

INSIDE INSIGHT

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Faculty stars

Eleven outstanding ASU faculty members are being recognized at the highest level of the university, receiving 2008 Faculty Achievement Awards after being nominated by their deans. They inspire others with their work, both inside and outside the classroom.

This is the second year for the annual awards, which are given in two general areas: excellence in scholarly and creative activities, and excellence in teaching/instruction.

The 11 individuals, representing a wide range of disciplines, will be honored at a reception at 4 p.m., May 5, in the Carson Ballroom of Old Main. The awards will be presented by Elizabeth D. Capaldi, executive vice president and provost, with comments by ASU President Michael Crow.

"These awards were conceived as a way of celebrating the top intellectual contributions of ASU," Capaldi says. "The faculty nominations are judged by Regents' Professors in each category, indicative of the high standards associated with the awards."

This year's awardees are the following:

- Best Professional Application of Research: Ron Perry, School of Public Affairs.
- Defining Edge Research in Humanities: Ayanna Thompson, Department of English.
- Defining Edge Research in Natural Sciences/Math: Bruce Rittman, Department of Civil and Environmental Engineering.
- Defining Edge Research in Social Science: Marcus Janssen, School of Human Evolution and Social Change, and V. Kerry Smith, Department of Economics.
- Young Investigator: Cody Friesen, School of Materials, and Michael Niles, School of Social Work.
- Best Performance or Art Work: Mary Hood, School of Art.
- Excellence in Classroom Performance: Carol Schwalbe, Walter Cronkite School of Journalism and Mass Communication, and Kevin Dalton, Barrett, the Honors College.
- Excellence in Student Mentoring: Pamela Marshall, Department of Integrated Natural Sciences.

Anselin, Prescott join National Academy of Sciences

By Carol Hughes

Two ASU professors – Edward Prescott, Regents' Professor and Nobel laureate, and Luc Anselin, founding director of the School of Geographical Sciences – have been elected to the National Academy of Sciences.

They join eight other ASU faculty in the academy, a Washington, D.C.-based organization that advises the federal government on matters of science or technology.

Prescott, who joined ASU in

2003 and is the W. P. Carey Chair of Economics in the W. P. Carey School of Business, is a senior monetary adviser at the Minneapolis Federal Reserve Bank. He was awarded the 2004 Nobel Prize in economic sciences, being lauded for a lifetime



Luc Anselin



Edward Prescott

of original thinking that has addressed some of the most important longstanding questions in macroeconomics. He shared the prize with Finn Kydland.

Prescott's work on business cycles has recast the way economists think about

economic fluctuations, arguing that they represent the optimal response of the economy to various shocks. He also is known for his seminal work in policy analysis, economic development, general equilibrium theory and finance.

"I am honored to be elected to the National Academy of Science," Prescott says. "I think it is an indicator of the success that ASU economics is having. It is a pleasure to work with the students here – (See NATIONAL on page 6)

Spring commencement 2008

ASU to graduate record class of more than 8,000 May 8

By Sarah Auffret

A record 8,000 students are expected to graduate May 8 from ASU, a number that surpasses last spring by at least a thousand. The commencement ceremony at 9 a.m. in Wells Fargo Arena is expected to be a full house.

Larger enrollment and an economy that still beckons college graduates may be pushing the increase. The demand for an educated work force persists, with more employers recruiting on campus this year and a 15 percent increase in online job postings, according to Elaine Stover of ASU Career Services.

The largest-ever class of 243 nurses will graduate, along with 900 teachers, 675 engineers, 210 lawyers, 600 business undergraduates and 550 MBAs.

From the School of Design will come 390 architects, designers and urban planners. The Walter Cronkite School has educated 188 journalists, and the Herberger College of the Arts is gradu-

(See 8,000 on page 7)



INSIGHT FILE PHOTO

A record 8,000 Sun Devils are expected to graduate from ASU's spring commencement ceremony May 8 at Wells Fargo Arena.

Education leader Duderstadt to receive honorary degree

By Skip Derra

James J. Duderstadt, president emeritus at the University of Michigan and a leader in the changing landscape of higher education, will receive an honorary doctorate from ASU at the university's May 8 commencement ceremony.

Duderstadt was president of the University of Michigan from 1988 to 1996. Since he stepped down, he has focused much of his attention on the future of higher education. He is widely acknowledged for his significant contributions to science, teaching and higher education.

For example, Duderstadt founded and is director of the Millennium project at Michigan, where he has helped explore the future of higher education and how it will meet the needs of coming generations of students. The Millennium project acts as an incubation center, where new paradigms concerning the fundamental

(See DUDERSTADT on page 7)

Demographer chooses path at crossroads of climate, growth

By Nicholas Gerbis

Patricia Gober understands better than most that major shifts, in a climate or a career, are periods rife with uncertainty. The professor and former chair of ASU's Department of Geography was at the top of her game as a demographer and urban geographer when, a decade ago, she struck out to explore new intellectual terrain.

Her journey, which required crossing the rocky divide between the social and physical sciences, would one day bring her into the heart of Phoenix's struggles over explosive growth, its environmental consequences and the potential impacts of human-induced climate change.

Ten years ago, Gober was president of the Association of American Geographers, a position that required her to represent the interests of both the social and physical sciences within geography. Standing with one foot in each field got her thinking about crossing some boundaries of her own.

"It inspired me to think about the discipline more broadly," she says. "It also motivated me to see how other scientific fields operated and how they saw geography."

The late 1990s were a time of transition and expansion for the field of climate change, too. Once the province of scientists, climate change had begun to find itself increasingly in the public eye as media, political and scientific spheres col-

(See DEMOGRAPHER on page 6)



Patricia Gober



PBS's Lehrer, MacNeil earn Cronkite School honors

Jim Lehrer and Robert MacNeil, the PBS news anchor tandem who epitomized the best of thought-provoking and in-depth broadcast journalism, will be this year's recipients of the Walter Cronkite Award for Excellence in Journalism.

Cronkite and the school that bears his name – the Walter Cronkite School of Journalism and Mass Communication at ASU – will honor Lehrer and MacNeil at a Phoenix ceremony Nov. 21.

The PBS duo first teamed up

to cover the Senate Watergate hearings in 1973. Two years later, the newscast that would become "The MacNeil/Lehrer Report" was launched, and in 1983 it was expanded to "The MacNeil/Lehrer NewsHour," the first 60-minute national television evening newscast.

MacNeil, also known as Robin, stepped down from the daily newscast in 1995; Lehrer continues to anchor "The NewsHour with Jim Lehrer."

"Jim and Robin represent the kind of journalism that is too

often missing from television news," Cronkite said from his New York office. "Their brand of probing, in-depth, sophisticated and nuanced journalism stands in stark contrast to the shrill and superficial reporting sometimes found on TV today. It will be a great honor to give them our award."

The former CBS News anchor says this year's award has special significance: 2008 is the 25th year of the Cronkite Award.

The Cronkite Award luncheon

will cap a week of activities in November celebrating the Cronkite School. The school is moving from its longtime home on the Tempe campus to a new campus in downtown Phoenix, just blocks from major newspaper, TV, radio and online news outlets. Part of the festivities will be the official opening of a new \$71 million, state-of-the-art media complex Nov. 20. The school will share the new building with Eight/KAET-TV, the ASU-operated (See CRONKITE on page 7)

Special section

The humanities play a pivotal role in ASU's emergence as a New American University. Continuing with old traditions and breaking away with new ones, humanities programs and research at ASU are changing the way we approach religion, history, language, sustainability – and Shakespeare, too.

This special section highlights the transformative and transdisciplinary direction the humanities at ASU are taking in the fields of study that explore the ultimate questions and offer insight into why we do what we do.

Stone Lecture studies cities' environments, health impacts

By Chris Lambrakis

A city's built environment includes man-made structures large and small, from city sidewalks, skyscrapers and public transportation systems to neighborhood streets, parks and individual homes. But how does this type of environment affect our physical health?

Billie Giles-Corti, a professor in the School of Population Health at the University of Western Australia, and director of the Centre for the Built Environment and Health, will present "Studying the Impact of the Built Environment on Walking: Work in Progress From Perth, Western Australia" at the second William J. Stone lecture from 11 a.m. to noon, May 5, at ASU's Polytechnic campus. She will address the benefits and perils of an urban lifestyle on day-to-day life.

Giles-Corti's research focuses on the impact of urban design on health and physical activity, as well as on social ecological research. She recently won a Fulbright Senior Scholar Award, which enabled her to travel to the United States to collaborate with researchers at Stanford.

On the Fulbright Commission's Web site, she is quoted as saying, "There is a growing recognition of the link between the built environment and health, and the nexus between health and sustainability agendas. There also is an urgent need to consider the housing and urban design needs of older adults, given the aging population and the importance of active living, to protect and enhance health."

The built environment lecture is free to the public and will be presented in room 113 in the Exercise & Wellness Building at ASU's Polytechnic campus in southeast Mesa.

The Stone Lecture was initiated in 2007 to honor Stone's retirement from a 40-year career at ASU. It is an annual lecture featuring an expert in health and physical activity promotion sponsored by the Department of Exercise and Wellness.

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Memorial Union improvements add convenience

By Leah Hardesty

Every day, an average 25,000 visitors walk into the Memorial Union (MU), ASU's student union on the Tempe campus. And after more than 50 years of serving the university community in the same building, the facility is getting a makeover.

As the central hub of the Tempe campus, the MU provides services, and such things as dining, office and conference space for students, staff, faculty and visitors. The Arizona Board of Regents approved \$53 million to repair and renovate the MU after a fire in November extensively damaged the building.

The lower and first levels reopened within 60 days of the fire. While the second and third floors remain closed for further repair, ASU decided this was the right time to simultaneously implement upgrades and additions to the building.

"We felt it was a perfect opportunity to give the MU an updated look and feel, and to enhance the building's interior and exterior spaces to deepen student engagement and interaction," says Kellie Lowe, director of the MU.

All renovations to the building will take place during the summer, between the months of May and August.

Facility upgrades will greatly enhance the dining experience at the MU and improve overall access and student services. Specifically, plans call for the following:

- Creation of the Starlight Terrace and Eco-Fresh Café, which will be adjacent to each other on the second floor (formerly the Maricopa Café). It is the first sustainable dining establishment of its kind.
- Repair and upgrade the second floor ballrooms and meeting rooms, which experienced the most damage from the fire, by incorporating new décor and modern technology.
- Redesign of three existing stairwells and construction of two new stairwells to add new points of entry and exit, especially during an emergency.
- Development of the north patio, which is an elongated landscaped and shaded gathering area located between the MU and Hayden Library that will offer additional outdoor seating and student programming space.

