“As 21st century educators, we have a unique opportunity and a great responsibility to help achieve three important goals: First, to change conditions. Second, to transform education. And third, to change lives, in profound and lasting ways.”

— Dr. Thelma Melendez de Santa Ana
Superintendent of Schools for the Santa Ana Unified School District, former Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education

DEVELOPING EDUCATORS SINCE 1861.
MESSAGE FROM THE DEAN

While preparing to write this letter to you, thinking of the best topics in the College of Educational Studies (CES) to share, I received an e-mail from the faculty retreat committee outlining the results of the faculty and staff survey as to the theme of this year’s retreat. Except for the thirty minutes for my Dean’s update, the remainder of the full-day retreat is in the hands of the faculty and staff. Apparently, the survey results indicated “strong feedback that folks want a better understanding of—and appreciation for—how each of us contributes to the CES Mission and why does what we do matter.” Okay, is it just me or is this a dean’s dream? The faculty and staff could have come up with anything, but they want to be better, to make sure, in my words anyway, that we are synergetic in our actions to achieve our grand mission of Changing Education, Changing the World!

This group is so special because of their tireless commitment to students, as well as their inherent appreciation of collaboration with each other and the communities in which they do their work around the world and in our own backyard. The faculty and staff are both experts and learners. They treat every student, every professional, as if they hold the key to the greatest questions and problems that face us today in education. This group believes so deeply in collaboration that they seek knowledge around the world by traveling with students to places like Cambodia, Vietnam, Iceland, Spain, Puerto Rico, New Zealand, Germany, Australia, and Italy. And all of this was just this past year. At the same time, they are building even closer “sustained and authentic” relationships with schools and agencies in our local community by developing professional development schools, clinics and meaningful partnerships.

The faculty, staff and our students never seem to stop learning and sharing what they have learned through classes, conferences and their professional writings, including a recently released trilogy of books written by more than a dozen faculty and students in collaboration with members of another university (see Trilogy: The Hope for Audacity article). At the 2012 American Education Research Association’s conference in Vancouver, Canada, they made nearly 30 professional presentations sharing what they have learned. Surprisingly, when asked what they want to do at our CES Retreat, they tell me they want to know more how each of us contributes to our mission! I love this group of people.

The notion of faculty, staff and students working together to reach a grand goal to make this a better world is consistently checked by CES faculty and staff to be sure they are on track. All I can say, if I had to do this all over again, go back to learn to be a teacher again as I did decades ago, I am positive I would attend Chapman University’s College of Education Studies.

Higher education is changing. Each school and college of education must know who they are, be clear about their impact and know where they are going; we must communicate this message to future students and onlookers. I am deeply pleased that I can say we are very clear as to who we are and where we are going. I invite you to connect with us, collaborate with us, and watch synergy happen!

Sincerely,
Don Cardinal
Dean

COMMENCEMENT ADDRESS
COLLEGE OF EDUCATIONAL STUDIES
GRADUATING CLASS 2012
DR. THELMA MELÉNDEZ DE SANTA ANA

Superintendent of Schools for the Santa Ana Unified School District (SAUSD), the largest in Orange County, boasting 28 California Distinguished Schools, five National Blue Ribbon Schools, and two 2011 National Blue Ribbon nominees.

As former Assistant Secretary for Elementary and Secondary Education at the United States Department of Education and the principal advisor to Arne Duncan, U.S. Secretary of Education, Dr. Meléndez played a critical role in the development of the Blueprint for Reform and administration of the Department’s signature program: School Improvement Grants. Dr. Meléndez was the superintendent of the Pomona Unified School District in Pomona, California from 2006 – 2009 and was recognized as California Superintendent of the Year for her work supporting diverse populations and English learners.

Following are excerpts from her 2012 commencement speech to our College of Educational Studies graduates.

Graduates, it is a great pleasure to share this wonderful milestone with you. All of us gathered here today — university officials and faculty, alumni, and all your families, friends and mentors — we applaud your sense of purpose, your commitment to excellence, and the skills and knowledge, which are represented by the degrees you have earned today.

