

CHAPTER 14

COLLEGE OF EDUCATION OUTREACH/SERVICE ACTIVITIES

More than most other academic units, Education units at institutions all over the country “take on” a variety of “outreach” activities to serve their clientele. The Eastern Michigan University (EMU) College of Education (COE) has been no exception to that, throughout its history, and it certainly engaged in many outreach activities during the 1991-2004 period.

The COE provided service to constituencies through two methods. One was through organization units, the focus of this chapter. However, many individual faculty members provided service outside of the work of an organizational unit. For example, during 2002-2003, 85 faculty members reported 445 service activities performed during the year. For 2003-2004, 93 faculty members and administrators reported conducting 493 such activities. There is a small degree of overlap between the reporting by organizational unit and this reporting by individual faculty members, but, in any case, “service” to the education profession and to various other relevant constituencies was, during 1991-2004, a huge part of the effort of the COE and its administrators and faculty and staff members.

Activities in Place in 1991

Collaborative School Improvement Program (C-SIP)

The Collaborative School Improvement Program (C-SIP) originated in Michigan's Taylor School District in 1974 and was formally established at EMU in 1978. For many years, C-SIP activities were supervised directly by either Associate Dean Mary Green (until 1991) or Associate Dean Donna Schmitt. When the COE Office of Collaborative Education (see below) was created to oversee multiple collaborative/outreach projects, under the leadership of Don Hackmann, C-SIP became a major part of that work.

The C-SIP office at the EMU COE provided training in the six-step process for improving instructional outcomes; a university facilitator to collaborate with the school staff; a nominal annual grant to fund project activities (normally \$2,500-\$3,000); three annual training and development conferences; access to a library containing books, periodicals and videotapes on school improvement and change activities; and periodic newsletters which included relevant information on staff development issues and highlighted the accomplishments of project schools.

Since a high level of individual commitment to the project was vital for substantive change to occur, the prospective school faculty was required to decide to participate in C-SIP by a vote of not less than 80%. A School Improvement Team was formed and it met at least monthly with the university facilitator. This team, with input from the entire building staff, developed a School Improvement Plan, determined strategies for implementing the goals identified in the plan, established a budget, monitored the project, and annually evaluated the progress toward the identified project goal(s).

Schools agreed to use C-SIP funding only for consultants and trainers, materials, conference attendance, employment of substitute teachers, and stipends where necessary. Since the intent of the partnership was to internalize the capacity for continuous change within the system and with individuals, funds could not be used for routine purchases of equipment or student materials. The school also agreed to send three representatives to attend the fall and spring training seminars. A building administrator committed to attend the winter Administrators' Conference. The superintendent and other central office administrators were also invited to attend this conference.

The C-SIP Six-Step Process. Before a school was officially accepted into the program, a presentation was made to the district central office administration, the project site was identified, and a profile that included student and faculty demographic data of the school was prepared.

Step 1: Awareness, Readiness, Commitment. The prospective university facilitator met with the building staff to review relevant research concerning the change process and to explain the C-SIP model. The building profile data were shared with the staff and potential areas for improvement were discussed. The building staff voted by secret ballot whether or not to enter into the collaborative agreement with the university.

Step 2: Establishing School Improvement Goals. With the assistance of the facilitator and/or another consultant, the staff conducted an interactive needs assessment to identify building needs, reached consensus on the most critical needs, identified a priority goal, developed strategies for achieving that goal, and selected a building School Improvement Team to serve as the planning committee.

Step 3: Development and Approval of Plan. With appropriate staff involvement, the School Improvement Team wrote the building plan, which included the priority goal and objectives and activities geared toward achieving the goal; set the timelines; and identified procedures for evaluating the plan's progress. Approval of the plan was required by the staff, the district central administration, and the EMU C-SIP office.

Step 4: Implementation and Monitoring. While it was also true of all other stages in the process, total staff support was crucial during the implementation phase. Staff members engaged in professional development activities that related to the school improvement plan, incorporating new teaching strategies and using materials developed during the project. As emerging needs were identified, the plan was modified to assure optimum achievement of goals. The university facilitator assisted the staff in locating the additional resources and expertise required to address the goals, thereby achieving the fullest potential of their project. The School Improvement Team met regularly, with the university facilitator in attendance, to monitor and coordinate the building's progress toward the identified goals and to provide monthly updates to the building staff. During this stage the faculty received training in the change process so they could successfully initiate school improvement activities without the need for outside intervention. Through this empowerment, teachers learned their important roles as change agents and developed the necessary skills to be leaders within their schools.

Step 5: Evaluation. Since the building staff owned the project, they were responsible for its continuous evaluation. At the end of each year, the staff compared their current school profile data with the baseline data contained in their original school profile. The facilitator assisted with data collection and the evaluation. The end-of-year report, containing an evaluation of the building's procedure for achieving the goals and the quantitative outcomes of the project, was reviewed and filed in the C-SIP office. This annual report assisted the staff in tracking their progress and disclosed any needed modifications in the school improvement plan.

Step 6: Reassessment of the Three-Year Plan. At the end of the three-year commitment, the total building staff was actively engaged in the process of identifying school improvement goals. At this point formal C-SIP involvement was no longer necessary since the staff had now mastered and internalized the six-step change process as a method for ongoing school improvement. University financial support was withdrawn at this time, and the building staff identified alternative funding sources to support continuing change efforts.

Approximately 15 projects were funded annually, and all levels of schooling were included. For example, in 1994-1995, C-SIP projects were approved for schools in fourteen school districts located in six Michigan counties. Project sites that year included one pre-school, six elementary schools, two middle schools, two special education centers, and two high schools, located in varied demographic locations that ranged from sparsely populated rural areas, to suburban districts, to industrial Flint and large urban Detroit.

Project goals in 1994-1995, for example, tended to focus on student academic and behavioral skills development, in particular, improved student self-esteem; family involvement; enhanced school climate; improved student conduct; infusion of the African-centered perspective into the curriculum; conflict resolution skills development; curriculum and program evaluation; improvement of standardized test scores; activities related to state accreditation outcomes; computer literacy and increased use of technology; implementation of interdisciplinary curriculum; and critical thinking/higher order thinking skills development.

The C-SIP process traditionally emphasized change and school improvement at the building level. However, in special cases, district-wide change initiatives were initiated as well.

A few examples of the many dozens of C-SIP project highlights that might be given are given below.

In 1992-1993, the staff of Daly Elementary (Westwood Community Schools), focused their attention on getting and keeping parents in the school. Nora Martin was the EMU facilitator. The Titus Elementary School, in the Wayne-Westland Community School district, focused on involving students in activities designed to improve reading comprehension. The university facilitator was Russ Larson of the EMU Department of English, an example of using non-full-time faculty members in the COE as facilitators.

In 1993 noted author Roland Barth of Harvard University was the keynote speaker at the 10th annual C-SIP Administrators Conference of C-SIP. Barth led the group in participatory activities related to vision and other aspects of bringing about change at the K-12 level.

In 1993, the South Lyon district engaged in a school improvement program aimed at improving student outcomes. Jim Berry served as the EMU facilitator, working directly with the district to develop procedures, policies, staff development priorities, and organizational structures that would be replicated as a model for supporting district-wide organization change.

The three-year collaboration that included 1993 with the Lincoln district's Later Elementary School focused on the staff's expressed need to find better ways to organize students, structure expectations, and enable students to be self-motivated and self-directed. The university facilitator was Suzanne Stevens of the Department of Biology.

In 1993, Cheryl Howard, a teacher at Duffield Elementary School in Detroit, received a Christa McAuliffe Fellowship Award (\$38,000) to study in Africa as part of her project on "Inclusion of African and African-American History and Culture." This came about because of Ms. Howard's involvement with C-SIP activities in the Duffield School, where Alison Harmon was the university facilitator. The three-year C-SIP project with Duffield Elementary School focused on three goals. These were (a) to improve reading scores by 10% on the MEAP and CAT tests, (b) to infuse the curriculum with the African-American perspective, and (c) to provide a safe environment for learning.

The Garden City district's Farmington Elementary School, in a three-year project that included 1993, focused on integrating science and mathematics instruction with language and composition under guidance from university facilitator Ruby Meis, of the EMU Department of Human Environment and Consumer Resources. At the same time, the William Ford Elementary School of the Dearborn district was working on goals in the cognitive, affective, and school climate areas. Beth VanVoorhees was the university facilitator.

Also, in 1993 the three-year project with the Chelsea School District focused on the goal of "students will develop independence in using comprehension strategies in content reading." Chica McCabe was the university facilitator.

The Ann Arbor Preschool and Family Center was, in 1993, in its second year of a three-year project to implement a "family involvement plan" to increase available services to families. Related to this goal was the objective to involve parents in the educational process of their children. The university facilitator was Judy Williston. In 1993 an account of Judy Williston's work through C-SIP with the Ann Arbor pre-school program was accepted for presentation at the national Association of Teacher Educators convention. Over time, this was but one of numerous presentations at state and national conventions that were made, and articles in both professional journals and newspaper accounts that appeared, about the work of C-SIP and the EMU faculty members involved with it.

In 1993, the Inkster Public Schools was involved through C-SIP in a program to build the students' self-esteem. Nora Martin was the university facilitator. At the same time, there was a C-SIP project with the Whiteford Agricultural School in Monroe County. This activity addressed climate issues, increased skills of students to problem solve, improvement of self-responsibility of students, and improvement of written language skills. At the same time, another Monroe County district, Summerfield, had been involved in C-SIP programs for seven years, often in

cooperation with the Whiteford Agricultural School. Among the goals in Summerfield was to increase the number of students working within community activities and providing service to senior citizens in the community. Marylyn Lake was among several EMU faculty members who served as the university facilitator for these Monroe County schools.

The 1994-1995 university facilitators included Judy Williston, Don Hackmann, Nora Martin, Lynne Rocklage, Marylyn Lake, Jim Berry, Joe Coyner, Sharon Pendleton, Jaclynn Tracy, Patricia Pokay, Betty Barber, Suzanne Stevens, and Ruby Meis. The C-SIP project sites for 1994-95 included Lakewood Preschool and Family Center (Ann Arbor), Carman Park Elementary and Dillon Elementary (Carman-Ainsworth), Y. Gladys Barsamian Preparatory Center (Detroit), Farmington High (Farmington), Southeast Elementary (Howell), Parental Involvement Project (Inkster), Milan Area Schools, Monroe Education Center (Monroe ISD), Lowell Middle (Plymouth-Canton), Keeler Elementary (Redford), South Lyon Community Schools, Rawsonville Elementary (Van Buren), Whitmore Lake Middle (Whitmore Lake), and Estabrook Elementary and New Horizons Education Center (Ypsilanti).