In addition to these projects, ASU will bring the building to current fire code compliance, which includes installation of new fire prevention methods, fire detection, warning, barrier and suppression systems on the second and third floors.

"Throughout this renovation, every deci-

sion made is based on meeting the needs of our students," Lowe says. "We believe the newly modeled MU will be an area on campus that our students can enjoy and be proud of. We also did our best to build a construction schedule that would have minimal impact to our students, staff, faculty and visitors. Therefore, we're focused on finishing as quickly as possible during the summer."

During the construction phase, the university community can expect minimal noise, dust and temporary closures of walking paths, which is typical for a construction project. Pedestrian traffic will be rerouted based on construction schedules, and directional signage will be prominent. All dining and services will remain open with the exception of Cereality, which closes every summer as a normal operating procedure.

Some MU offices will be relocated during the construction, including the information desk, which has moved to the lower level near the billiards, along with the MU administration offices. For full updates on the renovation project, visit the Web site www.asu.edu/mu.

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ASU takes on major role in cutting-edge project

By Joe Kullman

Scientists know that what happens in the oceans covering 70 percent of Earth has a critical impact on environmental conditions and life across the entire planet. Still, much remains unknown about the undersea domain.

"The ocean depths are the last unexplored frontier on Earth," and a better understanding of that frontier "would revolutionize the ways humans can perceive and eventually manage their world," says John Delaney, a professor in the University of Washington School of Oceanography.

He is among leaders of one of the most ambitious endeavors to unlock deep-sea mysteries – a program supported by the National Science Foundation to develop and deploy innovative technologies designed to probe the oceans, including a project in which ASU researchers are playing a significant role.

Delaney will be at the Tempe Center for the Arts May 5 to give a free public presentation on the program. It takes place from 6:30 to 7:30 p.m., with a reception to follow.

A key partner in the effort is the Center for Ecogenomics, which is based in ASU's Bionodesign Institute and directed by Deirdre Meldrum, dean of the university's Ira A. Fulton School of Engineering.

Meldrum's center is developing sensors and other sophisticated devices to measure biological, chemical and physical aspects of the sea-floor environments at the microbial level. The sensors will make use of the high power and high bandwidth of an underwater observation system designed to provide real-time data and measurements to researchers on land.

The National Science Foundation is investing \$335 million in the overall program known as the Ocean Observatory Initiative. The part of the program on which Delaney's and Meldrum's work focuses is studying ecosystems in the depth of the Pacific Ocean across the Juan de Fuca tectonic plate off the northwestern U.S. coast.

The exploration will be enabled by an interconnected system that is to

eventually include 1,500 miles of high-powered, high-bandwidth, electro-optical cable placed on the sea floor. The cable is being equipped with sensors and aided by underwater robots and submarine laboratories.

Together these tools will form an observational network to provide, among many other things, a real-time, high-definition Internet video of what's occurring in the depths, as well as the ability to conduct experiments using the network's sensing instruments and robotics systems.

"Such developing technologies allow us to do entirely new types of studies from remote locations," Meldrum says. "Now we can do oceanography in the desert, as we will be doing at ASU."

Adds Delaney: "When this new system is connected to the Internet it will allow scientists anywhere in the world to interact with the oceans."

With the combination of advanced fiber-optic communications tools, more powerful computers for assimilating and modeling data, enhanced robotics and ecogenomic analyses all linked to the World Wide Web, "we will bring ocean exploration to laboratories, classrooms and living rooms in high-definition," he says.

Delaney says the ecogenomics work at ASU "will become a leading test-case for this next generation of technologies for remote exploration."

The Juan De Fuca Plate and the water mass that overlies it offer an active geo-ecosystem that includes volcanic eruptions, strong wave currents, tectonic plate movement and undersea "chimneys" that vent water that is up to 300 degrees Fahrenheit.

"The oceans reflect the interconnectedness of all life and all the elements that exist on Earth," Delaney says. "The environmental health of the planet can be gauged by assessing the health of the oceans' biology. The ocean environments have big impacts on climate change, on the planet's capacity for food production, on its capability to sustain human life."

For more information on the National Science Foundation Ocean Observatories Initiative, see the Web site <http://www.ooi.washington.edu>.

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Deirdre Meldrum

Elementary school welcomes founding principal

By Chris Lambrakis

University Public Schools Initiative, an affiliate of ASU, has been making significant steps toward the opening in the fall of its first school, the Polytechnic Center for Education Innovation.

UPSI has announced the appointment of Donna Bullock as principal for the new school, effective July 1.

Bullock has 17 years of experience in K-12 education. She taught in the Kyrene School District for 10 years and served as the Summer Academy Principal before moving to Christ the King Catholic School in Phoenix as principal. While there, she completed the Western Catholic Educational Association and North Central Association accreditation process for the school.

"Donna Bullock brings to our first school an understanding of the importance of working with families to meet the individual needs of the students and commitment to constant improvement in student achievement," says Larry Pieratt, executive director of UPSI.

UPSI also is working with the city of Mesa to secure special use permits for a new facility to be used as the temporary site for the Polytechnic Center of Education Innovation. The facility is located about two miles north of the Polytechnic campus and will provide a safe, clean and secure environment, with all the amenities needed to operate a school. After the first year, this space will house the UPSI network office.

"This temporary space provides a less-disruptive environment, while construction of the new school building is under way at ASU's Polytechnic campus for completion by fall 2009," Pieratt says.

Construction of the new facility, which will be located on about 24 acres

in the southwestern portion of the Polytechnic campus, is expected to begin in August. Once completed, the school will accommodate students from preschool age to 12th grade in fall 2009.

UPSI held a parent meeting May 1 at the temporary space to discuss policies, allow parents to meet Bullock, and for the parents to ask questions about the school and temporary space.

This fall, the center will welcome 234 students for K-6 classes. That's enough students to fill two sections of kindergarten and one section for each subsequent grade and there is a waiting list, Pieratt says.

"The school is organized in clusters, so grades 1-2 will be together, 3-4 and 5-6," Pieratt says. "This is a multigraded approach that groups and regroups students by ability according to skill, not necessarily content."

The curriculum will be standards-based and delivered in various formats from question-based instruction to hands-on to inquiry. Whole group, direct instruction also will be used in a limited fashion, depending on content, Pieratt says. There will be particular focus on areas of the curriculum that have been developed by university faculty in collaboration with UPSI staff, using data from the state that demonstrated areas of need statewide.

ASU faculty from nutrition, physical education, fine arts, early childhood, speech and language, science and mathematics have contributed.

"The input from ASU faculty members is an important part of what makes this school unique, and we hope to continue to work with many more," Pieratt says.

For information, contact Pieratt at (480) 727-1612.

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Middle school science instruction gets ASU boost

By Matt Crum

Students in Arizona's middle schools will benefit from improved science instruction through a Board of Regents grant awarded to ASU's College of Teacher Education and Leadership (CTEL). CTEL professors and staff are collaborating with ASU colleagues to develop online courses to broaden the knowledge base of middle school science teachers.

Three online courses are being readied to be taught in a pilot program this fall. A small group of middle school teachers will take each of the pilot classes, focusing on life science, physical science, and earth-space science. The Glendale and Isaac Elementary School Districts are working with CTEL as partners in piloting the new classes.

"Many middle school science teachers have prepared themselves by focusing on one area, such as biology," says Ray Buss, associate professor in CTEL. "Taking classes in the other content areas will expand their knowledge and confidence as they teach important science concepts in their classrooms."

Once the pilot program is complete, teachers around Arizona will be able to start taking any or all of the three online classes in the next spring semester. Undergraduate students planning to pursue teaching careers are eligible to take the classes as well.

Buss and fellow CTEL faculty member Ron Zambo collaborated on the proposal that resulted in the \$122,499 Improving Teacher Quality grant from the Arizona Board of Regents.

Other ASU faculty participants in the proj-

"This is exactly the type of collaborative effort Arizonans should expect from their public universities."

— Mari Koerner,
dean of CTEL

ect include Steven Semken from the School of Earth and Space Exploration, Gina Hupton from the New College of Interdisciplinary Arts and Sciences, and Robert J. Culbertson from the Department of Physics. All three have experience in curriculum design and delivery of instruction to K-12 teachers. Faculty and staff members who possess expertise in design and delivery of online courses also are involved.

"This is exactly the type of collaborative effort Arizonans should expect from their public universities," says Mari Koerner, dean of CTEL. "For the state to be competitive in the global marketplace, it's critically important that our children graduate from high school with a solid understanding of how to use scientific knowledge to make good decisions — not only in their everyday lives, but to prepare for careers for which they need these skills. We are bringing together faculty experts in several fields to make a positive impact on

learning in Arizona's K-12 classrooms."

Under federal guidelines and new Arizona teacher certification requirements, teachers wishing to become highly qualified to teach science in middle school grades must pass the Middle Grades General Science exam as part of the Arizona Educator Proficiency Assessments (AEPAs). The middle school science test includes questions focusing on life science, physical science, earth and space science, and the nature of science.

"We have had conversations with several school districts in the Valley about teachers who need assistance in preparing to pass the AEPAs middle school science test," Buss says. "While the numbers aren't large in any one district, overall there is a real but widely dispersed need for instruction in science content."

"Making these courses available online will benefit teachers not only in the Phoenix area but across Arizona, including rural areas where teachers might otherwise not have access to this curriculum."

Working teachers will have the option of using one or more of the online science courses as part of a Master of Education degree program in Elementary Education or Secondary Education offered through CTEL. The classes also will be available to undergraduate Elementary Education majors who are interested in becoming middle school science teachers.

For more information, contact Ray Buss at (602) 543-6343 or ray.buss@asu.edu.

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Big smiles

From left, ASU basketball standout Jeff Pendergraph, ASU President Michael Crow, ASU Foundation board of directors chairman Craig Weatherup and ASU men's basketball coach Herb Sendek share a laugh at the groundbreaking ceremony for ASU's new Weatherup Center April 29. The basketball practice facility, located on ASU land just southeast of the Bill Kajikawa Football Practice Fields, will include 49,000 square feet of indoor space and will have two full courts. The cost for the facility is \$19.5 million, of which Weatherup and his wife, Connie, have given a lead gift of \$5 million. The center is scheduled to be completed by May 1 of next year.

