

# Chalkboard

IU School of Education Alumni Association

Spring 2017



**Dean Mason  
visits  
Thailand**

**12**

**5**

**Wright Building  
25th Anniversary**

**9**

**Student Spotlight  
Khendum Gyabak**

**17**

**What is Public  
Education?**

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Spring 2017



11



10



22

## Terry Mason

Dean

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## MISSION STATEMENT

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing and increasingly technological society.

5 Wright Building  
25th Anniversary

6 Faculty/Graduate  
Awards

9 Student Spotlights

11 Alumna Spotlight

12 Dean in Thailand

14 Alumni Spotlights

16 Research

17 What is Public  
Education?

18 News Briefs

21 In Memoriam

22 Student Spotlight/  
Giving

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For more information about membership or activities, contact (800) 824-3044, [alumni@indiana.edu](mailto:alumni@indiana.edu), or visit [alumni.indiana.edu](http://alumni.indiana.edu).

# Improving Education from Thailand to the Heartland

**FIRST, I AM NOT LOOKING** to a new career as a farmer. The cover photo was taken in Thailand where I was the guest of IU South Bend alum Apirag Vanich. Vanich Farm is a wonderful education facility where children learn about traditional farming techniques and sustainable agriculture.

The school has a long history of collaboration in Thailand. Not until I got there did I become aware of the extent of our influence on the development of education in that country (page 12). Our faculty were instrumental in helping to establish education programs at some of the country's leading universities. As far back as the 1950s graduate students from Thailand came to Bloomington to study and returned home to help shape the future of education there.

The school has more than 150 alumnae from Thailand. As impressive as the numbers are, IU's impact is much greater. Peter Boonjarern, president of the IU Alumni Association of Thailand put it this way: "Many of the Thais that passed through IU are not degree holders, but have benefited from short-term scholar visits, exchanges, etc. For IU to have this massive impact in the field of education in Thailand, I believe that several hundred Thais have a relationship with the IU School of Education but are not necessarily

graduates." I had a chance to meet with several of them and rekindle this strong relationship.

I have been working with faculty, staff, and students on a variety of projects and initiatives. Our Diversity Committee is crafting a roadmap for the School's efforts toward enhancing diversity, equity and inclusion, a plan that will offer concrete and measureable strategies for addressing these important issues.

We're celebrating a quarter century of the school's current location. Our building has been a source of great pride over those years, and visitors often comment about how fortunate we are to have such an outstanding facility (page 5). But times change, and the needs of students and faculty change as well. We are currently reorganizing space within the building to create a working environment that corresponds to current demands. The plan is to bring our research centers into the building over the next few years. This will increase interaction between faculty and students and our centers that promote the research mission of the school.

I'm concerned that the idea of education as a public good is being called into question by some these days. Debate about the purposes of education and the best ways to achieve its goals should be a part of a healthy democracy but we



Dean Terry Mason

must bring our expertise and engage actively in the public discourse about education (page 17). I've encouraged our faculty to make their contributions to policy and practice more visible as a means of participating in current discussions.

In this issue you will find several excellent examples of the kind of "visible" work that we are doing to address today's pressing educational problems. Whether it is finding effective approaches to intervene with children on the autism spectrum, creating award-winning programs for our students to teach abroad, addressing the needs of LGBTQ students, designing school programs to improve hygiene among school children, or bringing educational opportunities to incarcerated youth, we remain firmly committed, both locally and globally, to improving education for all.

**Terry Mason,**  
Dean, IU Bloomington

# Change an Opportunity for Growth



## Robin L. Hughes

Executive Associate Dean, IUPUI

**WE ARE AT A CRITICAL TIME** in the school of education at Indianapolis. We are actively engaged in doing the work in the School of Education. To us, that means supporting schools, families, communities, and policy makers and just plain old connecting the dots and moving parts toward a more innovative way in education.

We are constantly envisioning and questioning ourselves and others about what it means to be more innovative and

forward thinking. This means that we are always interpreting and asking what it means to be connected and supportive of our communities—broadly defined. For instance, our faculty are working towards new delivery methods, whether that means “meeting” in classrooms in the evenings, weekends, either face to face or online. In addition, faculty are exploring new ways of conveying research findings and practices through social media, op-eds, and other innovative forms to connect to our community of educators and stakeholders. Why? Because not only have we entered into the 21st century, but quite frankly, we simply have to ask “Are we doing what we should be doing, and are we connecting in deep and thoughtful ways to our community partners and stakeholders?”

