

PERSPECTIVE

Winter 2011

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

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We invite all recipients of "Perspective" – the School of Education's quarterly report – to share this publication with colleagues.

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Faces of Education: Mitchell Kaplan

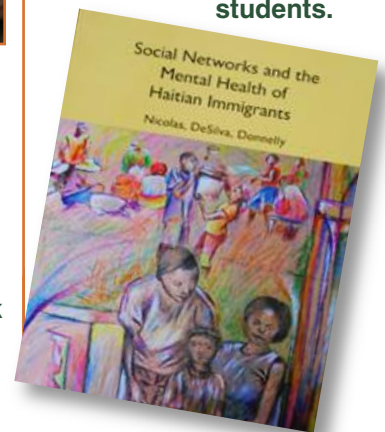
Mitchell Kaplan, MSED '80, learned some valuable lessons at the University of Miami School of Education on his way to becoming one of the nation's leading independent book store owners. "It was a period of great growth for me and help set me on my current course," said Kaplan, who founded Books & Books in Coral Gables in 1982, and later co-founded the Miami International Book Fair. He recently served a two-year term as president of the American Booksellers Association (ABA).

(story continues on next page)

Academic Leadership

Editor's Note:

The University of Miami School of Education is noted for academic leadership, as faculty members in all three departments regularly publish articles, books and research papers. In 2011, Academic Analytics, which analyzes objective academic data and faculty productivity within universities, ranked the school's Teaching and Learning Department within the top ten percent – nationally. Beginning on page four is a selection of recent noteworthy books by the school's faculty and students.



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Faces of Education *(from page 1)*

Kaplan said his graduate studies helped him realize the importance of setting goals for the classroom and developing strategies to reach students. “That process of goal-setting has been very applicable to business as well,” he added. As a dedicated reader, Kaplan also enjoyed diving into graduate school textbooks on topics like the history of education, semantics, and mass communication by authors like New York University Professor Neil Postman. “The University of Miami faculty encouraged me to explore the English language,” Kaplan added.

In addition, Kaplan’s experience as an associate teacher, followed by two years of teaching English at Miami Southridge Senior High School also made him more comfortable with public speaking. “When you are talking to 200-250 kids per day, you quickly learn how to capture their attention and how to roll with the punches,” he said.

A native of Miami Beach, Kaplan earned a bachelor’s degree at the University of Colorado in 1976, then went to law school for two years. “The University of Miami had a great program where you could get your master’s degree in education and teaching certification while also taking graduate English classes,” Kaplan recalled.

Meanwhile, Kaplan began working part-time at a local bookstore in order to gain a basic understanding of the business. In 1982, he left teaching to launch a new bookstore that would serve as a gathering point for South Florida residents and visitors who loved books.

Since then, Kaplan has regularly brought in local authors and held special events for readers of all

ages. One of those special events in 2006 was an appearance by the newly appointed Dean of the School of Education, Isaac Prilleltensky, and Dr. Ora Prilleltensky. They spoke to a standing room only audience about their recently published book, “Promoting Well-Being: Linking Personal, Organizational, and Community Change.” This was an opportunity for the community to meet the couple and to hear about the philosophy that would guide the Dean’s reshaping of the School of Education.

In 1999, Kaplan moved Books & Books’ flagship store to a new location in Coral Gables with indoor and outdoor cafes, creating a gathering point for the literary community. Kaplan also opened new stores on Lincoln Road in Miami Beach and at Miami



Mitchell Kaplan in the Books & Books cafe, whose wall contains photos of many authors who have spoken at his Coral Gables store.

International Airport, and four affiliate stores at Bal Harbour Shops, the Fort Lauderdale Museum of Art, West Hampton Beach in New York, and the Cayman Islands. “We’ve been able to set our goals and expand strategically,” he said.

Kaplan has also led the Miami Book Fair International since 1985 and serves as chair of the largest book fair in the country. He also serves on the steering committee of the Florida Center for the Literary Arts, Miami-Dade College’s literary center, and on the board of the American Booksellers Foundation for Free Expression. Kaplan lives in Miami with his wife, Rachelle. They have twin sons, Jonah and Daniel, and a daughter, Anya.

In November, the National Book Foundation honored Kaplan with its Literarian Award for Outstanding Service to the American Literary Community at the 62nd National Book Awards Ceremony and Benefit Dinner in New York.

