1. Proposal Title

Human Well-being: Cultivating Civic Connectivity Across Global-Local (Glocal) Spaces

2. Point of Contact

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3. Sentence Summary

The intent of this Grand Challenge Initiative is to enhance human well-being through a new civic approach to build benevolence capital by cultivating global-local (glocal) understanding, empathy, and agency in Bloomington, greater Indiana, and abroad to address deteriorating infrastructure, alienated individualism, and indifference to others’ needs.

4. Abstract

The Grand Challenge in this global era is how people can maintain their local and cultural identities while working with others different from themselves to improve basic human needs. An alienated individualism, deteriorating infrastructure, and acts of indifference are the social ills that must be addressed through a human well-being initiative that cultivates global-local (glocal) civic connectivity across cultural, regional, socioeconomic, generational, and disciplinary lines. There is urgent need to do so, as alarming civic health reports reveal that civic engagement in the U.S. and Indiana, in particular, have not improved over the past four years. Viewing civic engagement as primarily a political and legal endeavor has neglected social and cultural markers of identity and difference that are increasingly influencing understandings of citizenship and belonging in the 21st century. Indiana University (IU)—the state’s public flagship—must lead the way in improving public life. IU is well-positioned to do so with its national reputation and global footprint in civic education and international development. The goal of the Initiative is to re-frame civic progress as glocal understanding (head), empathy (heart), and agency (hands) through four signature areas: placemaking for civic connectivity, with attention to (1) art and design for community renewal and (2) durable infrastructure; and authenticity for civic connectivity, with attention to (3) digital technologies for critical interpretation and (4) glocal storytelling as service. The proposed research will develop and measure human capital (knowledge, skills, and resources), social capital (relationships and networks), and benevolence capital (caring and giving back).
GRAND CHALLENGE PRELIMINARY PROPOSAL

Human Well-being: Cultivating Civic Connectivity Across Global-Local (Glocal) Spaces

1. The Grand Challenge

Human well-being is often defined as the basic material needs for a good life, freedom and choice, health, and good social relations. The pace of globalization in the 21st century presents pressing need for conceptualizing and cultivating notions of human well-being as civic connectivity across global-local (glocal) spaces. Migration movements, technological advancements, and knowledge production are reaching levels unprecedented in human history, bringing capacity for tremendous benefit and harm, including great gain and loss of diverse local cultures and widening educational and material disparities within and among nations.

The Grand Challenge in this global era is how to maintain connection with our roots and identity markers (e.g., class, gender, race, language, and religion) important to human well-being, while not separating ourselves from others in a cosmopolitan world. For example, exploration of concepts of human well-being from three world regions reveal stunning similarity. The African concept of ubuntu (“humanness”), Confucian ren (“humanity”), and Western non nobis solum (“not for ourselves alone”) envision civic connectivity as anchored in human benevolence. Civics, as taught and understood in Indiana and the U.S. however, draws upon limited cultural perspectives and does not prepare schoolchildren, university students, or adults across the lifespan with glocal frames of reference and skills. America’s Civic Health Index frames ‘civic’ in state and national terms alone, as though civic identity exists apart from global influences. Alarmingly, the 2015 Indiana Civic Health Index reveals that civic engagement—that which connects and unites people to act on behalf of the common good—has not improved in the state over the past four years. Viewing civic well-being narrowly in political and legal terms, the Index neglects to address the glocal knowledge and skills needed by Hoosiers to work with markers of identity and difference to lessen social and educational disparities here and elsewhere. Greater attention must be given to sociocultural aspects that define and connect us, as well as the civic skills of innovation, communication, and creativity to better meet basic human needs. The intent of this Grand Challenge Initiative is to enhance human well-being by cultivating glocal understanding, empathy, and agency across glocal spaces to counter indifference, aggression, and disparity.