As the members of the class of 2012, you are embarking on careers that are some of society’s most important agents of change. I know each of you here today will continue to become a steward of your discipline, thus inheriting the responsibility of “Changing Education. Changing the World.” Never underestimate the positive difference you can make in the lives of those around you, regardless of where your career leads you. Your actions, big and small, can ignite sparks that turn into brightly burning careers… what I like to call “occupassions.”

As 21st century educators, we have a unique opportunity — and a great responsibility — to help achieve three important goals. First, to change conditions. Second, to transform education. And third, to change lives, in profound and lasting ways.

You see, education has the power to change conditions, by addressing the root causes of poverty and social failure. Today, Americans are realizing that an excellent education is the surest way to secure our
country’s long-term economic strength. I believe that education is also the civil rights issue of our generation – and I know many of you share that conviction.

We have seen the future and it is our children. Their success lies in large measure with all of us, as educators.

Every child has potential, every child can learn, and every child deserves a world-class education. But right now, America needs every ounce of energy and expertise you can devote to the cause of social justice. Our nation needs you when every day, 7,000 students drop out of high school, and fail to graduate with their class. Our nation needs you when we’ve gone from the most educated country in the world to one that lags behind in areas like high school and college graduation rates, and math and science proficiency on international tests. Our nation needs you when the college-going rate for today’s low-income students is still below what it was for high-income students in the mid-1970s!

These troubling achievement gaps at home and abroad won’t just threaten U.S. competitiveness — they would tear at the very fabric of our democracy. We must overturn once and for all the myths that race and poverty are destiny in America. This is what we do as educators. We change the conditions of our students, some who enter our classrooms and schools with difficult home situations, with low self esteem, with low expectations for what they can accomplish.

That’s what a Cal State University, Los Angeles educator did for me. You see, just a few years earlier, as I was beginning the process for college, my high school guidance counselor had told me that my goal, UCLA was out of the question. She didn’t even look at my grades — she made the decision solely on the basis of my last name. So, imagine how my life changed when this CSLA professor told me that yes, absolutely I could make it at UCLA. I ended up transferring there on the strength of my high school transcript, and graduated cum laude.

My professor changed conditions for me, and I strive to do the same for students across the country in my own work, every day. You can share the vital work of changing these conditions and turning the tide. Together, we can open a new era of American innovation and growth, equality and success.

But to achieve this we must get to the second goal: we need to transform education. We must build a 21st century education system worthy of this nation. We must turn failing schools in depressed communities into vibrant places to learn. We must raise the bar, and close the achievement gaps. We must tackle the drop-out rate, and improve college access and degree completion. We must ensure that all of our learners participate in a high-quality, seamless cradle-to-career education system.

You are the next generation of teachers, school counselors and psychologists, athletic trainers, leaders and social entrepreneurs. You are our next wave of administrators at the district and state level. You are the new crop of researchers, innovators and policy makers who will inform what’s happening in America’s classrooms. Whatever role you play in American education, all of you will contribute to the goal of giving every child the world-class education he or she deserves. All of you will be public servants. And, all of you will be leaders.

Working to change conditions and transform education, we are advancing the third and final goal I’ll talk to you about today — and that is to change lives. Education is a very special calling, and it is one of very few that can touch individuals and families, communities and society, over multiple generations. I know this from experience. Teaching and learning is a treasured legacy in my family.

My grandmother — “mi Abuelita,” as we say in Spanish — had a wonderful career as both a teacher and principal in Chihuahua, Mexico. This remarkable woman had a big heart for children. When she passed away, she was honored at her funeral by several generations of students and by her many colleagues, for the impact she had in the lives of so many children and families.

When I think of the children I have been privileged to serve in my career, I feel a strong connection to my Abuelita, and to all the great teachers and school leaders who have left their mark on our field. It helps me to understand the part we educators can play in the history of humanity. As César Chávez said, “Once social change begins, it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. We have seen the future, and the future is ours.”

We have seen the future — and it is our children. Their success lies in large measure with all of us as educators.

Graduates, each one of you has so much to be proud of, so much to look forward to, and so much to contribute. And, the need for your contributions has never been greater — for our country, our students, and our world.

Thank you for being willing to lead and serve our children, by changing conditions, transforming education, and changing lives. Congratulations to all of you on this special day!
2012 RECIPIENT OF THE COLLEGE OF EDUCATIONAL STUDIES CHANGING THE WORLD AWARD:
MONIQUE DAVISS, EL SOL SCIENCE AND ARTS ACADEMY.

