



# Board of Directors People of America Foundation

July 2008\*

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July 2008

\*Board seat to be filled

The **Honorable Sandra Day O'Connor** became the first woman to serve as an associate justice of the Supreme Court of the United States. She was appointed by President Ronald Reagan, took her oath of office September 25, 1981, and served for 24 years, retiring July 1, 2005. Justice O'Connor applied a case-by-case approach to matters before the Court; she was deemed a political moderate and demonstrated an outstanding ability to work toward achieving compromise. Although her style is firm and direct, she has earned a solid reputation as a disciplined thinker, tireless information gatherer and practical decision-maker.

Justice O'Connor is a strong supporter of the independent role that each branch of government plays and asserts that the court's role in American society is to interpret the law, not to legislate. She is a champion of individual rights and strongly believes that "society as a whole benefits from a climate in which all persons, regardless of race or gender, may have the opportunity to earn respect, responsibility, advancement and remuneration based on ability."

Her ascent to the nation's highest court was not a smooth journey. None of the major California law firms were willing to hire Justice O'Connor as an attorney upon her graduation from law school, though one firm did offer her a job as a legal secretary. This experience redirected her career pursuits to the public sector, where she served as a deputy county attorney (San Mateo County, California, 1952–53) and as civilian attorney for Quartermaster Market Center (Frankfurt, Germany, 1954–57) before entering the private practice of law. Returning to public service, she became an Arizona assistant attorney general in 1965, leaving in 1969 when she was appointed state senator. Justice O'Connor was reelected to two two-year terms and was senate majority leader from 1972 to 1975. She then served as an elected judge of the Maricopa County Superior Court in Phoenix, Arizona, until she was appointed to the Arizona Court of Appeals in 1979, where she served two years.

Justice O'Connor grew up in Arizona and wrote a book about her experiences—*Lazy B: Growing up on a Cattle Ranch in the American Southwest*. During her career, she has been active in many civic organizations and has held memberships in numerous professional organizations. In 2001 *Ladies Home Journal* ranked her the second most powerful woman in America.

After earning a bachelor of arts degree in economics, with great distinction, from Stanford University, Justice O'Connor continued her studies there and received her LL.B. She served as editor of the *Stanford Law Review* and was a member of the Order of the Coif.

**Samuel M. Bemiss III** is managing director of Ewing Bemiss & Co., a Richmond, Virginia-based investment banking firm. Prior to joining the firm, he was vice president of William Kent International, Inc., a strategic consulting firm. He also previously directed merger and acquisition activities at BNE Associates in Boston, Massachusetts. Mr. Bemiss began his investment banking career as an associate in the corporate finance department of Goldman Sachs & Co., and subsequently he was a vice president in charge of the New England investment banking activities of Lehman Brothers.

Mr. Bemiss is a director and member of the Finance and Audit Committees of SBLI Mutual Life Insurance Company. In addition, he is a member of the Corporation of the Woods Hole Oceanographic Institution, a trustee of the Pasquaney Trust, president of the alumni board of St. Christopher's School and a trustee of Elk Hill School.

Mr. Bemiss holds a bachelor's degree in history from Yale University, a master's degree in business administration from the Colgate Darden Graduate School of Business Administration of the University of Virginia and a *Juris Doctor* degree from the University of Virginia School of Law.

**Dean Borg** has worked for the University of Iowa and Iowa Public Television for the past 30 years, and his career combines public affairs and public service. He is a senior correspondent and producer for the University of Iowa Broadcasting Services in Iowa City and a host for public affairs programming by statewide Iowa Public Television in Des Moines. For three decades, he directed public information services at the University of Iowa Hospitals and Clinics.

Mr. Borg has been a member of the board of directors of the Iowa Association of School Boards since 1992, and he served as state president from 1998 through 1999. He now represents nine Midwest states on the board of directors of the National School Boards Association (NSBA). He also served as NSBA's Central Region president was a member of NSBA's Policy and Resolution Committee for two consecutive terms, and chaired NSBA's Constitution and By-Laws Committee. He is a past president of the Mount Vernon, Iowa, community schools' board of directors, a board on which he has served since 1980.

