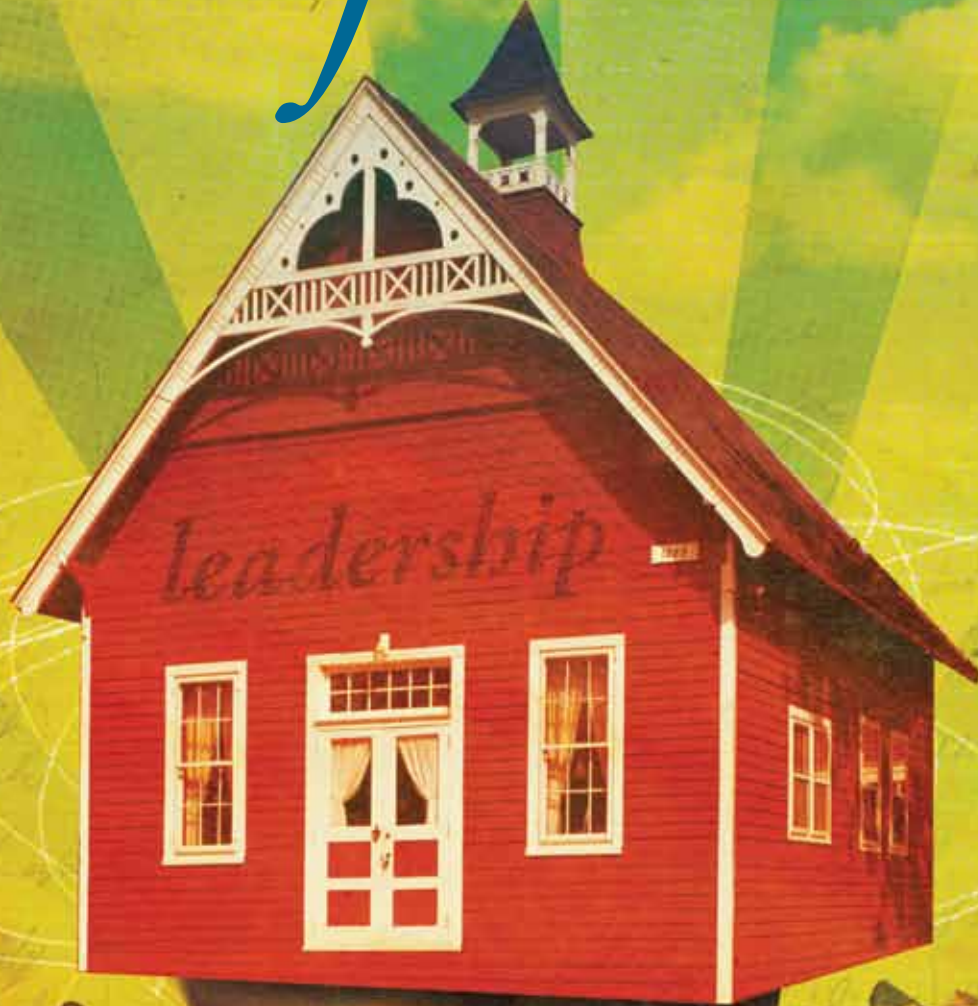


P E A B O D Y

# *reflector*



## Principals' Leadership and Leadership Principles

Creating professional development to help principals form a unified vision for schools

S U M M E R 2 0 1 2

V A N D E R B I L T U N I V E R S I T Y

# The Peabody Journal of Education



*The Peabody Journal of Education (PJE)*, America's second-longest running publication devoted exclusively to educational research, practice and policy, is committed to providing information and reasoned opinion that will enhance understanding and practice among institutions and individuals concerned with human learning and development.

*PJE* publishes issues on topics related to institutions catering to students in early childhood, preschool, primary, secondary, post-secondary and tertiary education. Interests include education matters of both domestic and international natures, including those that are linked to the social and organizational contexts in which formal and informal education takes place.

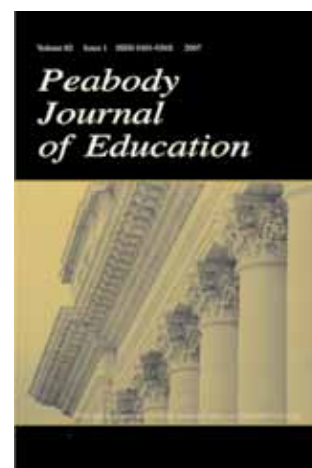
## Recent issue topics have included:

*School Leadership and Change in East Asia*  
*STEMM professions and pathways*  
*Postracialism in U.S. Public Schools*  
*Scholarship of William Lowe Boyd*

## Print & Online Subscription Rates

Institutional print and online - \$698  
Institutional online only - \$628  
Personal print and online - \$83

For more information and to subscribe, visit us online at [peabody.vanderbilt.edu](http://peabody.vanderbilt.edu)



## FEATURES

## 16 Principals' Leadership and Leadership Principles

For today's schools, Peabody is creating professional development to provide a whole new skill set



Visit Peabody College's website at [peabody.vanderbilt.edu](http://peabody.vanderbilt.edu)

Bonnie Arant Ertelt, Editor  
Donna Pritchett, Art Director  
Michael Smeltzer, Designer  
Nelson Bryan, Class Notes Editor

Contributors: Joanne Lamphere Beckham, Kurt Brobeck, Lisa DuBois, Brent Meredith, Katie Payne, Jan Read, Cindy Thomsen, Jennifer Wetzel

Camilla Persson Benbow, Patricia and Rodes Hart Dean of Education and Human Development

Jennifer Zehnder, Associate Dean for Development and Alumni Relations

©2012 Vanderbilt University

On the cover: Illustration © 2012 by David Vogin ([davidvogin.com](http://davidvogin.com))

The *Peabody Reflector* is published biannually by Vanderbilt's Peabody College of education and human development in cooperation with the Vanderbilt Office of Communications. The magazine is mailed free of charge to all Peabody alumni, parents of current Peabody students, and to friends of Peabody who make an annual gift of \$25 or more to the college. Correspondence, including letters to the editor and Class Notes submissions, should be mailed to: The *Peabody Reflector*, Office of Communications, PMB 407703, 2301 Vanderbilt Place, Nashville, TN 37240-7703 or by email to [reflector@vanderbilt.edu](mailto:reflector@vanderbilt.edu).

PEABODY  
*reflector*

## 22 The Face of the Institution

Current students show that Peabody still draws the best for their student body



## 28 The Most Important Asset

The Leadership and Organizational Performance program trains students who cultivate workforce leaders



## DEPARTMENTS

From the Dean	2
Readers Write	3
Around the Mall	4
Research News	10
Peabody Giving	32
Peabody People	34, 37
Class Notes	35
Reflections	40



JONAH RUSSELL

In the winter issue of the *Reflector*, we examined “the embattled teacher” and the challenges faced both by current teachers and those who aspire to enter the profession. But although they are a critical factor for student success, teachers are not the only factor. In schools as a whole, it is up to principals to establish a vision for academic achievement and to create environments that foster learning. Principals hire and develop great teachers, ensure that instruction is relevant and rigorous, and manage processes with an eye toward continuous improvement. This issue of the *Reflector* takes a closer look at principals and highlights the research and training being conducted by members of the Peabody College faculty.

One trait that principals will affirm is needed in a successful school is a steady focus on students. Principals and teachers alike must establish relationships with students characterized by care, cooperation and clear communication. Students thrive when they know that those charged with their educations are genuinely committed to their well-being and advancement.

In the best of situations, students return others’ investment in their educations by investing themselves. At Peabody, students like undergraduate Ashley Krueger and graduate students Greg Aikens, Shaka Dickerson and Ellen Zambetti are emblematic of the abundance of Peabody students who not only are talented and high achieving, but who are deeply engaged with fostering the well-being of others.

We have every reason to think that amazing students like these and others will go on to become leaders in their fields, whether it be education or in other organizational and even for-profit settings. Our new master’s degree program in Leadership and Organizational Performance, which also is described in this issue, is intended to prepare graduates who can move all types of organizations forward.

CAMILLA P. BENBOW

*Patricia and Rodes Hart Dean of Education and Human Development*

## Small Pleasures

ONE OF LIFE'S SMALL PLEASURES for me is sitting with a cup of tea on my patio relaxing in sunny California reading the *Peabody Reflector*. The winter 2012 issue was no exception. While I enjoy the overall format, photographs and layout of the magazine, I particularly enjoy reading the research news section. I was touched reading an excerpt from a study previously published in *Developmental Science* related to autism "sticky mittens" and infant early training and social development at the Kennedy Center (p. 12). Autism is such an important issue right now and the more faculty and researchers can explore ways to help all children succeed in life deserves our attention.

Although I am many miles away, the *Reflector* has kept me informed about many events both past and present. Thanks for providing such a variety of pertinent and interesting information happening at Peabody!

Joan C. Fignon, EdD'90  
*Sylmar, Calif.*

Letters are always welcome in response to the magazine. We reserve the right to edit for length, style or clarity. Send signed letters to: Editor, *Peabody Reflector*, PMB 407703, 2301 Vanderbilt Place, Nashville, TN 37240-7703 or email [reflector@vanderbilt.edu](mailto:reflector@vanderbilt.edu). You may also comment on articles in the online version of the magazine at [vanderbilt.edu/magazines/peabody-reflector](http://vanderbilt.edu/magazines/peabody-reflector).

THE REFLECTOR IS MOST INFORMATIVE, and I enjoy the covers—the winter 2012 knight and hydra head and, a few years ago, the endless apple peeler.

Possible future essays might present information about how the Jeffersonian ideal campus was chosen, commitment to international students, children's literature collection and special summer attractions. That watermelon picture rang a bell!

As I enrolled at Peabody in fall 1962, I am now a 50th anniversary admirer.

Congratulations on a fine publication.

Betsy Moriarty, BS'66  
*Tullahoma, Tenn.*

## Planet Peabody

BEST ISSUE OF THE PEABODY REFLECTOR on record. Is the photo of the Peabody campus available as a print? Most unusual. Thank you!

John Burgin, PhD'71  
*Jefferson City, Tenn.*

I AM FASCINATED BY THE WONDERFUL FISHEYE PHOTOGRAPH in the back of the latest issue of the *Reflector*! Could you possibly tell me anything about how the photo was made and if copies of it are available? It is a wonderful photograph. Thanks for publishing it.

Mary Ann Brown, BS'58, MALS'60  
*Durham N.C.*

REGARDING THE 2012 REFLECTOR PHOTOGRAPH OF Planet Peabody, it is a wonderful memory for me! However from my artistic viewpoint it is a "Peabody Eye" with the lovely grass medial

as its pupil. How fortunate it is still the heart and eye of its campus!

Is it possible to have this available for purchase as a print for mounting? I would like one.

Mary Anne Socey Rowan, BS'62  
*Columbia, Tenn.*

*Editor's Note: Many people have contacted us by email, through Peabody's website and Facebook pages and in writing to ask if the Planet Peabody shot is available to purchase. We are happy to say that it is available through Replay Photos: <http://snipurl.com/peabodyfisheye>*

## More about Dr. Hall

IN THE SUMMER EDITION OF THE PEABODY REFLECTOR, you published a picture of two men presumably gorging themselves on watermelon. One was Dr. A. L. Crabb and the other was Dr. Clifton Hall. I remember three things about Dr. Hall.