The 12th annual C-SIP Administrator's Conference was held at EMU's Corporate Education Center on March 2, 1995, with featured speaker Dennis Sparks, Executive Director, National Staff Development Program. The fall 1995 issue of the *Journal of Staff Development* included Donald Hackmann's and Donna Schmitt's article, "School Improvement Through School/University Collaboration: The C-SIP Model."⁵⁴

In 1997, Jane A. Stallings, a former COE dean at Texas A&M and a past president of the American Educational Research Association, delivered the keynote speech at the C-SIP Fourteenth Annual School Administrators' Conference. In 1998, Carl Glickman of the University of Georgia was the keynote speaker at the C-SIP Fifteenth Annual Administrator's Conference. Glickman was well-known for his work with school improvement in Georgia.

The following faculty members were named as C-SIP facilitators for 1997-98 in the schools and districts indicated: Michael Charles, Haisley Elementary, Ann Arbor; Joe Coyner, Carman-Ainsworth Middle School (Carman-Ainsworth) and Beacon Day Treatment Program (Wayne County); Anne Bednar, Schalm Elementary, Clawson; Sue Grossman, Long Elementary, Grass Lake; Sue Stickel, Hanover-Horton elementary schools; Nora Martin, Barber Focus School, Highland Park, and Meek Elementary, Inkster; Georgea Langer, Hudson Middle School; Judy Williston, Country Elementary, Pinckney; Maureen McCormack, Merriman Elementary, Romulus; and Betty Barber, Jane Addams Elementary, South Redford.

There were six new schools in the C-SIP program for 1998-1999: East Middle School, Ypsilanti; Edmonson Middle School, Willow Run; Elwell Elementary and Rawsonville Elementary, Van Buren; Paddock Elementary, Milan; and Pittsfield Elementary, Ann Arbor. Kaia Skaggs was the university facilitator for East Middle; H.A. Hasan, Edmonson Middle; Karen Tuttle, Elwell Elementary and Rawsonville Elementary; Sue Stickel, Paddock Elementary; and Judy Williston, Pittsfield Elementary.

⁵⁴ Some of the information for this section has been taken from that article.

"Tips for Principals" was a publication sent to every member of the National Association of Secondary School Principals. The November 1999 issue, on "How to Establish Ties with a University," prominently mentioned our C-SIP program and drew heavily from the previously-mentioned article in the *Journal of Staff Development* by Donna Schmitt and Don Hackmann.

In 1999-2000, Pat Williams-Boyd was working with Ypsilanti's East Middle School as a C-SIP facilitator. New C-SIP partner schools that fall were Kettering Elementary (Willow Run), Kaia Skaggs, facilitator; Wegienka Elementary (Woodhaven Brownstone), Anne Bednar, facilitator; and Edgemont Elementary (Belleville), Joe Coyner, facilitator. In 2002, Lisa Delpit, holder of the John W. Porter Chair in Urban Education, was the keynote speaker for the C-SIP winter conference on February 19.

Urban Teacher Program (UTP)

The Urban Teacher Program (UTP) as an externally funded, formal organization had a short life during my time as dean and it fell to me to preside over cessation of its operations. UTP was a consortium including EMU, Wayne State University (WSU), and Wayne County Community College (WCCC), funded through a combination of state and FIPSE (Fund for the Improvement of Post-Secondary Education) funds.

A major component of the work of the UTP was to assist non-certified "teachers," many of whom were minorities, in the Detroit and Flint schools to become fully-certified teachers. In addition, WCCC assisted in identifying, from among their present and prospective students (mostly minority persons), those who expressed an interest in teaching in an urban environment. EMU and WSU personnel met with these persons, supported their interest, and assisted them with knowing the coursework to take at WCCC, or another community college, that would transfer to either EMU or WSU and would be applicable to a teacher preparation program. EMU and WSU admissions requirements (both to transfer and to be admitted to a teacher preparation program) were explained fully and assistance was provided, as needed, in meeting these requirements. Students were grouped into cohorts in order to provide mutual support and assistance.

Once admitted to either EMU or WSU, the students were provided with special advising and assistance in order to obtain admission to the institution's teacher preparation program and to remain in it until completion. In some cases, course work was offered by one or both of the universities at off-campus sites and on days/times that were convenient for the students.

The effect, for EMU, was, over time, an appreciable increase in the number of minority students in the initial teacher preparation program. By the fall of 1991, the first completer of the two-year portion of the program was enrolled at EMU, with additional students expected for the semesters immediately following.

During the fall semester of 1991, I was elected chair of the Executive Board of the three-institution consortium. Marvin Pasch continued as the Board's secretary and as EMU coordinator of the project. However, very shortly afterwards, the Board took steps to put many aspects of

the project "on hold" due to loss of funding because of a veto by the Governor of funds to support the project.

In 1992, even though the program was largely dormant at the time, the UTP was given a full paragraph in a section on "transfer programs" in an issue of an "ERIC Digest" on "Successful Minority Teacher Education Recruitment Programs."

The "on hold" was never lifted, with a major effect being to bring no more new students into the project. However, both WSU and EMU personnel were committed to providing every possible assistance to those currently "in progress" in the program. Students "in progress" continued to enroll in either WSU or EMU for some years afterward and many of them completed the appropriate program, became teachers, and worked in such districts as Detroit and Flint.

Seven years later, in 1998, members of multiple cohorts of the UTP, along with COE faculty and staff members that had been involved, celebrated at EMU's Eagle Crest Conference Center. An honored guest was Maurice Pope, the first person to complete state certification requirements under this program. Mr. Pope was, at the time, teaching in the Detroit Schools.

Using just institutional resources, with some assistance from local-area institutions, we maintained an Urban Teacher Project that we operated in Flint, similar to the arrangement that had been in place for Detroit. In addition, for a while we also had a similar Urban Teacher Program that involved Oakland Community College.

Geddes Townhall One-Room Schoolhouse

In 1975-1976, a committee was planning EMU's observance of the nation's Bicentennial. Thomas Gwaltney suggested procuring a one-room country school building and bringing it to the campus as a school museum. A second member of the committee suggested that the country school she had attended might be available.

The nation's Bicentennial came and went. Still, some people persevered, until in honor of the State's Sesquicentennial, the idea came to fruition. The actual acquisition and move were a culmination of years of effort--meetings, requests, defeats, budget shifts--and became in itself a colossal effort involving University personnel, the Geddes family, former pupils, utility companies, law enforcement agencies, and money. The move to the campus happened in July, 1987.

And there sat the Geddes Town Hall School on the EMU campus, weathered and forlorn, covered by a tarpaulin to prevent damage from rain and snow, for a full year, while the details of its final disposition--and of necessary money--were worked out. On campus, money was the first priority. The University had provided \$25,000 for the move. The rest of the estimated \$180,000 necessary to restore and to establish the school on site had to be raised from private donors.

Hours of committee meetings, of writing letters, of soliciting donations, and of personal effort bore fruit and in 1988, the little building made its final move and came to rest in its permanent location on EMU's campus. Professor Carroll Osborn, who had been with the project since

the very beginning, held out for restoration, whereby the building would be restored to its original state, instead of being only repaired or remodeled. That turned out to be an expensive proposition, and there had to be compromises. Formerly, the schoolhouse had rested on only a foundation, but a new basement was built to house the administrative offices and storage. The front steps were eliminated and the door widened, to permit access for wheel chairs. At the rear of the classroom, there were two new doors, one leading to a modern restroom, the other to the basement.

Soon afterwards, a Town Hall School Reunion, held in conjunction with Ypsilanti's Heritage Festival, drew former students from near and far. A float in the weekend parade carried Dean Rockwell, general chairman of the Town Hall Schoolhouse Project, along with Frank B. Norman, former treasurer of the school board. At Homecoming in October of that year, the little schoolhouse was formally dedicated as an education museum.⁵⁵

The Geddes Town Hall School had been assigned to the COE, so, when I arrived in 1991, I found myself the administrator of an empty historical building. A very early task was to solicit appropriate artifacts—it was used up to the early 1950's--to go in the building. It did not take long to acquire a rudimentary set of textbooks and furnishings, all with the oversight and assistance of the One-Room Schoolhouse Committee, which alum Dean Rockwell had chaired for a number of years.

In 1992, thanks to the efforts of the local chapter of Phi Delta Kappa, a video tape on the Michigan school consolidation movement and one-room schoolhouses was prepared. "A Time Now Past: Life in the One-Room Country School and Rural School Consolidation" was produced by EMU Media Services and, of course, it used the Geddes Town Hall Schoolhouse for much of the visual portions of the video.

Also, in 1992, the "One-Room Schoolhouse Committee," which Dean Rockwell had chaired for most of its life, considered its work completed and it disbanded. However, some group was needed to oversee the need for additional artifacts and to oversee programming of the facility. As a result, the "Friends of the Schoolhouse" organization was created. Tom Gwaltney was elected the first chair of this group.

The COE hosted, on May 14, 1993, with the co-sponsorship of the Michigan Historical Society, the inaugural state-wide meeting of the Michigan One-Room Schoolhouse Conference. Former dean Scott Westerman gave the keynote address, which was a history of the use of the

⁵⁵ The material about the Schoolhouse given to this point was taken from an account prepared by Hannah Geddes Wright, whose family donated the schoolhouse to EMU. A complete history of the Town Hall School may be found in her book, *Down the Myrtle Path* (1996).

one-room schoolhouse in the state. About 175 people from throughout the state attended. Thomas Gwaltney gave multiple lectures on and tours of the Town Hall School. Donna Schmitt chaired a panel on "the pros and cons of teaching in the one-room school today." Rochelle Balkam and Lois Porter, both with close EMU connections, were also involved with the program. A state-wide organization for those interested in one-room schoolhouses was created.

In 1995, there was a "re-organizational" meeting of the EMU Friends of the Schoolhouse. Rochelle Balkam was elected chair and Carroll Osborn was elected vice chair. Other members of the coordinating committee were Dean Rockwell, Nathalie Edmunds, Jo Divine, Mary Streeter, Joel Osborn, Deanna Birdyshaw, and Ron Miller. Thomas Gwaltney and I served as *ex officio* members.

Saturday, May 11, 1996 was the day for the Centennial Celebration of the Geddes Town Hall School. It had been a century since EMU's one-room schoolhouse was constructed and put into use. The "Friends of the Schoolhouse" held a Founder's Brunch and Recognition Ceremony from 10:30 to noon on that day.

In 2000, Ruth Mills held a student worker position in the COE dean's office. However, since she was a graduate student in historical preservation, her assignment was to handle matters relating to the Geddes Town Hall School, including scheduling use of the building, maintaining an inventory of the artifacts, serving as a docent for the facility, and providing staff support for the Friends of the Schoolhouse. Her work with the Schoolhouse earned her a scholarship to attend the National Trust for Historic Preservation Conference in Los Angeles.

The statewide One-Room Schoolhouse Conference was held again at EMU on May 10, 2003 in the Porter Building and in the Geddes Town Hall Schoolhouse. Thomas Gwaltney served on a panel on "Historical Perspectives of the One-Room School," conducted a spelling bee challenge, and showed and conducted a discussion around the video "A Clean Slate."