Situated in downtown Santa Ana, the El Sol Science and Arts Academy serves nearly 800 pre-K through 8th grade students, 75 percent of whom are English learners, and most of whom are low income. Despite these challenging demographics, El Sol has attained an astronomical API score of 880 and a variety of academic awards including designation as a California Distinguished School, and a California Association of Bilingual Education Seal of Excellence.

With Ms. Daviss' skilful direction, the school has reached local, state and national prominence. Under her bold leadership, El Sol implemented preschool instruction and a comprehensive after-school program that not only supplements the regular day program, but also provides enrichment in the arts and sciences. Additionally, Monique’s vision and diligence gave rise to the development of the El Sol Wellness Center, which is characterized by its dynamic partnerships with UCI’s nursing science, Share Our Selves, and Healthy Smiles programs. It is an amalgam of professionals and services, providing comprehensive educational, health, and social services to students, families, and the community. As the school is a model for other schools, Monique Daviss serves as the epitome to which most school and civic leaders should aspire.

HONORARY DEGREE RECIPIENTS

The College of Educational Studies has bestowed the honorary Doctor of Humane Letters on two uniquely distinguished individuals, each of whom has contributed significantly to his field.

Mr. Nicholas Hernández

Mr. Hernandez is recognized for his numerous contributions to Chapman University’s aesthetic life as well as to the global community. An internationally acclaimed artist, Mr. Hernández has continued to serve his community and generously donate his time and effort to Chapman.

His creative distinction garnered the attention of Senator Barbara Boxer, who commissioned him to create a gift for President Clinton and his family. He was also awarded the prestigious International Florence Biennale of Contemporary Art for his sculpture Emergence, which is beautifully displayed on our campus, reminding us that art speaks in truth and beauty, a language that transcends time and culture.

In addition to his dedication to adding beauty to the world, Mr. Hernández’ service to the community exemplifies what it means to be a citizen. He has held leadership positions in many local organizations and assisted with local fundraisers for the betterment of his community. He has coached tennis at a local high school, taught wood carving at a community college, and inspired student artists at Chapman to search within themselves for the same creative fire that led him to become a sculptor.

His commitment to giving back to the community is indicative of someone who knows that the most lasting impact someone can make is in service to others, a fitting model for the inquiring, ethical and productive life as a global citizen that we aim to inspire in every student at Chapman.

Mr. Emmett Ashford

Recognized posthumously, Mr. Ashford is honored for his tremendous courage as the first African-American umpire in Major League baseball. He forged a path through sports history with willpower and determination, and always with good humor.

A Los Angeles native, Mr. Ashford ran track and played baseball in high school and continued to play ball at Los Angeles Junior College and Chapman College, which was at that time located in Los Angeles on Vermont Avenue.

After college, he played baseball on a semi-professional team, but once he had the opportunity to umpire, his preferred role was as a game official rather than a player.

He began in the minor leagues, where he developed a unique sense of
**NEW SCIENCE APPOINTMENTS FOR CES SCIENCE EDUCATOR**

*Brian Alters, Ph.D.* was recently elected by his peers as a Fellow of the American Association for the Advancement of Science (AAAS), and was appointed President of the Board of Directors of the National Center for Science Education (NCSE). AAAS, which is composed of 10 million individuals and serving over 260 affiliated scientific societies, honored Dr. Alters of Chapman’s College of Educational Studies and Schmid College of Science and Technology for “his distinguished contribution to the teaching and defense of biological evolution.” As President of NCSE, he will strive to educate the public about the importance of teaching climate change and evolution in schools, and will promote science at local, state, and national levels. Dr. Alters is the founder of The Evolution Education Research Center—with researchers at McGill, Harvard and Chapman — but his interests are not limited to scientific study. His wildly popular course, “Walt Disney and Charles Darwin: The Pursuit of Happiness and Knowledge,” explores some of life’s most profound concepts, such as the yin and yang of fantasy versus reality.

