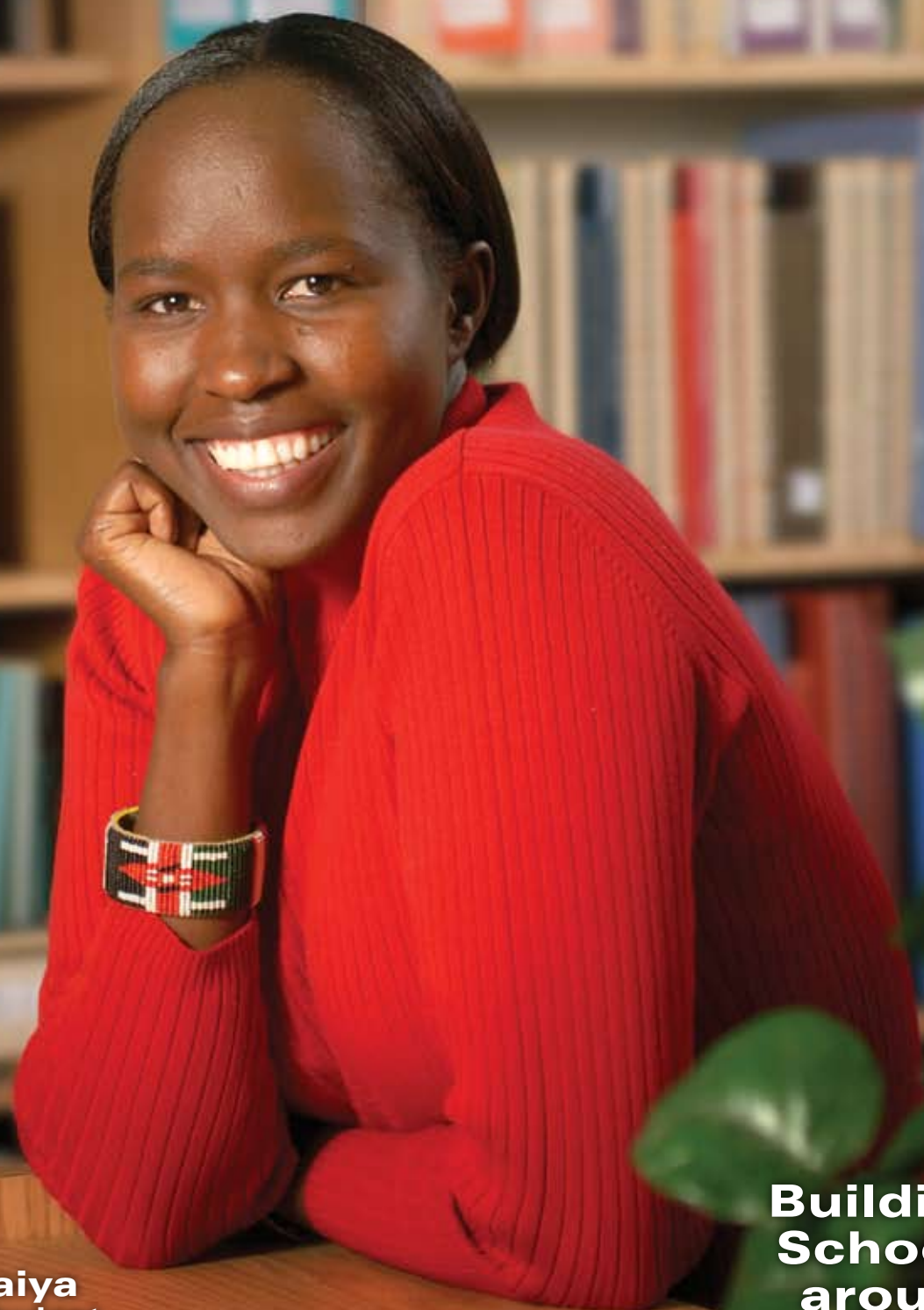


UNIVERSITY OF PITTSBURGH **SCHOOL OF EDUCATION**

WINTER 2007

NEWS



Kakenya Ntaiya
Pitt graduate student
bringing visions to life

**Building
Schools
around
the World**

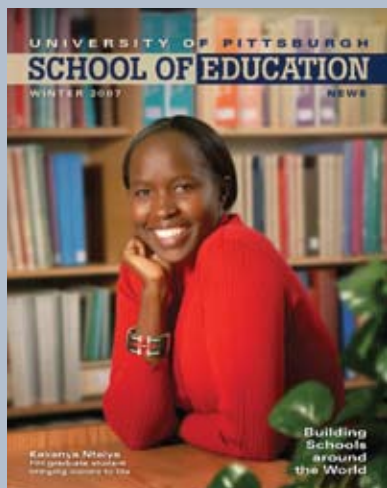


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From the Dean Doing Good

In addition to doing well, your School of Education also does *good*—as in good things in our region, nation, and around the globe. We have projects throughout the nation and around the world that are helping to improve education. In this column, I will share with you details of our ongoing project in Kosovo; however, it is important to note that this is only one of many education improvement projects here at the University of Pittsburgh. For example, we recently began a project to help Indonesia upgrade the professional capabilities of all of its teachers. Additionally, urban school systems around the country have benefited from the work of the University's Institute for Learning, which has several School of Education faculty members among its key staff.

In addition to projects, our impact is evident in the number of our graduates and faculty working throughout the world. A few years ago, when I visited Bangkok, Thailand, I met quite a number of university administrators from local universities who had been trained in our Higher Education Management program. By the time this magazine reaches you, Clementina Acedo, an assistant professor in the Department of Administrative and Policy Studies, will be the director of the United Nations Educational, Scientific and Cultural Organization (UNESCO) International Bureau of Education, one of the most important international education agencies in the world. Also, we just learned that Consuella Lewis, assistant professor in the Department of Administrative and Policy Studies, will be a Fulbright New Century scholar in



Zanzibar next year. She will follow in the footsteps of several other faculty members, including David Berman, who has been a Fulbright scholar in the Balkans.

Many of our efforts overseas involve building schools, which is the overall theme of this issue. On occasion—as in the efforts of Maureen Porter, associate professor in the Department of Administrative and Policy Studies, in Peru—this has meant helping to physically build a school. More often, it involves helping a country or a region upgrade its curriculum, develop a new curriculum, or enhance the skills of its teachers.

I recently returned from Kosovo, where I had the special privilege of seeing some of our efforts to improve the world up close. To help you understand why Pitt's contributions were important, let me provide a bit of history. In the early 1990s, during the early stages of ethnic

cleansing, Albanian educators began to be forced out of the Serbian education system. From then until 1999, much of the education of Kosovars of Albanian descent took place in people's homes, often in unheated rooms. Albanians around the world made voluntary contributions to support this hidden education system, but without any tax revenues, this system was operating on a shoestring budget. But for those involved in working to provide Kosovars with an education, it was a labor of love. Postsecondary learning also suffered. In particular, the University of Prishtina became highly politicized; competent faculty were forced out, and many of those who remained were there because of political connections rather than scholarly capability.

When the North Atlantic Treaty Organization, or NATO, acted to end the later stages of ethnic cleansing, the region was put under the control of the United Nations, where it will remain until steps toward independence take place, probably this year. But in 1999, the people of Kosovo needed to begin building their own school system. New curricula were needed—particularly in subjects like social studies—that would help children learn about basic human rights and democracy. Curricula in other areas, like special education, had to be built from scratch.

Along with colleagues from the Pitt School of Law (who worked on developing a legal system for Kosovo), your School of Education was there to help. People like Berman, associate professor in the

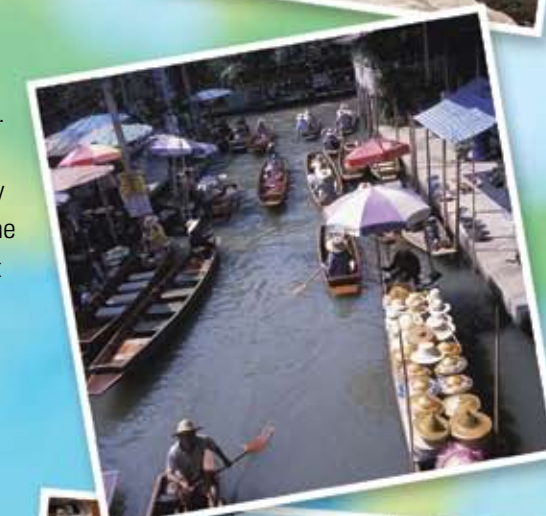
Department of Instruction and Learning, made multiple trips to Kosovo, and we also hosted visits by Kosovars here in Pittsburgh. While much remains to be done, Pitt was there when help was needed.