Along the way, there were challenges and successes. At one point, the heating system severely malfunctioned and considerable repairs to the interior of the building needed to be made. The exterior of the building did not hold a paint job very well, and frequent re-painting was required. Heat and humidity were very hard on some of the artifacts, especially those of paper, and many were stored in the Porter Building in between times the building was on display. Sharp discussions continued over many months among the members of the "Friends" organization as to whether a privy, which had been moved with the Schoolhouse, should be restored and placed on the grounds. The matter resolved itself when all realized that the original privy had completely rotted away. A friend of the COE from Georgia donated a period (non-operating) wood stove for the Schoolhouse, but as late as 2004 some of the "Friends" were still searching for something they considered more authentic.

Even so, the building received appreciable use. The local chapter of Kappa Delta Pi used the building frequently for its activities. An occasional class was taught in the facility. In some years, it was part of the Ypsilanti Heritage Festival tours. It was always open for EMU Homecoming and for other events that brought large numbers of alums and friends to the campus. It was always open "by appointment" for visitors to the campus.

National Institute for Consumer Education (NICE)

The considerable activities of the National Institute for Consumer Education (NICE) and of its long-time director, Rosella Bannister, have been described elsewhere in this document. It is mentioned here as a reminder that it was a unit of the COE solely devoted to “outreach.”

Founded in 1973, and undergoing several name changes thereafter, NICE during my time as dean housed the nation's largest collection of consumer education materials, in print and in other forms of media. These were housed in the NICE offices, which were located in the Rackham Building. Eventually all the materials were digitized and placed on line. In addition to maintaining and circulating this collection, Rosella Bannister and other members of her staff conducted many workshops and other training opportunities (all over the country and around the world) for teachers and others interested in consumer education. Most of these were face-to-face, but teleconferences were held as well. Many tens of thousands of people were positively affected by the work of NICE.

Increasingly, NICE was forced (by decreasing university appropriations) to become self-supporting. In 1998, immediately after Rosella Bannister's retirement after 25 years as the NICE Director, the Provost moved this organizational unit to elsewhere in the university where it was combined with other service entities.

COE Clinics.

To say that the COE did not have several clinics prior to the time we occupied the Porter Building in 1999 would be a terrible disservice to faculty and staff members and departments who attempted to provide clinical services in small, improvised spaces and with little equipment.

Prior to 1999, the Department of Leadership and Counseling had a tiny, improvised space in the basement of Boone Hall which was used for counseling clinical services until the basement of Boone Hall became un-useable. The department, including the clinical services, moved to first one and then another residence hall, where limited clinical services were provided in rooms designed for student residential occupancy. The Department of Teacher Education operated a small reading clinic in improvised space on an upper floor of the Pray-Harrold building. The Department of Health, Physical Education, Recreation, and Dance was extremely limited in what could be done for either research or clinical purposes because of lack of equipment and the environmental conditions in the Warner Building.

The Department of Special Education operated a speech and hearing clinic on the bottom floor of the Rackham Building, and it was, for many years, the best of the inadequate clinical operations within the COE. The early version of the Center for Adaptive Technology and Education (CATE) Laboratory was housed in that area as well.

In short, prior to 1999, the number of clients served in the various clinics was relatively small because of the space limitations. Similarly, the number of practitioners-to-be whose

education would be enhanced by wholesome clinical experiences was quite limited as well. All this changed dramatically with the opening of the Porter Building. See a description of clinical activities after 1999 in the next major section of this chapter.

Activities Initiated After 1991

School Development Program/Schools and Family Initiative (Comer Project)

COE representatives, including myself, were invited to meet with representatives of the Skillman Foundation on June 23, 1993 to discuss possible funding of (by the Skillman Foundation) and assistance with implementation of (in Detroit Schools) the Yale Child Study (Comer) model of parent involvement. The Skillman Foundation invited the COE to submit a proposal to become the “university partner.” I quickly wrote and submitted such a proposal.

Very shortly thereafter, the Skillman Foundation announced the selection of the EMU College of Education as its "University Partner" for the implementation of the Foundation's "Schools and Families Initiative." The Initiative was modeled on the work of James Comer, M.D., at the Yale Child Study Center.

In November 1993, Leah Adams and I spent several days at Yale University, being briefed by the Child Study Center staff on the responsibilities associated with being the “university partner” for this project. Into 1994, it was necessary for me, on behalf of the COE, to attend a number of meetings of the Skillman Foundation/Detroit Schools/Comer project steering committee. However, in May 1994, Alison Harmon was at Yale University, attending a training program to prepare her for a leadership role in connection with EMU's involvement in the Skillman/Detroit/Comer project.

Believing that students learned better when parents and educators worked together, the Skillman Foundation agreed to provide nearly \$16 million over the following 10 years to support the Comer Schools and Family Initiative. The grant funds to the various agencies involved, including EMU, were announced on June 9, 1994 by Skillman Foundation President Leonard Smith. The funds would allow 18 Detroit public elementary schools to implement the School Development Program (SDP), a model program based on child development theory and pioneered by noted child psychiatrist and Yale professor James P. Comer.

The SDP (Comer Project) was a unique partnership among the Detroit Public Schools (DPS), Eastern Michigan University, the Yale Child Study Center, the Detroit Federation of Teachers, the (Detroit) Organization of School Administrators and Supervisors, the (Detroit) City-Wide School-Community Organization, and the Skillman Foundation. Part of the total grant was scheduled to go to EMU's College of Education and part was scheduled to go to the Yale Child Study Center, both organizations that would assist the schools to implement the program.

David Snead, General Superintendent of the Detroit Public Schools, announced the six elementary schools that would begin the program in the fall of 1994. They were: Bennett, Beulah C. Brewer, Greenfield Park, Samuel Gompers, Vernor, and Woodward Elementary. Twelve additional schools were to be selected over the next three years.

The SDP model was then being used in more than 300 elementary schools in 18 states and the District of Columbia. It was also being used in several dozen middle schools and several high schools. I was designated as the project administrator for EMU's portion of the Detroit project. Alison Harmon was assigned full-time as EMU's project coordinator, handling day-to-day activities. We received \$216,265 to support our responsibilities for the first year of operation.

The formal "kick-off" event was held at the University of Detroit-Mercy on October 29, 1994. Detroit Superintendent David Snead, Skillman Foundation President Leonard Smith, and I all made opening remarks. Break-out sessions were led by Don Hackmann, Nora Martin, Jaclynn Tracy, Yvonne Callaway, and Charles Breiner. Other EMU participants included Robbie Johnson, Alison Harmon, Ron Williamson, and Leah Adams.

Among many other activities that we initiated, for the second semester of 1994-1995, we placed more than 20 (volunteer) pre-student-teaching students in Comer schools for a field experience. In the spring of 1995, we received second-year funding. However, Alison Harmon and I were busy preparing a proposal to the Skillman Foundation for addition funds to support more EMU and other higher education services. We received another \$145,000. (Almost every year thereafter, we requested—and received—additional funds to support additional services that we would provide or arrange for.)

In the fall of 1995, among many other activities, we arranged for eleven EMU social work students (from the College of Health and Human Services) to be assigned to Comer Project schools in Detroit. Sylvia Gray of the EMU social work faculty coordinated this effort. Don Loppnow, Head, Department of Social Work, and Alison Harmon, along with Harriet Kirk of the DPS staff, were instrumental in arranging for these experiences. Internship-type experiences were available through a two-semester hour course organized around the issues confronting urban schools.

Among our other fall 1995 activities was to support transporting 40 students, from a curriculum and methods course taught by Beth Johnson, by bus to spend a day in the Comer schools. Between July and November 1995, these were some of the other Comer Project activities in which COE personnel were involved:

Alison Harmon and I participated in a variety of meetings with DPS personnel. Mary Anne Homann, by now a University Facilitator, organized and implemented a collaborative comprehensive immunization program for the Detroit Comer Schools. Immunization clinics were held at each of the now 12 Comer Schools between September 5 and September 14. Shots (1,037) were administered to 511 children. Mary Anne secured the assistance of the Detroit Medical Center, Children's Hospital of Michigan Pediatric Resident Education program, for medical backup, using the services of medical student interns. Mary Anne coordinated the nursing staff, involving clinical nurse education faculty from EMU, University of Michigan-Ann

Arbor, and Oakland University, and practicing nurse clinicians from surrounding health care agencies. Follow-up immunization clinics continued in the schools through the month of November. Mary Anne surveyed the schools regarding the need for additional health-related services. Barbara Guthrie, EMU Health Project Consultant, developed a health education curriculum aligned with the Six Developmental Pathways.

In the fall of 1995, plans were underway for Comer orientation and training of key faculty members at Oakland University (OU). Alison Harmon was working collaboratively with the OU field placement supervisor to secure pre-student teacher placements in Detroit Comer Schools. In addition, Alison was working with the Oakland Community College-EMU Urban Teaching Program toward placement of pre-student teachers in the Comer Schools for winter 1996.

At the second annual "Comer Kick Off," I addressed the group and six EMU faculty members presented sessions for the participants. Fifteen EMU students acted as hosts/hostesses, representing three colleges and five departments. Four additional EMU faculty members attended to increase their understanding of the initiative. The EMU Department of Social Work (College of Health and Human Services) designated Sylvia Sims Gray as the Comer liaison. In the fall of 1995, 10 EMU social work students were completing a field practicum of 16-20 hours per week in the Comer Schools.

In the fall of 1995, Nora Martin was working with the Parent Facilitators of the Comer Schools. Nora attended and participated in weekly Parent Facilitator meetings. She was leading the planning for a "Day for Comer Parents." Barbara Diamond was developing a field placement experience for undergraduate students in reading. Beth Johnson was the Comer liaison for the Department of Teacher Education. Under Beth's supervision, 46 EMU prospective elementary teachers were transported by van for a three-hours-per-week experience in the Comer Schools.

Alison Harmon was working in the fall of 1995 with the staffs of Greenfield Park, Bennett, and Vernor schools in the development of a "school-wide discipline plan." Alison and Sherri Joseph, the Yale Implementation Coordinator, served as consultants for the Gompers school retreat. Alison also provided the leadership for training in team building and she was currently teaching an EMU graduate course for Comer schools personnel. She had made a number of presentations on the EMU campus to familiarize faculty and staff with the initiative. In addition, she presented on the Comer project to the state conference of Professors of Educational Administration. The Comer Project and C-SIP jointly sponsored a conference in the fall of 1995, which 55 Comer Schools personnel attended.

In the spring of 1996, the Michigan Department of Education released the names of the 263 elementary and middle schools that had received the highest possible accreditation by the state. Two of these--Woodward and Gompers--were affiliated with the DPS/EMU/Skillman Foundation "Comer Project." Starting in the fall of 1996, Beverley Geltner provided a series of professional development seminars to principals of the Comer schools. We continued to receive generous and increased funding from the Skillman Foundation each year, along with supplemental funding for additional services.

