BORN TO READ

The Indiana University Northwest Early Literacy Academy provides caregivers the tools to increase reading readiness.
December 1:

CCDL Visiting Fellows Lecture
Steve McShane & Gary Wilk
Library Conference Center 105 / 4:00 p.m.
“Lake Michigan’s Steel Shores: The Heritage of Steelmaking in Northwest Indiana.”
Co-sponsored by the Center for Cultural Discovery & Learning
(219) 980-6978

December 1:

CCDL Visiting Fellows Lecture
by Lou Ann & Harry Karabel
Library Conference Center 105 / 4:00 p.m.
Steelworkers Oral Histories
Co-sponsored by the Center for Cultural Discovery & Learning
(219) 980-6978

December 4:

Speech Forum on Cultural and Social Issues
Raintree 102 / 10:00 a.m.
Bi-annual speech forum in which students compete through speech making.
For more information please call (219) 980-6985

December 7:

Holiday Chorus-Calumet Corner Chorus
Savannah Center Lobby / 12:30 p.m.
A non-profit musical education organization singing 4-part a capella barbershop style harmony, part of Sweet Adelines International.
Co-sponsored by the MLT Program
(219) 980-6923

December

KWANZAA Commemoration
Co-sponsored by Minority Studies
For more information call (219) 980-6704

2005

January 16:

Martin Luther King, Jr. Day
Performance by Troy Thomas of “I Have a Dream” Speech and IU’s African American Choral Ensemble
Savannah Center Auditorium / 3:00-5:00 p.m.
Co-sponsored by Office of Diversity and Equity Office of Multicultural Affairs and Minority Studies.
For information please call (219) 980-6763

January 21:

Women’s Studies Monthly Book / Film Club Meeting
Women’s Center, (Savannah Center 207) / 5:00 p.m.
(219) 980-6680

January 26:

Ballet Indiana Northwest
Savannah Center Auditorium / 5:30 p.m. Reception
6:00 p.m. Performance
Co-sponsored by School of Business and Economics (219) 980-6636

ALL EVENTS ARE FREE & OPEN TO THE PUBLIC!

Sponsored by
The Center for Cultural Discovery and Learning,
Student Activities Board (SAB),
Student Activities Fund Trustees (SAFT), and various faculty and student groups.
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Rep. Pete Visclosky reads to children at the IU Northwest Child Care Center (Photo by Kim Kintz)

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Cover Photo: Caregivers at the IU Northwest Child Care Center read to children (Photo by Michelle Searer)
“It was, without a doubt, one of the highest and most profound points of my career,” said Earl Jones, Ph.D., when speaking of his recent experience as a delegate for the prestigious Oxford Round Table at the University of Oxford, Oxford, England.

Jones, an associate professor of African-American studies, in the Department of Minority Studies, was 1 of 35 scholars selected from all over the world to participate in a week-long discussion about the educational needs of disadvantaged children. At the Round Table Jones also chaired a panel and presented “The Chairs’ Response: Factors Affecting the Educational Attainment of At Risk Youth.”

The purpose of the Oxford Round Table is to promote human advancement and understanding through the improvement of education. To this end, the Oxford Round Table provides a forum for the study and consideration of current issues facing state and national systems of education. The Round Table meets periodically and each session is comprised of a small, select group of leaders from both the public and private sectors of several countries.

For this topic, under the broad agenda of educational disadvantage, the Round Table gave specific consideration to:

• Children’s educational rights in the developed and developing world.

• The demographics of poverty and educational disadvantage; impoverished areas of cities and rural communities.

• The widening gap between rich and poor and the increasing educational burden of the schools.

• Curricular innovations and reform in addressing the educational needs of at risk children.

• The costs of appropriate educational programs and sources of equitable funding.

BY KIM KINTZ
Jones was selected because he is a well-known advocate for human rights. He is the project coordinator of the Northwest Indiana Environmental Justice Partnership, which held its annual conference at IU Northwest in April. He said that the commitment of the delegates to improving the lives of children was inspiring.

“This is a lasting experience that alters the manner in which one views the issues and conditions affecting children who have less in society. It reinforces and further highlights the importance of articulating the critical nature of social equity, fairness in all aspects of public policy, particularly as it affects at risk children. To hear and talk with persons who are making change in educational policy and administration at all levels of government and in academia provides another dimension to looking at and understanding how change can be furthered,” Jones said.

At this early point, the alumni delegates who met certain prerequisites are beginning to collaborate on different projects. Jones, an alumni, said that the ideas and information gained from the Round Table experience will be infused into literature, in the classroom, in administration and in public policy all over the world.

“The Oxford Round Table was an experience that has really had an impact on me, on my teaching, interaction with students, research and how I approach my service/outreach activities, and much, much more. In all candor, it opened new doors, new insights, in all aspects of my life,” he said.

Interim Dean of Academic Affairs and previous Dean of the College of Arts and Sciences Dorothy Ige, Ph.D., said she is proud to have an IU Northwest faculty be a part of such a highly selective group.

“Research is important to IU Northwest and Dr. Jones’ efforts certainly highlight research excellence on an international level. We are proud that IU Northwest faculty are affiliated with such a prestigious honor. From a Dean’s perspective, we are very pleased when a unit such as the Department of Minority Studies is involved in academic pursuits with stellar institutions such as Oxford. These recognitions speak to the quality of the faculty, students, and the Department of Minority Studies programs,” Ige said.
It has been nearly a year since Heather Harder, Ph.D., began her work as executive director of the newly formed Indiana University Northwest Early Literacy Academy (ELA). Knowing that she and her staff were heading into uncharted territory, armed with nothing more than a concept, they came to the board with one decisive element that helped everything else fall into place: an agenda. That agenda was to increase the literacy skills and abilities of children living in the Gary area, from birth through age six. A program such as this was new in the area, and Harder and her staff had their work cut out for them.

With more than 400 children in the Gary area who are in some kind of child care setting daily, it was imperative that a program was initiated that would teach these children, from an early age, the benefits of good literacy skills and get them excited about reading.

The first item of business was to identify the adults who had the greatest impact on these children. Child care providers were recognized as those having substantial access to children on a regular basis. Next, they had to determine the obstacles that the program faced in order to be able to provide effective literacy instruction. Some of those obstacles included: a wide array of child care settings and programs; the large turnover rate of providers in the industry; the lack of consistent training standards for the providers; and a lack of adequate funding.

“My greatest satisfaction is that the kids have opened up and found reading to be very enjoyable.”

For the ELA, identifying these obstacles helped guide the development of the literacy program. The goal of the ELA was never to take control, but rather to
“empower leadership from within,” Harder said. As such, each center chose two providers who would become the trainers, called professional literacy coaches, thus allowing for a familiar training environment and accessible hours in which the training could occur.

Training occurred over a four day period and provided six, two-hour long sessions that covered the fundamentals of literacy. To those who attended, the training proved to be a valuable asset to them. “The training was wonderful,” says Lolita Battle, a child care provider and literacy training participant. “It taught me how to be a better reader and how to make books more interesting to the children.”