First, he was meticulous in speech and dress. He spoke in measured words to be absolutely precise.

Second, in his introductory remarks to the class, he compared many students of the day to "the gallant knight who upon hearing the fair maiden scream, jumped on his white charger and galloped off in all directions at once."

Third, he also led an enormous conga line (with at least 50 students) back and forth across campus for a charitable fundraising event.

He was an excellent and delightful teacher.

William D. Nagle, MA'54  
*Burnsville, N.C.*



COURTESY HUMPHREY FELLOWS PROGRAM

Hubert H. Humphrey Fellows studying at Peabody this year helped paint a firehouse on the Martin Luther King Jr. Day of Service on Dr. King's birthday. The above photo was taken at Firestation 25, White's Creek.

## Agents of change

The Hubert H. Humphrey Fellows journeyed to Franklin, Tenn., on February 27 and 28 for Volunteer Tennessee's third annual Tennessee Conference on Volunteerism and Service Learning. The fellows, educational leaders from nine developing nations, attended workshops on project-based learning in multicultural communities, integrating art into service, building youth leadership capacity and leveraging community resources. The theme for the conference, "Serve. For a Change," encouraged participants to think about the impact of service, to not only do good, but to make long-lasting changes in individuals and communities.

The concept of impact is fundamental to the Humphrey Fellowship Program. Fellows are selected because they are agents of change. They are policymakers, educators and reformers, private and public sector leaders with lengthy records

of service and visions for the future. Fellows engage in service not only to connect with and support the Nashville community, but also to learn, to gain skills and experiences that will deepen their impact back home.

Fellows were engaged in service directly following their August arrival in Nashville. They sorted school supplies and assisted with teacher shopping at LP Pencil Box, organized donations for the Catholic Charities Refugee Resettlement program, helped out at the Second Harvest Food Bank, painted a firehouse on MLK Day of Service, and reached out to students at Hume-Fogg Academic Magnet High School and Eakin Elementary. Fellows individually served with organizations such as the Red Cross, STEM Prep Charter School, Hands On Nashville and the Nashville Public Library. Additionally, each fellow was engaged in a high level internship at educational organizations

around the city to learn, but also to contribute to the development of our educational system.

The fellowship year officially ended in June, but Humphrey Fellows' impact will extend beyond that time. Lessons learned in service will enable fellows to implement their plans in their home countries—plans that include improving low performing schools; empowering women, people with disabilities and those in rural communities; creating new non-governmental organizations to address unmet needs; or promoting service-learning methodology in their schools and organizations.

*For more information about the Hubert H. Humphrey Fellowship program and the Fellows: [snipurl.com/vuhumphreyfellows](http://snipurl.com/vuhumphreyfellows)*

### Four named AERA fellows

The American Educational Research Association has selected four Peabody faculty members to be AERA Fellows. Lynn Fuchs, Steve Graham, Richard Lehrer and Joseph Murphy are among 36 scholars nationwide named to the 2012 class in recognition of their exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings.

“We are thrilled to see four members of the Peabody faculty recognized for their longstanding contributions to education research,” said Dean Benbow. “Together with other members of the faculty previously chosen as fellows, they demonstrate Vanderbilt’s impact on the field.”

Fuchs, Nicholas Hobbs Professor in Special Education

and Human Development, focuses her research on instructional practice and assessment of student progress for students with reading and other disabilities.

Graham, Currey Ingram Professor of Special Education and Literacy, researches learning disabilities, writing instruction and writing development.

Lehrer, Frank W. Mayborn Professor of Education, researches children’s mathematical and scientific reasoning in the context of schooling, with a special emphasis on tools and notations for developing thought.

Murphy, also Frank W. Mayborn Professor of Education, works in the area of school improvement, with special emphasis on leadership and policy.

These new fellows join eight previously inducted AERA fellows from Peabody, including: Camilla Benbow, Patricia and Rodes Hart



Lynn Fuchs



Steve Graham



Richard Lehrer



Joseph Murphy

Dean of Education and Human Development; Paul Cobb, Peabody Professor of Teaching and Learning, professor of education; David Dickinson, professor of education; Dale Farran, professor of education and psychology; Douglas Fuchs, Nicholas Hobbs Professor of Special Education and Human Development; Ellen Goldring, Patricia and Rodes Hart Professor of Education Policy and Leadership; Karen R. Harris, Currey Ingram Professor of Special Education and Literacy; and Daniel Reschly, professor of education and psychology.

### Peabody ranked first again

Peabody maintained its No. 1 national ranking in *U. S. News & World Report* for the fourth consecutive year.

Peabody has topped the rankings, selected through expert opinions and statistical indicators, since 2009. Its administration/supervision and special education programs were also ranked No. 1 in the country, special education in a tie with its peer program at University of Kansas.

“We are pleased to again be ranked No. 1 and to have eight of our programs included in their



ANNA DULMES

Wendy Kopp, founder and CEO of Teach for America and Teach for All, participated in a roundtable discussion with select Peabody faculty and administrators while on campus for a public lecture in January.



DANIEL DUBOIS

Donald J. Stedman, PhD'62, was awarded Peabody's Distinguished Alumnus Award during Commencement ceremonies on Friday, May 11. During his career, Stedman taught at Duke, Peabody and the University of North Carolina at Chapel Hill, where he served as professor of education, associate director of the Frank Porter Graham Child Development Center, chairman of the Division of Special Education, and dean of the School of Education.

respective top-10 rankings," said Dean Benbow. "There is nothing more important to our children's well-being and our economic future than education. It is gratifying that Peabody's contributions to transforming education are seen as leading the nation."

Peabody was also ranked for its programs in elementary education (No. 4), curriculum/instruction (No. 5), education policy (No. 5), higher education administration (No. 5), educational psychology (No. 6), and secondary education (No. 6).

Rankings are available at the *U.S. News & World Report* website, and the complete list was published April 3 in the *U.S. News & World Report* Best Graduate Schools book.

## A Caret of Editors

The American Educational Research Association has appointed Ron Zimmer, associate professor of public policy and education, as an incoming editor of its quarterly publication, *Educational Evaluation and Policy Analysis*. The *EEPA* is a multidisciplinary policy journal that focuses on educational evaluation and educational policy analysis, and the relationship between the two.

Zimmer will assume this position with the 2013 volume year along with education researchers and policy experts Mark Berends of Notre Dame, Laura S. Hamilton of the RAND Corporation and Luis A. Huerta of Teachers College, Columbia University.

The American Psychological Association has released the first edition of the *Educational Psychology Handbook*, co-edited by Peabody faculty members Karen R. Harris and Steve Graham.



Ron Zimmer



Karen Harris



Steve Graham



Christine Quinn Trank



The handbook consists of three volumes that reflect the broad nature of the educational psychology field, including state-of-the-science reviews of the diverse critical theories driving research and practice.

Harris is Currey Ingram Professor in Special Education and focuses her research on issues surrounding academic and self-regulation strategies among students who are at risk or have severe learning challenges, particularly in the area of writing. She is the author of more than 100 publications, co-author of several books and former editor of the *Journal of Educational Psychology*.

Graham is also Currey Ingram Professor of Special Education. His research focuses on writing difficulties and disabilities and on examining the effectiveness of specific prevention and intervention procedures to enhance writing development. He is the author of numerous books and more than 135 papers on handwriting, writing instruction and learning disabilities and is the former editor of both *Exceptional Children* and *Contemporary Educational Psychology*.

Christine Quinn Trank, senior lecturer of organizational leadership, has been named editor of the *Journal of Management Inquiry* and associate editor of the *Academy of Management Review*.

Professor Quinn Trank's research focuses on the institutional environment of education, including the integration of new ideas into textbooks as well as the "de-professionalization" of business education. Most recently, she has studied the role of rhetoric in the process of developing organizational identity in the face of large-scale change.

### *Paying the Debt* wins awards

The Peabody College historical documentary *Paying the Debt* has won a Telly Award for scriptwriting and two silver awards for documentary and scriptwriting at the 18th Annual Communicator Awards.

Founded in 1979, the Telly Awards is the premier award honoring outstanding local, regional and cable TV commercials and programs, the finest video and film productions, and web commercials, videos and films. The Communicator Awards, founded nearly two decades ago, receives more than 6,000 entries from companies and agencies of all sizes from around the world. Lyle Jackson, videographer in the Peabody Research Office, produced the film. See the film at [snipurl.com/vu-debt](http://snipurl.com/vu-debt).

### Milner presented AACTE Outstanding Book Award

The American Association of Colleges for Teacher Education presented its 2012 Outstanding Book Award in February to H. Richard Milner IV, associate professor of education and a founding director of the Learning, Diversity and Urban Studies graduate program in the Department of Teaching and Learning, for *Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms* at its annual meeting in Chicago.



Richard Milner

"Rich Milner is an outstanding scholar whose latest work demands that we think differently about long-standing educational inequities," said Dean Benbow. "We at Vanderbilt are proud that AACTE has recognized his provocative and inspiring book with this well-deserved award."

The AACTE Outstanding Book Award recognizes exemplary books that make a significant contribution to the knowledge base of teacher education or of teaching and learning with implications for teacher education.

### Benbow to lead national commission on educator preparation

Dean Camilla Benbow will co-chair a new accrediting body designed to help ensure that every classroom in the nation has an effective teacher. The Council for the Accreditation of Educator Preparation is the new accrediting body being formed through the unification of two organizations charged with assuring quality in educator preparation—the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council.

Benbow will co-chair the commission with Dr. Gene Harris, superintendent and CEO of Columbus Public Schools in Columbus, Ohio. The commission will ensure increased accountability through a focus on outcome data and key program characteristic data. CAEP has pledged to use multiple measures in its evaluation system, including new sources of data from state longitudinal databases. CAEP standards will also give increased attention to recruiting and admissions to help ensure a supply of candidates

who are motivated to enter the teaching workforce, have characteristics associated with teaching success and who are prepared in areas where they are needed. CAEP will expect accredited preparation providers to take bold steps to recruit, prepare and help develop effective teachers who can contribute their expertise to improving student performance in all schools.

“New knowledge and more robust assessments of candidate and graduate performance are now available to preparation providers to ensure that the most effective teaching practices are everyday practice when graduates leave our programs,” said Benbow. “We anticipate that the combination of more rigorous requirements, performance assessments and the availability of new data to increase transparency and drive changes in provider programs will generate the most significant change in educator preparation in its history.”

In addition to Benbow, the commission includes prominent

critics of teacher education as well as deans of schools of education; content experts in mathematics and reading; PreK-12 teacher, principal and school superintendent leadership; alternative provider/charter leadership; state policymakers; representatives of education policy/advocacy organizations; and public members.

### Programs for Talented Youth wins grant

Vanderbilt University’s Programs for Talented Youth at Peabody College will offer accelerated academic opportunities for up to 60 low-income gifted students through a \$232,000 grant from the Jack Kent Cooke Foundation, renewable for up to three years.

Students from the highest poverty urban and rural districts in Kentucky, Alabama and Tennessee will be recruited for participation in Vanderbilt Summer Academy, a summer residential program for rising 8th-12th graders, and the Summer Academy at Vanderbilt for the Young for rising 1st-7th graders.