Among the 1996 winners of the \$25,000 Milkin Family Foundation Award was June Green-Rivers, who had taken course work at EMU through the COE. Green-Rivers was principal of Pasteur Elementary in Detroit, one of the Comer Project schools.

In the fall of 1996, a number of COE faculty, staff, and students participated in the Third Annual "Kick Off" for the Comer Schools and Family Initiative project. Those that conducted workshop sessions included Alison Harmon, Robbie Johnson, Nora Martin, and me (with Sharon Lewis, DPS, and John Ziraldo, Skillman Foundation). Alison, as the EMU university coordinator, was on the general session program.

Some of the 1996-1997 activities included Nora Martin's presentations at Duffield and at Greenfield Park. Robbie Johnson and Alison Harmon went to observe activities in the Comer Project associated with the Guilford, North Carolina, City Schools.

In April 1997, the 4th graders from Brewer made a field trip to EMU. Organized by Mary Anne Homann and Janice Clark Young, the activities focused on fitness tests--walk/run; body composition; and flexibility, strength, and endurance. Students and their teacher, Mrs. Williams, received immediate feedback and computer-generated information was sent to parents. For the 4th graders, Charles Grimes and his students assisted with the organization and administration of the testing. Jon Ehrman and his students helped administer the tests. Erik Pedersen and his students assisted with recreation activities after lunch. Myrna Yeakle and Joan Sheard took blood pressure readings. Frank Young was involved with the fitness testing and the recreation activities. The Physical Education Organization and other students from health education assisted as well.

The Brewer school staff and Mrs. Parker, the parent facilitator, organized a "Health by the Block" community program involving exercise and nutrition. EMU nursing students, under the leadership of Janice Burnett, conducted health and safety programs for children of the Brewer School, such as a health fair.

In May 1997, Robbie Johnson, Barbara Diamond, Alison Harmon, and Janis Young traveled to Yale University to participate in a Comer Project training session. At the COE "Celebration of Excellence" ceremony, two EMU students--Mike Clemons and David Waterhouse—were recognized for their extraordinary contributions to the Comer Project.

In the spring of 1997, we received a \$163,000 supplemental grant from the Skillman Foundation as well as a "regular" grant of \$153,000, both from the Skillman Foundation and both for the support of higher education activities for the "Comer School and Families Initiative." The Year-End Celebration in Detroit was attended by Robbie Johnson, Alison Harmon, Mary Anne Homann, Nora Martin, Barbara Diamond, Valerie Polakow, and me. In June 1997, Barbara Diamond and Beth Johnson facilitated a workshop on "active learning" for the faculty of Duffield.

In September 1997, Jack Gillette of the Yale Child Study Center was on campus for several days to meet with those involved in the Comer Project. At the 1997 annual "Kick-Off" for the Comer Schools and Family Initiative, Martha Tack presented opening remarks. Alison

Harmon introduced the Cycles 1-3 Comer schools. COE faculty/staff members who presented during the event were Jim Berry, Valerie Polakow, Barbara Diamond, Elizabeth Johnson, Sue Stickel, Nora Martin, and Mary Anne Homann (with Donna Rowell).

In October 1997, 94 fourth-grade students from Holmes Elementary School came to the EMU campus. As a part of the Comer Schools health and fitness initiative, these students were in the Warner Building to participate in health assessment and physical fitness tests.

The students completed a one-mile run, push-ups, curl-ups, trunk lift, sit-and-reach, and weight, height, and skinfold measurements. There were 82 EMU students who assisted with the Holmes field day. Health, Physical Education, Recreation, and Dance (HPERD) faculty members participating in this project included Janis Clark Young and Frank Young, along with Tina Bailey (graduate research assistant) and Rodney Fisher, Matt Saval, and Elena Ramos (graduate teaching assistants). HPERD faculty members who recruited students from their classes included: Janice Clark Young, Frank Young, Myrna Yeakle, Suzanne Zelnick, Michael Paciorek, Erik Pedersen, Charles Lambert, and Matt Saval and Rodney Fisher (graduate teaching assistants). Students from Mary Anne Homann's off-campus course also participated.

After lunch, the fourth-grade students played "Twisting Pursuits" (Elementary Edition). The questions for the game were taken from the Michigan Model for Comprehensive School Health Education and other elementary health education sources. EMU students assisted the children in playing the game, while University Health Services (UHS) Peers and health minors facilitated the six games being played in three gymnasiums. The original "Twisting Pursuits" game--for college students--was created by Marylen Oberman, the UHS staff, and UHS Peer Educators. The elementary edition was developed by Tina Bailey and Rodney Fisher (HPERD graduate assistants) and Janice Clark Young.

Fourth-grade students from Wayne and Fitzgerald elementary schools were on campus in November 1997 to participate in similar fitness assessments. Approximately 75 fourth graders from Frederick Higgins, along with teachers, administrators, and parents, were on campus in January 1998 for similar fitness activities. These were among 215 fourth-grade students from several Comer schools who came to EMU in early 1998 for health appraisals and fitness testing. Under the leadership of Janice Clark Young, 91 EMU students volunteered 248 hours of their time to assist with the project.

A number of Comer Project persons participated free in the February 1998 COE Administrator's Conference, at which Carl Glickman was the featured presenter. In October 1998, Georgea Langer and Amy Colton (National Board for Professional Teaching Standards) taught 22 Detroit Comer School facilitators the skills required to facilitate "teaching-learning study groups" in their respective buildings. A second session was held in November 1998. Also, in November, in collaboration with the Yale Child Study Center, EMU initiated the Academy for Developmentally Centered Education in Detroit. The first sessions were held at the Hotel St. Regis with an audience that was primary teachers from the Detroit Comer Schools. Leadership was provided by Alison Harmon, assisted by three persons from Yale University and Minnie Mays of the Detroit Public Schools. EMU presenters in the Academy included Geoffrey Colón,

Nora Martin, Joanne Caniglia (Mathematics), Barbara Diamond, Leah Adams, Elizabeth Johnson, and Harrison Smith (Social Work).

In March 1999, Nora Martin presented during the Academy for Developmentally Centered Education at the Yale Child Study Center in New Haven, Connecticut. That same month, Leah Adams presented a parent workshop at Gompers and at Pasteur. In May 1999, Beth Johnson presented a workshop at Bennett. Also, in May, Geoffrey Colón and 17 HPERD students completed a full round of fitness testing with 95 fourth grade students from Jamieson.

In July 1999, James P. Comer, M.D., the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center, was appointed to serve during the coming year as the first holder of the John W. Porter Chair in Urban Education. Dr. Comer was in residency at EMU for periods of time during October, December, February, and March of 1999-2000. Also, in July 1999, we received a \$360,000 award from the Skillman Foundation for the sixth year of continued support of EMU as the "university partner" for the Comer Schools and Families Initiative in the Detroit schools.

In October 1999, Alison Harmon received an \$85,550 award from various sponsors for the "Detroit/Eastern /Yale School Development Program Regional Training Center." The Yale Child Study Center selected EMU to provide training activities, on-site consultation, and technical assistance for Comer schools in Michigan and Ohio. The Yale Child Study Center and Detroit Public Schools were EMU's partners in the creation of this regional resource, referred to as the "DEY Center." Revenue generated by contractual fees paid by schools using the DEY Center's services were to fund Center activities. Initially, nine Michigan and five Ohio schools were to be served.

In November 1999, Geoffrey Colón, with 19 physical education undergraduate students, conducted a full fitness testing session for approximately 95 third-grade students from A.L. Holmes. In May 2000, Dr. Comer was appointed to a second year as the holder of the John W. Porter Chair in Urban Education. He was in residency for periods of time during October, November, and March during 2000-2001.

In August 2000, Alison Harmon received \$49,000 from the Skillman Foundation for the "Comer Schools and Families Initiative." This grant provided three months of bridge support for continuing the implementation and replication of the nine elements of the school development program in the Detroit Comer schools. In October 2000, a delegation of faculty members from Antioch University in Ohio was in the Porter Building, hosted by Alison Harmon and other EMU faculty members. Implementation of the Comer Schools and Family Initiative model in the Akron, Ohio, schools was the topic. In December 2000, Alison Harmon was awarded \$437,000 by the Skillman Foundation for the "Comer Schools and Families Initiative, Year 7."

In February 2001, Nora Martin spent a week at Yale University as a member of the National Faculty for the Comer School Development Program. In April 2001, Alison Harmon was awarded \$134,210 from various sponsors for "DEY/RTC: Detroit/Eastern/Yale School Development Program Regional Training Center, Year 2+." At the time, one Ohio and eight Michigan schools were involved in the project.

In May 2001, U.S. Secretary of Education Rod Paige named Samuel Gompers as one of the National "Blue Ribbon" Schools of Excellence for 2000-2001. Nine principals across the country received the 2001 Patrick Francis Daly Memorial Award for Excellence in Educational Leadership. One of these was Joyce Herron-Taylor, principal of Anthony Wayne.

As of the fall of 2001, EMU was up to 38 partner schools in the Detroit district through the Comer Project. These included one high school, eight middle schools, and 29 elementary schools. Nora Martin became university coordinator, as Alison Harmon went on leave from EMU to serve the Skillman Foundation as a senior program officer. The COE also housed the Comer Project Regional Training Center. This activity provided technical assistance to two new Comer Projects in Colorado and one in Ohio. Continuing projects included schools in Grand Rapids, Pontiac, and Youngstown, Ohio.

In October 2001, Nora Martin was one of the presenters at the first Leadership Training 101 session, held near Dearborn, sponsored by DEY (Detroit, EMU, Yale). There were 192 people enrolled in training related to the Comer Project, including participants from Virginia, Pennsylvania, Wisconsin, South Carolina, and Florida. In November 2001, Nora Martin, with me as the administrator, was awarded \$450,000 by the Skillman Foundation for "Comer Schools and Families Initiative, Year 8."

Also, in November 2001, Nora Martin and I were among those who brought greetings to the Comer "Kick Off" event. Nora was also on the planning committee. A number of EMU faculty members and students attended the event. Many administrators, teachers, parents, and students from the 38 schools now part of the Comer Project were present. In December 2001, Nora Martin was awarded \$97,440 by various sponsors for "DEY/RTC: Detroit/Eastern/Yale School Development Regional Training Center, Year 2, Plus Seven Additional Schools."

In May 2002, the Comer Kids Leadership Academy was held on the EMU campus, with Deborah Harmon as the director. The event was modeled after Yale University's Comer Kids Leadership Academy. Each of 28 elementary schools in Detroit affiliated with the Comer Project sent two 4th-grade delegates and an adult chaperone to the weekend camp. Activities focused on the Comer model and process from the child's point of view; Comer principles of collaboration, consensus, and "no fault"; as well as the Comer model's "developmental pathways." Activities were organized around a theme of "Underground Railroad" and were designed to enhance problem solving and leadership skills. Various sessions were led by Toni Jones, Jan Collins-Eaglin, Geff Colón and members of EMU's African-American sororities and fraternities. Delegates participated in a teleconference with Dr. James Comer at Yale University.