The basics of the program were taught to participants in the first series of classes. They educated providers in understanding early language development, how to create literacy-rich environments, where a conversation leads, reading out loud, the importance of the written word, and how to support language and literacy in everyday life.

Joni Jefferson, a family child care provider and literacy training coach says that the skills she learned through the training program have proven to be an immense source of inspiration to her. She feels that the skills have enabled her to make books come to life and draw children in to the world of reading. She says, “I have been able to reach kids who otherwise wouldn’t read. My greatest satisfaction is that the kids have opened up and found reading to be very enjoyable.” Jefferson also says that the materials that ELA have provided to her have made all the difference in helping her guide the children toward a lifetime of reading.

As the second half of the school year begins, Harder feels that the ELA has been a success. “In my opinion, ELA met and exceeded all its first year goals,” she said. “I am very pleased and proud of the impact ELA has had in its first short year.” And according to the feedback from program participants, so are they.
Oliver Wendell Holmes Jr. said, “A page of history is worth a pound of logic.” If that’s the case, then the robust 35th volume of Steel Shavings tips the logic scale at almost 300 pounds. Rife with factoids about the university’s history, this volume titled Educating The Calumet Region: A Personal History of Indiana University Northwest, sketches the university’s evolution and its relationship with the northwest Indiana region, then colors that sketch with personal experiences molded by the institution.

The idea for Steel Shavings came from History professors James Lane, Ph.D., and Ron Cohen, Ph.D., nearly 30 years ago. While Cohen developed the name for the publication and was part of some of the early issues, he has since moved on to other projects. Lane’s students assist in producing each issue of the magazine. At times, Lane has enlisted the help of others to serve as co-editor. For this issue, he recruited fellow History Professor Paul Kern, Ph.D., to serve as co-editor. Kern said, “I thought it was important to capture the voices of ordinary people who usually aren’t part of more conventional history, and to preserve their experience.” Added Lane, “We wanted to record the historical evolution of IU Northwest, as well as personal histories, memories, testimonials of the student experience — real slices of life.”

Lane also wanted to record the social and cultural history of IU Northwest and the surrounding region. Lane explains, “Volume 35 covers IU Northwest’s social history from its post-World War I origins up into the 21st century, but the emphasis is on happenings during the 33-year period beginning with the move to Glen Park in 1959.” Lane said, “It’s important to record the personal experiences so their stories can be heard. It helps us understand their experiences through some of the major events in this country’s cultural and regional history.”

Under such headings as “Tuition Increase Protest,” “Anti-War Protest,” and “Black Caucus Events,” Steel Shavings touches on many of the vital issues surrounding the campus during the 1960s, as in this excerpt under “Black Student Demands:”

“In the spring of 1969, Buhner called a special meeting to authorize the establish-
ment of a Black Studies Program. Black Caucus members addressed the faculty, and a crowd of students gathered in the hall outside the meeting room to await the results of the vote. After a short debate, Buhner called the question. An appeal of his ruling failed, but opponents demanded a roll call vote. No one dared vote no, but seven abstained. Thirty-two voted yes. Henry Simmons from the History department became the first director of Black Studies. A B.A. degree in Black Studies was approved by the Faculty Organization the next year.

At times, the historical accounts can be refreshingly candid; as these are when speaking of former Chancellor, Robert McNeill: McNeill was not a man of great charisma. He installed an infamous door to seal off his inner office, perhaps out of fear of a campus uprising. He might have been unnerved by the antics of a faculty member who interrupted a presentation of his by getting up and lying on the table in the front of the room.

This excerpt is found beneath the heading, “Relations With The City:”

One night, I got a call from security around 2 a.m. An officer making his rounds had discovered two young children in the shadows near the fountain. The youngsters had gone back to their apartment after playing outside, and nobody was there. They had been abandoned. After a time, the six-year-old boy remembered he had been to a friendly, pretty place and somehow found his way, with his little sister, to the campus. A desperate child saw our campus as a refuge. Our investment in beauty and security brought us returns in ways we could never have imagined.

“The university has been affected, both positively and negatively, by the events of the region,” Lane said. “Being in Gary, the university sometimes suffers from the poor reputation that the city has, sometimes unfairly. Sometimes I wish that IU Northwest played an even larger role in the community in the past, but there are a lot of professors that do work with the community — professors that do environmental work, or work as advisors to businesses.”

When thumbing through the pages of Steel Shavings, the reader is struck with the notion of how daunting this project must have been. Lane sums up their efforts quite simply, “In this volume of Steel Shavings, both myself and Paul say that we’re both in our early 60s, we’ve been teaching almost 70 years, combined, so we wanted this to be our gift to IU Northwest, or at least to the people who helped make it a full-fledged university.”
Indiana University Northwest continues its progressive march toward the Shared Vision initiative with the opening of two new centers: the Center for Cultural Discovery and Learning (CCDL) and the Center for Sustainable Regional Vitality (CSRV). The concept for these centers originated in the late 1990s and evolved from the desire for the university to achieve a unique identity and to integrate itself more completely within the region.

The CCDL plans to achieve its objectives by acting as the lens through which students, faculty and the community can study and celebrate the rich cultural diversity that exists in northwest Indiana.

Patti Lundberg, Ph.D., professor of English and women’s studies, has served as the CCDL’s executive director since its inception in July of 2003. Lundberg believes the value of the center can be seen from the broad view obtained through interdisciplinary perspectives. “By creating a space for faculty to work, both together and with the community, we could assist with community-related projects of need,” Lundberg said.

The collective advantage of working across the many disciplines was echoed by Neil Goodman, Ph.D., professor of fine arts and chair of the CCDL’s curatoriate. “I see this as a way to celebrate faculty research and to connect that research with the community.” Goodman hopes that the new sculpture garden will raise awareness of their work as scholars and draw more students to the campus.

Goodman and landscape architect Cynthia Owen-Bergland are donating their talents to the CCDL’s first public art project, a sculpture garden that will be located in the courtyard of the Savannah Center. The garden, which will display a series of Goodman’s monumental bronze sculptures, will be among the largest public arts projects in our seven-county region. But despite the scale of the project, it is only a preliminary step.

Using new and traditional media, the CCDL will profile the heritage of the northwest Indiana region through diverse perspectives and forms of expression. The center’s governing board, or curatoriate, which represents the campus community and public, will implement the center’s mission by promoting relevant research, creativity and community-based initiatives in six broad areas: Art and Artifacts Exhibitions; Education and Exchange Programs; Humanities and Cultural Studies; Public Works Commissions; Research and Consulting Services; and Theatrical and Performance Art.