The students will participate in summer pre-collegiate programs led by Vanderbilt faculty as well as specially designed workshops, meetings and communication networks throughout the school year.

“This grant has the potential to impact the lives of gifted students of poverty and their families for years to come while also contributing to the limited research base of this special population,” said Tamra Stambaugh, research assistant professor of special education and director of Vanderbilt Programs for Talented Youth.

This is the first external funding for PTY, which has always offered financial assistance to students in need but will be able to offer greater monetary awards through this grant. PTY will also offer educational support for families and school counselors as part of this initiative in collaboration with Vanderbilt University’s undergraduate admissions office.

“We are excited to provide access to students who would otherwise be unable to participate in our programs” says Jennifer Pitts, program coordinator for Vanderbilt Academy. “Our aim is that this opportunity will spark lifelong engagement in learning and instill confidence, allowing these students to excel at the highest levels in their chosen fields.”

Researchers within PTY hope to learn more about alternative methods of identification for gifted students of poverty and how those identification measures predict student performance in accelerated academic environments. Further, they will explore the intra- and interpersonal talent development factors that contribute to student achievement.

*Students attending the Graduate and Professional Students Gala in April at the Frist Center for the Visual Arts included (from left) Molly Druce, Meghan Davenport, Jordan Kook, Claire Holman and Jamie Eldredge.*



ANNE RAYNER



DANIEL LOBBERS

## Kudos

Department of Human and Organizational Development faculty and students played a key role in securing a Promise Neighborhood Planning Grant awarded to Nashville's Martha O'Bryan Center. The grant is one of only 15 nationwide, including just three in the South. The Nashville Promise Neighborhood Initiative plans to provide effective cradle-to-career services for the 6,000+ school-age children and their families in the Stratford cluster located in East Nashville. **Kimberly Bess**, assistant professor of education and human development, **Maury Nation**, associate professor of human and organizational development, and students **Krista Craven, Bernadette Doykos, Joanna Geller, Brendan O'Connor** and **Zoie**

**Saunders** were instrumental in obtaining the grant.

**Meghan Burke**, a doctoral student in special education, received the Anne Rudigier Award of the Association of University Centers on Disabilities. The award recognizes an outstanding trainee or student.

**Steve Graham**, Currey Ingram Professor of Special Education, took part in an international meeting of experts convened by UNESCO on the formative assessment of writing in the early grades in January.

**Craig Anne Heflinger**, professor of human and organizational development, served as an expert witness last November on the federal lawsuit *John B. v. Emkes*, a class-action lawsuit on behalf of the 750,000 children enrolled

in TennCare brought by the Tennessee Justice Center. She was supported in developing her evaluation of the service system for TennCare children with emotional and behavioral problems by Community Research and Action graduate student **Lindsay Satterwhite Mayberry**.

**Velma McBride Murry**, Betts Professor of Education and Human Development, has been appointed by the Board for the Advancement of Psychology in the Public Interest to its committee on psychology and AIDS.

**Ron Zimmer**, associate professor of public policy and education, was named by Tennessee Gov. Bill Haslam to a task force investigating a possible opportunity scholarship initiative in Tennessee.

*Teacher Jamie Teasley and students work on projects during the Saturday Academy at Vanderbilt University, hosted by Programs for Talented Youth at Vanderbilt.*



ISTOCK

### Talk to kids about television

Children learn more from television viewing when parents participate than they would during book reading, new research from Peabody finds. In a first-of-its-kind study, children showed significant gains in vocabulary and comprehension when parents asked them questions about the content, rather than simply parking them in front of the screen.

“There is a lot of controversy over whether small children will learn from videos,” said Gabrielle Strouse, Peabody researcher. “Parents are naturally stopping and talking with their children about storybooks, but they aren’t doing that with videos.

“What if we did the same thing with video—then would children learn from them?”

With this question in mind, she predicted parent mediation during television watching could enhance learning because the dialogue would increase the effort

children put into understanding the program. Further, parents could help them interpret the information viewed and offer feedback on the content.

To test the hypothesis, 81 parents of 3-year-olds were provided DVDs of children’s stories to watch over four weeks. Children were pre- and post-tested on vocabulary words from the stories and completed a post-test on story comprehension.

The families were assigned to one of four conditions: dialogic questioning, directed attention, regular video and dialogic actress.

In dialogic questioning, parents were trained to use the dialogic reading method while watching videos. The dialogic reading method prompts the child to become an active participant in telling the story, rather than just the reader’s audience.

Those using directed attention watched video stories with their child and commented on the content but did not ask questions.

Those in the regular video group showed the videos to their children as usual, which often meant little or no interaction. Those using dialogic actress showed their children videos that had an actress asking dialogic-style questions.

Children in the dialogic questioning group scored significantly higher than the other groups on the post-tests of vocabulary and comprehension. The directed attention and regular video groups performed lowest on the tests, with scores from the dialogic actress group falling in the middle.

Strouse says the higher vocabulary and comprehension scores of children in the dialogic questioning group indicate that parent-led discussion enhances children’s learning from video stories.

Strouse conducted her research under the direction of Associate Professor of Psychology Georgene Troseth, who says the study shows videos can be useful—but beware. Television is no substitute for mom and dad, her previous research finds.

“When kids are very small, especially babies, toddlers and those first preschool years, it isn’t natural and easy for them to learn from videos, so they’re going to learn a lot more if you are there helping them, just like you would help them with a book,” Troseth said. “Don’t give them a steady diet of flopping in front of the television and thinking that is going to somehow educate them.”

Troseth says Strouse’s latest research is exciting news for parents because it offers them techniques for making tube time more educational.

Strouse developed a video to demonstrate how parents can ask

questions for best learning but says any parent can practice the techniques.

“It is really sitting with your child, talking with your child and getting them involved telling parts of the story,” she said.

For more, visit [snipurl.com/vu-tvttalk](http://snipurl.com/vu-tvttalk)

## Higher ed, federal government ‘intimately connected’

Where would American higher education be without government support for research and student aid? Not where it is today, says Peabody College researcher Christopher Loss, who examines the history of the crucial relationship between the government and higher education in his new book, *Between Citizens and the State: The Politics of American Higher Education in the 20th Century*. His research tracks the dramatic outcomes of the federal government’s growing involvement in higher education between World War I and the 1970s and the backlash against that involvement from the 1980s onward.

“Few students and their families realize it, but the higher education sector is so heavily supported by the government it would be difficult to operate without it,” said Loss, an assistant professor of public policy and higher education in the Department of Leadership, Policy and Organizations. “Though mostly invisible to the casual observer, the government is everywhere on U.S. campuses—it sponsors our research, it helps students pay for college, and it permits generous tax-deferred retirement plans and medical insurance for faculty and staff.”

The development of this

partnership between higher education and the federal government marked a major departure from the highly decentralized relationship that existed prior to World War I. Before the war, a long-standing belief that politics and academia did not mix had created a buffer between the government and higher education—even at publicly supported land-grant institutions, which were coordinated and lightly funded by the government but exercised vast autonomy over their day-to-day operations.

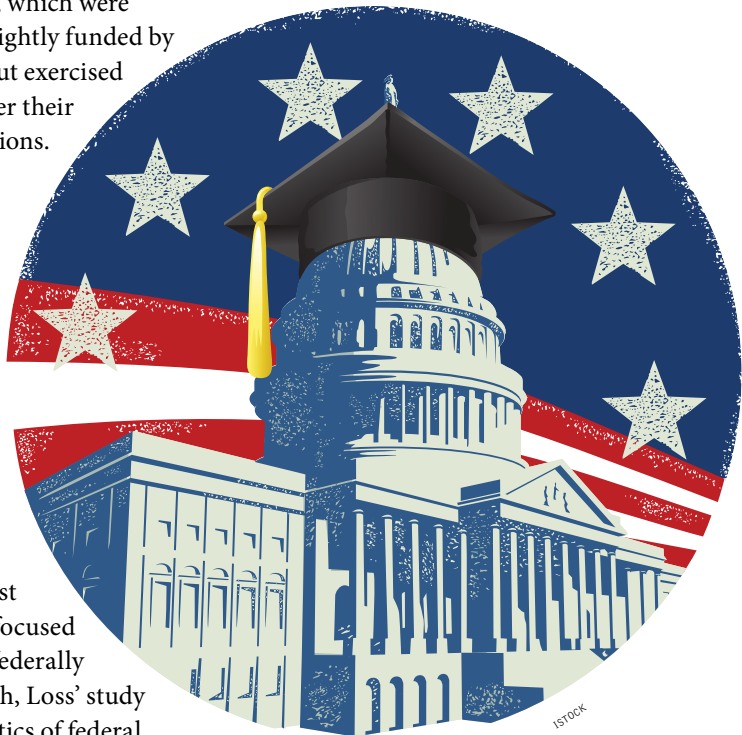
The distance between the government and higher education closed during the 1930s and 1940s, when economic depression and then war forced both parties to forge a new partnership, Loss found. Unlike most studies that have focused on the history of federally sponsored research, Loss’ study examines the politics of federal student aid policy, uncovering the relationship between and among the “big three” aid policies of the last century: the 1944 GI Bill, the 1958 National Defense Education Act and the 1965 Higher Education Act.

“There is this sense that universities are divorced from politics—that the ‘Ivory Tower’ exists outside the ‘real world.’ But in reality, universities are intimately connected to politics and society,” Loss said.

“Higher education is a vital national resource. We have all the evidence we need that college-educated Americans

contribute more to society civically and economically, and we know the kind of economic boom that colleges bring to their communities and regions, to say nothing of the remarkable discoveries that researchers in education, science, engineering, medicine and the humanities make all the time.”

Loss says that even small cuts in government funding can have



dire consequences, decreasing student access and limiting the production of cutting-edge research that have become the hallmark of the American research university.

“One of the things we in higher education need to do better in this time of economic hardship is remind the publics we serve that public support for students and research is critical to the sector’s livelihood; it makes possible the new discoveries and educated citizens our country—and world—needs,” Loss said.

## Appalachia focus of new Peabody research

Researchers from Peabody are collaborators in the Regional Educational Laboratory Appalachia as part of a \$28 million, five-year grant from the Institute for Education Sciences. REL Appalachia conducts empirical research in Kentucky, Tennessee, Virginia and West Virginia and brings evidence-based information to policymakers and educators to improve education practice.

In partnership with the Center for Naval Analysis, a nonprofit research and analysis organization, faculty from the Department of Leadership, Policy and Organizations will conduct applied research and evaluation studies around issues of effective leadership, school improvement, school turnaround and increasing college enrollment and persistence.

“This is an outstanding opportunity to partner with local school districts, state education agencies and school-based educators to implement rigorous research to impact educational policies and practices in the Appalachian region and support their educational improvement efforts,” said Ellen Goldring, Patricia and Rodes Hart Professor of Education

Policy and Leadership and LPO department chair.

Goldring and colleagues Marisa Cannata, Ron Zimmer, Tom Smith, Joe Murphy and Will Doyle, along with doctoral student Peter Goff, are involved in four different studies for REL Appalachia.

One study focuses on the turnaround efforts in high schools in need of improvement. The results from this study will identify practices used in urban and rural contexts and investigate the relationships between essential components of effective schools and practices used for school improvement.

New Kentucky principals will be studied to explore the background and value-added effectiveness of elementary and middle-school teachers who become principals. This study will contribute to knowledge of the leadership pipeline to inform efforts to recruit effective teachers for leadership positions.