In the fall of 2002, the Skillman Foundation announced the award of \$461,000 to the COE to support the transition and exit activities of the Comer Schools and Families Initiative. This was the final year of Skillman Foundation support of the decade-long project involving the COE and the Detroit Public Schools. Many of this year's activities were on reporting the accomplishments of this initiative over the life of the project.

In March 2003, Nora Martin addressed the Developmental Academy held at Yale University. In June 2003, The Comer Schools and Family Initiative (Comer Project), with EMU as the

“university partner” and sponsored by The Skillman Foundation, completed its final year of operation. Celebration events were held at Eagle Crest in Ypsilanti and at the Marriott Hotel in Detroit. The local event was a research symposium, featuring evaluation studies by ABT Associates, Inc. of Cambridge, Massachusetts and by a team from Michigan State University. I provided opening remarks. Presenters included Helen Ditzhazy, with doctoral fellow Nan Chi Tiao and Edward Ojeda of Bennett; former faculty member Barbara Diamond, with Rueben Wiley, Duffield; Deborah Harmon and Geff Colón; instructors of the FETE courses; Elizabeth Johnson, with Mary Kathleen Walsh; and Patricia E. Nunn (Nursing). Faculty members from multiple EMU colleges served as facilitators for the break-out sessions.

At the Detroit celebration dinner and gala, I made opening remarks. The address of the evening was made by James Comer, M.D., former holder of the John W. Porter Chair in Urban Education at EMU. A video was shown, including comments by me, former COE associate dean Robbie Johnson, Nora Martin, and others. Logistics for both events were handled by the EMU Comer Project staff—Nora Martin, Mary Anne Homann, and others.

In November 2003, Nora Martin, Mary Anne Homann, Helen Ditzhazy, and Ella Burton were involved in a Comer Schools Development Program “101 Leadership” training program in Novi. Participants were from the Detroit schools and the Gilpin Elementary School in Denver, Colorado. In January 2004, EMU COE was invited to become a charter member of the “School Development Program-University Partners,” affiliated with the various Comer projects around the country. Other members of the consortium were Drury University, Long Island University, Southern University, and Washburn University.

Office of Collaborative Education

In the fall of 1994, I announced the creation of the COE Office of Collaborative Education. At the outset, the office was under the general supervision of Donna Schmitt and the day-to-day supervision of Don Hackmann. Although the duties and responsibilities of the Office evolved over time, the general purposes were: (1) to provide coordination and support for the wide and extensive array of activities that the COE had with K-12 schools and (2) to create additional opportunities for COE and EMU personnel to interact with K-12 colleagues.

Following are some examples of the work of this office. In 1996, Don Hackmann was the organizer of the Administrator's Conference and Research Symposium, sponsored by the COE's Office of Collaborative Education, C-SIP, and the Systemic Change Initiative. In February 1997, the 14th annual School Administrators' Conference was held, sponsored by the COE's Office of Collaborative Education and C-SIP.

In January 1997, Peggy Daisey, Beverley Geltner, Sylvia Jones, Margaret Moore-Hart, and Lech Wisniewski each won a small stipend from the COE Office of Collaborative Education to write one or more grants that involved a collaboration with a local school or district. Carl Glickman of the University of Georgia was the keynote speaker at the C-SIP/Office of Collaborative Education Administrator's Conference in February 1998.

EMU's two consociate schools--Estabrook/New Horizon in Ypsilanti and Farmington High School--were recognized by the Teacher Education Council of State Colleges and Universities (TECSCU) during the AACTE convention in February 1998. EMU and three other institutions were recognized for "exemplary teacher education programs" at that time, with the consociate schools being the "exemplary practice" for EMU's recognition. The principals, the EMU facilitators (Marylyn Lake and Donna Wissbrun), and COE Office of Collaborative Education Coordinator Georgea Langer were present to present and to receive the recognition.

The 1998 AACTE convention included an exhibit featuring the work of the COE Office of Collaborative Education. The COE's first (1998) Best Practices Conference, held at the Eagle Crest Conference Center, was jointly sponsored by the Middle Vision Project, the COE Office of Collaborative Education, and EMU's Continuing Education. COE presenters included Marv Pasch, Linda Lewis-White, Jim Berry (with N. Miller, R. Leyshock, and L. Chew), Mike Charles, Alane Starko, Dale Rice, Sarah Huyvaert, Tom Gwaltney, Judy Williston and Sue Grossman, Sue Grossman (alone), Lisa Frankes and Maureen McCormack, and Georgea Langer [with Connie Witt, Office of Research Development (ORD)].

In February 1999, Georgea Langer and Nora Martin served as the "director" and the "host," respectively, for "The Noprah Show," the presentation theme for the 16th annual School Administrators Conference, sponsored by C-SIP/Office of Collaborative Education. The conference was on "Home-School-Community Partnerships," with special guests Grace Nebb, principal, Feinberg-Fisher school, and Beverly Nixon, principal, Martin Luther King school, both of Miami, Florida. The design for the first floor of the Porter Building included space for the COE Office of Collaborative Education.

The second (1999) annual "Best Practices Conference" was held at the Eagle Crest Conference Center. The keynote speaker was Janet Kierstead of Claremont Graduate University and the California Department of Education. She was an expert in the field of curriculum integration and interdisciplinary teaming. Lisa Frankes, Georgea Langer, Martha Baiyee, and Pat Williams-Boyd served as the planning committee. The event was sponsored by the Department of Teacher Education, EMU Continuing Education, the Middle Vision project, the COE Office of Collaborative Education, and the local chapter of Phi Delta Kappa. COE presenters included Michael Charles (with Ming-Hsun Chiang, EMU, and Laura Oliver, Howell schools), Sue Grossman, Anne Bednar, Randy Rush, Dale Rice, Beth Johnson, Lisa Frankes, Pat Williams-Boyd, Margaret Moore-Hart, Peggy Daisey, Irene Allen, Thomas Gwaltney, Linda Lewis-White, Trevor Gardner, and Martha Baiyee and Margaret Patterson.

At the Governor's Education Summit in Lansing in November 2000, Don Staub, head of the COE Office of Collaborative Education, and graduate assistant Stacey Tunteri staffed the EMU College of Education display, one of only three from higher education in the state. In October 2001, coordinated by the COE Office of Collaborative Education, a van load of donations of paper, book bags, notebooks, pens, pencils, and other teacher and classroom supplies for the New York City school children that had been forced to evacuate their schools was secured and personally delivered to New York City school authorities. Don Staub, several EMU students, and I were involved with the delivery.

Also, in October 2001, the COE Office of Collaborative Education kicked off the COE Project for International and Global Education by participating in the EMU observance of International Education Week. The COE activities included three noontime brown-bag lunch presentations by COE-affiliated persons. Presentations were made by Dibya Choudhuri, *emeritus* professor Leah Adams, and graduate student Charles Muwonge.

In December 2001, Don Staub presented in Lansing at a Michigan Department of Education-sponsored conference on the Comprehensive School Reform Demonstration Program. In March 2002, the COE Office of Collaborative Education served as host for visitors from Japan. The visitors were a team of academics and researchers from the Center for School Education Research at Hyogo University of Teacher Education. The Japanese representatives also visited local-area schools.

Between 1994 and 2004, a number of presentations at state and national educational meetings were made about the work of the COE Office of Collaborative Education.

Academic Service-Learning/AmeriCorps/Learn and Serve

Dale Rice was a professor in the Department of Special Education who, at least in my opinion, had become a bit “stagnant” in the latter part of his academic career. To Dale’s enormous credit, and for the benefit of thousands of students and others, he found a way to re-vitalize his career and to perform an extraordinary service to the EMU and other institutional communities. Dale became involved with the “academic service-learning” movement and with AmeriCorps.

This activity began in August 1994 when Dale Rice obtained funding for (and became the director of) two related projects. The \$136,427 “Learn and Serve” grant was designed to support infrastructure that would promote service-learning in EMU classes. The project was designed to create a service-learning link for students--between EMU and the community through a Center of Community-Based Volunteer Service. Each college was scheduled to have a team composed of a graduate assistant and a faculty member to promote and encourage volunteerism in the community by students of that college. This team would then arrange appropriate site placements to ensure that students have meaningful and demonstrable learning experiences.

An “AmeriCorps” grant of \$218,000 from the Corporation for National and Community Service supported 10 “Opportunity Centers” in Ypsilanti and Willow Run to help at-risk elementary children achieve academic success. The initial grants called for collaboration with a Michigan State University (MSU) 4-H program, a University of Michigan (UM) Space Grant program, Ypsilanti and Willow Run schools, and other community agencies involved in the Learning Community Coalition.

In October 1994, 27 EMU students, many from professional education, were inducted into AmeriCorps—the first of numerous others who became involved later. Dale Rice, who

wrote the AmeriCorps proposal and was the project director, presided at the ceremonies. Speakers included EMU president William Shelton and U.S. Senator Carl Levin.

Georgea Langer and Robert Kreger were among the early COE faculty members to hold the title of Office of Academic Service-Learning Fellow. Other early EMU faculty members similarly involved included were Polly Buchannan (HECR), Jean Bush-Bacelis (Management), Chris Foreman and Kathy Stacey (CTA), Robert Kraft (English), and William Tucker (Honors Program).

In March 1995, a grant of \$498,013 was received from the Michigan Community Service Commission for "AmeriCorps: Teams for School Success." Dale Rice was the director of the project, which was credited 60% to Special Education/COE and 40% to Campus Life.

By 1996, Dale Rice was also receiving money from Michigan Campus Compact for support of the academic service-learning activities. In February 1996, Dale received \$50,000 from the Corporation for National and Community Service to support second year activities of "Learn and Serve America." That same month, he received \$224,636 from the Michigan Community Service Commission for "AmeriCorps: Teams for School Success." These funds supported continuation of 14 Opportunity Center sites for K-9 students in the Ypsilanti and Willow Run areas through use of 10 full-time and 40 part-time AmeriCorps personnel.

In July 1996, Dale Rice received \$297,881 for "Learn and Serve America"; "AmeriCorps--Teams for School Success"; and "AmeriCorps--Teams for School Success--Child and Family Services Support." Dale received, in September 1996, \$23,245 from Child and Family Services of Washtenaw, Inc. for "AmeriCorps: Teams for School Success--Child and Family Services Support." Dale received \$49,500 from the SOS Community Crisis Center for "AmeriCorps: Teams for School Success--SOS Community Crisis Center Support" in October 1996.

Dale Rice was awarded \$251,759 from the Michigan Community Service Commission for "AmeriCorps: Teams for School Success--Year 3" in November 1996. This continuation project coordinated educational activities for K-9 students in the Ypsilanti and Willow Run areas. EMU trained and supported 62 part-time AmeriCorps participants to work at 19 Opportunity Center sites. Trained participants, parents, and community teams worked together at each Center to provide children with learning opportunities.