We have also asked questions like “Are our community leaders and stakeholders always inclined to reach for the latest issue of a peer read, reviewed and distributed journal to inform them about decision making?” In all honesty, if we had to engage with ourselves by answering that question, the answer would be probably no. In fact, are we

connecting to communities and policy makers about educational innovations, good practice, self-reflection, and are we asking for input? Is our work truly translatable and are we being honest about what our work really means to not only the larger “academic” discourse, but what does it, and should it mean to schools, communities, organizations and beyond? I would argue that not only is the school more in tune to what it means to distribute our scholarship but that we are intentional about translating our work to mean good practice in educational spaces specifically. This means that our work not only has to be “readable”, but it should be used to support and guide policy and practice. I in particular have to remind myself what we are here for—not publications widely read by my own peers, but really caring and supporting young folks in schools and the “education work” in all spaces. ■

# 25 Years in the Wright Place

Wright Building to serve tomorrow's leaders in education, with future updates planned

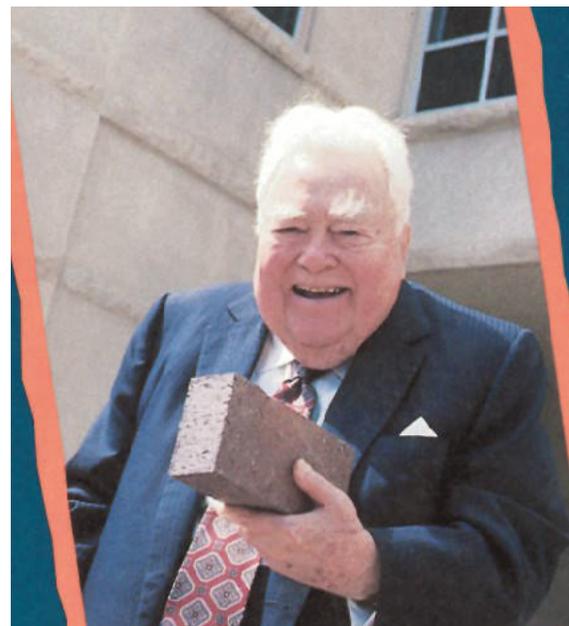
**THIS YEAR MARKS THE 25TH ANNIVERSARY** of the Wendell W. Wright Education Building, the Bloomington home of the IU School of Education. The building was completed at a cost of \$22 million, with an emphasis on including the latest instructional technology equipment. Legendary IU Chancellor Herman B Wells was at the official opening of the building, where he planted a tree and posed for a photo that became the cover of the Fall/Winter 1992 cover of *Chalkboard*.

The building was named after Wendell Wright, Dean of the school from 1946 to 1959. Under his leadership, the school became internationally recognized.

Donald Warren, Dean of the School of Education from 1990–2000, wrote in his column in *Chalkboard*, “With the opening of the new Wendell W. Wright Education Building, our capacity to serve has been dramatically enlarged. [The building] has been designed to house the latest technology; its infrastructure will enable us to use multimedia equipment in new ways; and certainly it provides an

environment appropriate for the information age .... The building offers new opportunities for service and in doing so brings new responsibilities.”

Twenty-five years later, we continue to upgrade the Wright Education Building with the latest technology available. Video conferencing equipment is being added to classrooms, and the Make Innovate Learn Lab is a hands-on makerspace where visitors can use high-tech machinery such as 3-D printers and a laser cutter. For the last 25 years this building has been a home for those dedicated to the field of education and it will continue to this role for many years to come. ■



Late IU chancellor Herman B Wells at the building's groundbreaking.



The Wright Education Building under construction.

## Global Gateway Recognized for Innovation



Student Theresa McHugh with her class in Bangalore, India

**GLOBAL GATEWAY FOR TEACHERS** has been recognized by the Institute of International Education (IIE) with an Honorable Mention in the Study Abroad category and will be featured by the IIE Network as a “best practice” in international education.

The annual IIE Andrew Heiskell Awards showcase the most innovative and successful models for internationalizing the campus, study abroad, and

international partnership programs. Global Gateway is a program that provides students in the School of Education a semester abroad, where they are immersed in diverse cultures that include 18 countries around the world, with future expansion to more locations planned. The program is designed to give students those multicultural student experiences while also fulfilling their degree requirements for student teaching. ■

## Faculty to Study Failure with NSF Grant



Visiting Professor Amber Simpson, Alice Anderson with the Science Museum of Minnesota, and Associate Professor Adam Maltese

**ASSOCIATE PROFESSOR** Adam Maltese and visiting assistant professor Amber Simpson will share a grant from the National Science Foundation with the Science Museum of Minnesota to study how youth and educators respond to failure in learning situations. The project, “MAKER: Studying the Role of Failure in Design and Making,” will delve into how failure plays an important role for youth and educators, particularly those involved in science, technology, engineering and math, or STEM, activities. “Making” is a movement in education (and other fields) that promotes the use of new technologies, along with traditional tools and materials, to create things through do-it-yourself,

hands-on activities; according to Maltese, the project will hopefully utilize the school’s makerspace, the Make, Innovate, Learn Lab.

“We are hoping to learn about failure and how it can possibly be framed to be more about ‘learning from mistakes’ or ‘response to obstacles’ rather than an end state,” Maltese said. “We realize the major learning potential rests in analyzing why a certain approach didn’t work and moving forward to try something else.”

The \$300,000 National Science Foundation grant extends through September 2018. Indiana University’s share of the grant is \$184,000. ■

## Grad Student Awarded for Work on Social Justice and Equality

**GRADUATE STUDENT KEVIN LEWIS** has been honored with two awards recognizing his work on social justice: the Exemplary Social Justice Contribution by a Graduate Student Award from the American College Personnel Association (ACPA) Commission for Social Justice Educators and the Outstanding Masters Student award from ACPA's Coalition for Graduate Students and New Professionals.

