

LEGACY

**PART OF THE
SOLUTION**



**A mixture of strategies
to transform education
in Michigan and beyond**

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UM-Dearborn is teaching Michigan's teachers to prepare today's children for tomorrow's economy.

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A picture's worth at least a dozen words

COVER NOTE Andrew Toy ('95 B.S.E.E.E., '10 M.S.E.) and Andrew Flowerday ('02 B.S.E.E.E., B.S.E.C.O. and B.B.A., '07 M.S.E.) get students excited about science. **THIS PAGE** Toy and Flowerday demonstrate experiments at the annual Science Olympiad competition they help coordinate. PHOTOS BY JOE VAUGHN

A LITTLE CONVERSATION

LEGACY

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A Non-discriminatory, Affirmative Action Educator and Employer

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PHOTO BY RACHEL SHOWSKY

In this difficult economic environment

in Michigan, one of our greatest opportunities for reinvention may be within preschool and K-12 classrooms. How do we do a better job of giving our youngest Michiganders skills they will need to move the state in a new direction, especially in the critical areas of math, science, technology and engineering? How do we meet this challenge during a time of diminished resources? And what is the University of Michigan-Dearborn's role in helping to answer those questions?

Our Metropolitan Vision, which defines the University's mission and goals, calls on us to use our collective knowledge and resources to impact the region's evolving economy, environment and culture. One of our priorities is to strengthen the effectiveness of teachers and schools. This isn't a promise; it's an action plan that is already improving pre-K-12 education.

“
**One of our
priorities IS TO
STRENGTHEN THE
EFFECTIVENESS OF
TEACHERS AND
SCHOOLS.**
”

Our School of Education has distinguished itself through its commitment to urban and metropolitan education and its strong partnerships with the area's public and charter schools. We offer a rich curriculum that gives our students multiple, hands-on experiences in Detroit-area classrooms. Our graduates leave campus with great potential to make a meaningful impact in this area. Critical as that contribution may be to the future of education, our reach extends beyond our teaching programs to change the way education is delivered in local schools. Initiatives within each college enhance these schools and boost teachers' skills, sparking students' interest in learning.

It is awe-inspiring to think about the good work being done on campus today to improve education. You'll find some examples of our commitment in this issue of *Legacy*. I also want to acknowledge the many alumni, current students and faculty members who regularly invest their valuable time to quietly mentor a child. As one faculty member recently told me, "If every adult could spend one hour helping a child, what a world of difference that would make." As always, I thank each of you for your commitment to the University of Michigan-Dearborn and its Metropolitan Vision. Together, we can and will continue to make a profound impact throughout the region and help transform the lives of children.

Daniel E. Little
Chancellor

ON THE POND

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the
initiative

anniversary

AN ALUMNI DAY TO REMEMBER



“REMINISCENCE, RECONNECT AND ENERGIZE FOR OUR FUTURE” was the call for alumni to return to campus for Alumni Day — just one of a number of events commemorating the 50th anniversary of UM-Dearborn.

On April 8, more than 500 alumni from seven different states and representing every graduation decade, along with faculty, staff and current students, were welcomed by Chancellor Daniel Little, Alumni Society Board Chair Joseph LaRussa ('99 B.S.E.E.E.) and DeLean Tolbert ('10 B.S.E.E.E.) as the evening kicked off in the Fieldhouse.

The event's good turnout was in large part due to the effort of current students who personally invited more than 6,000 alumni — some of whom had been active in launching chapters of student organizations. Students spearheaded the outreach because they were interested in hearing about campus history, gaining some insight into UM-Dearborn traditions and harnessing the strength of the alumni community.

Alumni Engagement Director Farhan Latif compared the process of organizing the evening to planning a family reunion. As more people decided to attend, the interest grew. Alumni began encouraging each other to come.

“The scope of this is something new for our campus,” says Latif. “We don't have football to draw people back, but what we do have is an amazing history of excellence and lots of opportunities for alumni to engage with students and make a difference on the campus.”

Jason Davis ('09 B.A.), one of the event organizers, says he is proud of the university and the legacy it has created.

“Being a part of this event has made me even more proud to be a University of Michigan-Dearborn graduate,” Davis says. “As an alumnus and current graduate student in the Public Administration program, I am involved now and I plan to stay involved.”



WELCOME BACK (from top clockwise) Students and staff doing the twist; Delores Bsharah — Mrs. B — ran Mrs. B's Cafe in the U Mall through the 80s and 90s; Engineering students Kelly Lagerman and Lamies Fakhouri, join Janet Hall ('68 B.S.E.E.E.) and Janelle North ('07 B.S.E.I.S.) (far right); Ian Tran ('11 A.B.) entertains the crowd.

SHARE THE MEMORIES For those who were not able to attend Alumni Day, please visit UM-Dearborn's Facebook page to see photos of the event.



MEMORY LANE (top row) Student gospel group Voices of Triumph performs; emeriti faculty Paul Trojan and Cedric Fricke; Rand Kazanji ('09 B.B.A.) and Haydar Ali ('10 A.B.); (second row) Lars Bjorn, professor, and Pam Pennock, associate professor, talk with an alumna; Foo Hung ('01 B.S.E.I.S.) and Rima Berry-Hung ('97 A.B.); College of Engineering and Computer Science alumni meet for their affinity dinner; (third row) Chancellor Dan Little and Vice Chancellor Tom Baird; Aaron Ahuvia, professor, and Farhan Latif, alumni engagement director; anniversary cake.



PHOTOS BY RACHEL SHOMSKY

academic excellence

VIVE LA DIFFERENCE

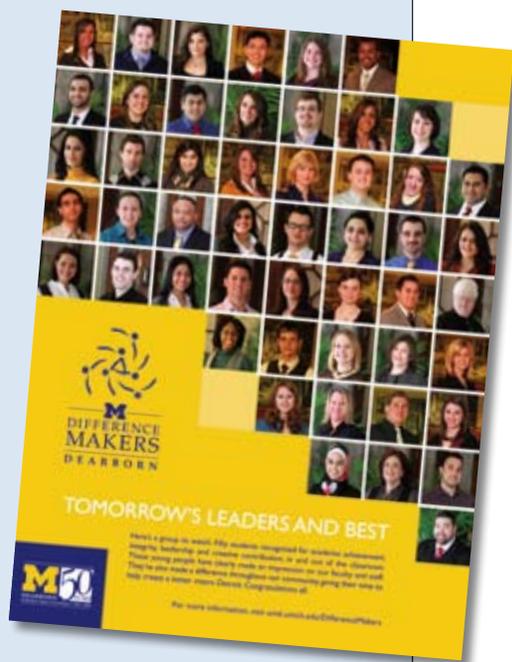
THEY ARE THE METRO AREA'S LEADERS AND BEST.

In honor of UM-Dearborn's 50th anniversary, 50 top students are being recognized by the University as "Difference Makers." They were picked by a panel of faculty and staff for their outstanding academic achievements, integrity, leadership and creative contributions to the classroom and community.

The winners represent a broad range of academic interests and come from each of the University's four schools and colleges, says Stanley Henderson, vice chancellor for Enrollment Management and Student Life. Each is also dedicated to making an impact on the community. They were honored at the April Student Leadership Awards and featured in a *Crain's Detroit Business* advertisement.

"These individuals give meaning to our belief that UM-Dearborn is a community of higher education, not just another institution. They don't just sit passively by; they are active participants, engaging with those around them to make that difference that exemplifies who we are at UM-Dearborn," says Henderson. "They are truly 50 to watch."

THE ENVELOPE PLEASE To see photos and profiles of the 50 winners, please visit umd.umich.edu/differencemakers.



board of regents

HOUSE RULES

THE UNIVERSITY OF MICHIGAN BOARD OF REGENTS VOTED IN APRIL to approve a Memorandum of Understanding to transfer ownership of the Henry Ford Estate to the Eleanor and Edsel Ford House, the nonprofit entity that operates that property in Grosse Pointe Shores.

The transfer of ownership, effective July 1, 2011, will allow the Henry Ford Estate to be transformed into an even stronger cultural institution without taxing UM-Dearborn resources. The Ford House plans a full restoration to elevate the Estate to full museum standards and increase its public educational capacity to better serve the community. This move will allow UM-Dearborn to focus on its mission of providing cutting-edge academic programs in the sciences,

humanities and professional disciplines.

A national historic landmark nestled on the UM-Dearborn campus and home to the automotive pioneer and his wife, Clara, for more than 30 years, the Estate has been owned and operated by the University for 53 years. Alumni, faculty and staff have fond memories of the historic home, which has been used as a venue for University events during that period.

"UM-Dearborn is committed to preserving the legacy of Henry Ford, which is a story of innovation that serves as inspiration for the entire region," says UM-Dearborn Chancellor Daniel Little. "This decision will help the Henry Ford Estate achieve its full potential as a first-rate history attraction under the ownership of the Ford House, and allow the University to remain committed to its core mission. We'll have a cultural gem on our campus, and we look forward to collaborating with the Ford House in the future on efforts that complement our mission."

As part of the ownership-transfer agreement, the Estate will close temporarily by May 2011 to undergo extensive restoration on the buildings and grounds, with plans to reopen in phases beginning in 2013 to celebrate milestones in Ford family history, including Henry Ford's 150th birthday in 2013, the Estate's 100th anniversary in 2015 and Clara's 150th birthday in 2017.

ESTATE OF GRACE Construction of the original Estate began in February 1914, and Henry and Clara Ford were settled in by January 1916. The estate originally included 1,300 acres of lush landscaping and was built, decorated and landscaped for about \$2.4 million.



IT FIGURES UM-DEARBORN IN COLD, HARD NUMBERS

1,720,765

Current students enrolled at UM-Dearborn

Square feet on campus dedicated to teaching and learning

8,642

CECS

POWER TO THE PEOPLE

MORE THAN 300 LOCAL BUSINESS LEADERS, government officials and faculty members discussed the future of electric power, alternative energy sources and the electrification of the automobile during “Energy for the Future,” a one-day conference held at the College of Engineering and Computer Science (CECS) in March.