While in Kosovo, I met with Minister of Education Agim Veliu, the rector of the University of Prishtina, and the U.S. Head of Mission (because Kosovo is not yet an officially independent country, there is not an official U.S. ambassador). Each of them told me that while the University of Pittsburgh was not the only university to visit Kosovo nor the only one to offer advice, Pitt was unique in that it followed through with multiple visits to help implement that advice.

I'm proud that my colleagues at Pitt are thought of as the folks who do more than just talk about how to improve education. Our good deeds also serve as inspiration for our current students, who then go out and make their own contributions to education—using what they have learned in schools around our region, in national efforts, and in other parts of the world.

Best wishes,

Alan Lesgold
Professor and Dean



The School of Education has a variety of projects occurring and graduates working around the world. Such efforts are present in countries such as (from top) Thailand, Peru, and Indonesia.

Far From Home



Erik Ness, Kakenya Ntaiya, and Noreen Garman discuss ways to fund graduate education.

Kenyan Student Hopes to Pioneer Education for Girls

By Niki Kapsambelis

In Kakenya Ntaiya's home village, paper is a luxury, electricity is still a novelty, and children come out of the fields to attend school. For most children, there are few hours and fewer resources to aid them in their studies.

And if you're a girl, there is often no formal education beyond primary school—a tradition Ntaiya intends to change.

"In my village, girls are second, boys are first. The girls in my village need to catch up," says Ntaiya, who is enrolled in the Social and Comparative Analysis in Education program at the University of Pittsburgh School of Education, from which she is scheduled to graduate with a PhD in 2009.

The village is Enoosaen, located in western Kenya, where Ntaiya grew up as part of the Masai tribe, a nomadic community famous for giving 14 cows to the United States as an expression of sympathy after 9/11. When Ntaiya was attending school, she often had to write in chalk on a concrete floor because paper was scarce. By the time she was of middle school age, she was already under pressure to quit school and get married. Tribal tradition dictates that girls are betrothed as children and married by adolescence, typically after undergoing a ritual circumcision that human rights activists have described as genital mutilation.

Determined to earn an education, Ntaiya struck a bargain with her village elders: if they would help her go to college, she would not dishonor her tribe, but rather come back and use her degree to improve the lives of the girls who followed her.

Key to her resolve was the support of her mother, who "pushed me so hard," Ntaiya recalls. "I was stubborn in most ways and refused to do what society wanted me to do, but at the same time, I had the support of my mom. I never wanted to shame her. And I knew that no matter what, she would be behind me."

The plan worked, and in 2000, Ntaiya embarked on her journey to Virginia, where she began her undergraduate education at Randolph-Macon Woman's

College. To get her there, her village donated money earned from selling cattle, chickens, eggs, and handiwork.

She earned her degree and went on to work at the United Nations, telling her story and serving on a panel with U.N. Secretary-General Kofi Annan. She was also the subject of a multipart series by *The Washington Post* and, more recently, attended a conference in Las Vegas, Nev., spotlighting influential women.

The Washington, D.C., office where Ntaiya worked postgraduation was part of a nonprofit organization, Communications Consortium Media Center, that was headed by Pitt graduate Kathy Bonk (CAS '73), whom Ntaiya describes as "my good, dear friend." Bonk persuaded Ntaiya to consider pursuing an advanced degree at Pitt's School of Education as a means of achieving her goal to build a girls' boarding school in Enoosaen.

"I was very skeptical in the beginning," admits Ntaiya, though a visit to the University began to change her mind. "I was very interested that I could not just accomplish what the program requires, but also explore my own interests. The flexibility is its strongest point. Even though we might be doing things locally, I am encouraged by my professors to transfer what I'm doing to my own experiences and background. I'm not limited to just describe the U.S.; I can describe what happens across borders."

As part of the program, Ntaiya is completing an internship as a program officer for the Women and Girls Foundation of Southwest Pennsylvania. She works as the liaison between the organization and people who seek funding for various programs. Her duties include

helping applicants write their proposals and educating them about what the foundation is looking for in its grantees.

Ntaiya believes the experience will help her in her quest to build the school ("I'm going to be asking for money somewhere, from somebody," she laughs. "One day I may be a philanthropist.") Already, she has obtained \$50,000 in grants, including \$35,000 from the Nike Foundation, for planning the school, for which a site has been chosen and an architect hired.

"The more forward you move, the harder it is. But that strengthens me."

"It's not a long-term goal; she's actually working on that," says Professor Noreen Garman, Ntaiya's advisor, of the boarding school project.

What strikes Garman as remarkable is the way Ntaiya, a naturally reticent woman, has been able to inspire those who meet her to take an interest in her cause.

"She just has the ability to rally people around her," Garman says. "She's very shy about all of the attention that she's gotten. . . . But on the other hand, she is so dedicated to the mission that she has about the school. She's not [in the spotlight] because she enjoys the notoriety; she's there because she thinks it will help her vision."

That vision includes creating a place where the girls of her village can explore their knowledge without competing against boys for a teacher's attention.

"The way girls learn is very different from the way boys learn," Ntaiya explains.

In Enoosaen, "the girls are always going to be quiet; the boys are always going to be talking."

Right now, girls who do not perform well in primary school or lack funding generally abandon secondary school and get married. The pressure to bend to generations of tradition is immense; the encouragement toward a life of learning is scarce.

"There are so many girls who will want to follow in my footsteps, but it's not an easy task. There's not much they can rely on. They're home taking care of the cows, milking, collecting firewood and water, cooking. There's no light for them to study," says Ntaiya.

She views the school as a place where girls will receive support to perform well on their exams, which in turn will build community support for the concept of female education. From primary grades onward, she wants to build a system that will nurture girls and empower them in an atmosphere where they, cultured to defer to boys, will not remain silent while boys supercede them.

She hopes her school will be a place that girls can call home, so they will not have to fight the same uphill battle that she did to earn a degree.

"It's a lot of sacrifice to be in a graduate program, taking 12 credits and working. It's overwhelming, and sometimes I . . . say, 'Why am I here? Why am I doing this? Why can't I go back to my village and go back to being me?'" Ntaiya says.

However, she adds, "The more forward you move, the harder it is. But that strengthens me." ■

LINCS: Building Capacity for Compassionate Action

Since 1998, many School of Education students have participated in service learning by stepping outside the classroom and into a whole new country—Peru, to be exact. They’ve traveled to this South American nation as part of the Learning Integrated with Needed Construction and Service (LINCS) program. Through a two-semester course sequence, teams of Pitt students and faculty members, as well as Pittsburgh-area teachers and community members, have built schools in the Andes Mountains—making a lasting difference in the lives of Andean children and their communities.

The driving force behind the LINCS program is Maureen Porter, associate professor of administrative and policy studies. By combining service and learning, Porter’s program has enabled more than 100 participants to rethink the meaning of community ownership of education in real-world settings and, as a result, to recommit their energies to the field of education. It is evident that the lessons these individuals have learned in the classroom and then transferred to the field have stayed with them. Such lessons have launched many Pitt students into new careers in research, publishing, social service, school administration, and the nonprofit sector.

The core philosophical principles of the LINCS program are reciprocity, resiliency, and community. These elements are central to the graduate seminar, the practicum, and the many other activities

and exercises that collectively create the LINCS program.

Such elements have helped to change the lives of Peruvian students and their families. Porter has published work based on the experiences of students and families who have been helped by the LINCS program. In her work, Porter has explored the meaning of reciprocity, or *ayni*, within an Andean worldview.

Whether in the classroom or in the mud pit, Porter teaches students to apply this indigenous understanding of reciprocity, or interdependence, both to collective ownership of sustainable programs and to students’ own ethical responsibilities as global citizens. In class, students have to rely on one another to colead modules; this preparation lays the foundation for the trust, fun, and sense of shared success that being a member of a LINCS cohort has produced in participants.