Lewis is pursuing his Masters degree within the Higher Education and

Student Affairs (HESA) department. For his practicum, a requirement for his Masters degree, Lewis found a perfect fit with the Balfour Scholars Program, which works with high school students to introduce them to college. When the required work with Balfour ended, Lewis stayed with the program.

“For many of these students, it may be their first time on a college campus,” he said. “I think that’s what’s beautiful about the Balfour program, it is targeting these populations.” ■



## In-Gu Kang Recognized for Human Performance Model Dissertation

**IN-GU KANG** has been awarded the 1st Place Winner of the 2017 Distinguished Dissertation Award from the International Society for Performance Improvement (ISPI). Kang’s dissertation is titled “Empirical Testing of a Human Performance Model: Understanding successes in federal agencies using second-order structural equation modeling.” Kang received a Ph.D. in the department of Instructional Systems Technology at the School of Education in July 2015.

The findings of his study contribute to the advancement of both the body

of research knowledge and to the practices supporting human behavior and successful organization performance. The research can be used to make a difference in educational settings, where there are a wide variety of human learning and performance problems that need to be addressed.

“The proven and tested HP model presents a good starting point of taking a systematic approach in solving these diverse learning and performance problems in educational settings,” Kang said. ■



## NASFAA Celebrates 50th Anniversary



**THE NATIONAL ASSOCIATION** of Student Financial Aid Administrators (NASFAA) recently marked a milestone of 50 years since its founding. NASFAA was established on October 24, 1966. Alumnus Edson Sample (1971, M.S. Higher Education) was a member of the association when it was formally organized. Sample also wrote the organization's original constitution and by-laws and was chairman of the first nominating committee. There have been forty-seven presidents/chairmen of

NASFAA—four of them have Masters degrees from Indiana University.

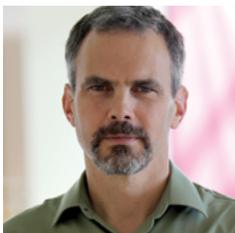
NASFAA is the only national association with a primary focus on student aid legislation, regulatory analysis, and training for financial aid administrators in all sectors of post-secondary education. Members of the NASFAA include nearly 20,000 student financial assistance professionals at approximately 3,000 colleges, universities, and career schools across the country. ■

## Three faculty earn *Education Week* rankings



Curt Bonk

Russ Skiba



Christopher Lubienski

**THREE FACULTY** at the School of Education have been listed in the 2016 RHSU Edu-Scholar Public Presence Rankings from *Education Week*. Curt Bonk with the Instructional Systems Technology department, Russ Skiba in the Counseling and Educational Psychology department, and Christopher Lubienski from the Educational Leadership and Policy Studies department were recognized

as top university-based scholars in the U.S. who are doing the most to influence educational policy and practice. The rankings reflects both a scholar's larger body of work and their impact on the public discourse last year, and are organized by Rick Hess, a resident scholar and the director of Education Policy Studies at the American Enterprise Institute. ■

# Doctoral Student Uses Design Thinking to Empower Teachers

Khendum Gyabak worked to build a curriculum infrastructure around proper sanitation

**CURRICULUM DESIGN** goes beyond a classroom—in some cases, it can impact an entire community. That was the case for Khendum Gyabak’s project in Papua New Guinea (PNG).

Gyabak is a Ph.D. candidate with the Instructional Systems Technology (IST) department. She was the recipient of the Jerrold E. Kemp IST research award, which enabled her to travel to Papua New Guinea to study. When the non-profit Water Hands Hope needed an education specialist to help out with developing a curriculum for the schools, Gyabak became that specialist. She traveled to PNG in the summer of 2015, where she lived in the village of Warike, visited four elementary schools, and worked to improve the school sanitation practices.

In one of the activities in the manual Gyabak designed, teachers could re-use soda bottles to bring clean and dirty water from their homes and demonstrate this to their students. Gyabak also helped spread the message of good hygiene through a song she co-wrote and had one of the teachers translate it into Tok Pidgin, the local dialect.

“I think the biggest surprise was actually seeing one of the teachers who was involved in the project teach her



children the hand washing song,” Gyabak said. “After all the challenges we faced, I felt a sense of pride and accomplishment that day when I made a surprise visit to one of the schools and seeing the children singing and dancing to the song.”

Gyabak will use the project to continue studying how teachers can be empowered as designers and become active change agents in addressing issues of equity and access oftentimes encountered in highly under-resourced schools. She hopes the case will serve as a frame of reference for educators, design researchers and non-profits as they work in similar partnerships in the developing world.

Besides being a Ph.D. candidate with the Instructional Systems Technology department, Gyabak is an instructional designer at the University of Wisconsin–La Crosse. ■



# Faculty Member Combines Love of Teaching and Counseling

Jasmine Graham continues to serve vulnerable children and families by training future counselors



**JASMINE GRAHAM** remembers having an interest in helping vulnerable children and families from a very young age. That interest peaked during an undergraduate internship in Elementary Education when she was moved by the students' encounters with social and emotional stressors at school and home. Eventually, Graham pursued a graduate degree in professional counseling, allowing her to combine her love for teaching and counseling.