TOM STORY PHOTO



Conference matches students with professionals

By Chakris Kussalanant

More than 200 middle-school Native American students from Arizona will attend the Inspiring Voices Conference May 5 at ASU's Polytechnic campus. The event will provide workshops and activities for the youngsters, as well as numerous opportunities to interact with 21 local Native American professionals from different industry fields.

Students also will get a chance to conduct panel discussions with speakers and have one-on-one interviews with professionals to discuss career interests and educational options. The conference will include a lively performance by Inspiring Voices speaker and well-known reggae musician Casper Lomayesa.

The conference is the result of a pilot program created in 2006 by the Office of Public Affairs' ASU for Arizona and Americorp VISTA volunteer member Paula Stone.

The program began as a way to bring Native American middle-school children to campus for an opportunity to meet with Native American professionals. The experience was meant to serve as a way to encourage students to stay in school and pursue a college education. In 2006, the program reached 60 students.

Stone joined the ASU for Arizona team in February 2007. Her assignment was to focus on Native American youth outreach and help revamp the existing Inspiring Voices program.

Stone decided the best way to improve the program was to create authentic materials through video interviews.

"I suggested filming the life stories and career paths of local Native American role models in a variety of professional careers, in interview format, using youth as interviewers," she says. "The films would then be taken to school classrooms four times during the school year by ASU staff, along with a brief related activity to engage the youth and reinforce themes brought out in the interviews."

According to Stone, participating youths then would be invited to attend a conference at ASU to meet the speakers in person, receive mentoring, participate in career-oriented workshops, observe a speakers' panel discussion, have lunch and enjoy the campus.

Over the past year, Stone spent her time reaching out to various Native

American professionals, community leaders, school districts and ASU staff for help in shaping the new format for Inspiring Voices.

"I recruited 21 adults from the Phoenix and Tucson metropolitan areas to give filmed interviews," she says. "Many of the role models are from the science and engineering fields, and Club ASU program coordinator Lambert Yazzie was instrumental in securing the participation of these individuals. Other fields represented include education, business, government, public administration, architecture, music, art and telecommunications."

Stone also recruited six outstanding Native American youths to serve as interviewers. She was aided by ASU student videographer Alex Delgadillo.

Once the interviews were complete, Stone faced the daunting challenge of editing and completing the videos. Stone has been so committed to the project that she learned video editing — with the help of ASU's Learning Technologies Lab at the Tempe campus and its manager, Gemma Garcia — to complete the project.

"At the same time, I set out to recruit schools to implement Inspiring Voices, and secured seven schools to initiate the program — five reservation schools on the Salt River and Gila River Communities, and two urban schools with high Native American populations in the Tempe public school districts," Stone says. "I designed activities to complement the films, and implementation began with about 450 participating students in September."

Stone's goal is to complete 16 films before her Americorp VISTA extension expires in June (she has completed 14 interviews so far).

According to Stone, the filmed interviews are essential to ensuring the sustainability and continuation of Inspiring Voices in years to come.

For her relentless efforts and ability to foster such a successful outreach program, Stone was awarded the Governor's Volunteer Service Award in the National Service Category during a special ceremony April 30 at the Phoenix Art Museum.

AmeriCorps VISTA places professionals in organizations and institutions to build capacity and sustainability in anti-poverty initiatives within the United States.

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In THE NEWS

ASU experts frequently are called upon by the local and national news media to provide insight and opinion on current events and issues of public interest. Following are excerpts of recent news articles featuring ASU representatives.

Silver nanoparticles, used for years to kill bacteria and eliminate odors in socks, food containers, medical dressings and even teddy bears, might be a threat to the environment, according to new research. "People might not even be aware they are buying these things," says ASU environmental engineer **Troy Benn**. "With increased silver in wastewater, it could become so concentrated with silver that it could be classified as a hazardous waste." *Discovery*, April 9.

At a time when average Americans feel poorer because their homes are worth less and the economy's teetering on the brink of a recession, the public is focusing on compensation for companies' chief executive officers as never before. "It's outrageous for CEOs to take risks that hurt shareholders and walk away with enough to never have to work again," says **Robert Mittelstaedt**, dean of the W. P. Carey School of Business. *USA Today*, April 9.

Managers are being challenged to find ways to motivate and retain their Generation Y employees who are entering the work force, according to ASU business faculty. Millennials tend to be less interested in affiliating with a company than they are in doing work that satisfies them. "They saw their parents have allegiance to corporate America and get bamboozled in the end with layoffs, downsizing and rightsizing," says Michael Goul, information systems professor. *Phoenix Business Journal*, April 11.

Despite steadily growing revenue, Arizona's 22 Native American-owned casinos are raking in less than expected as the economy slows, according to gambling industry experts. "People have less discretionary money to spend, especially on slot machines," says ASU economics professor **Gary Anders**. Arizona casinos are being hit especially hard, because their players mostly live within driving distance. "Las Vegas can make up for some of its gambling revenue losses through its resorts and restaurants. It's both a destination and entertainment location." *East Valley Tribune*, April 15.

Arizona's average per person income grew by the smallest percentage in the United States in 2007, according to the U.S. Bureau of Economic Analysis. Most economists agree it is one of many warning signs that depict an economy singularly dependent on the ability to build and sell homes. ASU economics professor **Dennis Hoffman** says Arizona's population is not growing that fast, especially with many immigrants believed to be leaving because of the state's new employer sanctions law. *Arizona Republic*, April 6.

Some churches are expanding into niches, such as skateboard ministries, as a way to gain and retain young followers. **Charles Barfoot**, an ASU faculty associate of religious studies, says many religions are having trouble retaining their young people. "They have to do something, because they are aging congregations," Barfoot says. "The kids, in some ways, are calling the shots in where to go to church." *Arizona Republic*, April 29.

Breaking news coverage of fatal helicopter crash garners Best of Gannett award

Nation's largest newspaper company honors Cronkite students

The multimedia news coverage produced by five students from ASU's Walter Cronkite School of Journalism and Mass Communication has been nationally recognized by the nation's largest newspaper company.

Cronkite students Becky Bartkowski, Kelsey Hazlewood, Jay Jenkins, Jennifer Kitson and Tiffany Tchong were part of the award-winning team from the *Arizona Republic* and *azcentral.com* that won first place in this year's Best of Gannett award for breaking news coverage.

Gannett's Phoenix-based daily newspaper and Web site were recognized for coverage of the July 27 crash of two TV news helicopters that killed four. The helicopters were tracking a police pursuit of a car-theft suspect when they crashed over a Phoenix park. Coverage included dozens of updates, eyewitness accounts, biographies of the pilots and journalists who were killed, slideshows of eyewitness accounts and video by *Republic* staffers and members of the paper's sister television station, KPNX Channel 12.

Tchong and Jenkins were interns at *azcentral.com* at the time; the remainder of the students were members of an innovative multimedia reporting program offered through the Cronkite School, in which students report breaking

"There is no doubt the students played important roles in an effort that involved reporters from the (Arizona) Republic, La Voz, azcentral.com and KPNX."

—Aric Johnson,
the Cronkite School's editor-in-residence

news for the *Republic* and *azcentral.com*.

"There is no doubt the students played important roles in an effort that involved reporters from the *Republic*, *La Voz*, *azcentral.com* and KPNX," says Aric Johnson, the Cronkite School's *Arizona Republic* editor-in-residence, who directs the

multimedia reporting class.

When the news broke, Bartkowski headed to the crash site to call in updates for the main story, Johnson says.

She also had a lead byline on a story about possible murder charges against the driver of the car that police and the news helicopters were

chasing when the crash occurred.

Kitson tracked down the tail number of the Channel 3 helicopter; Hazlewood worked to get comments from the two television stations whose employees were involved in the crash; Jenkins contacted businesses near the crash site; and Tchong gathered background information and wrote a sidebar about the history of the park that was strewn with wreckage after the crash, Johnson says.

In announcing the award, the judges had these comments: "This was top-drawer work. Minutes after it happened, the story was on the *azcentral.com* Web site. Photos and videos were exceptionally strong. This was excellent breaking news coverage."

Forty-five newspapers and eight individuals were recognized in the contest. The *Republic* award was given in Division I, which includes Gannett's metropolitan and large-community newspapers.



Events are free, unless otherwise noted. Items in the "Exhibitions" section run at exhibit opening and on the first of each month only. Building abbreviations are listed according to the official ASU phone directory. Send information to Judith Smith at jps@asu.edu or fax (480) 965-2159. For information about ASU events, visit the Web at <http://events.asu.edu>.

Lectures

■ Tuesday, May 6

"Who's Afraid of Marie Curie? The Challenges Facing Women in Science and Technology," 5-6:30 p.m., Life Sciences Center (LS) C-wing, room 488. Linley Erin Hall, author of "Who's Afraid of Marie Curie?" will discuss factors that have influenced women's advancement in science, engineering, technology, mathematics and medicine, and sign copies of her book. Sponsored by the Association for Women in Science, Central Arizona Chapter. R.S.V.P.: margaret.coulombe@asu.edu or (480) 727-8934.

■ Wednesday, May 7

"Notch Signaling and Gonadogenesis," 11:45 a.m.-1 p.m., College of Medicine-Phoenix, Bldg 2, room 2206, 550 E. Van Buren, Phoenix. Speaker: Jeanne Wilson-Rawls. Sponsored by School of Life Sciences and College of Medicine-Phoenix. R.S.V.P.: (602) 827-2102 or bmsd-ept@email.arizona.edu.

"Looking for Loss in All the Wrong Places," noon-1 p.m., Mercado, ASU at the Downtown Phoenix campus, 502 E. Monroe St. Speaker: award-winning author and speaker Bronwyn Marmo. R.S.V.P.: ASUlectures@asu.edu or (602) 496-1000.

■ Friday, May 9

"Administrative Reform and European Union Integration: Examining the Role of New Public Management in the Republic of Montenegro," 4-5 p.m., University Center, room 822A, Downtown Phoenix campus. Speaker: Larry D. Terry II, School of Public Affairs. Sponsored by School of Public Affairs. Information: (602) 496-0409.

