No. 1 Department of Special Education
*U.S. News & World Report* ranking
(among all public special education graduate programs, 2019)

No. 9 School of Education
(among all public schools and colleges of education, 2019)

No. 19 Curriculum and Instruction
(among all public schools, 2019)

FOR ACADEMIC YEAR 2018–2019

Scholarships: **approximately $1 million awarded to 325 students**
Education-related research dollar expenditures for 2018–2019: **$49,059,609**
National & international presentations: **278**

Refereed articles (published and in-press): **217**
Book chapters (published and in-press): **91**
Books (published and in-press): **24**
From the dean

New academic program offerings

Research notes

Faculty profile: A conversation with Tammy Coder Mikinski

Thanks to our student workers

Honoring Billy Mills

Bravo! Honors and awards for students, alumni and faculty

In memoriam

Faculty updates

Ever onward

Inside back
Remembering the teachers who touched our lives
Embracing the future

Higher Education is in a period of transition as emerging technologies, increasing costs, and competition for students and research dollars combine with other factors to create an atmosphere of disruption. With the escalating costs of options for post-secondary education, students are questioning as never before the value of seeking undergraduate and graduate studies. Institutions that resist making appropriate changes do so at their own peril.

The faculty, students, staff and friends of the School of Education at KU have worked hard to stay ahead of the curve. We embraced an aggressive online presence several years ago that has resulted in today serving more than 500 full-time graduate students in master’s degrees and certificate programs spanning four departments. At the same time, in multiple on-campus programs, faculty employ technology to create hybrid courses, so students meet both face-to-face and online for content and interactions. As a research university, we fund an internal evaluation group to conduct research and assessments of varying aspects and outcomes of our online programs to assure that we are meeting student needs and quality standards. At the same time, we are working with a variety of external groups in considering ways to offer micro-credentials for professionals needing in-time support for their daily work. Many programs are also considering ways to provide more leeway for students in required course selection, so those already in professional roles can choose the content and topics they need to be successful.

Another example of embracing innovation is in our teacher preparation program, where we employ a virtual learning network for students and practicing teachers to connect and develop together through discussions, webinars and other online connections.

Education is changing across the world and collaboration with other institutions has become critical to success. The School is a founding member of the Global Education Deans Forum which brings together deans of education from around the world to identify common issues and strategize ways to address them. The initial meeting of this group was held in Shanghai in October 2018. It included about 30 deans from 16 countries across six continents. Through this group, the deans share innovations that are transferable to other contexts and seek ways to join together for advocacy, programming and research collaboratives. A key goal is finding ways to support our curriculum with global perspectives and provide opportunities for students to learn about other cultures.

The ever-changing nature of our work is part of what makes being at KU so exciting for all administrators, faculty and students. We have accomplished much. This year’s rankings of graduate programs were recently released, and our programs remain highly regarded. Our research expenditures hit the highest level in our history. Rankings can be controversial, but on key peer and employer assessments and various productivity measures, our evaluations rank us among the top 20 of all universities out of about 350 assessed, and in the top 10 among public institutions.

We recognize the need, however, to continually consider and assess the value of all aspects of our work. Given our dynamic times, your input and support are crucial for our success.

Rock Chalk!

Rick Ginsberg
Associate Professor David Hansen is the new chair of the Department of Educational Psychology.

Dean Rick Ginsberg announced the appointment which took effect January 1, 2019. “The school is lucky to have a scholar and leader of David’s abilities in this important role,” Ginsberg says. “He brings a wealth of forward-thinking ideas that will build on the department’s great strengths and help move them to new heights.”

Steven Lee, former chair, stepped down in December 2018. Lee was hired as chair of the department in June 2012 and also served as part of the department’s faculty since 1987 as a professor in the school psychology program.

Hansen came to KU in 2007. In addition to his new role as department chair, Hansen currently is actively involved in research on early adolescents’ learning through participation in high-quality arts programs led by professional teaching artists. He employs a positive youth development framework to understand how teen brain development promotes essential skills and competencies for adult life and work, such as human agency and learning to engage with challenges. Hansen is the author or co-author of more than 25 peer-reviewed journal articles or book chapters.

“The department continues to build on a strong foundation, a large part due to Dr. Lee’s leadership as chair,” Hansen says. “I look forward to carrying forward the momentum of the department as we seek to expand our service to Kansas and impact the field of education.”

For more information, visit epsy.ku.edu/new-chair.
New programs geared for students seeking careers in therapeutic sport and fitness-related settings are now available in entirety at the University of Kansas Edwards Campus.

The new online undergraduate certificate in strength and conditioning program prepares students for careers in strength and conditioning, including personal training and tactical strength and conditioning. Career opportunities range from coaching positions at educational institutions or professional sports teams, to personal training at a fitness facility, to gym management and gym ownership. The curriculum focuses on the physiological, biomechanical and metabolic aspects of strength and conditioning.

A completely online bachelor of applied science degree in exercise science will begin in fall 2019. A hands-on component of exercise technique and assessment through video applications and virtual classroom opportunities is included in the program in addition to coursework. Earning this degree will allow students to pursue careers in personal training, corporate wellness, military/law enforcement first responder readiness, and strength and conditioning.

In addition, the existing bachelor of science in exercise science degree continues to allow Kansas City-area students to complete coursework and engage in research and clinical experiences at the Edwards Campus. Students finish 48 hours of coursework, including classes in biomechanics, exercise physiology and clinical fitness evaluation techniques, as well as admission and general education courses. Many students will go on to further study in graduate programs in physical therapy, physician’s assistant school or other related programs. The program also provides a strong scientific core that lays the foundation for careers in cardiac rehabilitation and strength and conditioning.

Jordan M. Taylor, undergraduate exercise science program director and a lecturer at the Edwards Campus, notes, “These two different undergraduate exercise science degree programs and a certificate program make an option available for any student who seeks eventual employment in the healthcare, fitness, corporate wellness, or strength and conditioning industries.”

Taylor continues, “Several of our on-site exercise science classes utilize the brand new exercise and human performance laboratory to engage students in active learning. Students use the lab to conduct fitness assessments and to participate in various physiological tests (e.g., measuring resting metabolic

These programs make an option available for any student who seeks eventual employment in healthcare, fitness, corporate wellness, or strength and conditioning industries.
Students who want to complete a graduate degree in sport management are now able to do so through a fully online program at the University of Kansas. The School of Education’s Department of Health, Sport, and Exercise Sciences began offering the sport management master’s degree program in fall 2018.

The program explores all facets of sport management, including team culture and ethics, organizational behavior, finance, marketing and facility operations.

“We could not be more excited about the launch of the online program. Jayhawks and excellence in sport are synonymous, and it’s thrilling to welcome students from across the world into our graduate program,” says Jordan Bass, associate chair, program director and associate professor in the department.

The program has been designed to align with the critical competences established by the North American Society for Sport Management (NASSM), and it helps prepare graduate students for diverse roles in sport, player and team management.

“The Jayhawk alumni sport network already includes professionals from all walks of sport and business, and the online version of this program will only further establish KU as a leader in the industry,” Bass says.

To enhance the online learning experience and provide a more engaging educational environment, the master’s degree program provides students access to a dynamic digital classroom and mobile application called KU Connect. The KU Connect tool allows students to work remotely from any location and any device.