2. Goals

This Initiative seeks to develop peoples’ glocal understanding (head), glocal empathy (heart), and glocal agency (hands) to enhance human well-being for civic connectivity. This Initiative practices connective de-silo-ization across cultural, regional, generational, socioeconomic, and disciplinary lines for the expressed purpose of creating civic spaces with shared regard for the local and global, the individual and group, and the personal and universal. Academics, practitioners, community members, and business and industry partners from across education, the sciences, and the arts and humanities will accomplish the following defined, achievable goals:
Goal 1: Develop a framework, practices, and matrices across K-16 levels for cultivating a “new civics” that nurtures connective understanding, empathy, and engagement across disciplines, cultures, regions, socioeconomic classes, and generations for local Indiana and global partners.

Goal 2: Engage K-16 levels and community members in processes of human-centered design (hearing, creating, and delivering) related to civic participatory skills to address injustices that negatively impact human well-being.

Goal 3: Reposition children, youth, and university students as agents of change through new civics literacy curricula that cultivates global-local connectivity and environmental-social responsibility in traditional and alternative educational contexts.

Goal 4: Develop a digital repository of human well-being stories collected across disciplines, cultures, regions, socioeconomic classes, and generations, to stimulate civic development of glocal perspectives, connection, and agency.

Goal 5: Integrate cultural and social factors into the Indiana and America Civic Health Indexes that include global civic health as part of local and national civic health. The collection of new civic data will build upon established civic practices (voting, public forums, service) to cultivate a more holistic portrait of citizen identity and civic engagement.

Goal 6: Become the premier U.S. institution for international comparative research on human well-being for civic connectivity, thereby shaping public discourse and practice.

3. Proposed Research and its Impact

As the “Crossroads of America,” Indiana has become increasingly urbanized, as 72% of Indiana’s 6.5 million people live in urban and suburban communities (Indiana Civic Health Index, 2015). Yet, the Civic Health Index found that Indiana has a low rate of participation in school, community, and neighborhood associations compared to other states. Between 2006-2010, only 6% of Hoosiers engaged with their neighbors to address issues of community well-being (Civic Health Index, 2015). Within this context, Indiana University (IU)—the state’s flagship public higher education institution and international leader in civic education, comparative and international development, and global languages—will play a pioneering role in cultivating civic connectivity that will strengthen human well-being and public life in Indiana and elsewhere. We conceptualize human well-being as a shared endeavor among the global and the local, including intersections of the societal and individual, the physical and the emotional, the cosmopolitan and the provincial, and the pragmatic and the aesthetic. The timely, and timeless, questions guiding this Grand Challenge research are: How can institutions and communities in the 21st century conceptualize and cultivate civic connectivity for human well-being across global-local (glocal) spaces? How do people in Indiana locate themselves in this global-local civic work? How might we imagine ourselves and others in new ways that lend toward a spirit of benevolence for socially and culturally-informed action in Indiana, the U.S., and the world?
IU’s intellectual leadership from multiple disciplines, public-private partnership, and community outreach will use human-centered design (HCD) model appropriate for the development of the new glocal civics because it focuses on: hearing the needs of constituents in new ways (i.e., collecting stories and inspiration from people themselves); creating innovative responses to meet those needs (i.e., translating those needs into frameworks, opportunities, and prototypes); and delivering sustainable solutions (i.e., using capability assessment and implementation planning) (Ideo.org, 2015). HCD will help develop the skills of collaboration, communication, and innovation with those similar and different from oneself to improve human well-being in Indiana and through our international partnerships elsewhere (especially China and South Africa, two countries of IU importance).