BY TOM MIGA | PHOTO BY KIM KINTZ
Although there are no immediate plans for a facility, eventually the center envisions the construction of an architecturally significant complex on or near the campus. The facility would showcase galleries, an auditorium, theatre and concert forums, research labs, reading labs, a kitchen and an abundance of open space. However, the work of the center will not be confined to a single building. Anyone can participate in hands-on, interactive learning anywhere on campus.

WORKING TOGETHER

The interdisciplinary approach was designed to allow the centers to overlap, and work together seamlessly.

Dan Lowery, Ph.D., assistant professor of public and environmental affairs and newly appointed executive director of the CSRV, agrees. “The two centers are located right next to each other for a reason, partly because we face the same challenge: How do we integrate ourselves into the academic side of the university? Our challenge is to make sure that this isn’t just about service. It’s not just about projects. But the centers will be measured by how effectively they help these two areas become areas of academic excellence.”

The two centers are also partnering for the American Democracy Project (ADP). The ADP, which extends to all eight IU campuses, is a national initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. The ultimate goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. Lowery explains, “The project is a recognition that, in addition to teaching discipline-specific courses, universities also have an obligation to address moral and civic virtue. That’s a dramatic change.” According to Lowery, universities took a neutral view on these issues in the past.

Lowery and Lundberg also serve as co-chairs on the project. One of the activities of the ADP includes a partnership with the New York Times.
The newspaper is available free of charge to students on campus. Many professors have also begun to use the newspaper as a teaching tool in the classroom. Lowery said this is an example of how universities are rethinking their roles in the life of the community.

REDEFINING THE UNIVERSITY’S ROLE IN THE COMMUNITY

The CSRV hopes to help the university redefine its role in the community by examining the campus infrastructure to determine how the faculty can more easily involve itself in the community. “And that involves things like incentive systems,” Lowery said. “How can we attract faculty to the needs of the community? Part of that is also helping faculty become better aware of the needs of the community. Some faculty are intensively engaged in community work, others are not — and they don’t know where to plug in.”

“So, in essence, we’re a gateway for the community to access faculty and the campus, but also for the faculty to access community needs. The initial steps are to look at the way we do business. Do we have the right incentive packages in place? Do faculty have the information that it needs? Do we have faculty with the right expertise to address community needs?”

Lowery used the steel industry as an example. He explains that the steel industry is and will continue to be important to northwest Indiana. “Do we have faculty in place who can contribute to that?”

As another example, Lowery refers to the Marquette Greenway Plan, which involves a transformation of northwest Indiana’s shoreline, covering about 45 miles from the state line in Hammond to the eastern edge of Portage. Congressman Pete Visclosky, D-Ind., envisions a gradual transition from an industrial shoreline to one that can be enjoyed as picturesque public space. “Do we have faculty in place with the expertise to contribute to that effort? So a lot of our initial steps are inventorying our skill sets, looking at the incentive systems we have in place, looking at the information available to faculty, to try to have a better front door for both the community and the faculty so they can access each other,” stated Lowery

REVERSING BRAIN DRAIN

Another role of the CSRV will be to curb the effects of what is known as brain drain, where students obtain their degrees in one state, then seek jobs in other states for a variety of reasons, mainly socio-economic, and specifically, the lack of available jobs. Donald Coffin, Ph.D., associate professor of economics, was recently appointed chair of the CSRV governing board. According to Coffin, “A large number of people who obtain their education in the state, typically higher education, move out of state to find jobs.”

Lowery cites brain drain as the impetus behind the creation for the CSRV. “The Lilly Endowment issued a grant last year and all but one of the universities and colleges in the state received money to work on the brain drain problem.” He said that the university’s portion of the $5.5 million grant was used to establish the CSRV. “Our concern in northwest Indiana is that, however well we prepare our students, the jobs aren’t out there. So we have to help create opportunities for our students,” he added.

The Lilly grant, while timely, is only paying for a portion of the center. Lowery points out that the campus is assuming the largest share of the funding. “The campus would have done this anyway, as part of the Shared Vision. It was great timing that Lilly was interested in some of the same issues when we were ready to go.”

ALIGNING WITH THE SHARED VISION

Lowery is quick to point out that the creation of these two centers does not mean that they own those portions of the Vision, which is designed to impact every unit on campus. One of the main goals of the Vision is to be a student-centered campus known for academic excellence. “In a sense you can say that we are serving a coordinating role. We are specifically charged with looking at the infrastructure of the university to make sure that it’s supportive of the Vision. It starts with the Vision, and these centers are just two tangible expressions of that Vision. Our job is to work very closely with faculty, very closely with the deans to help bring our Shared Vision to fruition in everything the university does,” said Lowery.
Class Notes

Evelyn W. Brown – M.S. ’72:
Recently retired from teaching in the Gary Community School Corporation, and currently is the self-employed as the Director of Visions and Dreams Encouragement Center in Gary, Ind.

Dr. James W. Fleck, Zoology – B.A. ’73:
Graduated in ’87 from Chicago College of Osteopathy with a doctoral degree. Completed residency June ’92 in Medicine and has recently relocated to Scottsdale, Ariz. and joined Scottsdale Anesthesiology Consultants (Scottsdale, Ariz.).

Raphael C. Howard, Business – B.S. ’79:
Recently joined Unique Window & Door as a Sales Consultant. (Noblesville, Ind.)

Suzanne J. Wright, Liberal Arts – B.A. ’87:
Currently volunteers with Experience Works formerly Green Thumb, a non-profit organization servicing low-income seniors seeking training and employment.

Scott G. Bocock, General Studies – B.G.S. ’93:
Currently working as an Independent Historian. Scott’s biography was published in the 58th edition of Marquis Who’s Who of America. (Denver, Colo.)

Leon T. Ruiz, Secondary Education – B.S. ’95:
Named Pike Township (Ind.) 2003 Teacher of the Year and was recently appointed to Assistant Principal, Southport 6th Grade Academy.

Logan-Tinae Thomas, Criminal Justice – B.A. ’95:
First African American woman appointed to serve as an elections board member for Lake County, Ind. She is a deputy prosecutor in Lake Criminal Court and Superior Court, County Division (Gary).

Michelle Searer, Business – B.S. ’99, M.B.A. ’04:
Received MBA from Indiana University Northwest in May, 2004. Currently serves as Director of Marketing and Communications at IU Northwest.

Brien Stier, Business – M.B.A. ’00:
Recently employed with New England Financial as a financial representative.

Kristin Armstrong, Business – A.S. ’01:
Currently, Assistant Executive Director, Life Center of America.

Nancy Marszalek, SPEA – M.P.A. ’02:
Employed by Conference Plus as an Account Manager. Also communicates to the Phillipines in coordination with Group Study Exchange.

Jon Benchik, SPEA – B.S. ’01, M.P.A. ’04:
Received MPA from Indiana University Northwest, Aug. 2004.

Kenneth S. Kaczmarek, SPEA – A.S. ’01:
Received BS in Liberal Studies at Excelsior College in New York. In addition he spent seven months in Iraq with the U.S. Army Reserves Military Police Company. (Altoona, Pa.)