The program requires 36 credit hours and can be completed in as few as two years. Applications for admission are open until August 9 for the fall 2019 term. More information about the online master’s degree in sport management can be found at onlinesportmanagement.ku.edu.

rate, or evaluating lung function via spirometry) and exercise tests (e.g., measuring oxygen consumption to assess cardiovascular fitness). In addition, students learn about other topics in the lab such as evaluating body composition; instructing proper resistance training exercise techniques; performing and coaching various plyometric, speed and agility drills; and implementing efficient warm-up and stretching exercises into exercise programs for a variety of different populations. The lab is where students apply the scientific principles from classroom sessions in a ‘hands-on’ manner in order to evaluate and improve human health and performance.”

The exercise science programs also have a second lab, the **metabolic and body composition research laboratory**, under the direction of Ashley Herda, assistant professor in the Department of Health, Sport, and Exercise Sciences. Herda’s research engages students in the opportunity to perform analyses they have learned throughout the program on subjects participating in various ongoing research projects. Although students in the online programs are not required to utilize the space, they are always welcome to do so.

KU’s exercise science program is a designated Education Recognition Program through the National Strength and Conditioning Association. Students in the program have priority access to NSCA grants, scholarships, internships, assistantships, and training opportunities and resources.

Prior to applying, students should consult with Taylor, Herda or the academic success coach to decide which program best fits their future academic and career goals. For more information, visit hses.ku.edu/online-exercise or contact the exercise science team at exciedws@ku.edu.
KU leading study of dehydration, heat illness injury risks to marching bands

At the end of every summer, football teams take to the field while temperatures reach triple digits. Tragic stories about athletes suffering from heatstroke and even athletes dying on the field make the news.

Marching bands also return to action the same time, and these musicians are prone to the same injuries, dehydration, heat illnesses and risks as athletes. Dawn Emerson, assistant professor of health, sport, and exercise sciences, is leading a study to examine the risks marching band members face and what can be done to treat and prevent problems so often associated with sports.

A former high school and college clarinet and bassoon player, Emerson saw the injuries band members suffered then and as an athletic training professor now. “Having gone through that and knowing the intensity of band camp and knowing people often think, ‘They’re not athletes, why should we care?’ I wanted to research this topic more,” Emerson says. “Like with athletes, heavy uniforms and equipment reduce their ability to stay cool and hydrate.”

Emerson and Toni Torres-McGehee and Susan Yeargin of the University of South Carolina are taking a battery of measurements from 10 members of each school’s marching band to see how well they hydrate, and if they are at risk for heat illnesses, disordered eating, and a host of other factors.

Emerson and graduate research assistants took measurements from 10 KU band volunteers over the course of several practices and two football game performances. The volunteers wore activity monitors around the clock that measure heart rate, amount of sleep, steps taken and other measures. They also took a pill six hours before activity that sent data from the individual’s small intestine to a handheld radio unit about core temperature.

The researchers hope that this preliminary data will be able to inform further studies into the risks of band participation, especially in the heat.

Learn more: hses.ku.edu/marching-bands

New book among first to examine how people with disabilities can take legal, decision-making lead in lives

For decades, increasing numbers of people with intellectual and developmental disabilities have lived their adult lives under legal guardianships. A new book co-authored by Karrie Shogren, professor and senior scientist and director of the Kansas University Center on Developmental Disabilities and Michael Wehmeyer, Ross and Mariana Beach Distinguished Professor in Special Education and director of the Beach Center on Disability, is among the first to explore a fundamentally new way of empowering people with disabilities to retain legal agency while still receiving necessary assistance.

Supported Decision-Making: Theory, Research, and Practice to Enhance Self-Determination and Quality of Life comprehensively examines supported decision-making and how it can be applied in policy and practice for people with intellectual and developmental disabilities. Published by Cambridge University Press, the text was also co-authored by Jonathan Martinis and Peter Blanck of the Burton Blatt Institute at Syracuse University, New York.

Research has shown that people with disabilities can be effectively supported to engage in decision-making about their education, employment, health care and legal matters. “It’s exciting to see the concept gain traction in the U.S.,” Shogren says. “We all need supports. People with disabilities may need more supports in some areas of life, but we just need to be creative in devising these supports while ensuring they have agency over the decisions in their lives.”

Learn more: sped.ku.edu/legal-decisions

Studies show system to boost self-determination can be implemented on wide scale, help students, teachers

Shogren and Wehmeyer are also the authors of two new studies showing that a model designed to introduce self-determination to students with intellectual disabilities can successfully be implemented and sustained, statewide, in school systems, leading to changes in outcomes.

The Self-Determined Learning Model of Instruction, known as SDLMI, is an evidence-based model designed to enable educators to teach students to self-regulate problem solving and to set and attain goals for education and post-school employment.

The authors have been working with the state of Rhode Island since 2015 to implement the SDLMI statewide. The studies, published in the Journal of Disability Policy Studies and Research and Practice for Persons with Severe Disabilities highlight the effectiveness of the intervention.

“If we get students involved in setting goals and teach them how to achieve them across what they’re learning in school, we can help them apply these skills in many meaningful areas of life,” Shogren says.

Learn more: sped.ku.edu/self-determination
Nearly every student studying to become a teacher has at least a passing familiarity with Harry Potter. However, most have no experience with being an outsider to an educational system like the English language learners they can expect in their future classrooms.

M’Balia Thomas, assistant professor of curriculum and teaching, has written an article illustrating how the familiar world of Harry Potter and Hogwarts Academy can help future educators think about the life experiences that shape their teaching and curriculum-making and affect their approach to helping diverse learners.

“Most of my students are not English language learners themselves or don’t have family who are, so they don’t have that linguistic experience,” Thomas says. “Even students of color usually grew up as English speakers. In trying to make the unknown more known, I started referencing Harry Potter.”

Thomas co-wrote “The Good, the Bad, and the Ugly of Pedagogy in Harry Potter” with Alisa LaDean Russell and Hannah Warren, graduate students in English at KU. The article was published in The Clearing House: A Journal of Educational Strategies, Issues and Ideas. The article explores the teaching of Remus Lupin, Rubeus Hagrid and Severus Snape at Hogwarts Academy in the respective roles of good, bad and ugly. Each character’s teaching and interactional style could be described with that single adjective, but the authors take a deeper look at what their personal backgrounds — their lived experiences — have to do with that perception.

The notion of “personal practical knowledge,” or who a person is as an individual and how their experiences shape how and why they teach the way they do, is popular in educational circles. Examining the three aforementioned characters can get people thinking about themselves and how they can better relate to their students. In one of Thomas’ favorite examples, perhaps because bad guys are fun or because she came to the character that people love to hate as an adult, Severus Snape provides a telling example. The “ugly” teacher, Snape teaches potions and dark arts at Hogwarts. He was picked on and is ugly in the sense he relishes revenge and doesn’t treat his students well, often belittling them and calling them things like “dunderheads.” But he is knowledgeable about his teaching subjects and presents romantic images of his subject matter across the novels.

“Who we are as teachers is multifaceted,” Thomas says. “We need to dig into what drives us. If you just look at Snape on the surface, you’d think he’s a teacher with an ugly attitude. But he’s not. He’s mean and unfair, for sure. Cracks in his interaction with Harry reveal the more personal aspects of his life that shape his teaching practices.”