Our 41-person multidisciplinary team is concerned with research and impact on human well-being in relation to material space (the physical or built environment) and immaterial space (the cognitive, imagined, and philosophical/moral), and their intersections. The new glocal civics that we advocate incorporates three identity dimensions: belonging, being, and becoming (Kubow & Ulm, 2015). Belonging refers to identity as shaped by our knowledge, interactions, and affiliations, which influence our understandings of the world and our location in it. Being highlights our ability to connect and empathize with our surroundings, while becoming relates to our sense of agency and engagement, which shapes our sense of reality and optimism for the future. To address key challenges to human well-being—namely deteriorating infrastructure, alienated individualism, and indifference to others’ needs, our proposed research includes four signature areas:

**Signature Area 1—Placemaking as civic connectivity: Art and design for community renewal**

Central to human well-being as civic connectivity is the practice of placemaking, conceptualized here as community renewal (Zelinka, 2005) through interpretive art and design of physical spaces (Flemming, 2007). In Indiana and elsewhere, the deterioration of old houses outpaces the economic resources to restore them, causing neighborhood shifts toward lowered property values. Few legal or policy analysts have been able to find solutions to reverse the situation. Artists, however, have successfully revived such spaces through innovative arts-and-culture-driven placemaking, affirming cultural identities to generate momentum for structural and communal renewal. Placemaking as the revitalization of civic space was first documented in SoHo, New York in the 1970s and has since been mirrored in 798 District, Beijing in the 2000s. The merger of the new IU School of Art and Design brings together design, museum, studio, and merchandising to offer a multidisciplinary approach to placemaking in Bloomington and elsewhere. Our approach will foster a shift from top-down to bottom-up processes as artists, designers, and institutions utilize abandoned and decommissioned spaces for art creation, education, residencies, and networking. Our placemaking approach seeks to enhance community access, ownership, and participation. Full-time student assistantships and faculty positions will be created to coordinate university-community engagement. Year-round visiting artist residencies will cultivate glocal civic connectivity via interactive arts-based demonstrations and displays to engage university students, K-12 youth, families, and other community members. Activities will be assessed for their impact on glocal civic connectivity as measured through pre- and post-assessments, outreach, and hands-on participatory training. Placemaking will be made part of the IU Glocal Civic Leadership certificate designed by our multidisciplinary team.
Signature Area 2—Placemaking as civic connectivity: Durable infrastructure development

Inherent to placemaking is the built environment and its capacity to connect peoples and cultures. Aging and crumbling infrastructure is cause for concern, not only for business and commerce, but also for fostering civic relationship. Paved roads—central connecting the people and places of a region—are lacking in many developing countries and, in the developed world, are crumbling at an alarming rate. The standard materials used to build roads results in the need for frequent repair or replacement, consuming large portions of local and national budgets and leaving less money for education and other social needs, much less the mobility to attend to these needs. In the late 1990s, three one-mile test roads were resurfaced in Indiana with a polymer reinforcing material mixed into the asphalt cement. Two of the roads have required little maintenance and remain in good condition after more than 20 years. The third road has been modified in areas related to commercial construction. The mission of an IU-Fybrinet, Inc. partnership is to complete the development and patented applications of a new generation of reinforcing materials for polymers and structural composites, with an initial emphasis on reinforced asphalt for more durable, fuel-efficient highway, with important applications in other areas. If successful, IU will have a 40% stake in the company, positioning IU as a major player in meeting human development needs at home and abroad. Profits that accrue to IU will provide continual funding for the human well-being research of CIEDR/IU. The IU-Fybrinet, Inc. partnership will spawn Communities of Science and Technology or FabLabs involving university faculty and students. FabLabs established by MIT in the U.S. and implemented in South Africa have spurred innovation and creativity across the region. IU FabLabs will provide technical training on infrastructure needs in Indiana and elsewhere. The built environment will be a part of the IU Glocal Civic Leadership certificate.