Early in his career, as an Air Force officer, he participated in U.S. support of the Bay of Pigs invasion of Cuba. Later, as a television news correspondent, he reported on the war in South Vietnam. He has also covered the Iowa General Assembly and other aspects of Iowa and presidential politics, including moderating presidential candidate debates televised nationally by PBS. National Public Radio and C-Span frequently broadcast his reports.

His work as a journalist has won him several national awards, and he has chaired national groups within the Association of American Medical Colleges and the United Network for Organ Sharing. The governor of Iowa appointed him to two consecutive study commissions that developed concepts for landmark legislation dealing with teacher pay and accountability for student achievement. In addition, Mr. Borg served two consecutive terms as the governor's appointed representative to the Iowa Humanities Board of Directors.

Mr. Borg holds a bachelor of science degree in journalism from Iowa State University and a master of arts degree in public administration (political science) from The University of Iowa. Iowa State University has conferred on him its Distinguished Alumni Citation, the highest award the university gives its alumni.

**Frank de Varona** is a teacher, a historian and an educational administrator currently serving as an associate professor with Florida International University (FIU). He is an internationally known expert on Hispanic concerns.

Prior to his tenure at FIU, Mr. de Varona had a 30-year career as a social studies teacher and administrator in the Miami Dade County Public Schools in Miami, Florida.

Mr. de Varona has appeared numerous times on local and national radio and television; conducted workshops at colleges, universities and conferences, and has spoken before education and community-based organizations. His efforts to document the Hispanic presence in the United States have brought him national media attention.

The Institute of IberoAmerican Cooperation of the Ministry of Foreign Affairs of Spain invited Mr. de Varona to lecture in Madrid, Spain. He was coordinator for summer learning programs in Salamanca, Spain, and taught there for three summers. He also organized and taught at a training institute for teachers and administrators in La Romana, Dominican Republic, and went to Tegucigalpa, Honduras, to help the Ministry of Education improve its school curriculum.

Mr. de Varona has been a historical consultant for television documentaries for public television, has produced and hosted a one-hour weekly television program and has appeared on other television programs. Active in state, regional and national organizations, he was vice chairman of the Florida State Commission on International Education and an advisor to the Florida Department of Education's Office of Policy and Research. He has also held top positions with the Florida State Commission on Hispanic Affairs.

Mr. de Varona has published many articles and books, both in Spain and the United States. He has worked as a writer and/or editorial consultant for major publishers and computer software companies. Mr. de Varona wrote *Latino Literacy: A Complete Guide to Our Hispanic History and Culture* (Henry Holt and Company 1996). He also co-authored *Hispanics in U.S. History Volume One* (Globe 1989) and *Hispanics in U.S. History Volume Two* (Quercus 1990); authored four biographies; and has authored, co-authored or served as editor for numerous books pertaining to Hispanic history and culture. He has received national and international awards, including one from King Juan Carlos I of Spain. He is listed in *Who's Who Among Hispanic Americans*.

Mr. de Varona received a bachelor's degree in political science and economics and a certificate of Latin American studies from the University of Florida. He earned a master's degree in social studies from the University of Miami and a degree in educational administration and supervision from the University of Florida. He has also done additional graduate work.

**Marc A. Ecker** is the superintendent of schools for the Fountain Valley School District in California and an adjunct professor with the Department of Educational Administration at California State University in Fullerton. He has implemented a privately funded music program, established a benchmark assessment program to measure academic standards, directed the establishment of a before- and after-school extracurricular and remediation program for at-risk students, and disposed of two surplus school sites to provide maintenance and modernization funding for existing facilities. He publishes an educational community newsletter.

With an extended career in education and leadership, Dr. Ecker previously was administrative assistant to the superintendent and then assistant superintendent for business and administration

for the Fountain Valley School District. He was principal of Talbert Middle School, Masuda Middle School and Fulton Elementary School, all in California. He also served as an assistant principal and a learning specialist in California's Los Alamitos School District.

He was a member of the Advisory Panel for Middle Level Education of the California Commission on Teacher Credentialing. He has held several positions with the Association of California School Administrators (ACSA), such as on the Governance Task Force, the Administrative Liaison Committee and the State Superintendents Committee. He also was state chair of ACSA's Business Services Committee. He served the National Middle School Association (NMSA) as West Region trustee, as a member of the Executive Committee and as principal mentor; recently he was elected to the NMSA position of president-elect. He has been active in the California League of Middle Schools, working as president, financial officer and consultant for middle level reform. He is also a member of the state Public School Accountability Act Advisory Panel.