Similarly, Lupin and Hagrid provide examples of good and bad teachers. The authors dig deeper into why they are considered as such. That conversation naturally can lead pre-service and in-service teachers into discussing why students might consider a teacher good, bad or ugly — and, if they were that teacher, what they did to earn that perception or how they could change it. The goal is to help teachers understand that even fictional teachers can provide insight into how they teach and how a teacher’s personal experience may conflict with what a student needs.

In addition, Thomas has written other Harry Potter-themed work. In “Harry Potter and the Border Crossing Analogy: An Exploration of the Instructional Use of Analogy in a TESOL Methods Course,” she discusses her use of analogy to make more tangible the plight and experiences of emergent bilinguals (English learners) in U.S. public schools. She draws an analogy between the two main Harry Potter characters adjusting to academic life in a wizarding school and English learners adjusting to academic life in mostly monolingual U.S. schools. Harry Potter and Hermione Granger happen to come from outside of the traditional magical world background for students at the revered academy. Like English language learners, they can perform well in the classroom but have the added challenge of learning the culture, language, social customs, keywords and phrases of the students who grew up in that world.

Learn more: ct.ku.edu/harry-potter
New book explores educational dimensions of ubiquitous school lunch experience

No matter which school they attended, most Americans have similar memories of lunch time. Whether it’s the rectangular trays, a certain favorite dish, the friendly lunch lady or something more painful like being relegated to a table of kids deemed uncool, it’s an indelible part of the school experience. Yet, school lunch is often looked at as an inconvenient but necessary part of the day. A new book is among the first to take a look at this common experience and how it is a central part of nearly every student's experience.

Educational Dimensions of School Lunch: A Critical Perspective was co-edited by Suzanne Rice, professor of educational leadership and policy studies at the University of Kansas, and A.G. Rud of Washington State University. The collection brings together essays from scholars from a wide array of backgrounds and explores school lunch philosophically and socially and from perspectives of food security, ethics and, naturally, education.

Rice, her co-editor and authors examine school lunch as a part of the day that might not happen in the classroom yet is still part of a child’s education. “In a million different ways, we’re learning the norms of our society during lunch time, like what counts as food or human relations,” Rice says. “Not all lessons we learn in the lunch room are good, but it’s still a shaping experience for all of us and one of the least studied aspects of school.”

The contributors and editors explore not only how the lunch break shapes and educates students, but how better understanding of the learning experience therein can shape policy to address the inherent problems. For example, inclusion is a hot topic in education, yet everyday students with marginalized identities are ostracized. And teachers who are overworked, and often hungry themselves, are expected to act as “lunchroom police.” Meanwhile students are learning in their classrooms and at home about food insecurity, food deserts and more, while the school meal is the best millions of young people get every day.

Jennifer Ng, professor of educational leadership and policy studies, contributes a chapter on the social value of a slow school lunch, while Rice writes about the increasingly varied outlook on eating meat. Rud examines the “school lunch curriculum,” or policies and practices guiding lunch across the nation, and other scholars examine topics including rethinking school lunch as public education, recognizing and avoiding food enclosures, lunch for students who receive special education services and similar topics.

Learn more: elps.ku.edu/school-lunch

KU researchers to develop virtual reality to improve social competencies for those students with disabilities who need it

University of Kansas researchers have secured grant funding to develop virtual reality technology to help students with high-functioning autism and learning disabilities learn social competencies and apply them to their everyday lives and education. Sean Smith, professor of special education; Bruce Frey, professor of educational psychology; and Amber Rowland (B.S.E., 2001; M.S.E., 2003; Ph.D., 2012), assistant research professor in the Center for Research on Learning, received a $2.5 million, five-year grant from the Office of Special Education and Programs in the U.S. Department of Education. With other researchers in KU’s Center for Research on Learning and the Department of Special Education, the three will work with a minimum of 17 schools to implement the VR technology.

The program, known as AViSSS, will allow middle school students with high-functioning autism and learning disabilities learn to react to school-based social situations.
on how they handled situations, why certain actions are socially appropriate and how to generalize those lessons in everyday life.

In addition to the students and teachers, KU researchers will collaborate with educational leaders at the Ohio Center on Autism and Low Incidence Disabilities and a team of computer scientists at Western Illinois University. Learn more: sped.ku.edu/virtual-reality

KU center part of $27 million grant to boost literacy for struggling Kansas readers

The Center for Research on Learning (CRL) has been selected to be part of a $27 million federal grant to help schools across the state boost language and literacy skills for struggling readers. The grant was awarded by the Kansas State Department of Education as part of the Striving Readers Comprehensive Literacy Initiative funded by the U.S. Department of Education. The initiative is designed to improve literacy skills for students from birth through grade 12, including pre-literacy skills, reading and writing, with a focus on English learners, students with disabilities and students from low-income households.

The Kansas State Department of Education and KU team have identified eight subgrantees made up of 32 school districts across the state. Each subgrantee will receive more than $3 million to implement the Striving Readers program. Michael Hock, KUCRL director and sub-award principal investigator, says researchers will help schools build models that meet the specific challenges of their communities and students.

Kansas local education agencies selected to receive funds are now working with Department of Education staff and KU researchers to develop comprehensive birth to grade 12 language and literacy programs. CRL researchers Amber Rowland (B.S.E., 2001; M.S.E., 2003; Ph.D., 2012), Suzanne Myers (Ed.D., 2017), Jayne James and Hock supported the agencies in their proposal development process. KU researchers will work with teachers in the selected schools to help them set goals for student learning, develop action plans for meeting their goals, and assist with their implementation of evidence-based curriculum and instruction. They have also developed a virtual instructional coaching model that some of the subgrantees are implementing, and they will be studying different instructional coaching models and their effects on instructional practices.

A strategic literacy team of KU faculty, researchers and staff will provide technical assistance to participating school districts. The team includes researchers from KU’s Juniper Gardens Children’s Project, including Judith Carta and Dale Walker, and KU faculty James Basham, associate professor of special education; Sean Smith, professor of special education; Barbara Bradley, professor of curriculum and teaching; Diane Nielsen, professor emeritus of curriculum and teaching; and Jim Knight, senior research associate, CRL.

Learn more: sped.ku.edu/literacy

KU’s SWIFT Education Center lands $17 million grant to train principals, boost school achievement

The SWIFT Education Center has received a $17.2 million grant from the U.S. Department of Education’s Office of Innovation and Improvement for a five-year project titled “Equity Leadership in High Need Schools: Building High Quality Effective Instructional Leaders to Improve Student Outcomes.” The award will build upon a $24.5 million grant that established SWIFT, a part of the Life Span Institute at the University of Kansas, in 2012 and the center’s current work in eight states to improve achievement for hundreds of thousands of students.

Seventy principals of high-need schools in four districts across the country will learn while applying SWIFT’s proven methods for improving educational outcomes for students by ensuring equity — for students of color, students segregated because of disability or learning disorders, students who are high achievers, who are English language learners, who are refugees or who live in poverty, among others.

Amy McCart (M.S.E., 1997; Ph.D., 2003), co-director of SWIFT Education Center, is principal investigator for the grant, and Wayne Sailor, SWIFT co-director and professor of special education, is co-principal investigator.

“We know from our previous work that when principals and school staff create equitable learning environments and a culture committed to supporting the complete range of student variation, student success follows,” McCart says. “Students with diverse capacities must engage with the grade-level curriculum to learn and grow, even though how they engage may look very different from one another.”