Now Graham is a Clinical Assistant Professor of Counseling and Counselor Education at the School of Education in IUPUI, where her interests include comprehensive and transformational urban school counseling, school-family-community collaboration, and the notion of Strong Black Womanhood and its broader implications for women's education, communities, and health. Prior to her career in academia, Dr. Graham was a practicing mental health counselor specializing in school-based intervention and family development.

"I love teaching and mentoring graduate students. I also find it extremely rewarding to know that I continue to serve children and families by way of my work with graduate student counselors-in-training," Graham said.

Originally from Wilmington, North Carolina, Graham said she considers teaching to be her life's work.

"My grandmother was an educator. Her dedication to the craft of teaching left an indelible mark on me as a young woman," Graham added. "Counseling, particularly within urban schools and communities, has the ability to empower those who are often disempowered and forgotten. The intersection of these three factors: teaching as my life's work, my family legacy, and uplifting disempowered children and families, are the reasons that I consider it a privilege to be a faculty member at Indiana University." ■

# Dr. Saisuree Chutikul

Rights of women and children on the forefront for an outstanding alumna

**DURING HIS TRIP TO THAILAND** in December, Dean Terry Mason had the privilege of meeting with Dr. Saisuree Chutikul (M.S. Educational Administration, 1957; Ed.D, Educational Psychology, Counseling & Guidance, 1962). Dr. Saisuree is one of the School of Education's most accomplished and honored alumni. She has been a representative to the United Nations and was also a Cabinet Minister responsible for Women's Affairs, Children and Youth and Social Development and a member of Thailand's senate where she chaired the Senate Standing Committee on Women, Children and Youth. She currently serves on committees that focus on women's affairs, children's rights, and combating human trafficking.

*What first ignited your passion in education? How did this translate into your focus on children and women's rights?*

I was born to a mother who was a teacher, principal and owner of a private school. I was surrounded by children and had opportunities to play with them and learned with them.

While I was working with children, it was observed that the girl children have many disadvantages. My father's family is a very conservative Chinese family. Girls and women were treated with discrimination.

My commitment to help the children and the women has gradually evolved. It has gone beyond the duties and the responsibilities as prescribed in a job description as an employee. My mother as a role model and her teaching along with the Christian teaching have influenced me to love children and young girls in particular.

*How do you feel education relates to issues of women's and children's rights?*

Education can do a lot to promote and protect children's rights and women's rights. It can be carried out through teachers' education, curriculum and instruction in schools, research, community services and advocacy on human rights to all levels of government and society. ■

To read the rest of the interview with Dr. Saisuree, visit [education.indiana.edu](http://education.indiana.edu).



*“Education can do a lot to promote and protect children’s rights and women’s rights.”*

# Re-establishing Relationships in Thailand

Dean Terry Mason visited Thailand in December to engage with alumni and explore collaborative partnerships



Thousands of school children visit Vanich Farm yearly.

**INTERNATIONAL PARTNERSHIPS AND PERSPECTIVES** have always been an important part of the work done at the School of Education. As part of that initiative, Dean Terry Mason visited Thailand in December, engaging with alumni and exploring collaborative partnerships with several schools of education. The trip was a follow up to IU President Michael McRobbie's visit Thailand last March.

One of the main objectives of the trip was connecting with School of Education alumni. Events from informal lunches to art exhibits provided the chance for Dean Mason to discuss urgent needs of the Thai educational

*“This is one more chapter in the relationship between the School of Education and Thai universities ... one that will continue to grow.”*



Dean Mason also attended a luncheon meeting on Tuesday with Peter Boonjarern, President of the IU Alumni Association of Thailand (pictured here rear, right) and three distinguished IU alums, Dr. Sucharit Pienchob (M.S., 1959; Ed.D., 1976), (in front at right), Dr. Lawan Sukkri (second from left), and Dr. Tepwanee Homsanit (far left).

system and plan for future collaborative projects with faculty. One of the trip's highlight was meeting with Dr. Saisuree Chutikul, a notable alumna and representative to the UN, where she was a Cabinet Minister responsible for Women's Affairs, Children and Youth and Social Development. Dr. Saisuree expressed interest in learning more about the school's work in the area of STEM education and international projects that address violence and childhood trauma in post-conflict situations.

Dean Mason also had the opportunity to sit down with leaders from three schools, Chulalongkorn University, Thammasat University, and Srinakharinwirote University (SWU), all in Bangkok, where he discussed opportunities for collaboration with the School of Education. He presented to members of their School of Education faculty about the programs in the IU School of Education that might form the basis for partnerships.

Before returning home, Mason visited Vanich Farm where he enjoyed a hands-on experience planting rice and plowing the fields with the help of a water buffalo. Started by Apirag Vanich, who received his M.B.A. from IU South Bend, Vanich Farm seeks to preserve traditional methods of farming and to offer children the opportunity to learn about sustainable, environmentally-conscious farming techniques and is visited by thousands of children every year.

The trip to Thailand was just one more chapter in the relationship between the School of Education and Thai universities and alumni, one that will continue to grow: plans are already being worked on for SWU faculty to come to IU for a study visit in the fall of 2017. ■



## David E. Johnson



**AFTER LEAVING THE AIR FORCE,** David Johnson arrived on campus to earn an Ed.D. in education with a goal in mind: “I wanted to be changed. I wanted to develop critical thinking skills.”