Signature Area 3—Digital authenticity for civic connectivity: Tools for critical interpretation

Central to human well-being for civic connectivity in the modern age is a better understanding of how technology can nurture authentic individuals and societies. Questions persist on how technology has moved us both closer to and further away from our authentic selves and modes of living. Research shows how technology has eroded our conversational skills, nature connection, and aesthetic experiences, supplanting personal with “virtual” experiences. The proposed research will investigate the relationship between interactive technology and cultural authenticity by exploring how groups in Indiana and elsewhere infuse technology into their lives to preserve cultural identities amidst globalization. Drawing upon IU’s shared strengths in human-computer interaction design and literacy education, we will develop technologies that preserve, create, and reflect upon what it means to be human in a digitized world. Applying critical inquiry methods from the humanities, we will analyze how digitized identities intersect with in-person identities and how digital technologies can be designed to foster authentic human connectivity. Visual thinking in human-computer interaction will lead to faculty and university students in Indiana and abroad creating photo-visual essays to spur glocal dialogue and action on human well-being issues. Civic skills will also be developed through the Critical Web Reader (CWR), a digital instructional learning environment, which includes a set of tools to help students be critical consumers of Internet texts and technologies. A “Critical lens” guides readers to identify included and omitted perspectives on a website and to distinguish techniques used to influence them. Begun in 2005, the CWR has been used successfully in more than 5,000 middle school,
high school, and university classrooms in the U.S., Canada, New Zealand, Singapore, and Taiwan to develop students as critical evaluators of online information. This Grand Challenge will initiate the design of **glocal** apps for smartphones and tablets. Tools of critical interpretation will be made part of the IU Glocal Civic Leadership certificate.

**Signature Area 4—Digital authenticity for civic connectivity: Glocal storytelling as service**

*Habitats of meaning* refers to the spaces people inhabit where they engage in shared meaning-making practices through transnational texts and literacy practices (Hannerz, 1996). Like physical habitats (e.g., repurposed buildings and efficient roadways), people give shape to, and are shaped by, the meanings they give to human well-being as part of lived experience with others. The proposed **glocal** civics research redefines the boundaries of curriculum design by fore-fronting children and youth as civic agents with vital intercultural capital (Luke, 2004). Synergies among the multidisciplinary team will support K-12 youth in creating digitized books, puppetry, drama, and musical performance to explore how youth negotiate identity markers (e.g., gender, culture, class, nation), challenge Global North-South/East-West binaries, and cooperate to address shared social challenges in Bloomington, Beijing, and Langa (South Africa). Through discussions about human well-being as **glocal** civic identity, students will work with their families to decode local cultures and languages and share family histories and values. The viewpoints emerging from across the regions will be developed into interactive and publically accessible online stories, using the story digitization tool, *InDesign*, and housed in our Grand Challenge digital repository. Storytelling as service will guide an oral history project, “Voices in Time: Storytelling Across Generations,” to be conducted by IU undergraduate students living in the INSPIRE Living-Learning Center. These preservice teachers will interview and create documentaries on the stories of people (especially senior citizens) about their most significant life-learning moments. Interviewees will include “trailblazing” women and other trailblazers across identity and difference (e.g., race, class, religion, language, and (dis)ability). We will also create a multidisciplinary IU Glocal Civic Leadership certificate program at the undergraduate and graduate levels. Certification will entail completion of four modules: 1) coursework exploring international conceptions of human well-being (i.e., *ubuntu*, *ren*, and *non nobis solum*) as **glocal** civic connectivity; 2) intercultural communication and empathy development; 3) technological and cultural literacies for human well-being; and 4) practical internships or projects that apply the HCD model with historically marginalized populations in Indiana, the U.S., or internationally. A parallel certificate at the K-12 level will also be developed and implemented. A scholarly book on human well-being as civic connectivity across **glocal** spaces will be written by the team leaders and serve as the foundational text for the certificate program.