The conference featured panel discussions by noted experts, including executives from Toyota, General Motors and Ford. The discussions were moderated by Steven E. Kurmas, president and chief operating officer of Detroit Edison; Grace M. Bochenek ('92 M.S.E.), director of U.S. Army TARDEC and member of the senior executive service, Army Acquisition Corp. and NATO Research and Technology Organization; and Chris Mi, associate professor of Electrical and Computer Engineering, director of the DTE Power Electronics Laboratory at UM-Dearborn and chief technical officer of 1Power Solutions. Stephen Forrest, the University of Michigan’s vice president for Research, delivered the keynote speech.

Those who attended also got a sneak peek at a Detroit Public Television documentary, “The Future of Electricity,” which will be broadcast locally in the fall

before it is nationally syndicated.

“These topics are crucial to our nation, with some important implications for Michigan’s economy,” says Subrata Sengupta, dean of the CECS, conference chair and chair of the documentary advisory committee. “Given our history of engagement with industry, we were proud to host this conference, which brought together some of the best minds in the country on this topic.”

He says UM-Dearborn will continue to partner with business and government as Michigan discusses and develops alternative energy solutions. In addition to the conference, two new doctoral programs — in Automotive Systems and Information Systems — demonstrate the College’s commitment, he says.

“There is a growing national desire to be both independent of foreign oil and to protect the environment,” says Sengupta. “New technologies are coming, and those who get in front are going to benefit. Apart from the social and environmental benefits we will all experience, businesses and states will get a financial boost. We intend for our students and faculty to play a major role in helping Michigan stand at the forefront.”

ELECTRIFIED Nancy Gioia ('82 B.S.E.E.E.), director, Global Electrification, Ford Motor, spoke at the event on the electrification of the automobile. Gioia directs strategy and planning for the next generation of Ford’s global electric-vehicle portfolio. In 2005, she was named one of the *Automotive News* “100 Leading Women in the Auto Industry.”



PHOTO BY RACHEL SHOMSKY

ELECTRIFIED For more information about CECS, please visit engin.umd.umich.edu.



Faculty in the classrooms

346



Full-time yearly tuition for Michigan residents

41,712

Current UM-Dearborn alumni



COB

TAKING THE INITIATIVE

THE COLLEGE OF BUSINESS HAS LAUNCHED the Betty F. Elliott Initiative for Academic Excellence, a campus-wide “deep dive” into critical business issues that will connect business leaders, alumni and faculty throughout the next decade and beyond.

Made possible through a gift by Ed Elliott ('67 B.B.A.) in memory of his late wife Betty F. Elliott (also '67 B.B.A.), the initiative will tackle one important local, regional or national topic each year. “The Business of Sustainability” is the theme for 2010–11.

Throughout the next year, expect to see connected efforts that deepen the campus and community’s understanding of that theme — from applied research within the College of Business’ Center for Innovation Research (iLabs) and scholarly research from faculty to an undergraduate seminar and a public lecture series. A local business leader, yet to be announced, will chair the effort.



GIFTED A gift from Ed Elliott ('67 B.B.A.) in memory of his late wife Betty F. Elliott ('67 B.B.A.) made the Initiative possible.

Kim Schatzel, dean of the College of Business, said the Elliott Initiative will make a meaningful impact on the metropolitan area and strengthen the College’s connections to local business.

“The College of Business works closely with businesses and local communities to not only identify issues of concern, but to address them,” says Schatzel. “The Elliott Initiative helps us develop a compelling portfolio of new opportunities for learning and research that are focused on purposeful, active engagement.”

GET THE BUSINESS Go to cob.umd.umich/elliott-initiative for additional information on the program.

LEAVING A LASTING LEGACY

To celebrate University of Michigan-Dearborn’s 50 years of educational excellence, consider including your alma mater in your estate plans. Please call (313) 593-5130 or visit the website at umd.umich.edu/makeagift. Your lawyer or financial adviser can help you decide on the most effective way to make a contribution. You will have the satisfaction of knowing you have helped guarantee continued excellence for the next generations of leaders, some of whom may be your own grandchildren.

IN THE SPOTLIGHT JEROLD L. HALE NAMED DEAN OF THE COLLEGES OF ARTS, SCIENCES AND LETTERS



Jerold L. Hale, a professor of Communication at the University of Georgia, was recently named the new dean of the College of Arts, Sciences and Letters. His five-year appointment will begin on July 1, pending approval of the University Board of Regents. He will also serve as professor of Communication.

“Professor Hale is an accomplished scholar and a seasoned administrator with a reputation for consultation and collaboration,” says Kate Davy, provost and vice chancellor for Academic Affairs. “I am delighted with his appointment and excited about where the College will go under his leadership.”

Hale earned his master’s and Ph.D. in Communication from Michigan State University. While at the University of Georgia, he was unanimously elected to three three-year terms as head of the Department of Speech Communication. Previously he served as associate professor, chief advisor and assistant to the

chair of the Department of Communication at Miami University; visiting assistant professor at Michigan State University; and assistant professor at the University of Hawaii at Manoa.

Hale has published many articles, book chapters, papers and essays on a wide range of issues in communication and social influence and interpersonal communication. He says he was attracted to UM-Dearborn because of its reputation for academic excellence and its commitment to making an impact on the metropolitan area.

“The chancellor and provost have forged a vision of a University that strikes a balance between teaching and scholarship while being thoroughly engaged in the metropolitan area and the southeast portion of the state. The University has embraced that vision,” he says. “My personal commitment to academics and community engagement should fit nicely within UM-Dearborn’s Metropolitan Vision.”



IF ONE THING COULD BE CHANGED IN PUBLIC SCHOOL SYSTEMS (PRE-KINDERGARTEN–12) WITHIN THE STATE OF MICHIGAN, WHAT DO YOU THINK WOULD HAVE THE GREATEST IMPACT?

Reducing class size, especially in elementary grades. Research demonstrates that students do better in all dimensions of learning in smaller classes.

LORA BEX LEMPert, PROFESSOR

Public schools should approach technology as something to be infused throughout all content areas as a way to enhance learning and customize instruction for students. The goal is not to teach technology, but rather, to teach with technology.

STEIN BRUNVAND, ASSISTANT PROFESSOR

Students should not be promoted to the next grade until they have mastered the skills required at their current grade. This should be paired with regular, competent remedial assistance for those who are struggling.

DEBORAH SMITH POLLARD, ASSOCIATE PROFESSOR

Schools must provide support for teachers as career-long learning professionals to collaborate on deepening and developing their own understanding of curriculum, teaching and content.

DEPARTMENT OF MATHEMATICS AND STATISTICS EDUCATION TEAM

SIMPLY RUN PUBLIC SCHOOLS USING THE SAME METHODS AND RULES OF PAROCHIAL AND PRIVATE SCHOOLS — UNIFORMS, STRICT AND INFLEXIBLE POLICIES, ETC.

FRANK OBERC ('76 B.S.)

MANDATORY FOUR YEARS OF MATH AND SCIENCE.

ANNE DANIELSON-FRANCOIS, ASSISTANT PROFESSOR

Resources! Schools need resources to provide textbooks and supplies. Poor schools are still trying to catch up.

CHARLOTTE OTTO, PROFESSOR

Make Michigan a “right to work state” so teachers and schools aren’t tied down by union rules.

JERRY MOLLIEEN ('71 B.B.A.)

SCHOOLS SHOULD INSTILL A BELIEF THAT AN INDIVIDUAL CAN MAKE A DIFFERENCE.

MIKE CALLAHAN, INTERNSHIPS AND CAREER MANAGEMENT DIRECTOR, COB

PRIVATIZE SCHOOL SYSTEMS. THIS MAKES ADMINISTRATION AND TEACHERS MORE ACCOUNTABLE AND ALLOWS PARENTS TO CHOOSE AMONG COMPETING SCHOOL SYSTEMS.

MANJUNATHAN SUBRAMANIAN ('00 M.S.)

Ensure a high degree of parental involvement.

ORIN GELDERLOOS, PROFESSOR

BACK TO SCHOOL

HOW UM-DEARBORN IS HELPING TEACHERS SAVE MICHIGAN

MICHIGAN'S PUBLIC SCHOOLS ARE FACING AN EPIC CHALLENGE:

How do they prepare today's students for tomorrow's changing economy? One solution, education experts say, is to do a better job of teaching their teachers.

That's a challenge UM-Dearborn is prepared to help the region tackle, says Provost Kate Davy. The University has pledged to make a positive impact on southeast Michigan, and that includes improving its preschools and K-12 schools. The University's contribution is twofold: to educate future teachers and boost the skills of those currently working in the classroom.

"The University is committed to making a positive metropolitan impact, especially in the area of education," she says. "Our strategy includes making teachers essential partners in the process, because great teachers create great students, and great students help build stronger communities."

The stakes are high. Michigan's future depends in part on its ability to develop and retain young people who are proficient in math, science, engineering and technology — all fields that are considered critical as the state adjusts to deep recession and reinvents its economy in the post-manufacturing age.

"For decades, it was possible for people in Michigan to make a good living without a college education, but those jobs are mostly gone," says Kathleen Straus, president of the Michigan Board of Education. "We have to prepare our students for a new type of workplace that will demand more education and expertise from everyone. Because students need more skills and competencies, so do their teachers.

"If we don't update our teacher preparation and training, we shortchange our kids, our communities and our state."





$$\frac{d^2 \psi}{dx^2} + (E - V(x))\psi = 0$$

$$V(x) = \frac{1}{2} m \omega^2 x^2$$

$$\psi(x) = A e^{-\alpha x} + B e^{\alpha x}$$

$$\psi(0) = 0 \implies A = -B$$

$$\psi(L) = 0 \implies A(e^{-\alpha L} - e^{\alpha L}) = 0$$

$$e^{-\alpha L} = e^{\alpha L} \implies \alpha L = 0 \implies \alpha = 0$$

$$E = \frac{1}{2} m \omega^2 x^2$$

$$\psi(x) = C \sin(kx)$$

$$\psi(0) = 0 \implies C \sin(0) = 0$$

$$\psi(L) = 0 \implies C \sin(kL) = 0$$

$$\sin(kL) = 0 \implies kL = n\pi$$

$$k = \frac{n\pi}{L}$$

$$E = \frac{\hbar^2 k^2}{2m} = \frac{\hbar^2 n^2 \pi^2}{2mL^2}$$

IT ALL ADDS UP Edith Hightower transformed the way math is taught in the Highland Park Public Schools after taking a professional development course at UM-Dearborn's Center for Mathematics Education. Professor Emeritus Roger Verhey and faculty colleagues created the Center so teachers could help their students meet tough new state math standards.