■ Tuesday, May 13

"Get Ready for Love," noon-1 p.m., Mercado, ASU at the Downtown Phoenix campus, 502 E. Monroe St. Speaker: life coach, writer and speaker Faith Boninger. R.S.V.P.: ASUlectures@asu.edu or (602) 496-1000.

■ Wednesday, May 14

"Maybe It's NOT ADD/HD: Things to Consider BEFORE Medicating Your Children (or Yourself)," noon-1 p.m., Mercado, ASU at the Downtown Phoenix campus, 502 E. Monroe St. Speaker: personal growth expert George Gillas. R.S.V.P.: ASUlectures@asu.edu or (602) 496-1000.

Conferences

■ Monday, May 12

"Services Leadership Practicum," various times and

locations, W. P. Carey School of Business. A simulation event that provides hands-on experience in creating and executing a comprehensive strategy for managing all aspects of a service business. Continues through May 15. Presented by the Center for Services Leadership. Information: (480) 965-6274 or wpcarey.asu.edu/practicum.

Miscellaneous

■ Monday, May 5

Technology Training Program Microsoft Access 2007 New Features, 8:30 a.m.-noon, University Services Building (USB) room 1502. Sponsored by the Office of Human Resources. Information and registration: www.asu.edu/hr/training/tech.

CLTE Collaboratory, 9 a.m.-4 p.m., Discovery Hall room 212 (formerly AG). A drop-in service to address teaching issues facing instructors. Sponsored by the Center for Learning and Teaching Excellence. Continues 9 a.m.-4 p.m. through Friday. Information: <http://clte.asu.edu>.

■ Wednesday, May 7

Technology Training Program Microsoft Excel 2007 Level 1, 8:30 a.m.-4:30 p.m., USB room 1502. Sponsored by the Office of Human Resources. Information and registration: www.asu.edu/hr/training/tech.

Roundtable Discussion: Cost Sharing, 9-10 a.m., Centerpoint (CTRPT) room 310B. Sponsored by the Office for Research and Sponsored Projects Administration. Information: (480) 727-0765.

■ Thursday, May 8

Technology Training Program Microsoft Outlook 2003 Level 1, 8:30 a.m.-4:30 p.m., Classroom Laboratory/Computer Classroom Building (CLCC) room 204, West campus. Sponsored by the Office of Human Resources. Information and registration: www.asu.edu/hr/training/tech.

■ Friday, May 9

Technology Training Program Microsoft Excel 2003 Level 2, 8:30 a.m.-4:30 p.m., USB room 1502. Sponsored by the Office of Human Resources. Information and registration: www.asu.edu/hr/training/tech.

■ Sunday, May 11

Mother's Day Brunch, 10 a.m.-2 p.m., University Club. Cost: \$32 per person (\$16 per child 12 and younger). R.S.V.P.: (480) 965-0702.

■ Monday, May 12

Technology Training Program Microsoft Access 2003 Level 1, 8:30 a.m.-4:30 p.m., USB room 1502. Continues May 19. Sponsored by the Office of Human Resources. Information and registration: www.asu.edu/hr/training/tech.

■ Wednesday, May 14

Roundtable Discussion: Account Activations, 9-10 a.m., CTRPT room 310B. Sponsored by Office for Research and Sponsored Projects Administration. Information: (480) 727-0765.

May Mixer, 5-7 p.m., Student Services Building (SSV) Patio. Sponsored by Career Services. Information: (480) 965-2350.

■ Friday, May 16

Decision Theater Tour, 3-4 p.m., Decision Theater,

Brickyard Orchidhouse (BYOH) room 126A. Information: Michele.nobles@asu.edu.

Locating Funding, 3-4 p.m., Computing Commons (CPCOM) room 107. A hands-on workshop to introduce faculty and staff to the basics of locating funding from government, foundation and commercial sponsors. Sponsored by Office for Research and Sponsored Projects Administration. Information: (480) 727-0765 or ORSPA-Training@asu.edu.

Entertainment

■ Friday, May 2

"Kokoon," 7-11 p.m., Chocolate Factory, 1105 NW Grand Ave., Phoenix. A collaborative, performative experience among ASU Herberger College Dance, the Chocolate Factory and Taliesin West, designed by the students and faculty of Taliesin West, and interacted within and on by the students of ASU Herberger College Dance. Several vignettes and dance performances lead participants through a progressive flight of fantasy and innovation. Kokoon is a special project of the ASU Herberger College of the Arts Office of Community Engagement. Information and R.S.V.P.: (480) 965-7144 or joe.baker@asu.edu.

Exhibitions

Archives, Luhrs Gallery—8 a.m.-5 p.m., Monday-Friday. Hayden Library, fourth floor. Information: (480) 965-3145.

Through May 8, "Arizona's Favorite Pastime." Spring training is a big event in Arizona, but baseball is not new to the state. This exhibit looks at baseball in Arizona from territorial times through today, from sandlot games through spring training. The exhibit includes images, documents, ephemera and artifacts related to men's and women's baseball in Arizona from the 1890s to 2007, from the careers of Flame Delhi through Dustin Pedroia.

Art Café, Memorial Union—7 a.m.-9 p.m., Monday-Thursday; 7 a.m.-3 p.m., Friday; 8 a.m.-3 p.m., Saturday; 4-8 p.m., Sunday. Information: (480) 965-9600.

Through May 7, "Perspectives in Black & White." This exhibit is a collection of photographs by Erica Velasco, whose passion for photography began when she was in high school. Her other passion is travel, and the photographs reflect this interest. The collection includes landscapes, flora and architecture.

ASU Art Museum, Nelson Fine Arts Center—Regular hours: 11 a.m.-9 p.m., Tuesday; 11 a.m.-5 p.m., Wednesday-Saturday; 1-5 p.m., Sunday. Summer hours: 10 a.m.-5 p.m., Tuesday-Saturday. Information: (480) 965-2787.

Through May 18, "Josh Greene: Some Parts Might Be Greater Than the Whole." Greene, a San Francisco-based artist, is the second artist-in-residence for the social studies initiative of the ASU Art Museum, an exhibition series in which the museum turns over a complete gallery to an artist to explore their social interactive approach. In this exhibition, a curator and his office have become part of the art.

Mother-daughter duo puts final touches on college experience

By Chris Lambrakis

Is it possible for a mother of four to be her oldest daughter's college classmate – and keep their relationship a secret? For Ana and Jennifer Ramirez, the answer is a resounding no.

But they tried.

Both are graduating May 8 as teachers from the School of Educational Innovation and Teacher Preparation at ASU's Polytechnic campus.

When they first set out at Mesa Community College, they wanted to keep their relationship hidden from their classmates. That worked for about two weeks, before daughter Jennifer let it slip during a lab session.

"We were in a biology lab dissecting a frog together and Jennifer says, 'Mom, that's not how you do it!'" Ana says. "All of our classmates turned and gaped at us, thinking, 'How is it possible that two people we thought were either dorm mates or sisters could possibly be a mother-and-daughter team?'"

Attending school together admittedly was awkward at first, but it provided them a support system that most students never experience.

"We were able to pool our resources and save costs on books and gas, plus we were able to



TOM STORY PHOTO

Jennifer Ramirez, left, and her mother, Ana Ramirez, will graduate May 8 as teachers from the School of Educational Innovation and Teacher Preparation at ASU's Polytechnic campus.

study together and offer the other encouragement throughout the process," Jennifer says.

Each started their pursuit for their bachelor's in education degrees for different reasons. Ana

was working as a full-time teacher's aide at Jefferson Elementary School in Mesa. Once No Child Left Behind was signed into law, it required her to seek a two-year degree to keep her job as a paraprofessional.

"I had my reservations and trepidations about going to school, let alone going to the same school that my daughter was attending," says Ana, who also is the recipient of a Rodel Promising Student Teacher Scholarship.

For Jennifer, she wanted to start on her college degree once she graduated from high school so she could become a teacher.

While their circumstances were different, they both agree they chose to pursue education for the same reason.

"For us, education is one of the most important tools in the quest for a better society," both mother and daughter say. "As teachers, we know that the most important objective of education is to help students pursue their desires to learn and reach their potential."

The duo may have taken all of their classes together at ASU, but they did separate for their student teaching experiences. This spring, Ana completed her field experience in a third-grade class at Eisenhower Elementary School. Jennifer finished hers with a

fifth-grade classroom at Jefferson Elementary School.

They also plan to go their (somewhat) separate ways as teachers.

"We are going to work for different schools in the fall," Ana says.

"However, they will be in the Mesa School District," Jennifer adds.

Their advice to others who are thinking about going to school is to persevere, face the challenge with a deep determination and always keep your aspirations alive.

"It was all very exciting and overwhelming in a lot of ways, but no matter what circumstances crossed our path while being classmates, we stayed together and always kept our minds and hearts open," Ana says.

The team plans to attend ASU's spring commencement, which will take place at 9 a.m., May 8, at Wells Fargo Arena. The School of Educational Innovation and Teacher Preparation's convocation ceremony for its graduates will begin at 9 a.m., May 9, at Grady Gammage Auditorium, while the Hispanic Convocation is at 5 p.m., May 10, at Wells Fargo Arena.

Lambrakis, with Public Affairs at the Polytechnic campus, can be reached at (480) 727-1173 or lambrakis@asu.edu.

Human Services graduate Ventola takes social work knowledge overseas to Sudan

By Steve Des Georges

Kristen Ventola is embarking on a career path that will take her to Africa in July and could later lead to anywhere in the world, doing almost anything and everything.

And that's just the way she wants it.

The ASU student, who will receive her master's degree in social work from the College of Human Services, already has made a three-year commitment to serve as a peace and advocacy program officer for the Sudan Council of Churches beginning in July.

"What I like most about social work is you have the opportunity to plant seeds, but you don't know where it will take you or what's coming your way; it can change from day to day, and that's what makes it interesting," she says, adding in reference to the far-flung commitment, "I've always had a passion for travel."

She will be sponsored by the Mennonite Central Committee, a relief, development and peace agency of the North American Mennonite and Brethren in Christ churches.

Her journey from the West campus – where she earned her bachelor's in psychology in 2004 – will begin in Khartoum, the capital city of Africa's largest country.

"I can do social work anywhere," she says. "There are always opportunities to advocate for the oppressed; opportunities exist right here (in Arizona) at the border. Going to Sudan for three years is an opportunity for me to learn and gain a better understanding, to be a part of an overall community, and to get a better glimpse of a culture."