During the project weeks in the Andes, the Pitt students are challenged to give the best of themselves as they meet the challenges of mastering novel modes of construction labor, communicating with locals in Quechua and Spanish or even by using gestures, and reflecting critically on the impact of their work together. Throughout the eight months in which these students are involved with LINCS, students shift from the mindset of “working for” (a model based on the assumptions of charity) to the radically

inclusive and socially just framework of “working with” Andean partners. Many of the Pitt students involved in the program bring years of experience from the fields of development, teaching, anthropology, and/or experiential education. Ranging in age from their early 20s to their late 50s, team members are confident in their ability to make a difference in the world. LINCS challenges them to push harder, explore new boundaries, and take intellectual and emotional risks in a safe setting.

LINCS also provides a theoretical framework within which participants may look more critically at what Ivan Illich, a critical theorist and educator, refers to as their “good intentions.” They ask tough questions, hold one another accountable, and look behind the scenes. They talk face-to-face with Peruvians struggling to maintain their culture and to balance the competing demands of both development and tradition. By explicitly linking service and learning, students grow, both as culturally competent educators and as compassionate leaders. As a result, many have called LINCS the hardest—and

therefore perhaps the most meaningful—experience they have had during their degree program.

The sense of community that many LINCS students share is one of the enduring rewards of the program. Not only do students and faculty participants get to know one another in a different context, they also make long-lasting friendships with the Peruvians and the nonprofit partners who are essential members of the global team. Porter’s research on the effects of international service learning on student engagement, sense of global citizenship, and cultural competency show that these communal experiences can have a cumulative positive impact. Becoming a caring member of this team enhances participants’ ability to contribute to the next professional community in which they work.

LINCS provides a hands-on way for faculty and students to work together to “build capacity.” Building capacity involves team members working together

to contribute to a sustainable service learning program. They work to both build and enhance physical infrastructure while becoming part of an effective global citizenry. In a fundamental sense, this has meant working alongside local Peruvians to build a new preschool or a new wing for an elementary school. In an extended sense, it has also meant enhancing Pitt’s own capacity for offering experiential education as an integrated, credit-bearing mode of graduate education. All the way through, LINCS fosters students’ understanding of what it means to be reciprocal, to stand resiliently and embrace the future, and to do the hard work of becoming a community of educators ready for and committed to social change, here and abroad.

To learn more about LINCS, visit www.pitt.edu/~lincs.

Join the LINCS Legacy

As the 10th anniversary of this groundbreaking program draws near, you are invited to become a part of the legacy of LINCS. First, alumni from any of the School of Education LINCS cohorts (along with their families) are invited to join in a special

alumni service project set for summer 2008 in Peru. You will have the chance to revisit many of the construction sites to see the kids in action at the schools and preschools. You’ll have the chance to pick up a brush or grab a hammer and help to provide upkeep and decoration work. New students should plan to apply now for a spot in the 2008 cohort. Whether you are new or an alum, please contact Maureen Porter directly for details at mporter@pitt.edu. Finally, you can always become a link in the strong chain of supporters whose financial assistance has made multimedia documentation, scholarships, and program enhancements possible for both the students in Pittsburgh and those in the Andes. Contact Gary Pollack, director of constituent relations, at alum@education.pitt.edu to support the LINCS program through the “buy a brick” fundraising initiative or by establishing an endowment benefiting LINCS. ■



Peruvian workers demonstrate to students the proper way to lay brick in the building of a school.



School of Education and Watson Institute Form Partnership

It is estimated that 21 percent of American children ages 9–17 have diagnosable emotional or behavioral health disorders. In response, both the Individuals with Disabilities Education Act and the No Child Left Behind Act support community-based collaboration in designing appropriate educational services for students with special needs. To help strengthen such services, the School of Education has formed a new partnership with the Watson Institute, an educational organization known for providing quality education to children with special needs. This new partnership, directed by Mary Margaret Kerr, associate professor of education and psychiatry, creates an ideal interdisciplinary laboratory where Watson practitioners and Pitt students and faculty can create new models for serving children with serious emotional, behavioral, and learning challenges.

In its 89-year history, the Watson Institute, based in Sewickley, Pa., has served the region as a research and training site. The Watson Institute also oversees Craig Academy, host of the initial work of the new Pitt partnership. Craig Academy, which became part of the Watson Institute in 2001, is an approved private school and a school-based partial hospital component. The academy's specialty is in meeting the learning and

mental health challenges of its more than 150 students in grades one through 12. Since the partnership's inception in early 2006, exciting projects have materialized thanks to the expertise and experience of both Pitt and the Watson Institute.

- Constance Demore Palmer, a doctoral student in administrative and policy studies and educational supervision, evaluated the professional development programs at Craig Academy and will continue to work with teachers to differentiate classroom instruction.
- Sito Narcisse, a doctoral student in administrative and policy studies, reviewed staff and student feedback as well as current research to improve the effectiveness of behavioral management approaches.
- Narcisse and Nosakhare Griffin-El, a doctoral student in school leadership, evaluated student reading data under the direction of Charlene Trovato (MEd '74, PhD '78), clinical associate professor, administrative and policy studies.

The Pitt-Watson partnership also brings together Pitt alumni, faculty, and students to work closely with Craig Academy's educators and clinicians—some of whom are School of Education alumni. For instance, Watson Institute Chief Operating Officer Marilyn Hoyson (MEd '78, PhD '83)



Mary Margaret Kerr

is a graduate of the School of Education instruction and learning program. Denise Sedlacek (BS '84, MEd '91), the program director of the Craig Academy, and Mary Beth Boylan (PhD '06), clinical director of Craig Academy, have welcomed several other Pitt alumni to the staff and the partnership's consulting design team.

- Georgia Vassilakis (MEd '73), a now-retired secondary school administrator from the Pittsburgh Public Schools, assists Craig staff in addressing and preventing disciplinary problems and in building the cocurricular program.
- Trovato, an expert in reading disabilities and school leadership, is developing the Literacy Leadership Initiative for Craig Academy.
- Judith Simmons (EdD '00), a retired educator from the Pittsburgh Public Schools, works closely with classroom staff to improve instruction, learning, and student achievement.

- Sielke Caparelli (MEd '95), a licensed professional counselor and behavior specialist, has redesigned the behavioral assessment and intervention process.
 - Victoria Daniels (MEd '89), is the newest alumna to join the team. She is a behavioral specialist.
- Partnership-related internships are also available through Craig Academy.
- Michael Valenti, a psychology in education doctoral student, has worked in the partnership since its inception. He began as a writer on Project Reassure, the Watson Institute/School of Education Hurricane Katrina relief project, and then became the first Craig Academy intern. Valenti was instrumental in the redesign of the behavioral management system, the staff recognition program, and in behavioral assessment and planning. Valenti, a 2004 graduate of Pitt's School of Arts and Sciences, was recently named the first Watson Scholar.
 - Jessica Yamnitzky, a master's student in applied developmental psychology, credits her brief experience working at Craig Academy this year with inspiring her to pursue her graduate work in psychology in education.

Expansion to the Pittsburgh Public Schools

The School of Education and the Watson Institute are currently developing an additional partnership to help deal with behavioral problems among students in the Pittsburgh Public Schools' elementary classrooms. In addition to helping the elementary schools, this partnership is being viewed as a learning opportunity for a number of undergraduate and

graduate students who might be interested in developing the skills needed to help improve behavior patterns in urban schools.

For more information about this partnership, please contact Mary Margaret Kerr at mmkerr@pitt.edu. For more information about Craig Academy, please visit www.thewatsoninstitute.org/schools.jsp and click on Craig Academy. ■



Dawn Tedrow and Christine Caristo, both graduates of Pitt, discuss reading assignments for the students at Craig Academy.

Field Learning Program: Pathmaking Footsteps

How can collaborators from different cultural, ethnic, and faith-based communities come together to serve children who have recently immigrated in their transition to a new life in Pittsburgh? Using knowledge gained from her dissertation research, Junghwa Oh, a PhD student in administrative and policy studies, knows how. She has developed the Field Learning Program to help children and their families

who have immigrated feel at home in Pittsburgh, while at the same time giving Pittsburghers the opportunity to learn about other cultures.

Before developing the Field Learning Program, Oh had started an international humanitarian program in Pittsburgh for African refugees from the Somali Bantu community and Burmese families who had recently arrived from Asia. This effort allowed Oh to build on her dissertation and

her experience coordinating international partnerships in the Global Information Networks in Education project, directed by Maureen McClure, associate professor and chair of the Department of Administrative and Policy Studies.

