RESCUED DESTINIES
Researching sex trafficking in Thailand

Meet Dean Kandi Hill-Clarke

Scholarship honors professor emeritus
Bayh College of Education
Mission Statement
To prepare, promote and advance educational and human service professionals for a diverse and ever-changing world.

Sycamore Educator
Magazine
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I am thrilled and honored to be serving as the new dean of the Bayh College of Education, and I look forward to working with each of you as we embark upon the next step of our journey as a college! I continue to enjoy the kind, warm and generous hospitality shown by the great faculty, staff, students and administration at Indiana State University. I am proud to be part of such a wonderful and well-respected institution and college. The Bayh College of Education has a long and illustrious history of preparing teachers, school administrators and human service professionals, and we will continue to foster this important part of our work. As I reflect upon the strong and solid foundation that has been established by the college, I am excited by the opportunity to work with you as we move progressively forward to meeting our goals and objectives. Academic excellence and student success remain as top priorities for the college. We will continue to explore innovative and creative ways to prepare the next generation of teacher leaders, school administrators and human service professionals, who will in turn transform lives and communities—nationally and globally.

During these next few months, my goal is to take time to listen, observe and learn. Thus, I have begun meeting with each faculty, staff and support staff member in the college. Engaging in these individual mini-meetings allows me an opportunity to build relationships and learn more about the exciting and important work that has been happening in the Bayh College of Education. These conversations are proving to be enlightening, refreshing and insightful. In addition, I will be reaching out to special groups, including alumni, students and school and community partners. Our dedicated and talented faculty is committed to engaging students in authentic, real-world experiences, and our well-experienced staff offers support, guidance and assistance to students throughout their programs.

I look forward to working with faculty, staff, students, school and community partners and alumni as we build a dynamic future together and propel our programs to national recognition. As we excel, we will empower students, engage the community, embrace innovation and enjoy all that we do as a college. Thank you for your support and interest in the Bayh College of Education.

Sincerely,

Kandi Hill-Clarke, Ed.D.
Dean
As a young child, Kandi Hill-Clarke watched while her mother graded homework each night. She helped decorate bulletin boards and walls in her mother’s Memphis classroom.

By 6 years old, Hill-Clarke knew she wanted to be a teacher.

“I wanted to make a difference with teaching,” she said. “So everything I did in school, I thought about that.”

In high school, others suggested she pursue careers of nursing or engineering, but Hill-Clarke remained steadfast in her decision. She earned her bachelor’s degree at LeMoyne-Owen College and entered a third grade classroom in suburban Memphis. She and her mother prepared lessons for their classes and then compared how students did at the two different school systems. While she found their work together exciting and valued her mother’s advice, Hill-Clarke also felt fortunate to have other outstanding mentors to walk beside her through the teaching field.

“It’s important that we ensure our novice teachers have mentors throughout their careers to help them,” she said. “It’s a challenging
We aren't just preparing graduates, we're preparing graduates who are leaders and who in turn will transform lives and transform communities.

job, a hard job. You don't always get the respect you deserve as a classroom teacher. You have to look beyond that. You have the opportunity to make a positive impact on children's lives from the time they enter the classroom to the end of the day when they leave.”

She sees teaching as a way to serve the students, their families and their communities.

“You not only impact that child that day, that year, you also impact the family, which in turn impacts the community,” she said.

Now, Hill-Clarke has brought that servant attitude to her new role as dean of the Bayh College of Education. Hill-Clarke earned her master's and doctoral degrees from the University of Memphis. She worked as a professor at the University of Memphis and the University of Mississippi before joining the Tennessee Board of Regents in 2008. There she oversaw and monitored teacher education and school leader preparation.

“I do think my experience in serving as an elementary teacher, working as a professor in higher education and implementing policy are all experiences that will serve me well in this role,” she said about becoming dean on July 1.

“I bring a unique perspective, but in all that I do I reflect on my most important work that I’ve done—being an elementary teacher.”

Biff Williams, Indiana State’s provost and vice president for academic affairs, said Hill-Clarke stood out as the next dean of the Bayh College of Education for several reasons, including her presence and experience.

“When she walks into a room, you know she is there. She is charismatic, articulate and enthusiastic,” he said. “She has a depth and breadth of experience in education that will greatly benefit the Bayh College of Education. Colleges of education are being challenged all across our country. Dean Hill-Clarke has the experience to know how to respond to these challenges and, more importantly, when to respond. I cannot describe the excitement I have for the Bayh College of Education and what they will be able to accomplish in the next five years.”

Indiana State’s national reputation in education as well as its commitment to community service and engagement, diversity and experiential learning enticed Hill-Clarke to the position.

“Indiana State University has a strong, good reputation as an institution. The Bayh College of Education has a strong, solid reputation that goes beyond this city and this state,” she said.

Then when she arrived on campus for the interview, she felt the kindness and warmth of the people.

“I get the feeling that we are a family,” she said. “That was attractive to me as an institution.”

Now as dean, Hill-Clarke knows the college prepares students for beyond their classrooms.

“We aren't just preparing graduates, we're preparing graduates who are leaders who in turn will transform lives and transform communities,” she said.

Those leaders need to contribute to the world, embrace diversity and social justice and use creativity in the classroom and schools, whether as teachers, principals, counselors or media technologists, according to Hill-Clarke.

“They lead change and are at the forefront at whatever their discipline is,” she said.

After busy days in academic life, Hill-Clarke and her husband Everald Clarke, who works in organizational leadership and employee relations for Vanderbilt University’s Medical Center, come home to their “fur person,” Journee, a Boston terrier filled with abundant energy.

“Journee’s previous owner named her, but we think it’s a perfect name,” Hill-Clarke said. “Journee takes us on a journey every day.”

Besides spending time with her mother and brother, a Memphis firefighter, Hill-Clarke and Clarke enjoy quiet evenings at home. After dinner, they like to curl up on the sofa to watch and critique romantic comedies and action movies, even pausing the movies to discuss a scene or dialogue.