Learn more: sped.ku.edu/principals

Learn more: sped.ku.edu/virtual-reality

Learn more: sped.ku.edu/literacy

Learn more: sped.ku.edu/principals

MORE SWIFT RESOURCES SWIFT Unscripted is a monthly podcast featuring guests from among the SWIFT community. A transcript link for each SWIFT Unscripted podcast is available at the end of its description. You can listen on SoundCloud or iTunes, or visit swiftschools.org/unscripted to download the podcast to your computer.
Professor develops language teaching model giving learners better understanding of grammar, pronunciation

When learning a new language, people often come across new sounds or unfamiliar grammar rules. So while they may be able to communicate with native speakers, incorrect pronunciation and grammar can result in negative perceptions or miscommunication. Manuela Gonzalez-Bueno, associate professor of curriculum and teaching, is developing a new instructional model for language education that boosts focus on grammar and pronunciation and gives learners a deeper understanding of the rules of a new language while improving their retention.

The model is called S-PACE and is a communicative form-focused language model designed to increase student intake. She authored a chapter about this for the book Key Issues in the Teaching of Spanish Pronunciation: From Description to Pedagogy and gave a keynote address about it at the International Congress of Modern Language at the University of Costa Rica in December 2018.

S-PACE is designed to seamlessly complement any language lesson with communicative exercises. It helps students learn grammar and pronunciation rules and practice them with other learners and native speakers while using what they learned in new ways instead of simply repeating phrases or words that were provided to them.

The model can be used to teach grammar and pronunciation of all languages, not just Spanish to English-speaking learners, Gonzalez-Bueno's specialty. She will continue to conduct research on its effectiveness.

“This is particularly helpful for the formal, rule-governed parts of language, grammar and pronunciation,” Gonzalez-Bueno says. “It helps put the focus on form so you can acquire a language and use it properly.”

Learn more: ct.ku.edu/pronunciation

Study shows minority students underrepresented in autism diagnoses, rates vary widely by state

In education circles, it is widely accepted that minorities are overrepresented in special education. However, new research from the University of Kansas has found, in terms of autism, minorities are widely underrepresented in special education. The underrepresentation varies from state to state and shows that students from all backgrounds are not being identified accurately, resulting in many students, especially those from minority backgrounds, not receiving services that are crucial to their education.

Jason Travers, associate professor of special education, led a study that analyzed autism identification rates for every state. The analyses looked at data from 2014, which was three years after federal regulations changed from five racial categories to seven.

“A considerable change in demographic reporting happened at the federal level all the way down to the local level,” Travers says. “So individual schools had to change their reports and send them to the state, who then sent them to the federal government. So, for several years we’ve had an incomplete picture of autism identification rates.”

For now, the data shows that underidentification of minority students with autism is happening across the country and that a better understanding of accurate identification is needed.

Jason Travers

The map shows the varying rates of autism diagnoses for racial groups from state to state and whether they are over-, under- or proportionally identified. COURTESY JASON TRAVERS

“These trends are prevalent across the country,” Travers says. “I think the focus on overrepresentation of minority students in special education overlooks the more important issue of accurate identification. The field should focus on ensuring accurate identification of minority students with disabilities, including those who need autism-specific services.”

Learn more: sped.ku.edu/minority-students

—Mike Krings, KU News Service
A conversation with Tammy Coder Mikinski

Tammy Coder Mikinski is program director and a lecturer for the master’s and doctoral programs in counseling psychology in the Department of Educational Psychology.

Mikinski recently became a certified Gottman therapist through the Gottman Institute. Mikinski is one of only 324 people in the world who has gone through the rigorous and exhaustive process to earn the certification, and, as far as she knows, the only one in Kansas. Beginning the certification requires completion of three levels of Gottman training, a master’s or doctoral degree in a mental health field, a minimum of 1,000 hours of postgraduate therapy experience, and licensure or certification in a field related to mental health. Completing the certification involves conducting hundreds of hours of counseling sessions for couples, many of them videotaped and evaluated by Gottman reviewers and meeting established benchmarks.

Mikinski started the training nine years ago. She completed Levels 1 and 2 and then, she says, “Level 3 is a practicum and I had to go to Houston to do that. Every time I thought I was going to stop at the level, I just learned more and more, so I just thought I’m going to keep going until I finished.”

When asked why she pursued the certification, Mikinski says, “It really works. I tell couples it’s the best thing I’ve seen in my 25 years as a psychologist. If the couples do the work it really can improve their relationship.” The Gottman Method, she notes, “is probably one of the best known in the world. It’s based on 40 years of research on couples.” It was developed by John Gottman, a professor emeritus at the University of Washington and his wife, Julie Schwartz Gottman, who is a clinical psychologist. “They put his research and her practice together and created their approach to couples therapy,” Mikinski explains.

School of Education counseling students have been able to complete the first two levels of the training during their time at KU. Two doctoral students, Michael Baglieri and Kristen Sager, took the initiative to bring the Gottman University Outreach Program to KU. This means, says Mikinski, “for the last two years there has been an opportunity for KU graduate students to get the Level 1 and Level 2 training at a much-reduced fee which they provide for college students.”

Mikinski teaches the department’s class on family and couples therapy. One of the ways she and her students incorporate the Gottman method is by using the Gottman Relationship Checkup. Some volunteer couples who seek counseling at the Center for Psychoeducational Services (CPS) can take the online assessment. “We call it a MRI of their marriage,” she says. “Some of my students from class will work with couples that they’ll see in CPS, and videotape and interpret this assessment with them.”

A School of Education alumna, Mikinski earned her doctorate in counseling psychology in 1993 and became the counseling center director at Rockhurst University. In 2001, she was brought back to KU by Tom Krieshok, then the chair of the department, to teach the required practicum. She now teaches two classes a semester as well as coordinating the master’s program.

In addition to her position at KU, which is three-quarter time, Mikinski maintains a small private clinical practice. “My teaching informs my clinical work, and my clinical work helps me be a better teacher.”

“My teaching informs my clinical work, and my clinical work helps me be a better teacher.”

M.S. COUNSELING PSYCHOLOGY PROGRAM
The master’s degree in counseling psychology at the University of Kansas prepares individuals aspiring to work as counselors or in counseling-related fields or those hoping to proceed on into doctoral training. The program curriculum provides a broad and general introduction to counseling psychology theory, research and clinical practice. The program includes a required practicum in a counseling setting, generally in the northeast Kansas or Kansas City metropolitan areas. Program faculty give priority to mentoring and training the next generation of multiculturally competent counselors. Learn more: epsy.ku.edu/counseling
The center point of the School of Education at Joseph R. Pearson Hall (JRP) is the Welcome Center. In addition to the full-time staff, one might find a few surprising faces behind the front desk.

The School employs an ever-fluctuating fleet of students to keep the dean’s wing up and running, and they happen to be some of the most fascinating people on campus. Undergraduate students are employed as either student ambassadors or pre-education advisors.

Carla Lutcher, pre-education advisor, is quick with typing skills and quicker with a smile. She is a double major in English general studies and secondary English education, and is one of the School’s busiest employees. She serves as vice president on the executive board for KU’s Panhellenic Association and is also a member and treasurer of the Psi chapter of Delta Sigma Theta. In addition to working at the School of Education, Carla also works at the KU Bookstore. She has big dreams for the future. Carla would like to begin her career in teaching while pursuing a master’s degree in educational administration. She would like to become a building principal and climb the administrative ladder from there. With a robust plan for her future, Carla finds joy in the present, working for the School of Education. She loves to help her fellow Jayhawks by meeting with families of prospective students. Her reward is sweetest when they return to see her as declared pre-education students.