**4. Resources**

IU President, Dr. Michael McRobbie, has made internationalization of the university and its programs one of his highest priorities. IU enrolls the fourth largest population of international undergraduate students in the nation, sends nearly one-quarter of its students overseas, and teaches over 70 world languages. The *U.S. News and World Report* cites the IU School of Education among the elite programs in the country. This proposal builds on the School’s interdisciplinary Center for International Education, Development and Research (CIEDR), known nationally and internationally for its leadership in civic education, comparative education,
and international development. Over the past nine years, CIEDR has received external funding totaling $17 million from the U.S. Department of State, the U.S. Agency for International Development (USAID), overseas embassies, and ministries of education. For 15 years, CIEDR conducted citizenship education projects in emerging democracies through the State Department’s CIVITAS Exchange Program. CIEDR’s Fulbright grants have brought international scholars, teachers, and administrators to IU for cultural sharing of best research and practice. CIEDR has strong partnerships with area schools and identifies IU graduate students for international development projects with Save the Children. The proposed research will enable high-profile research through strategic hires of faculty with expertise that complements and extends CIEDR’s glocal civic agenda. These hires—with expertise in human well-being research on ubuntu, ren, and the like—will be joint, interdisciplinary positions. The signature areas and demonstration projects will provide CIEDR with increased personnel and post-docs and create a practical training ground for research skills development and glocal outreach for IU graduate and undergraduate students, branding IU as the premier public institution for cutting-edge work in the comparative (global-local) study of human well-being and civic connectivity.

5. Team

(1) Point of contact for the proposed Grand Challenge Initiative: Patricia K. Kubow (pkubow@indiana.edu), Director, Center for International Education, Development and Research (CIEDR), IU School of Education

Patricia Kubow (Challenge PI) has led comparative civic educational research projects in 24 countries. Laura Blythe Liu has led research projects on teacher education for glocal understanding. The multidisciplinary team leaders have collaborated on human well-being projects from the following IU units: School of Education; School of Informatics and Computing; School of Art and Design; College of Arts and Sciences; School of Public and Environmental Affairs; Department of Biology; School of Medicine; IUPUI Office of International Affairs; and IU Libraries.

(2) Team leaders (expertise in parentheses below; see attached Biosketches):

Patricia K. Kubow, CIEDR Director and Professor, Depts. of Educational Leadership and Policy Studies and Curriculum and Instruction (civic education, international comparative education, curriculum development, cross-cultural pedagogies)

Laura Blythe Liu, CIEDR Academic Specialist (art-based teacher education, glocalization, and international professional development)

Erna Alant, Otting Professor of Special Education, Dept. of Curriculum and Instruction (empathy education and disability education)

Eli Blevis, Associate Professor of Informatics, IU School of Informatics and Computing; Visiting Professor of Interaction Design, The Hong Kong Polytechnic University School of Design (sustainable human design)

James Damico, Chair and Associate Professor, Dept. of Literacy, Culture, and Language Education (literacy education and digitized technologies)

Jennifer Goodlander, Assistant Professor, IU Dept. of Theater, Drama, and Contemporary Dance; College of Arts and Sciences (puppetry, performance, gender and national identities)
Minjeong Kim, Associate Professor of Apparel Merchandising, IU School of Art and Design (global fashion industries, human-centered design, and action-oriented pedagogies)

Arthur Liou, Chair and Professor, Dept. of Studio Art, IU School of Art and Design (placemaking and design)

Antung A. Liu, Assistant Professor, School of Public and Environmental Affairs (SPEA) (economic and environmental systems and international applications)

Carmen Medina, Associate Professor, Dept. of Literacy, Culture, and Language Education (critical and cultural imaginaries through multiple literacies)

Richard Nass, Associate Professor of Pharmacology and Toxicology, IU School of Medicine; IUPUI Office of International Affairs (comparative approaches to science, health, and well-being)

Shayna Pekala, Scholarly Communications Librarian, IU Digitization and Library Support (digitized collections and scholarly repositories)

Diane Pikaard, Director of Biology Outreach, IU Dept. of Biology (STEM outreach and science in Bloomington elementary schools)

Norman Makoto Su, Assistant Professor of Informatics, IU School of Informatics and Computing (human-computer interaction and digitized identities)