But after observing the difficulties of relocation to a foreign culture, Oh and other volunteers decided that long-term, systematic educational approaches were needed to assist the children and their families. Thus, the Field Learning Program, an informal cultural educational program using innovative community partnerships, was started.

The program currently includes 80–90 children from Somalia and Myanmar (formerly the country of Burma) who have been resettled in the Pittsburgh area by the U.S. Department of State. These young people have all had three major common experiences: the horrors of war, living in long-term refugee camps, and the bewilderment of having to settle into a new culture and environment.

Two neighboring faith communities quickly came together to help the children and their families: the Islamic Center of Pittsburgh (as the Somali Bantu faith community) and the East Liberty Presbyterian Church. Collaboration between these two communities has fostered greater diversity throughout their social networks.

Junghwa Oh (left), a PhD student in administrative and policy studies, talks with Chantee McBride, a PhD student in instruction and learning, about integrating individuals from diverse communities.

Since the program's implementation, the partnership has expanded to other ethnic and cultural communities as well as to education and community service organizations that work with the parents and children. Included in the partnership are the Asian American Heritage Committee of Pittsburgh's Federal Executive Board, Greater Pittsburgh Literacy Council, Pittsburgh Asian American Young Professional Association, Duquesne University, University of Pittsburgh, and the local Korean community. These partnerships have been successful in connecting the children and their parents to learning and social experiences within the community at large.

The children (and some of their caregivers) and volunteers go on field trips to local museums, libraries, cultural events in neighboring communities, and institutions of higher education. Through such activities, these young people have the opportunity to learn about educational resources outside of school, enhance their cultural knowledge, explore different communities to understand the value of diversity, and strengthen social networks within their community as well as in other communities.

Building a social network of children and volunteers during field trips creates new links to additional learning opportunities for these children. As volunteers learn about children's interests, they are able



Melissa Gotsch, a librarian at Carnegie Library of Pittsburgh, reads to the children in the Field Learning Program.

to connect them to art, music, or “play lessons” provided by community-based learning institutions.

While the Field Learning Program exists primarily for immigrant children and youth, all those involved in its activities have been enriched. Volunteers have also broadened their worldviews through their activities with the children and their parents. They have spoken of their increased awareness of human rights and health issues, global peace, the value of education, and diversity. They have also become increasingly aware of how they can act locally to effect change on global issues.

Bridging the differences among communities is a unique aspect of the program. Communities learn from each other and strengthen their ties by forming collaborations on other issues and events. From their evaluations and observations of the program, Oh and Robert Faux, instructor in the Department of Psychology in Education and a volunteer in the program, have documented that these children are learning the value of diversity and understanding different ways of communicating. The interaction of people from diverse cultural backgrounds is bringing about greater understanding in all participants. ■

Building Schools, Building Relationships, and Forging Education: A Former Student’s Perspective

Monica Pagano (PhD '03) is the assistant dean of international programs at Elon University in North Carolina.

When I arrived at the University of Pittsburgh in 1999 as a doctoral student in administrative and policy studies in international development education, I knew that my focus was policy and study abroad. Through my work I have encountered possibilities for forging reciprocal alliances with individuals, communities, nongovernmental organizations, schools, universities, and other types of institutions by doing service learning work.

As a student conducting research, I participated in international conferences and had the opportunity to serve as a graduate student assistant in the Learning Integrated with Needed Construction and Service (LINCS) service learning program in Peru. A service learning program provides a structured service experience that is academically challenging with the goal of helping a community in need. In this program, we focused on building a school—literally building it—that would be used by the community and later followed up on by other LINCS cohorts of Pitt students just like me. We did not aim to do a one-shot project; rather, we desired a sustainable project that would be reviewed by the community, with Pitt students following up on the progress brought about by the school

and the additional needs of that foreign community. As a result of this work, I was later able to lead my own course and to build my own school in Brazil for children with special needs. Service learning as a teaching and learning practice turned out to be not only part of my studies, but the focus of my dissertation work and the foundation of my current job and academic work.

Today, in my third year as assistant dean of international programs at Elon University, I am able to share what I learned in a powerful way. At Elon, more than 64 percent of 2006 graduates studied abroad at least once. This internationally focused environment has allowed me to incorporate programs that are more service oriented than ever before. As a result, the number of service learning alternative spring breaks available through Elon is growing. I am the trip advisor for the Dominican Republic spring break trip; next year, a service learning alternative spring break will be offered in Haiti. Additionally, I have had affiliations with semester programs that focused on or had class modules dedicated to service learning. Elon has received donations that I was able to designate for international internships focused solely on service learning programs. Thanks to this funding, these internships will be available to even more students in the years to come.



Monica Pagano (foreground) and an Elon University student work during a service learning alternative spring break in the Dominican Republic

Most importantly, I am now able to build schools—both literally and in terms of curriculum development—thus forging links around the world

Service learning projects are not always easy to maintain; however, they are established and strengthened with the right support—human support. My passion for my work and the people I have met along the way have made my work a central part of my lifestyle. However, none of my success would have been possible without the “service” of Pitt faculty members along the way. Learning and sustainable relationships are not possible through only the academic subject matter and research. Service is possible through the support and sustainable relationships you build along the way. At Pitt, my success was made possible through the support, care, and—most importantly—example set by my professors. ■

WHAT’S NEW Department of Psychology in Education Announces New Concentration in School-Based Behavioral Health

The school-based behavioral health concentration is a new course of study for students seeking a master’s degree in applied developmental psychology.

School-based behavioral health describes support, services, and

programs that enhance children’s emotional and behavioral well-being. These services take place within educational programs located in schools, juvenile facilities, hospitals, and residential programs.

The teaching staff includes individuals nationally recognized for their expertise in school-based behavioral health. Joining the School of Education’s full-time faculty are practitioners who bring their real-world experience to the classroom and share actual cases for students to explore. ■

Applied Developmental Psychology Plus Program Unveiled

Louise Kaczmarek, associate professor in the Department of Instruction and Learning; Meryl Lazar, clinical assistant professor in the Department of Instruction and Learning; and Carl Johnson, associate professor and chair of the Department of Psychology in Education, have collaborated to develop the new Applied Developmental Psychology (ADP) Plus program for undergraduate students.

The program includes two options: early childhood education and elementary education. Each option provides the student with both bachelor and master’s degrees, as well as a teaching certification and either an additional certification or a specialization. The two degrees and the certifications can be obtained in five years. This program is designed to meet the diverse demands of today’s schools while offering graduates an edge in a competitive job market.

The ADP Plus early childhood option provides the student with teaching certifications in early childhood education and special education. The curriculum

provides students with essential understanding of the development of young children, including the integral role of families and communities in fostering development and education. The option prepares students with the tools needed to teach children with and without disabilities in prekindergarten (ages 3 and 4) and in primary-grade settings (kindergarten through third grade). Students also learn how they, as teachers, can effectively support the families of the young children they teach.

The ADP Plus elementary option includes, in addition to the bachelor’s and master’s degree and elementary teacher certification, a selection of one of the following: 1) a second certification in special education, 2) a math/science focus and certification in these areas to teach grades seven and eight, 3) a language arts/social studies focus and certification in these areas to teach grades seven and eight, or 4) an endorsement in reading.

The ADP Plus program establishes the important link between theory and practice by extending opportunities for field experiences and student teaching in schools and other agencies in the Pittsburgh area. These hands-on opportunities provide students with a well-rounded set of skills necessary for career success in an increasingly diverse field. ■



Office of Child Development Celebrates 20th Anniversary

On November 5, 2006, the Office of Child Development celebrated its 20th anniversary at the Children’s Museum of Pittsburgh. Chancellor Mark A. Nordenberg hosted the evening, which commemorated an important milestone for the organization while also honoring four individuals who have made significant contributions to children and families. The following awards were presented: the Parent Leadership award to Rochelle Jackson, parent and cochair of the Allegheny County Family Support Policy Board and client advocate/organizer for Just Harvest, an organization that advocates the elimination of hunger in Allegheny County; the Advancing Public Policy on Behalf of Children and Families award to Estelle Richman, secretary of public welfare, Commonwealth of



Chancellor Mark A. Nordenberg and Office of Child Development Codirector Christina J. Groark enjoy the 20th anniversary celebration.