**HONORARY DEGREE RECIPIENTS (CONTINUED)**

style. He dressed impeccably, made calls loudly, and energized the game with his animated body language. His lively officiating style, humor and clever wit won the hearts of the audience, and he quickly became the best-known umpire in the league. The center of attention — a risky position for the only black umpire in the major leagues in the mid-20th century — he was often criticized by his colleagues. Nonetheless, many players, managers and coaches noted his dedicated, professional work ethic.

Mr. Ashford umpired the 1967 All-Star Game and the 1970 World Series. After mandatory retirement, he continued to umpire in other leagues and also acted in the entertainment industry doing commercials and films. He passed away in 1980.

Ms. Adrienne Bratton received the award on behalf of her father. Passionate about preserving her father’s legacy, she has written a book about him entitled “Strrr-ike!: Emmett Ashford, Major League Umpire,” and travels the country speaking to groups about her father’s story.

**WELCOMING NEW FACULTY**

*Quaylan Allen, Ph.D.*

*Integrated Educational Studies*

Dr. Quaylan Allen is a new faculty member in the College of Educational Studies at Chapman University. A 2010 graduate from the Mary Lou Fulton College of Education at Arizona State University, Quaylan received his doctorate in Educational Leadership and Policy Studies with an emphasis on Social and Philosophical Foundations of Education. His research addresses educational equity by critically examining the implications of social and educational policy and practice on culturally diverse populations. In particular, his research centers on Black middle-class populations and the educational opportunities for Black middle-class males in both urban and suburban school contexts. His most recent study is a school-based visual ethnography examining the implications of school policy and teacher practice on Black middle-class male high school achievement and the involvement practices of Black middle-class parents. Prior to joining the College of Educational Studies, Quaylan was an instructor in the School of Teacher Education at the University of Northern Colorado. In this position he taught courses in educational foundations and supervised teacher candidates in elementary and secondary education programs.

*Susan Gabel, Ph.D.*

*Director, Doctoral Program*

Susan earned her doctorate in Curriculum, Teaching, and Educational Policy and Social Analysis from Michigan State University in 1997. She is known internationally for her work in Disability Studies in Education. She is the co-editor of a book series with Peter Lang Publishers. Her articles have appeared in numerous peer-reviewed journals and she has edited several books. Her current research focuses on access and equity to higher education for disabled students in the US and Flanders, the Flemish speaking region of Belgium. She is completing an action research study that explores the meaning of accessibility for people with intellectual disability, particularly as it applies to higher education, community inclusion, and political life. Her most recent article, “Discourse and the Containment of Disability in Postsecondary Education” (in review), illustrates the ways in which institutional culture attenuates the impact of disability on policy and practice. In addition to her scholarly activities, Susan enjoys teaching courses in disability studies, contemporary curriculum theory, inclusive education, and critical policy analysis.
Welcoming New Faculty (Continued)

Michelle Cleary, Ph.D., ATC
Athletic Training Education Program

The Athletic Training Education Program is proud to welcome a new faculty member, Dr. Michelle Cleary. Dr. Cleary received her Ph.D. from Temple University in Kinesiology. Most recently, Dr. Cleary held the position of Director and Clinical Education Coordinator for the Entry-Level Graduate Athletic Training Education Program at the University of Hawaii where she helped the program earn a 10-year accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).

She is nationally renowned for her sports safety research, particularly on the topic of heat-related illness in athletes. She has published 18 articles in peer-reviewed journals and provided over 30 national research presentations. Due to her expertise on heat illness, she was invited to participate in two nationwide task forces that resulted in official position statements: Inter-association Task Force on Exertional Heat Illness Consensus and the Inter-Association Task Force on Heat Acclimatization during Pre-Season in High School Football.

Dr. Cleary also served on the National Athletic Trainers’ Association Education Council for six years and is currently a member of the Far West Athletic Trainers’ Association (FWATA) Research and Education Committee, as well as the Hawaii Athletic Trainers’ Association (HATA) Governmental Affairs Committee. Combined with her extensive teaching experience, Dr. Cleary will be an outstanding addition to Chapman University and the Athletic Training Education Program.