Her pre-education advisor counterpart, Jessica Rosenberg, majors in secondary history and government. Jess’s passion for this major was sparked by a course on the history of popular culture. She highly recommends taking it when you can — it’s not offered often. Her post-graduation plans include teaching, but she also has an interest in continuing her education. Jessica is a skilled person to have around. She helps inspire students to pursue their passions and supports them through their demanding schedules.

Briauna Jurgensmeyer was a clever and capable hand at the School of Education where she worked as a student ambassador. Briauna is an exercise science major with her sights set on physical therapy school. Exercise science is a demanding major. Even Briauna’s favorite course in the program, neuromuscular exercise physiology and motor control, is intense, but she does more than just study in her downtime. Briauna now works as a physical therapy technician at TherapyWorks. She belongs to the exercise science and pre-physical therapy clubs and is proud to be a part of Natural Ties, one of her favorite parts of KU. She spends her Wednesday evenings forming relationships and creating dialogue with individuals who have developmental disabilities. According to Briauna, her favorite part of her ambassadorship was sharing her KU experiences with prospective students and having an impact on their lives.

In the office cubicles you might also find Claudia Dillow, student ambassador, an elementary education major and Spanish minor. A member of the Pi Beta Phi sorority, Claudia says that she used the sorority to build a college community for herself and she recommends Greek life to incoming students. Along with her work at the School, she manages a small boutique, devotes time to her school work and practicum placement at John Fiske Elementary, and is constantly practicing her Spanish. After her sophomore year, she was able to study abroad in Barcelona, Spain, studying Spanish at the IES Abroad.
Barcelona Center. After graduating, Claudia hopes to teach in the New York or Chicago public school systems and pursue a teaching English to speakers of other languages degree via KU’s online program. She aspires specifically to work with Spanish-speaking students. Claudia is a beam of optimism in the office, and will make your day with a few kind words — but this is just the cherry on top of her honorable commitment to the profession and her passion for working with English language learning students.

Our newest additions to this sensational squad are two student ambassadors: Ryan Weishaar, an exercise science major in the Jayhawk Health Initiative heading to Panama this summer on a medical brigade — and Sarah Malakoff, an exercise science major, intern for KU Hillel, and lover of cadaver labs.

An older face in the office is myself, Jack Sparks. I am a senior in the secondary English education program, and a member of the EPSY department’s 2019 master of science degree in counseling psychology program cohort. You might see my face quite a bit around the School of Education — in person walking the halls of JRP, in photos behind the front desk in the Welcome Center, in recruitment infographics for my major, and in any number of the school’s other nooks and crannies. I spend a huge amount of time in JRP, and the reason I do so is that the building contains some of the kindest and brightest people at KU. From the student staff profiled here, to the records keepers, administrators and deans, I have yet to find someone whose story isn’t compelling and whose demeanor isn’t welcoming. Many places are called “welcome centers,” but at the School of Education, when you walk in from a frigid blizzard or a sunny scorcher, you really will feel welcome. The people above are some of the reasons why,

— Jack Sparks

UNIQUELY QUALIFIED

School of Education undergraduate students are uniquely qualified to provide experience-informed assistance to fellow students. Using their own example of navigating through the program, student employees provide invaluable knowledge and help to other students.

Pre-education advisors support students entering all undergraduate programs at the KU School of Education. They are responsible for a variety of support-centered tasks, from student advising to social media content creation. Student ambassadors meet with prospective students and their families who are interested in School of Education degree programs. They provide information about potential degrees and answer questions about KU and college life.

“The pre-education advisors and the ambassadors are the first representatives most of our prospective students and families meet. These talented and professional students have been trained to share extensive information on all of our programs, while also offering a unique student perspective. They enrich our advising team.”

— Michele Casavant, director of advising and Multicultural Scholars Program director

“Our undergraduate student staff is an integral part of the School’s recruitment efforts. From seeing dozens of prospective families every week, to helping staff info tables at events on campus and in the surrounding communities, our ambassadors and peer-advisors are always busy helping to spread the word about the School of Education and our academic programs. They are a fantastic group of student employees!”

— Kimberly Beets, coordinator of advising

“I feel very fortunate that we have the assistance of these student employees. They are exemplary when representing the School. They are always very professional, kind and informative! The families and students walk away with a positive reflection of the School of Education and the university. I am proud to work with all of these students!”

— Connie Gentry, Welcome Center director
Billy Mills arrived at KU in 1957 at age 19, earned a bachelor’s degree in physical education, and went on to become an internationally heralded athlete with an Olympic gold medal, five USA track records and one world record; an officer in the United States Marine Corps; and a philanthropist and inspiration for youth.

A 1962 School of Education alumnus, he will be awarded an honorary doctorate by the University of Kansas this May.

This is his story.
Nineteen-year-old William “Billy” Mills arrived on Mount Oread in the fall of 1957, following a spectacular four years at the nearby Haskell Indian School, now Haskell Indian Nations University. He was recruited by the University of Kansas’ legendary track coach Bill Easton.

Billy came to Haskell from the Oglala Lakota homeland in South Dakota where he spent his childhood on the Pine Ridge Indian Reservation. His Lakota name, given him by tribal elders, is Tamakoce Teki’hila.

EARLY LIFE

Pine Ridge is the seventh largest reservation in the United States. Established in 1889, it occupies three counties in southwest South Dakota, and those counties are among the poorest in the U.S. Billy grew up in extreme poverty — his home, like most of the other homes on Pine Ridge, possessed only the bare necessities of life.

Billy was born June 30, 1938, and had a close, loving relationship with his mom, Grace Allman Mills. “I loved my mother dearly,” he says. “She spent most of my earlier years in the hospital, and I have only three memories. I remember her reading a story to me. I remember her letting me ride my bike when my father disciplined me for not doing my chores. He went to work and she let me ride my bike back and forth as long as she could still see me. She was very ill and within a year she had passed away. I realize now she wanted to take the memory with her.”

His mother died when Billy was just 8 years old, leaving his father, Sidney Mills, to raise him and his seven siblings. “My father would read to me frequently after my mother died,” says Billy. They were also fishing buddies. While fishing, his dad told him Lakota stories, gave him advice about life, and talked about the moral and physical courage required to continue the tradition of a proud Lakota warrior.

Four years after his mom’s death, Billy’s dad succumbed to a long struggle with heart disease.

AT HASKELL

Billy attended the Haskell Indian School from 1953 to 1957. He thrived both as a student and an athlete at the American Indian institution that was founded in Lawrence in 1884. Mills was president of the student council and on the honor roll all four years. He tried all sports: football for one year as a pint-sized freshman, basketball for two years, cross country for three years, and track for four years.

His mentor, coach and confidant at Haskell, Tony Coffin, remembered Billy’s code as an athlete: “He was a hard worker with the discipline to deny himself the pleasures others enjoyed to achieve his personal goal of athletic excellence.”

Billy set records for the Kansas state outdoor and indoor mile run, breaking the indoor mile record set by another KU distance running legend, Glenn Cunningham. In cross country, Billy led Haskell to the 1956 and 1957 state championships.