Ventola, who moved to the Valley from Buffalo, N.Y., and graduated from Ironwood High School in Glendale, is no stranger to getting her hands dirty for the benefit of those less fortunate. Her résumé includes social work for Christian Peacemaker Teams in Israel last summer, as well as her master's internship with No More Deaths in Phoenix and along the Arizona-Mexico border near Douglas and Agua Prieta. The fact her next stop is a war-torn country that continues to generate headlines for man's inhumanity to man is of little concern, she says.

"In many cases, people's perceptions of those who live in these embattled areas are that they are either crazy or they are brave," says Ventola, whose work with No More Deaths includes faith outreach and helping others become involved in supporting what she calls a more just way of life. "But those who are living it don't see it that way."

"You can die driving to work or crossing the street. This is about relationship-building as a professional social worker. If you can't do this wherever you are or wherever it is needed, you can't help make change effectively. I don't feel like I can learn everything in a few weeks; you need a better understanding – and, as much as possible, to be a part of the community."

The Sudan Council of Churches includes six churches in the southern part of the country and has acted as a facilitator to peace negotiations during the second Sudanese civil war. The organization also gained recognition for negotiating an end to inter-ethnic fighting among Nuer – one of the largest ethnic groups in East Africa – in 1999.

Ventola will be based in an apartment in Khartoum, a city of more than 2 million people located at the confluence of the Blue Nile and White Nile rivers. She will



Kristen Ventola, who is receiving her master's degree in social work from ASU's College of Human Services, already has made a three-year commitment to serve as a peace and advocacy program officer for the Sudan Council of Churches beginning in July.

travel through different areas of Sudan for "weeks on end," staying with families and living in tribal and clan settings, while working to bring Christian and Muslim factions together through communication and advocacy.

"Peace and reconciliation; this is part of my hope," says Ventola in reference to her July 18 departure, which will take her 8,300 miles from her home in Surprise. "This is the kind of social work that tends to encompass everything, and I like it because I won't be doing the same thing day in and day out. There is a wide array of things I can do."

"It starts with being open to communication and dialogue. You have to be willing to listen to get to the root of why conflict is occurring. It can take a long time, but you plant seeds along the way and bring the issues onto the radar screen."

Cynthia Lietz, an assistant professor of social work in ASU's College of Human Services, has instructed and mentored Ventola in four classes over three years at the West campus. She says Ventola exemplifies the type of person the social work department seeks to recruit.

"Kristen demonstrates a commitment to advocating for underserved and underprivileged populations, while maintaining a high level of integrity," says Lietz, who earned her doctorate from ASU's College of Social Work in 2004. "Her commitment has been unwavering throughout her time in our social work program. She is compassionate and is well-informed about the issues that face our nation and the world."

As she prepares for her upcoming service, Ventola is studying Arabic.

"Ultimately, learning Arabic may lead me in another direction or open doors for me in the future," she says. "Whether it is in the United States or overseas, social work is what I have in my heart. The options for practicing international social work are boundless."

For Kristen Ventola, someone whose passion for social work and travel knows no bounds, this is a good thing.

Des Georges, with Public Affairs at the West campus, can be reached at (602) 543-5220 or stephen.desgeorges@asu.edu.

Outstanding seniors to receive accolades at commencement

By Sarah Auffret

Twenty ASU graduating students will receive Outstanding Graduate awards from the ASU Alumni Association at commencement May 8, having been selected for special honor by their individual colleges. They combine high academic achievement with leadership and service.

Honorees are Megan McGinnity, majoring in political science and economics, Barrett, the Honors College; Michael Corinne Illies, design management, College of Design; Karen Ramirez, recreation and tourism, College of Human Services; Lisa Danley, international studies, College of Liberal Arts & Sciences; Zoe Coleman, nursing, College of Nursing & Healthcare Innovation; Ian Hagerman, public policy, College of Public Programs; Hannah Walters, special education, College of Teacher Education & Leadership; Shruthi Sadananda, electrical systems engineering technology, College of Technology and Innovation; Harper Piver, dance, Herberger College of the Arts.

Others are Allison Engstrom, materials science and engineering, Ira A. Fulton School of Engineering; Jenna Waldrop, secondary education, Mary Lou Fulton College of Education; Osman Hussein, agribusiness, Morrison School of Management and Agribusiness; Mitchell Bartholomew, psychology, New College of Interdisciplinary Arts & Sciences; Chelsea Durkin, law, Sandra Day O'Connor College of Law; Teresa Araas, exercise, nutrition and wellness, School of Applied Arts and Sciences; David Cooper, accountancy, School of Global Management & Leadership.

They also include Crystal Pirio, elementary education, School of Educational Innovation and Teacher Preparation; Michael Olive, history and anthropology, School of Letters & Sciences; Omar Badri, economics, W.P. Carey School of Business; and Lauren Hengl, journalism, Walter Cronkite School of Journalism and Mass Communication.

In addition, 34 seniors are receiving Moeur Awards from the ASU Alumni Association, for achieving 4.0 grade-point averages and having completed all their classwork at ASU.

They are James Barfoot, majoring in chemical engineering; Robin Bariel, theater design and production; Sarah Becker, communication; Connie Burdis, supply chain management; Lara Carlson, elementary education; Thomas Cerchie, journalism and mass communication; Chad Chapman, management and history; Andrew Coronado, psychology; Ann Donnelly, interior design; Joseph Eschrich, film and media studies; Patrick Finn, accountancy; Michelle Heap, philosophy.

Others are Lindsey Hilmer, management and marketing; Kelly Layton, bioengineering; Ryan Lepic, English and German; Jennifer Little, marketing; Katelin Loring, management; Rebecca Martin, biology; Danielle Meritet, biology; Adam Milnor, recreation management; Valerie Montoya, urban planning; Katie Mordarski, orchestral performance; Rebecca Munger, nursing; Ruben Ponce Wong, bioengineering; Joel Rosenthal, English literature.

They also include Charles Sales, bioengineering; Patrick Schaefer, journalism and mass communication; Christopher Schulman, accountancy; Deborah Siegel, communication and Japanese; Rebecca Stever, biology; Lydia Tolman, mathematics; Sarah Washburn, biology; Amanda Willim, special education; and Emily Wirth, speech and hearing science.

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National Academy of Sciences adds Anselin, Prescott to membership list

(Continued from page 1)

including not only the graduate students, but the honors undergraduates I teach as well. I owe my election to my students whom I have learned so much from, and to a number of collaborators."

Anselin, who joined ASU last July, is one of the principal developers of the field of spatial econometrics. He is best known for his book "Spatial Econometrics," in addition to his development of the applications SpaceStat and GeoDa.

Anselin also serves as director of the GeoDa Center for Geospatial Analysis and Computation, a new research unit in ASU's College of Liberal Arts and Sciences devoted to the development, implementation and application of state-of-the-art methods of geospatial analysis to policy issues in the social and environmental sciences.

"I think this is fantastic, and an important recognition of the contribution of spatial thinking and spatial analysis to science," Anselin says. "It also means that the School of Geographical Sciences becomes one of the very few geography units in the United States where there are two members of NAS among the faculty."

NAS member Billie Lee Turner, a national leader in sustainability science, recently joined ASU as the Gilbert F. White Chair in Environment and Society in the School of Geographical Sciences.

"On behalf of the entire ASU community I congratulate professors Luc Anselin and Ed Prescott on this greatly deserved honor," says ASU President Michael Crow. "The scholarship of ASU's faculty and students has been repeatedly recognized by honors,

awards, fellowships and grants. Election to the National Academy of Sciences is one of the greatest distinctions that any scholar can achieve."

Prescott and Anselin are among 72 new members who were elected April 29 to the National Academy of Sciences in recognition of their distinguished and continuing achievements in original research. Those new members bring the total number of members to 2,041.

Other ASU faculty members who are NAS members include Charles Arntzen, Jane Buikstra, Roy Curtiss, Bert Hoelldobler, Elinor Ostrom, John Rowell and V. Kerry Smith.

Hughes, with the College of Liberal Arts and Sciences, can be reached at (480) 965-6375 or carol.hughes@asu.edu.

Demographer Gober chooses career path at crossroads of climate, growth

(Continued from page 1)

lided over the controversy.

Interest had been on the rise since the 1980s, when carbon data collection began in earnest. The resulting groundswell brought about the formation of the Intergovernmental Panel on Climate Change (IPCC) in 1988 and the 1992 adoption of United Nations Framework Convention on Climate Change, culminating in 1997 with the Kyoto Protocol.

By the turn of the century, though, efforts to convert conclusions into policy were losing traction, mired in politics and a basic lack of cross-disciplinary comprehension.

Tackling human-induced climate change requires understanding how humans influence their environment and vice versa; but social scientists and physical scientists have traditionally kept to their own camps. If climate and policy were ever to come together productively, someone was going to have to unite both camps in a common cause. Beyond mere expertise, what was required was someone with enough prestige to gamble their reputation on entering an arena that would assuredly paint a bull's-eye on their back – and the intestinal fortitude to take the risk.

"I had nothing to lose," Gober says. "I was a full professor and well-established in my career. I thought that I should spend the chips that I had earned."

One of Gober's first forays into the world of environmental science was her participation in the Central Arizona – Phoenix Long-Term Ecological Research (CAP-LTER) in 1998. Funded by the National Science Foundation (NSF), the Phoenix LTER stands out among its 24 sister programs nationwide in that it focuses on human modification of an arid ecosystem. Additionally, thanks to Gober's influence, it is also one of just two LTER sites that expressly delves into the

ecology of urban systems.

Her feet firmly on the interdisciplinary path, Gober began to see other opportunities to expand the public's understanding of urban ecology. Inspired by her work at CAP-LTER and her careerlong study of Phoenix, she began offering a class on the city's environmental history and geography, and conducted research for a book on the same topic. Published in 2006, "Metropolitan Phoenix" examined the historical geography of the city against the background of its relationship with water. This link between people and resources – how we affect our environment and how we can adjust to changes in it – also inspired Gober to establish the Decision Center for a Desert City.

It was the right idea at the right time.

Despite growing scientific data regarding the roots and ramifications of climate change and variability, there was mounting concern in policy circles that no one was sure what to do about it. Global and local climates are exceedingly complex systems, and simulations can only provide a range of likely outcomes, not a definitive answer. This uncertainty made traditional policy-making difficult at best.