CES is Proud of Our National and State Accreditations and Long-Standing Affiliation with AACTE

Faculty Awards:

Chapman University has announced its close-of-academic-year honors for its faculty, including the Outstanding Teaching Professorships and the Valerie Scudder Awards. The 2012 Outstanding Teacher Professorship is the university’s highest recognition for exceptional merit in teaching and was awarded to Dawn Hunter, Ph.D., associate professor of education. The Valerie Scudder Awards recognize outstanding achievement in teaching, scholarship, advising, and/or service by a faculty member at Chapman University. Margie Curwen, Ph.D., assistant professor of education was selected as a recipient by her peers for exceptional contributions to the university. Other awards presented to College of Educational Studies faculty included:

- Pedagogical Innovation Award: Brian Alters, Ph.D., professor of education
- Teaching Mentors Award: Mark Maier, Ph.D., associate professor of education
- Curriculum Innovation in Sustainability Faculty Teaching: Geraldine McNenny, Ph.D., associate professor of education
- Excellence in Teaching: Randy Busse, Ph.D., associate professor of education
- New Editorship: Kelly Graydon Kennedy, Ph.D., Dr. Kelly Kennedy, assistant professor of School Psychology, has been selected as the new editor of Trainers Forum, a peer-reviewed periodical published under the auspices of the national organization Trainers of School Psychologists (TSP). The purpose of the TSP is to foster high quality, graduate training for specialist and doctoral school psychologist programs. Dr. Kennedy will be serving a three-year term starting July 2012.
Dean Don Cardinal, College of Educational Studies at Chapman University and Barry Kanpol, former dean in the College of Education and Public Policy at Indiana University-Purdue University Fort Wayne (IPFW), wanted to determine how the faculty of two universities could co-edit a series of books. The successful outcome of the experiment is the publication by Peter Lang Publishing of a trilogy of books that deal with the Obama administration’s efforts regarding educational issues.

Kanpol indicates the books, which are located under the Critical Education and Ethics category, concern “how the Obama administration needs to respond to the dire educational conditions of the present times. The books are directives and were sent to the President as well as other noted policy makers and colleagues in the educational community.”

Cardinal adds, “The resulting synergy from purposeful collaboration of faculty members and doctoral students between our two universities has been highly rewarding for all. The faculty and students in the College of Educational Studies at Chapman University sought to engage in important national policy debate through scholarly inquiry to further its mission of Changing Education, Changing the World. Working together with IPFW, we believe we have made important strides toward that mission.”

_The Hope for Audacity: Recapturing Optimism and Civility in Education_, edited by Terri Jo Swim, Keith Howard, and II-Hee Kim; Chris Strople, doctoral student, “Expanding the Realm”; Keith Howard, Ph.D., “Hybrid Technology Classrooms for Mathematics Instruction”


*Bold designation is for a Chapman University College of Educational Studies Faculty Member, Faculty Associate, CES Alumni or doctoral student.

The Fourth Annual Closing the Latino Achievement Gap Summit took place September 14, 2012 with the theme, _En Colaboración: A Call for United Action_. The purpose of the summit was to provide an opportunity to demonstrate the many ways in which Orange County, CA schools, leaders, teachers, parents and community partners can collaborate to close the achievement and opportunity gap for Latino students. Keynote speakers included Dr. Alma Flor Ada, a visionary and a leader dedicated to advocacy for language minority students, their families and teachers, and author of over 200 children’s books, educational books, and novels; Mr. Gustavo Arellano, current editor of Orange Weekly and his column, “Ask a Mexican!”, with a circulation of more than two million in thirty-eight markets and author of two books, _Orange County: A Personal History_ and _Taco USA: How Mexican Food Conquered America_; Mildred García, Ed.D., seventh President, CSU Fullerton, eleventh female president and first Latina president in the California State University system, also spoke at the conference. García’s research in higher education has addressed the effects equity, diversity and outreach have had on policy and practice. She serves on President Obama’s Commission on Educational Excellence for Hispanics and also sits on numerous higher education boards of directors and advisory boards.