Johnson said his wife, Linda, was essential: “All those hours I spent in the library, she was right there with me. She deserves a medal.”

Today, Johnson is busy developing an educational consultancy. He also gives back to the School of Education through donations. “My time at IU changed my life. It did what I wanted it to do: it changed the way I think. And it gave me the wherewithal, the capacity, the knowledge, the abilities to change others’ lives.” ■

## Julie Mensik

**JULIE MENSIK** is the Principal at Union Ridge School in Harwood Heights, Illinois. Mensik graduated from IU in 2004 with a degree in both elementary and special education (Teaching All Learners program), and also has her M.S. in educational leadership.



“Now I think back to what I was able to do, if I did not have my education from IU, I do not think I would be able to be as good. IU is where it all began for me, it allowed me to develop my passion, and by giving someone a donation, I can give that passion to someone else.”

Mensik has been an individual donor to the school every year since she graduated. “I would like to give back to kids that are in a similar situation as I was, who know college is an invaluable experience.” ■

## Scott and Marci Caulfield



**SCOTT AND MARCI CAULFIELD** discovered the importance using technology in the classroom when they were students at IU. Now they have established the Scott and Marcella Caulfield Scholarship for students going through the computer science endorsement in the School of Education.

“When you think about starting a scholarship, you think well, that’s going to be a ton of work, or you have to be loaded, or that’s over my head. But it wasn’t hard at all. The people at IU were very helpful, and we are really happy we made the decision,” Scott said.

“I think that anybody should give back to their school,” Marci added. “I find education extremely important, not only in finding a job but also how it shapes how you view the world.” ■

## Dr. Mary Margaret Webb Leaves Legacy

**DR. MARY MARGARET WEBB** received her Specialist in Education degree in 1979 and her Ed.D. in 1983 from the School of Education. Her impact on the school has remained far beyond her time as a student here through three fellowships she and her late husband Denzil started.

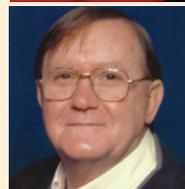
“We figured that was a good way for our money to go on forever,” Dr. Webb said. “We just feel like if we have extra money, it should go to education for kids.”

Dr. Webb earned her degrees while working full-time as a teacher in Franklin, Indiana, and raising a family. Even through that hard work, she said she still had fun teaching.

“I did a lot of things with the kids that most teachers didn’t have the energy to do or want to do,” she said with a laugh. “I had to back a lot of teachers in my building off of me because I was moving too much forward for them because I was teaching my way.”

After retiring in 1990, Dr. Webb continued to have an impact on students: she taught them in a one-room schoolhouse, an immersion experience that allowed students to experience education from a bygone era.

The fellowships that bear her and her late husband’s names will continue that legacy of education. ■



Denzil Webb, Dr. Webb’s late husband, who died in 2002



IU ALUMNI ASSOCIATION

# PROUD MEMBER

## THE POWER OF IU CONNECTIONS

“ I’m always discovering new reasons to love IU. My degree, my dearest friends, professors I still visit—they keep me learning and inspire my life’s direction. The power of the IU network is the reason I give back to IU as a mentor.”

“I’m an IU alum. I’m an IU Alumni Association member. IU connects me.”

**JULIE WOLINSKY, BA’91**

MOM / BUSINESS OWNER / MENTOR / MEMBER



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# CEEP Research Examines Statewide Budgets, Voucher Program Funding

**A REPORT FROM** the Center for Evaluation and Education Policy will help guide Indiana legislators as they develop a two-year budget that includes funding for public schools. Led by research associate Thomas Sugimoto, CEEP's report reviews changes to Indiana school finances and enrollment in the study and also examines funding equity between school corporations.

Researchers at CEEP also examined funding for private K–12 schools and its impact on public education finance. CEEP research associate Molly S. Stewart and graduate research assistant Jodi S. Moon examined the impact of policies on voucher funding and eligibility criteria and considered the impact of these criteria on state spending and district revenues. The methods of funding school vouchers are of particular policy concern since they entail using government money to pay tuition to private schools. ■

## Highlights from both reports:

- Enrollment is projected to decline modestly in the state's public schools in 2017.
- State funding for school operations is projected to increase through July 2017.
- Projections indicate that high levels of equity will be achieved in 2017.
- The funding design of each voucher program differs.
- Each program interacts with its respective state-level school funding formula to create a variety of impacts on funding sources .

To read the full reports, visit [ceep.indiana.edu](http://ceep.indiana.edu).

## Research finds business training leads to stronger career outcomes for arts graduates

**Recent alumni** who developed financial and business skills during college are:

**39%** more likely to feel their education integrated all aspects of career development.

**36%** more confident in managing their finances.

**35%** more likely to feel they were exposed to a broad view of careers in and outside the arts.

**RECENT GRADUATES WITH ARTS DEGREES** have better career and entrepreneurial training than those who came before them, according to a report released by the Strategic National Arts Alumni Project (SNAAP) at the Indiana University School of Education. The research, based on a survey of arts graduates, demonstrates that new approaches to arts education are helping prepare students for careers and give them tools they need to succeed.