A third study will measure the effectiveness of principals in Virginia turnaround schools and will compare them with the leadership of principals in a nationwide sample of schools. This study uses the Vanderbilt Assessment for Leadership in Education (VAL-ED), a research-based evaluation tool

that measures the effectiveness of school leaders by providing a detailed assessment of a principal’s performance.

A final study will use a randomized, controlled trial to evaluate the impact of offering students small incentives to take the necessary steps to apply to college. It will examine the effect of these incentives on the likelihood the students will attend and persist in post-secondary education. If successful, stakeholders could use the results to restructure the college and financial aid application system to reduce costs for students and thus increase application to college, particularly for low-income high school students in high-needs schools.

## Enhanced training to help soldiers’ mental health

As the United States officially ends its war in Iraq and thousands of service members return home, researchers at Peabody are working with the Department of Defense to ensure mental health concerns from deployments are not overlooked.

Funded by the U.S. Army Medical Research and Acquisition Activity, faculty and staff from Peabody and the School of Medicine are conducting workshops for military health care providers with a goal of enhancing provider communication with service members to promote early identification of mental health concerns and subsequent referrals to address those needs.

In a cooperative agreement with Force Health Protection and Readiness, (the DoD office responsible for department policies, programs and activities related to deployment medicine),



Goldring



Smith



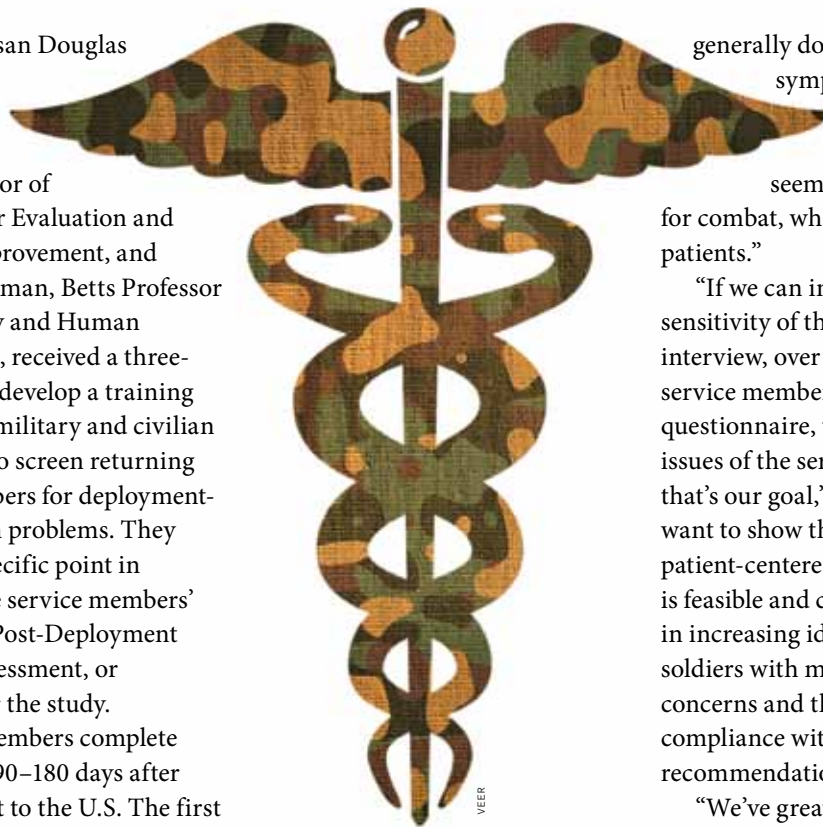
Murphy

Peabody's Susan Douglas Kelley, senior research associate and deputy director of the Center for Evaluation and Program Improvement, and Leonard Bickman, Betts Professor of Psychology and Human Development, received a three-year grant to develop a training program for military and civilian providers who screen returning service members for deployment-related health problems. They targeted a specific point in time after the service members' return—the Post-Deployment Health Reassessment, or PDHRA—for the study.

Service members complete the PDHRA 90–180 days after redeployment to the U.S. The first step is a new and comprehensive DoD written questionnaire, typically completed online, which is followed by a one-on-one interview with a health care provider by phone, video conference or in person to review the responses and make referrals for further assessment when warranted.

“It’s such an important time in the deployment cycle to assess mental health needs,” said Kelley. “There are so many competing demands when service members first get home. Three to six months after coming home, they’ve had time to experience many issues that are going to come up as they are reintegrating into their lives, and they also might be anticipating a next deployment.”

Kelley collaborated with Vanderbilt School of Medicine’s Lynn Webb, assistant dean for faculty development, to conduct training exercises with providers at three U.S. military treatment



facilities to teach these skills. They say that incorporating these techniques into the PDHRA interview could enhance the relationship between the provider and service member, thus potentially increasing the likelihood a service member will disclose more information that could lead to a referral for follow-up consultation if needed.

Webb recognized significant differences between a traditional physician-patient encounter and the PDHRA interview, which is typically 15 minutes or less in length.

“With the average interview so short, relationship-building with the patient becomes even more important because you have to do very specific things in a brief interview to enhance the chance that the soldier will feel comfortable divulging something that he or she probably doesn’t want to divulge in the first place,” said Webb. “Soldiers

generally don’t want to disclose symptoms for fear of the stigma that will make them seem they are not ready for combat, which is unlike typical patients.”

“If we can increase the sensitivity of the PDHRA interview, over and above the service member’s self-report questionnaire, to pick up on new issues of the service member, that’s our goal,” Kelley said. “We want to show that training in patient-centered communication is feasible and can be effective in increasing identification of soldiers with mental health concerns and their subsequent compliance with provider recommendations.”

“We’ve greatly enhanced the mental health components of these assessments and training to administer them in the past year,” said Cmdr. Nicole Frazer, the Force Health Protection and Readiness liaison for the study. “PDHRAs are completed to identify and assess post-traumatic stress disorder, depression, suicidality, alcohol use and other mental health conditions, along with any other medical risks and concerns. Improving the likelihood that a service member would disclose any mental health concerns they may have is very beneficial to the psychological health of the service member.”

Kelley and Bickman are leading the evaluation team conducting research on the feasibility and efficacy of the workshop in enhancing soldier disclosure and compliance with referrals. Results will be reported to U.S. Army Medical Research and Acquisition Activity in the fall of 2012.

## Educational trajectories of ELL students

Public school students who successfully complete English as a Second Language or bilingual education programs within three years appear to fare better in meeting basic math and reading proficiency standards than their peers who remain enrolled in language acquisition courses for five years or more.

A new report from Peabody and the Migration Policy Institute



TING-LI WANG

Stella Flores

analyzes a unique longitudinal dataset compiled by the state of Texas that tracks all students—including the state’s large English Language Learner population—from first grade through college entry. The authors find that “quick-exiter” ELLs among the cohort of students who attended Texas schools for all 12 grades achieved the best results among all ELL groups in meeting Texas basic math and reading proficiency standards.

In contrast, long-term ELLs—those in ELL programs for five or

more years—lagged significantly in every grade.

These and other findings can be found in *The Educational Trajectories of English Language Learners in Texas*, which used data obtained by Peabody’s Stella Flores, assistant professor of public policy and higher education.

“How these students, many of whom are U.S. natives, fare is of importance not just to them and their families but to the broader society in terms of their ability to translate into a productive—and multilingual—workforce,” said Flores, lead author of the study. “In particular, expectations for ELL students should go beyond the basic outcome of achieving English language proficiency and should include the opportunity to participate in a college-preparatory curriculum that will pave the way for a better academic and economic future.”

ELL students represent one in nine of the 49.5 million students enrolled in U.S. public schools—a number that has risen dramatically, from 3.5 million during the 1998-99 school year to 5.3 million a decade later. Texas, with 832,000 ELL students, is second only to California, which has 1.1 million students with limited English proficiency.

“The weaker academic performance evidenced by long-term ELLs raises important questions on how to address their literacy and linguistic needs,” said Michael Fix, senior vice president of the Migration Policy Institute and co-author of the report. “However, with much still unknown about the reasons why students remain in ELL status for many years, it would not be prudent to conclude that language acquisition instruction should be

time-limited.”

Interestingly, the study found that Hispanic ELLs who opt out of ESL or bilingual education programs in favor of English-only courses may be particularly disadvantaged in terms of college enrollment.

“Parents may feel that they are helping their kids acquire English more quickly or avoid stigmatization if they keep them out of ESL or bilingual education classes, but in reality, our findings suggest that they should consider whether their children might fare better academically if they remained in language acquisition courses,” said Jeanne Batalova, policy analyst at the Migration Policy Institute and co-author of the report.

View the full report at [migrationpolicy.org/pubs/TexasELLs.pdf](http://migrationpolicy.org/pubs/TexasELLs.pdf)

## Novel words and reading interventions

Researchers at Peabody are studying how people learn new words in hopes of determining optimal interventions for children who struggle with reading.

A new educational neuroscience study offers clues on reading and plasticity in the brain that could lay the foundation for more targeted investigations of what types of training may work for particular readers.

Lead author Laurie Cutting and colleagues created a tool to mimic learning in order to identify the differences in neurological response to two types of teaching methods: implicit teaching, which uses words in a sentence, and explicit teaching, which teaches the words in isolation. Study participants were taught the pronunciation



and meaning of pseudowords — artificial words that resemble real words but do not actually exist. Half of the pseudowords were taught implicitly (used in a sentence) and half were taught explicitly (in isolation).

Using functional magnetic resonance imaging (fMRI), the researchers observed the differences in brain activity to the two approaches to word learning and found that in spite of learning the pseudowords equally, there were differences in neurological response based on the level of the reader.

Readers identified as “excellent” did not demonstrate notable differences in brain function between the implicit and explicit approaches, but readers considered “average” showed significantly less efficient neural networks when the pseudowords were learned by the implicit method.

“While the benefit of explicit instruction over implicit instruction may seem obvious, it was surprising to find such differences in brain function between groups of a very narrow range of reading skill,” said Cutting, Patricia and Rodes Hart



Laurie Cutting

## Pasi Sahlberg: What the world can learn from Finland



*Charter schools, rigorous standards, merit pay and tougher curriculum – these are the ingredients of American school reform. But Finland, the top-ranked country in the world in math, science and reading, has none of these elements. In fact, their approach to reform is exactly the opposite of the approach in the United States.*

*Pasi Sahlberg discussed this and other findings in his newly published book, Finnish Lessons: What Can the World Learn from Educational Change in Finland? at a lecture in December in the Wyatt Center rotunda on the Peabody Campus.*

*Sahlberg is director general of CIMO, an organization for international mobility and cooperation under the Finnish Ministry of Education and Culture, based in Helsinki. This event was hosted by Peabody International Affairs and the Department of Leadership, Policy and Organizations.*

Associate Professor of Special Education, associate professor of psychology, radiology and pediatrics and Vanderbilt Kennedy Center investigator.

Although this study was conducted with adults, Cutting says this research implies that readers may look the same in the classroom but the manner in which they process words and respond to instruction may be different.

“Whether these differences in efficiency of brain networks have predictive value remains to be seen,” Cutting said. “However, such an approach may ultimately be useful for predicting which types of instruction will result in sustained reading growth.”