Pennsylvania; the University Contributions to Public Service award to Karen McIntyre, department chair and director of graduate education programs, Point Park University; and the Leadership by Philanthropy on Behalf of Children and Families award to Margaret Petruska, senior program director of the Children,

Youth & Families program at The Heinz Endowments. The Office of Child Development, which now employs more than 50 people, works in the areas of program implementation, program evaluation, policy, and applicable research. ■

Student Accolades

Tammy A. Andreyko, EdD student in administrative and policy studies, received the Pennsylvania Middle School Association’s Middle Level Outstanding Administrator Award in 2006. Andreyko is the principal of Ingomar Middle School, part of the North Allegheny School District. In 2006, Ingomar was ranked the number one middle/junior high school

out of 147 schools in the region by the *Pittsburgh Business Times*. Andreyko holds a bachelor’s degree from Kent State University in Kent, Ohio, in secondary education in English and speech communication; a master’s degree in education leadership from Old Dominion University in Norfolk, Va.; and a master’s degree in human resources management from La Roche College in Pittsburgh.

Deborah Conway, a PhD student in applied developmental psychology, received Pitt’s Center on Race and Social Problems 2006 Graduate Student Paper Award for her paper, “Resilience in Low-Income African American Women Enrolled at a Community College.” Her faculty sponsor was Eva M. Shivers. ■

Faculty Appointments



Lindsay Clare Matsumura

Lindsay Clare Matsumura is an assistant professor in the University of Pittsburgh’s newly created Pittsburgh Learning Policy Center. She was a senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing at the University of California at Los Angeles (UCLA) before joining the Learning Research and Development Center (LRDC) at the University of Pittsburgh in January 2004. Matsumura received a PhD in psychological studies in education from UCLA with a concentration in psychocultural studies. Her research focuses on at-risk students, the implementation of urban school reform policies, and developing measures of

instructional quality. Matsumura is the codirector of the Instructional Quality Assessment project at LRDC and the principal investigator on an Institute of Education Sciences-funded study, Content-Focused Coaching for High-Quality Reading Instruction.

Erik Ness joined the School of Education as a tenure-track assistant professor in the Department of Administrative and Policy Studies. Ness has had experience in policy planning as the associate director of the Policy, Planning, and Research Division of the Tennessee Higher Education Commission. In this position, he conducted policy analysis on the issues of statewide finance and academic affairs for programs such as the Tennessee Education Lottery Scholarship Program. He also conducted policy analysis on student engagement survey data, financial aid and tuition trends, and equity of college access and choice.

Ness graduated in May 2006 from Vanderbilt University with a PhD in education policy and a cognate in political science. He received a Master of Arts degree in comparative and international education from Loyola University, Chicago, and a Bachelor of Arts degree in political science from North Carolina State University. As a doctoral student, Ness won the Association for the Study of Higher Education (ASHE) Lumina



Erik Ness

Foundation for Education Dissertation Fellowship and the Vanderbilt/Peabody Fellowship in National Education Policy. Ness’ research interests include higher education policy and finance, the politics of higher education, and the process of public policy. His recent research has focused on merit-based financial aid eligibility and college access in Tennessee. Ness has presented much of this research before ASHE, the American Educational Research Association, and the Annual National Association of State Student Grant and Aid Programs/National Council of Higher Education Loan Programs Financial Aid Research Conference. ■

Cindy Tananis Promoted to Associate Professor

Cindy A. Tananis (BS '79, EdD '00) has been promoted to associate professor in the Department of Administrative and Policy Studies.

Tananis has evaluated more than 20 educational programs and works with schools across southwestern Pennsylvania. She also serves as the evaluation project director for agencies such as the Western PA Superintendents Forum, Math & Science Collaborative, and Math and Science Partnership of Southwest Pennsylvania. Other groups and initiatives with which she has worked include the Pennsylvania Humanities

Council and the Pennsylvania Governor's School for International Studies.

Tananis was the Trends in International Mathematics and Science Study regional coordinator for southwestern Pennsylvania's regional benchmarking project from 1999 to 2000 as part of a continuing international assessment project in math and science education. She coauthored the regional report, which has been cited by the National Science Foundation and the U.S. Department of Education as an exemplary tool for use of data to support regional and local decision making. ■



Cindy A. Tananis

Faculty Accolades

Jennifer Cartier, assistant professor in the Department of Instruction and Learning, received the University/Post-Secondary Educator Award through the 2006 Carnegie Science Center Awards for Excellence. Cartier helped create Pittsburgh Partnership of ENERGizing Science in Urban Schools, an innovative collaboration among Pitt professors and students and Pittsburgh Public Schools administrators, science teachers, and students.

Richard Donato, associate professor in the Department of Instruction and Learning, is the 2006 recipient of the American Council on the Teaching of Foreign Languages-Modern Language Journal Paul Pimsleur Award for Research in Foreign Language Education. This award recognizes the article Donato coauthored with Frank B. Brooks, "Literary Discussions and Advanced Speaking Functions: Researching the (Dis)Connection," which was published in *Foreign Language Annals* (Volume 37, No. 2—Summer 2004).

Mary Duquin, associate professor of health and physical activity, and her students won first place at the 501c3 Optimizing Nonprofit Performance Student Learning Conference. Students from 23 colleges and 26 projects competed



Susan Gillis Kruman

in this event. Students from Duquin's undergraduate Teaching Health and Wellness in the Elementary Schools class and students in her graduate Health Methods class participated in the service learning project. Four students—Carolyn Simitz, Amy Ploskunak, Knolan Rawlins, and Krystal Kustra—reported on the health and physical activity education project, which involved students who tutored, directed physical activity sessions, or provided health education to teen mothers at the Roselia Center in Oakland.

Susan Gillis Kruman, clinical instructor in the Department of Health and Physical Activity (HPA), in her 29th year at Pitt, was selected as the 2006 Teacher of the Year in the university dance category by the Pennsylvania State Association of

Health, Physical Education, Recreation and Dance. In addition to teaching a wide spectrum of dance courses, she initiated the dance minor program in the HPA department and directs Pitt's University Dance Ensemble. Kruman has created an Internet tutorial, "Early Moderns," to supplement student knowledge on early modern dance history. Her students have danced in Massachusetts, Virginia, West Virginia, and, this year, in Ohio for the American College Dance Festival.

Alice Scales, professor of instruction and learning, was elected editor-in-chief of the *Negro Educational Review* at the 56th annual meeting of the journal's board of editors.

Eva M. Shivers, assistant professor of psychology in education, was appointed editor of "Research in Review," a standard feature in each issue of *Young Children*, the journal of the National Association for the Education of Young Children. ■



Gary Pollock, director of constituent relations; Maureen McClure, chair of the Department of Administrative and Policy Studies; and Dean Alan Lesgold view the painting "Guatemala" by Cynthia F. Cooley. The painting was donated by Bob Hildebrand (PhD '70), Orville Joyner (PhD '69), Patsy Layne (MED '67, PhD '70), and Don Peterson (PhD '69) in memory of their professor, Paul E. Watson.

Marjorie Henningsen stands at the gates of the Wellspring Learning Community. She will serve as head of Wellspring this fall.

Alumna Finds Personal, Professional Fulfillment in Lebanon

By Marjorie Henningsen

A week after finishing my dissertation, I moved to Lebanon to work at the American University of Beirut (AUB) in the education department. The oldest modern institution of higher education in the Middle East, AUB is on a lovely campus in the hills beside the Mediterranean Sea. The university has about 7,000 students distributed across six faculties and also supports one of the best hospitals in the region. The undergraduate programs are styled after an American liberal arts model. Working at AUB and living in Lebanon has been a great experience personally, culturally, and professionally.

Building Schools, Developing Teachers

For me, there is no work that can be more important than my involvement with the teachers and the schools across the region. My project took me to schools all over Lebanon, private and public, urban and rural. Just the process of selecting data collection sites was an experience—we literally had to drive all over Lebanon to meet with the teachers and principals to get the process started.

Ultimately, we were successful in generating a useful database of videotaped elementary mathematics lessons and artifacts—a unique accomplishment in Lebanon and rare in the region. We also provided free professional development for a large number of teachers across the country. Connecting teacher development to

classroom research results is a novel concept here, so what we were doing was really important. I believe we had a positive impact on several of the schools with which we worked.

I have participated with colleagues in several projects related to launching new schools in the region. The first was the Egypt New Schools Program, a project that happened to be directed by another School of Education graduate, Helen Boyle (PhD '00). In fact, some of the Egyptian faculty members involved in that project were also Pitt graduates; it was wonderful to find those connections halfway around the world. For four years, I worked for that project as a trainer for newly hired teachers in recently established rural schools in upper Egypt. I was also involved in a new school project in Saudi Arabia and another in Dubai.