PHOTO BY JOE VAUGHN

Educating the Educators

Paul Fossum, interim dean of the School of Education (SOE), says UM-Dearborn is unique because of an integrated approach to teacher education that draws from resources across campus.

The School of Education offers a comprehensive undergraduate program and seven graduate programs, including a doctoral degree. Non-education majors can earn teacher or principal certification. The impact of these students is felt throughout the region: Many of the School's 5,500 alumni and 1,200 others who earned teaching certificates live and work in southeast Michigan.

In Southfield, the School of Education has been a central figure since 2006 in efforts to restructure several public schools. It has been a key partner in the development of two charter schools — MacArthur K-8 University Academy and University High School Academy — which

focus on science, technology, engineering and math. UM-Dearborn faculty and students are active in many other Detroit-area districts, especially Westwood, Northville, Plymouth-Canton and Dearborn.

Within the College of Arts, Science and Letters (CASL), the College of Engineering and Computer Science (CECS) and the College of Business (COB), ongoing programs focus on new methods for teaching everything from preschool special education to high school economics. These collaborations help teachers build classrooms that are relevant, rigorous and engaged, says Fossum.

"This is all about quality outreach," he says. "Our impact is most evident in the pattern of relationships we have built within the community and public schools to support teachers. And this often includes reaching outside the School of Education to draw upon the expertise already within our University

community. We are meeting these challenges together."

Adds Davy, "Our education graduates not only bring talent and skill into the classroom, they have the vision and leadership required to assist in the process of transforming schools and the education they deliver."

Recalculating Math Education

Edith Hightower, curriculum director for Highland Park Public Schools and former middle school math teacher, didn't always embrace this type of professional development — especially if it cut into her class time with students. After taking a series of school day courses offered by UM-Dearborn's Center for Mathematics Education in collaboration with the Wayne Regional Education Services Agency (Wayne RESA), however, she discovered that even great teachers can learn new tricks.



FIELD GENERALS
Odell Bailey ('82 B.A.) (left) and Ricardo Kisner ('75 B.S.A.) (right) are overhauling DPS's financial future.

PHOTO BY REBECCA COOK

on the FRONT LINES

UM-DEARBORN ALUMNI ON DPS RESCUE TEAM

If the Detroit Public Schools are in a battle for their future, then Ricardo Kisner and Odell Bailey are on the front lines. The UM-Dearborn alumni are part of an elite team hand-picked to help DPS Emergency Financial Manager Robert Bobb reform the beleaguered district's finances. Kisner ('75 B.S.A.) is the chief financial officer and Bailey ('82 B.A.) is the auditor general. With one year on the job behind them, they have confidence that Detroit can have an outstanding public school system with "centers of excellence" in each school.

That's a tall order for a district that has been described by U.S. Education Secretary Arne Duncan as "ground zero" for education reform. DPS faces declining enrollment, low graduation and high dropout rates, and a projected budget deficit this fiscal year of nearly \$100 million (for an accumulated deficit of \$300 million).

"This is a do-or-die situation," says Kisner, who, like Bailey, went to high school in Detroit. "We are here because of our loyalty to the city and to DPS."

Kisner, a Cass Tech graduate, most recently served as CFO and deputy village manager of Glenview, Ill. He previously served

Since its founding in 2002, the Center — a unit in the Department of Mathematics and Statistics — has helped thousands of elementary, middle and high school teachers throughout Wayne, Oakland, Monroe and Washtenaw counties and across the state deepen their understanding of the mathematics they teach. The sessions are delivered during five six-hour days over three to eight months, and are held at Wayne RESA, the UM Detroit Center and at UM-Dearborn. In many cases, instructional coaches are employed to support teams of teachers. UM-Dearborn faculty, other local educators and retired math teachers lead the courses.

Hightower says the Center helped her learn a more relevant way to explain math concepts and connect them to her students' daily lives — making math more about finding solutions and problem-solving than rote memorization

and worksheets. Students who had been sleepwalking through math class became engaged. She watched their grades rise, along with their interest in academics.

“You can see a shift take place in the teachers,” says Hightower. “They are empowered with knowledge and confidence; that shows in the classroom and ultimately benefits their students and the community.”

The Center has also collaborated with Wayne RESA to create “Algebra for All,” the centerpiece of a statewide algebra improvement initiative launched by Governor Jennifer Granholm in her 2009 State of the State address. That project is also a partnership with the state’s Mathematics and Science Network and Michigan Virtual University. It is being broadcast to more than 900 teachers at 14 sites throughout the state. One of the Center’s newest projects focuses on

mathematics enrichment for special-education teachers.

Center Director Roger Verhey, Mathematics professor emeritus, says the Center was created in response to teachers who felt unprepared to help kids meet tough new state math standards. It has also helped hundreds of teachers, like Hightower, who are math experts, but who were using teaching methods “that don’t reflect how kids really want to learn,” says Verhey.

This eight-year experiment in recalculating math education is getting results. In two struggling districts, where 90 percent of students are economically disadvantaged, math performance on the Michigan Educational Assessment Program (MEAP) test are up by as much as 50 percent.

“In general, math education in the U.S. has focused on students practicing procedures without understanding the concepts,” says Carolyn Siebers, a math

as Finance director and CFO for the City of Daytona Beach, Fla., and as director of Fiscal Operations for the City of Detroit’s Strategic Management Center, a best-practice “think tank” for city government.

In his new role, he has already overseen the closure of more than 20 schools, started a task force to explore whether the city and DPS can cut costs by sharing administrative expenses and crafted a new financial framework for the district.

Bailey, a graduate of Mumford High School, served as auditor general, deputy auditor general and audit manager for Wayne County. He previously worked as evaluator in charge and senior evaluator for the U.S. Government Accounting Office, where he examined federally funded programs related to education, defense, housing, energy and regulatory compliance of mobile source emissions.

As director of the DPS internal audit department, he has already overseen an ambitious “194 audits in 21 days” effort that took a close look at the finances of each district school. He is responsible for creating and enforcing internal controls and ensuring that the district is following federal regulations.

“That pretty much puts me in everyone’s business,” he says.

This includes Kisner’s. The offices of the CFO and auditor general are autonomous by design, with each serving as a check and balance of the other. But Kisner and Bailey, who had never met before they accepted their new jobs, have become fast friends.

“We have a common goal: saving Detroit Public Schools,” says Bailey. “We work together very, very well.”

“What kids need today is different than what they needed 30 years ago. Connections to the real world must be there, and that has to come from their teachers.”

CAROLYN SIEBERS

consultant with Wayne RESA. “What kids need today is different than what they needed 30 years ago. Connections to the real world must be there, and that has to come from their teachers.”

Reinventing Science Class

Susan Everett, associate professor in the School of Education, makes a similar claim about science education. She says children who are naturally drawn to science often lose interest during middle and high school, when lessons become less hands-on and more textbook and memorization based.

Again, she views teachers as key — and yet, only about 10 percent of U.S. college students who major in elementary education choose science as their focus.



KEEP IT LIGHT Associate Professor Susan Everett writes a series of “Everyday Engineering” articles for *Science Scope*, a national middle school science journal that gives teachers a step-by-step explanation about how household items work. Each article includes an investigation that can be replicated in the classroom to get students excited about engineering.



PHOTO BY JOE VAUGHN

“Developing an early love of science is the goal,” Everett says. “Young people are full of questions: Why is the sky blue? How does the grass grow? If we keep that level of interest and wonder going, it will be with them throughout their lives.”

The University’s response to that challenge is the Inquiry Institute, a collaborative team of 17 education and science faculty members and instructors within the School of Education and Department of Natural Sciences who help education majors learn fresh, new ways to teach science, especially at the elementary school level.

The curriculum includes six science education courses that take a deep dive into teaching physical, life and earth/planetary sciences in a way that is interesting to students. The courses break from the traditional model of science teaching in favor of a more exploratory approach — similar to how scientists actually work, Everett says.

As part of a capstone course in science education, students teach two lessons in a metro Detroit classroom, assess their impact on students’ knowledge and work with a mentor to improve.

The Institute, which helps develop the University’s certification and master’s degree programs in Science Education, has been a model for other universities and colleges across the country.

Everett is convinced that connecting complex subjects to the “real world” has enormous potential for teachers and their students. Toward that end, Everett and Professor Richard Moyer are also writing a series of “Everyday Engineering” articles for a national middle school science journal that gives teachers a step-by-step explanation about how household items work — holiday lights, retractable pens and turkey roasting timers, for example. Each article includes an investigation that can be easily replicated in the classroom.

“We have to do what we can to help teachers capture the interest of kids while they are young so they will love science as they grow,” she says.

Geology Rocks

That’s the idea behind UM-Dearborn’s Geosciences Institute for Education and Research, which, since 2004, has brought together middle school and high school teachers and selected students for hands-on geology research projects in the Detroit area.

The Institute was initially formed as a way for the state’s geoscience professionals to work together on community or watershed-based environmental problems. But the focus turned to education when it was discovered that many Detroit-area middle and high school earth science teachers lacked college coursework in geology.

The Institute provides a three-week summer workshop for teachers from about a dozen southeast Michigan school districts. It also offers an



LONG LIVE ROCKS

The Geosciences Institute for Education and Research conducts enrichment programs for middle school students and teachers to give them hands-on experience with geological and environmental science.



CAN YOU DIG IT? UM-Dearborn historians, local teachers and volunteers worked on an archeological dig in Waterford, near the site of the area's first log cabin home. Participants found many artifacts that helped them piece together the history of the community.



eight-week spring workshop on Saturday mornings aimed primarily at middle school students.

Working together, students and teachers use the outdoors as a laboratory to learn about geology and understand water-related issues. They have investigated the relationship between groundwater and surface water quality along the Rouge River, the effects of land use on water quality, and the impact of southwest Detroit brownfield sites on human health.

Most recently, they have investigated air quality issues in the Delray community of southwest Detroit by collecting spiderwebs. Because the webs attract tiny particles of heavy metals that are in the air, the analysis can provide information about how land use activities affect air quality.

Institute Director Kent Murray, professor of Geology, estimates that the spring and summer workshops have now directly or indirectly impacted 2,000 middle school and high school students, some of whom have come to UM-Dearborn for their undergraduate educations.