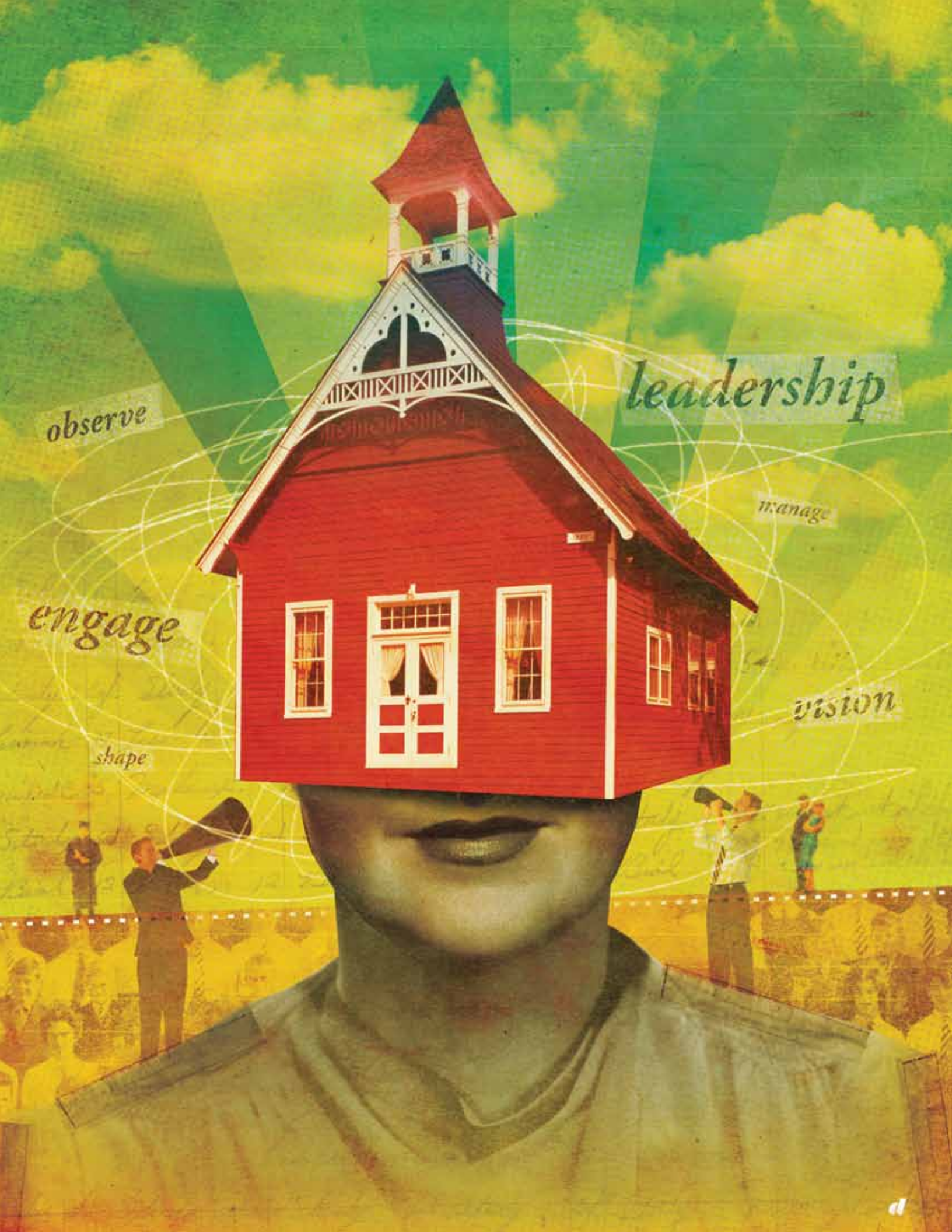
Sheryl Rimrodt, assistant professor of pediatrics and Vanderbilt Kennedy Center member, co-authored the paper,

currently in press with the journal *Developmental Cognitive Neuroscience* as part of a special issue on neuroscience and education. Other contributors to the study included Kennedy Krieger Institute researchers Amy Clements-Stephens, April Materek, Sarah Eason, Hollis Scarborough, Kenneth Pugh and James Pekar.

Cutting and colleagues plan to continue this research by conducting similar studies with children.

This research was supported in part by the National Institutes of Health Learning Disabilities Research Centers.

For more, visit [sciencedirect.com/science/article/pii/S1878](http://sciencedirect.com/science/article/pii/S1878)



observe

leadership

manage

engage

vision

shape

# Principals' Leadership and Leadership Principles

Creating professional development to help today's principals excel at leading teachers and schools

BY Lisa DuBois

ILLUSTRATION BY David Vogin

For much of the past century, the typical role of the school principal was to serve as the manager-in-chief, an administrator who made sure the boilers worked, the buses ran on time and new teachers were hired and placed in classrooms. Certainly, the principal disciplined children who misbehaved and awarded certificates to those with perfect attendance, but to most students the person running the school was usually a shadowy figure, someone lurking on the periphery of their day-to-day educational lives.

In the wake of school reform during the last decade, however, the role of the principal has

changed dramatically. Forget a slow evolution of duties—what took place was a sudden seismic shift in expectations by legislators and the public. Needless to say, many principals and district superintendents were caught off-guard.

“The major driver here was the emergence of this era of massive accountability that holds principals and schools responsible for student outcomes in achievement scores,” explains Joseph Murphy, Frank W. Mayborn Professor of Education at Peabody College. “That required principals to learn whole new sets of skills. And these were skills they weren’t hired on, or trained for or promoted for.”

## Leadership as a catalyst

**T**he federal data-driven education reform acts, No Child Left Behind and Race to the Top, brought American school principals under sharp scrutiny. As researchers began examining their data, they realized that the leadership qualities of the principal, or the lack thereof, strongly correlated with student achievement across the board in grades K-12, in small and large, urban and suburban, wealthy and underserved schools. These findings generated a wellspring of programs, such as those supported by the National Institute for School Learning and the Wallace Foundation, with the purpose of expanding upon this data and creating professional development programs, commonly referred to as PD, based on their findings.

Those findings included evidence that leadership by the principal was one of the most pressing issues in public education—second only to classroom instruction—among school-related factors that affect student learning. According to the Wallace Foundation’s report, *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*: “Teacher quality stood above everything else, but principal

*Leadership qualities of the principal, or lack thereof, strongly correlate with student achievement across the board in grades K-12, in small and large, urban and suburban, wealthy and underserved schools.*

leadership came next, outstripping ... dropout rates, STEM (science, technology, engineering and math) education, student testing, and preparation for college and careers.”

Most of a principal’s influence is indirect and takes place by raising the standards of education and adding rigor into the curriculum, by motivating both teachers and students to strive for quality education, and by creating a positive work environment for teachers and students. Outstanding principals do not spend most of the day in their offices, but are front and center in the building. When considering both direct and indirect effects, a school leader’s impact on student learning accounts for about a quarter of total school effects. Not surprisingly, these leadership effects tend to have the greatest impact on student learning in schools saddled with the biggest problems. In fact, Wallace Foundation researchers emphatically state in *How Leadership Influences Student Learning*: “There are virtually no documented instances of troubled schools being turned around

without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”

Given that principals are so important to raising and maintaining high academic standards, the logical solution would be to remove principals who aren’t up to snuff and replace them with individuals who are. Unfortunately, it’s not that easy. Experts predict a shortage of principals in the coming years, when as many as 40 percent of the current sitting principals are expected to retire. In addition, the Wallace Foundation discovered “... a significant shortage of individuals willing and able to take on these tasks, especially in the most challenging schools and districts.... Nationally, almost half of superintendents report difficulty in finding qualified and effective individuals to fill principal vacancies.”

All of which places a unique burden on professional development programs: first, to help new incoming principals acquire the skills and techniques that will have a beneficial impact on instruction; and second, to help sitting principals hone their expertise and change activities or habits that interfere with this revised role as instructional leader.



*“Being an effective principal is about getting adults to live up to their potential, as the adults get the students to live up to theirs.”*

—JODY SPIRO

## Impact and outcome

School districts across the nation are spending millions of dollars a year on professional development for principals. “The question is: does it make any difference?” asks Ellen Goldring, Patricia and Rodes Hart Professor of Education, Policy and Leadership. “And more importantly, what type of PD would be most likely to improve the leadership practices and behaviors of school principals and ultimately lead to changing the outcomes for kids? A lot of programs are out there, but there’s very limited rigorous research about the impact of these programs. We don’t know much about outcomes. We know they can’t be that great, because given all the money that’s spent on PD, if we were doing a great job then the outcomes would be better.”

What makes the issue so frustrating is that researchers know the qualities and characteristics that make a school principal successful. The downfall has been in crafting professional development that leads to transformational action by school leaders participating in these programs—in transporting them from knowing what to do, to actually being able to do it under the pressure of their own unique circumstances.

One of the biggest differences between being a teacher and a principal is that the principal must be skilled at working and influencing adults. Jody Spiro, director of education leadership at the Wallace Foundation, says an effective principal must be skilled in six primary areas: shaping a vision of academic success for all students, creating a climate that is hospitable to education, cultivating leadership in teachers and other employees in the building, managing people and data to foster school improvement, engaging the support of the surrounding community, and doing all of these tasks in a way that enhances instruction. Spiro adds, “It’s about getting adults to live up to their potential, as the adults get the students to live up to theirs.”

## Planning for the Future: the Principals’ Leadership Academy of Nashville

Vanderbilt University’s Peabody College has been instrumental in creating high-quality professional development programs for principals. One such program is the Principals’ Leadership Academy of Nashville, which just graduated its 13th cohort, consisting of principals, assistant principals and exemplary teachers. The idea was to put these educators in the same arena with academic researchers and create a model of challenge-based learning for school leaders.

“PLAN blended the voice of practice and the voice of research for the first time,” former director Thomas Ward says. “People who were successful in practice and people who were cutting-edge in research got together and compared experiences: ‘This is what the research says,’ versus ‘This is what we actually deal with at our school.’”

Selected participants, usually around 25 people per yearlong session, engage in an intense series of school-based challenges and interactions to help them acquire the communication and management skills they need to traverse the complex waters of a demanding education system. “We build a toolbox,” Ward says. “They work on a project and explore their achievement data and any other data that seems to be pertinent to their particular situation. We get everything from attendance to discipline to safety to math scores. Anything can become a data source if it’s current and fits the context.” Participants return to their schools, and often with the aid of coaches, begin implementing their solutions.

Although PLAN is limited in the number of individuals who can go through the program at any given time, Ward believes it is making a significant impact in Nashville schools in terms of professional development. “If you look at some of the most successful schools in Nashville, you will see PLAN graduates there,” he says.

—Lisa A. DuBois



The 13th cohort of principals to complete the Principals Leadership Academy of Nashville graduated in April at The Commons Center on the Peabody campus.

## A leader of leaders

It's difficult for a principal to find protected time for overseeing a new social studies curriculum when the roof is leaking, parents are calling, children don't feel safe in their neighborhoods and classroom teachers are dealing with burnout. Therefore, a major component of high-quality professional development is helping principals prioritize and manage their time so that their entire school day isn't spent addressing crisis after crisis. This entails handing off some of those managerial duties to other adults in the school—in other words, becoming a leader of leaders.