“Maybe in another life we were Hollywood movie critics,” Hill-Clarke said with a laugh. “But after the hustle and bustle of the day, it’s nice to have a quiet evening.”

And she still stays plugged into the life of an elementary classroom.

“I’m proud to say my mother is still teaching. She still has the passion and drive. She enjoys the challenges and issues,” Hill-Clarke said. “It’s the greatest profession in my book. You have the opportunity to transform lives.”
BAYH COLLEGE OF EDUCATION RECOMMENDED FOR REACCCREDITATION

A site visit from the National Council for Accreditation of Teacher Education (NCATE) confirmed the college’s continuing accreditation for another seven years. The visiting team especially noted the college’s programs that put students in schools early and often.

The team also noted as the college’s strengths: the number of students who return to the college for additional degrees, robust professional development, close relationships with candidates, students well prepared to enter their professional areas and the design of University Hall, which enhances collaboration.

Due to the strength of the college’s assessment, the NCATE team suggested it needed to be presented to a larger audience to positively impact the field of educator preparation.

GOVERNOR SIGNS BILL ESTABLISHING PRINCIPAL LEADERSHIP INSTITUTE

Indiana Gov. Mike Pence has signed Senate Bill 402 into law, establishing a Principal Leadership Institute at Indiana State University.

The bill, sponsored by State Sen. Jim Banks (R - Columbia City), seeks to strengthen school principals’ leadership skills. Principals enrolled in the institute will learn new leadership, management and communication techniques. The training will include conducting staff and teacher evaluations.

“One key to a successful school is an effective administrator,” Banks said. “Our state will now provide a resource for principals to get the up-to-date skills they need to become more capable leaders. In the long run, this could create a stronger foundation for our schools, giving our students the best education possible.”

Indiana State’s educator preparation programs have long been distinguished by their close collaborative relationships with their K-12 partners, said Brad Balch, Bayh College of Education dean emeritus. He added that the Principal Leadership Institute offers a unique opportunity to deepen the partnerships and strengthen the commitment to the college’s K-12 partners.

“The strong support received from Indiana’s legislature is a strong statement of trust in the services we can deliver and we will work tirelessly to live up to our can-do reputation,” he said.

Tim Skinner, ’73 Gr ’99, (D - Terre Haute) said Indiana State is the right choice for the academy.

“We’re asking more from principals than ever before,” he said. “I believe ISU is uniquely qualified to develop a program that ensures future school leaders have the skills and expertise to meet those challenges.”

BAYH COLLEGE OF EDUCATION SELECTED FOR REGIONAL PARTNERSHIP

Indiana’s Commission for Higher Education and Department of Education selected the Bayh College of Education as one of three regional partnerships between area colleges and school districts in an effort to ensure Hoosier high school graduates are prepared to succeed in college. These partnerships are part of Indiana’s coordinated efforts to promote greater clarity and alignment between the state’s K-12 and higher education sectors.

Each regional partnership will receive $36,000 in grant money during a three-year period. The grantees were selected from a pool of 13 college applicants by a review committee composed of representatives from the Commission for Higher Education, Department of Education, Indiana’s Education Roundtable and the Center of Excellence in Leadership of Learning (CELL).

Core outcomes from regional grant activities will include increasing local awareness regarding the specific knowledge and skills required to be college-ready; identifying student work samples that demonstrate college-readiness and can be used to inform effective classroom instruction; and articulating how to use Indiana’s Common Core standards and assessments to facilitate students’ transition to college-level coursework.

TEACHERS ASSOCIATION CHOOSES ALUMNUS AS TOP EDUCATOR

The Indiana State Teachers Association awarded Don Prusz as the Horace Mann Hoosier Educator of the Year.

Prusz, from Holland, Ind., and a 1981 Indiana State graduate, has been teaching for 31 years. He is currently a math and science teacher at Forest Park Junior-Senior High School and also the math department chair for the school. He is the member of the Southeast Dubois Classroom Teacher Association.

The Horace Mann Hoosier Educator of the Year Award has been awarded for almost a decade. The purpose of this award is to recognize, reward and promote excellence in teaching and advocacy for the education profession.
MASTER’S, PH.D GRADUATE TAKES INTERNATIONAL EXPERIENCE HOME TO MIDDLE EAST

Farooq AlTameemy was unprepared when he stepped off the plane into a Midwestern winter in 2003.

The Indiana State University graduate, who completed his doctorate degree in May 2010, was accustomed to the spring-like temperatures of Taiz, a mountainous city in Yemen in the southern Arabian Peninsula.

Despite the weather, AlTameemy settled into his pursuit of a master’s degree in linguistics and TESL (Teaching English as a Second Language), which he received in 2004. He then earned a doctorate of curriculum, instruction and media technology with a focus on language education. He came to the United States as a Fulbright Scholar, an international educational exchange program.

AlTameemy benefited from three different networks of support while at ISU, the first being the faculty and staff in his program. He appreciated the support of the Office of International Programs and Services at Indiana State and the Muslim Students Association, in which he actively participated and felt "at home."

Now teaching English for the Saudi Interlink Language Center at Yamamah University in Saudi Arabia, AlTameemy said his experiences at ISU contributed to his success as a student and professional. While enrolled in classes, he also served as a student assistant in the languages, literature and linguistics department and as an adjunct faculty member in the elementary, early and special education department.

AlTameemy also worked as a community assistant with residential life, in which he learned to communicate with people of different cultures "not only comfortably, but positively and productively."

"I learned that collaborative teamwork yields better and more results. This reflects now on my team level tasks and projects,” he said. “One other lesson is acceptance. At ISU, I have dealt with and was in contact with students all over the world. Knowing about them and dealing with them taught me acceptance of others."

ALUMNUS RECEIVES ELEMENTARY PRINCIPAL OF THE YEAR

The Indiana Association of School Principals recently named Mark Pearl as Elementary Principal of the Year.

Pearl is the principal at Burnett Creek Elementary in Tippecanoe County and has been there for 13 years. He began as a fourth grade teacher at Center Grove and worked his way up the administration ladder.