Nicole Bell, Actuarial Science – B.S. ’02:
Currently employed as a Pension Analyst for Global HR Consulting Firm and a member of the Chicago Bulls’ Luvabulls dance team. Recently appeared on the ESPN reality series I’ll Do Anything.

Alejandro Rosillo, History – B.A. ’03:
Pursuing Law Degree at Valparaiso Law School (Valparaiso).

We’d like to hear from you!
Please take a moment to help us keep up with your progress. If you have moved, gotten married, been promoted or taken a new job, let us know. Include your name, degree and year.

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It was at least 80 degrees and sunny on the day that Rory McMahan dressed head-to-toe in an authentic Civil War soldier’s uniform. The air-conditioning in Raintree Hall provided some relief, but the evidence of the uniform’s stifling nature appeared as a rosy glow on his cheeks.

McMahan was one of dozens of teachers participating in this year’s Kids College. Kids College has been around for 21 years and has hosted more than 600 students during its two three-week sessions in June and July. He had the particularly difficult task of making history fun for children who ranged in age from seven years to 12 years old. He taught Meet the Fathers, profiling the country’s founders, and Let’s Get Revolutionary, discussing the Declaration of Independence.

“I had to do something to take history off the page and make it real. Otherwise, it’s so darn boring,” he said.

Other than wearing different costumes, which he acquires from the Internet or at costume sales from high school theatre departments, McMahan takes the children outside the classroom to march as Revolutionary soldiers. He teaches them to write with a quill. The children even create their own declaration of independence addressing their issues of concern. This year the children developed articles such as, Article II: “Gangs are strictly forbidden to use or be in possession of weapons for the custody of such armaments can be dangerous to our Republic.”

“It’s important for them to realize that democracy is not some dead thing, it’s something we live every day.”
thing we live every day,” he said.

In terms of another form of freedom, McMahan likes the autonomy he is given in the Kids College classroom and also felt he learned from this experience as well. He is a recent IU graduate and is currently licensed to teach history in high school, but this was his first classroom experience. Kids College Coordinator Joan Wolter had met McMahan only briefly when she asked him to join the program, but could tell he would be a great teacher. Wolter hand picks each instructor in the program based on expertise, commitment and ability to work as a member of a team. Each year the program’s classes are filled to capacity with parents calling as early as December to enroll their children. “I believe this summer program is the success that is because we work as a team. We used common sense and are open to suggestions for improvement from one another. Each year we try to get a little bit better,” Wolter said.

What makes Kids College so unique and so in demand is the mix of academic and popular class offerings. The program always features courses in writing, reading, phonics, mathematics and even sports. There are also ISTEP review and study skills courses. However, each year students also get a chance to explore courses in popular culture subjects such as crime science investigations and hip-hop dance.

Often taking suggestions from her 11-year-old-granddaughter, who is in her fourth year with the program, each year Wolter develops new classes that appeal to children’s interests. This year the program featured So You Want to be a Lawyer, Sew What, Forensics 101, Crafts for Kids and even Chess Champions. The most popular series of classes are the dance classes in hip-hop and funk. The children who participate in these classes put on a performance for their families and other students at the end of the session’s ceremonies. Its mixture of course offerings is as diverse as the student population. It is a chance for children of various ethnic and economic backgrounds to share a common experience.

“I believe that this experience has been good for her (Wolter’s granddaughter) and the other children because it takes them out of their school neighborhoods and introduces them to children from various backgrounds. They get a chance to go to different buildings, have a variety of instructors and be on a college campus, which makes them feel like their big brothers or sisters. And most of all, they are safe,” Wolter said.
Building a strong foundation for reading success is every parent and teachers goal. To do this well requires an understanding of the nature of reading. Reading a book to a young child is important but that alone isn’t enough. By better understanding the act of reading, you can better prepare even the youngest child to be a successful reader.

To understand what reading is, requires you to look at its three parts. To be a successful reader you must…

1. Understand the importance of print and the role the letters play,
2. Be able to transfer the print symbol to a sound system, and
3. Connect the sound system to meaning.

This is a complex process and the more literacy experiences children have the easier it becomes. Each component is equally important and all three must be present for true reading to occur. If one or more of these aspects are missing the child is not reading. Many parents and early childhood teachers spend lots of time teaching the alphabet letters but little on the sound they make. Even learning the letter sounds is not enough. Children must have a working understanding of the words and concepts because without meaning reading doesn’t happen.

A typical reading experience might require the child to look at the letter configuration of ‘c-a-t’ and recognize the distinct letters of ‘c-a-t’ and realize that these letters are going together to make the word ‘cat.’ The child must transform the letters ‘c-a-t’ to the sounds /c/ /a/ /t/. As the child combines these sounds, hopefully, an image of a furry four-legged creature that meows and purrs comes to mind. When the child recognizes that the letters ‘c-a-t’ create the word ‘cat’ which
Heather Harder, Ph.D., Executive Director, IU Northwest Early Literacy Academy, opens the first shipment of donated books to help start the program.
means a living creature called a cat, then, and only then, has reading occurred. The child has comprehended the meaning of the written word ‘cat.’ The child has read the word cat!

There are lots of things caring adults can do to help children develop the necessary skills. These activities can and should be started at birth. Appropriate literacy activities are fun, productive and will help children become successful readers. Don’t force or make the experience unpleasant work. It will do more damage than good. Play, have fun and start today.

Beginning readers must recognize the print symbols that makes up our words. In English, we call these alphabet letters while education experts call them graphemes. While a very young child may not be ready for letter instruction, there are still many things that parents can do to help with this first step in the reading process.

1. Read to your child. As parents read to them, even the youngest child will begin to internalize that the funny marks on the page are giving the adults the words to say. It is often easy to see when kids have broken the print code. Watch children when you read to them. If they look at you, they think that you are the source of the wisdom or entertainment, but if they look at the book then they have made the connection that the book is the source of the ideas.

2. Create a language rich environment. Language consists of talking listening, reading and writing. Writing is talk written down. When we listen we take in oral language, while reading we are taking in the printed page. Talking and listening are important to developing reading and writing skills.

3. When you write use the standard alphabet print form. It is the one you learned when you were in first grade. The consistency will help children learn the letters more quickly. Eventually, most kids will learn to translate most forms (either cursive, D’nealean and other handwriting forms), but don’t confuse them in the beginning. Make your letters consistent.

4. Write down what your child says. Let him/her describe their feelings, memories from a special trip, or tell you about their picture. Regularly record your child’s words. Writing down the child’s words helps the child understand that writing is talk (oral sounds which represent meaning) written down. By exposure they will learn if you write something down you
can go back and reread it and it stays the same each time you read it.

5. Read back your child’s words on a regular basis. Help the child understand that print helps us carry meaning over time and space. With this understanding they begin the journey of reading. Perhaps they won’t be able to read yet, but they know that there is a code these print letters represent and once broken they can unlock all print.