Like its myriad counterparts across the country, the Metropolitan Nashville school district has been investing heavily in a variety of professional development programs, workshops and leadership institutes to train principals in specific areas of good instruction. Some of these include the Skillful Observation and Coaching Lab, The Artisan Teacher, and the Principals' Leadership Academy of Nashville. (See sidebar p.19). Armed with ideas for promoting high-quality instruction, the principals then return to their schools and pass this knowledge forward so teachers can improve their practice. "A lot of principals are telling me that the most effective thing they do is to be visible in the classrooms during the school day,"

*"Principals need to know what good practice is, but that is not enough; they need to know how to engage with it in their schools."* —ELLEN GOLDRING

says Jesse Register, superintendent of Metropolitan Nashville Public Schools. "They say that observing instruction has had a positive effect on the climate in the school."

Of course, it's tough for principals to be out of the building attending professional development workshops, Joseph Murphy admits. "They put pressure on themselves not to be gone," he says. "Plus they have financial constraints. And we have a long history of poor professional development—where people went in, got lectured to for three hours and went home."

The key to creating a pipeline to student outcomes, the experts agree, is to provide job-embedded professional development that is tailored to the specific needs and circumstances of a particular school, and to provide high-quality coaches and/or mentors who can observe, guide and support principals while they are in the trenches, dealing with an onslaught of issues. While it's much easier to conduct professional

development off site, researchers claim that it's crucial to have a highly trained coach periodically come to the school and observe the principal on the ground, helping him or her design and reflect upon a course of action to solve a particular problem.

"Principals need to know what good practice is, but that is not enough; they need to know how to engage with it in their schools," Goldring says. She describes an example where a principal wants to hold a meeting with teachers about improving an area where data indicate students are struggling—third-grade math. In a professional development session the principal would practice forming a team, leading that team, developing a plan for improving student math skills, and then would go back and actually call together her third-grade teachers for a meeting. During this meeting the principal would be observed by a coach, who would provide feedback. The best professional development creates a back-and-forth channel between training and practice.

## How to eat an elephant

Tom Ward is a former lecturer in the Department of Leadership, Policy and Organization at Peabody, most recent director of PLAN and formerly the principal at Hume-Fogg Academic Magnet High School in Nashville, one of the highest-achieving schools in Tennessee. He advocates a "continuous improvement model" for the coach/principal relationship. "A coach helps a principal set smart short-term goals, which are time-bound, relevant and related to the work," Ward explains. The key to tackling an avalanche of problems in difficult school situations, he says, is for the coach to hold the principal accountable for achievement by focusing on short-term increments.

Metropolitan Nashville Public Schools, for example, includes 5,500 classrooms. Superintendent Jesse Register wants to see change in instructional practice in every one of those classrooms. Given the task of formulating instructional changes in every classroom in their schools, it's clear why principals would feel overwhelmed.

"Being a principal is a job that's so big, it's like eating an elephant," Ward says. "You've got to learn how to break it into manageable pieces if you really hope to achieve what you want to achieve."

The Wallace Foundation has chosen to mainly support professional development for new incoming principals—either those in their first years of principalship or those who are assuming the job in a totally new situation, such as an administrator from

*“Being a principal is a job that’s so big, it’s like eating an elephant. You’ve got to learn how to break it into manageable pieces if you really hope to achieve what you want to achieve.”* —TOM WARD

a middle school who is moving to a high school. In these situations, Spiro says, a coach or mentor can be invaluable. “No matter how much you prepare somebody or how fast they get out of the gate, it’s still a new experience. A mentor will ask critical questions, causing you to be self-reflective and sharing some of his or her experiences when relevant,” she says. “In the past, mentoring was for remedial purposes for a principal who wasn’t doing well, and where a more experienced person was telling an inexperienced person what to do. That’s not what this is. This is a different concept of mentoring where the mentor is a coach.”

She stresses that the mentor-mentee relationship needs to continue for at least three years, and importantly, that mentors or coaches need professional development, as well. “We did a perspective on mentoring and here is our big conclusion: You’ve got to train the mentors. That’s been a missing link.”

Ward believes that although coaches or mentors are not a panacea for principal professional development, they can be valuable, “if for no other reason than that the job is so lonely. Ultimately, you are responsible for every decision made in the building,” he says. “You are the custodian of every student record by law. When a teacher is callous and hard on a kid, you’re going to be the one who has to clean that up. A mentor helps you stay the course when you’re doing the really hard work.”

## The multiplier effect

Obviously, professional development for principals is expensive. Experts argue, however, that high-quality professional development, while costly, is extremely cost-effective. Spiro says, “We know that an effective principal is the key factor in teacher satisfaction and in the retention of good teachers. Even beyond money, having an effective principal is the number one issue for teachers. So how do you put a price tag on that? For every one principal we prepare, that principal coaches maybe hundreds of teachers. There’s a multiplier effect.”



Perhaps real cost savings will come about when colleges and universities that grant degrees in school administration critically examine their obligations in this issue. Jesse Register says, “Frankly, I think a lot of the training programs for principals in a lot of our colleges and universities are not very good.”

Goldring agrees, adding, “The million-dollar question is: Why is there a need for PD in the first place to the extent there is, especially for the new generation of principals? If they were being correctly trained and highly prepared, then why is there a need for PD? They just finished their degree program! One of the reasons why there is such a huge need for professional development is because many initial preparation programs—these are master’s degree programs—are not doing their job in preparing people to enter the principalship.”

In the meantime, she believes not only that the funding streams for principals’ professional development must continue, but also funding for rigorous academic research into PD programs. That research will ultimately lead to districts being able to scale up across their school systems and significantly raise the quality of American education.

“I’m an optimistic person,” Goldring says. “I think with better technology and more people focusing on the delivery and implementation of job-embedded PD, and with better diagnostic tools to help principals identify where they need PD—because it’s not one-size-fits-all—then strides can be made.”

*One activity used by the Principals Leadership Academy of Nashville is to have participants build a structure using specific rules. Given noodles, marshmallows, string and tape with which to build, participants use collective perspective and adaptive expertise to understand the directions and anticipate consequences before they build the structure. Most structures ultimately collapse under the weight of the marshmallows, because not enough attention is paid to building a supportive foundation.*









# The Face of the Institution

*Current students continue the Peabody mission in the larger world*

Remember when you were a student at Peabody? Remember when your life was filled with learning, helping, doing? Susan B. Riley, professor of English from 1929 to 1965 at Peabody and former dean of graduate students, used to say, “Let us be up and doing!”

Things really haven’t changed at Peabody, despite the decades and the merger. Our students are still learning and helping, they’re still “up and doing!”

The following profiles introduce you to four of our current students, three of whom will be alumni by the time this magazine reaches your mailbox. Look closely.

Do they remind you of anyone you knew at Peabody?

**Ashley Mace Krueger, B.S.**  
in human and organizational development  
(health and human services)

As she looked into the eyes of the patients at an HIV/AIDS hospice in South Africa, Ashley Mace Krueger had an epiphany.

“They were girls my age, and many of them already had full-blown AIDS,” she recalls. “Some of them were so ill that they couldn’t get out of bed. It was an eye-opening experience.”

Krueger chose to work in the South African hospice as her service project for the Peabody Scholars program. For two months last summer she worked in the rural KwaZulu-Natal province with Genesis Trust, a nonprofit organization that provides medical care and other support to HIV/AIDS patients.

“I chose Genesis because of its holistic way of treating AIDS patients,” she says.

Krueger worked in the organization’s job-skills training program, sustainable community garden and after-school program, in addition to teaching guitar and voice lessons in the music academy. But she made the greatest impact through her work as an administrative assistant in the care center by designing a software program to better track the patients’ progress.

“The program allowed the hospice to report decreased patient mortality to their funding agencies, which has helped them obtain more grants to support their work,” she says. “They are also exploring the possibility of using the software to implement a text-messaging system to inform patients about their disease and remind them to take their antiviral medicine on schedule.”

Peabody’s human and organizational development major drew Krueger to Vanderbilt and allowed her to specialize in health care. As one of 15 Peabody Scholars in her class, she received a \$5,000 summer stipend

to support her study in South Africa. The scholars program also allowed Krueger to conduct independent research with Peabody faculty members Corbette Doyle and Dayle Savage, compiling data on changes in health care and how physicians can leverage change in their practices.

Following graduation in May, Krueger began her career as a supply chain analyst with Ascension Health, a national Catholic health care system, which includes Nashville’s St. Thomas and Baptist hospitals. A newlywed, she and her musician husband, Kaleb Krueger, divide their time between Nashville and their hometown, St. Louis, where Ascension has its headquarters.

Krueger says her experiences in South Africa broadened her perspective on health care.

“It was a unique opportunity. It gave me the chance to see health care policy and practice in a totally different context. It also made me aware of the benefits of the U.S. system.”

—Joanne Lamphere Beckham



JOHN RUSSELL

JOHN RUSSELL



**Greg Aikens, M.Ed.**  
in special education (visual disabilities)

**W**hile visiting an orphanage for children with disabilities on the other side of the world, Greg Aikens discovered his life's work.

"Those children touched my heart," he says.

An ordained minister, Aikens was working in Central Asia as part of a monthlong internship. Blind from glaucoma since age 12, he was moved by the plight of the children, many of whom came to the orphanage because their parents were unable to cope with their disabilities.

"I knew I wanted to work with children like them, and I really wanted to do that well," he recalls. So he applied to the graduate program in special education at Peabody, with a focus on teaching visually impaired students. Supported by a Peabody Honors Scholarship, he received his master's degree at Commencement ceremonies in May. His immediate goal is to teach at a school for the blind or as an itinerant instructor in the public schools.

Aikens counts his own disability as an asset in teaching visually impaired students. "I can connect with the students because I'm also blind," he says. "I'm very comfortable with the techniques and technologies used to teach them."

He uses a computer program to plan math lessons in Braille. He also takes notes on his laptop with a

special program that reads the words on the screen. "I can access the Internet, Facebook and my email in the same way," he says.

Aikens understands intuitively that visually impaired students don't get information indirectly. "For instance, a child who's been blind from birth might not understand body language and other non-verbal communication," he says. "Their experiences are limited to touch or viewing at short distances, and they may need a monocular telescope to see the classroom board. In addition, they often need help with both language and social skills."

He can share from his own experience that having a visual disability need not prevent his students from accessing certain leisure activities, sports or hobbies.

"I was in the marching band in high school," he recalls. "I memorized the steps and one of my friends marched with me."

"Throughout my education, I was fortunate to have very supportive teachers, principals and professors," he says. "The people at Peabody have been wonderful."

Although he loves teaching, Aikens says his ultimate goal is to be a minister. "But I don't know what that will look like for me," he says. "Eventually, I want to work in a developing country with children who have disabilities."

— Joanne Lamphere Beckham

**Shaka Dickerson, M.Ed.**  
in organizational leadership

**S**haka Dickerson believes that confidence is the key to success. Sound too much like a late-night infomercial? Listen again. He has a new take on the “teach a man to fish” saying.

“You can teach a man to fish, but if he doesn’t believe he can fish, he won’t be successful,” the Peabody graduate student says. “But if a man believes he can fish, even when he doesn’t know how, he’s going to get in the water and figure it out somehow.”