In his 29 years as principal, he has implemented many outstanding and creative projects, according to the association. In conjunction with The Greater Lafayette Chamber of Commerce and United Way of Greater Lafayette, Pearl implemented the "Read to Succeed" program in the 2010-2011 school year. It encourages businesses and organizations to allow employees release time to volunteer weekly in the elementary school to promote reading.

Pearl graduated with a bachelor’s degree from Indiana State University in 1980. "ISU was a wonderful experience. I was involved in many organizations, including the Blue Beret Choir, Phi Kappa Alpha. This was a great base for an education profession and I have great memories from there,” said Pearl.

THAI DOCTORAL STUDENTS LEARN ABOUT U.S. CULTURE, EDUCATION AT INDIANA STATE

Doctoral students from Thailand expanded their lessons through learning about the U.S. during a spring trip to Indiana State University.

Fourteen students from Roi Et Rajabhat University visited the U.S. this spring, which included a two-week stop at Indiana State. While on campus, the students learned about the education system in the U.S. and how faculty members at Indiana State work with students. They also learned about using different resources for research. Faculty members also provided workshops on topics ranging from research-based leadership to using technology in schools, said Will Barratt, professor of educational leadership who organized the group’s visit.

"It was absolutely fascinating, because we were experiencing cultural issues in communication," Barratt said. "It was a cultural experience for anyone who presented to them and a cultural experience for them to see how things are here."

The Roi Et Rajabhat students visited with classes to learn more about how college students at Indiana State, as well as the U.S., learn in the classroom and how it compares to classes in Thailand.

“I think it’s good, because the teacher and student have interactive, two-way communication and students have their own style for learning,” said Thanyaporn Papolngam, a professor at Roi Et Rajabhat who taught the doctoral students visiting Indiana State.

“I think it’s a good model and good experience for me to adapt and apply with my work, too.”

A number of differences

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exist between the education systems in the U.S. and Thailand, as they are based in different cultures, Barratt and Papolngam said. The doctoral students also learned about research using resources available in Cunningham Memorial Library on campus, including the hours of operation and that students could eat at a café located near the library's entrance.

"We can have success with everything in the library," said Tuang Untachai, a student from Roi Et Rajabhat.

"I think that the teachers here and the professors here are really good teachers, because they're sensitive to students' needs," said Winai Saemanee, a student from Roi Et Rajabhat.

The students will take the lessons that they learned from their visit to help them as they write their dissertations, Barratt said. This was the second cohort of Roi Et Rajabhat students to visit Indiana State as part of their doctoral coursework; the visit also is part of an ongoing partnership between the two universities.

ALUMNA’S CLASS STARTS A RANDOM ACT OF KINDNESS MOVEMENT

It all started the first week in January when Christin Keirn's students watched a show called "Kids President," in which the students talked about doing something nice everyday for one year and gave examples on how people could do nice things for one another.

After watching the show, Keirn's students came up with an idea to start doing nice things for a particular person, group of people or a classroom around the school. They decided to call it Kindness Campaign 2013.

Each week the students chose a target for a random act of kindness.

"It has taught a lot of us to sometimes put others first and yourself second," said student Jordan Frazier, a sophomore at La Porte.

Coming from a diverse high school where everyone has their cliques, student Chandler Watson said she has seen her life change.

Keirn has seen remarkable improvements in her students' grades and behavior.

Keirn credits her education at Indiana State with keeping her open to students' ideas.

"ISU's teaching program taught me not only to lecture but to get the students involved and listen to what they have to say and connect with them," said Keirn.

Other schools around the area have picked up this idea and are now participating in it.

INFLUENTIAL EDUCATOR CO-AUTHORS EDUCATIONAL BESTSELLER

Performing with Yo-Yo Ma, travelling through Germany and Australia while on tour and co-authoring a bestselling book highlight accomplishments along Howard Pitler's life path.

It is a journey that began at Indiana State University in the early 1970s. As a student, Pitler discovered a passion for teaching and created a foundation for his love for music.

While in working in Wichita, Pitler received the honors of 1997 Kansas Principal of the Year and National Distinguished Principal, which recognized his excellence in teaching.

Passionate about the genre, Pitler started a jazz program at a high school in Wichita. He reminisced about an alumni concert he played at the high school a few years ago. After rehearsing for half an hour, the quartet performed a two-hour concert. In addition to teaching, he performed with the Wichita Symphony Orchestra for 29 years.

After teaching and performing, Pitler transitioned into a new position as chief program officer at the Mid-Continent Research for Education and Learning (McREL), a Colorado-based organization composed of educational consultants that offers research-based training and solutions for schools. He oversees research evaluation and program delivery.

At McREL, Pitler has co-authored a number of publications including "Classroom Instruction that Works, 2nd ed.", "Using Technology with Classroom Instruction that Works, 1st and 2nd eds." and "The Handbook for Classroom Instruction that Works, 2nd ed.".

Forty years of research, coupled with tried and true teaching methods, serve as the foundation for the nine strategies that define best teaching practices. The books made the best-seller list of the Association for Supervision and Curriculum Development.

Pitler now travels, putting on workshops and presentations as well as training those who will train teachers.
**BYOD: EMBRACING TECHNOLOGY IN K-12 SCHOOLS**

Schools should embrace technology and encourage students to bring their own computing devices, whether it's a smartphone, tablet or a laptop, according to one Indiana State University professional.

Jim Johnson, director of instructional and information technology services with the Bayh College of Education, said technology will only become more essential in kindergarten through 12th grade classrooms in the future and that schools should embrace and encourage the use of technology rather than embargoing devices.

A growing number of schools are joining the Bring Your Own Device (BYOD) movement to better integrate classrooms with technology.

Schools could have devices that students could rent or borrow if their families cannot afford one, Johnson said. However, the latest study data shows that more and more students have some sort of technological device.

Johnson said schools should begin the BYOD process by discussing the pros and cons of students and staff bringing their own devices. Pros include being less expensive for schools as the users buy the device and the schools only provide support. Also, people tend to upgrade to new devices sooner than most schools can afford to do so. BYOD also allows students to use the same software and files at home as they do at school.