Dr. Ecker received the Edward Beaubier Award for Education Leadership and an Outstanding Service award from the Association of California School Administrators. He has written several articles on educational leadership and middle school education.

In addition to holding a B.A. in history from the University of California, Los Angeles, Dr. Ecker has an M.S. in school administration from California State University. He received his Ph.D. in educational leadership from the United States International University in San Diego, California.

**Vincent L. Ferrandino** has been the executive director of the National Association of Elementary School Principals (NAESP) since July 1999. NAESP serves 28,500 principals—kindergarten through grade eight—overseas and in Canada and the United States.

Since becoming executive director, Dr. Ferrandino has expanded NAESP's services for urban and middle grade members and introduced international education programs. He has created new resources for principals, including a book series, *Essentials for Principals*; a monthly electronic newsletter for members; and a quarterly report for state affiliates. Dr. Ferrandino has emphasized the importance of legislative action by and for principals, has been an outspoken advocate for the profession in major media markets and has strengthened NAESP's ties with state, federal and national education organizations.

Formerly the executive director and chief executive officer of the New England Association of Schools and Colleges, Dr. Ferrandino served his home state of Connecticut as commissioner of education and as superintendent of schools in Weston. He was superintendent of Regional School District Number 6, where he also had been a principal. In addition, he was a teacher, a unit principal and an assistant principal in West Nyack and Mamaroneck, New York. He has also been an adjunct professor at Southern Connecticut State University and a visiting lecturer at several colleges and universities.

He serves as chairman of the board of governors for the U.S. Department of Education's regional laboratory at Brown University and as president of the Association for the Advancement of International Education. He received the Distinguished Fellow award from Phi Delta Kappa,

the professional education fraternity, and has been recognized for his contributions to education by several business, community and education organizations.

Dr. Ferrandino received his B.A. from Amherst College in 1972. He earned his M.S. and Ed.D. degrees at the University of Bridgeport.

**Carl A. Grant** is a Hoefs-Bascom Professor of Teacher Education in the Department of Curriculum and Instruction and a professor in the Department of Afro-American Studies at the University of Wisconsin–Madison. Dr. Grant has written or edited 15 books or monographs on multicultural education or teacher education. His books include *Bringing Teaching to Life; After the School Bell Rings* (with Christine Sleeter), which was selected in 1987 by the American Educational Studies Association’s Critics Choice Selection Panel as one of the most outstanding educational studies books; *Making Choices for Multicultural Education* (with Christine Sleeter); *Preparing for Reflective Teaching; Community Participation in Education; Research and Multicultural Education*; and *In Praise of Diversity*.

He has written more than 90 reviews, articles and book chapters. His writings have appeared in such publications as the *Journal of Teacher Education*, *Educational Leadership*, *The Journal of Negro Education*, the *British Journal of In-Service Education*, the *Journal of Educational Research*, *Educational Studies* (British), *Educational Review* (British), *Teaching and Teacher Education*, *Review of Educational Research*, *Harvard Educational Review*, *The Elementary School Journal* and *Teachers College Record*. “Race, Class, and Gender and Abandoned Dreams,” an article he co-authored with Christine Sleeter published by Teachers College Record, was selected as one of the three top articles by Educational Press Association of America for 1988. Dr. Grant has also been guest editor for several publications.

Dr. Grant was a Fulbright Scholar in England in 1982–83, studying multicultural education. The Association of Teacher Educators selected him in 1990 as one of the top leaders in teacher education. In 1993 he was elected president of the National Association for Multicultural Education and received a Distinguished Scholar award from the American Educational Research Association.

He has served as a consultant to many universities, school districts, professional organizations and state departments of education across the United States. He has lectured in England and Germany. From 1972 to 1980, he served as the director of the Teacher Corps Associates Programs and, during summer 1990, he was director of the Teach for America Summer Institute at the University of Southern California. He is a former teacher and administrator in the Chicago Public Schools.