Now, Kaplan is working on a variety of other media projects, including publishing and film production ventures. “We have several books under option for films,” he said, including Mary Ann Shaffer and Annie Barrows’ best-seller, “The Guernsey Literary and Potato Peel Pie Society.” Readers can also download e-books from the store’s website www.booksandbooks.com.

Looking ahead, Kaplan says Books & Books will continue to focus on building “conversations” with readers. “That’s what good independent bookstores do,” he said. “By having interesting books and events, a knowledgeable staff, and an appealing ambiance, we provide an added value to our customers, stay relevant in our market, and serve the community.”

Mitch Kaplan is one of the University of Miami School of Education’s outstanding graduates. We are proud to feature him in the inaugural Faces of Education segment of Perspective.

In November, the National Book Foundation honored Kaplan with its Literarian Award for Outstanding Service to the American Literary Community at the 62nd National Book Awards Ceremony and Benefit Dinner in New York.

dean's message

Leadership in Human Development

Our School of Education is dedicated to leadership in all the facets of human development – mental, physical and psychological. At a time when ideology and emotions appear to be driving many federal, state, and local policies, we seek to determine the facts, dispel the myths, and help policymakers make sound, evidence-based decisions.



By conducting research on a wide range of timely subjects, we continue to advance our mission of improving the physical, psychological, and educational well-being of individuals, families, schools, and communities. Therefore, our three departments conduct a wide range of studies, ranging from literacy and learning to fitness in the elderly to chronic community issues like homelessness.

This issue of Perspective highlights some of the recent scholarly books written and edited by our faculty members. I'm proud to say that this is just a representative sample of their publications, as virtually all of our professors and graduate students are involved in some type of academic research. Our main office reception area has a large display case showing recent faculty publications, and I make sure to look at it frequently to see what's new!

Much of the research in our Departments of Teaching and Learning, Kinesiology and Sport Sciences, and Educational and Psychological Studies is supported by our generous donors, who also endow scholarships for our students and provide our program with bequests and other forms of financial assistance.

We are profoundly grateful for their support, which contributes in many ways to our school's mission of leadership. Let me personally thank you for your support as our school continues to move forward into the future.

Dean Isaac Prilleltensky

Erwin and Barbara Mautner Chair in Community Well-Being



About Our Mark

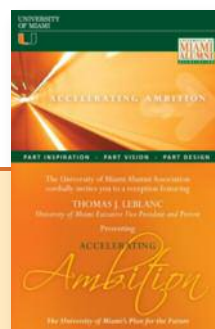
The School of Education's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the intellectual, emotional, and physical. These three components correspond to the three departments in our school, which are interrelated in their focus on well-being.

The University of Miami School of Education is organized into three departments:

- Teaching and Learning (TAL), which fosters intellectual and educational development
- Educational and Psychological Studies (EPS), which focuses on emotional health and psychological factors
- Kinesiology and Sport Sciences (KIN), which promotes physical wellness, fitness, and sport

National Alumni Tour Focuses on Plans for the Future

A national tour led by the University of Miami's provost is providing an opportunity for alumni around the country to learn about the School of Education's plans for the future and to meet Dean Isaac Prilleltensky. This fall, Thomas J. Leblanc, the university's executive vice president and provost, presented a program on "Accelerating Ambition: The University of Miami's Plan for the Future," to alumni in New York, Atlanta, and Los Angeles. Prilleltensky and Marsha Talianoff, development officer and assistant dean for development, attended the New York and Los Angeles events.



The alumni tour will continue in 2012 with the following scheduled events:

- January 25, 2012, Tampa
- February 8, 2012, Palm Beach
- February 22, 2012, Naples
- March 6, 2012, Broward
- March 28, 2012, Chicago
- May 16, 2012, Boston
- Washington, D.C. (tentative)
- Philadelphia (tentative)
- Orlando (tentative)

Academic Leadership (from page 1)