The Emerging Scholars Conference II, Making It Better: Naming and Resisting Bullying in Families, Schools and Communities sponsored by the CES, School of Law, and Dodge College of Film and Television will be held on September 28 and 29, 2012. Keynote speakers include Lt. Dan Choi, who will present “Truth and Consequences: One Man’s Quest to Openly Serve His Country,” and Daniel Weddle, professor at the University of Missouri-Kansas City School of Law, presenting “What Did Jesus Do?: Answering Religious Conservatives Who Oppose Bullying Prevention Legislation.” Lt. Choi, a West Point graduate and Iraq veteran, announced in early 2009 that he was gay and became an advocate for full LGBT civil rights and veteran’s health as well as the repeal of the “Don’t Ask, Don’t Tell” policy. He is currently pursuing graduate studies at Harvard University. Professor Weddle, a former high school teacher and administrator and former assistant dean of UMKC’s School of Education, has focused his research on issues in educational law, especially those concerning violence and bullying in schools. The movie _@urFRENZ_,” written and directed by Chapman Professor Jeff Phillips, will also be screened at Marion Knott Studios during the weekend.
How will universities respond to the new demands of the 21st century? We in the College of Educational Studies (CES) believe that the future of university sponsored programs must create and nurture sustainable civic engagement. If effective schools are active in the community, then universities should follow suit. Toward this end, the College of Educational Studies of Chapman University seeks to enhance its active and collaborative community engagement through the establishment of the Librería Martínez de Chapman University (Grand Opening, October 27, 2012) in Santa Ana, CA. Our mission is to provide a base in the heart of Santa Ana from which faculty and students may not only enhance opportunities for the residents, but also learn from them.

Santa Ana has the lowest per capita income in Orange County ($16,891). Most residents work in the service industries, a field that is characterized by low wages. In addition to the area’s housing and healthcare challenges, there is a lack of parks, community centers and open space due to high population density. Furthermore, the poor economy has necessitated closure of local libraries in Santa Ana, leaving families with limited access to books and learning opportunities. Of the city’s more than 300,000 residents, nearly 80 percent are of Latino descent. In spite of some of the region’s unique challenges, Santa Ana is vibrant and this innovative new partnership has the potential to become the principal hub for educational resources, community programs, and cultural activities.

The faculty and staff of the College of Educational Studies is particularly concerned about the high drop-out rates as well as the lack of access to educational planning, test preparation, and counseling. A current study by Aud, et al., indicates only 12.8 percent of Latinos hold a bachelor’s degree in contrast to whites at 39.2 percent and African-Americans at 20.1 percent. Last year, Santa Ana had the lowest graduation rate in Orange County. By linking Chapman University and the CES to a community resource with historic regional roots, we hope that Librería Martínez de Chapman University becomes a catalyst for significant change in Santa Ana.

Initially, the following programs will serve the local community:

1. **Literacy Programs** – This will be an extension of our one-on-one reading and literacy tutoring program for elementary school children that currently is held on campus at the Kathleen Muth Reading Center. In addition to reading and literacy tutoring, we will offer a math and financial literacy component for youth and adults.

2. **Parent Groups** – We will offer counseling workshops to help parents navigate the educational system to support their children from elementary school to college prep. An important purpose of these programs is to strengthen family participation in the education of their children, which would result in quality outcomes for the family, the neighborhood and California. In our survey of Santa Ana families, assistance in navigating the education system was of greatest importance.

3. **Literature and Reading Clubs** – We will schedule monthly book discussion, book signings, and author presentations. Our mission will be to cultivate the love of reading and to ensure children and adults have access to free or low cost quality reading material in their preferred language.

**A Trusted Community Resource**

Santa Ana’s Librería Martínez Books and Art Gallery was founded and operated by Ruebén Martínez, one of Orange County’s most respected cultural leaders. Martínez was the recipient of a MacArthur Foundation Fellowship in 2004, and currently serves as a Presidential Fellow at Chapman University. He was granted an honorary Doctor of Humane Letters at Chapman in 2011.

In the late 1970s, Martínez opened a barbershop in downtown Santa Ana. He served the community for over twenty years, and his barbershop became a gathering place not only for the Latino community but also for many of the movers and shakers of Orange County. Martínez became a cultural and political activist and in 1993, when Martínez realized that his predominantly Spanish-speaking clientele did not have a bookstore to meet their needs, he added a small collection of books to his barbershop. The number of books soon overwhelmed his shop, and Librería Martínez Books and Art Gallery, along with Libros Para Niños, a children’s bookstore, were born. Many world-famous authors, including Isabel Allende, Sandra Cisneros, Jorge Ramos, Gary Soto, and Rudolfo Anaya have visited his store. Martínez is well known as a champion of literacy and, in his current role at Chapman, he acts as a community ambassador reaching out to first-generation college students. Chapman Chancellor Daniele Struppa has remarked, “Ruebén Martínez is proof that intellectual curiosity and a love of reading can completely transform a life, and his contagious enthusiasm in spreading the word about reading to young people is an inspiration to us all. He demonstrates every day that one person can be a dynamic catalyst for change.”