"I'm real big on keeping parents involved so they understand internet safety and using mobile technology," Johnson said.

"You've got to have good teaching and use instructional time effectively. You need creative, engaging lessons that use technology so that the students are active participants in learning."

By giving students real-world uses for technology, teachers could use social media sites such as Facebook and Twitter or use Edmodo which adds security and is designed for education, Johnson said.

"It's a small piece of the grand scheme that's going to be changing our educational environment," Johnson said about the BYOD movement. "Can we win as educators if we deny students bringing and using technology?"

**RESEARCH SHOWS STUDENTS PERFORM WELL REGARDLESS OF READING PRINT OR DIGITAL BOOKS**

Research by an Indiana State doctoral student found that students did equally well on a test whether reading from a digital book or a printed one.

Jim Johnson, who also is director of instructional and information technology services in the Bayh College of Education, surveyed more than 200 students. Half of the students used an iPad2 to read a textbook chapter while the other half of the students read from a printed textbook chapter. The students then took an open-book quiz with eight easy and eight moderately difficult questions on the chapter.

Johnson's research specifically examined three questions: Are there any significant differences in reading comprehension test scores of students when using paper texts versus digital texts? Are there any differences in reading comprehension test scores with regard to gender or between text formats and gender? Is there a relationship between the hours of experience using tablet computers and reading comprehension test scores among study participants?

"No matter what the format, no matter what the preference, they did well," he said. "It was interesting that the gender didn't matter on the test scores."

He also found that there was no significant difference on test scores regarding whether the participant had past experience on a tablet.

"The delivery method didn't make any difference," he said.

Of the participants, 88 percent said they had read books on laptops, netbooks or desktops while 51 percent said they had used an iPad, iPhone or iPod to read books. Additionally 36.1 percent said they used a cell phone to look at digital texts. When asked what they would like to use, 69.1 percent said they would want to use an iPad, iPhone or iPod to read digital text and almost the same amount, 68.7 percent, said they would prefer a laptop, netbook or desktop computer. Only 48.1 percent said they would want to use an e-book reader.

Johnson said there needs to be further discussion about the cost of digital textbooks and how to keep costs down. Faculty members also need to be encouraged to write and create their own digital textbooks and resources for students, he said.
Michelle Bond concentrated on moving the wooden block carefully from the Jenga tower as the dark-haired Thai woman watched her slide it free. Men in pairs or singly wandered into the bar, buying drinks and starting conversations with bored women who sat behind the counters that lined the building. Outside Chinese tourists following their flag-waving tour guide stopped to take pictures, their flashes exploding into the neon-lit night.

As Bond slid the block out of the tower, she read the flirtatious come-ons written on the blocks and wondered if the young women behind the counter or the johns had written them.

“To experience childhood games in that context was really bizarre,” said the graduate student in Indiana State University’s clinical mental health counseling program.

As part of a study abroad trip researching sex trafficking of children, Bond and eight other Indiana State graduate students visited Walking Street in Pattaya, Thailand, which is known as the sex tourism capital of the world. “You get to see where the girls end up,” said Catherine Tucker, associate professor of clinical mental health counseling, about the students’ visits to rescue homes during the trip before the team headed into neon-lit night. “This is
where they come out of.”

On the crowded street, with dark alleys lined with brothels spider webbing off of it, convenience stores mix with restaurants, bars, karaoke bars and strip clubs while hawkers shove menus of sexual positions in front of potential customers and tourists pose their children with prostitutes.

“The show of it all normalizes it in a way that’s alarming,” Bond said.

“Do not cry for these girls,” said Robert Webber, Destiny Rescue’s country manager for Cambodia. “If you shed a tear, let it be for those who haven’t been found.” Webber knows these girls’ stories. The 5 year old raped until she was unconscious. A girl whose mother repeatedly tried to kill her until her mother sold her. Another girl who ran away from home only to watch as a karaoke bar owner handed money to one of her teachers, who then walked away.

Through Destiny Rescue those girls, and many more who share similar stories of poverty and sexual slavery to earn money for their families’ survivals, build foundations for new lives. Destiny Rescue, an organization with a mission to rescue sexually exploited children, advocates for and restores victims of abuse in six nations, including Cambodia and Thailand. Indiana State’s clinical mental health counseling and psychology students traveled with the organization not only to learn about the problem that has grown an estimated 7 percent since 2003 with more than 2 million children forced into the sex trade annually according to the United Nations, but also to see what is being done to combat it.

“A lot of the clients that all of us see, regardless of where we practice, are trauma survivors of one type or another,” Tucker said. “Learning how to deal effectively with different types of trauma and treatment is a really important part of being a competent practitioner.”

The average age of a girl entering the sex trade is 12 in Southeast Asia. In Cambodia, the government places (continued on next page)
some underage girls rescued in raids on brothels and karaoke bars with non-governmental organizations such as Destiny Rescue. Other times in Cambodia and Thailand, Destiny Rescue staff members visit bars in teams posing as customers to offer the girls sanctuary and jobs outside of the sex industry.

“When the girl agrees to come out that is definitely the emotional high because everything has been building up to that point,” said Tony Kirwan, who founded Destiny Rescue in 2001. “When we actually lay it on the table and give her the choice of what she wants to do, we are sitting there praying that she’s going to say yes.”

In the beginning, they heard no. “Not one of the girls believed what we were offering was real because pretty much every single one of them are there because someone they trusted lied to them, betrayed them,” Kirwan said.

By building relationships with the girls, the teams began hearing yes. In 2012, the organization rescued more than 200 girls in the six countries in which it operates. This year it will rescue more than 400. By 2020, the organization wants to have rescued 100,000 children. But the organization does more than remove girls from the sex industry. It provides counseling and vocational training in jewelry making, cutting hair, sewing and working at a café. It also gives the girls opportunities for education.