6. Put print labels on items that your child uses. You can also add a picture to your words, just as public bathrooms often have signs that contain both a picture and words, also labels aide understanding. Putting labels on things help children understand that letters and words have a purpose and provide meaning.

7. Read predictable books with repetitious patterns. Point to the repetitive words as you say them. If possible, have the child say the words with you. As you read books such as “Teeny Tiny Woman” each time you come to the words teeny tiny, pause and let the child ‘read the words.’ They will love it and it helps them make the reading connection.

8. Have the child “read” signs. Even very young children soon recognize the stop sign, walk sign, railroad crossing and other frequently seen signs in their world. Ask your child to read these signs to you, and talk about their meaning. Help the child understand that written things can provide meaning when you understand them.

9. Provide lots of paper and crayons so your child gets to do lots of “writing.”

10. Model lots of writing and reading for your child. The more you use reading and writing in your world, the more important it will become to your child.

11. Have your child “read” pictures to you. If your child has discovered that a picture has meaning then they will more easily decode other forms of print. Take a ‘picture walk’ through a book and let your child ‘read’ the pictures to you as he/she tells you the story.

Continued on page 27
The priority goal of the School of Business and Economics this year has been to regain AACSB International accreditation. While business schools are not required to secure an accreditation independent of their institution accreditation, the IU Northwest School of Business and Economics has focused on academic excellence and has consistently chosen to earn the highest quality accreditation for the school. The school’s Self Evaluation Report was submitted on May 1, 2004 and a decision on the school’s accreditation is expected by the end of the year.

In support of this quest, the school has developed a world class faculty. The faculty of the school are the foundation of its excellence. Sixteen of 17 faculty members have doctorates or other terminal degrees in their discipline and these faculty members consistently meet the school’s standards for excellent teaching, research and scholarly activity and service. This past year the school’s faculty produced 28 refereed articles, in many cases two articles per faculty member. Six of these articles are in top flight journals in their discipline, including several international journals. All of these articles are related to the school’s mission and many of the articles contain applied research that supports the campus focus on sustainable vitality of the northwest Indiana region.

The school’s faculty are also award winners. This year, three faculty members won the Mercantile Bank award for outstanding performance, three faculty members won teaching grants from the Center for Excellence in Teaching and Learning, four faculty members won research grants from the Center for Cultural Learning and Discovery, the Byron Root Foundation, the All State Foundation and the IU system, and four faculty members were made Fellows this year.

Another critical element is the school’s faculty have created an organization that utilizes objective quality processes to promote student learning. The school has developed student learning outcomes for the business core and for each of the concentrations at every level of instruction from freshman year to the last year of graduate school. This state of the art assessment system measures student learning outcomes and feeds data back into the curriculum planning process. The school utilizes its quality processes to benchmark its’ performance in relation to peer schools and each year the school conducts EBI Benchmarking Surveys in a specific performance area. The school has documented at least three instances where the assessment feedback loop has been closed and continuous improvement has been demonstrated. This assessment system enables the school to make informed changes in its courses and its curricula that enhance student learning.

The school also completed several action steps in its strategic plan this year, which include the following:

- Revised the school’s Web site to make it student friendly, using state of the art technology to make it
visually attractive and provide complete information about program and center activities.

- Developed a course embedded assessment system utilizing curriculum reviews to measure student progress on the learning outcomes.
- Developed and implemented an Enrollment Plan and a Marketing Plan to increase student enrollment.
- Submitted its Self Evaluation Report to AACSB.
- Developed a Philosophy of Student Services and published it widely.

The School of Business and Economics is proud of its accomplishments this year and will continue to offer the highest quality education and educational services to its students and the community it serves. Learn more about the School of Business and Economics by visiting us online at www.iun.edu/~busnw.

NEW FACES AT COAS

By Mary Ann Fischer
Summer Interim Dean

The College of Arts and Sciences welcomed four new faculty members this fall.

Gayla Domke, Ph.D., joined the Department of Mathematics and Actuarial Science last January as a visiting associate professor and continues in that position for this year. She came to IU Northwest from Georgia State University in Atlanta, where she taught for six years. She received her undergraduate degree from Manchester College and began her teaching career at the junior high level in Valparaiso. She completed her Ph.D. at Clemson University. Domke’s area of research is Discrete Mathematics, specializing in Graph Theory. She has published 25 papers and presented her research at many conferences in the United States, England and South Africa. Domke has taught a wide variety of mathematics courses both at the undergraduate and graduate level, receiving excellent student and peer evaluations.

Julie Peller, Ph.D., has been appointed to assistant professor in the Department of Chemistry. Julie received her bachelor’s degree from IU and her master’s degree and doctorate from the University of Notre Dame. While she is new to the position of assistant professor, Peller’s service to the university began in 1987 when she taught part-time for the chemistry department. Her laboratory teaching experience led to her writing of a laboratory manual entitled “Exploring Chemistry: Laboratory Experiments in General, Organic and Biological Chemistry,” which is in its second edition and published by Prentice Hall. Her research interest is in the field of environmental organic chemistry, where she has authored several papers.

The Department of Minority Studies is pleased to welcome Regina Jones, Ph.D., as visiting assistant professor of African American studies. Jones earned a doctorate in English from Michigan State University, a Master of Arts in English and a Bachelor of Arts in English from Wayne State University. Jones’ research focuses on the emergent area of nineteenth century African American women’s voice. For the fall semester, Jones will offer courses in African American literature and writing and African American folklore.

The Department of History and Philosophy is pleased to welcome Jerry Pierce, Ph.D., a new faculty member in Medieval History. Pierce received his doctorate from the University of Arizona in May 2004 with expertise in studies of Medieval Europe, Renaissance and Early Modern Europe and in the comparative history of Mediterranean borderlands and Modern Europe. As a graduate student, Pierce received awards for teaching and for undergraduate mentoring, and also brings us expertise in web page design and the use of digital technologies in the classroom. Pierce will be teaching a course in western civilization and courses in his areas of specialization.

Learn more about the College of Arts and Science by visiting us online at www.iun.edu/~artsci.
SOMETHING FOR EVERYONE

By Robert Lovely
Chairman/Director, Division of Continuing Studies

In the past, this division was best known for its “non-traditional students and programs.” While there is still some truth to this image, our history attests to “non-traditional” becoming “traditional,” as we pursue the mission of the school and university, and older adults become the “traditional” students.

More adults are finding the General Studies degree programs (certificate, associate and baccalaureate) fit their career goals, whether for employment or graduate/professional education. Credit-by-examination and credit-by-portfolio are used more frequently by our students as they realize that previous learning experiences have given them college-level skills and knowledge.

Our Adult Education program, offered in the spring and fall semesters, works closely with area agencies and businesses to assist in the overall economic development of the region. The Pharmacy Technician program and the Medical Office classes have been the most popular “job-entry” courses. We are also exploring a new direction in non-credit education: the use of online courses for career training. At the Richey Symposium in July, one of our instructors, Debi Pillarella, of The Fitness Pointe in Munster, received the prestigious Teaching Excellence Award.