Providing people with that innate sense of self-confidence is Dickerson’s ultimate career goal. After graduation, he would like to use what he’s learned in his organizational leadership program to develop a social enterprise that “infuses every average person with the confidence that they can do their part to change the world.”

“We all have a large capacity to effect change,” he says. “But most of us don’t believe that we can do it.”

Dickerson believes that his studies at Peabody will help him be a change-maker. “I feel like it was divine intervention that led me here,” he says, noting that the program is a great fit. “Organizational leadership gives me that M.Ed. background, a business

background and a teaching background. I have a lot of options.”

Dickerson majored in urban studies as an undergraduate at Columbia University and learned about Vanderbilt only when he was well into his graduate school search. He liked what he found.

“Vanderbilt is uniformly respected, and Peabody is the top-ranked school,” he explains. “But it’s the intangibles that rankings don’t really show. People here are proud to say they are representing Vanderbilt. There’s a very active student and social component to the campus.

“Rankings help. But how much people enjoy their experience is important, too. I found both here at Peabody.”

Dickerson has found lots of support in his program’s cohort as well as the team approach that both faculty and staff have with students. He’s been active on campus, serving as vice president of both the Peabody Coalition of Black Graduate Students and Peabody’s Graduate Student Association. During the last year, he’s had an opportunity to help recruit students of color to the school as the admissions liaison of multicultural recruitment.

“I would love for other people to have the opportunity that I’ve had here,” he says.

—Jan Read



JOHN RUSSELL

JOHN RUSSELL



## Ellen Zambetti, M.Ed., Teaching and Learning in Urban Schools

**E**llen Zambetti is one of seven participants at Bailey STEM Magnet Middle School in east Nashville teaching and learning thanks to an innovative partnership between Peabody College and Metropolitan Nashville Public Schools. Teaching and Learning in Urban Schools is a master's degree program that puts a team of licensed teachers in an urban school and then closely monitors their work in the classroom. Zambetti is passionate about working with children, and the program seems tailor-made for her.

"I was excited about this program because I knew it would help me become a better teacher," she says. "Your basic undergraduate teacher preparation doesn't prepare you for all the struggles that you have in schools with a low-income population."

Zambetti teaches math at Bailey. She creates six-week projects, called capstones, to engage her students. In one project, her students had to plan a road trip across the United States in which they used their new math skills to calculate gas prices while also comparing to gas prices in the 1960s. In science class, the '60s theme continued and they built model cars of the era. Reading class featured a book about a family road trip from Michigan to Alabama, also set in the '60s.

"With this method, the students learn through exploration instead of us just standing up there talking to them," Zambetti says. "We try to do things that are really engaging, and they end up teaching themselves and each other."

The program is a five-year commitment for the teachers who are participating. Their two years of Peabody tuition is paid by Metro Nashville Public Schools and the Nashville Public Education Foundation. In return, the teachers are contractually obligated to teach an additional three years at an urban school.

"Teaching at a school like that takes a lot more effort and can be emotionally exhausting," Zambetti says. "A lot of times we're their family. We have to get them necessities, but we love to do that because we love our kids."

In the short time she's been with the program, Zambetti has seen a definite improvement in her students. Test scores are up and behavioral problems are down.

"Helping these kids overcome their personal obstacles is my biggest goal," she says. "With the right tools and the right leadership any school can succeed."

—Cindy Thomsen

# The Most Important


Training students to help companies cultivate leaders in their workforce is the primary focus of the Leadership and Organizational Performance program

BY Jan Read



*Students from the Leadership and Organizational Performance program took part in a poster event held last September at Peabody's Wyatt Center (formerly the Social-Religious Building) that highlighted students' summer internship experiences.*

# Asset



In this increasingly competitive and complex professional environment, organizations are looking for returns on their biggest continuing investment—their workforce. Employees once stayed with the same company for decades, hoping to move from the cubicle farm to a wood-paneled haven. Today's employees jump jobs, flex their time, work part time, share positions, consult, telecommute and repurpose their careers four times or more. Given these challenges, how does today's organization recruit, retain, advance and lead the best employees?

In response to these changes, Peabody is changing as well. The new Leadership and Organizational Performance master's program is a hybrid, taking what worked best from its predecessors and adding new areas to position the program for the 21st century. The program, which enrolled its first students in fall 2011, is focused on developing managers and leaders who promote talent development, employee engagement and organizational performance. The LOP program, building on the solid foundation provided by the Human Resource Development and Organizational Leadership programs, takes the field into the next generation.

Leading the program is Dayle A. Savage, EdD'05. Savage joined the Peabody faculty after receiving her education doctorate and is assistant professor of the practice of leadership and organizations. She developed and launched the highly successful Peabody Office of Career Development in 2005 and continues to research organizational change and leadership development, particularly as it relates to talent management and human capital. "Learning and performance go hand in hand," she says.

Savage is a perfect example of today's employee. After earning a degree in music education, she taught high school choral music

for four years, was an employment counselor for five years, the HR director and administrator of a large law firm for more than a decade and then developed her own consulting practice before earning her doctorate. Savage has had a successful consulting practice in industries including health care, technology, education, nonprofit, entertainment and professional service organizations. She is also a professional coach.

"I'm a practitioner in a research world," she says. "Many of the professors in our programs had practical experiences before they came to academia." Joining Savage on the LOP faculty are John Bachmann, Mark Cannon, Corbette Doyle, Christine Quinn Trank and Deborah Tobey.

The LOP curriculum is grounded in theory from the disciplines of leadership, organization theory, behavior and development, learning, analytics and strategy. "The classes take known theory and apply that theory to practice," Savage says.

"At the program's core is new knowledge about leadership and organizational theory. The focus is changing from leadership to performance—as in how is the company performing? How do we know if a new idea is working? What part do employees play in that? How do we measure performance?"

The LOP program attracts students who want to develop and use their leadership abilities in various sectors including for-profit, nonprofit, government, education and NGOs.

The curriculum includes case studies with actual clients, with the focus varying by course. Students may analyze organizational initiatives, a strategic plan for a new market, or programs. They will use



Dayle Savage

JOHN RUSSELL





**“I want to make an impact on the world.”**

Michael McGee, Class of 2014  
Rebecca and Spence Wilson Scholarship



## Change a life— support Opportunity Vanderbilt

Today Michael McGee, a junior in human and organizational development, tutors a handful of underprivileged boys in sixth-grade math. Someday, he wants to be the U.S. Secretary of Education. His scholarship through Opportunity Vanderbilt is part of making that dream happen.

Michael says, “These boys made me realize I want to make an impact on the world. One kid today, and someday thousands of kids.”

Supporters like you help provide solutions for students like Michael, making certain that access to a Vanderbilt education is based on ability, not ability to pay. Consider a gift through Opportunity Vanderbilt to support the university’s initiative to replace need-based undergraduate loans with scholarships and grants. Help us change their lives so they can change the world.

# Opportunity Vanderbilt

Make a gift to Vanderbilt online—[vanderbilt.edu/givenow](http://vanderbilt.edu/givenow). Questions—Jennifer Zehnder, [jennifer.zehnder@vanderbilt.edu](mailto:jennifer.zehnder@vanderbilt.edu), (615) 322-8500.

their newly learned consultation skills to advise on cases, including marketing, membership development, customer satisfaction and performance standards.

The program also requires an internship with at least 135 hours of contact time at an organization. Savage is able to turn to her extensive network to pull in companies for case studies and internships. Prior projects have included Bridgestone, Nissan, Asurion, the Vanderbilt Medical Group, Trinisys, and the Junior Chamber of Commerce. “This will typically be project work,” Savage explains. “A manager will say ‘Here’s a problem, please fix it.’” One of her students developed a change management toolkit during an internship that is saving the company \$28 million.

The master’s program can be completed as a traditional master’s, an evening/weekend program or as

a fifth-year program for Vanderbilt undergraduates. Savage says the 32 members of the program’s first class ranged from recent graduates to professionals in their mid-30s.

The group stays together as a cohort during the program’s first year through the core courses; they will branch out to specialize through electives in the second year.

The program’s goal is for students to build the skills needed to be strong leaders and managers in today’s world in areas such as strategic thinking, managing ambiguity, critical thinking, leading and managing others, innova-

tion and creativity, risk taking, conflict management, negotiation and influence, analytical thinking, intercultural adaptability and learning agility.

*“Focus is changing from leadership to performance—as in how is the company performing? How do we know if a new idea is working? What part do employees play in that? How do we measure performance?”*

—DAYLE SAVAGE

Savage expects graduates to move into careers as consultants, human capital analysts, project managers and recruitment or admissions executives. “I believe in this program, the work behind it, and the students,” she says. “People are the most important asset. How people lead and how people learn help define the success of an organization.”



JOHN RUSSELL

Best-selling author James Patterson, MA'70 (far right), visited the Peabody campus in January, meeting nine Patterson Scholars. From left, front: Juliana Musselman, Nisha Khorasi, Sarah Kenny, Leighton Bell, Taylor Roman, Alyson Martin and Mr. Patterson. Back row: Dean Camilla Benbow, Thomas Goodman, Joshua Weinstein and Connor Lewis.

## James Patterson and the Patterson Scholars

### *A changing audience*

James Patterson, MA'70, earned his best-selling author status writing violent crime novels filled with despicable villains and miscreants from every walk of life.

His legacy, however, is bound to be completely different. Patterson's goal these days is helping educate the next generation of teachers and encouraging children to read. He achieves this by writing his own children's books, maintaining the website ReadKiddoRead.com and by providing scholarship support to future teachers at schools of education around the country, including Peabody College.

The Patterson Scholars program was established at Peabody in 2009 with 10 students receiving scholarship support. Preference is given to those majoring in elementary or secondary education and specific preference is reserved for students participating in educational community service.

Sarah Kenny, Class of 2014, meets all the criteria. She is majoring in elementary education and human and organizational development—combining her love of teaching with an interest in educational policy. She is also active in the Castles program—Communities and Students Together for Learning-enhanced Service.

"I work in an after-school program in an impoverished area," Kenny says. "Once I started working with the students there and learning about the school system, I just felt

more and more that it was what I was called to do. Having this scholarship means everything to me and I would not be here without the financial help."

Patterson is also helping children read by doing what he does best—writing best-selling books.

"My kid's books are the most interesting things I've done," he says. "They're better written than my adult books, and I believe that *Middle School: Get Me Out of Here* will end up being my biggest selling book."

In addition to his scholarships, which are available at several schools along with Vanderbilt, Patterson will donate 100,000 books to troops overseas this year. Thousands more books are given to schools through the ReadKiddoRead website.



JOHN RUSSELL

Peabody faculty members (from left) Kathy Hoover-Dempsey, Marcy Singer-Gabella and Matthew Springer participated in a panel discussion on public education reform with Patterson Scholars Thomas Goodman, Alyson Martin and Connor Lewis during author James Patterson's January visit.

"As individuals, we can't solve the health care problem. We can't make Wall Street more moral," Patterson says, "But we can, most of the time, affect reading at our house and in our class and in our town. We can make almost a 100 percent improvement."

—Cindy Thomsen

## The Rogers Family Scholarship

### *Paying it forward*

What goes around comes around. That may seem like an old saw, but for two lucky Peabody students, it is anything but trite. Katie White, a rising senior, and Kathleen Russell, a May graduate, are recipients of the Rogers Family Scholarship, established in 2006 as a way for the Rogers family to give back to the university by providing awards based on academic merit to students enrolled in Peabody College.