"It builds great camaraderie to have the teachers and students working side by side, asking some of the same questions," he says. "It shows the students that teachers are real people who are involved in a learning process. We hope to build an enthusiasm for the teaching of earth science and to show that science can be fun while showcasing how geology is used to solve community-based environmental problems."

Digging into the Past

Martin Hershock ('85 B.A.), chair of Social Sciences, says K-12 students also get a deeper understanding of history when their teachers draw from experiences outside the classroom to bring textbook lessons alive. Through a grant from the National Endowment for the Humanities, Hershock says UM-Dearborn is deeply impacting the way K-12 students in Plymouth-Canton, New Boston, Inkster and Waterford schools learn about local, state and U.S. history.

History faculty travel to local school districts to lead teacher development sessions that use artifacts, original documents and other sources to research

and understand an event or period of time — the Industrial Revolution or the movement of the early settlers, for example — as an historian would. The teachers then take those artifacts back to their classrooms and share the lessons with their students. More than 250 teachers have participated so far.

In Waterford, UM-Dearborn historians, local teachers and interested volunteers have explored local history by conducting an archeological dig near the site where the area's first log cabin home is believed to have stood in 1819. Carol Bacak-Egbo, director of history curriculum for Waterford schools, says participants have located many artifacts — bottles, bricks, farm implements — that have allowed them to piece together the history of the community and its earliest residents.

"When teachers pull an artifact out of the ground, they know they are the first person to touch it, since it was buried or fell out of someone's pocket decades ago. There is a connection created when teachers are allowed to explore our history in this way," Bacak-Egbo says. "They bring this excitement to the classroom,

“This is all about being good community partners and fulfilling our obligation to the region and to its schoolchildren.” **MARTIN HERSHOCK**



and that is the hook that gets students interested and involved.”

Hershock has been an instructor at several of the schools. He also organizes summer history institutes for teachers in partnership with The Henry Ford in Dearborn.

“Within the elementary social studies standards, history is one-fourth of the curriculum, yet less than 1 percent of elementary teachers majored in history, and less than 12 percent are rated as highly qualified in social studies,” he says. “We want to close that gap.”

Hershock says the grant is but one example of how UM-Dearborn fulfills its promise to make an impact on the metropolitan area. Community partners have told Hershock they like to work with the University because they are impressed with its genuine commitment to service.

“They understand that we see federal grants as opportunities to serve and not as opportunities to enrich ourselves,” he says. “This is all about being good community partners and fulfilling our obligation to the region and to its schoolchildren.”

smart **MONEY**

IN THIS ERA OF ECONOMIC INSTABILITY, FINANCIAL LITERACY IS CRITICAL

Many adults – including teachers – lack a basic understanding of the economic forces that have created a national recession and transformed Michigan.

“The last 15 months have been difficult for many people to understand,” says Martha Rowland, lecturer in Business Economics and Finance in the College of Business and director of UM-Dearborn’s Center for Economic and Entrepreneurial Education, which is affiliated with the Michigan and National Councils for Economic Education. “Teachers have an especially deep need to know what happened because they are looking for a meaningful way to explain it to their students. It is an amazing time to teach economics, because your laboratory is the world. The College of Business is being proactive in reaching out and providing teachers with the tools they need.”

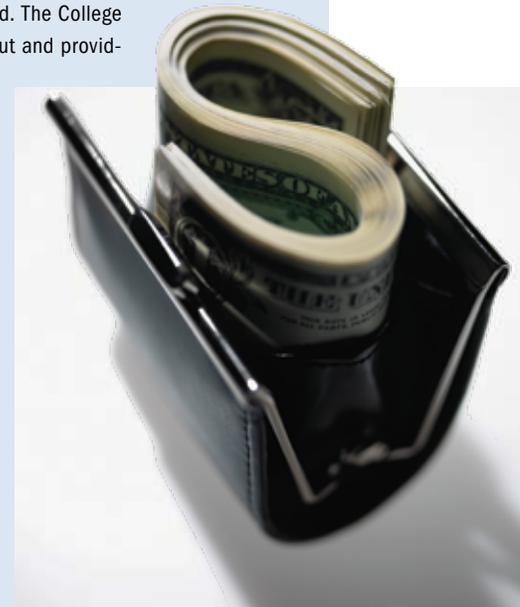
Rowland was part of the team that helped review the new high school economics standards several years ago. And she’s now a presenter at the annual state-level professional development conference sponsored by the Michigan Council on Social Studies. At this conference, high school economics teachers have the opportunity to increase their knowledge on various macroeconomic and microeconomic topics.

But it’s not just state standards that are higher, she says – students are also demanding more. They come to school with questions about how the economy is impacting their families, and teachers want to be prepared.

“Teachers who are more recent college graduates are taking more economics classes as a part of their undergraduate curriculum,” she says. “The challenge is the higher seniority teacher. These teachers are particularly interested in expanding their knowledge of economics and financial literacy, because they understand the importance of this education to our students and society as a whole.”

Rowland is also the campus director of Money Smart Week, which is held at UM-Dearborn each April as part of a series of financial and economic literacy events held throughout Michigan. This year’s offering at UM-Dearborn included sessions on understanding government benefits like Social Security and Medicare, and “Credit 101” for UM-Dearborn students and other young adults. Both sessions were open to the campus and broader communities. She sees financial and economic literacy as nothing less than a civic responsibility.

“I happen to believe very strongly that everyone needs this type of education,” she says. “If you aren’t economically or financially literate, you cannot make informed decisions as a consumer or a voter.”



UM-DEARBORN ALUMNI Andrew Toy ('95 B.S.E.E.E., '10 M.S.E.) and Andrew Flowerday ('02 B.S.E.E.E., B.S.E.C.O. and B.B.A., '07 M.S.E.) have been self-described "science geeks" since high school. They also know that finding direction and inspiration isn't quite as simple for many young students as it was for them.

That's why, for more than a decade, they have been volunteer coordinators for Wayne County's Science Olympiad, a year-long competition that ends each March with a weekend celebration on the UM-Dearborn campus for 1,000 aspiring middle and high school student scientists and their teachers. At the Olympiad, about 30 middle and high school teams create projects in one of 23 different scientific areas, from cell biology to earth science.

Toy, an electrical engineer at Ford Motor Company, and Flowerday, a software engineering contractor, are

convinced that their year-round efforts on behalf of Science Olympiad are making a difference in the lives of young students.

They plan events, train high school teachers to be coaches, mentor teams from area schools and, finally, orchestrate the March event on campus. The Olympiad is co-sponsored by the UM-Dearborn chapter of Tau Beta Pi Engineering Honor Society and involves dozens of UM-Dearborn alumni, students and faculty members.

"We see kids getting interested in middle school and then staying with it throughout high school," says Flowerday, who, like Toy, is a former Science Olympiad competitor. Both Flowerday and Toy also serve on the state Science Olympiad Board of Directors.

LIGHT MY FIRE Alumni Andrew Toy and Andrew Flowerday coordinate the efforts of 500 faculty, alumni and community volunteers to bring Science Olympiad to more than 1,000 aspiring middle and high school scientists. Student teams compete with projects in one of 23 different academic areas.

HOW UM-DEARBORN GETS KIDS
EXCITED ABOUT LEARNING

KEEPERS OF THE FLAME



PHOTO BY JOE VAUGHN







PHOTO BY RACHEL SHOMSKY



PHOTO BY RACHEL SHOMSKY

READY, AIM ... The principles of science were brought to life with experiments performed by students at the culminating event of Science Olympiad on the UM-Dearborn campus.

“It is gratifying to watch the kids be creative, have fun and, at the same time, understand and enjoy science,” he says.

A Legacy of Service to Local Youth

The Olympiad is one of several programs based at UM-Dearborn that draw upon the combined skills of faculty, alumni and the community to help area middle and high school students find the fun and value in learning.

“We need to find a way to get kids involved and engaged beyond the text-book,” says Toy. “What we do is also a way to give back to the community, and maybe get some kids thinking about their future careers. Who knows, perhaps some of them will attend UM-Dearborn.”

As a regional university that aspires to make a metropolitan impact, UM-Dearborn has a responsibility to partner with local schools and non-profits to keep teens and pre-teens engaged and in class, says Don Bord, associate provost. According to a recent federal study, about half of dropouts said they left school because they did not find it interesting; more than two-thirds reported that school did not motivate or inspire them.



PHOTO BY ANDREW TOY



PHOTO BY RENA LAVERTY



PHOTO BY RENA LAVERTY



“Our campus is committed to developing and making available highly creative and deeply engaging programming for middle and high school students in southeast Michigan,” says Bord. “In this way, we demonstrate how classroom knowledge may be exploited to improve lives and generate opportunities for positive change in the students’ communities, including opening doors that permit more young people to enter and succeed in college.”

Planting Seeds of Success

One of these efforts is the Entrepreneurship Academy (E-Academy) offered through the College of Business, an intense two-week summer camp for selected high school students from up to 10 area schools. Participants attend lectures on campus and develop business plans with help from College of Business faculty, local business people and members of the student organization Students in Free Enterprise.

At the end of camp, College of Business alumni and local business leaders evaluate the plans and choose first-, second- and third-place winning teams who receive partial college scholarships. Winning ideas



special IMPACT

EARLY CHILDHOOD EDUCATION CENTER TEAMS WITH LOCAL HOSPITAL TO HELP CHILDREN WITH DISABILITIES

For more than 35 years, UM-Dearborn’s Early Childhood Education Center’s (ECEC) mission has been threefold: to care for the community’s young children; to prepare the next generation of preschool and early childhood educators; and to study and research best practices for the development and education of young children.

Nearby, the Oakwood Healthcare System’s Center for Exceptional Families (CEF) offers a range of services for children with disabilities and their families, provided by a multidisciplinary team of physicians, psychologists, social workers and therapists.

In 2006, the two centers combined resources — and the result is continuing to make a powerful impact on children, families, educators, the community and the campus, says Mary Trepanier-Street, associate dean of the School of Education (SOE), director of Student Teaching and director of the ECEC.

The ECEC and CEF partnership now supports more than 200 families per year at an Oakwood facility. Together they create social and educational experiences for young children with and without disabilities and build opportunities that focus on inclusion, family and community-building.

