

College-Bound Seniors 2009 Participant biographies

GASTON CAPERTON

Gaston Caperton is the eighth president of the College Board, a not-for-profit membership association founded in 1900 that consists of more than 5,600 of the nation's leading schools, colleges and universities. Each year the College Board serves over seven million students and their parents, and hundreds of thousands of teachers, school counselors and administrators in more than 23,000 schools and 3,800 colleges across America. A former two-term governor of West Virginia, Caperton was appointed to his current position in 1999.

Gaston Caperton is a lifetime advocate for the importance of excellence and equity in education. He transformed the College Board from an assessment company into a mission-driven, values-oriented organization that takes bold steps to connect greater numbers of students to college success and opportunity, while raising educational standards in schools across the nation.

Among the organization's best-known programs are the Advanced Placement Program® (AP®), the PSAT/NMSQT®, and the SAT®. Caperton's most notable accomplishments include establishing the Advanced Placement Program as a national standard for high school rigor and college readiness; more than tripling the number of students from low-income backgrounds taking AP courses; dramatically changing the SAT by adding a new writing section that elevated the importance of writing on the nation's education agenda; creating the College Readiness System™, a comprehensive, integrated set of programs, tools and resources to help build a college readiness culture in districts and schools across the nation; and developing the College Board Standards for College Success™ to drive rigor in American schools.

For the last decade, the College Board has accelerated its effort to help more traditionally underserved students enter the college pipeline. Caperton believes, "[T]he single most un-American aspect of our great society is the lack of truly equal educational opportunity." With a firm conviction that a quality education opens the door to greater opportunity and equality, Caperton led the organization to place a strong focus on helping more low-income, minority and first-generation college students gain access to higher education. Under Caperton's leadership, College Board Schools were opened to prepare underserved middle and high school students for success in college. With the support of the Bill & Melinda Gates and the Michael & Susan Dell foundations, the first schools were introduced in New York City's public school system in 2004. There are currently 17 College Board Schools in New York City and in Yonkers, Rochester and Buffalo, N.Y.

Gaston Caperton's vision includes an appreciation of globalization's influence on education. He initiated a new series of AP world language and culture courses and embarked on a historic education exchange program with the Confucius Institute Headquarters (Hanban) in China. Known as the Chinese Language and Culture Initiative,

the program is helping to support the growth of Chinese-language education in U.S. schools and to build a solid foundation for the AP Chinese World Language and Culture course and exam. The initiative also brings teachers from China to teach in U.S. schools for one to three years and sends delegations of U.S. educators to visit China to learn about its education and culture.

Throughout his career, education has remained a priority. In his two terms as governor from 1988 to 1996, Caperton brought West Virginia back from the brink of bankruptcy and made significant improvements to the education system. The state went from carrying more than \$500 million in debt, to boasting a \$100 million surplus; and the unemployment rate dropped from 9.8 percent to a low of 6.2 percent. He supported an aggressive school building and renovation program directly benefiting two-thirds of West Virginia's public school students. Teachers' salaries were raised from 49th to 31st in the nation. He developed programs promoting the use of computers in the public schools, beginning with kindergarten. By 1996, West Virginia's advances in education technology were second to none.

While in office, Caperton served as chair of the Democratic Governors Association and on the National Governors Association Executive Committee. After leaving office, he taught at Harvard University and later taught at Columbia University, where he founded and managed the Institute on Education and Government.

Caperton began his career as a businessman in his home state of West Virginia. After graduating from the University of North Carolina at Chapel Hill, he went to work for an insurance agency in Charleston and soon became the company's principal owner. Through his leadership, the small local company became the 10th-largest privately owned insurance brokerage firm in the nation. He currently serves on boards of major corporations, including Owens Corning and Prudential Financial, Inc.

Gaston Caperton's leadership, public service and work on behalf of education have been recognized with numerous state and national awards, including 10 honorary doctoral degrees. In 2007, he received the prestigious James Bryant Conant Award from the Education Commission of the States in recognition of his significant contributions to the quality of education in the United States.

LAURENCE BUNIN

Laurence Bunin is senior vice president of the SAT[®] Program for the College Board. His responsibilities include overall strategy, financial management, planning, product management, day-to-day operational leadership and customer service functions for the SAT, the SAT Subject Tests[™], and numerous SAT readiness products and related services. One of his goals is to increase access to the SAT and SAT services for all students.

Bunin was instrumental in the implementation of the new SAT, which in March 2005 introduced the writing section along with enhanced mathematics and critical reading sections.

Bunin joined the College Board in 2003 after working in management consulting and publishing. In 1997, he founded Handshake Dynamics, a management consulting firm specializing in helping companies in information, education and financial services develop growth strategies. Before Handshake, Bunin worked for Hearst Corporation's New Media & Technology. Before Hearst, he was director of technology at Modem Media, a top Internet marketing services firm. He began his career with the New York Times Information Services Group.

Bunin is a 1991 summa cum laude graduate of Yale University, where he earned a Bachelor of Science degree in electrical engineering and was awarded the Lanphier Memorial Prize for excellence in electrical engineering.

WAYNE J. CAMARA

Wayne Camara is vice president for Research and Development at the College Board, responsible for managing research and assessment development, including policy research, for the SAT®, Advanced Placement® and other programs. Camara oversees a staff of over 70 researchers, psychometricians and content specialists. He also directs research, analysis and test development activities.

Before joining the College Board in 1994, Camara served as assistant executive director of science at the American Psychological Association. At APA, he directed governance and scientific involvement in policy and federal advocacy initiatives in behavioral science research. He also directed the revision of the Standards for Educational and Psychological Testing, and in 2006 was appointed as chair of the American Educational Research Association, APA and the National Council on Measurement in Education management committee overseeing the standards and subsequent revisions and business decisions. Camara has assisted federal agencies in developing regulations that address assessment, such as the Civil Rights Act of 1991, the Americans with Disabilities Act, Goals 2000, integrity testing, workplace skills and literacy. In this context, he has testified before Congress and state legislatures.

In addition, he has been a frequent presenter at national conferences in industrial psychology, educational research and assessment. His principal areas of research are standards and professional practice in testing, as well as legal and regulatory issues relating to assessment, test validity and public policy issues concerning assessment. He has also served as an expert witness in testing cases, including the University of Michigan affirmative action lawsuit *Gratz v. Bollinger*.

A fellow of APA, the Association for Psychological Science, AERA and the Society for Industrial and Organizational Psychology, he has received the Lifetime Award for Service from SIOP. Camara is president-elect of the National Council on Measurement in Education and past president of APA's Division of Evaluation, Measurement and Statistics. He is past chair and current treasurer of the Association of Test Publishers. Camara serves on several technical advisory committees for state and national assessment.

Camara graduated from the University of Massachusetts Dartmouth with a bachelor's degree, then went on to earn his master's degree in educational psychology and measurement, as well as a certificate of advanced graduate study in school psychology from Rhode Island College in Providence. He received his Ph.D. in industrial/organizational psychology from the University of Illinois at Urbana-Champaign.