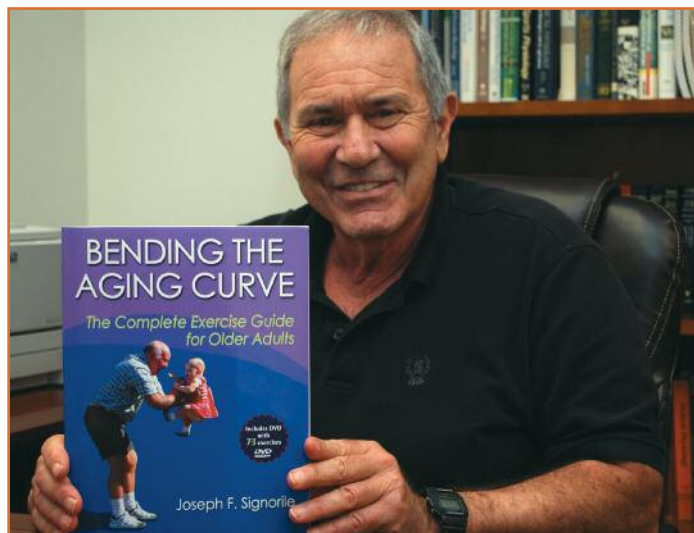
Bending the Aging Curve

With his latest book, Professor Joseph Signorile, Department of Kinesiology and Sport Sciences (KIN), provides a new model for delivering exercise “prescriptions” for aging Americans. “Bending the Aging Curve: The Complete Exercise Guide for Older Adults,” published recently by Human Kinetics, draws on Signorile’s years of physiological and metabolic research to design exercise programs for older adults.

“While it’s natural to see some loss of strength, flexibility, balance, and aerobic endurance as we age, we can still maintain our health and fitness with a systematic program,” Signorile said.

In addition to assessment tests and training strategies, “Bending the Aging Curve” provides 73 translational exercises for training professionals to simulate everyday activities and help older people gain improved daily function and increased independence. In addition, a DVD provides four case studies that show the progression from testing to targeted training to translating the results into real-world improvements.

“Exercise is a tool that trainers can use, just as a physician might use a medication,” Signorile said. “We diagnose the need and apply the proper fitness program, based on the initial testing and assessment. Then, we can translate those improvements into activities that improve strength, balance, endurance, and flexibility, thereby helping to improve the quality of life while reducing the risk of falls and other accidents.”



Teaching Exceptional Students

For more than 20 years, Professor Jeanne S. Schumm, Department of Teaching and Learning (TAL) has written “the book” on inclusive teaching strategies. Now in its fifth edition, “Teaching Students Who are Exceptional, Diverse and at Risk” is published by Prentice Hall with co-authors Sharon R. Vaughn and Candace S. Bos. Based on the belief that even small accommodations can make a difference in the success of students with disabilities, the textbook provides insights and practical strategies for teachers.

“We’ve been working on these issues since 1989,” said Schumm. “I feel as if our students have been on the cutting edge in the field of inclusion for many years. We want them to be leaders in their schools.”

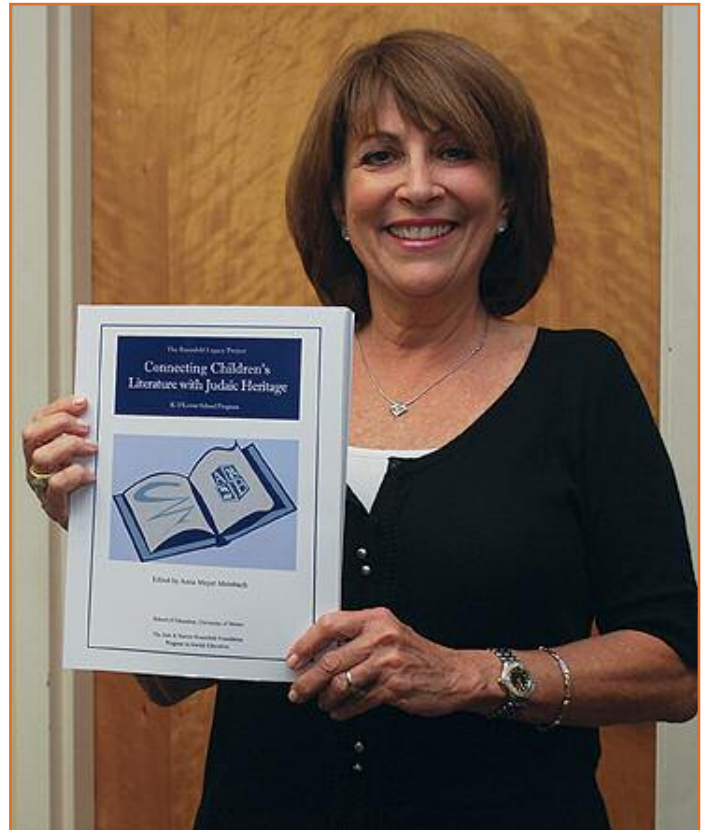
Now, it’s more important than ever to prepare general education teachers to work with exceptional students, Schumm said. “We will see more inclusive classrooms in the future because of the way our nation has revamped its education program.” Schumm is already working on the sixth edition, scheduled for publication in 2013.