Students who graduated with arts majors between 2011 and 2015 reported higher confidence than older alumni in their abilities to be resilient

and adaptable and to recognize opportunities to advance their careers. The majority of recent alumni said their arts curriculum emphasized creativity, risk-taking and innovation. Recent alumni are also 10 percent more likely than those who graduated in 1985 or before to have had coursework that emphasized generating new ideas or brainstorming.

SNAAP is a collaboration between the Herberger Institute for Design and the Arts at Arizona State University and the Center for Postsecondary Research at the Indiana University School of Education. ■

# What is Public Education?

In light of the 2016 election, discussion on public education more vital than ever

**THE 2016 PRESIDENTIAL ELECTION** and the subsequent transition of power have created an exceptionally polarizing political climate that has put public education, among other institutions, in a tenuous position.

A group of graduate students led by Professor Bradley Levinson from the Social Foundations of Education program in the Educational Leadership and Policy Studies department originally intended to hold one event on the importance of public education. As the political environment began to change after the election, the students decided to devote the entire semester to advocating for the importance of, and the many diverse forms that constitute, public education and the “What Is Public Education?” series was born.

“At this historical moment, it seems more critical than ever to discuss the nature and significance of public education and to support and defend its many possible forms,” says graduate student Caitlin Howlett. “We conceive of public education not only in terms



of the important project of public schooling, but also a multiplicity of publicly oriented educative forms and spaces.”

The goal was to provide School of Education students and community members an opportunity to discuss the significance of public education and how it can be supported. Part of the mission at the School of Education is working together to affect change. This series kept us true to that mission. ■

*“At this historical moment, it seems more critical than ever to discuss the nature and significance of public education and to support and defend its many possible forms.”*

## Events in the Series

**National and Indiana Education Policy** — What’s our role and responsibility in addressing and influencing policy?

**Fake News and Alternative Facts** — How does one separate fact from fiction?

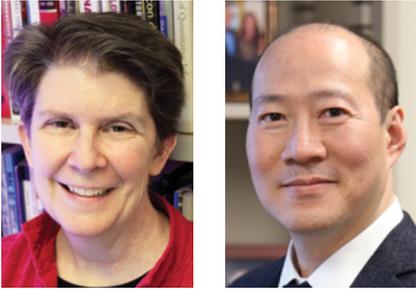
**Screening of the Academy-Award nominee *13th*** — How is public education implicated by mass incarceration?

**Hate Speech vs. Free Speech** — What are the implications of speech in our current political climate?

**Deliberative and Participatory Democracy** — What can we do with \$500 to improve the School of Education?

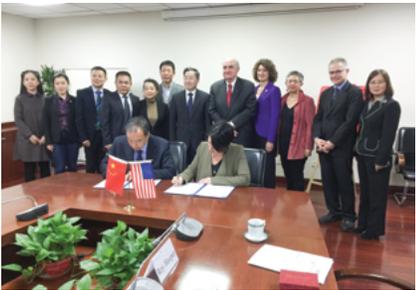
**Black Youth and the Future of American Politics** — How do race and sexuality impact education, and how can our community better respond to these impacts?

## Boling and Chung Receive New Appointments



**Y. BARRY CHUNG** has been named Associate Dean for Graduate Studies. Chung's goals include streamlining operations and workflows within the Graduate Studies office, as well as engaging alumni through surveys or events. He replaces Elizabeth Boling, who will become Interim Executive Associate Dean for the 2017–2018 academic year. Boling is stepping in for Gary Crow, who is retiring this summer. ■

## New International Partnership Agreement



**THE SCHOOL OF EDUCATION** and Beijing Normal University (BNU) signed an agreement on the creation of the China–U.S. Joint Research Academy for International Education. The Academy will support activities from all fourteen units at the BNU Faculty of Education and the School of Education's five departments. One of the initial activities under discussion and planning currently is an exchange and mentorship program between language teachers and teacher educators. Dean Terry Mason will visit BNU this July to continue discussion about partnership activities. ■

## 15th Annual African American Read–In



**STUDENTS FROM AREA HIGH SCHOOLS** packed into the Grand Hall at the Neal–Marshall Black Culture Center on IU's campus to hear original poems and famous works at the annual African American Read–In. Part of IU's celebration of Black History month, the read-in was a chance for students to share their struggles and concerns for the country—and to listen to both friends and strangers. ■

## University of Warsaw Teacher Education Program



**THIS PAST FALL** Dean Terry Mason traveled to Poland to discuss the education challenges faced by American and Polish teachers. “Educators face many of the same challenges whether they’re teaching in Bloomington or Warsaw,” Mason said. “Global partnerships remain a key focus of the School of Education. Through these meetings, we can continue to come together to share our experiences and learn from one another.” ■

## Three Esteemed Colleagues Retire

**LAST NOVEMBER** the School of Education bid farewell to three members: Barb Frye, Tom Huberty, and Mike Tracy. Each had a substantial impact during their time here. As they enter into retirement, their presence will be missed among their colleagues and coworkers.