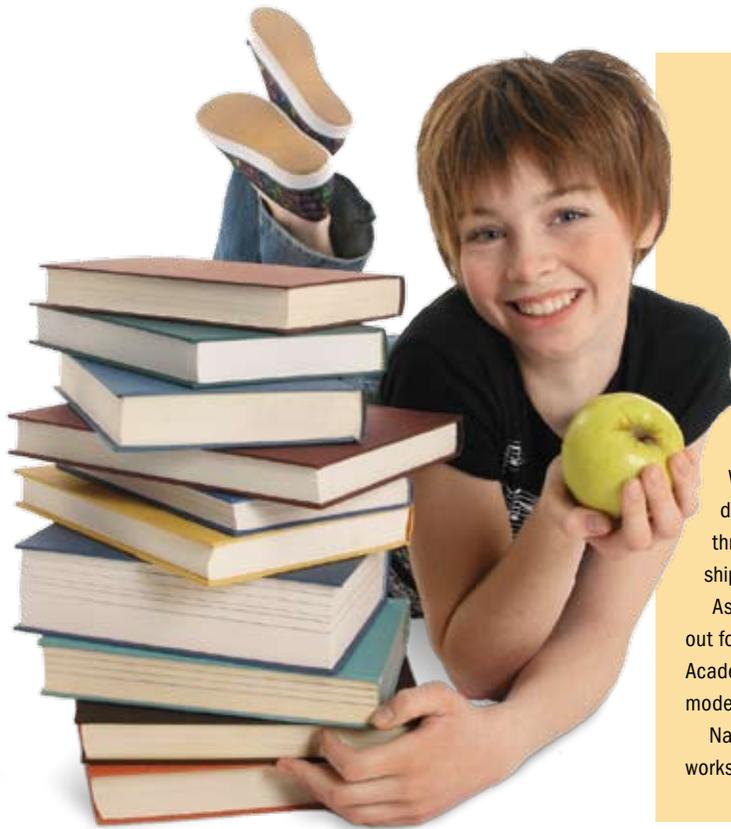
“This partnership is a good fit because we both wanted to promote inclusion of children with special needs while educating teachers to meet those needs,” says Trepanier-Street. “Our organizations are housed in the same building, based on the theory that children with and without disabilities come through the same door and deserve to be included. This means wonderful things for children.”

Children’s artwork and laughter fill the halls at the site. Children with and without disabilities spend time together in playgroups. Multi-generational events — such as the recent grandparents’ tea party — are common.

UM-Dearborn students also have a strong presence. More than 60 are part-time employees of the ECEC and another 200 spend time at the site each year as part of their undergraduate or graduate course work.

From the building entrance to the classroom to the playground, clinicians, faculty, staff and University students learn about and model inclusion, helping children of diverse talents and varying abilities learn to be perceptive, accepting, appreciative and successful together.

“The result is innovative, high-impact programming that meets the region’s needs,” says Dr. Susan Youngs, who leads the CEF. “Through combining our talents, resources and purposes, leavened with the shared joy of helping children thrive, this collaboration generates a better impact upon children, families, teachers and the community than either of us would have on our own.”



where there's a

WILL

MENTORING MIDDLE SCHOOL GIRLS

Middle school girls in one southwest Detroit school are getting extra help with their homework, thanks to a group of UM-Dearborn student volunteers.

The volunteers are provided through the UM-Dearborn Women in Learning and Leadership (WILL) program, which develops analytical and leadership skills in undergraduate women through a special Women's and Gender Studies curriculum, internships and opportunities in the community.

As part of WILL's outreach efforts, UM-Dearborn students help out for several hours each Friday at Detroit's Phoenix Multi-Cultural Academy. They work closely with girls in grades 6-8, serving as role models and tutors.

Natalie Hage-Hassan ('09 B.A.), a former WILL participant who works on campus to help administer the program, says the mentoring

have included an eco-friendly natural fitness center, a full-service day care and a fast food kiosk.

Mike Callahan, director of Internships and Career Management for the College of Business, says the program will admit more high school students this summer because there has been tremendous support from volunteers who want to help. He says there were three volunteers last summer for every program participant.

One of those volunteers was Jan Hartmann, retired CEO of Ziebart International, who helped judge the end-of-camp competition.

"E-Academy is a unique program that combines a heavy immersion into product planning and developing a business plan — which are so important for entrepreneurship — and mentoring for the purpose of empowering young people to believe that they can pursue and achieve their goals," says Hartmann. "It also gives UM-Dearborn students the opportunity to apply and teach what they have learned in the classroom,

and gives the business community a tangible way to directly impact these young lives."

Ryan Johnson, currently a freshman at Wayne State University, participated in E-Academy in 2008 following his junior year at Redford's Thurston High School. He remains in contact with both the local banking executive and the UM-Dearborn student who served as his mentors.

"It was great; a very wonderful experience for me," he says. "I got to connect with a lot of people who I never would have met without E-Academy. They gave me great advice about what it takes to succeed."

Reaching Out to At-Risk Youth

The Save Our Children Coalition (SOCC) is another University and community partnership that advocates for the interests of young students — in this case, those in foster care. The SOCC combines the resources of the University with the grassroots, hands-on work of

more than 500 community members, including individuals, faith-based communities, organizations, families and professionals.

SOCC prepares foster youth for successful adulthood and productive citizenship through projects like UTools, which encourages foster youth to stay in school and consider post-high school education. A pilot program for 60 ninth grade students is now under way via monthly Saturday sessions on campus that emphasize personal growth, values, social development and laying out a personal vision and plan for success.

Several community partners, such as Black Family Development, the Michigan Department of Social Services and Vista Maria, a Dearborn Heights-based treatment and residential program for girls, refer students. UM-Dearborn staff and faculty are involved in the Saturday sessions.

"We all know that the greatest key to future success is getting an advanced education or degree, and yet students

program changes each year to meet the specific needs of Phoenix students and to take advantage of the special skills and interests of the UM-Dearborn volunteers. This year, at the request of the principal, the mentoring program is focused on improving the girls' writing skills. But they also tackle math and science homework, do art projects and talk about issues in their lives.

The WILL volunteers also arrange visits from guest speakers. These have included a professional photojournalist, writers and poets from the UM-Dearborn English Department, a Humanities professor and a career counselor.

The program is developed and delivered by the Environmental Interpretive Center and a number of departments within the Enrollment Management and Student Life Office. It runs from January through May and is capped with the Phoenix students visiting UM-Dearborn, where they tour the campus and its Environmental Interpretive Center.

"Our goals for the Phoenix Program are a lot like our goals for WILL – to encourage critical thinking and intellectual curiosity and provide active learning opportunities," says Hage-Hassan. "Hopefully, these girls will someday be college students. We want to foster an interest in higher education and give them a strong

understanding of women's diverse and powerful roles in society."

Rebecca Wilczak ('10 B.S.), co-chair of WILL and a senior in Math and Physics, says WILL participants are chosen each year based on their academic performance and leadership abilities. There are currently 30 members in the UM-Dearborn WILL program, with about one-third volunteering at Phoenix.

"We give the Phoenix girls a rich learning experience in an environment that is safe and comfortable," says Wilczak. "This program is about giving something back to the community and to them."

Eman Salameh ('09 B.S.), now a dental student at University of Detroit-Mercy, says her experience as a Phoenix mentor was a highlight of her UM-Dearborn experience.

"I was so thankful I found something I could get involved with that made a difference," Salameh says. "It really helped me connect with campus and community and helped me to see another world. Those girls taught me a whole lot more than I taught them."

LIKE A PHOENIX For more information about the Phoenix mentoring program and other WILL activities, please visit casl.umd.umich.edu/will.

"When students graduate from high school, they must be ready to become productive citizens. Because our society is getting more technical, they will need minimum competency in math and science. We are providing them with those skills and letting them know that there is a community outside their school that is supporting them to learn and grow." **KESHAV VARDE**

in foster care are at high risk for not completing high school," says Cameron Hosner, president and CEO of Vista Maria. "The program is designed to help develop connections, reinforce the importance of learning, develop a love of learning and help the students envision a new life. It shows the University's true commitment to the community and its willingness to work with community partners."