Seeking to combat this growing inertia, the NSF established its Decision Making Under Uncertainty Initiative in 2003 to fund the development of new strategies.

It was, for Gober, the final piece of the puzzle. "Twenty-four billion dollars had been spent on climate change research, but our nation was unable to translate results into public policy," she says. "So here I sat in Phoenix in the midst of what was then an eight-year drought. We are growing like gangbusters, and there is serious discussion of the climate warming and drying the watersheds that supply us with our sustainable supplies. Clearly, something needed to be done."

Gober, along with Chuck Redman (now di-

rector of the ASU's School of Sustainability), received \$7 million from the NSF to establish the Decision Center for a Desert City (DCDC). Although she knew little about water management, Gober knew plenty about population growth, urban land use patterns and climate, and Redman – along with what was then the Center for Environmental Studies – added the missing interdisciplinary pieces and administrative infrastructure.

Establishing DCDC meant Gober had to dive headfirst into a new community, working extensively with municipal water managers and policymakers. According to Gober, the interface between scientists and policymakers is a "negotiated space," in which both sides have to learn to overcome their preconceptions. She found that policy-makers were less concerned with climate change per se, which they felt was beyond their control, and more concerned with generating flexible scenarios for dealing with whatever situations might arise.

Although initially bumpy, the relationship has begun to gel over the past three years. While gaining her "hard-won credibility" with Phoenix water managers, Gober has been impressed with their extensive knowledge of the Valley's 100 years of water variability data, as well as their skill in managing the shifting water needs of their communities. She sees an urgent need, however, for them to amend their thinking about water management under a changing climate.

"They accept the uncertainty of the past, but they haven't accepted that the levels and patterns of that uncertainty will shift in the future," Gober says. "That's the policy-relevant aspect of climate change."

DCDC has made headway, however. Building upon a solid base of climate, water-resource management and decision-making research, the center has forged a number of

collaborative relationships across disciplines. It also has earned a seat at the table with key decision-makers in municipal water management, which has given them a vital means by which to inject raw data into the discussion and to inform manager's decisions.

One way DCDC contributes to decision-making is via WaterSim, an interactive computer model that simulates water consumption and availability in central Arizona. WaterSim allows users to adjust a number of settings and inputs to simulate scenarios such as sustained drought, higher temperatures, projected population growth and groundwater deficits.

But it's more than a computer model. It's a means for scientists and policymakers to collaborate. It is forward motion.

"For better or worse, we've put ourselves out there on what could be the cusp of fundamental change," Gober says.

Crossing divides, particularly in the sometimes regimented, silo-dominated world of academe, is a risky move and full of uncertainty. When it comes to making decisions for a desert city facing ongoing drought and future climate change, having someone acquainted with uncertainty might not be a bad thing. Regardless, a thriving desert city requires fruitful exchanges between scientists and policymakers, and such relationships require people who understand the human and geographic forces that shape our urban landscape. That's what Gober does best.

"I liken the journey of the past 10 years as being in the right place at the right time," Gober says. "Changes in the nature of science funding and ASU's commitment to social embeddedness and interdisciplinary collaboration aligned almost perfectly where I wanted to go – integrated and policy-oriented work about Phoenix."

Gerbis, with Media Relations, can be reached at (480) 965-9690 or ngerbis@asu.edu.

In BRIEF

Participants sought for stress-reduction study

Kathy Matt, who runs ASU's Stress and Neuroendocrine Research Lab, is conducting a stress-reduction study using the "Emwave Personal Stress Reliever" and needs participants.

Matt is looking for participants who feel that stress is causing changes in their bodies, such as headaches or sleep problems.

ASU employees who are experiencing feelings of job-related stress may be eligible to participate.

The study participants need to be non-smokers ages 30-65, with no heart problems, high blood pressure or depression.

The stress symptoms can include headaches, sleep disturbances, upset stomach, difficulty concentrating, a short temper, or other symptoms that may be related to stress felt at work.

For more information, visit the Web site www.asu.edu/class/snrl or call Ginger Hook at (480) 965-3986.

ASU Bookstores slates textbook buybacks

As a service to the university community, the ASU Bookstores will be buying back textbooks at the following times:

Tempe campus

- May 2: 7:30 a.m. to 5 p.m.
- May 3: 10 a.m. to 4 p.m.
- May 5-8 7:30 a.m. to 6:30 p.m.
- May 9: 7:30 a.m. to 5 p.m.

Memorial Union and Hassayampa locations

- May 1-2: 9 a.m. to 4 p.m.
- May 5-7: 9 a.m. to 4 p.m.

Palo Verde East and Maui Wovi locations

- May 1-2: 8:30 a.m. to 4:30 p.m.
- May 5-7: 8:30 a.m. to 4:30 p.m.

West campus

- May 2: 9 a.m. to 5 p.m.
- May 3: 10 a.m. to 2 p.m.

- May 5-8: 9 a.m. to 6:30 p.m.
- May 9: 9 a.m. to 5 p.m.

Sands location

- May 5–May 7: 9 a.m. to 6:30 p.m.

Polytechnic campus

- May 2: 8:30 a.m. to 2 p.m.
- May 5–8: 8:30 a.m. to 6 p.m.
- May 9: 8:30 a.m. to 2 p.m.

Downtown Phoenix campus

- May 2: 8:30 a.m. to 4 p.m.
- May 5–8: 8:30 a.m. to 5:30 p.m.
- May 9: 8:30 a.m. to 4 p.m.

'Children of the Borderlands' to air May 4

The line drawn between Mexico and the United States has always meant divisions that go far beyond geography or nationality. It was with this in mind that a group of advanced students in ASU's Cronkite School of Journalism and Mass Communication set out to produce "Children of the Borderlands: Divided Families," which airs at 4 p.m., May 4, on Eight/KAET-TV.

Dozens of students – reporters, videographers and photographers – made more than 30 trips to the border, deep into Mexico, to Los Angeles and across Arizona to find and tell the stories of divided families. They produced 23 stories, thousands of photographs and nearly a dozen television reports.

The production team was led by Cronkite TV news director Mark Lodato; Cronkite News Service director Susan Green, assistant dean Kristin Gilger, and senior Amanda Soares, producer.

Future nonprofit leaders earn scholarships

Three ASU American Humanics (AH) students have been awarded Next Generation Nonprofit Leaders Program

(NextGen) scholarships. Jessica Brzusiewicz, Korbi Adams and Megan Pfeiffer will each receive \$4,500 from NextGen as part of a multiyear Kellogg Foundation Grant to American Humanics Inc. to support students across the American Humanics campus affiliate network.

The NextGen scholarships support costs associated with the students' senior internships in nonprofits.

Since the establishment of the NextGen program, ASU AH students have received \$45,000 in NextGen scholarships in support of their efforts.

Nonprofits at which NextGen awardees have interned contributed \$24,600 in matching funds, providing \$69,600 for these emerging leaders.

ASU Libraries offers Course Reserve service

As teaching faculty members plan their fall courses, ASU Libraries officials are highlighting their Course Reserve service.

The Course Reserve service provides shared access to required course reading for students enrolled in specific courses.

Teaching faculty members can submit requests that include books and journal articles from the libraries' collection, as well as personal copies of textbooks and other readings, if available.

To ensure that Course Reserve materials are available at the beginning of the semester, library officials encourage teaching faculty members to submit requests as early as possible.

Requests are processed on a first-come, first-served basis, and some may take several days or longer to process if checked-out materials need to be recalled or new materials ordered.

Course Reserve staff members at each library location will be able to provide more specific information on the copyright process. For more information about the Course Reserve service, and for contact information for a specific library location, consult the ASU Libraries Web site at www.asu.edu/lib.

Cronkite Award for Excellence in Journalism goes to PBS's Lehrer, MacNeil

(Continued from page 1)

public television station.

"I am so proud of what we have been able to accomplish with our journalism program at Arizona State," Cronkite says. "Our week of activities, culminating with the grand opening of our new home and the 25th Cronkite Award ceremonies, will show how this has truly become one of the great journalism schools in our nation."

The Cronkite School, a nationally recognized professional journalism program with 1,400 undergraduate and graduate students, was named in honor of the former CBS anchor in 1984. In the past two years it has added an array of new programs, including the Donald W. Reynolds National Center for Business Journalism, the Knight Center for Digital Media Entrepreneurship, the New Media Innovation Lab, the Reynolds High School Journalism Institute and Cronkite News Service.

The school also has added 14 new full-time professors over the past two years. They include news industry leaders such as former CNN anchor Aaron Brown, former *Minneapolis Star Tribune* editor Tim McGuire, BET vice president Retha Hill, former *Sacramento Bee* executive editor Rick Rodriguez and digital media leader Dan Gillmor.

Cronkite students finished first nationally in the Hearst intercollegiate journalism competition last year and first in

the Society of Professional Journalists' Mark of Excellence Awards for the past two years.

Christopher Callahan, the Cronkite School's dean, says Cronkite students "can learn much from the balanced, in-depth, comprehensive approach that Robin MacNeil and Jim Lehrer have practiced so well for so long. It's a great honor to have these two outstanding journalists as our 25th-year recipients."

Lehrer and MacNeil are the second pair of co-winners in the history of the award. The first were CBS founder William Paley and the former president of CBS, Frank Stanton, who were co-winners of the inaugural award in 1984.

Lehrer started his journalism career as a reporter for the *Dallas Morning News* and later the *Dallas Times-Herald*, moving up to political columnist and eventually city editor. He moved into television as executive director of public affairs and nightly news host at KERA-TV, the public television station in Dallas.

He first teamed with MacNeil in 1973 to provide continuous live coverage of the Senate Watergate hearings. In October 1975, PBS launched "The Robert MacNeil Report," with Lehrer as the Washington correspondent. It was renamed "The MacNeil/Lehrer Report" the following year, ultimately winning more than 30 awards for journalistic excellence.

The newscast became "The NewsHour with Jim Lehrer"

after his longtime partner stepped down from the daily newscast in 1995.

MacNeil's career began at the Reuters news agency in London in 1955. Five years later, he entered television as a London correspondent for NBC News, and in 1963 he joined NBC's Washington bureau, covering the civil rights movement, the White House and the assassination of John F. Kennedy. He also worked for the BBC before joining PBS in 1971.