Stephen Watt, Provost Professor of English and Associate Dean, IU School of Art and Design, College of Arts and Sciences (material and intellectual life of the aged)

6. Sustainability

The proposed research will be sustained from numerous sources of potential funding. The likely federal sources include: U.S. Department of State, U.S. Department of Education, USAID, Fulbright Programs, National Endowment for the Humanities, and National Science Foundation. Foundations such as Spencer, Franklin Templeton, Bill and Melinda Gates, Ford, MacArthur Foundation, and Carnegie are potential funders due to their civic philanthropic aims and international scope. The IU-Fybrinet, Inc. partnership aims to yield intellectual property that would serve as a significant, on-going revenue source for CIEDR/IU. Other companies with infrastructure and civic interests include Cummins Corporation and The Heritage Group (THG). Founded by Purdue University alum Fred Fehsenfeld, THG is the largest paving contractor in Indiana and advances pavement technology worldwide (e.g., China and Russia). Chevron and The Michael and Susan Dell Foundation are potential funders for our work with South Africa. The intellectual property created (e.g., digitized technologies, pavement technologies, and new glocal civics curricula) will add new revenue to IU to forward our Initiative, reaching across the lifespan for public benefit in Indiana and beyond.

7. Partners

In addition to the team leaders, team members represent the following units (see Appendix A): IU’s Poynter Center for the Study of Ethics and American Institutions, School of Media, Jacobs School of Music, IUPUC (Columbus) Divisions of Education and Biology, IU School of Social Work in South Bend; IU Center on Education and Lifelong Learning; Indiana Institute on Disability and Community; Monroe County (Ind.) Community School Corp.; College of Education, Purdue University. The Fybrinet, Inc. team has vast experience in invention, commercialization and management of new technologies (see Biosketches). Aubert Coran,
Fybrinet’s primary investigator and inventor, is a former Distinguished Science Fellow of the Monsanto Company, with more than 100 patents in polymer chemistry and products that have generated billions of revenue dollars. An accomplished corporate team will manage Fybrinet operations: Jerry Blythe, MD and Founder/President/COO and Paul Henry, CEO/CFO. Blythe has developed key relationships with industry executives, state and federal officials, and trade organizations. Henry, MBA, has served as a principal in several successful ventures, including Caithness Geothermal in California, a company that partnered with George Soros to invest in a Chinese airline, and Colchis Capital, an alternative investment firm. Constantine Anagnostopoulos, PhD, was head of Monsanto Company’s New Enterprise Division and President/CEO of Monsanto Europe, Africa, Middle East, and India. Later as a Venture Capitalist, he was Founding Director of six high-tech companies. With a background in securities and corporate governance, Alan Talesnick, JD/MBA, is an attorney who focuses on technological and other emergent companies.

8. Metrics

Metrics, to drive improvement and characterize progress in the development of glocal understanding, empathy, and agency, will measure human capital (competencies, knowledge, and skills), social capital (personal relationships, social network support, and shared social norms), and benevolence capital (civic connectivity of caring for others and giving back to communities). The Organisation for Economic Co-operation and Development uses human and social capital to measure well-being and progress. To this, we add a third form, benevolence capital (expressed as ubuntu, ren, and non nobis solum). Impact surveys, participatory observation, and focus group interviews will gather quantitative and qualitative data to assess how the signature projects enhance human well-being for glocal civic connectivity. Targets initially identified include: 1) renewal and repurposing of 5 physical spaces (in Bloomington and greater Indiana) and partnering with China and South Africa for parallel spaces (cultural centers, playspaces, gardens, etc.); 2) creation of 3 internship sites in Indiana and U.S. for IU graduate students with pavement industry corporations; 3) equipping K-12 students in 5 Indiana school districts with glocal apps for critical web reading and creation of digital photos, stories, and performances to express well-being; and 4) digital repository’s impact measured by number of web hits. Questions to measure impact include: How do renewed community spaces impact well-being across identity markers, particularly for historically marginalized individuals and groups? To what extent do paved roadways with Fybrinet technology enable public funding to be redirected to educational and social purposes? How do individuals across identity makers articulate and experience well-being, as evidenced by their digital photos, stories, and performances? To what extent do the recipients of the IU Glocal Civic Leadership certificate enhance human well-being in their own spaces of engagement? Ultimately, the findings will demonstrate the degree to which individuals across identity markers manifest human, social, and benevolence capital. In the first year, multidisciplinary IU Well-being Communities will be created for all four signature areas to drive scholarship and research productivity. Three artists-in-residence from Indiana, China, and South Africa will collaborate with the Well-being Communities to foster synergy across the signature areas. By the end of the internal funding period, 200 K-12 students and 300 IU undergraduate and graduate students will have glocal civic leadership certificates.
APPENDIX A: LIST OF TEAM MEMBERS FOR GRAND CHALLENGE