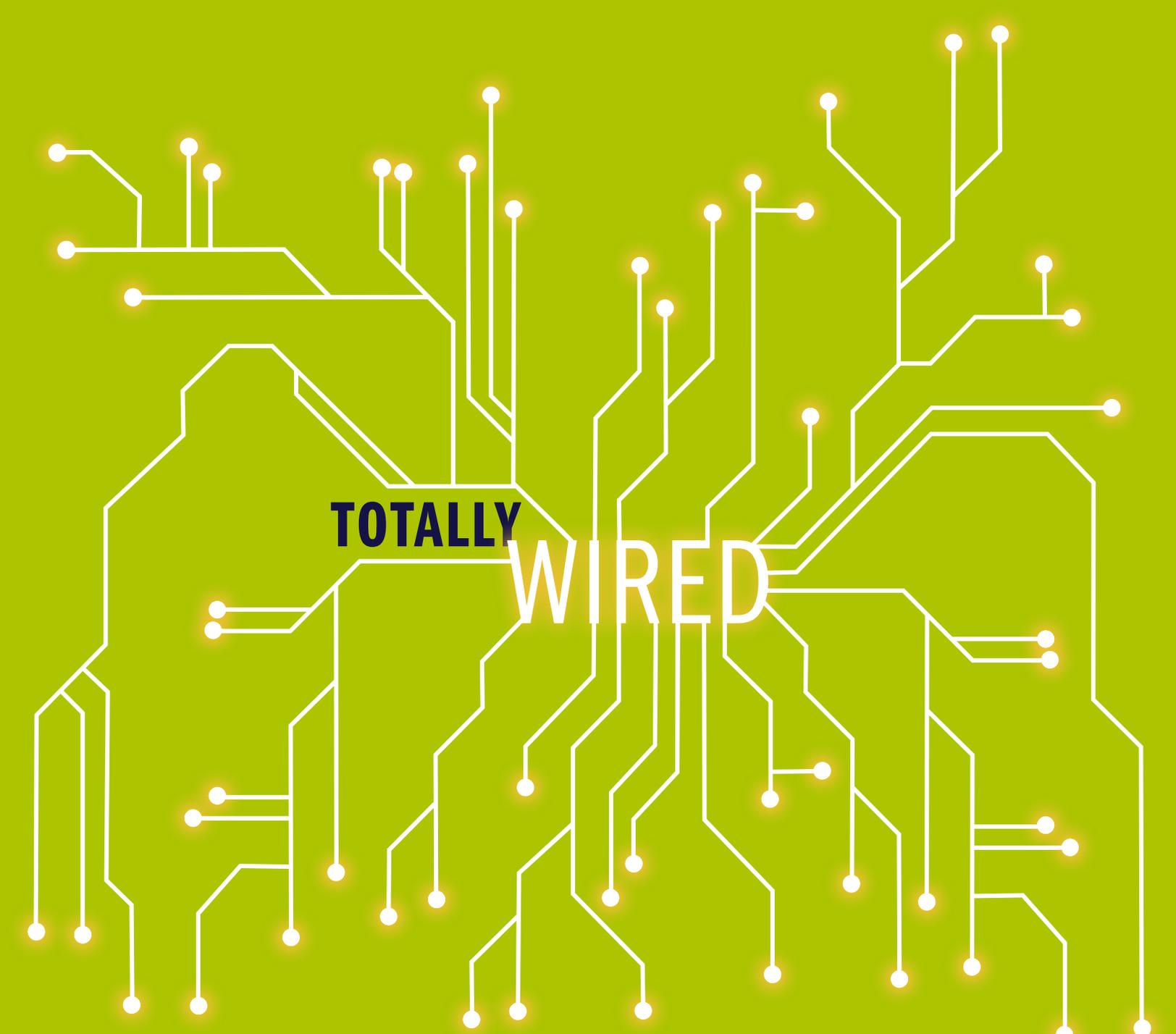
Encouraging Tomorrow's Techies

Joint efforts between the University and the community are as old as the campus and part of what makes UM-Dearborn a unique, metropolitan-focused institution, says Keshav Varde, associate dean of the College of Engineering and Computer Sciences (CECS).

For more than 20 years, CECS has been an integral partner in the Detroit Area Pre-College Engineering Program (DAPCEP), a consortium of learning institutions and corporate partners that support educational enrichment in the

important fields of science, engineering, math and technology. Through small, high-quality courses taught on campus by CECS and CASL faculty, local students in grades 7–11 participate in Saturday and summer programs. Varde estimates that UM-Dearborn alone has hosted several thousand DAPCEP students, mostly from Detroit Public Schools. The results are encouraging: More than 65 percent of DAPCEP students have graduated to some form of post-high school education.

"When students graduate from high school, they must be ready to become productive citizens," says Varde. "Because our society is getting more technical, they will need minimum competency in math, science and technology. We are providing them with those skills as well as giving them a feel about what post-high school education is like and letting them know that there is a community outside their school that is supporting them to learn and grow."



TOTALLY WIRED

HIGH-TECH CONNECTIONS IN THE CLASSROOM

DIGITAL NATIVES — that’s the label often used to describe today’s plugged-in and fully wired generation of elementary, middle and high school students.

Kids who were born in the Internet and iPod age are not only adept with the use of information technology (IT) in the classroom, they expect it, says Mesut Duran, associate professor of Technology at the School of Education (SOE). Duran has been chief investigator on two UM-Dearborn projects that integrate IT into learning.

“Kids today have great exposure to

technology at home and in their environment, and when they come to school they want something similar,” he says. “Schools and teachers are most likely ‘digital immigrants.’ That’s why we all have to work harder to find better ways to fuse high technology and learning. If we don’t, we won’t reach them.”

Hands-on Technologies

The Michigan Teachers Technology Education Network (MITTEN), launched eight years ago within the School of Education, tackled that challenge by

preparing a new generation of teachers to creatively use IT in schools throughout southeast Michigan. MITTEN brought together “learning communities” of nearly 250 UM-Dearborn students and faculty, local school teachers and student teachers. Together they designed instructional education units that integrated technology into early childhood education and the teaching of K–16 science, mathematics, language and social studies. The three-year program was funded through a federal Preparing Tomorrow’s Teachers to Use Technology (PT3) grant.



THE WAY THINGS WORK Professor Elsayed Orady leads Saturday programming with high school teachers and students. Participants learn about robotics, software systems, bioinformatics and other Web-based applications.

Though MITTEN has officially ended, the units they developed continue to influence the curriculum at 56 schools in 22 area school districts, Duran says.

The Fostering Interest in Technology project (FIT) is another three-year program for Detroit high school students. FIT students are exposed to science, technology, engineering and mathematics.

The project, sponsored by the National Science Foundation (NSF), accomplishes its goals by creating a “Community of Designers” — high-school students, K–12 teachers, undergraduate and graduate student assistants, and UM-Dearborn faculty and experts. After school, weekend and summer activities on campus emphasize hands-on learning.

Participants learn about robotics, bioinformatics, software systems and Web-based applications such as games and databases, says Elsayed Orady, professor and coordinator of the Manufacturing Engineering Program in the Industrial and Manufacturing Engineering Department.

Orady, a project co-facilitator, helped supervise the robotics lab during a recent Saturday FIT session.

“The only way to get them truly involved in science and technology is through hands-on experiences,” says Orady, who helped students move a robotic arm with state-of-the-art

software that is currently used in many industries around the world. “They are getting exposure to technology here that they probably aren’t getting in their high schools. They will be different kids and students as a result.”

A World of Possibilities

Brenda Vandercook ('02 M.S.) appreciates how quickly the IT environment has evolved, and how IT-focused programs like MITTEN and FIT can benefit students and teachers. While studying at UM-Dearborn,

she worked with a faculty member to develop a personal online option for a required class, which was unique at that time.

She’s now an assistant principal at Summit Academy, a technology-focused network of K-12 charter schools in Flat Rock and Romulus. At Summit, every student has access to technology, via desktop computers and laptops, along with wireless access to the Internet. In certain classrooms, the chalkboards have been replaced by electronic Promethean white boards that are linked to teachers’ and students’ computers. Administrators, teachers and students are able to communicate around the clock, which allows flexibility in learning and sharing.

“Technology opens up a world of possibilities that we didn’t have even 10 years ago,” she says. “Schools have to work hard to keep up with changing technology and understand what and how we need to be teaching our students; not only to make school more meaningful, but to stay ahead globally.”



PHOTO BY REBECCA COOK

THE DIGITAL NATIVES ARE RESTLESS

High Tech Tools School, where Brenda Vandercook works, has replaced some chalkboards with high-tech versions.

AFTERSchool

GIVING YOUR ALL AND GIVING BACK

[SCHOOL ties]



RELIEF PITCHER Andrea Ash ('97 B.A.) helped UM-Dearborn students organize fundraising efforts for earthquake victims. She also contributed her time and expertise as a speaker at a fundraising event and in a promotional video shown on campus.

UM-DEARBORN STUDENTS WHO WANTED TO HELP VICTIMS of this winter's earthquakes in Haiti and Chile found a special ally in Andrea Ash ('97 B.A.).

As Development director for the southeast Michigan chapter of the American Red Cross, Ash has spent the past several months managing the outpouring of local support for the earthquake victims. She's also a member of the Alumni Society Board of Governors, and helped a group of student leaders get support for their own relief efforts.

Ash mentored the students as they planned a February luncheon and informational program, which was sponsored by the campus's Red Cross Club and student government, along with several other student organizations. The event raised nearly \$1,500 for earthquake victims.

Ash's volunteer contribution to campus coincided with one of the most demanding periods of her professional life. In the weeks following the Haiti disaster, her Red Cross office handled more than 100 calls per day from

potential donors – an all-time high for the chapter. Ash's team set up corporate matching programs and co-hosted a telethon with WXYZ (Channel 7). They helped oversee dozens of local fundraising events at schools and churches. To date, the

what a relief

ANDREA ASH LEADS EFFORT TO HELP
EARTHQUAKE VICTIMS IN HAITI AND CHILE

chapter has raised \$2.8 million for Haiti relief.

"By chance, the stars aligned and I was there as the students explained their intent to do something for the American Red Cross," she says. "I was living and breathing this at work, and I knew how to help them. I was a natural fit."

Ash has been involved in the nonprofit world since graduating from CASL. She also completed a master's degree in Public Administration at DePaul University in Chicago. While in Chicago, she helped organize an alumni chapter of her UM-Dearborn sorority, Delta Phi Epsilon.

She said it wasn't a difficult decision to return to Michigan with her husband, Ally Ash ('97 B.A.), and their two small children. She has enthusiastically jumped back into the UM-Dearborn community.

In addition to the earthquake fundraiser, she has worked on the annual golf outing and homecoming celebration and has made an ongoing contribution to the Legacy scholarship. She says involvement in the Alumni Society brings "a whole network of opportunities including professional, philanthropic and social."

"Maybe it is because I am in nonprofit work, but I see that when you reach a certain point in your life it is time to invest in leaving things better than you found them," she says. "I have outstanding memories from UM-Dearborn and have always wanted to give something back to my school."

BE A LIFESAVER To donate money, time or blood to victims of disasters worldwide, visit redcross.org or call **1 (800) RED-CROSS**.



“Give what you can to make a difference.”

DICK AND LINDA DYER GREW UP IN DEARBORN. Both graduated from Dearborn Public Schools and attended UM-Dearborn.

Now retired in Amherst, New Hampshire, the couple is giving back to their alma mater by establishing the Richard and Linda Dyer Scholarship. The Scholarship will provide \$5,000 per year for four years to one 2010 Dearborn Public Schools graduate who enrolls in UM-Dearborn's College of Arts, Sciences and Letters (CASL).

“We have a strong connection with Dearborn, the high schools and CASL,” says Dick Dyer. “We wanted to give something to the community and thought a donation to the Dearborn campus would meet the greatest need.”

Dick earned a B.A. in Mathematics and a teaching certificate from UM-Dearborn in 1964, as well as an M.A. from UM-Ann Arbor. Linda earned a B.A. in English from UM-Ann Arbor in 1961. After working for three years as a children's librarian, she enrolled in UM-Dearborn and earned her teaching certificate in 1965.

The couple lived in Dearborn until

1973. Although they both taught in the public schools during the early years of their marriage (Dick in Dearborn and Linda in Livonia), each eventually followed other careers and interests — switches made possible, Dick says, by the broad-based and rich liberal arts education they got through CASL.