The journalists have won Emmys, George Foster Peabody Awards and Fred Friendly First Amendment Awards. They were jointly inducted into the Television Academy's Hall of Fame in 1999.

They also are prolific authors. Lehrer has written 17 novels, three plays and two memoirs. MacNeil also has written fiction and nonfiction books.

The longtime partners continue to work together at the company they founded, MacNeil/Lehrer Productions, which produces the NewsHour in addition to documentaries, Web sites and interactive DVDs.

Previous Cronkite Award recipients include TV journalists Tom Brokaw, Bill Moyers and Jane Pauley; newspaper publishers Al Neuharth, Katharine Graham and Otis Chandler; television executives Ted Turner, Roone Arledge and Don Hewitt; and newspaper journalists Bob Woodward, Helen Thomas and Ben Bradlee.

8,000 set to graduate from ASU May 8

(Continued from page 1)

ating 328 artists, musicians, dancers, theater and film professionals, and scholars and historians of the arts.

Political science is now the most popular bachelor's degree in the College of Liberal Arts and Sciences, which boasts more than 2,000 graduates from 41 majors. More students also are getting life sciences, psychology and communication degrees than ever before.

Overall, the West campus is graduating about 1,070 students, Polytechnic has about 550 graduates and the Downtown Phoenix campus is graduating 980, with almost half of these taking their classes on all four campuses through University College.

Speaker at the commencement will be James Duderstadt, president emeritus at the University of Michigan, who will receive an honorary doctorate at the ceremony.

Duderstadt has been a leader and influential author on higher education, helping to identify and address significant issues facing public research universities.

Among the students getting their de-

grees will be a social work graduate who was once homeless with her two boys, a woman who gave up a 21-year law enforcement career to go into teaching, a young disabled veteran who has helped other veterans access their benefits and a rising academic star headed for graduate school in London on a Marshall Scholarship.

The ceremony will be broadcast live on the Internet at <http://is.asu.edu/live>.

ASU will conduct a free President's Breakfast for graduating students and their guests from 7:30 a.m. to 9 a.m., May 8, on the field at Sun Devil Stadium.

Individual colleges and student groups also will have separate convocation ceremonies May 8-10 at various locations. A schedule is available online at www.asu.edu/graduation/spring.

Parking is free throughout campus on May 8, except in visitor lots and metered spaces.

Parking also is restricted in residence hall lots.

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Duderstadt to receive honorary degree at ASU commencement ceremony

(Continued from page 1)

missions of university teaching, research and outreach can be developed and tested.

Duderstadt's teaching and research interests have spanned a wide range of subjects in science, mathematics and engineering, including work in such areas as nuclear fission reactors, thermonuclear fusion, high-powered lasers, computer simulation, science policy, higher education and information technology.

Duderstadt received his bachelor degree in electrical engineering with highest honors from Yale University in 1964, and his doctorate in engineering science and physics from the California Institute of Technology in 1967.

After a year as a postdoctoral fellow at Caltech, he joined the faculty of the University of Michigan in 1968.

Duderstadt became dean of the College of Engineering in 1981, and provost and vice president for academic affairs in 1986 before he was appointed president in 1988.

Duderstadt holds a faculty appointment as university professor of science and en-

gineering, and he also directs Michigan's program in science, technology and public policy.

Duderstadt has received numerous national awards for research, teaching and service activities, including the E.O. Lawrence Award for excellence in nuclear research; the Arthur Holly Compton Prize for outstanding teaching; the Reginald Wilson Award for national leadership in achieving diversity; and the National Medal of Technology for exemplary service to the nation. He has been elected to numerous societies, including the National Academy of Engineering, the American Academy of Arts and Science, Phi Beta Kappa and Tau Beta Pi.

Duderstadt has served on or chaired numerous public and private boards, including the National Science Board; the Executive Council of the National Academy of Engineering, the Committee on Science, Engineering and Public Policy of the National Academy of Sciences; and the Nuclear Energy Research Advisory Committee of the Department of Energy.

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EMPLOYMENT

The following positions are available as of May 2 and are subject to change. All positions will be advertised in *Insight* only once. The staff requisition or job order number for each position is indicated by the (#) sign. ASU is an equal opportunity-affirmative action employer.

ASU POSITIONS

A complete job announcement for classified, administrative and service professional positions at the Downtown Phoenix, Polytechnic, Tempe and West campuses is available on the Human Resources Web page at www.asu.edu/asujobs, or the Telecommunication Device for the Deaf at (480) 965-3002.

For complete position descriptions and application requirements for academic positions, contact the appropriate department listed below. Faculty, academic professional and graduate assistant positions are also listed on the Human Resources Web sites and details must be obtained from the hiring department. Application deadlines are listed.

Dates listed are application deadlines, and application material is due by 11:59 p.m. on that date. Positions are 100 percent, full-time employment (FTE) unless otherwise noted. Codes below are: (O) - position is open to the public; (L) - position is limited to current ASU, Northern Arizona University, University of Arizona and Arizona Board of Regents employees.

STAFF POSITIONS

TEMPE CAMPUS

Executive and management

Assistant to the Dean (L) #15053 - College of Liberal Arts and Sciences (May 7).

Professional

Coordinator (O) #14712 - College of Liberal Arts and Sciences, and the Department of English (May 6).

Disability Access Consultant (O) #14747 - VP-University Student Initiatives (May 9).

Display Design Engineer (O) #14902 - Flexible Display Center (May 30).

Display Design Engineer (O) #14960 - VP-Research and Economic Affairs-Flexible Display Center (May 30).

Instructional Designer (O) #14697 - College of Liberal Arts and Sciences (May 16).

Management Intern (O) (Part-Time) #14973 - University College (May 30).

Management Research Analyst (O) #14743 - University Office of Institutional Analysis (May 9).

Management Research Analyst Senior (O) #14758 - Graduate College (May 9).

Physician (O) #14961 - Campus Health Service (May 16).

Registered Nurse Senior (O) #14751 - Campus Health Service (May 9).

Student Support Specialist (O) #14681 - VP-University Student Initiatives (May 9).

Student Recruitment and Retention Specialist Senior (O) #14754 - VP-University Student Initiatives (May 7).

Systems Analyst Senior, University Services (O) #15048 - University Services (May 16; every week thereafter until search is closed).

University Architect (O) #14709 - VP-University Services (May 23; every week thereafter until search is closed).

Web Site Specialist (O) #14895 - University Services (May 21).

Technical and computer

Graphic Designer Senior (O) #14755 - Undergraduate Admissions (Strategic Marketing and Communications) (May 16).

Computer Operator (O) #15097 - Executive VP and Provost of the University (May 12).

Administrative support

Administrative Associate (O) #14741 - College of Liberal Arts and Sciences (May 9).

Office Specialist (O) #15017 - Graduate College (May 12).

Office Supervisor (O) #14742 - VP-University Student Initiatives (May 9).

Payroll Supervisor (O) #15094 - VP-University Administration-Office of Human Resources (May 7).

Service/field craft/maintenance

General Maintenance Mechanic, Mechanical Services (Facilities Management) (O) #14703 - University Services (May 9).

Groundskeeper (Facilities Management) (O) #14953 - University Services (May 9; every week thereafter until search is closed).

Groundskeeper Lead (Facilities Management) (O) #14956 - University Services (May 9).

HVAC Refrigeration Technician, Mechanical Services (Facilities Management) (O) #14663 - University Services (May 9).

HVAC Service Worker, Mechanical Services (Facilities Management) (O) #14679 - University Services (May 9).

Utility Piping Specialist (Facilities Management) (O) #15055 - University Services (May 16).

DOWNTOWN PHOENIX CAMPUS

Professional

Coordinator Senior (O) #14976 - University College (May 12).

Hunkapi Horse Program Instructional Aide (O) #15086 - College of Public Programs (May 7).

Hunkapi Horse Program Instructional Specialist (O) #15087 - College of Public Programs (May 7).

Service/field craft/maintenance

Parking Enforcement Officer (O) #14746 - University Business Services (May 7).

POLYTECHNIC CAMPUS

Professional

Academic Specialist Coordinator (O) #14775 - Polytechnic campus (May 9).

Business Operations Manager (L) #14757 - School of Applied Arts and Sciences, Math and Science Program (May 9).

Director of Fiscal and Business (L) #14777 - School of Applied Arts and Sciences, Office of the Dean (May 23).

WEST CAMPUS

Technical and computer

Developer Web Application (IT) 14745 - College of Teacher Education and Leadership (May 19).

Administrative support

Administrative Assistant 14744 - College of Teacher Education and Leadership (May 12).

ACADEMIC POSITIONS

TEMPE CAMPUS

Instruction Librarian # 9153 - University Libraries (May 19; every month thereafter until search is closed).

POLYTECHNIC CAMPUS

Faculty Associate # P5027 (part-time) - School of Applied Arts and Sciences-Applied Biological Sciences (July 1; every two weeks thereafter until search is closed).

Faculty Associate # P5028 (part-time) - School of Applied Arts and Sciences-School of Behavioral Sciences (Aug. 1; every two weeks thereafter until search is closed).

Faculty Associate # P5029 (part-time) - School of Applied Arts and Sciences-School of Behavioral Sciences (Aug. 1; every two weeks thereafter until search is closed).

Faculty Associate # P5030 (part-time) - School of Applied Arts and Sciences-Exercise and Wellness (Aug. 1; every two weeks thereafter until search is closed).

Faculty Associate # P5031 (part-time) - School of Applied Arts and Sciences-Applied Psychology (Aug. 1; every two weeks thereafter until search is closed).

Faculty Associate # P5032 (part-time) - East College-Human Health (Aug. 1; every two weeks thereafter until search is closed).

Faculty Associate # P5033 (part-time) - School of Applied Arts and Sciences-Multimedia Writing & Technical Communication (Aug. 1; every two weeks thereafter until search is closed).

WEST CAMPUS

Instructor #9150 - Economic/Financing and Marketing (May 15; every month thereafter until search is closed).

Blasingame's enthusiasm for literature bubbles over in class

By Judith Smith

If enthusiasm counts for anything in teaching, Jim Blasingame is a sure winner.

Just mention the words “young adult literature,” and Blasingame, a professor of English, lights up like an opening night on Broadway.