Mental Health of Haitian Immigrants

As more Haitians move to the United States, Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies (EPS), has taken a careful look at the social support structures and mental health of Haitian immigrants. Her book, "Social Network and the Mental Health of Haitian Immigrants," with co-authors Angela DeSilva and Stephanie Donnelly, was published recently by Caribbean Studies Press.

"This is the first book to provide empirical information on the intersections of culture, social support, and services for Haitian immigrants in the U.S.," said Nicolas.

She noted that Haitians now constitute the third largest ethnic group in the U.S., and face stressors of discrimination and prejudice, as well as acculturation issues. Nicolas' book also provides recommendations for providing culturally sensitive and effective services to the Haitian immigrant population.



Connecting Jewish Children with Their Heritage

Professor Anita Meinbach, Department of Teaching and Learning, recently completed a new resource book for Jewish educators that is filled with activities designed to engage young students. Her book, "Connecting Children's Literature with Judaic Heritage," was supported by the Rosenfeld Legacy Project and published by the University of Miami Community and Educational Studies Press.

Meinbach developed the resource guide in collaboration with Jewish educators, rabbis, and parents. It is based on eight award-winning children's books, appropriate for students K-3. A list of Judaic connections for each book helps educators determine which are most appropriate to use with students. For example, the classic story of "Ferdinand the Bull" demonstrates conflict resolution skills and shows the value of peace, Meinbach said.

The Rosenfeld Legacy Project was created to inspire Jewish children in the remarkable legacy of Judaism, its contributions to all aspects of life, and its moral and ethical principles that have shaped the world.

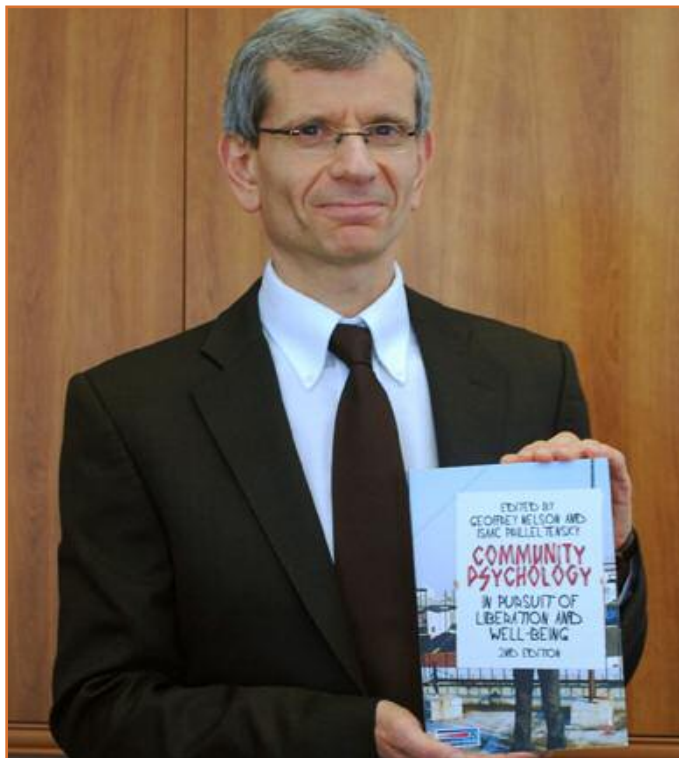
Exploring Principles of Community Psychology

Community psychology looks beyond the individual to see how social, political, economic, environmental and other factors affect people personally and in groups.

School of Education Dean Isaac Prilleltensky has taken a close look at those issues in "Community Psychology: In Pursuit of Liberation and Well-being," with co-author Geoffrey Nelson. The second edition of this introductory textbook, published recently by Palgrave Macmillan, sets out the principles of community psychology and explores how they can aid in the liberation of oppressed groups and promote social justice and well-being.