A Brave New World

At AUB, I have been heavily involved in a number of institution-building activities, such as accreditation and program reviews. I have facilitated seminars and workshops for colleagues on improving classroom teaching, planning programs and courses, and reflecting on practice. I also cochaired the steering committee to establish the Prince Alwaleed Bin Talal Bin Abdulaziz Al Saud Center for American Studies and Research. This center has been one of the most successful of AUB's recent academic and outreach initiatives.

Currently I am on the planning team for a new international K–12 school here in Lebanon. I will be the head of the school when it opens next fall. This is perhaps the most challenging and terrifying thing I've done since moving to Lebanon, but I have a genuine passion for the project. We hope to attract a diverse student

body, particularly in terms of religion and socioeconomic status. We are aiming to establish a true learning community with an inquiry-oriented curriculum and both Arabic and English supported equally in all subjects.

Living in Lebanon

It's been an experience. I've never been happier personally, which is as surprising to me as to anyone else. Lebanon is a fascinating, multicultural, multilingual, religious (there are 17 to 18 officially recognized religions—each with representation in parliament), tumultuous, tragic, challenging, and beautiful environment. I can say truthfully that every day I hear or see something I've never seen before. There is nothing really routine about living in Lebanon. I've been all around the country and have never felt unsafe.

The people are lovely, the food is great, and the weather is perfect most of the

time. I am glad to have had this opportunity to gain a greater awareness of the world outside the United States and of cultures so different from the one in which I was raised. At the same time, I am also glad to have the chance to help family and friends back in the United States understand this part of the world in ways other than fearing it.



Henningsen awards medals to elementary division science project winners from Ras Beirut International School.

Memories of Pitt

One thing I can say with confidence is that the experience I had at the School of Education was “the full package.” I mean that I really gained a strong background—not only knowledge in my area of study, but also in how institutions work, how to interact and collaborate with colleagues, how to manage complex projects, and how to be part of a larger professional community. It was great preparation for facing a new environment and being able to make a substantial contribution.

Marjorie Henningsen earned her EdD in mathematics education from the School of Education. ■



Henningsen discusses an elementary mathematics lesson with graduate student Zeinab Zein.

Alumni Updates

1949

John Shannon (MEd '49) was recently honored by the St. Clairsville, Ohio, Kiwanis Club for his lifetime of work in education. He was a teacher for the St. Clairsville School District, where he became an elementary and subsequently a high school principal. In 1956, he was appointed superintendent of the Belmont County Schools. Shannon had a lasting impact on the development of the local vocational school and, in 1969, became the first superintendent of the Belmont-Harrison Vocational School District. He served as the first president of Belmont Technical College and ultimately became executive director of the State Advisory Council for Vocational-Technical Education in Columbus, Ohio, the position from which he retired.

1959

Katherine Gianoutsos Straw (BA '59, MEd '72), who recently retired, was named associate professor emerita by Florida Southern College. Straw received her MEd in health, physical, and recreation education from the University of Pittsburgh and completed 30 years of teaching at Florida Southern College. Prior to joining the faculty at Florida Southern, she taught at Chatham College and what was then Carlow College, both in Pittsburgh. She also taught at the elementary and secondary school levels. Straw is the recipient of the 2004 Ben and Janice Wade Outstanding Teaching

Award and has been honored by other campus groups for her commitment to Florida Southern College. In 2003, while on sabbatical, Straw studied the history of women in the Olympic Games. Much of the information she gleaned from these studies was incorporated into her courses, community and campus talks, and scholarly publications.

1970

Elaxis Moore (MA '70) retired from the Cleveland Municipal Schools after 32 years of service. She was a teacher of students with cognitive disabilities (1970–79); a project manager of a Title IV-C developmental project for Cleveland Strategies for Mainstreaming (1979–81); a consultant teacher (1981–86); and a supervisor of special education (1986–2002) when she retired. In 2005, Moore began working part time in the East Cleveland City Schools as an instructional coach for special education.

1976

Diana J. Quatroche (MEd '76, PhD '91), associate professor of education at Indiana State University, has been appointed chair of the Department of Elementary, Early, and Special Education in the Indiana State College of Education. An author of numerous publications about reading and literacy, Quatroche is active in both the International Reading Association and College Reading Association, through which she presents at workshops and seminars.

1977

Katherine (Hudgens) Heart (BS '77, MEd '84) started her business—HEART Resources LLC—in 2004. Through HEART, she provides funding research, grant proposal and technical writing, and program development consultation to individual professionals as well as local and national corporations and nonprofit agencies. She is a member of the American Grant Writers' Association, the National Committee for Responsive Philanthropy, and the American Association of People with Disabilities. She has recently completed work on a book *Tellings: From Wound to Wellspring (A 50-Year Memoir of Healing Child Abuse)*.

1978

Audrey Maretzki (PhD '78), professor of food science and nutrition in Pennsylvania State University's College of Agricultural Sciences, recently was awarded the Helen Denning Ullrich Lifetime Achievement Award by the Society for Nutrition Education for her years of service as a champion for nutrition education, local food systems, and food security issues. Maretzki was the first person to serve as both president of the organization and editor of the society's journal. Dean of the college, Robert Steel, indicated that, "Dr. Maretzki is the consummate land-grant scholar, being totally committed to extending the reach of the university to the people." Maretzki

was also the recipient of the 2002 Penn State Award for Faculty Outreach and the 1987 W. LaMarr Kopp Faculty International Achievement Award. She was a Fulbright Lecturer at the University of Otago in New Zealand and a visiting scientist with the United Nations Food and Agriculture Organization in Rome.

1979

John Kyle (MEd '79) retired in January 2006 and is, he says, "living happily ever after." His most recent job was as program director for outreach and strategic planning at the National League of Cities' Institute for Youth, Education, and Families. Other career highlights include leading the Maryland Governor's Office for Children, serving as a policy associate at the High/Scope Educational Research Foundation, founding and directing a child care program of four centers and about 30 family daycare homes that served children in the Turtle Creek Valley (Pa.), and teaching kindergarten in the laboratory/demonstration school at Point Park University. Kyle has lived in Pittsburgh; Ypsilanti, Mich.; and now Baltimore, Md. He was active in local affiliates of the National Association for the Education of Young Children (NAEYC) in each state, and he also served for a number of years on the NAEYC national governing board.

Mary Ravita (BS '79, MEd '82, PhD '86) is the assistant superintendent for curriculum, instruction, and assessment for the South Fayette Township (Pa.) School District. She works closely with teachers and other administrators to develop the district's curriculum, trains teachers to use best practices in the classroom, and analyzes student achievement data to aid with modifications to instructional programs. Ravita serves on the Association for Supervision and Curriculum Development (ASCD) Board of Directors. She also teaches leadership classes at Robert Morris University in Moon Township, Pa. Ravita has been involved with ASCD and the Pennsylvania Association for Supervision and Curriculum Development (PASCD) for the past 20 years. She has served on ASCD's Leadership Council and the Future Panel for Leadership Council and as the facilitator of the ASCD Women's Leadership Issues network. Other PASCD positions she has held include affiliate president (2002–04), cochair of the curriculum and instruction committee, and cochair of the Women's Leadership Network. During Ravita's term as president, PASCD received the Affiliate Overall Excellence Award for its contribution to education.

1980

Elaine H. Berkowitz (BS '80), who also completed her DMD at Pitt in 1986, served for 32 years as a lieutenant colonel in the U.S. Army Reserve. She was part of Operation Iraqi Freedom from August to December 2005, during which time she provided dental services to troops. Berkowitz has volunteered for Homebound Dentistry for the elderly and handicapped children, and she has been reading for the blind for 30 years.

George Dieffenbach (MEd '80, PhD '88) received Pitt's Varsity Letter Club 2006 Award of Distinction. He was selected by the club's Board of Directors and a committee of Pittsburgh residents. Dieffenbach has been the head coach of the women's tennis team since 1981.

Kathleen Huebner (MEd '71, PhD '80), professor and associate dean of the Department of Graduate Studies in Vision Impairment and codirector of the National Center for Leadership in Visual Impairment at the Pennsylvania College of Optometry, was elected regional chair of the North America/Caribbean region of the International Council for Education of People with Visual Impairment (ICEVI). The election occurred at the 12th World Conference of ICEVI, which was hosted at the Putra World Trade Centre in Kuala Lumpur, Malaysia, where nearly 1,200 educators and program administrators from 96 countries gathered.