In 1997, Dale was the recipient of a \$2,500 grant from the Corporation for National Service for the "Martin Luther King, Jr. Literacy Day." Activities were held in five Willow Run elementary schools and at the Ypsilanti Parkridge police mini-station. The funds provided books for children, which were presented as part of a "Read In" to promote a literacy environment in the schools. In the spring of 1997, Dale presented to 50 police officers and chiefs from around the state on "Youth at Risk." AmeriCorps and Learn and Serve were given as examples of meaningful preventive interventions with at-risk children. Dale and Kathy Stacey (CTA) provided training for 50 elementary and secondary teachers from the Dearborn Schools and for 20 faculty members at Olivet College in April 1997.

In May 1997 Dale Rice was awarded \$5,996 by the Corporation for National and Community Service for "Community Service-Learning Coordinators." This was to recruit, train, orient, and place 12 EMU college work study students as Community Service-Learning Coordinators in nine community non-profit agencies.

The AmeriCorps program partnered with the Ypsilanti Police Department to conduct afternoon day camps in three subsidized housing projects in Ypsilanti during the summer of 1997. AmeriCorps also partnered with the Work Force Development Program such as to hire 12 youth who live in these complexes to be "junior camp staff" for the activity. The camps ran from June 23 to August 15, four hours in the afternoon, and served 120 youth from 5 to 14 years of age in academic, recreation, and "just plain fun" activities.

Later in 1997, Dale's activities had expanded to the point where he was offering an individual training program on understanding and implementing academic service-learning designed for elementary, secondary, as well as for college faculty members.

Bill Cupples and Sandy McClennen were selected as Faculty Fellows of the EMU Office of Academic Service-Learning for fall semester, 1997, while Nancy Halmhuber held that title for the winter semester of 1998. The appointments carried released time from teaching. In September 1997, Dale Rice received an official letter of commendation from the City of Ypsilanti for the contributions of the EMU AmeriCorps program to the life of the community. Dale was, at the time, also serving as a member of the advisory council of the AACTE's project on Service-Learning and Teacher Education (SLATE).

Also, in September 1997 Dale Rice received a \$14,689 award under a subcontract from the University of Michigan for "An Academic Service-Learning, Interdisciplinary, and Project-Based Transportation Curriculum for the Undergraduate and Elementary Levels." This award was to develop a "Two-Tier Learning and Community Outreach Educational Model" which incorporated academic service-learning and community outreach opportunities by developing, implementing, and evaluating an undergraduate interdisciplinary curriculum and a fifth-grade project-based curriculum using transportation as the theme. The project also included developing and assessing the students' knowledge, behaviors, and expectations about transportation.

For the 1997-1998 year, Dale Rice received \$34,386 from the Corporation for National Service for "Learn and Serve America: Higher Education-Fourth Year." During this year, the Office of Academic Service-Learning developed and implemented a multi-year strategic plan, hosted a development institute for 50 previously trained faculty fellows, placed 1,750 students and 24 academic service-learning coordinators with 80 community agencies and faculty, targeted key departments to expand use of academic service-learning, and supported 12 one-semester faculty fellowships. The project employed four graduate assistants and two undergraduate Honors interns.

In October 1997, Peggy Moore-Hart received \$12,000 from Child and Family Services of Washtenaw County for "Coordinating Literacy for America's Student Success (CLASS): Michigan's AmeriCorps." This award provided partial support for cost share for member allowances for five AmeriCorps members. In November 1997, in a closely-related and coordinated activity,

Peggy, with Barbara Diamond as co-director, received \$100,000 from the Michigan Community Service Commission for "CLASS: Coordinating Literacy for America's Students' Success." This award used AmeriCorps members to improve the reading/writing performance of K-5 children through a tutoring/mentoring program that linked with a parental involvement component and with volunteers within the community. The project was intended to increase volunteer and parent participation in the literacy of children, to establish partnerships between institutions of higher education and the community, and to promote civic-mindedness and community service among those involved in the program.

The inaugural ceremonies for CLASS included State Representative Kirk Profit; EMU President William Shelton; Glenna Frank Miller, Director of the Office of Campus Life; and Daphne Wells, Program Officer of the Michigan Service Commission. Twenty AmeriCorps members were involved with the project. Community partners included the following elementary schools: Adams, Cheney, Ford, Holmes, Kaiser, and Kettering. Other community partners were these Community Centers: Church of God, West Willow, Forrest Knolls, and Parkview. Four graduate assistants and five faculty/staff members provided the support for the activities.

In the spring of 1998, the EMU Office of Academic Service-Learning had an exhibit at the AACTE convention. In March 1998, Dale Rice received one of the university's four 1997 Distinguished Faculty Awards--for Service to the University--primarily based on his work and successes with academic service-learning.

In July 1998, Dale Rice was awarded \$7,500 from the Romulus Public Schools for Project Serve. This project was to assist the Romulus Community Schools in furthering the integration of service-learning programming into its curriculum. In collaboration with the sponsor, EMU developed, organized, and coordinated an academic service-learning advocacy program for EMU students who graduated from Romulus Community Schools.

Margaret "Peggy" Moore-Hart, with Peggy Diamond as co-director, received \$120,856 from the Michigan Community Service Commission for continuation of the "CLASS: Coordinating Literacy for America's Students' Success" project in November 1998. Dale Rice, in December 1998, received a \$54,000 grant to be the training and technical advisor to sixteen "Learn and Serve" K-12 grantees of the Michigan Department of Education.

Gary Navarre was named a Faculty Fellow of the Office of Academic Service-Learning for the winter 1999 semester. Other COE faculty members who held the same recognition at about this time included H.A. Hasan, Jody Smith, Lisa Frankes, and Christina Jose-Kampfner. In March 1999 Dale Rice received \$54,500 from the Michigan Department of Education for "Technical Assistance Providers for Learn and Serve Michigan." This project provided the Michigan Department of Education with "assistance giving subgrantee service-learning coordinators and others, curricular assistance and in-service training to classroom teachers wishing to utilize service-learning methodology, assistance with developing youth leadership skills among students, information and assistance with student assessment, program evaluation, and research development."

Dale Rice, sometimes with Kathleen H. Stacey (CTA), became much in demand during these years as a speaker at national conventions (*e.g.*, AACTE, ATE, American Association for Higher Education, National Community Service Conference) and as a consultant on academic service-learning to such institutions as Indiana State University, the University of Michigan-Flint, and the University of Wisconsin-Madison. Other faculty members—and students—spoke to groups concerning the academic service-learning experience. For example, Sandra McClenen, two of her students (Erin McLeod and Tanesha Speights), WISD Transition Teacher John Rose, and two of Rose's students (Amy Ichesco and Cindy Tubbs) made two presentations about their academic service-learning project. At the Michigan Campus Compact Third Annual Faculty Institute on Service-Learning, held at Olivet College, they presented "What Textbooks Can't Teach." At the annual Michigan Conference of the Council for Exceptional Children, held in Grand Rapids, they presented "Learning through Fun and Friendship."

In May 1999, Dale Rice was awarded \$16,866 by the University of Michigan for "Learning, Interdisciplinary and Project-Based Transportation Curriculum for the Undergraduate and Elementary Levels." These funds supported a continuation of a previously implemented project. That same month, EMU's AmeriCorps program was selected as a finalist for the Sixth Annual Governor's Service Award.

Eddie Bedford and Lizbeth Stevens were named as Academic Service-Learning Faculty Fellows for fall 1999. Lou Thayer was named as a Faculty Fellow for winter 2000. The three were among 13 selected campus wide.

In November 1999, Dale Rice was honored with a "Certificate for Outstanding Contributions" to academic service-learning at EMU and with the "Michigan Campus Compact Lifetime Achievement Award" at the meeting of the Michigan Campus Compact Faculty Institute. In December 1999, \$120,000 was awarded to Kathy Stacey (CTA) and Dale Rice for "CLASS: Coordinating Literacy for America's Students' Success" from the Michigan Community Service Commission. The award was to use AmeriCorps members to improve the reading/writing performance of K-5 children through a tutoring/mentoring program, a parental involvement component, and through volunteerism within the community. The project increased volunteer and parent participation in the literacy of children, established partnerships between institutions of higher education and the community, and promoted civic-mindedness and community service among those involved in the program by blending AmeriCorps, America Reads and academic service-learning programs.

In January 2000, Dale Rice was awarded \$46,000 by the Michigan Department of Education for "Technical Assistance Providers for Learn and Serve-Michigan." This was to support the continuation of an on-going project. In that same month, Peggy Moore-Hart (co-director, with Glenna Frank Miller, director) received \$15,000 from the Washtenaw County government for the "AmeriCorps Administrative Assistant Salary Support" project. This money provided funding support for a half-time administrative assistant for the AmeriCorps program.

In the spring of 2000, undergraduate student Jason Camis traveled to Ecuador, where he presented at an international conference on service-learning programs. Maureen McCormack (for the fall of 2000) and Kay Woodiel and Toni Jones (for winter 2001) were named as Faculty

Fellows by the Academic Service-Learning Office. In August 2000, Kathleen Stacey (CTA), and Dale Rice received \$15,000 from the Washtenaw County government for "AmeriCorps Administrative Assistant Salary Support." This award provided funding support for a half-time administrative assistant for the AmeriCorps program.

In October 2000, Dale Rice received \$517,607 from the U.S. Department of Education for "A Sustainable Model for Academic Service-Learning." This money was used to disseminate EMU's successful model of academic service-learning nationally to six participating universities: Catholic University, Central Washington University, Tulane University, University of Idaho, University of Southern Mississippi, and University of Vermont. This support came from the Fund for the Improvement of Post-Secondary Education.

In that same month, Dale Rice received \$200,000 from the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan." This project supported a university consortium to advance academic service-learning in colleges of education at four Michigan universities [EMU, Central Michigan University (CMU), Western Michigan University (WMU), and Northern Michigan University (NMU)] by training faculty and integrating academic service-learning into teacher preparation programs. These four universities then collaborated with local community agencies and K-12 districts to provide training and technical assistance to teachers and administrators.

In November 2000, Nancy Halmhuber received the Michigan Campus Compact Faculty Staff Community Service-Learning Award for that year. Nancy was determined to have been the person at EMU that "made the most outstanding contributions in the area of community service-learning."

In December 2000, Dale Rice was awarded \$73,000 by the Michigan Department of Education for "Learning with a Purpose: Academic Service-Learning Model for Mathematics, Science and Life." This project incorporated mathematics/science benchmarks for Ypsilanti Public Schools students in grades 1-8 to increase achievement and growth in these areas. It provided professional development for teachers and administrators using the academic service-learning model. Benefits gained were similar to comparable successful programs in the Romulus Community Schools.