"Community Psychology" includes multiple perspectives, examples, exercises, and online resources to encourage students to think critically about the role of psychology in society.

"This definitive introduction should be a key text for any course in the field of community psychology, as well as relevant to those interested in action research, community development, and social interventions for psychological well-being," said Katherine Johnson, principal lecturer in psychology, University of Brighton, UK. "It balances theoretical insights with practical guidelines, which will appeal to students and tutors alike."



Researching, Writing and Publishing...

For Professor Eugene F. Provenzo, Jr., Department of Teaching and Learning, a collaborative approach to research and writing has resulted in a long series of books with student contributors and co-authors. "I enjoy teaching research and writing skills to our students," said Provenzo. "We've taken on some different topics and conducted firsthand community-based research."

One of Provenzo's recent books is "The Textbook as Discourse: Sociocultural Dimensions of American Schoolbooks," with co-editors Annis N. Shaver and Manuel Bello, former doctoral students. Published by Routledge, the book focuses on the historical development of elementary and secondary textbooks in American education, including social, political, and cultural elements.

Another book, "Multiliteracies: Beyond Text and the Written Word," was published in October by Information Age. Former doctoral students Amanda Goodwin and Miriam Lipsky, now project manager for the School of Education's Project Include, were co-editors with Provenzo. The book's 39 topical essays cover old and new types of literacies in American culture that go beyond text, including sign language, Facebook postings, fashion branding, and even tattoos.

"This was a great project,

because none of us had really thought about literacies in this way," said Lipsky. "For instance, I learned that there are more than 100 different variations of sign language around the world, so someone who 'speaks' ASL (American Sign Language) may not be understood in another country."

Provenzo said the project's goal was to gain a better understanding of the dimensions of literacy that today's children bring into the classroom. "Students in the 21st century may be literate, even if they have a hard time with reading and writing traditional text."

A community-based research project on homelessness in Miami led to "StreetWays," a book edited by Provenzo to be published this spring by University of Miami Community and Educational Studies Press. It includes a collection of 28 essays by doctoral students in the literacy and language program, including Alain Bengochet and Kristen Doorn. "It was a great learning experience for me," said Doorn. "Being new to Miami, it enabled me to get to know a population whose stories are generally not told."

Bengochet noted that "StreetWays" also helps to dispel myths about the homeless. "In general, the homeless are people with relatively normal issues and problems," he said.

literacy skills

Building Literacy Skills in Impoverished Communities

University of Miami alumnus Andrew Post is putting his educational training and experience to work in an international setting – contributing to the development of literacy skills in impoverished Jamaican communities.

After earning his B.A. in political science and secondary education in 2004, Post began teaching in Miami-Dade County Public Schools and now is assistant principal at Homestead Senior High.

Six years ago, he started “Fun 4 Kidz,” a non-profit volunteer organization that provides extracurricular activities for at-risk youth in the region. “I also did some tutoring for Community Partnership for the Homeless in South Dade,” he said. “My focus was on improving literacy skills.”

In 2007, Jamaica’s minister of education, Andrew Holness, invited Post to develop a two-year pilot program for Kingston High School that combined

sports and literacy. Post formed the Global Organization of Athletes for Literacy (G.O.A.L.), and noted Olympic athlete Sanya Richards, who was born in Jamaica and grew up in South Florida, became a key sponsor.

“Until that point, no students at the school had passed Jamaica’s college entrance examination in the past decade,” said Post. “The school did not take part in the nation’s high school sports championships either. But after our second year, two high school students passed the test.”



(From left), Scott LeHockey, G.O.A.L. VP; Robert Miller, advisor to the Prime Minister; Andrew Post; Prime Minister Andrew Holness; and Jennifer Post, G.O.A.L.

Six years ago, Andrew Post started “Fun 4 Kidz,” a non-profit volunteer organization that provides extracurricular activities for at-risk youth in the Homestead, Florida region.

In 2009, G.O.A.L. received a \$100,000 grant from the U.S. Agency for International Development (USAID). That grew to \$200,000 in 2010 and was recently renewed for another three years. “Now, we are serving about 10 of the lowest-performing schools in Kingston,” Post said. “We have seen gains in reading through the roof. We also provide sports equipment and engage the students by bringing in soccer, basketball, and track and field athletes. It’s been a great success.”