1983

Diane J. (Johnson) Eicher (PhD '83) was elected president of the Pennsylvania Association for Supervision and Curriculum Development (PASCD) for a two-year term, effective July 1, 2006. She is a retired assistant superintendent.

1987

Mark E. Moore (PhD '87) has joined the faculty of the Department of Exercise and Sport Science in the College of Health and Human Performance at East Carolina University effective August 2006. He was previously a faculty member at St. Cloud State University in Minnesota, and his expertise is in the area of sports management.

1988

Robert Joseph Spina Sr. (PhD '88) was appointed a professor and chair of the Department of Exercise Science, Sport, Physical Education, and Recreation at Old Dominion University (ODU) in June 2006. Prior to joining ODU, Spina was chair and graduate coordinator of the kinesiology department and associate dean of the College of Health and Human Services at San Francisco State University.

1990

Terence M. Doran (MSLIS '90, EdD '04) retired from the West Mifflin (Pa.) Area School District, where he was a high school principal, in January 2006. He now supervises interns and student teachers for Pitt's School of Education. He is also a consultant for the Tri-State Area

School Study Council at the University, through which he provides services to school districts throughout Western Pennsylvania.

1991

Bridget Guernsey Riordan (PhD '91) has been named dean of students for campus life at Emory University. Riordan had previously served as assistant vice president of campus life at Emory. John L. Ford, Emory senior vice president and dean for campus life, said that Riordan "will be able to help students directly through her knowledge and 14 years of experience at Emory." Riordan will serve as the primary connection between campus life and students and will be a resource for individual student concerns. As a part of campus life, Riordan will play a role in nurturing and supporting an environment that is committed to modeling and teaching holistic well-being, ethical leadership, community service, and global citizenship. Riordan has also served Emory University as director of student activities and assistant to the senior vice president.

1995

Erwin Weischedel (EdD '95) was appointed superintendent of the Cornell School District (Coraopolis, Pa.) in May 2006 after having served four years as a building principal. Before coming to Cornell, he was an administrator in the North Allegheny, Seneca Valley, and Hempfield Area School Districts.

1996

Elizabeth S. Crum (MAT '96) was awarded a two-week summer scholarship for study in Cuernavaca, Mexico, by the American Council on the Teaching of Foreign Languages. Thanks to the scholarship, she spent two weeks in Mexico, where she took classes at the Cemanahuac Educational Community and explored Mexican culture. She is a Spanish and English as a second language teacher for the Quaker Valley School District in Sewickley, Pa.

1997

Tamara L. Gillis (EdD '97) is an associate professor and former chair of the Department of Communications at Elizabethtown College in Elizabethtown, Pa. Gillis recently completed two book projects for publisher Jossey-Bass: *The IABC Handbook of Organizational Communication: A Guide to Internal Communication, Public Relations, Marketing, and Leadership*, and an instructor's guide for the same textbook on communication management and leadership. More information is available at www.wiley.com/WileyCDA/WileyTitle/productCd-0787980803_descCd-authorInfo.html. Gillis retired from the position of department chair in August 2006 and now divides her time between teaching at Elizabethtown College and a government communication research project in

Virginia. Gillis also had two research papers accepted for presentation at the 2006 International Conference on the Arts in Society held at the University of Edinburgh in Edinburgh, Scotland. (The theme of the conference was Arts of Engagement.) One paper was titled "Public Art in Corporate Spaces: Enhancing Corporate Environments and Employee Engagement"; the second paper resulted from a joint project with coauthor David Donovan, also of Elizabethtown College, and was titled "From Ballroom to Boardroom: Applying Interpersonal Communication and Interactive Performance Dimensions to a Social Learning Environment." Gillis is also working on the International Association of Business Communicators (IABC) Accreditation Council's Examination Development Task Force.

Dean M. Julian (MEd '97, EdD '01) was recently appointed assistant head for enrollment management at Winchester Thurston School in Pittsburgh. Before joining Winchester Thurston, Julian worked for nine years in Pitt's College of General Studies—first as an academic advisor and then as director of recruitment and enrollment management. In 2003, the University awarded Julian the Chancellor's Distinguished Service Award for Staff.

1998

Francis Amedahe (PhD '98) has been appointed head of the Department of Educational Foundations and vice dean of the University of Cape Coast Faculty of Education in Ghana. Amedahe has also been awarded a Fulbright Scholar-in-Residence at Elon University in North Carolina. Amedahe is also the director of a joint PhD program in educational leadership with Florida State University.

1999

Seth M. Carpenter (MEd '99) has begun teaching acting at the University of North Carolina at Wilmington. Carpenter taught both third and fifth grade at Manchester Elementary School in Pittsburgh from 1995 to 1999, and from 2001 to 2002 he taught voice, speech, and improvisation at Point Park University. From 2002 to 2004, he entertained guests on a cruise ship for Royal Caribbean International as a character actor, improvisational actor, stilt walker, and juggler. He performed with his wife, Emily, as a character clown and improvisational actor for the world-renowned Cirque du Soleil in A Taste of Cirque du Soleil aboard Celebrity Cruises from 2005 to 2006. For more information, see www.sethandemily.com.

2001

Kristin Griffin Steffey (MS '02) was inducted into Ohio Wesleyan University's Athletic Hall of Fame. During her senior year, Steffey ranked as a second-team All-North Coast Athletic Conference and All-Ohio pick, a third team all-region choice, and third-team All-American. Steffey is currently the varsity soccer coach for Quaker Valley High School in Sewickley, Pa.

2003

Meredith (Powers) Bruner (MAT '03) recently won the Pennsylvania Council of Teachers of Mathematics New Teacher Award, which recognizes teachers in their first three years of teaching. Bruner works at the Student Achievement Center—part of the Pittsburgh Public Schools—teaching Algebra 2, Pennsylvania System of School Assessment (PSSA) Math Elective for 11th grade, and Standards-Based Mathematics for 12th grade. Bruner was recently married.

2004

Colleen O'Connor (MS '04) was recruited by Stanford Hospital (Calif.) to help design a new pediatric emergency area and create a child life program. She is a member of the Pediatric Education Council of the Stanford Hospital and Clinics, through which she is responsible for educating the residents and nurses in the areas of child development, family-centered care, and effective communication with children and parents in the emergency department.

2005

Mary Catherine Desmone (EdD '05) received the 2006 Pennsylvania Association for Supervision and Curriculum Development (PASCD) Outstanding Research and Publication Award for her dissertation, "The Special Education Teachers' Concerns Regarding the Use of Therapeutic Support Staff (TSS) in the School Setting." Desmone also presented this research at the Northwest Region PASCD 2005 fall program, Pennsylvania Departments of Education and Public Welfare's 2006 School-Based Behavioral Health Conference: Creating Partnerships (May 2006), and at the 2006 PASCD state conference. To view Desmone's dissertation, please visit <http://etd.library.pitt.edu/ETD/available/etd-04262005-083449>. Desmone is currently the director of special education for Northwest Tri-County Intermediate Unit 5 in Edinboro, Pa.

Sally M. McCombie (PhD '05) was awarded Indiana University of Pennsylvania's (IUP) 2006 Distinguished Faculty Award for Teaching. McCombie is in the Department of Human Development and Environmental Studies at IUP. Since

1995, she has served as the coordinator of the family and consumer sciences education program. According to a university-issued press release, McCombie is a model for "how effective teachers design and provide learning

opportunities that are based upon a unique blend of content and pedagogy. She uses case-based instruction, role-play, and project-based learning to actively engage students in meaningful, minds-on learning activities."

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Celebrated Author Bebe Moore Campbell, Pitt Trustee and School of Education Alumna, Dies

Bebe Moore Campbell, whose powerful novels exposing the passions flamed by life's most perplexing relationships—racial, family, marital, social, and medical—catapulted her to international renown and her readers to the unlikely perspective of the hearts and minds of strangers, died November 27, 2006, in her home in Los Angeles, Calif.

Linda Wharton Boyd, her publicist and the president of the African American Alumni Council of the Pitt Alumni Association, said she died from complications of brain cancer, with which she was diagnosed in February 2006. Campbell had been scheduled to give the keynote address at Pitt's Honors Convocation that month, but her illness forced her to cancel.