**BARB FRYE** started her career with IU in 1972. Barb managed the supervision of undergraduate record files in the Office of Teacher Education. When asked about Barb, her colleagues have stated that Barb is someone who always puts students first. Barb left IU with over 40 years of service to the university, 37 of which were with the School of Education.



Bob Huberty, Barb Frye, and Mike Tracy

**MIKE TRACY** joined the faculty at Indiana University in 1971 and retired with 34 years of dedicated service to the institution. During his time at IU, he served as the associate director of the IU Developmental Training Center, as well as the Director of the Center for Human Growth. Tracy also headed the training, design, and dissemination unit at the Developmental Training Center, where he directed many research and service projects. Mike's passion for his students extended outside of the classroom. His cheerful personality and willingness to help others will be deeply missed.

**TOM HUBERTY** joined IU in 1982 as an assistant professor in the School Psychology Program. While at IU Tom served as the Indiana Delegate to the National Association of School Psychologists' Delegate Assembly and was instrumental in founding the Indiana Association of School Psychologists, and served as the Association's President and President Elect. For 22 years he was responsible for overseeing the recruitment, selection, and matriculation of School Psychology graduate students. During his 34 years at IU, he chaired and directed over 40 doctoral dissertations. ■

## Grant Advances Training for Serving LGBTQ Youth

**ASSOCIATE PROFESSOR** Barbara Dennis with Counseling and Educational Psychology and graduate assistant Suraj Uttamchandani with the Center for Research on Learning and Technology have received a grant that will help advance training for anyone serving LGBTQ youth. The grant from the American Educational Research Association (AERA) will develop authentic educational materials for Prism Youth Community, a non-profit LGBTQ youth-led organization. ■



## 2018 *USN&WR* Graduate School Rankings

#9 (tie)	Curriculum and Instruction
#9	Higher Education Administration
#10	Elementary Teacher Education
#10	Secondary Teacher Education
#17	Educational Administration and Supervision
#18 (tie)	Educational Psychology

**#22 (tie)**  
Best Online  
Graduate Program

**#32 (tie)**  
Best Education  
Graduate School

SOURCE: USNEWS.COM/EDUCATION

## CIEDR Expands Fulbright Relationship

**THE IU SCHOOL OF EDUCATION'S CENTER FOR INTERNATIONAL EDUCATION, Development and Research (CIEDR)** hosted scholars from the Fulbright education program for the third year in a row, demonstrating the blossoming relationship the school has had with this program. Last semester 21 teachers from 10 countries around the world came to Bloomington to observe classes and complete research projects as a part of the Fulbright Distinguished Awards in Teaching Program. In addition, eight Fulbright administrators from Russia spent a few weeks at the IU School of Education, as part of the U.S. Department of State's Fulbright Russian International Education Administrators (RIEA) program. ■



## Autism Study Yields Promising Results

**RESEARCHERS WITH INDIANA UNIVERSITY** are seeing positive preliminary results from the Social Self-Reflection Study, designed to improve social skills in children and adolescents with Autism Spectrum Disorder (ASD). The focus of the study is on improving social behavior and conversational skills. Participants in the study play games and interact with researchers. Then, using advanced first-person video technology, they learn to self-identify when those interactions have gone smoothly and to come up with suggestions of what they might have done differently to make them better. ■



## Sexism May Be Harmful to Men's Mental Health

**MEN WHO SEE THEMSELVES AS PLAYBOYS** or as having power over women are more likely to have psychological problems than men who conform less to traditionally masculine norms. That's according to research lead by Y. Joel Wong, an associate professor with the School of Education's Counseling and Educational Psychology department. "Our study is important because it demonstrates that the relationship between conformity to masculine norms and mental health-related outcomes vary quite substantially depending on the specific type of masculine norm," Wong said. ■



## Celebrating IU Day

**THIS PAST APRIL,** School of Education alumni were encouraged to participate in IU Day, a university-wide, 24-hour, social-sharing, gift-giving, IU gear-wearing online extravaganza. To celebrate we offered our alumni candy-striped socks and asked them to post their photos on social media. Dean Mason participated in the day's festivities by holding a "Grillin' and Chillin'" event on the Bloomington campus to interact with undergraduates. Not only was this a successful day in terms of promoting IU spirit, the school received an extremely generous donation from the Jongsma family that will go towards an endowment for the Global Gateway for Teachers Overseas Program. ■



Rocco Valadez

## In Memoriam

### James M. Becker

Sept. 2, 1919–Nov. 18, 2016



**JIM BECKER** was a father, an educator, a lover of poetry, and an avid baseball fan. Born and raised on a dairy farm in Rice County, Minnesota, he was drafted into the army in college and served as a tank commander in the 736th tank battalion

during WWII. After the war, he returned to college and earned both his B.A. and M.A. in education from the University of Minnesota. Upon graduation, Jim taught at Winona State Teachers College, then went to Columbia University in New York City for his doctoral degree before teaching at Illinois State University. A desire to return to the Midwest and continue his work brought him to Bloomington in 1971 where he was Director of the Social Studies Development Center at Indiana University.

Jim received a number of awards throughout his career, including the Sagamore of the Wabash from the State of Indiana and the Distinguished Global Scholar Award from the International Assembly of the National Council for the Social Studies.