AT KU

Billy’s experiences at KU as an athlete and a student were bittersweet. He set a freshman record in the two-mile run, was the Big Eight Conference indoor and outdoor track and field champion in the two-mile run and was a key member of the Jayhawks’ 1959 and 1960 NCAA national track and field championship teams. Billy also excelled in cross country, leading Kansas to the Big Eight Conference championship in 1960, captaining the team in his senior year, and earning All-America honors for three years in the NCAA national cross-county championships.

Despite his tremendous athletic accomplishments, Billy was deeply troubled with the racial bias blacks and American Indians faced in Lawrence and at KU. Billy was not allowed to join a fraternity. Theaters were segregated. At that time, only three streets in Lawrence — Massachusetts, Vermont and New Hampshire — permitted Haskell students.

During his sophomore year at the NCAA national cross country championships, Billy made first team All-American. Many photographers were taking photos of the team.

“Billy, what you are experiencing is not a KU and Lawrence problem — it is America’s problem. Go back to Lawrence and do your best to make the situation better.”

—Fritz Snodgrass
One photographer asked Billy to step out of the photo so only white athletes were in the picture. This happened twice at the NCAA Division 1 cross country championships. It also happened at the USA AAU national cross country championships, in which Billy placed third and was the first American to finish.

This, plus disagreements regarding training philosophy, led Billy to want to return home to Pine Ridge. His former coach Tony Coffin talked him into remaining at KU. On another occasion, he traveled to Wichita to plead with Wichita State University Coach Francis “Fritz” Snodgrass to accept him as a transfer. Snodgrass told him, “Billy, I would love to have you run for me — any coach in America would. What you are experiencing is not a KU and Lawrence problem — it is America’s problem. Go back to Lawrence and do your best to make the situation better.”

As Billy shares, things were so dire during this time he almost took his own life.

MEETING PATRICIA

There was, however, a bright spot for Billy at the University of Kansas. During winter break of his junior year, he met Patricia “Pat” Harris, a fine arts major from Coffeyville, Kansas. Pat was a telephone operator at Lewis Hall during the break. Billy was trying to get a date for a party and called Lewis Hall several times asking to speak to different girls. All had gone home for break. Finally, Billy asked Pat, “Would you like to go to the party with me?” Pat replied, “I don’t go on blind dates.” Billy persisted. Pat finally agreed to meet him for a “Coke date.” Ten months later they were married. They celebrated their 57th wedding anniversary in January 2019.

TO THE UNITED STATES MARINE CORPS

Following his graduation from KU in 1962, Billy applied to be an officer in the United States Marine Corps. He was admitted to the highly competitive Officer Candidate School and was commissioned a second lieutenant. He was assigned to Camp Pendleton, California, where his duties included helping to coordinate transportation and assisting with investigations of Marines charged with violations of the Uniform Code of Military Justice.

Billy was also classified as an athlete at a time when interservice athletic completion was at its zenith. He began training daily for his goal of representing the Marine Corps and the USA in the upcoming 1964 Summer Olympics in Tokyo. He began incorporating speed work in his daily regimen to supplement his 100-miles-a-week long distance training runs. His goal was to qualify for the Olympic Games in the distance events.

Billy’s life changed again in 1963 when a Marine Corps physician diagnosed him with hypoglycemia. Low blood sugar explained his almost total exhaustion near the end of distance events while running at KU. Changes were made to Billy’s diet and he began monitoring his blood sugar levels. Soon he was no longer tired during his runs and had a renewed energy, both mentally and physically.

By the time 1964 came around, neither sports media pundits nor track and field aficionados were thinking of Billy as a serious contender to make the Olympic team — no one except Billy and his No. 1 fan and supporter, his wife, Pat.
TO THE 1964 OLYMPICS

Billy qualified for the 10,000-meter run as well as the marathon. This would be only the third time that he had run 10,000 meters — a grueling 25-lap race. Even still, he made the finals, as did several world-class athletes, headed by the reigning world champion Ron Clarke of Australia and the equally competitive Mohamed Gammoudi of Tunisia.

Billy stayed with the leaders beginning with the fourth lap. He briefly took the lead on lap 17. On the last lap — the 25th — he was bumped hard and knocked off balance on the final turn of the track. Regaining his composure, he made a furious final kick, sprinting to the finish line and breaking the tape ahead of Gammoudi (silver) and Clarke (bronze). Billy’s time of 28:24:4 was a new Olympic record.

His totally unexpected victory was heralded as the biggest upset in distance running in the modern Olympic Games. It was called one of the Games’ greatest moments, two notches behind “Miracle on Ice” by sports documentarian Bud Greenspan. Running Times magazine (March 2008) titled the race the No. 1 greatest distance race of all time. In The 100 Greatest Track and Field Battles of the 20th Century, Jeff Hollobaugh, former managing editor of Track and Field News, listed the race as No. 1 and Billy’s world record as number 76.

Perhaps the most poignant comment came from his KU teammate, Cliff Cushman, a silver medalist in the 400-meter hurdles in the 1960 Rome Olympics. Cushman, who later was killed as an U.S. Air Force pilot on a bombing run over North Vietnam, told Billy: “I cried when you won the gold medal. Not because of what you achieved, but because of where you had to begin.”

Billy was humble and gracious in victory. He commented, “That’s about 50 seconds faster than I have run the 10,000 before — but I thought I could do it, I thought I could run that fast.” And “When the U.S. flag went up the flagpole and they played the anthem — I thought I would cry — I really did.” And when a fellow Marine hugged Billy and said, “The Marines are proud of you,” Billy replied, “I hope so. The Marines gave me a chance to run.”

AWARDS AND HONORS

Over these 50-plus years following his Olympic gold medal victory, Billy has received many honors and awards. Some of these include:

- He is enshrined in both the U.S. Track and Field and the U.S. Olympic halls of fame.
- Sports Illustrated selected him the South Dakota Athlete of the 20th Century.
- He ranked No. 1 in the world in the 10,000 Meters in 1964 and No. 3 in 1965.
- The NCAA awarded him his highest honor, the Theodore Roosevelt Award.
- In 2012, President Barack Obama presented him the Presidential Citizens Medal.
- In November 2018, South Middle School in Lawrence was renamed Billy Mills Middle School.

Billy earned a bachelor’s degree from KU in physical education in 1962. This coming May, at the University of Kansas commencement ceremonies at David Booth Memorial Stadium, Billy will be presented an honorary doctorate of humane letters. Yes, at Memorial Stadium — the same stadium in which he trained and raced for the Kansas Jayhawks as a proud Lakota warrior.

—Bernie Kish

Bernie Kish is a lecturer in sport management at the University of Kansas. He served from 1992 to 1995 in the KU Athletics department and, from 1995 to 2005 as the first executive director of the College Football Hall of Fame in South Bend, Indiana. He served in the U.S. Army for more than 29 years, completing his service as a full colonel. He is a graduate of Indiana University of Pennsylvania with a master’s degree from the University of Missouri-Kansas City and a doctorate in higher education from the University of Kansas.
A FOUNDATION TO GIVE BACK

Running Strong for American Indian Youth® was founded under Christian Relief Services in 1986. After Billy Mills (Lakota) became the Olympic champion for the 10K, he made it his priority to give back to his community and create a better future for American Indian youth. He joined forces with Eugene Krizek and together they created Running Strong, aiming to bring basic resources and a sense of hope to some of the most impoverished American Indian communities in the nation.