Campbell's prolific writings, including four *New York Times* best sellers, have been critically acclaimed. A *Washington Post Book World* reviewer wrote: "If this is a fair world, Bebe Moore Campbell will be remembered as the most important African American novelist of this century—except for, maybe, Ralph Ellison and James Baldwin."

But Campbell's body of work revolves around the open question of fairness in the world. She explored racial inequity in her first novel, *Your Blues Ain't Like Mine*, based on the actual murder of Emmett Till, the Black teenager killed in the South in the 1950s for supposedly making advances to a White woman. Her second novel, *Brothers and Sisters*, found its roots in the beating of Rodney King and

the riots in Los Angeles that followed the acquittal of the police officers involved in 1992.

The author's personal history provided much of the poignancy of her other works.

Born Elizabeth Moore in Philadelphia, Pa., in 1950, the only child of a couple who divorced, Campbell lived with her mother in Philadelphia during the school year and with her father in North Carolina during the summer.

In 1967, she enrolled at the University of Pittsburgh, where she helped advance the causes of the Black Action Society and led protests for racial justice and the establishment of the Department of Africana Studies. She was also involved with recruiting Black students to Pitt and helped set up a tutorial program to help them succeed once here. She graduated from Pitt's School of Education in 1971 with a bachelor's degree in elementary education. Later, she also was awarded an honorary doctoral degree from the University. Since 2005, she had served on the University's Board of Trustees.

"The entire University community mourns the loss of our treasured alumna, trustee, and friend," said Pitt Chancellor Mark A. Nordenberg. "As a writer, she crafted honest and riveting prose, illuminating the legacies of slavery and freedom, and her ear for the language and rhythms of urban life has given the world a perspective that is uniquely hers. As a daughter of Pitt,



she was a role model for students and a powerful spokeswoman for the ideals we hold dear."

After graduating from Pitt in 1971, she taught for five years in Pittsburgh; Atlanta, Ga.; and Washington, D.C., then moved on to work as a publicist for Howard University, an editor for an AT&T newsletter, and later as the Washington, D.C., correspondent for *Black Enterprise*. In 1984, she moved to Los Angeles and began writing full time.

Campbell's personal experiences in a two-career relationship led to her first book,

(continued next page)

Successful Women, Angry Men: Backlash in the Two-Career Marriage. Her tender childhood relationship with her father, a paraplegic, gave rise to her second, *Sweet Summer: Growing Up With and Without My Dad.* Her loving relationship with her own grandmother provided insight into a 1998 novel, *Singing in the Comeback Choir.* In 2001, she authored *What You Owe Me*, a poignant story about a long friendship between an African American woman and a Holocaust survivor. Her final two books—a 2003 children’s book, *Sometimes My Mommy Gets Angry*, and a 2005 novel, *72 Hour Hold*—deal with bipolar disorder. Her first play, *Even with the Madness*, debuted in New York in 2003.

In September 2006, she published a second children’s book, *Stompin’ at the Savoy.* A third for children, *I Get So Hungry*, will be released later.

Campbell wrote lyrically and spoke eloquently about her subjects. She appeared on numerous television talk shows, including those of Oprah Winfrey and Phil Donahue, as well as the *Today* show. She was a regular commentator for National Public Radio.

Throughout her career, she won awards honoring her writing, her activism, and her insights into social ills. At the University of Pittsburgh, she was given the Distinguished Alumni Award from the African American Alumni Council. She was selected by *Essence* magazine as one

of the world’s 25 most inspiring women. She received the *Los Angeles Times*’ Best Book of 2001 award for *What You Owe Me*, the NAACP Image Award for Literature for *Your Blues Ain’t Like Mine*, and a *New York Times* Notable Book of the Year award for the latter work. She also was awarded the Outstanding Literature Award by the National Alliance on Mental Illness for *Sometimes My Mommy Gets Angry*.

Campbell is survived by her husband, Ellis Gordon Jr.; a son, Ellis Gordon III; a daughter, Maia Campbell; her mother, Doris Moore; and two grandchildren.

—Reprinted in part with permission from the Pitt Chronicle, December 4, 2006

the School of Education. In 2005, Katz was honored by the Greater Pittsburgh Psychological Association with its Legacy Award for excellence in teaching.

At Pitt, Katz taught a variety of courses, supervised a large number of dissertations, and chaired numerous faculty committees.

“Lynn Katz was regarded widely as an accomplished teacher, a wise advisor, and a model of responsibility in faculty tasks,” said Associate Professor Emeritus Raymond Hummel, a longtime colleague and friend. “Her legacy, however, as one of her students noted, is less in such facts than [in] who she was. In their many letters of condolence, students and colleagues write about Lynn’s thoughtfulness, her gentle sense of humor, the safety and encouragement that they felt in her presence, and how she modeled a way to live with dignity and grace.”

Students and colleagues said Katz added a special human touch to challenging



Lynn Schwartz Katz

academic programs. Such affection might seem surprising to some, as Katz was a private person not inclined toward sentimentality or self-revelation. Her integrity, however, was implicit in the way she worked and communicated.

Katz’s students and colleagues always will be grateful for her presence and her influence on their lives.

Helen Roe Sawyer (BUN ’34, MEd ’66) passed away on August 22, 2006. She was one of the first female physical education teachers in the Etna, Pa., school system, and she later taught at Oliver High School in Pittsburgh. In 1964, Sawyer was appointed the system-wide supervisor of girls’ health and physical education in the Pittsburgh city schools.

In addition to her professional contributions, Sawyer was very much involved with the University of Pittsburgh. She was a member of the board of the Pitt Annual Fund, Bicentennial Committee, and Alumni Education Committee. She also served as director of the Bicentennial Scholarship for Women Fund and president of the Pitt Women’s Alumni Association.

Sawyer is survived by three sons—Jerry, who lives in State College, Pa., and Tom and Jeffrey L., both of St. Petersburg, Fla.—six grandchildren, and six great-grandchildren.

In Memoriam

Rose Pompura, secretary in the Department of Health and Physical Activity, passed away on July 17, 2006. Hired in April 1979, Pompura’s first position at the University of Pittsburgh was in student personnel services. Pompura, known as a strong supporter of the School of Education and the University, was proud that her daughter, Tina (MAT ’97) was a graduate of the school’s elementary education program. Pompura is survived by her husband, George A. Pompura Sr.; children George A., Michael A., Maria, and Tina; and five grandchildren.

Mary L. Stone (PhD ’78), who started the Black College Spring Tour, passed away November 23, 2006. The tour is now named in her honor, the Mary L. Stone College Tour. More than 2,000 students have been on the tour, which aims to help them discover their history and themselves. Florence May (MEd ’74), a friend and fellow teacher, remembers that Stone was adamant about students learning, learning about their own history, and giving them a strong educational footing. The Mary L. Stone College Tour is now organized through the Kingsley Association.

Lynn Schwartz Katz, associate professor emerita, psychology in education, died on July 31, 2006.

After 39 years at the University of Pittsburgh, Katz retired in 1999, although she continued to teach and advise students following her retirement.

As an undergraduate student at Pitt, Katz received a full academic scholarship, earned a Phi Beta Kappa key, and won an Outstanding Teaching Award from the Pitt yearbook staff. She completed her graduate studies in 1965, having obtained an MS in educational psychology and a PhD in developmental psychology. In 1967, her work as an instructor and student advisor in the Department of Psychology led to her appointment in

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Faculty Help to Increase Teacher Quality in Indonesia

The University of Pittsburgh Institute for International Studies in Education (IISE) is one of only three U.S. university partners involved in the U.S. Department of State's largest education project. The state department's United States Agency for International Development (USAID) is sponsoring a five year \$157 million project in Indonesia. The project supports the Indonesian congress' plan to rapidly upgrade teacher quality by mandating four-year degrees for almost all of the country's 1.2 million primary teachers. IISE is helping to establish connections between American universities and Indonesian schools and to build professional development networks with 10 university counterparts in four provinces serving 85 million people.

Administrative and policy studies faculty members Clementina Acedo and Maureen McClure are leading the project, supported by IISE director, John Weidman.



Photos clockwise from top: a temporary classroom built by USAID volunteers in Klaten, Central Java, after the May 2006 earthquake; a children's parade celebrating Indonesian Independence Day in Makassar, South Sulawesi; another view of the Makassar children's parade; children in a temporary classroom in Central Java.



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