Blasingame, winner of the 2008 Arbutnot Award from the International Reading Association as “Outstanding College Teacher of Children’s or Young Adult Literature,” believes that encouraging young adults – children and adolescents ages 11 to 17 – to read books that speak to them and are relevant to their lives is the key to creating a new lifelong generation of readers.



Jim Blasingame

“Young adult literature also helps adolescents cope with problems such as getting a date for the prom, making an athletic team or developing new friendships after a move across the country,” Blasingame says. “But it can also deal with some very disturbing aspects of life that a vulnerable adolescent may feel powerless to combat, such as rape, child molestations and AIDS.

“Whatever the issues, young people are better off first confronting them and examining strategies for coping with them in the fictional world than in real life, although this may sometimes be unavoidable.”

Blasingame says young adult literature also helps teenagers realize that other teens face the same kinds of challenges that they do, and that they are not alone in their problems.

Blasingame himself started life as a reader. He recalls, in the introduction to his newly published book, “Books That Don’t Bore ‘Em,” that his mother would load up her four children on Fridays for their weekly trip to Witwer’s Grocery Store in Cedar Rapids, Iowa – and the Cedar Rapids Public Library bookmobile that was always parked beside the market.

“The four of us would hit the bookmobile steps at a sprint,

bouncing off the walls and each other until we stood in front of the rows of books, all carefully selected by the folks at the downtown library. No Brinks armored car ever carried more precious treasure than that bookmobile. We always checked out our limit, read all the way home, and finished every book by Thursday.”

After graduating from the University of Northern Iowa, Blasingame landed what he thought was his “dream job” of teaching high school English and coaching the wrestling team.

“Every day was filled with books,” Blasingame says.

He shared his favorites – and his students, who also loved reading, shared theirs.

But then, he says, everything changed. He was assigned to teach a class of students who were “reluctant readers,” who “turned up their noses at everything.”

He offered them classic books, a variety of popular adult fiction books, mysteries and science fiction, but “nothing piqued their interest.”

In desperation, he handed out copies of a book he had found tucked away in a cardboard box, and everything changed again.

The book was Chris Crutcher’s young-adult novel “Running Loose,” whose protagonist was Louie Banks, a teenager with problems ranging from an unethical high school coach to his first sexual experience.

Blasingame read the first 10 pages of “Running Loose” out loud in class and assigned another 20 pages for reading at home that night.

“That next day, I wondered if I might be in the wrong class,” he says. “The students were all there on time – a rarity. Not only were they on time, but as the bell rang, they had their books out and were looking at me expectantly, obviously waiting for something. They were waiting to talk about the book. They loved this book.”

That experience showed Blasingame the power of young adult literature – literature that speaks to adolescents and engages their interest.

Blasingame went on to the doctoral program at the University of

Kansas, where he studied with Jack Bushman, a noted scholar in the field of young-adult literature.

Bushman sponsored two conferences a year for young-adult authors, and Blasingame, as his assistant, was assigned to pick up the authors from the airport.

On the way from the airport to campus and back again, Blasingame had the rare opportunity to get to know many of the various writers, such as Nancy Farmer, Russell Freedman, Laurie Halse Anderson, Gary Soto, Sandra Cisneros, Judy Blume and Gary Paulsen, with whom he recently went dog-sledding in Alaska.

“They love kids, and they’re writing books to help kids,” Blasingame says. “They are such amazing people.”

In “Books That Don’t Bore ‘Em,” Blasingame lists the four essential characteristics of young adult literature:

- The books must have characters and issues that young readers can identify with.
- The books must be written in language that young people can understand.
- The books must emphasize plot above everything else.
- The books must be written specifically for an audience of young adults.

So what is the difference between teaching with “Running Loose” and “The Scarlet Letter,” for example?

Besides the fact that young people can’t identify with the issues Hester Prynne faced, many adolescents – especially those who are “reluctant readers” – find the classics “boring,” Blasingame says.

Young-adult novels will help pull those reluctant readers in – and perhaps, some day, they will be ready to read books such as “The Scarlet Letter” and “Moby-Dick.”

Blasingame, the newly named ASU Parents Association Professor of the Year, will receive the Arbutnot Award May 9 in Atlanta. The Professor of the Year Award is presented annually by the Parents Association.

Smith, with Media Relations, can be reached at (480) 965-4821 or jps@asu.edu.

Program provides teaching ‘toolkit’ to ASU education graduates

By Steve Des Georges

Who says there’s no such thing as a free lunch?

Education graduates at all three Arizona universities will have a unique resource library at their fingertips that will provide constant contact with their teaching peers, instruction tips from veterans in the field, access to useful and informative industry materials, and much more.

But only if tomorrow’s teachers enroll in the free program.

T-PREP (Teacher Preparation Research and Evaluation Project) is a collaborative effort among ASU, the University of Arizona and Northern Arizona University to assess teacher-preparation programs and ensure that all three universities are producing effective teachers. ASU is taking the lead in the statewide effort.

“This will provide students with a tool never before available,” says Mari Koerner, dean of ASU’s College of Teacher Education and Leadership (CTEL). “It’s a wonderful resource available at no cost, and one designed to provide a social link to their peers in education.”

In a recent letter to students preparing for graduation from CTEL, Maureen Gerard, coordinator of the college’s Office of Professional Field Experience, outlined the following benefits for students choosing to enroll in the Web interface IDEAL (Integrated Data to Enhance Arizona’s Learning):

“This will provide students with a tool never before available.”

– Mari Koerner,
dean of ASU’s
College of Teacher
Education and
Leadership

- The ability to retrieve current and historical transcript data, and to print certificates.
- The ability to enroll in online professional development courses.
- Access to educational content aligned to grade levels, subject areas and Arizona academic standards.
- Access to Google applications for education in a secure, personalized environment.
- Access to iTunesU for P-20 educational podcasts and resources.
- An environment that fosters professional collaboration and continuous support, as students who are becoming teachers enter their classrooms.

IDEAL, a partnership effort between ASU and the Arizona Department of Education (ADE), serves as the technical “platform” for the project. The IDEAL Web site is <http://ideal.asu.edu>.

Tirupalavanam Ganesh, assistant dean of information systems at ASU’s Mary Lou Fulton College of Education, says the IDEAL interface will provide access to resources that education graduates will find useful as they enter the teaching profession, including a standards-based library of user-driven content created by other teachers and administrators. He notes that curriculum experts at ADE will supply content that teachers can access through the site.

“This program is important to ASU,” Ganesh says. “We are carefully examining our teacher preparation programs to improve the experience for future students, so those who enroll will also be leaving a legacy for those who come after them.”

“This is a chance for our students to help us learn more about how our teacher preparation program graduates are performing while in their teaching assignments, which will, in turn, allow us to better meet their needs so they are able to realize their full potential and be successful in making a positive impact on pupils’ lives.”

The assessment model that will enable university education programs to monitor, assess

and support students is being funded by the Arizona Community Foundation, a 29-year-old charity committed to supporting systemic improvements to education in Arizona.

“Our ongoing challenge and opportunity is this: How do we help our students make the transition from preparing to lead a classroom to ongoing support for them once they start teaching?” says Billie Enz, interim associate dean of the School of Teacher Preparation at ASU’s Polytechnic campus.

“IDEAL is a place for students to access resources, access each other, access classroom and professional development tools, and download essential items they will need as future teachers and even throughout their careers,” adds Audrey Beardsley, a CTETL assistant professor in elementary education whose research interests include educational policy, research methods, and educational assessment. “T-PREP is important, because up to this point we really have had no mechanism or strategy in place to evaluate the effectiveness of that which we do. We need to know what our graduates think about our programs, what specific coursework helped them become ‘good’ teachers, and which courses need improvement.”

For more information about the T-PREP program, go online to <http://tprep.asu.edu/>.

Des Georges, with Public Affairs at the West campus, can be reached at (602) 543-5220 or stephen.desgeorges@asu.edu.

Teaching expert shares philosophy for learning assessment

By Judith Smith

To Tom Angelo, the university classroom is like a balcony overlooking a dance floor.

The professor spends some time on the dance floor, interacting with the students, teaching them the day’s lesson, then goes to the balcony to get an overview of how things are going.

“Really good professionals move back and forth,” says Angelo, director of the University Teaching Development Centre at Victoria University, Wellington, New Zealand. “That’s what they do.”

Angelo presented his philosophy for learning assessment during a recent two-hour workshop sponsored by the Center for Learning and Teaching Excellence.

“The kind of learning we want is learning that endures,” he says. “Most learning in the university does not endure beyond the course, studies show.”

Angelo is a native Californian who earned his doctoral degree in education from Harvard University. He has taught at DePaul University, the University of California-Berkeley, and other universities here and abroad. He notes that students all have preconceptions about subject matter when they walk in the classroom door.

“Overall, the most powerful indicator of what people will learn is what they already know,” he says. “All students know things that are deeply visceral, and they often come in with core beliefs that they may even not know they have. We need to learn what the students bring to the coursework.”

Angelo says teachers should ascertain where the students are as a starting point, adding: “If I don’t have baseline knowledge, I can’t assess what I have taught them.”

In his own classes, Angelo asks students what their goals are, then compares the answers with his syllabus.

“I use their goals to tailor my illustrations,” he says.

Many freshmen don’t know what their goals are, Angelo says, adding: “Just bring it down. What do they want to get out of this class?”

He advocates letting students talk among themselves about their goals to help clarify them.

Angelo says collaborative learning, though difficult to implement, is one of the most effective means of teaching.

“At least half of all students learn better when they are working with someone else,” he says. “Students can often explain things bet-

ter than faculty. Some students learn by talking about it.”

Angelo also advocates building in many iterations in assignments, saying: “Let them re-write and re-do. Give feedback early in the term. Don’t write remarks on the final exams. Students won’t read them.”

During the session, Angelo demonstrated collaborative learning techniques several times by having the attendees break up into small groups to discuss questions among themselves.

He calls this the “Think-Pair-Share” technique.

“This technique provides students with the opportunity to formulate responses and practice communicating them with their peers,” he says. “Since ‘Think-Pair-Share’ can dramatically improve students’ willingness and readiness to participate, it’s often used as a ‘warm up’ or ‘step up’ to a whole class discussion.”

Angelo, who previously was director of the American Association for Higher Education Assessment Forum, is a co-author of the classic text on assessment of student learning, “Classroom Assessment Techniques: A Handbook for College Teachers.”

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