Dr. Grant received his B.S. from Tennessee State University, his M.A. from Loyola University–Chicago and his Ph.D. from the University of Wisconsin–Madison. In addition, he has received several grants for research and training from foundations and the federal government.

**Kimberly A. Green** is the executive director of the National Association of State Directors of Career Technical Education Consortium. For the past nine and one-half years, she has worked extensively on federal legislation impacting career technical education, including Perkins III, the School-to-Work Opportunities Act and the No Child Left Behind Act.

She also works closely with Congress and state and local stakeholders, including governors, chief state school officers, local organizations, and business, industry and labor organizations. She represents the state directors of career technical education on several boards and committees, including the U.S. Chamber of Commerce's Employment and Training Committee, the National Center for Education Statistics' Technical Review Panel on Career Technical Education and the National Skill Standards Board.

Ms. Green is a native of Buffalo, New York. She is a graduate of Cornell University's School of Industrial and Labor Relations.

**Florence M. Hongo** is general manager of the Asian American Curriculum Project, Inc. (AACCP), a nonprofit organization providing an outlet for the works of Asian American writers, particularly those creating educational materials. She has been with AACCP for more than 25 years, leading the organization in participating in educational and community conferences, providing catalogs of materials, maintaining a retail outlet, consulting with teachers and individuals, assisting with workshops, providing referral services and advising publishers on Asian American education matters.

Ms. Hongo has been an instructor in the Humanities and Ethnic Studies Department at the College of San Mateo. She also worked as an advisory specialist under Title IV for the San Mateo City Elementary School District.

A noted speaker and authority on the Asian American community, she has been a presenter at numerous conferences and seminars, including the National Japanese American Citizens League, the Southern Nevada Council for the Social Studies, the National Association of Japanese Canadians and the Asian American Resource Materials Workshop at the University of Hawaii. She was a scholar in residence at Michigan State University and has worked on several publications as author, editor or publications consultant.

She has received several awards for her contributions to the Asian American community, including one from the San Francisco public television station KQED-TV and one from the Association for Asian American Studies citing her lifetime achievements in promoting Asian American studies. Active in community affairs, she has participated in civic, educational and cultural organizations. She was president of the Downtown San Mateo Association, coordinator and organizer of the Asian Pacific American Heritage Committee of San Mateo County, and chaired the Self Development Committee, Presbytery of the Golden Gate, Presbyterian Church USA.

Ms. Hongo has a degree in United States and Asian history from San Francisco State University. She has taken graduate courses in educational technology and holds several teaching credentials.

**Theresa D. LaFramboise**, a research, education, and counseling expert on Native American and women's concerns, is an associate professor of counseling psychology at Stanford University and a research associate for the National Center for American Indian/Alaska Native Mental Health Research at the University of Colorado. She has taught psychology at the college level for more than 25 years. She was the chair of Native American Studies at Stanford University's Center for

the Comparative Study of Race and Ethnicity, a faculty associate at the Wisconsin Center for Education Research at the University of Wisconsin–Madison, an assistant professor at Stanford University and the University of Nebraska–Lincoln, and an associate professor in the American Indian Studies Program at the University of Wisconsin–Madison. She has also held other instructional posts.

In addition to her varied teaching roles, Dr. LaFramboise received research grants for workshops on Program Development and Research Training through the National Institute of Education in Boston, Massachusetts; Prevention Research Training with Special Populations through the National Institutes of Mental Health in Rockville, Maryland; Coping Skills and Cultural Strengths of American Indian Women through the National Lutheran Board in Chicago, Illinois; and others. She also was a research associate or principal investigator for numerous other grant projects.

A prolific writer, Dr. LaFramboise has authored articles in the *Journal of Counseling Psychology*, the *Journal of American Indian Education*, *Counselor Education and Supervision*, the *Journal of the Association for Non-White Concerns*, *Harvard Educational Review* and other professional publications. She has contributed chapters for numerous books, and she has written books and curricula, including *Assertion Training with American Indians*, *Circles of Women: Skills Training for American Indian Professionalization*, and *Zuni Life Skills Development Curriculum*. A valued speaker, she has been a presenter for the American Psychological Association, the American Indians on Higher Education Conference, the National Science Foundation, the Navajo Nation Department of Behavioral Health Services and many other professional groups.