Beginning this fall, with Ruebén’s guidance and collaborative leadership, Chapman will officially assume responsibility for the bookstore’s operations. With an expanded physical presence, faculty and staff support, an enhanced business plan for the retail operation, and critical donor support, we believe Librería Martínez de Chapman University is destined to be a self-supporting community enterprise. Proceeds from the retail operation will go directly toward this initiative.

Chapman students and community members will work together and learn together. As Dean Cardinal stated, “Our students learn about the community from those who live in the community, not just from books and professors. And those who reside in the community will inform us of their needs rather than us telling them what they should need. This is democratic civic engagement: mutual benefit derived from mutual respect toward the goal of community enhancement. This is the core intent of Librería Martínez de Chapman University and how the CES believes through effective collaboration, we can “Change Education, Change the World!”

DONNA FORD ATTALLAH ACADEMY OF TEACHING AND LEARNING (DFATAL) – DR. NANCY CANTOR

On September 24th, 2012, the Donna Ford Attallah Academy of Teaching and Learning welcomes Syracuse University Chancellor and President, Dr. Nancy Cantor to Chapman University. The purpose of her visit is to describe how she forged partnerships on behalf of Syracuse with the community schools, businesses, and civic leaders in the Syracuse area. Our hope is that we can learn which of those processes might be applicable to our CES efforts to forge similar partnerships with the similar entities in our area. This advances the civic engagement mission of the Donna Ford Attallah Academy for Teaching and Learning as well as the Chapman mission of providing a personalized education to students who have an interest in improving our surrounding community. She will give her special lecture from 5 to 7 p.m., in Argyros Forum Room 209.

As the 2008 Carnegie Corporation Academic Leadership Award winner, Chancellor Cantor lectures and writes extensively on the role of universities as anchor institutions in their communities, along with other crucial issues in higher education such as rewarding public scholarship, sustainability, liberal education and the creative campus, the status of women in the academy, and racial justice and diversity. Prior to her appointment at Syracuse, Chancellor Cantor served as chancellor of the University of Illinois at Urbana-Champaign; provost and executive vice president for academic affairs at the University of Michigan. An author of numerous books, chapters, and scientific journal articles, Chancellor Cantor holds an A.B. from Sarah Lawrence College and a Ph.D. in psychology from Stanford University. She is a fellow of the American Academy of Arts and Sciences, and a member of the National Academies Roundtable on Science and Technology for Sustainability. Chancellor Cantor is the past chair of the board of directors of the American Association for Higher Education and former chair of the board of the American Council on Education.

HASSINGER CHAIR LECTURE SERIES – DR. CHRISTINE SLEETER

On November 13, 2012, Dr. Suzanne SooHoo, Hassinger Chair of Culture, Community, and Collaboration will present Dr. Christine Sleeter as the speaker this year for the Hassinger Chair Lecture Series. Her talk, Inheriting Footholds and Cushions: Family Legacies and Institutional Racism, is open to students, faculty, and community members.

Dr. Sleeter is Professor Emerita in the College of Professional Studies at California State University Monterey Bay, where she was a founding faculty member. She currently serves as President of the National Association for Multicultural Education. Her research focuses on anti-racist multicultural education and multicultural teacher education. She has published over 100 articles in edited books and journals such as Journal of Teacher Education, Race Ethnicity & Education, Teaching and Teacher Education, and Curriculum Inquiry. Her recent books include Professional Development for Culturally Responsive and Relationship-Based Pedagogy (Peter Lang) and Teaching with Vision (with Catherine Cornbleth; Teachers College Press). She has been invited to speak in many states as well as several countries. Awards for her work include the American Educational Research Association Social Justice Award, the California State University Monterey Bay President’s Medal, the Central Washington University Distinguished Alum and the Paulo Freire Social Justice Award from Chapman University.