Dick easily moved into the business world and became fascinated by the growing field of information technology. The Dyers moved to the East Coast so Dick could pursue an IT career, eventually launching his own computer business. Linda's primary focus at that time was raising their two children, but in the early 1980s she began writing professionally, publishing both prose and poetry.

“The scholarship is very much keyed into the belief that the world changes and people have a lot of different jobs during their careers,” says Dick. “Liberal Arts programs like CASL give students a broader understanding of the world — not only an appreciation of the facts, but how to find them. That is the education that enriched both of our lives, and we want to support a young person who is interested in following a similar path.”

The Dyers have remained connected



ROAD WARRIORS Although the Dyers have moved away from Michigan, they stayed close to their roots by establishing a scholarship at UM-Dearborn.

to the maize and blue throughout the years, mostly through trips sponsored by the UM Alumni Association. But Dick says it was a recent visit to Michigan for a Mathematics and Statistics Department event that inspired them to think about what they might do to support the campus and its liberal arts program.

“It is exciting and unusual for us to have a privately funded scholarship like this,” says Diane Gulyas, director of Development for CASL. “The Dyers want to have a large impact on a single student, and they will accomplish that through this generous gift.”

The experience so far has been gratifying, Dick says. He and Linda have also used their involvement with UM-Dearborn to teach their young grandchildren about the importance of philanthropy. He beams when he talks about a granddaughter who offered to give her toys to charity because “she said she didn't need that many.”

“They are learning that it is important to give what you can to make a difference,” says Dick.

YOUR LEGACY Donations large and small can make a lasting impact on a student's life. Visit umd.umich.edu to see the many different ways to make a gift to UM-Dearborn.

CLASS notes

KEEP YOUR CLASSMATES UPDATED Exciting things happening in your life? Changed jobs? Got married? Had kids? Received an award? Send your Class Notes to legacy@umd.umich.edu or fax to **(313) 593-0540**. You can also visit our website at umd.umich.edu/alumstayconnected and fill out our form. We'd love to hear from you!

COLLEGE OF ARTS, SCIENCES AND LETTERS

NADIA BAZZY ('06 B.A.) is an educator at the Arab American National Museum in Dearborn.

MELISSA (KUPTZ) BOYD ('99 B.A.) has joined the Troy-based law firm of Wolfson Bolton PLLC as an associate.

RIMA FAKIH ('08 B.A.) was crowned Miss Michigan in September 2009. She has a degree in Economics, a minor in Business Administration and a deep commitment to community service. In her role as Miss Michigan, Rima has been an advocate for breast and ovarian cancer awareness and also serves as one of the first official pageant ambassadors for women's self-defense training — educating women on the importance of taking measures to prepare for and best protect themselves from violence. At the end of her reign, Rima plans to attend law school.

DEANNA HOLTZMAN, PH.D. ('64 B.A.), former president of the Michigan Psychoanalytic Institute, was recently elected president of the Sigmund Freud Archives — the first woman who has held the position.

MARIANNE HUFF ('87 B.A.) was chosen to lead the Allegan County Mental Health Agency. She was previously the director of advocacy for the Ability Center of Greater Toledo.



SHANELLE JACKSON ('02 B.A.) has served in the Michigan House of Representatives since 2007, and was identified in March by *Crain's Detroit Business* as one of 20 local leaders in their twenties as "people to watch." Shanelle, representing northwest Detroit, was instrumental in developing and pushing through a bill that

forged the relationships necessary to renovate and expand Cobo Hall — what the organizers deemed necessary to continue holding the North American International Auto Show in Detroit. This event brings in about \$500 million for the region each year.

KIMBERLY KEFALAS ('99 B.A.) was promoted to principal at Miller Canfield's Detroit office.

PAUL UPCHURCH ('79 B.A.) is the new president and CEO of Visit Milwaukee, the metropolitan area's visitors and convention bureau.

SUE ANN WHITSTON ('07 M.A.) presented a paper, "The Power of Graphic Art: What Drawings and Paintings Can Do Photographs Can't," at the 2009 Association of Graduate Liberal Studies Programs Conference.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

BRETT BILBREY ('82 B.S.E.E.E.) is senior manager, Technology Advancement, at Apple. He currently heads up Apple's Technology Advancement group.

JOE LARUSSA ('99 B.S.E.E.E., '03 M.S. AND M.S.E.) was named Society of Manufacturing Engineers (SME) director of membership.

GARY MEERSCHAERT ('80 B.S.) earned his master's degree in Computer Science at Wayne State University.



JANELLE NORTH ('07 B.S.E.I.S.) worked on the 2010 Ford Fusion during her time at Yazaki. The Ford Fusion won the 2010 Motor Trend Car of the Year — the equivalent of the Stanley Cup for engineers.

SCHOOL OF EDUCATION

DONNA FELDMAN, PH.D. ('99 CERT) recently completed her doctoral degree in Urban Education from Cleveland State University. Her dissertation was entitled "Writing Instruction and Standardized Reading Scores among Secondary School Students." Donna teaches at Cleveland Heights High School in Ohio.

COLLEGE OF BUSINESS

MARK CORY ('79 B.B.A.) was the keynote speaker at the 2010 Employer Recognition Breakfast on April 21. Mark is the CEO of FranNet in Detroit, which is the world's premier network of franchise consultants.

GERRY CULPEPPER ('64 B.B.A.) lent a large part of his collection of Latin American Artwork this winter to an exhibit at the Alfred Berkowitz Gallery at UM-Dearborn. The exhibit was entitled "Saints and Angels: Colonial Arts of Latin America."

MARK HOUSKA ('81 B.S.A.) was a panelist in February for the closing event of the College of Business' 1st Annual Professional Development week. Mark is the area vice president for the enterprise central area for Cisco Systems.

ALAN SCHULTZ ('81 B.B.A.) has joined the College of Business Board of Advisors. Alan is the chairman, president, and CEO of Valassis Communications in Livonia.

ERIC SUMMERS ('02 M.S.) contributed a chapter to the recently released book, *Computer Fraud Casebook: The Bytes that Bite*, a collection of stories of computer fraud.

WEDDINGS AND EVENTS



AMBER ROSE SANBORN ('02 B.S.E.M.E.) and **MIKAL WAYNE WEST ('03 B.B.A.)** were married Sept. 12, 2009.

ASHLEE BOHNING ('06 B.A.) and **DAN DEANGELES ('06 B.S.)** were married on Oct. 21, 2009.

In February 2010, **TRUMAN ('63 B.B.A.)** and **JOYCE MAXWELL; BOB ('70 B.B.A.)** and **THERESA ('72 B.A.) STOMMEL; BRYAN BECKER ('69 B.B.A.)** and Colleen Burcar, along with College of Engineering and Computer Science Professor Emeritus **GEORGE KURAJIAN** and his wife, Vicky, enjoyed dinner with College of Business Dean **KIM SCHATZEL** in Naples, Fla.

NOTABLE Amy Skehan, '99, B.A.

Part of Something Bigger



PHOTO BY RACHEL SHOMSKY

AMY SKEHAN ('99 B.A.) has been hired as director of Donor Relations and Volunteer Management at UM-Dearborn. Amy joins the team with more than 12 years experience in development and fundraising. During her career, Skehan has supported both K-12 and higher education, serving as executive director and grant writer for the Taylor School District and the Taylor School Foundation for Educational Excellence, as well as prospect researcher, grant writer and director of corporate foundation relations for Walsh College. Skehan supports alumni engagement with a special focus on volunteer and donor relations, annual giving and stewardship. Skehan currently resides in

Grosse Ile with her husband, Tony, and their two children, Christopher and Nicole.

"Although the University has grown and changed since I graduated, the campus still has the same energy that it had when I was a student. It's the kind of energy that comes from students and faculty who are building lives that matter – lives that make a difference in our community," says Skehan.

And next fall, when her son Christopher becomes a freshman here on campus, Skehan will become part of a growing trend among alumni who are proudly passing the UM-Dearborn tradition on to their children.

"I am so proud that our son made the decision to attend UM-Dearborn. As a student, I was drawn to the University because I wanted to be a part of something bigger and infinitely better than I could be on my own. Today I have a fulfilling and rewarding career that contributes to the growth and success of my community. And now I get to pass that same opportunity on to my son. I couldn't be more grateful."

MAKES LIVES MATTER To learn more about how you can make a difference as a donor or volunteer at UM-Dearborn, contact Amy at **(313) 593-5639** or askehan@umd.umich.edu.



make your **NOMINATIONS**

LOOKING FOR THE LEADERS AND BEST

Think back over your UM-Dearborn classmates – remember those people who took labs with you or stayed up all night cramming for an exam. Today, they may:

- be involved in cutting-edge research to cure a disease.
- have turned around a company.
- have helped a nonprofit meet a community need.
- have been nominated as the teacher-of-the-year in their community.

Help us recognize those alumni who are the Leaders and Best.

THE NOMINEES ... Visit umd.umich.edu/alumniawards to nominate an alumnus for special recognition. Awards will be presented on UM-Dearborn campus on the evening of Oct. 15, 2010. The deadline is Sept. 15, 2010.



FINDING FELLOW ALUMS ONLINE

UM-Dearborn has joined the social networking revolution. You can find links to all of these sites on UM-Dearborn's Alumni site at umd.umich.edu/alumstayconnected.



FACEBOOK

Log in today to find out what your classmates have been doing since they graduated. Join the University of Michigan-Dearborn Alumni group and the University of Michigan-Dearborn fanpage.