Dr. LaFramboise holds a bachelor's degree in liberal arts from Butler University in Indianapolis, Indiana, and an M.Ed in elementary education from the University of North Dakota, Grand Forks. She earned her Ph.D. in counseling psychology from the University of Oklahoma, Norman.

**John E. LeFeber** is the curriculum and instructional developer for the National Council on Economic Education. His duties include maintaining the EconEdLink web page, training educators on how to use the Internet as an instructional tool, and developing projects that enhance learning through the use of the Internet.

Previously, Mr. LeFeber was the director of social science education for the Nebraska Department of Education. His duties included providing statewide in-service for social studies education, serving as area administrator for the Close Up Foundation, coordinating the state We the People program, and administering the U.S. Youth Senate Program. He also coordinated the development of a statewide strategic plan for social studies; developed and disseminated a K-12 Social Studies Framework; developed and disseminated materials that support strategies for students with diverse learning needs; developed materials that support the study of Nebraska history; and developed a social science resources home page on the World Wide Web. Prior to his service in education administration for Nebraska, Mr. LeFeber taught at the college, high school, middle school and elementary school levels.

Active in several career-related organizations, he is the executive secretary for the Council of State Social Studies specialists. He is past-president of the Nebraska State Council for the Social Studies, was on the Steering Committee of the Geographic Educators of Nebraska, and served on the advisory board of the Law-Related Education Committee of the Nebraska State Bar Association.

Mr. LeFeber holds a bachelor's degree in education and psychology from Judson College and North Park College and earned his master's degree in curriculum and instruction at Northern Illinois University. In addition, he holds a middle school endorsement in social science from the University of Nebraska-Kearney.

**Felicia B. Lynch**, former president of Women and Philanthropy, Inc., has been a senior-level administrator for policy and funding organizations for the past 20 years. In her capacity as president of the Allegheny Policy Council, she directed start-up and ongoing activities of a pivotal agency charged with developing new public policy and reallocating fiscal and human resources to improve the status of children, youth and families at greatest risk of failure in Allegheny County.

In her previous position as senior vice president/officer at the Hitachi Foundation in Washington, D.C., Ms. Lynch worked with other senior officers to manage all aspects of a \$30-million foundation. She developed the foundation's program, goals and funding priorities; designed and implemented the grant making process and strategies to achieve these goals; and defined the foundation's role in the philanthropic community. She directed the selection process and disbursement of more than \$2 million per year in grant awards and program-related investments in education, community and economic development, arts and museums, and technology and human resource development.

Prior to the Hitachi position, Ms. Lynch was program officer for the Fund for the Improvement of Postsecondary Education in the U.S. Department of Education (DOE). While at DOE she provided expertise to the director on issues in postsecondary education related to increased access for underserved populations, teacher education, improved access to education for health care workers, and continuing professional education.

She has served on the boards of several national and regional organizations. They include Hood College, Chatham College, the Center for Women's Policy Studies in Washington, D.C., the Pennsylvania Humanities Council Women's Studies Advisory Board, and the American Association of University Women Educational Foundation Advisory Council.

Ms. Lynch received her New York State Nursing Degree from Central Islip School of Nursing and holds a master's degree in education, administration planning and social policy from the Harvard Graduate School of Education.

**Joseph T. Makarewicz** is the former director of the Pennsylvania Ethnic Heritage Studies Center at the University of Pittsburgh. In this position, he was responsible for carrying out activities in teacher education and curriculum development, coordinating university and state research activities in ethnic and immigrant studies, developing community programs and working with local organizations, editing the center's publications, identifying and utilizing sources of support for the center's activities, and planning and presenting at seminars, professional meetings

and conferences. He is an adjunct professor of political science and history at Community College of Allegheny County.

Prior to those positions, Dr. Makarewicz served the education community as an assistant professor of history at Pennsylvania State University and associate professor of history at East Stroudsburg State College. He also taught history at the University of Pittsburgh.