When Holness was elected prime minister, he invited Post to the swearing-in ceremony. “He thanked us for our international partnership,” Post said. “It’s an important program for boosting literacy in Jamaica.”

Scholarship Fund Honors Inspiring Teacher

Norma Mae Obert, B.Ed. '59, spent more than 35 years instructing and inspiring young students in California before her death in 2002. In her honor, Russell Wright and Gail Joanne O'Brien (Wright) recently established the Norma Mae Obert Scholarship Fund for students at the School of Education.

"Norma worked as a teacher from 1961 until well into the 1990s, despite battling three forms of cancer," said O'Brien. "Russell passed away in July and designated a bequest for the fund. They did not have any children or surviving immediate family members, so I am the only one left to honor their memories."

Born in Pennsylvania, Obert began teaching in California soon after earning her degree at the University of Miami. "She taught in the primary grades, as she loved watching the youngsters eagerly grasp new ideas and expand their horizons," said O'Brien. Her classroom evaluators called Obert a "superb," "gifted," and "inspiring" teacher.

In the 1960s, Obert helped establish the American School in the Embassy District of Tokyo, Japan, and taught there for three years. She made quilts, enjoyed cooking, and was an award-winning photographer. Wright was an administrator at San Diego State University and was in charge of cultural programming.



Russell Wright and Gail Joanne O'Brien.



Norma Mae Obert, (center) surrounded by her students.

Alumna Establishes Breast Cancer Fund

*P*inecrest resident Sandy B. Muller, B.Ed., '74, is helping women fight breast cancer. In 2009, she founded the Sandy B. Muller Breast Cancer Foundation, Inc. to provide help with basic living expenses for recently diagnosed patients in Miami-Dade County. Since its service program began in November 2009, the Foundation has assisted more than 40 women. Muller, who was diagnosed and treated for breast cancer in 2006, is a member of the Alliance of Remarkable Women.

After earning her bachelor's degree, Muller studied accounting and business at the School of Business, and worked in accounting firms for more than 15 years before starting her own business serving individual and corporate clients. She lives in Pinecrest with her husband Charles and has a daughter and son-in-law, Samantha and Michael Schwartz, and granddaughter Danielle Sadie.

For more information on the Foundation, visit www.sandybmullerbreast-cancerfoundation.org.



C.H. Reeves Teacher of the Year, Sharon McKinney, (center) surrounded by her students and class helper.

Credit: Edward Russell, III

Bahamas Newspaper Recognizes ‘Teacher of the Year’

Veteran educator Sharon A. McKinney, BSED '80, was recently named “teacher of the year” at C.H. Reeves Junior High School in Nassau, The Bahamas. She has spent 38 years in the classroom after earning her degree at the University of Miami’s Bahamas campus in Nassau.

In a recent feature article in The Nassau Guardian, McKinney said, “I love working with kids and I love to see them achieve. That’s what keeps me going. If I had to give advice to younger teachers, I would say you have to love teaching or you are in the wrong field.”

In the newspaper interview, the 59-year-old social studies teacher said she loves teaching and has no plans to retire. “The rewards are not tangible most of the time, but you have to get joy out of the small and beautiful everyday things in this field. That is how I feel from day to day.”

McKinney said teachers need to be patient with their students. “You have to have a never-ending love for the students, even when they go astray, and you have to be willing to do things differently and respectfully as you go along,” she added.

Because her classes include students with different levels of ability, McKinney frequently divides them into small groups so she can provide more individualized attention. “This helps keep them stimulated and doesn’t overtax or frustrate them too much,” she said. “I let them work at their pace instead of rushing them and making them disinterested.”

But McKinney would like to have more resources available to help students who still need to master the basic skills of reading, writing, and math. “This is junior school and we have kids who cannot read or write properly,” she said. “Many of our students need extra attention and dedication so they can reach their highest potential. If they could get what they need, they will feel more accomplished. This can really impact the system positively in my opinion.”

Aldarondo Selected for ACYF National Panel

The Administration on Children, Youth and Families (ACYF) recently selected Etiony Aldarondo, associate dean for research, to take part in an expert panel that will develop a protective factors conceptual framework for its programs.