Jim retired from his position at IU in 1989 and earned the title “Father of Global Education” for his work in global studies, as he challenged typical world views. Much of his life work involved asking questions that opened minds, emphasizing a respectful approach to difference and diversity. He is survived by his four children, seven grandchildren, and six great-grandchildren, and by the numerous friends and colleagues who lives he touched and whose company he cherished. ■

### Toby Strout

Nov. 29, 1945–Feb. 27, 2017



**TOBY S. STROUT**, a key figure in the Bloomington community, passed away this spring at the age of 71, and leaves behind an impressive legacy of public engagement and dedication to social justice and equality.

Toby was the executive director of Middle Way House for over 30 years, a program that provides transformative services and resources for survivors of domestic violence and sexual abuse. In her time as director, Toby worked to improve the lives of over 60,000 people affected by domestic and sexual violence in and around Bloomington.

Born in Brooklyn, New York, Strout was raised by a family of activists and was always a champion for equality herself. She worked for several years as a public school teacher in New York City where she was very involved in protests and social justice.

Strout came to Bloomington to pursue her Ph.D. in Instructional Systems Technology at the IU School of Education. She is survived by her husband Bob Arrove who is an emeritus faculty member in the School of Education, her daughter Anna, her son-in-law Jesse, and her grandson Banner.

Donations can be made to the Middle Way House in Strout’s honor, to the Toby Strout VOICES Fund. VOICES, which stands for Visualizing Opportunities, Independence, Choices and Empowerment for Survivors, is meant to allow community members to contribute to the furthering of Strout’s mission. ■

# Ph.D. Student Expands Ally Training

Training to spread understanding of issues affecting the LGBTQ community



*“The ally training is important for faculty and staff because I’ve heard from a variety of departments and offices that while they are aware of LGBTQ+ students and they want to help them, they do not necessarily feel comfortable doing so or do not feel they are able to effectively help.”*

**WHAT DOES IT REALLY MEAN** to be an LGBTQ ally? Danielle Hernandez, a second-year Ph.D. student in the IU School of Education’s school psychology program wants to help faculty and staff learn more about the issues affecting the LGBTQ+ community and how they can become an ally.

“The ally training is important for faculty and staff because I’ve heard from a variety of departments and offices that while they are aware of LGBTQ+ students and they want to help them, they do not necessarily feel comfortable doing so or do not feel they are able to effectively help,” said Hernandez, who works as a graduate assistant at the LGBTQ+ Culture Center.

The free training aims to teach participants about LGBTQ+ terminology, effective listening strategies, and campus and community resources available to students. Attendees will also take part in role-playing scenarios that could happen to IU students, such as harassment, interactions with insensitive peers and family conflicts.

Faculty and staff can also learn some basic conversation skills that can help them in interactions with anyone. Hernandez also personalizes the trainings to focus on a more specific topic, such as working with elementary middle or high school students. ■

Story originally written by April Toler for IU Communications

# *the* PROMISE *of* A BRIGHTER FUTURE *for* ALL

## Planned giving

### Shape Our Future and Receive Payments for Life

**HAVE YOU EVER WONDERED** how to turn your personal experience with the Indiana University School of Education into a legacy that will impact future generations?

By including the School of Education in your long-term estate or financial plans, you can make a powerful testament of your priorities. And because there are several ways to accomplish this, you have the flexibility to fulfill your goals in a way that works best for you. One option, called a charitable gift annuity, allows you to shape our future while you receive fixed, dependable payments for life.

### How It Works

**THE CONCEPT OF A GIFT ANNUITY** is simple. You make a donation using cash, marketable securities or other assets. In exchange for your gift, you receive fixed payments for life. The rate of payment you receive doesn't fluctuate with the stock market, interest rates or inflation. It is firmly set at the time of your gift and never changes. After your lifetime, the remaining balance is used to fulfill the Indiana University School of Education's mission. ■

### Your Benefits

You have potential to receive increased disposable income.

You are eligible for a potential income tax deduction for a portion of the gift.

A portion of your payment is income tax-free throughout your estimated life expectancy.

In most cases, any long-term capital gains income can be reportable over your life expectancy.

After your lifetime, the remaining portion of your gift will support our mission, helping to fulfill your philanthropic goals.

Feel free to contact Mary Dwyer, Executive Director of Development and Alumni Relations, with questions about charitable gift annuities and to discuss current payment rates. Mary may be reached at (812) 856-8027 or [mardwyer@indiana.edu](mailto:mardwyer@indiana.edu).

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# Giving HOPE to At-risk Youth

Mentoring program helps to decrease recidivism among incarcerated youth



IU student mentors

**STUDENTS MAJORING** in education, criminal justice, pre-law, social work, or any other academic discipline now have a chance to make a difference in the lives of juveniles in correctional facilities throughout Indiana. Created by Theresa Ochoa,

associate professor of special education at the School of Education, HOPE (Helping Offenders Prosper through Employment) pairs volunteer student mentors with juveniles in need of skills that will help them gain and keep employment—including

resume building, interview skills and professional and educational goals. Mentors begin working with HOPE participants in correctional facilities and continue their work in the community once they are released. ■