Dr. Makarewicz is active in many organizations, including the Beaver County Historical Research and Landmarks Foundation, of which he is former president; the Pennsylvania Quincentennial Commission; the Immigration History Society; and the Cultural Diversity Commission of the Catholic Diocese of Pittsburgh. He is on the Collections and Ethnic Committees of the Historical Society of Western Pennsylvania and is on the board of the *Journal of American Ethnic History*. He is also a consultant to several school districts on multicultural education and cultural diversity curriculum development.

Written works by Dr. Makarewicz include *History of Baden, Toward a Better Balance: Curriculum Guide of Multicultural Education* (two volumes); *Beaver County Bicentennial Atlas*; and numerous articles about local history that have appeared in *Pennsylvania History*, the Western Pennsylvania Historical Society's *Journal of History*, and local newspapers. He has also served as editor for *Milestones: Journal of Beaver County History*, the *Pennsylvania Ethnic Heritage Studies* newsletter, and the *Immigration History* newsletter.

Dr. Makarewicz earned his bachelor's degree in history and philosophy at LaSalle College in Philadelphia, holds a master's in history from Marquette University in Milwaukee and a Ph.D., also in history, from the University of Pittsburgh. He has done postdoctoral work at the University of Illinois, Chicago, and through a National Endowment for the Humanities fellowship at the University of Minnesota.

**Andrea T. Morgan** is the education specialist for social sciences curriculum in the Oregon Department of Education. In addition, she coordinates the Talented and Gifted Education program as well as the Advanced Placement Incentive Program and Test Fee Program grants. She has 31 years of experience in education, including 23 years as a high school U.S. history and economics teacher and 16 years as a high school speech and debate coach. During that time she also served as chair of the School Site Council and as a member of the Willamette Curriculum Coalition's Steering Committee.

Ms. Morgan is president of the Council of State Social Studies Specialists, known commonly as CS4. Moreover, she serves as an *ex officio* member of the Oregon Heritage Commission and of the executive boards of the Oregon Council for the Social Studies and the Oregon Association of Talented and Gifted.

She has also served as a consultant to major social studies projects. She is a member of the Development Committee of the Council of Chief State School Officers' Social Studies Survey of Enacted Curriculum. She participated in the Comprehensive Social Studies Assessment Project. She was the specialist responsible for coordinating the review and revision of Oregon's social sciences academic content standards. She currently staffs the state legislature's Task Force on Civics and Financial Education.

Ms. Morgan received her bachelor of science degree in secondary education from Oregon College of Education. She holds a master of arts degree in interdisciplinary studies from Western Oregon University.

**Annette S. Norsman** is the director of NRTA: *AARP's Educator Community*, a division of AARP. In this role, she represents the interests of over one million members and works closely with fifty state retired educators associations (REAs), 2,700 local units and 30,000 volunteer leaders.

As NRTA director, Dr. Norsman provides leadership and vision for the development of benefits and services offered to members who have a lifelong interest in education and learning. These include *Live & Learn* publications, travel opportunities through *NRTA Explorations* and resources and events provided by the *Staying Sharp* partnership with Dana Alliance for Brain Research.

Dr. Norsman also oversees NRTA's nationwide programs in support of youth, education and the needs and interests of 50+ educators. Key initiatives include the *With Out Youth!* program that reaches 500,000 young people annually, the *CyberSenior/CyberTeens* project to enable 50+ adults learn computer skills, NRTA's Pension Round Table for research and trend analysis and the *Educator Support Network* that mentors beginning teachers to stay in the profession.

Prior to her appointment to NRTA, Dr. Norsman was the Executive Director and registered lobbyist of the Wisconsin Retired Educators Association (WREA). She has also served as the Executive Director of the Wisconsin Association for Developmental Disabilities and taught English and Art in public schools in California, Connecticut and Wisconsin. She has written, spoken and consulted across the country on topics of organizational leadership, advocacy, youth development and lifelong education and learning.

Dr. Norsman holds a baccalaureate degree from Augustana College in Illinois and received her Masters and Doctoral degrees in Adult and Continuing Education from the University of Wisconsin, Madison.

**Stephen Pekich**, in August 2005, returned full time to his publishing consulting business after eight years of helping to grow startup companies Hispanex, its successor Baseline Development Group and Vista Higher Learning. Mr. Pekich is in his 40th year in the business, and milestones in his publishing career include setting up a U.S. sales office for a Hong Kong-based book manufacturer; consulting with Colombian S.A. publishers, printers and binders to help them better market their products and services to the United States; and helping a bilingual development company expand into English-language work.