Our Lifestyle Enrichment program fits the Shared Vision goals of the Center for Cultural Discovery and Learning. Groups of patrons, many alumni, are “regulars,” who attend theater and cultural events in Chicago.

Kids College, the largest summer youth program in the state, reaches more youngsters each year with offerings ranging from ISTEP preparation to enrichment classes to strong academic subjects. This year 725 children participated. “A sound mind in a sound body” is our motto, where we combine exercise, dance and sports with classes in art, forensic science, anthropology, history and more.

Distance Education will “boom” when our credit and non-credit courses in Newton County move into the new high-tech county building in the fall of 2005. We also host and sponsor the Upward Bound program, which selects qualified high school students, using the distance education technology to share Saturday mornings with other IU campuses throughout the state.

Swingshift College, a partnership with the Division of Labor Studies, handles the ever-changing schedules of the shift-worker, which is mostly found in the steel industry. A seamless connection of subject and instructor, the steelworker attends the day and time that fits his or her work rotation.

Learn more by visiting the Division of Continuing Studies online at: www.iun.edu/~contstud.

By Linda Rooda
Dean

The School of Nursing and Health Professions is committed to the health and well-being of the residents of our region. The school is comprised of 13 program offerings in the areas of Allied Health, Nursing and Dental Education. This issue focuses on Dental Education.

The Department of Dental Education offers a Certificate in Dental Assisting and an Associate of Science in Dental Hygiene degree. Each year the department accepts 15-20 dental assisting students and 24 first year dental hygiene students. Guided by four full-time faculty members and 20 adjunct faculty, stu-
students are actively engaged in community outreach programs. Each year dental students visit preschool, elementary, middle and high school facilities to give oral health presentations. Students visit Lamaze classes where they share information on proper dental health for mother and unborn child. The department also participates in annual community and campus health fairs, as well as hosts a career day.

Another tremendous service to the community is the dental clinic located on campus in the Dental Education building. The clinic offers preventative services to more than 3,200 patients during the year. Most of the patients are from the community and many are Medicaid patients who cannot find quality care elsewhere because of poor reimbursements to dentists. Discounts for senior citizens and students are available on most preventative services. In 2006 the Department of Dental Education will move to the Medical Professional Building, which is currently under construction. This move will allow the clinic to expand its size by 25 percent, better serving the community’s needs.

Three years ago, the School of Nursing and Health Professions became a combined unit formed by the merger of Allied Health, Dental Education and the School of Nursing. Today, this merger into one unit has positively impacted the health care industry of northwest Indiana while at the same time promoted the aspect of the Shared Vision of IU Northwest which speaks to the health and well being of the residents of the seven-county region we serve.

Learn more about the School of Nursing and Health Professions by visiting us online at www.iun.edu/~healthnw.

School of Education

SCHOOL PARTNERS TO IMPROVE TEST SCORES

By Stanley Wigle Dean

The School of Education has joined a consortium with three other area universities and a coalition of 18 northwest Indiana regional school corporations. We have all entered into an agreement to support a local educational improvement initiative that results in higher proficiency test scores for students in grades P-12.

The Northwest Indiana Consortium for Teacher Education comprised of IU Northwest, Purdue University Calumet, Purdue University North Central and Valparaiso University has signed a letter of commitment with the Northwest Indiana Education Coalition to conduct a project entitled, "Educational Success: Transforming the Lakeshore."

The goals of the project—scheduled to be met by 2013—are to improve:

- average region ISTEP+ scores in reading and mathematics from 66 percent to 95 percent
- reading comprehension and writing application proficiency of all students from 68.5 and 68.9 percent, respectively, to 95 percent, and the
- average Math SAT scores from 467 to 525, and average Verbal SAT scores from 471 to 530.
- in addition, the project’s goal is to close the achievement gap between the lowest performing groups and the highest performing groups to within 5 percentage points.

Comprising the NIEC are school districts of: East Chicago, East Porter County, Gary, Griffith, Hammond, Hanover, Hobart, Lake Central (Dyer, St. John, Schererville), Lake Ridge (Gary), Lake Station, LaPorte, Merrillville, MSD Boone Township, Michigan City, River Forest, Tri-Creek (Lowell), Union Township and Whiting.

Coalition schools, in partnership with the universities, systematically use data warehousing and analysis to support data-driven decision-making. They also use trained teacher-coaches to implement highly effective instructional practices in all coalition schools.

The universities work with coalition schools to prepare teacher and school leader candidates with the knowledge and teaching or administrative skills needed to be successful in their first teaching or administrative job.
The letter of commitment outlines the specific roles that the universities will play as the "Transforming the Lakeshore" project evolves. Key university roles include working with NIEC to provide on-going support of education leaders in project school districts, developing a research agenda in partnership with NIEC that helps the project leaders assess the effectiveness of various project activities, and leading the grant writing process to fund the initiative.

The universities also will work with the partner P-12 schools to establish criteria for the selection of effective, research-based methods to be used by the schools in literacy, language and mathematics teaching.

The NICTE universities in cooperation with NIEC will appoint a co-director of curriculum and instruction who will be responsible for administering the instructional alignment and mentoring process.

Plans for the project will require partner schools and universities to provide more than $18 million for the project and other federal, state, regional and local agencies and foundations to provide $41.5 million. Locally, the Discovery Alliance granted the project $52,500 in seed money and the Indiana Department of Education granted $100,000 to help initiate and pilot projects in several districts. In all, the project will reach 163 schools and 163,000 students.

Learn more about the School of Education by visiting us online at www.iun.edu/~edu.

MSW PROGRAM LAUNCHES TWO NEW CLASSES

By Denise Travis
Director, Division of Social Work

The Master of Social Work program launched two new elective classes during the 2004 summer session. During the Fall 2003 semester, a survey was sent out to all students in the MSW program to gather feedback on courses they were interested in taking outside of the required curriculum. ‘Social Work and the Legal Process’ and ‘Narratives in Gay and Lesbian Issues’ were among the top three choices.

Denise Travis, Ph.D., along with Linda Walker, J.D. designed ‘Social Work and the Legal Process’ to meet the needs of students who will work with clients involved in the legal system. Students preparing to enter practice in the criminal justice system, the juvenile court, family and child welfare, mental health and health systems are at a great disadvantage if they have not had learning opportunities and experiences in the legal system and the laws that directly involve the social worker. For many students, their clients will be children who have been removed from their biological parents or legal guardians due to issues of abuse and neglect. In an attempt to prepare them with the skills and tools necessary for this often time sensitive process, the course was designed to provide a practical approach to the interrelation of law and social work with emphasis on dealing realistically and sensibly with everyday application of the laws to both the social worker and their client.