The Rogers family, of Towson, Md., was unfamiliar with Peabody College until their daughter, Hilary, BS'08, began looking at colleges. "I

loved Vanderbilt from the moment I first stepped on campus," Hilary recalls. "I made sure to research every aspect of the school when I decided to apply and that's when I discovered HOD at Peabody. I knew this was where I wanted to be and what I wanted to pursue in college." Hilary's brother, Peter, BS'10, followed his sister's lead. Hilary now works as an assistant talent manager at Untitled Entertainment in New York. Peter is a vice president at a software company in Baltimore. Their human and

organizational development majors have been extremely helpful to both. Their younger sister, Sydney, is a rising junior at NYU.

Parents Brian and Mary Jo made the scholarships available for future Peabodians. Brian is chairman of T. Rowe Price Group, and Mary Jo is actively involved with Cristo Rey Jesuit High School in Baltimore. Brian attended Harvard College and Harvard Business School, while Mary Jo matriculated at Emmanuel College in Boston. They have made education a priority in their philanthropic activities.

"Financial aid helped both Brian and me attend college," Mary Jo says, "so we understand its importance. Hilary and Peter had tremendous experiences at Vanderbilt and were fortunate that they didn't have to incur large debts to finance their time there. We wanted to do something to show our appreciation to the university by helping future students have that same experience.

"If you're appreciative of the role Vanderbilt has played in your child's life and you have the inclinations and wherewithal to 'pay it forward,'" Mary Jo says, "you'll feel great if you establish one."

—Nelson Bryan

*The Rogers family of Towson, Md., includes two Peabody HOD graduates, Hilary, BS'08, (front) and Peter, BS'10 (center). Their parents, Brian and Mary Jo have made education a philanthropic priority and have given back to Peabody and Vanderbilt by establishing the Rogers Family Scholarship.*



PHOTO COURTESY OF ROGERS FAMILY

## Monica Cox, PhD'05

### *New ideas for educating engineers*



*“I hear over and over how important it is to communicate, but we don’t teach that in our programs. You need to be able to communicate your ideas not just to a technical audience, but to a Nobel Prize winner, an entrepreneur, a middle school audience.”*

—MONICA COX

Most engineering Ph.D. students are taught by engineers who have mainly worked in academia. But most of these engineering Ph.D.s go on to make their careers in industry, not academia, and they are finding gaps of essential knowledge in their education.

Monica Cox, PhD'05, is out to fill those gaps. The Peabody graduate is one of the top national researchers in the field of engineering education. She’s won a Presidential Early Career Award for Scientists and Engineers, the nation’s highest honor given for young researchers in the early stages of their independent research careers. Cox says that the evaluators for the award thought her research has the ability to transform education. She’s now putting that research into action as an associate professor of engineering education at Purdue University, where she directs the Pedagogical Evaluation Laboratory. She is the inaugural director of the College of Engineering’s leadership minor, and she’s overseeing a National Science Foundation grant project. She has collaborated on NSF projects totaling more than \$10 million since 2005.

Cox conducts qualitative and quantitative research to develop tools that can be used to improve learning. She is also interested in helping increase the number of women and minorities in the STEM (science, technology, engineering, math) fields.

“In my master’s program (in engineering), I didn’t see lots of women and minorities. That caused

me to shift my interest toward education—how do we increase access to these STEM careers?” Cox says. “As a woman and a minority, I found myself with few peers and role models in my bachelor’s and master’s programs. I wanted to address that.”

At Peabody, she focused on leadership and policy studies. Now, as the first woman to be a tenured engineering professor at Purdue, Cox teaches a course in why policy and leadership are important to engineers. “I developed that course directly from my work at Peabody,” she says.

Cox’s latest outreach focus is on communication. “I hear over and over how important it is to communicate, but we don’t teach that in our programs. How do you pitch your excellent idea if you’ve never done that before?” she says. “You need to be able to communicate your ideas not just to a technical audience, but to a Nobel Prize winner, an entrepreneur, a middle school audience. If you had five minutes with Michele Obama, how would you communicate with her?”

Cox had that very opportunity when she was a featured panelist at a fall 2011 White House event hosted by the First Lady that focused on how to keep women in research careers. As a member of the National Science Board, Peabody Dean Camilla Benbow was a guest at the event.

“More than half of the people pursuing Ph.D.’s do not complete their degrees,” Cox says. “I want to show others that they can do this too.”

—Jan Read



VANDERBILT UNIVERSITY SPECIAL COLLECTIONS AND PHOTO ARCHIVES

**M**orris Wiener, BS'53, recently sent the *Peabody Reflector* an article he wrote for *Pathways: The Ontario Journal of Outdoor Education* about a camping education class he took at Peabody in 1952 with R.T. DeWitt, associate professor of physical education. The experience served as a springboard for Wiener, who retired in 1994 from Northern Illinois University where he taught in the outdoor teacher education program for 31 years. Wiener is an honorary lifetime member of the Outdoor Educators of Ontario and will deliver an address this fall for the 40th anniversary of the organization.

According to Wiener, the highlight of the Peabody course was a 10-day camp leadership experience at the H.G. Hill Camp, a property owned by the college. The camp consisted of 150 acres on the Harpeth River, about 18 miles from campus. For several years, students in the Peabody course helped administer the camp for seventh graders from what was then known as the Demonstration School (now the University School of Nashville). By 1960, the camp had been sold. According to a diary of the experience by one of the seventh grade students, the photo above depicts the lighting of a bonfire on the first night of camp followed by one of the counselors telling a legend of how fire first came to be.

# Vanderbilt for *life*

VUCONNECT



“These days, networking is crucial.  
VUconnect makes it easy for me to stay in touch.  
That’s why I’m Vanderbilt for life.”

Search and post jobs, make connections to strengthen your network and share career advice around the globe with VUconnect, the exclusive online community of 120,000 Vanderbilt alumni. Sign up today at [vuconnect.com](http://vuconnect.com) and start expanding your world.



**Alumni  
Association**

## Michael Yiran Ma, BS'09

### *Perpetual motion forward*

It's a hot, muggy day near 4 p.m. at a lake in Ratchaburi Province, Thailand, and a young man has been fishing for a while. He has caught eight or nine redbtail catfish, none huge, when suddenly, a behemoth catches on to his tilapia bait, and he fights with it for nearly 30 minutes. When reeled in, the fish is of world-record length—109 cm, or almost 43 inches.

Someone's Walter Mitty-esque daydream? No, just part of a day's fishing for Michael Yiran "Mike" Ma, BS'09. Ma's world record catch is a byproduct of a lifetime of fishing that began in his childhood.

"My dad started taking me to freshwater ponds when I was 6. I associate fishing with a calming effect," Ma says. "It's relaxing, tranquil. I like that intimate connection with nature.

"I've continued fishing for striped bass with him in Long Island Sound, but also ventured into my own forays," the Connecticut native explains. "I try to combine traveling and fishing."

Ma has traveled to every continent except Antarctica, and he usually works fishing into his plans. His world-record catch came about as the result of a side trip as a member of an academic delegation to North Korea. Sponsored by the nonprofit U.S.-based Pyongyang Project, the group met to facilitate interaction between that country and North American college students. Prior to that, he and his father had traveled to Kenya on a philanthropy trip for CARE for AIDS, a nonprofit founded by fellow Vanderbilt alumni Justin Miller,



PHOTO COURTESY OF MICHAEL MA

*Michael Yiran "Mike" Ma reeled in a redbtail catfish of world-record length last June in central Thailand. The catfish (*Phractocephalus hemioliopterus*) was 107 centimeters long, or just over 42 inches, and set the all-tackle world record for length, confirmed by the International Game Fishing Association. Ma released the fish.*

BS'09, and Nick Gordon, BE'09. In March, Ma went to the Bahamas on a corporate retreat and found time to fish for blue marlin and yellowfin tuna.

"I have a lot of wanderlust," Ma says.

Ma is always ready to try new experiences. A human and organizational development major at Peabody, he walked on to the Commodore football team as a slot receiver. A philosophy minor led to pursuit of a master's in 20th century French existentialism at Duke, which he received in 2010. Ma started Xanadu Management, LLC, a commercial real estate firm, immediately following graduation and also owns a share in Andover College Prep.

"I have an active interest in international education," Ma says, "especially in collaborating with prep

schools and technical or vocational institutions."

In all things, Ma works for progress. Even in terms of his world-record catch.

"People ask me if I'm worried about someone breaking my record," he says. "My response has always been that records are meant for breaking. It would show advancement in fishing history. It's like a perpetual motion forward—the constant exploration and ambition of fellow fishermen contributes to an appreciation of our most important resource—the welfare of the oceans—and I like that."

—Bonnie Arant Ertelt



RALPH STEWART/MARTHAS VINEYARD TIMES

Last August, Al Hurwitz, BS'42, MA'43, donated a collection of his World War II drawings to the National Marine Corps Museum in Quantico, Va. Hurwitz, who majored in art at Peabody, was classified as a combat artist, although the Marines did not have a formal program for combat artists at the time he enlisted (following the attack on Pearl Harbor). Hurwitz went on to write *Children and Their Art*, a classic text in primary art education, revising the ninth edition two years ago at the age of 89. He is well known in the field of art education having served as chair of the art education department at the Maryland Institute College of Art in Baltimore, which now houses the Hurwitz Student Center for Art Education. At press time, we learned that Professor Hurwitz died March 24 in California. At the time, he and his daughter were in a gallery, looking at art.





## Full Circle

PHOTO BY Daniel Dubois

For more than a dozen years, the Nashville Symphony has performed in May for the Vanderbilt community, usually on the mall at Peabody. This year's concert on the Commons Center Lawn was held May 22.

Nashville Symphony concerts on the Peabody campus became commonplace in the '50s. Back then, the symphony, more than half of whom had some connection to Peabody's music department, gave outdoor concerts each summer. Current principal timpanist William Wiggins, BS'68 and associate professor of timpani and percussion at Vanderbilt's Blair School of Music, studied in elementary and high school with NSO members Sammy Swor Jr. (trumpet), John Kline (viola) and Howard Gainer (percussion). They were among the symphony members who routinely played those summer concerts, which continued through the early '70s.





Vanderbilt University  
Peabody College  
PMB 407703  
2301 Vanderbilt Place  
Nashville, TN 37240-7703

Nonprofit Org.  
U.S. Postage  
**PAID**  
Nashville, TN  
Permit No. 1460

A publication of



**VANDERBILT**  
PEABODY COLLEGE

# Planning your legacy



## *Plan for your future while helping plan for Vanderbilt's future.*

Create a lasting legacy for Peabody with a planned gift to Vanderbilt. Your gift today will support student scholarships, faculty chairs and groundbreaking research through the next generations. Help the people who will help change the world.

Learn more about supporting Vanderbilt in a tax-effective way by establishing a trust, setting up a charitable gift annuity or documenting a bequest. Contact Rachel Wierenga in Vanderbilt's Office of Planned Giving at (615) 343-3858, (888) 758-1999 or [plannedgiving@vanderbilt.edu](mailto:plannedgiving@vanderbilt.edu).

[vanderbilt.edu/alumni/plannedgiving](http://vanderbilt.edu/alumni/plannedgiving)