Formerly, he was president of the Riverside Publishing Company and corporate vice president of Houghton Mifflin Company. He began at Houghton Mifflin Company as a production trainee and advanced to corporate vice president for manufacturing and purchasing relations. After distinguishing himself in several senior-level administrative positions with Houghton Mifflin Company, he established his own publishing consultancy, which has handled assignments for authors, publishers, manufacturers, suppliers, industry associations and investment bankers abroad and in the United States.

Mr. Pekich has taught book and magazine publishing courses at Boston University, Northeastern University and the Denver Publishing Institute, and he is now teaching at Emerson College. He is an industry speaker, and he has participated as both member and officer in several publishing-related organizations in the New England region and at the national level.

He holds a degree in economics from Westminster College in New Wilmington, Pennsylvania. Mr. Pekich also has studied journalism, broadcasting and publishing through various venues, including the U.S. Defense Information School.

**Lisa Porché-Burke**, a native of Los Angeles, California, is the first African American woman to have earned her Ph.D. in counseling psychology from Notre Dame University. During a postdoctoral fellowship she embraced the concept of diversity and began her professional career committed to developing education programs and services for diverse and multicultural populations.

In 1985 Dr. Porché-Burke joined the faculty of the California School of Professional Psychology (CSPP), Los Angeles, where she was the primary developer of a multicultural program for doctoral candidates in clinical psychology. In 1991 she was appointed acting provost of the campus. Two years later, she was named the first African American woman to serve as chancellor of a CSPP campus—one of a few African American women in the nation leading an institution of higher education. She is now president of Phillips Graduate Institute in Encino, California.

A recognized expert in the area of recruitment and retention of students and faculty of color, Dr. Porché-Burke is frequently consulted and asked to speak on issues of diversity. In 1999 she was one of the principal organizers of the National Multicultural Summit Conference held in Newport Beach, California. She is a member of the board of directors of Holy Family Services Adoption and Foster Care Agency, and she has held elected positions in local and national organizations. Dr. Porché-Burke completed her undergraduate studies at the University of Southern California. Subsequent to receiving her doctorate at Indiana's Notre Dame, she pursued a fellowship at Boston University.

**Allan S. Kullen**, businessman and entrepreneur, coordinated the development and organization of the People of America Foundation that runs the Americans All® program. As the program's national co-director, an unpaid position, he compiled *The Peopling of America: A Timeline of Events That Helped Shape Our Nation* and was responsible for the research component that led to the program's photograph and poster collections.

Earlier in his career, Mr. Kullen served as executive editor of the *New American Encyclopedia* and production manager for the *International Library of Negro Life and History*, now called the *International Library of Afro-American Life and History*. A charter member and major funder of The Coordinating Committee for Ellis Island, Inc., the 501(c)(3) education organization that created the Americans All® program, he has been involved in community activities, serving as president of the Montgomery Players and Washington Ed Press in addition to being a member of

local boards in the Washington, D.C., area. In 2004 he received a Bridge Builders Award from Partners for Livable Communities. This award honors men and women from America's most innovative communities for their commitment to building bridges of understanding and cooperation across racial, economic, cultural and geographic barriers.

Mr. Kullen is president of Todd Allan Printing Co., Inc., a modern, three-shift commercial printing facility with more than 100 full- and part-time employees that has served the metropolitan Washington, D.C., area for 35 years. To meet both marketing and public service objectives, he developed and coordinated the production of a 700-page graphic arts guide. He has had numerous articles published on the printing process and holds a patent on a significant change in the art-lithographic process. In 1995 the Prince George's County (Maryland) Committee on Employment of People with Disabilities honored Todd Allan Printing as its small business Employer of the Year.

Mr. Kullen earned his bachelor's degree in printing management from the Carnegie Institute of Technology (now Carnegie Mellon University).

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\* The National Association of Secondary School Principals, the National Association of Secretaries of State, the National Association of State Boards of Education, and the National League of Cities hold institutional seats on the Board of Directors. They are in the process of appointing their representatives to serve on the Foundation's Board of Directors.