‘Narratives in Gay and Lesbian Issues’ was designed by Professor Frank Caucci and highly anticipated by the students. Narrative texts were utilized to highlight social, religious, economic, political, but also familial and environmental systems affecting the lives of Lesbian, Gay, Bi-sexual and Transgendered individuals. One of the major objectives of the course is to foster a greater understanding of contemporary LGBT cultures. Relevant concepts included “queer theory,” more traditional historical and anthropological perspectives, the changing response of social, political and legal institutions to sexual and gender differences and the emergence of the affirmative model in clinical practice with LGBT clients.

Students who registered for this class report that they are either passionate about this topic area or have “issues” with the LGBT population that need to be processed and understood if they are to work ethically and effectively with the clients they serve. To that end, an emphasis was placed on assessment and treatment as well as countertransference issues or ways our clients stir up issues that the social worker is experiencing.

Learn more by visiting the
Division of Social Work online at www.iun.edu/~socialwk.

ALL IN THE FAMILY

By Richard Hug,
Interim Director, Division of
Public and Environmental Affairs
and Political Science

Long time readers of the University Update section of the Northwest Magazine know that we are popularly known throughout the Indiana University system as “SPEA” and that our motto is “Making a World of Difference.” You know that we have courses and programs at the undergraduate and graduate level in criminal justice, health administration, public and not-for-profit management, political science and environmental affairs. If you have read our update in recent years you know that we have continued our scholarly production and community engagement work but with renewed energy in conjunction with the campus’ Shared Vision and commitment to excellence in the areas of sustainable regional vitality and cultural discovery and learning. You know that we have continued to sponsor a number of special events each year such as Public Affairs Week, Citizenship Day and the Forum on Child Abuse and Neglect. We also host a variety of other events and activities to enrich the education of our students, provide service to northwest Indiana residents and expand local debate on important public issues.

Long-time readers have looked to the University Update section to see what’s new with the program. This year, after more than a year of review and study, we will continue working on changes to the core courses in the Master of Public Affairs program. We will also be providing a carefully-designed orientation session for our MPA students based on our study and reflections. Professional education today requires an approach that considers everything we know about teaching, learning and what it means to be a professional with leadership responsibilities in a public service or not-for-profit setting. The orientation session and the changes in the MPA core are designed to ensure that we are doing everything we can to help our students meet the challenges of being leaders in the 21st Century.

While we know that you long-time readers are interested in new developments we also know that what you really want to know is what’s going on with the family so…

• Secretary Sandra Hall Smith and Recorder Suzanne Green are still providing the kind of superb student-friendly service that has made us so popular on campus. Their assistants, Alta Justiniano and Tara Moreland, are cut from the same friendly cloth. Please note: If you see Sandra, congratulate her on the completion of her bachelor’s degree in sociology.
• Emeritus Professors Mark Reshkin, Ph.D., Lloyd Rowe, Ph.D., and Bill Schenck, Ph.D., are still enriching our program with their teaching, service and research. These senior family members are models of productive, service-oriented retirement years. Please note: If you see Bill, ask him about his new car.
• New family members Marie Eisenstein, Ph.D., David Steele, and Ed Charbonneau have completed their first year of service in the family. Marie is a political scientist with research interests in religion and politics (among other things) while David, a former FBI agent, specializes in (among other things) hostage negotiations and related matters. Charbonneau’s excellent work with the Local Government Academy is well known throughout the region. Family hazing is just about finished for these solid new members.

Continued on page 30
From the moment she submitted her application to appear as a contestant on ESPN’s reality show, “I’d Do Anything,” Nicole Bell, BS’02, was swept up in a whirlwind of activity.

Producers called her to appear one day after she submitted her application to compete with other NBA cheerleaders on an episode of the new television show, which has contestants perform physical tasks to try and win for a family member or friend who has a sports fantasy wish.

They were impressed with her mission to win for her husband’s grandmother so she could watch a Cubs game in the broadcast booth at Wrigley Field, once the seat of legendary announcer Harry Caray.

Within a week, the show flew Bell, 24, and her grandmother-in-law to Los Angeles for taping. Despite enduring a swim in fiery waters and a 400-meter track race from hell—contestants were forced to stop and eat a full course meal at each 100-meter—Bell did not win, but enjoyed the experience anyway.

“It was good experience for both of us to spend a whole week together, we got to know each other a lot better,” Bell said. “The entire experience was a whirlwind and very surreal. It’s different from acting. Everything I went through and felt at the time is exactly what you saw.”

Bell, who lives in Schererville, is a rookie member of the Luvabulls. She tried out and made the team this summer. A dancer and choreographer for much of her childhood and teen years, she missed being away from it during college. She practices with Luvabulls two evenings per week, cheers at games, is available for appearances and also works with the Junior Luvabulls, girls from the ages of 7 to 17 who train and appear sometimes with the cheerleaders.

“It’s very demanding. Just when I think my muscles are adjusted, I’ll come home very sore from practice,” Bell said. “But it’s great, it’s a lot fun. I’ve gotten to meet some great people. And I enjoyed meeting the other cheerleaders too during the show taping.”

Bell graduated cum laude with a Bachelor’s degree in Actuarial Science two years ago and works as a pension analyst at a human resources company in Chicago. Her former mathematics professor Iztok Hozo, Ph.D., remembers her quite well as a bright student.

“Actuarial science is one the hardest degrees on campus. You almost have to have a double degree in Business and Math,” Hozo said.
12. As your child grows, and they learn the "ABC" song, point out the letters that he/she is naming. You don’t need to spend a lot of time teaching them the names of each letter, as this has little to do with the act of reading (it does represent the ability to remember 26 items in order—and that is an important brain skill). Remember to read, children must forget the name of the letter and learn the sound of the letter. Learning the letter sounds is crucial for reading. Which takes us to the next step.

Beginning readers must transfer the symbols (letters) to a sound. The letter-sounds are called phonemes. This process of connecting the print letter to the letter sound is called ‘phonics.’ This phase of reading requires children to be able to hear, recognize and repeat the sound of each letter. Adults can do a lot to help with this important phase at every age and stage of their child’s development and most of it will seem very natural.

**Talk to your child.** From babbling to an infant, or to table discussions with a toddler, nothing replaces the interactive and language-producing power of a conversation. Make talking and responding to your child a common occurrence.

Don’t just talk at or to your child—verbally interact with him/her.

**Model accurate speech patterns.** Research indicates if children don’t hear the speech sounds at an early age they may loose the ability to ever hear them. Children learn to hear and repeat the sounds needed in reading in these early years. When children don’t hear these sounds, they are at a distinct disadvantage. Thus how you talk will affect their reading success. The process of correctly enunciating and using correct speech patterns is known as ‘formal language register.’ The opposite of formal language is informal. Ebonics is one form of informal speech. Distorting the way words are said or the order in which they are said may make you cool in some circles but it will impede your child’s language and reading success. Children who learn English as a second language are at a disadvantage when learning to read, but so are the children who have not heard “formal language” in the home. A child can’t connect with words, or sounds, if they have never heard them.