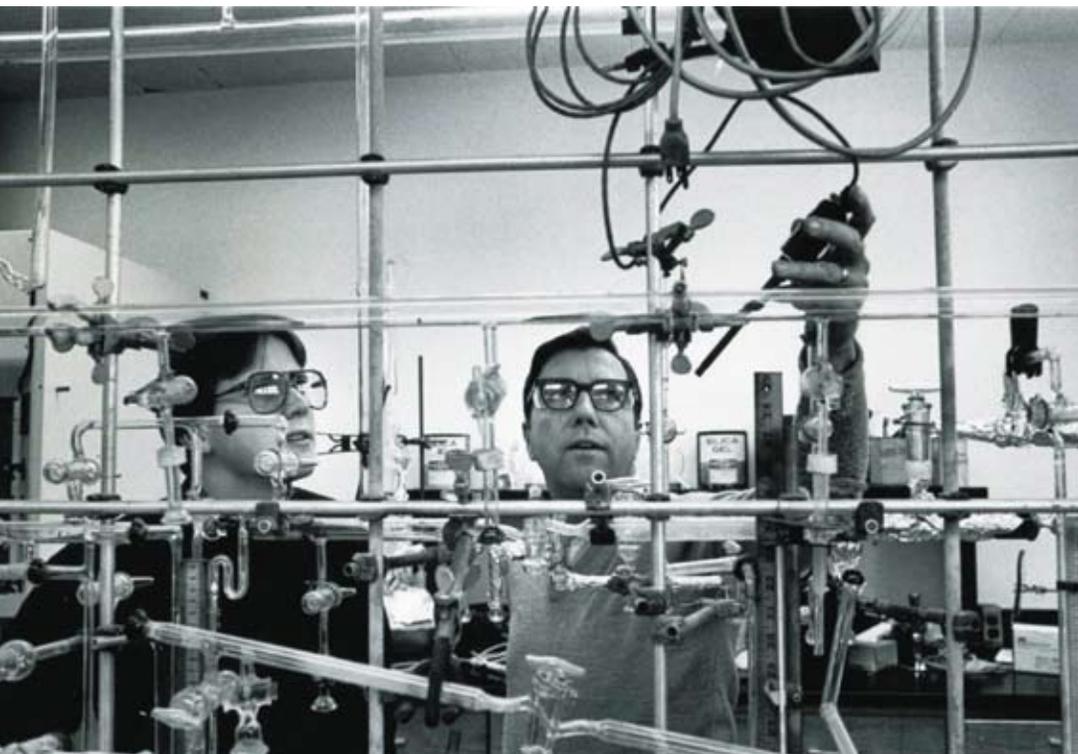
TWITTER

Keep up with campus happenings by following **UM_Dearborn** on Twitter.



LINKEDIN

Sign in on LinkedIn's site, then search for the University of Michigan-Dearborn Alumni Society group and ask to join. Learn about events and connect with other alumni.



The Right Note

ALUMNI ESTABLISH SCHOLARSHIP IN CHEMISTRY PROFESSOR'S HONOR

BARB THOMAS SCHALK, DAVE JOHNSON AND WILLY KRUSELL were among the few chemistry majors on campus in the late 1960s and early 70s. They got to know each other well and formed a special bond with Chemistry Professor Richard Potts.

Forty years later, the trio has reunited and rallied other alumni to create an endowed scholarship to honor Potts.

The Richard Potts Scholarship will be awarded beginning this spring to a promising chemistry, biochemistry or environmental science student who will take advanced chemistry courses. The scholarship was started with \$10,000 in donations from former students, co-workers and Potts family members, all collected in the past several months following a letter-writing campaign started by Schalk ('81 B.S.), Johnson ('70 B.S.) and Krusell ('70 B.S.).

Schalk, who is on the Finance staff of General Motors, says she fondly remembers Potts as a "demanding but fun" professor and advisor who honed students' analytical skills.

"We enjoyed the camaraderie of a small campus," says Schalk, who later earned an M.S.F. degree from Walsh College. "Dr. Potts was a young man, just starting out his career, and he encouraged us to experiment and explore. The thing is, you didn't just take one class with Dr. Potts, you took many. That tended to really make us connect. He made us feel like a family."

After graduating from UM-Dearborn, both Johnson and Krusell went on to the Ann Arbor campus, where Johnson earned M.S. and Ph.D. degrees in Environmental Health Sciences. Krusell

"You didn't just take one class with Dr. Potts, you took many. That tended to really make us connect. He made us feel like a family."

BARB SCHALK

CHEMICAL BONDS Richard Potts not only formed close bonds with students in and out of the classroom; he inspired many to excel in their fields.

earned an M.S. in Environmental Chemistry before going to MIT for his Ph.D. in Organic Chemistry — which was the subject of the first course he took from Potts.

"Dr. Potts was a great mentor and thorough taskmaster," says Krusell. "The lessons he taught stuck as his approach was so organized that the next subject always seemed to evolve naturally from its predecessor."

Says Johnson, "That all of us have graduate degrees says something about the quality of his guidance. I still recall the stories he told about his graduate school days. There was an intention there and the stories were part of the constant, good-natured guidance Dr. Potts provided to all of us."

Throughout the years, Potts stayed in contact with his students through a chemistry alumni newsletter, which he managed for more than 20 years.

The three alumni reunited in spring 2009, when Johnson was featured in an article about notable alumni in *Legacy* magazine. Schalk and Krusell, who had remained in touch, reconnected with Johnson, who is now the dean of Natural Sciences and Mathematics and a professor of Chemistry and Environmental Science at Ferrum College, a private liberal arts college in Virginia. Soon after, the three hatched the scholarship plan and, with the help of the CASL Development office, decided to reach out to other alumni.

Potts, who retired in 2000 and now owns and operates an award-winning tree farm with his family, says he was touched by the scholarship and the visit from his former students.

"After years of teaching and dealing with students, you never know when you hit the right note," says Potts. "They are good students and will learn anyway, but when you make that personal connection it is important to both of you. To have something like this pop up years later makes me think I must really have done something right."

the public option

BY KATHLEEN STRAUS

I RECENTLY RECEIVED A LETTER FROM A CONSTITUENT who said “Please save public education. It’s what made us a nation.”

Her pleas really moved me. Public education is being critiqued and found wanting by those who compare our students’ scores on international tests to those from other countries. And yet, I see many excellent schools in Michigan, with dedicated, caring, competent and creative teachers. Students are engaged and are learning teamwork in addition to the subject matter.

I’ve read children’s compositions that line the walls of school hallways. I’ve listened to students clearly explain their science projects (even little third graders!). I’ve admired their artwork and witnessed their theatrical productions. Great things are happening in our public schools!

Of course I know that there are also unsuccessful schools, where teachers and students face many problems. I am deeply concerned about these students and want to do everything possible to help them succeed. We must reach all of them and turn around these schools.

That is why the State Board of Education worked with Governor Jennifer Granholm and the Legislature to establish high expectations for our students. We believe all students can learn. The Legislature put into law (with a few changes) rigorous State Board-approved high school graduation requirements. This represented a major shift from each local school district setting its own graduation requirements.

We know that in the new global economy, all of Michigan’s students must have a strong pre-college curriculum — whether they choose a community college, a four-year university or some other post-secondary training. We cannot repeat it often enough: the days when young people could

leave high school and walk into well-paying automotive jobs are gone.

While the auto industry is coming back, it will be different. It will use far fewer workers to produce vehicles. Those workers will have to have at least an associate’s degree, be proficient in math and able to program and repair robots and other sophisticated equipment. It’s definitely a new world and our students must be ready for it.

We must work to make public schools highly effective so that all students graduate not only with the knowledge they need, but also with the ability to think — to tackle new jobs, adapt to new situations and solve unforeseen problems. We need schools with “crackerjack” principals, great teachers, concerned and involved parents, and motivated students. We have to build on our strengths and promote individual thinking and creativity.

I visited China recently with a group of educators. We toured schools and met with leaders in the Ministry of Education. While many in the U.S. think we should emulate China’s educational system, the Chinese leaders told us that they want to emulate us! Their main question was, “How do you teach

creativity?” Their concern was about students who were good at memorizing facts and did well on tests, but were stumped when faced with new problems.

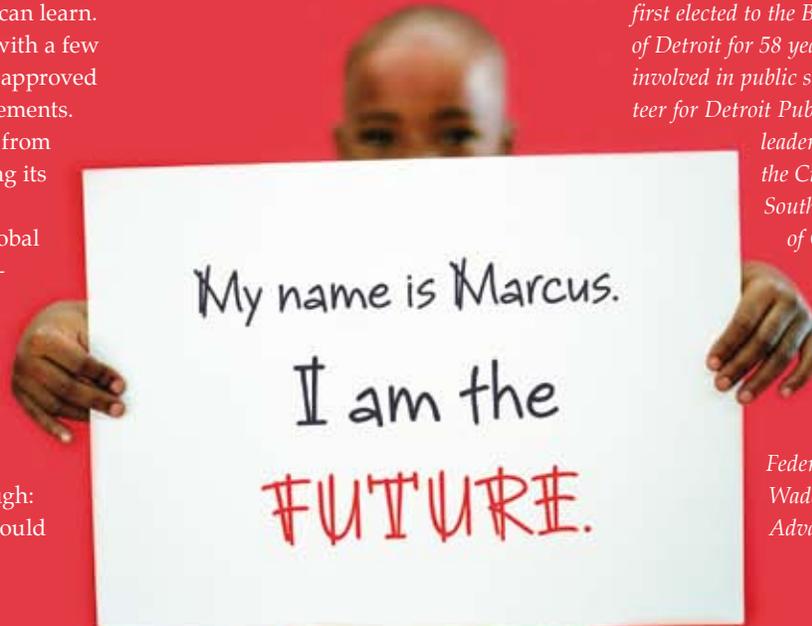
We in the U.S. should put less faith in standardized tests and more on allowing teachers and students to exercise their creativity. We need to provide a broad curriculum that encourages creative thinking and includes the arts, social studies and world languages, as well as English, math and science. We also need quality early childhood education. It is the most cost-effective investment we can make.

I am passionate about our public schools as absolutely essential to our democracy. As John F. Kennedy said, “Liberty without learning is always in peril and learning without liberty is always in vain.” Public education is also essential for the success of our economy.

Kennedy went on to say, “Education is the main-spring of our economic and social progress ... it ennobles and enriches human life.”



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Kathleen Straus is the president of the Michigan State Board of Education. She was first elected to the Board in 1992. A resident of Detroit for 58 years, Straus first became involved in public service as a parent volunteer for Detroit Public Schools. She has held leadership positions within the City of Detroit and the Southeast Michigan Council of Governments. She is a member of both the Michigan Education Hall of Fame and the Michigan Women’s Hall of Fame, and recently received the Federal Bar Association’s Wade McCree Award for Advancing Social Justice.





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domo arigato,
MISTER ROBOTO

Electrical and Computer Engineering students show off their robots — both are controlled by microprocessors and use non-contact optical sensing to navigate.

PHOTO BY RACHEL SHOMSKY