In February 2001, in a closely-related and coordinated activity, Lisa Frakes was awarded \$2,239 by the Michigan Campus Compact for "Questioning the Media." This award was to create and guide the implementation of a curriculum unit on critical media literacy that had a dual focus: 1) preservice teachers taught the unit using diverse pedagogical strategies, including the use of academic service-learning, in the authentic context of the fifth-grade classroom; and 2) fifth-grade students engaged in academic service-learning for the purpose of instructing younger students to examine critically media representations of our world.

In March 2001, Toni Stokes Jones, supported by grant funds, was designated to coordinate and teach COE teacher preparation faculty and K-12 teachers how to integrate academic service-learning into their curricula. Nancy Halmhuber was awarded a one-semester sabbatical leave for 2001-2002 in order to prepare an "Academic Service-Learning Handbook." Nelson

Maylone and Kathlyn Parker were named as Academic Service-Learning Fellows for the following year, Nelson for the fall semester and Kathlyn for the winter semester.

In June 2001, Dale Rice was awarded \$43,000 by the Michigan Community Service Commission for "Training and Technical Assistance to K-12 Learn and Serve-Michigan Sub-Grantees." The purpose of this project was to strengthen the effective use of academic service-learning by sub-grantees of the Learn and Serve-Michigan program through training and technical assistance. The project used qualified university professors from the EMU Office of Academic Service-Learning as consultants to sub-grantees.

That same month, Dale Rice (with Nancy Halmhuber as co-director) was awarded \$8,000 by the Michigan Community Service Commission for "Models and Strategies of Training and Technical Assistance for Academic Service-Learning to K-12 Districts." The purpose of this project was to provide the Michigan Community Service Commission with information about the delivery of training and technical assistance to Learn and Serve-Michigan sub-grantees. This was accomplished by assessing the program development needs of sub-grantees and the larger academic service-learning field in Michigan.

In August 2001, Dale Rice received a \$25,500 award from the U.S. Department of Education for "Sustainable Model for Academic Service-Learning-Supplement." This grant provided support for a second two-day workshop and for travel for participating universities to attend conferences and disseminate project information. In November 2001, the Dean's Academic Service-Learning Initiative was implemented. Stipends were available for a limited number of faculty members in the COE to develop/update their course syllabus and to conduct activities in a course to include academic service-learning.

Dale Rice was awarded \$200,000 by the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan" in December 2001. This funding was to continue support of a university consortium to advance academic service-learning in the Colleges of Education at four Michigan universities (EMU, CMU, WMU, NMU) by training faculty and integrating academic service-learning into teacher preparation programs.

In April 2002, Lidia Lee was named to a Faculty Fellowship with the EMU Academic Service-Learning program. In that same month, Dale Rice, with Chris Foreman as codirector, received \$50,000 from the W.K. Kellogg Foundation for "American Humanics Faculty Development: Blending American Humanics and Academic Service-Learning." The purpose of this project was to create a faculty development program, blending Academic Service-Learning into the American Humanics program.

In June 2002, Dale Rice was named as one of two finalists for the Thomas Ehrlich Faculty Award for Service-Learning, presented by the California Campus Compact. In August 2002, Dale was the co-director of a project that Kathleen Stacey (CTA) directed. The project was awarded \$25,000 from the Michigan Department of Education for "MI CLIMB Project CD-ROM Dissemination." The Office of Academic Service-Learning had the responsibility to train, coordinate, and oversee faculty consultants from colleges of education at EMU, CMU, NMU,

and WMU as they became trainers and technical assistants for all teacher preparation programs in Michigan.

Toni Jones received \$25,115 from the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan" in September 2002. This funding supported Department of Teacher Education activities for the CNS grant entitled "University Consortium to Advance Academic Service-Learning Throughout Michigan." In November 2003, Wendy Burke, Geff Colón, and John Palladino were named as Academic Service-Learning Fellows for the following semester.

In addition to the very large number of benefits directly obtained by school-age students, community members, university students, and higher education personnel in many dozens of schools/universities and community agencies in Michigan, elsewhere in the country, and even internationally, the activities of Dale Rice and many others affiliated with Learn and Serve, AmeriCorps, and academic service-learning were of extraordinary public relations benefit to EMU and the EMU COE.

Writers Camp

From the summer of 1995 through the remainder of the time I was dean, Margaret "Peggy" Moore-Hart conducted a summer "Writer's Camp" for students aged 9-12 from the Ypsilanti schools. The Writer's Camp typically served around 40-50 children each year. Sessions were rotated among various Ypsilanti elementary school buildings, including George, Ardis, Estabrook, and Adams elementary schools. The purposes of the Writer's Camp were to help Ypsilanti elementary students improve their writing skills and to provide a laboratory for graduate students to learn to teach writing effectively.

There was a theme each year, around which various writing activities were structured. Many of the themes were built around places in the community such as the University of Michigan Botanical Garden, the St. Joseph Mercy Hospital, the Ann Arbor airport, the Willow Run airport, and the Yankee Air Museum. Other themes involved procedures such as the reporting process of the *Ann Arbor News*.

Each year, the Writer's Camp ended with a "celebration" which included many parents, EMU and COE officials, school district officials, and personnel from the community agency involved with the "theme." An anthology of student work was produced each year and, in and after 2000, it was prepared entirely on a computer. Media coverage of Writer's Camp activities, especially by the *Ann Arbor News*, was extensive each year.

Porter Chair

Dr. John Porter was a Michigan educator of great distinction who rose to serve as the Michigan State Superintendent of Education, and as the president of Eastern Michigan University. Later, he served as superintendent of the Detroit Public Schools. As an African-American himself, he was much concerned about inadequate educational opportunities for minority persons, particularly those in urban settings.

After his retirement as president of EMU, Dr. Porter very quietly began to raise money to endow a chair in urban education within the COE at EMU. A major milestone was reached in February 1998, when the EMU Foundation announced the receipt of \$384,000 from the Mott Foundation for the endowment for the John W. Porter Chair in Urban Education. This amount was received, in part, in response to a challenge grant opportunity provided by the MacGregor Foundation. The funds from the MacGregor Foundation, when received, plus the amount from the Mott Foundation, plus the amount already in hand, were sufficient to fund the Porter Chair at the \$1 million level.

By a year later—February 1999—there had been additional contributions and earnings since the original announcement. Although, at the time, interest earnings were not yet at the level to support a Chair holder on a full-time basis, all approvals had been received to implement the scholarly and service activities of the Chair on a part-time basis, starting in the fall of 1999, supported by the earnings on the endowment and supplemented by the Provost's office.

Reporting to the dean of the College of Education, and in accordance with Dr. Porter's intentions, the holder of the Porter Chair was to conduct research in urban and community issues and present/publish that work to local, state, and national audiences; teach graduate courses/seminars related to community and urban educational issues; organize and assist with other EMU faculty initiatives related to urban and community educational issues; work with doctoral students whose inquiry was related to urban and community educational issues; and represent the University and the COE in a wide range of state, regional, and national professional activities related to the work of the Chair.

In accordance with Dr. Porter's intentions, it was expected that the holder of the Chair would be a senior scholar and/or practitioner who had appreciable experience in urban schools; who understood and had personal experience with the role of a change agent in the urban setting; who had outstanding communication and collaborative/consultative skills; and who had the ability to relate closely to the typical populations of urban school districts. Jim Berry was designated as the chair of the search committee and other members were appointed by me.

James Comer. James P. Comer, M.D., the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center, was appointed to serve during the 1999-2000 year as the first holder of the John W. Porter Chair in Urban Education. Dr. Comer was in residency at EMU for periods of time during October, December, February, and March in 1999-2000.

Dr. Comer was perhaps best known for the founding of the Comer School Development Program in 1968, which promoted the collaboration of parents, educators, and community to improve social, emotional, and academic outcomes for children that, in turn, helped them achieve greater school success. This project was in place in more than 700 schools across the country. EMU was the university partner for the project's implementation in a number of Detroit schools.

Dr. Comer was the author of *Beyond Black and White; School Power--Implications of an Intervention Project*; the autobiographical *Maggie's American Dream; Life and Times of a Black Family; Rallying the Whole Village; Waiting for a Miracle--Why Schools Can't Solve Our Problems and How We Can*; and several hundred articles. He held 37 honorary degrees and many honors and recognitions, including the Heinz Award for the Human Condition and the Healthtrac Foundation Prize.

A native of East Chicago, Indiana, Dr. Comer received an A.B. degree in 1956 from Indiana University, an M.D. degree in 1960 from Howard University College of Medicine, and a master's degree in public health from the University of Michigan School of Public Health. Between 1964 and 1967 he trained in psychiatry at the Yale University School of Medicine.

An advisory committee, chaired by Jim Berry, recommended the appointment of Dr. Comer. The committee was also substantially involved in organizing the activities in which Dr. Comer participated during his times on campus. Dr. Comer's first public appearance as the Porter Chair holder was in the late afternoon of October 8, 1999 as part of that day's "Celebration!" of the opening of the Porter Building for the College of Education.

Dr. James Comer was appointed to serve a second year (2000-2001) as the holder of the John W. Porter Chair in Urban Education. He was scheduled to be in residency for periods of time during October, November, and March of 2000-2001.

Lisa Delpit. Lisa Delpit, the Benjamin E. Mays Professor of Urban Educational Leadership and Director for Urban Educational Excellence at Georgia State University in Atlanta since 1994, was selected to be the holder of the John W. Porter Chair in Urban Education in the COE during 2001-2002.

Delpit held her bachelor's degree from Antioch College and her master's degree and doctorate from Harvard University. She was a former member of the faculty at Morgan State University, Michigan State University, the University of Alaska, and the University of Massachusetts, among others. She had state agency service in Louisiana and had served as a consultant to the North Solomon's Provincial Government in Papua New Guinea. Her K-12 experience as a classroom teacher was in Philadelphia, Pennsylvania.

In high demand as a speaker for educational audiences, she was also a prolific author, perhaps best known for *Other People's Children: Cultural Conflict in the Classroom*. Delpit was in residency four times during the year, the first of which was in September 2001. She was the daughter of a high-school teacher mother and a restaurant-owner father who arranged free meals for children who could not afford lunch. She had an adopted daughter, Maya.

Nel Noddings. Nel Noddings was named to hold the John W. Porter Chair in Urban Education for the 2002-2003 academic year. Noddings was a former president of both the Philosophy of Education Society and the John Dewey Society. She was a member of the Kappa Delta Pi Laureate chapter and held many other awards and recognitions. She was the author of some 13 books, as well as numerous chapters and articles. She was, at the time of selection, Professor of Philosophy and Education at Teachers College, Columbia University.

After receiving degrees in mathematics from Montclair State College and Rutgers, she had an extensive career as a public-school teacher and administrator. However, after receiving her Ph.D. in educational philosophy and theory at Stanford, and serving brief periods of time on the faculties of Pennsylvania State University and the University of Chicago, she joined the faculty at Stanford in 1977.