(3) Other team members (in alphabetical order, including areas of expertise):

Jeffrey Anderson, Professor of Special Education, Dept. of Curriculum and Instruction (special education, teacher education, and building research cultures)
Jim Ansaldo, Research Scholar and Coordinator of Online Learning, IU Center on Education and Lifelong Learning, Indiana Institute on Disability and Community (culturally responsive practice in schools and organizational change)
Emma Arrington Stone Young, Program Office Manager, The Poynter Center, IU School of Media (contemporary ethical challenges)
Barry Bull, Professor Emeritus, Philosophy of Education, Dept of Educational Leadership and Policy Studies (educational philosophy and conceptions of ‘the good’)
Jacob Butler, CIEDR Fulbright Coordinator (African Studies and cross-cultural exchange)
Jennifer Conner-Zachocki, Assistant Professor of Language Education, Division of Education, IUPUC (Columbus) (new literacy studies and intergroup dialogue approach)
Michelle Dalmau, Head, Digitized Collections Services, IU Libraries (digital technologies)
Samantha Eads, Parent, University Elementary, Monroe County Community School Corporation (MCCSC), and Family Nurse Practitioner
Linda Hitchings, Literacy Coach, University Elementary, Monroe County Community School Corporation (MCCSC) (elementary children’s literacy environments)
Luke Jacobus, Associate Professor of Biology, Division of Science, IUPUC (Columbus) (science, indigenous education, and tribal leadership)
Christi Jones, CIEDR Budget Manager (civics education and international development)
Eric Layman, Ph.D. student in Education Policy, with concentration in International Comparative Education, IU School of Education (comparative study of education in South Africa and China)
Martha Nyikos, Associate Professor, Dept. of Literacy, Culture, and Language (discourse analysis of migrant and immigrant stories)
Beth Samuelson, Associate Professor, Department of Literacy, Culture, and Language Education (creation of books with children in African contexts)
Hasan Reza, Assistant Professor, Indiana University School of Social Work, South Bend (street children, poverty, international social development, microenterprise)
Heidi Ross, Director, East Asian Studies Center, IU School of Global and International Studies, Professor, Dept of Ed Leadership and Policy Studies (gender and higher education in China)
Kenneth Pimple, Director, The Poynter Center for the Study of Ethics and American Institutions, IU School of Media (contemporary and future ethical challenges)
Anatoli Rapoport, Associate Professor of Social Studies, Dept. of Curriculum and Instruction, College of Education, Purdue University (civics education and international comparative education)
Stephanie Serriera, Associate Professor of Social Studies Education, Division of Education, IUPUC (Columbus) (youth civic engagement, service-learning, and curriculum consultant for PBS Kids programming)
Rex Stockton, Chancellor’s Professor, Counseling Psychology (counseling, HIV/AIDS Africa)
Katherine Strand, Chair and Associate Professor of Music, Department of Music Education, IU Jacobs School of Music (communal music-making with children and adults)