“Our vision isn’t getting 100,000 girls making jewelry; it’s to get them out and get them on a healing process and so they’re at a place where they can dream again and whatever their dream is, our vision is to empower them to do that,” Kirwan said.

In counseling the girls in Chiang Rai, Thailand, Sue Seegar sees them arrive “raw and fresh,” emotionally bruised and broken from their experiences. “These children had their innocence stripped away; they had no choice,” she said. As they work through the trauma using group and individual counseling, Seegar said the girls experience flashbacks and nightmares and perform self mutilation. “These girls are so brave. They are quick to live again…. There’s an amazing resilience. I don’t know how or why it comes about.”

As the Indiana State students tossed juggling balls, danced to “Head, Shoulders, Knees and Toes” and played games, the Cambodian and Thai girls blossomed with smiles and rang the air with peals of laughter. The students followed Webber’s advice of “Have some fun with the girls. You’ll see they’re just kids.”
“It was a lot of fun, but also sort of saddening,” said Michelle Ertl, a doctoral student in psychology, of playing with the girls. “I wanted to focus on the positives, but also remember what they had gone through.”

In the following days as Indiana State’s students interacted with the girls in Cambodia and Thailand, they also recalled the girls’ pasts. Some focused activities involved art therapy through projects to help them identify dreams for their lives and to express who they are.

“Art has been used for millennia to help people understand their problems and deal with them,” Tucker said. “It’s a natural means of expressing your feelings that you have.”

Vanessa Granger-Belcher, graduate student in mental health counseling, sat on the floor with Cambodian girls in the care of Destiny Rescue sitting in a semi-circle around her. Through the help of an interpreter, she led the girls through an art activity in which they drew pictures of their dreams for their lives. When she asked them to share, one girl displayed the sewing school she dreamed of owning and another showed her drawing of a television and a bed in a home where she could play with her brother and sister. A third said she wanted to own a house with beautiful trees and flowers near a rice farm.

Granger-Belcher listened to girls thinking of their lost childhoods and how they carried the weight of their families’ cares.

“It was amazing to hear how positive and hopeful they were for their own futures,” she said. “Having already experienced so much trauma in a such a short amount of time, they still held such positive views of the world and people. Time and time again, they mentioned wanting to own a shop of their own and take in other girls and teach them the skills they had learned. Their belief in the good is simply amazing to me and speaks so much to the strength and resiliency of these amazing young girls.”

In another project, graduate student Candace Williams assisted the girls in making paper origami boxes, which they decorated with flowers, butterflies and their names. “This is their hope box,” Williams told the girls through an interpreter. “They need to write down their hopes and put it into the box.” The girls’ heads bowed as they began writing down their dreams on slim slips of paper.

“Language is a barrier, but we can all play games together,” Williams said. “It’s still a way to connect with people. ...We can laugh together even though we can’t necessarily understand each other. It’s a way for us to bond.”

In the art project that focused on the girls’ identities, they created themselves as birds. From hearts with wings to peacocks, flamingos and Angry Birds, the Thai and Cambodian girls drew their bird portraits, which they then cut out and pasted to poster boards.

“As they make their own individual birds, they’re all beautiful and unique in their own way,” master’s in clinical mental health counseling student Kayla Spalding said through an interpreter to the girls gathered around her. “As they come together as a flock, they can be strong and work together.”

As Spalding watched the girls play and interact, she noticed, “It was like a sisterhood. They were already kind of a flock. They didn’t need us to tell them that. It was good to see.”

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As pink began to streak across the early morning sky, which slowly faded from black to gray before the sun’s fury, the students stood on a low stone wall to watch the ancient Angkor Wat greet a new day. Interwoven throughout the days watching Destiny Rescue’s mission in action were explorations of Cambodia and Thailand. “I've been able to see the things you should see when you go to Cambodia or when you come to Thailand, but also that we are learning so much about the organization,” said Brittany Catania, a graduate student in clinical mental health counseling.

They learned of Cambodia’s recent violent history during a visit to the Genocide Museum in Phnom Penh and from a tuk-tuk driver’s story at a temple where a statue had been worn down from soldiers’ sharpening their knives. They boated the Mekong River, exploring the divide between Laos, Myanmar and Thailand while visiting the Golden Triangle. They swayed atop elephants as the mighty beasts plodded through the jungle.

Through it all the multi-layered problem of sex trafficking unfolded, deepening the students’ experiences, from interactions with rescued girls to meeting with Miriam Awad with the U.S. Embassy in Bangkok at Suan Sunandha Rajabhat University, a partner of Indiana State. Awad spoke about the Trafficking In Persons report, which ranks countries and allows the U.S. to engage foreign governments on human trafficking. “We've been trying to educate people on what it is,” Awad said, adding that the U.S. can’t tell Thailand or another country how to handle its trafficking cases. “Smuggling is different than trafficking. Trafficking involves exploitation and use of force. You are forced to do something against your will.”

When she learned the students had visited Pattaya with its tourism focused on sex, she said the beach town where white-haired Europeans and Americans hunt for young Southeast Asian women is an area of concern. “It’s a systematic issue,” Williams said about the trafficking. “If there were no demand there would be no supply. People come here for a reason and getting at the root of that reason is important. It impacts us as well as them.”

Though Thailand and Cambodia lie 35 hours of travel away from Indiana, Tucker said what happens in one corner of the globe affects elsewhere through the loss of potential, whether it’s because of the number of children involved in illegal enterprises or because of the inequality of women. “If women were really seen as being equal to men, we would not have prostitutes and we certainly wouldn’t have child prostitutes,” she said. “There needs to be a global decision made on the part of every individual person that it is not ok to rape children.”

For more information about Destiny Rescue and its work, please visit http://www.destinyrescue.org/us/.
In each class, Vanita Gibbs would stand before her students and recite words pieced together by poets such as Edna St. Vincent Millay.

“I wanted them to take in language and the beauty of words,” she recalled more than two decades after retiring from Indiana State University in 1992.

Gary Cornwell still has notebooks in which he scribbled those poetic words and quotes written on the chalkboard. The now-retired science education teacher would often refer back to those quotes during his days in the classroom.