The foundation’s work began primarily on the Pine Ridge and Cheyenne River Indian Reservations in South Dakota, but today the program reaches far and wide to create sustainable change in Native communities. They are proud to serve American Indian people both on and off reservations throughout the United States, focusing on areas including safe housing, basic needs, culture and language preservation, emergency assistance programs, organic gardens and food, schools and youth centers, women’s health, and seasonal programs. They implement their own programs and also support independent groups who align with their mission, such as nonprofit organizations, community centers and grassroots projects.

In addition to addressing physical needs, the foundation also fosters a sense of hope among people who want to make a better life for their families and create positive change in their communities. Running Strong is committed to building the capacity of local Indian communities so that they are well equipped to respond to the challenges they face. Together, they address the important needs of food, shelter, youth initiatives, and culture and language preservation. By supporting Indian-led programs, they remind youth that they are capable of creating their own future and to take pride in their identity.

Billy Mills continues to provide inspiration and support for the University of Kansas and the School of Education. In addition to the Billy Mills Running Strong scholarship for American Indian students at KU, funding from the foundation supported members of the KU Sport and Exercise Psychology Lab. Says Mary Fry, professor of health, sport, and exercise sciences and director of the lab, “Members of the KU Sport and Exercise Psychology Lab have long admired Billy Mills as an athlete and a person. They were very pleased to receive funding from his Running Strong for American Indian Youth Foundation to provide workshops for volunteer coaches in the Zuni Youth Enrichment Program in Zuni, New Mexico. This collaborative effort with former Jayhawk Joe Claunch (Ph.D., 2016), was a huge success. Coaches found the training very beneficial and the young athletes’ survey responses indicated they had terrific sport experiences this season. Thank you, Billy Mills, for continuing to support KU and American Indian youth in all that you do.”

Two KU Community Health majors, Kylie Jennings and Lauren Lemke, were part of the KU team who traveled to Zuni to help collect data with the young athletes. The duo received recognition for their Outstanding Undergraduate Research Presentations back on the KU campus (see page 21). The Jayhawk team also included alumni from the lab: Susumu Iwasaki (Ph.D., 2015) of Fort Lewis College and Candace Hogue (Ph.D., 2017) of Penn State–Harrisburg. The project has led to further relationship building between students in Zuni with Dr. Iwasaki’s program in Durango, Colorado.

Says Joseph Claunch (Puyallup), director of the Zuni Youth Enrichment Project, “On behalf of the Zuni community, I would like to express our heartfelt appreciation to the Billy Mills Foundation for its support of KU’s Sport and Exercise Psychology Lab’s coaching workshop for our local youth coaches. The coaching education that Dr. Fry and her team provided helped our Zuni coaches learn practical strategies for creating a positive sport environment. “The coaching workshop made an indelible contribution to our 2018 youth basketball season and will continue to shape our youth sport leagues, youth coaches and the hundreds of young athletes who we serve into the future. Ela-kwa (thank you).”

“A warrior bases his or her life on giving back. I felt my victory at the Olympic Games was a gift, and I wanted to give back.”
—Billy Mills
Billy Mills recently talked about his racing success, the reason for his foundation, and his concerns and hopes for America.

**HEALING BROKEN WINGS**

“When my mom died, I’m 8 years old. My dad told me that I had broken wings. He said it took a dream to heal broken wings,” Billy says. When he was 12 and his father died, “My world comes tumbling down.” But in that last lap at the Olympics, Billy found inspiration from his father. “I go by a runner, and I glanced out of the corner of my eye, and in the center of that runner’s singlet, there was an eagle. And when I was a little boy, my dad said, ‘Son if you do these things, someday you’ll have wings of an eagle.’” In his mind, Billy was telling himself, I can win, I can win. I may never be this close again. I’ve got to do it now. “Then,” he says, “the tape breaks across my chest. And I realize within a matter of hours that when I said I’m going to win but I may not get to the finish line first that I was healing a broken soul.”

**GIVING BACK**

Billy and Pat have dedicated their lives to helping others. When asked why, Billy says, “One of the most powerful virtues of my tribe is to give back. A warrior bases his or her life on giving back.” He points out that professional athletes receive rewards for their accomplishments. “They are given a multi-million-dollar contract. They are given a car, some return of value. In the Lakota world, you accomplish a deed, and you are asked to give back to those who helped you.” I felt my victory at the Olympic Games was a gift, and I wanted to give back.

**FACING RACISM**

“There’s another way that helped me emotionally,” Bill says. “Being half Indian and half white, I was never really accepted in either world. When I came back from the Games, the tribe made me a warrior. They gave me my Lakota name and I found a home. And I came to grips with my total identity and that’s what America is trying to do today. America’s trying to come to grips with who we are.”

Billy speaks about another way that he can give back, to help heal the wounds racism has created: “I call myself a patriot. I love America. I love my experiences. I love the University of Kansas. But as a patriot I think there’s that obligation to try to find ways to bring society together.” To do so, he believes, Americans must learn about the Doctrine of Discovery that became the justification for the European seizure of the Americas and the foundation for the U.S. as the country expanded farther west. It declared that New World territories belonged to Christian monarchs whose forces claimed them and that the indigenous people, as non-Christians, had no right to their own lands. When Pat and Billy travel to other countries, they find that people there know more about the Doctrine of Discovery than Americans do.

“The Doctrine of Discovery, treaties signed, treaties broken, slavery, then Jim Crow, then the War on Drugs — those footprints are hedged into every fiber of our social way of life today, our judicial system, our political system, creating our rule of law,” he says. “If we are truly going to mature as a country, to seek and to reach the sacredness that our flag represents, we need to come to grips with who we are. I’ve struggled with that for a good portion of my life and that’s basically the struggle America is facing today. I think we can heal, that’s the beauty.”
A LEADER EXCELS

Jose Montoya, a senior majoring in sport management and journalism, was one of two students who received the 28th annual Excellence in Community, Education and Leadership (Ex.C.E.L.) Award, presented in September 2018.

Montoya served as the president of the Multicultural Greek Council last year.

He is a Hawk Link Honors Program graduate and participates in the Multicultural Scholars Program. He is treasurer of the music fraternity Phi Mu Alpha Sinfonia, and he served as vice president of the Latino fraternity Phi Iota Alpha. He is a Marching Jayhawks rank leader and press announcer for KU women’s tennis. He is a sports anchor on KUJH-TV and was a volunteer crew member for Rock Chalk Video. He won the Earl Falkenstien Honor Award in 2018 and has interned in Washington, D.C., for the past two summers.

The Ex.C.E.L. Award provides an annual $250 scholarship to two students. Nominees were selected on the basis of leadership, effective communication skills, involvement at KU and in the Lawrence community, academic scholarship and ability to work with a variety of students and organizations.

PUTTING THE STUDENT IN STUDENT-ATHLETE

University of Kansas School of Education seniors were well represented at the Jayhawk Senior Celebration on April 30, 2018, receiving three of the top four student-athlete awards.

Madison Rigdon (B.S., 2018, exercise science) was named one of two Dr. Robert Frederick Senior Scholar Athletes of the Year. Rigdon, a member of the women’s volleyball team, was named to the athletic director’s honor roll five times and recognized as an Academic All-Big 12 team member three times. On the court, she was a two-time All-America Honorable Mention honoree and three-time All-Big 12 selection. Rigdon was part of an unprecedented era of success for Kansas volleyball that included an appearance in the 2015 NCAA Final Four and the program’s first-ever Big 12 title in 2016. Rigdon now attends the University of Arizona to compete in beach volleyball and pursue a master’s degree.