At Stanford, she quickly moved up through the ranks, eventually serving as the acting dean of the School of Education. In 1992, she was named the Jacks Professor of Child Education at Stanford, a position she held until she joined Columbia University in 1997. In 2001 she held the A. Lindsay O'Connor Professorship of American Institutions at Colgate University and later she held the Libra Professorship at the University of Southern Maine. She was in residency at EMU during days in September, November, February, and March, 2002-2003.

Joyce Epstein. Joyce L. Epstein was selected to serve as the holder of the John W. Porter Chair in Urban Education for 2003-2004. Epstein was internationally known for her work with families. Her graduate degrees were from Harvard (in human development) and Johns Hopkins (in sociology). She was currently on the faculty at Johns Hopkins University, where she was director of the Center on School, Family, and Community Partnerships; director of the National Network of Partnership Schools; director of the Center for Research on the Education of Students Placed at Risk; principal research scientist for the Center for Social Organization of Schools; and professor of sociology.

Epstein held or had held more than \$14 million in grants. Her recent books included (with various coauthors) *School, Family, and Community Partnership: Your Handbook for Action* (2002); *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2001); and *Promising Programs in the Middle Grades* (1992). She was the author of hundreds of articles and papers. She was in residency for several periods of time in 2003-2004.

Activities. During the periods of residency, each of the four holders of the Porter Chair through 2003-2004 engaged in some or all of these types of activities: provided public lectures, held book signings, held office hours, visited EMU-affiliated sites in Detroit and Flint, addressed student teachers, met with minority students, met with COE department faculties, appeared on radio and TV, spoke to C-SIP conferences, lectured in classes, participated in Comer Project activities, met with faculty members in departments outside of the COE, met with student teacher and internship supervisors, met with EMU-affiliated charter school leaders, held open dialogs with educator-preparation students, and spoke at the Best Practices Conference.

Each of the four appeared on a number of national convention programs, during which their EMU affiliation was noted, at least during the time that each held the Porter Chair.

Similarly, each published and/or received some major award/recognition during the time of holding the chair, in connection with which the EMU affiliation was noted. Dr. Comer delivered the EMU Commencement address during his time as holder of the Porter Chair. In addition to the intellectual benefits received by EMU faculty and staff members and students, there was an enormous public relations advantage to EMU, and especially to the COE, for having each of these persons with us for a time.

For the periods of residency, each of the Porter Chair holders was housed in the Dean's Suite in the Porter Building, where each was provided with clerical assistance, a telephone, and supplies. Because of the proximity, I had the great fortune of being able to interact with each of these highly distinguished people in an informal and casual manner, although typically for relatively brief periods of time.

COE Clinical Suite.

With the opening of the Porter Building in 1999, a state-of-the-art Clinical Suite became available to clients, faculty members, and students. Located on the ground floor of the Porter Building, in immediate proximity to an exterior entrance for the convenience of clients, it contained conference rooms; offices and work spaces for faculty, staff and students; a spacious reception/waiting area; office space; a clinical classroom; four group therapy rooms; a play-therapy room partially equipped through a grant from the Matilda R. Wilson Foundation; and twenty individual therapy rooms. The Clinical Suite offered a range of services for children and adults, including the Counseling Clinic for individual, group, couples, and family counseling; the Reading Clinic with diagnostics and tutoring for children and adults struggling with literacy; and the Speech and Hearing Clinic for hearing assessment, hearing aid fitting and analysis, speech and language diagnostics, and speech and language therapy.

Bill Cupples served as the Clinical Suite director in its early months. In 1999-2000, at least in part because of a waiting list for clinical services, there were approximately 5,600 client visits to the Clinical Suites—1,445 in counseling, 546 in reading, and 3,700 in speech/hearing.

In 2000-2001, there were 5,207 client visits, including 592 to the Reading Clinic (literacy instruction, especially with at-risk children in the greater Ypsilanti area); 1,118 to the Counseling Clinic (including under-served populations throughout Washtenaw County), and 3,297 to the Speech and Hearing Clinic. The Speech and Hearing Clinic was reaccredited by the American Speech Language Hearing Association (ASHA).

In 2001-2002, there were 4,318 clinic visits, including 749 to the Reading Clinic, 1,181 to the Counseling Clinic (including under served and uninsured populations throughout Washtenaw and Western Wayne Counties); and 2,388 to the Speech and Hearing Clinic (also serving a client base without insurance or whose coverage has been exhausted). In 2001, Steven E. Press joined the COE staff as the director of the COE Clinics. During the year, Lidia Lee, Ph.D., audiologist, also joined the staff, which expanded the scope of service beyond diagnostic testing to also include hearing aid dispensing.

There were 3,976 visits to the COE Clinics in 2002-2003. These included 517 visits to the Reading Clinic, 1,371 visits to the Counseling Clinic, and 2,088 visits to the Speech and Hearing Clinic (serving a client base without insurance or whose coverage has been exhausted). During this year, the COE Clinics sponsored a three-part national conference on auditory processing disorders. In 2003, ASHA re-accredited the professional service program of the COE Clinics. In 2003-2004, there were about 4,000 clinic visits, up only slightly from the previous year because of a reorganization of reading clinic activities.

Center for Adaptive Technology and Education (CATE) Laboratory. The CATE Laboratory was a university-wide service, operated by the COE, designed for use by disabled students and by staff and faculty members with a temporary or long-term disability. Adaptive equipment and supplies located in the CATE Laboratory at the time it moved into the ground floor of the Porter Building included braille embossers, braille paper, voice-recognition systems, “talking” Internet browsers, large print software, spelling and grammar checking devices for dyslexia, adaptive laptop computers, closed circuit televisions, adaptive input devices, and specialized tutorial programs. To accommodate users of different sizes and disabilities, all the furniture was adjustable. Six individual spaces located inside the CATE facilities provided a quiet, distraction-free area for students taking examinations.

In 1999-2000 the CATE Laboratory served 53 persons, including EMU students from a variety of disciplines, and faculty and staff members. By 2001-2002, the CATE Laboratory had acquired additional technology for users with dyslexia and visual and physical impairments. During 2001-2002, CATE Laboratory clients included 146 students and four EMU employees, each of whom had a disability. Major services provided included technology assessments, individualized training, scanning text into alternate formats such as braille, and adapting course examinations.

By 2002-2003, the CATE Laboratory had increased technology for users with visual and physical impairments. The CATE Laboratory received an award for its ability with respect to high-speed braille conversion technology. These enhancements of technology in CATE served to support a vast increase in clientele. During 2002-2003, CATE Laboratory clients included approximately 300 students and employees, each of whom had a disability.

During 2003-04, CATE clients included approximately 400 persons (a 14% increase over the previous year), each of whom had a disability. Major services provided included technology assessments, individualized training, scanning text into alternative formats such as braille, and adapting course examinations. Jenny Clark served as the highly qualified and creative director of the CATE Laboratory during my entire time as dean.

Educational Resource Center.

During my early years as the COE dean, with the exception of some small specialized collections maintained in departmental offices, there were few instructional resources available to faculty members and students. The University Library maintained an “Instructional Materials

Center,” consisting primarily of print materials (K-12 textbooks, district curriculum guides, etc.), but this collection was small, generally dated, and infrequently used.

The visiting team for our 1993 NCATE visit took note of this matter and commented negatively, observing that NCATE Standards required more and different materials and services than we were making available at the time for our students and faculty members. Not wanting to face this matter again in connection with the 1997 NCATE visit, I spent a lot of time with the Provost and senior members of the Library staff seeking resources to “fix” this deficiency.

By 1997, and prior to the accreditation visit, the “Instructional Multi-Media Resources Center” (IMRC) was created. This was a joint project of the COE and Library Resources and Technology (LR&T), with appreciable financial support from the Provost, and housed in the new Halle Library building. The facility incorporated the (primarily print) materials of the former Instructional Materials Center, but it also included a classroom and approximately 20 student computer stations, along with instructor computer stations. A wide variety of peripherals, including printers, digital camera, video camera, photoshop, etc. was also available. A considerable collection of Macintosh and Windows software was also available. This was far better than what we had had before.

However, following our 1997 accreditation visit, and guided by negative comments that were again made by the visiting team, in 1998, the COE Council accurately observed that “professional education students no longer had the opportunity, since the move to the Halle Library, to browse among hard copy materials [(current) curriculum guides, kits, (current) K-12 textbooks, etc.] related to topics of interest.” A motion was passed, unanimously, requesting that “an Instructional Materials Center be reestablished, preferably in the space designated for such on the first floor of the (yet to be occupied) Porter Building.”

Naturally, it generally fell to me to “make this happen.” This involved much discussion with the senior staff of LR&T and numerous compromises on the part of both parties. Eventually, it resulted in, in effect, a “branch of the Halle Library,” housed in the Porter Building, with materials included as part of the Halle Library catalog, and with “check-out” and security handled in the same way as materials in the Halle Library.

In 2000, the Educational Resource Center (ERC), housed in Porter 100, was open for business, with Anne Bednar as the person in charge. The ERC included equipment and supplies for a variety of instructional and informational purposes. Each COE office was eligible to establish an Eagle Express account, if it had not already done so. Faculty/staff members could then check out the unit's Eagle Express Card, as determined by department/office policy, and use the card to acquire/make materials in the ERC.

Services/materials available at the outset included (but were not limited to) laminating, dry mounting, cut lettering for bulletin boards, transparency production, printing full color or black and white pages on white or colored paper, printing full color posters from Power Point slides, binding books up to 1" thick, purchasing computer disks, and many more. Other services included creation of multimedia materials and video editing for which there was no charge other than for consumable materials. A copy machine was added in 2001.

Indeed, there was a rapid expansion of materials held and services available over the next several years, largely thanks to the efforts of Anne Bednar. Portions or all of departmental collections were added to this collection and there were a number of other acquisitions. The ERC quickly became a place for “make and take” materials used by student teachers and others involved in field experiences.

While the primary users of the ERC were students, and, to a lesser extent, faculty members, the ERC is included in this chapter because of the extent of use by alumni and other professional educators not, at the time, affiliated with EMU. As a result, it was a substantial service organization for education professionals in the greater Ypsilanti area.

Ruth Boughner Applied Physiology Laboratory

The Ruth Boughner Applied Physiology Laboratory (Boughner Lab) was part of the Department of Health, Physical Education, Recreation, and Dance and located in the Warner Building. It was very poorly equipped and thus infrequently used in 1991. However, in small increments between then and 2004, appropriate equipment acquisitions were made through donations of new and used equipment by outside private entities, equipment acquired through grant funds, and equipment obtained through university/college/department funds. For example, in 1999, Jeff Armstrong was awarded dedicated time to prepare a proposal for "Ruth Boughner Applied Physiology Laboratory Enhancement."

As a result, over time, the more and better the equipment, the greater the use of the Boughner Lab. While many of the uses of the space and equipment were to instruct students and to conduct faculty research, there were a number of instances where the equipment was used to diagnose a physical shortcoming of an individual not necessarily associated with the COE and to monitor progress in remediating the shortcoming.