“Every day she left her class with a quote or a thought for the day,” he said.

She also left them with something stronger—a friendship that has stood through years. In 2012, she received more than 100 Christmas cards and she estimated 90 percent of them came from former students.

“I’ll stay in contact with those who want to,” she said.

Cornwall sends cards during the holidays, but he also speaks with her during the year.
“She’s just an amazing person,” he said. “She was my favorite college professor. She was there to make you a better teacher, but also a better person.”

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Gibbs grew up in Terre Haute with a chalkboard in the kitchen. Each of the five children had space on which to write vocabulary words and figure math problems. “All of us start learning when we’re born,” Gibbs said. “It can go in lots of directions from the influence of parents.”

Gibbs’ older sister, Wanda Ramey, ’44, grew up to be the first anchorwoman in the United States and received numerous awards for her pioneering journalism work. “She was the teacher in the family home,” Gibbs said. “She read to us all the time.”

Gibbs traces her desire to be a teacher to kindergarten when her teacher, May Barry, pulled a chair next to her desk and began to read with her finger under the words in the book. Barry then had Gibbs read along with her before releasing Gibbs to read the lines on her own. “Plain as day, I can see it. ‘I have a pony. His name is Dan,’” she said, reciting those first words that she read. “I’ve always said that’s the way reading should be taught: individually, interestingly and rewarding.”

After graduating from Indiana State Teachers College in 1958, Gibbs spent one year teaching at Sandison Elementary School. Then the principal at the college’s Lab School invited her to teach second grade and she returned to Indiana State. Her classroom sat in the southwest corner of what is now University Hall. There she not only taught children, she began working with future teachers who would visit her classroom to practice their growing repertoire of skills.

In time, she moved from the elementary school to the university classroom and began preparing future teachers for their careers. Along the way, she continued her own education, earning a master’s degree from Indiana State College in 1962 and one of the first three doctorates awarded at Indiana State University.

As she taught in the elementary and early childhood department for 33 years, she became recognized as an expert in education. She developed curriculum for schools across Indiana. She spoke before the Indiana Senate and conducted workshops for parents on reading to their children. Through it all, she tried to impart her love of words to the college students who passed through her classes. “I read something of worthy language to them every day,” said Gibbs, whose husband Maver worked as principal at Woodrow Wilson Middle School for 25 years. Frequently, she would turn to poetry. Gibbs would open books by Elizabeth Barratt Browning, John Keats or Edna St. Vincent Millay. She now easily recites the opening of Millay’s “The Ballad of the Harp-Weaver,” which begins with this verse:

“Son,” said my mother,
When I was knee-high,
“you’ve need of clothes to cover you
and not a rag have I.”

“It’s powerful,” she said of the poem. “It’s the story of life.”

CREATE A LEGACY IN ISU’S BAYH COLLEGE OF EDUCATION

ISU alumni, friends, faculty and staff have the opportunity to create a legacy in the Bayh College of Education as an investment in the future of education.

Endow a Scholarship in Education. You can endow a scholarship in honor or in memory of someone. Scholarships start at $20,000, which can be gifted through cash, securities or bequests. Pledge payments can also be arranged, so that a cash gift can be given over a period of time. Scholarship donors are recognized each spring as part of the college’s Honor Day.

Name a Space in University Hall. Whether it is a classroom in memory of your favorite professor or a room in the University Hall Clinic, you can be part of the beautifully renovated University Hall, formerly known as the Lab School, in perpetuity. Named spaces start at $10,000 and range in price based on size and use. Donors are recognized with bronzed plaques and receive a special replica plaque for their home or office.

Be Part of the 1865 Society. When you disclose a planned gift to the Bayh College of Education—a bequest, trust, annuity, life insurance policy—you are recognized in the 1865 Society. Every Sycamore can do this, regardless of the size of gift.

Make a difference today by visiting www.marchonisu.com or contact the ISU Foundation at 812-514-8415.
Gibbs recently shared a book of quotations with Bayh College of Education Dean Emeritus Brad Balch. One quote from Muppet-maker Jim Henson reminded him of Gibbs: “Kids don’t remember what you try to teach them. They remember what you are.”

“Her love of teaching inspired others to learn and many of her former students became teachers as well because of her positive role modeling,” Balch said. “At a time when much negative narrative surrounds education, great teachers like Dr. Gibbs remind us that teaching is a noble and rewarding profession and the heart of democracy.”

Former students of Gibbs, including a former elementary student who led the effort, started a scholarship named in her honor for her gentle demeanor, intellectual curiosity and individualistic teaching style. The scholarship assists students who aspire to be innovative and inspirational teachers like Gibbs.

Good educators must find ways to help children learn within their different learning styles, Gibbs said.

“The acquisition of the skill of learning is the goal of the educator,” Gibbs said. “We want it to be with joy.”

Cornwell recalled Gibbs as the most passionate and professional person he met while at Indiana State.

“She taught classes with enthusiasm and wit,” he said. “When you saw Dr. Gibbs teach, you wanted to teach like her.”
Indiana State University’s Bayh College of Education renamed a comprehensive clinic in honor of Norma and William Grosjean with the reception foyer being named in honor of Michele Boyer, a retired professor from the college.

The Norma and William Grosjean Clinic at University Hall houses the Counseling Clinic, the Porter School Psychology Center and the Rowe Center for Communicative Disorders. The inscription on the dedication plaque states, “This clinic is named by the board of trustees in honor of Norma and William Grosjean and in recognition of their support and generosity to the Bayh College of Education. The Norma and William Grosjean Clinic at University Hall exemplifies their commitment to student success.” Norma died on July 11, 2012, and was preceded in death by her husband William on Jan. 1, 1990. The Grosjeans left a bequest of more than $1 million to the college.

“It was obvious she had a love of this institution and the College of Education,” former Provost Jack Maynard said during the ceremony reminiscing about Norma. “The gift is evident of that love.”

While the clinic provides a training ground for Indiana State students, Maynard also said that it “provides an array of services that are critical for many members of our community.”