**Modeling correct pronunciation of each sound** in each part of the word. It is important to clearly say the beginning, middle and ending sound of each word. This is the basis for developing ‘phonemic awareness.’

**Respond to your child’s speech.** Don’t ignore your child’s talk—react, interact, respond, ask questions. Let the child know that his/her words are important.

**And finally, read to your child.** As you do this, even the youngest child will be exposed to a variety of new sounds, words, and concepts. They will also hear speech inflections, pacing and other aspects of our oral language in use. But most of all, have fun with your child. The years float by so quickly so make it a point to create positive memories through your shared literacy activities.
hen any Indiana University organization celebrates a milestone, it is sure to be an event that is filled with good food, great conversation and abundant opportunities to connect with some of the most talented professionals that IU has to offer. Such was the case on August 1st at the Indiana University Alumni Association’s Jazz Brunch celebrating their 150th anniversary that was held at the Radisson Hotel in Merrillville.

The Sunday morning brunch provided those in attendance with a chance to meet the in-coming board members of the IU Northwest Alumni Association, as well as Ken Beckley, the IUAAPresident and his wife Audrey. Beckley spoke to the attendees about the history of the IUAA and how the anniversary was being celebrated around the state. “Governor Joe Kernan as well as more than 60 of the mayors in Indiana proclaimed August 2nd as IUAA Day,” Beckley said and “many events will be held throughout the state on our various campuses.”

When speaking about the influence that the IUAA has had throughout the years, Buckley went on to say, “I don’t know of any organization, institution or entity in Indiana that has greater direct contact with more people than Indiana University. There are 464,000 living graduates of Indiana University and half of them live in Indiana…and it just struck me that on this day August 1, 1854, people decided that the alumni must become partners with the university and for one and a half centuries that partnership has continued and prospered. This is something special.”

IUAA is a valuable asset to the university community in that they actively support various campus and community events such as the IU Honors Teas, the Leadership Institutes’ annual golf outing, local Habitat for Humanity builds as well as many other activities that bring positive exposure to the IU campuses.

IUNAA president-elect Keith Rogers is excited about the activities planned this year and the goals the Association has set for itself. “Our main objective is to get more of our alumni active in the asso-
That’s what we do. A lot of alumni don’t realize how important it is to stay involved with the university because it really is such a great institution,” he said. Having been the president of the IU Northwest Student Alumni Association in 1984, Rogers knew that this was an organization that was committed to the growth of IU and that it was something that he wanted to be a part of in any capacity.

As the nearly 100 attendees brunched on everything from made-to-order omelets and French toast to individual breakfast pastries and fresh fruit, soft jazz music wafted through the air, courtesy of IU Northwest alumnus Scott Pazara. Of course, cream and crimson were the color staples for the event and nearly everyone who came donned the school colors.

Attendees at the brunch included Director of Alumni Relations Tracie Johnson, current IUNAA President Viktoria Voller, president-elect Rogers, State Senator Earline Rogers and Vice-Chancellor for University Advancement Jeff Lorber and his wife Sandy. Also present was Gary city councilman Chuck Hughes and his wife, Edgewater Systems President and CEO Danita Johnson Hughes.
• Some of your favorite long-time family members are also alive and well. George Assibey-Mensah, Ph.D., has returned from scholarly speaking engagements in London England and the country of Ghana. Jean Poulard, Ph.D., has continued his fine work with the International Affairs Club and as editor of the Journal of the Indiana Academy of the Social Sciences. Gary Martin still takes time from his superb work as Lake County Chief of Police to teach for us and Karen Evans, Ph.D., is now a tenured Associate Professor.

Once again, she has made the family proud. Lake County Judge Ellen Szarleta, J.D., Ph.D., worked on a prestigious environmental study grant this past summer and Jackie Gipson, J.D., has continued her dedicated work of addressing important local policy issues (like housing) by organizing public forums. Fine young faculty members Jackie Mullany, Ph.D., and Susan Zinner, Ph.D., are caught in the middle of the university’s promotion and tenure process right now. Some other family members have them at the top of their “prayer lists.”

• Joe Pellicciotti, J.D., doesn’t make quite as many family gatherings as before, now that he is the Assistant Vice Chancellor for Enrollment Management for the campus. However, he is still an important family leader. Our loss was the campus’ gain. Joe still teaches for us and his spirit remains with us when his body must be elsewhere. Dan Lowery, Ph.D., also spends more time away than before. But he, too, still teaches for us and continues to engage our students in service learning projects. And his new job as executive director of university’s Center for Sustainable Regional Vitality on the campus is very close to doing regular family work.

Learn more about the School of Public and Environmental Affairs by visiting us online at www.iun.edu/~speanw.
A LETTER FROM THE DIRECTOR

DEAR ALUMNI & FRIENDS

If you haven’t attended an alumni-sponsored event in the last six months, then you have missed some of the most stellar events to date.

Our Indiana University alumni have been busy meeting and interacting with other alumni throughout the region. Our Annual Golf Classic that took place at Whitehawk Country Club was a huge success, with more than 130 people in attendance. IU President Adam W. Herbert was our honored guest at the Alumni Reception held at the Radisson Hotel in Merrillville. A distinguished group, including IU Trustee President Fred Eichorn, and other IU personnel from Bloomington, were also in attendance. Again, the Radisson Hotel was the location for our Jazz Brunch commemorating the 150th anniversary of the Indiana University Alumni Association. Our special guests included IUAAPresident, Ken Beckley, and his lovely wife, Audrey. What a wonderful occasion it was!

Our guests enjoyed the delightful ambience of the event and were entertained by the musical artistry of IU Northwest alumnus Scott Pazera and his jazz quintet.

It is not too late for you to take advantage of upcoming events. Plans are underway for a variety of activities for 2005. Visit our Web site at: www.iun.edu/~alumninw for a listing of those activities.

As you well know, your IU degree symbolizes excellence. Your involvement with fellow alumni provides you with collective strength and unlimited networking possibilities to make your dreams a reality.

Truly yours,

Tracie M. Johnson, M.P.A. '98
THEATRE NORTHWEST at INDIANA UNIVERSITY NORTHWEST

Genova String Quartet
Sunday, December 5 at 2:30 p.m.

Student Directed One Act Shows
February 18 & 19 at 7:30 p.m.,
February 20 at 2:30 p.m.

“Hansel & Gretel”
April 9 & 10 at 2:30 p.m.

IUN Theatre Northwest Dance Company Concert
April 30 at 7:30 p.m.,
May 1 at 2:30 p.m.

“Nunsense”
June 24, & 25 at 7:30 p.m.,
June 26 at 2:30 p.m.

For more information or reservations, please call
1-888-YOUR-IUN

Due to the use of multiple mailing lists and the excessive cost of cross-checking, you may receive more than one copy of this publication. If so, please share the extra(s) with colleagues.