"I am honored by this invitation," said Aldarondo, who is also director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center in the School of Education at the University of Miami. "I have for years argued that ACYF should play a critical role not only in serving children and families in need, but also in promoting the individual, relational, community, and broader social conditions that fuel and sustain the well-being of our children and families," said Aldarondo. "I think that a clearly articulated well-being framework for children and family, if followed up with appropriate steps to integrate it within the day to day operations and decision making processes at ACYF, has the potential to make important contributions to the well-being of our nation."

The ACYF Framework will be used to guide strategies to promote protective factors, build resilience, and promote the development of social and emotional well-being across all ACYF populations throughout developmental stages.

Aldarondo's publications include the books "Advancing Social Justice through Clinical Practice" and, with F. Mederos, "Programs for Men who Batter: Intervention and Prevention Strategies in a Diverse Society."



Laura Kohn-Wood (left), with Dr. Niara Sudarkasa, former president of Lincoln University.



(From left), JC del Valle, assistant vice president, Community Relations; Professor Guerda Nicolas; Professor Laura Kohn-Wood; Yolanda Cooper, deputy university librarian; and Nerissa E. Morris, vice president, Human Resources.

ICABA Recognizes UM Educators

Several University of Miami educators were recognized at a recent ICABA honors reception, "Celebrating South Florida's Most Accomplished Black Executives, Professionals and Academicians."

ICABA is an acronym for: Identify, Connect, Activate, the Black Accomplished, a network that brings together black professionals from several fields.

At the October reception at Florida Memorial University, ICABA honored Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies (EPS), and Laura Kohn-Wood, EPS associate chair and professor. Other honorees were Nerissa Morris, the university's vice president of human resources, Yolanda Cooper, deputy university librarian, and Sandra Redway, executive director of auxiliary services.

Publications and Research Papers

Aldarondo, E. & Becker, R. (2011). Promoting the well-being of unaccompanied immigrant minors. In L. Buki & L. Piedra (Eds.) *Haciendo camino al andar: Creating infrastructures for Latino mental health*. New York: Springer.

Aldarondo, E. & Castro-Fernandez, M. (2011). Risk and protective factors for perpetration of domestic violence. In J. W. White, M. P. Koss, & A. E. Kazdin, (Eds.) *Violence against women and children: Critical analysis and emergent priorities. Volume I: Charting the terrain*. Washington, DC: American Psychological Association Press.

Aldarondo, E. & Mederos, F. (2011). Common practitioners' concerns about abusive men. *Family & Intimate Partner Violence Quarterly*, 4, 75-95.

Bauer, E. B., & Gort, M. (Eds.) (2011). Early biliteracy development: Exploring young learners' use of their linguistic resources. New York: Routledge.

Bauer, E. B., & Gort, M. (2011). Reflections and directions for biliteracy research. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 185-191). New York: Routledge.

Chronister, K. M. & Aldarondo, E. (2012). Partner violence victimization and perpetration: Developmental and contextual implications for effective practice. In Fuad, N. (Ed.) *Handbook of Counseling Psychology*. Washington, DC: American Psychological Association Press.

Dees, W. (2011). New media and technology use in corporate sport sponsorship: Performing activation leverage from an exchange perspective. *International Journal of Sport Management and Marketing*, (in press).

Esmonde, I. & Langer-Osuna, J. (In Press). Power plays: How students in a small group negotiated mathematical discussions in hybrid spaces. *Journal for Research in Mathematics Education, Special Issue on Equity*

Gort, M. (2011). Evaluation and revision processes of emergent bilinguals. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 90-110). New York: Routledge.

Gort, M., & Bauer, E. B. (2011). Holistic approaches to bilingual/biliteracy development, instruction, and research. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 1-7). New York: Routledge.

Lawrence, J., Ott, M., & Celis, S. (2011, November 17). Faculty beliefs about the fairness of tenure decision-making. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Charlotte, NC.

Ott, M. (2011, November 17). Pathways to power: How did the relationship between postsecondary attainment and membership in the corporate elite change from 1977 to 2010? Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Charlotte, NC.

Ott, M. (2011). Faculty satisfaction with intercollegiate athletics. *Journal of Issues in Intercollegiate Athletics*, 4, 370-395.

Secada, W., Zisselberger, M., Langer-Osuna, J., & Avalos, M. (2011). Developing teachers' repertoires for language in the mathematics classroom. In M. Setati, T. Nkambule & L. Goosen (Eds.) *Proceedings of the ICMI Study 21 Conference: Mathematics Education and Language Diversity*.