Norma Grosjean worked as a secretary in Education Student Services for 15 years, before retiring in 1983. Encouraged by her husband, Norma would buy savings bonds with each paycheck, Bayh College of Education Dean Emeritus Brad Balch said.

“It certainly pays dividends,” he said. Balch said the support of the Grosjeans has allowed the college to realize an exciting and challenging vision-mission in the clinic. Two scholarships—one for undergraduate and one for graduate students—and a classroom bear the Grosjean name for
their gifts to the college.

“I am truly grateful for Norma’s generosity,” Balch said. “She has helped the college accomplish much.”

Catherine Saunders, executive vice president of advancement with the Indiana State University Foundation, posthumously presented the March On! Award to Norma Grosjean for her generosity. The award will remain in the center bearing her and her husband’s names as a reminder of their philanthropy, she said.

“Norma’s story epitomizes this award,” Saunders said.

In the clinic, the reception area will now be named the Dr. Michele C. Boyer Clinic Reception Foyer in honor of Boyer, who retired in 2012 after 25 years at Indiana State. Boyer served as a chair and professor of the department of communication disorder and counseling, school and educational psychology.

Boyer described the naming as an “incredibly humbling honor,” adding that the reception area of the clinic is the doorway that symbolizes the connection the department has with the Wabash Valley community.

“Even though I’m retired from ISU, it is nice to know that I’ll be there, through ‘The Boyer Foyer,’ to welcome members of the community to the Norma and William Grosjean Clinic at University Hall and the many counseling, school psychology and speech-language therapy services our students and faculty provide,” she said.

To celebrate Boyer’s retirement, her friends contributed to the Michele C. Boyer Student Development Legacy Fund and the naming of the clinic’s foyer. Additionally, Boyer has made plans to support Indiana State and the Student Development Legacy Fund through her estate. As a faculty member, Boyer said she encouraged her students to attend professional conferences and routinely included her students in research and clinical practice presentations she made at local and national conferences throughout the country.

“Though important to their professional development, attending conferences can be costly for students,” she said. “It was my hope that this scholarship would encourage students to make attending professional conferences part of their ongoing professional development.”

Balch described it as a privilege to have dedicated “The Boyer Foyer” in the clinic as a “small way of paying tribute to Dr. Boyer’s distinguished career as a professor, mentor and leader.” He described her 25 years at Indiana State as defined by a commitment to counseling and psychology programming, unparalleled professionalism and student success.

“Because of her dedication to graduate education and supervision, it is fitting that the Michele C. Boyer Student Development Legacy Fund was established in her honor to support graduate students’ professional development,” Balch said.
Roddran Grimes likes to reinvent herself about every 10 years. From working in the information technology field to incorporating that into the healthcare field to becoming a special education teacher to now becoming a professor, Grimes has been unafraid to remake her life.

“I never want to live a stagnant life and I’m not afraid of change,” she said. “Therefore, when there is something that I want to do or have, I am willing to take calculated risks in order to obtain it. I enjoy being the butterfly and going through a metamorphosis once the desire sets in to try something new.”

Twice, she has selected Indiana State University to help her on that journey of change.

“I bleed ISU blue,” she said. “This is my school.”

Grimes first encountered Indiana State as a high school student when she traveled from her hometown of Gary, Ind., to Terre Haute to attend the Summer Honors program at ISU. When it came time for her to choose a university, she recalled how much she enjoyed her
summer and enrolled.

“It was the best time of my life,” she said of her undergraduate years at Indiana State.

After graduating with a degree in safety management in 1982, she moved to Atlanta and transformations continued. About eight years ago, she decided to leave healthcare information technology and become a teacher.

“I felt a calling to be a teacher,” she said. “This is the journey I was meant to follow. It has been good to have corporate experience to bring to my teaching career.”

When she looked at the critical need fields in education, she knew she had the patience to become a special education teacher in junior high.

“I like the fact that all children are unique, all children are special,” she said.

While she has experience teaching a variety of subjects, Grimes especially liked finding ways to help students engage in reading.

“Everything is geared toward reading,” she said.

She worked with students one-on-one, played games to increase their reading levels and found subjects to interest a child in reading.

“I love it when there’s that light bulb moment,” she said.

When Grimes decided to pursue her doctorate in education, she first investigated schools in Georgia. Since the mid 1990s, Grimes had been involved with ISU’s Alumni Association, including now serving on the association’s board of directors, and she felt once again drawn toward her alma mater.

“Something said to me to investigate Indiana State,” she said.

She spoke to Susan Kiger, chair of curriculum, instruction and media technology, who encouraged her to apply for the Ph.D. program, though it’s not set up as a distance program.

“Roddran made the distance factor work by planning her course work carefully and making the ‘trek’ to campus during her summer hiatus from teaching in middle school in Atlanta, Georgia,” Kiger said.

On those summer sojourns, Grimes again found herself living in a dorm and attending classes at Indiana State.

“It was a nice sense of déjà vu. I love ISU and walking around the campus. It was a great educational experience,” she said.

She also attended classes through Skype and other programs while living in Atlanta.

“T’d be the talking head,” she said.

Through that she found a friend. Melanie Beaver, who was also working on her doctorate, saw Grimes attending class via a laptop.

“I don’t feel successful unless I’m building relationships with people so I figured she needed to feel connected to us,” said Beaver, who also teaches junior high. Though Beaver said she felt intimidated using Skype, when the class broke into pairs to discuss that week’s reading, Beaver “scooped her up.”

Beaver began taking Grimes to class via her laptop. One of the times, Beaver even dropped off her laptop, Skyped her in to the class and left another classmate to “Roddran-sit” while she attended another function. She picked up her laptop after class and found Grimes had taken careful notes and emailed them to her.

“If you think about it, I refused to let her miss class, and she refused to let me miss out on what was covered,” Beaver said. “Our relationship was a blessing both ways.”

And that relationship has grown through the semesters. Now, when Grimes visits Terre Haute, she stays at Beaver’s house.

“Roddran is a phenomenal person of integrity and class. She’s well-read and heralds the loudest laughter in the room,” Beaver said.

Relationships such as the one Grimes formed with Beaver and other women coalesced in a group Beaver dubbed the Doc Divas.
“I think that’s what made our journey so successful,” Grimes said. “You need a partner.”

Beaver said the four women made, and still make, conscious efforts to support each other through cards in the mail, encouraging texts and reminder emails.

“There were times when we’d cry, laugh ridiculously, take walks together around the Bayh College of Education and, of course, overeat chocolate,” Beaver said about their time in the doctoral program. “Truly, the drama seems trivial now, but it is undeniably what helped us stay the course. We took our coursework seriously, but we refused to take ourselves seriously. As adult women with full-time careers and families, we needed each other.”

Beaver and Grimes even defended their dissertations on the same day, Beaver successfully completing at 2 p.m. and Grimes at 4 p.m. In the acknowledgements section of Beaver’s dissertation, she wrote, “Completing a dissertation is a lonely task. I was lucky to meet Atlanta-based Roddran Grimes along the way. I tethered myself to her via Skype, email and text and did not let go. She spoke my language every step of the way, and she is now my lifelong friend.”

Grimes said completing her doctorate at ISU was the best decision she could make. “Professors here care about you... they’ll get you through,” she said. “It was good for a working adult. I was able to maintain my lifestyle in Atlanta, my home, everything and work full time. With online classes, one can go to a traditional research institution and have the same robust education.”

With her doctorate in hand, Grimes decided to reinvent herself once more and in a new place. She is now an assistant professor in special education at Lewis-Clark State College in Lewiston, Idaho, which she described as a smaller version of ISU.

“I feel such a peace when I walk on campus,” she said. “It’s nice living in a totally different part of the country. Life takes us to interesting places.”

Kiger said that while the program has intelligent, highly motivated professionals, Grimes’ empathy for others and dedication to their welfare distinguished her. “As she continues on in her new academic endeavors among the professoriate, she will model and promote those qualities among developing teachers,” she said. “Those qualities are a critical foundation for teachers as they promote the academic and social development of our youth.”

In the future, Grimes plans to continue transforming herself into the woman that she wants to be. “I have an adventurous personality type so when boredom or a need for change sets in, my mind starts working to determine a solution,” she said. “The answer always comes to me and then I take action to bring what I want to fruition.”
Prior to assuming his new role as dean emeritus of the Bayh College of Education, Brad Balch took some time to answer questions for *Sycamore Educator*. Balch took over as the college’s dean in 2006 and led the college through the renovation of and move into University Hall as well as reaccreditation. The Indiana Association of School Principals awarded Balch with the 2012 President Award.

**Why are you stepping down as dean?**

It has been a privilege serving as dean for the past seven years and we’ve accomplished so much as a college-community. As the strategic plan is fully realized, the timing is perfect for a leadership transition.

**What are your plans now?**

I look forward to a fall sabbatical to hone my distance teaching skills and to prepare for a return to the department of educational leadership to support principal and superintendent preparation. I will also participate in AdvancED Chairperson training and look forward to participating in accreditation visits throughout Indiana’s K-12 schools. Finally, I remain active in several organizations focused on education policy advocacy and will continue to actively engage in promoting our profession.

**What do you know now that you didn’t know when you became dean?**

An alumni survey conducted a few years ago revealed that most alums associate ISU with teacher preparation and Larry Bird. However, as dean, I’ve had the opportunity to understand how complex and far reaching the work of the college truly is. Beyond teacher preparation, we offer outstanding leadership training and our human service programming is nationally recognized. This broad array of disciplinary expertise contributes to a robust and comprehensive mission that is nothing less than exciting!

**What have you learned as dean?**

While serving as dean, I’ve learned that we cannot offer excellent programming in isolation. Clinically-based programming at the undergraduate and graduate levels that involve our K-12 and human service professional partners must define our distinctiveness if we are to continue being successful. In sum, our success or failure depends on the success or failure of our partners.

**What are the pleasures of being a dean?**

As I transition from the dean’s job, I’ve remarked on several occasions about how much I will miss the job. However, what I’ll truly miss is the greatest privilege of serving as dean—building and sustaining relationships. The job of dean is busy with many competing dimensions, but nothing is more important than people. This includes students, faculty, staff, administrators, parents, alums, emeriti and a host of other educational stakeholders. Interacting with so many diverse stakeholders has been such a rewarding experience. I will always treasure it.

**What excites you about your return to teaching?**

There are many efforts under way to de-professionalize the important work of education and educator preparation at the state and national levels. As I transition to emeritus dean and professor, I’m excited to use my leadership experiences to advocate for our profession and contribute to the “voice” of education. Policymakers must know of the good work we are accomplishing in K-12 and higher education. I look forward to adding to that important dialogue.

**What is your theme song?**

I’m a big fan of Herb Alpert & the Tijuana Brass. When I think about the past seven years, their song, “A Taste of Honey,” comes to mind. It has a “March On!” rhythm and reminds me of the sweet pleasures that leadership can provide. It also reminds me of the 60s before I had grey hair!

**You’re known as a jokester; what is the importance of that in the college?**

I love to laugh and have fun in the workplace. I would do so by always finding topics to celebrate. We were never short on celebrations in the college. We celebrated birthdays, milestones, transitions, accomplishments and most anything else we could think of. I hope it contributed to the strong sense of “professional family” that binds us together.

As a final act of fun, I left a few things around University Hall to be discovered over time—my secret!

**What else would you like to say?**

I wish to thank all those I had the opportunity to serve. It has been an amazing experience that will forever define me both personally and professionally!
Save THE DATE

HOMECOMING » OCTOBER 4–5, 2013
SYCAMORE EDUCATOR DAY » NOVEMBER 2, 2013
COUNSELOR DAY » MARCH 18, 2014
HONOR DAY » APRIL 23, 2014
LAW CONFERENCE » APRIL 30, 2014

For more information and registration, visit coe.indstate.edu.