Her award pays tribute to Frederick’s dedication to excellence at KU and was named in his honor when he retired as the director of athletics in 2001. Frederick also served as chair of the Department of Health, Sport, and Exercise Sciences and was a faculty member in the sport management program.

Laura Taylor (B.S., 2018, exercise science) and Nick Giusti (B.S., 2018, exercise science) were presented with the Prentice Gautt Postgraduate Scholarship.

Taylor, a member of the women’s track and field team, is a two-time Academic All-Big 12 honoree, seven-time athletic director’s honor roll member and three-time Academic All-American. She has been instrumental in the competitive growth and success of the track and field team. She was the 2018 Big 12 indoor pole vault champion and a first team All-American. She was a member of the Student-Athlete Advisory Committee where she held the position of marketing chair. Taylor also received the Outstanding Woman Student-Athlete Award presented by the University of Kansas’ Emily Taylor Center for Women and Gender Equity, and the Dr. Gerald Lage Academic Achievement Award. She is currently attending a graduate program to become a physician’s assistant.

Giusti, a men’s track and field team member, was a seven-time athletic director’s honor roll member and two-time Academic All-Big 12 honoree. On the track, Giusti recorded three top-eight finishes at Big 12 Conference meets in the 110 and 400-meter hurdles. He was a member of the Student-Athlete Advisory Committee and is one of the Big 12 SAAC representatives for KU. Giusti also received the Dr. Gerald Lage Academic Achievement Award. He is currently attending the University of Kansas School of Medicine.

The award honors Prentice Gautt, the late associate commissioner of the Big Eight and Big 12 and his lifetime of service. Each year, postgraduate scholarships are awarded to two seniors from each Big 12 institution who have demonstrated their commitment to excellence in academics and who have pledged to continue their education in graduate school.

Casey Douglas (B.S., 2018, sport management) gave the senior address. Douglas was a pitcher on the KU baseball team and Student-Athlete Advisory Committee president.

—Kansas Athletics
FOR SHE’S A JOLLY GOOD FELLOW

Paloma Perez Clark, a doctoral student in the Department of Special Education, was selected as a University Graduate Fellow for the 2018-2019 academic year. These fellowships are given to first-year doctoral students, first-year doctoral students from underrepresented groups, and advanced doctoral students completing their dissertations. Fellows are provided with a graduate research assistant position as well as tuition support for one year. More than 30 graduate students at the University of Kansas received these fellowships for 2018-2019.

OUTSTANDING PRESENTATION

Kylie Jennings and Lauren Lemke, seniors majoring in community health, received Outstanding Presentation Awards at KU’s 21st annual Undergraduate Research Symposium in April 2018. The event took place in the Kansas Union, where more than 250 students from across campus presented their research and creative projects. Of them, 38 students received the Outstanding Presentation Award.

Their project was titled “Athletes’ Motivational Responses in a Zuni Youth Sport Program.” The duo traveled to Zuni, New Mexico, and interviewed children participating in a youth basketball league to examine the relationship between youth athletes’ perceptions of their past sport experiences and their current sport experience as they began a new season. They were mentored by Mary Fry, professor of health, sport, and exercise sciences. The study is part of a larger project that includes an intervention to help coaches create a more caring/task-involving climate.

Jennings says, “I’m glad educators found the research and data important throughout the KU community. I know I gained experience that was easily considered a once-in-a-lifetime opportunity and that wouldn’t have been achievable without the help of Dr. Fry and all others involved in Rock Chalk Zuni.”

“I am so grateful to Dr. Fry for presenting an opportunity to become involved with her research,” says Lemke. “Being able to experience the Zuni people, their culture and youth sport environment was a wonderful and unique opportunity. Kylie and I had a blast collecting data and were enthusiastic to share the results through our oral presentation. Being able to participate in the symposium was valuable because we were able to apply many concepts we learned through our community health courses such as data collection, analysis and presentation skills.”

FIRST-YEAR TEACHER RECOGNIZED

Alyssa Barratt, a graduate student in the Department of Educational Leadership and Policy Studies educational administration program, is the recipient of two recent honors. She received the 2018 district secondary-level Horizon Award, one that recognizes exemplary first-year teachers who perform in a way that distinguishes them as outstanding. Additionally, she is one of just 82 students throughout the nation who received a Cooke Graduate Scholarship from the Jack Kent Cooke Foundation, a nonprofit organization that supports high-achieving students with financial need who have recently begun graduate programs at some of the most highly selective institutions in the U.S. and the U.K. Each of the recipients will be eligible to receive up to $75,000 total for up to four years.

Barratt, who received a B.A. in mathematics and teacher licensure through the UKanTeach program at KU, teaches mathematics at Free State High School in Lawrence, Kansas.

EXCELLENCE IN TEACHING

David Cordell, doctoral student in the Department of Curriculum and Teaching, received the Judy Cromwell Excellence in Teaching Award, Secondary Level, from the Kansas Council for the Social Studies (KCSS) in November 2018.

Cordell presently works at Leawood Middle School in Leawood, Kansas, as an 8th grade social studies teacher. He also has been a presenter at the National Council for the Social Studies conference the past two years and serves as a member of the state social studies standards and assessment committee.

He tells his students, “Social studies is the best subject to study because it is constantly changing,” and he hopes that his “passion for teaching social studies will inspire students to become active citizens in our society.”

The award is named in honor of Judy Cromwell, a social studies teacher in the Topeka area for more than 38 years.
DIG THIS: THE PAST MEETS THE FUTURE

Keil E. Hileman (B.S.E., 1993, M.S.E., 1995) is the subject of a NBC video that recently went viral with over 2.4 million views on Facebook and YouTube. Hileman has been featured in *The Jayhawk Educator* previously and was the Kansas Teacher of the Year in 2004. He teaches classes in museum connections and archeology at Monticello Trails Middle School and Mill Valley High School in Shawnee, Kansas. His museum at Monticello Trails contains more than 50,000 artifacts that he uses to spark the interest of students in the past and help them examine history.

“One of my former students who is a senior at MVHS used three sentences to nominate me as a candidate for a mini documentary by NBC Left Field. After a phone interview they chose to come tour my classroom museum, take 40 hours of footage and interview 35 students and myself. The response has been amazing,” Hileman says. “I have received many amazing artifacts from people who want to support the program. There have been many emails that were very emotional and encouraged me to keep up the good work.”

He continues, “The most powerful artifact that has come to me because of the video is a 1936 Berlin Olympics silver judges medal. It would have been passed out by Adolf Hitler who hoped the Berlin Olympics would be a showcase of Aryan supremacy. However, American runner Jessie Owens overwhelmingly proved him wrong when he won four gold medals.” This and other objects that Hileman uses to teach history provide his students with concrete connections to the past and the people who lived through the events.


HALL OF FAME INDUCTION

Diana Bartelli Carlin (B.S.E. 1972), was inducted into the Central States Communication Association’s (CSCA) Hall of Fame in April 2018. CSCA represents a 12-state region of communication faculty and professionals. Carlin is a past president and past recipient of the Outstanding Young Teacher Award. She retired from the University of Kansas in 2011 and went on to serve for five years as associate provost at Saint Louis University before returning to Lawrence in 2016. While at KU from 1987 to 2011, she achieved the rank of professor in the Department of Communication Studies and served as dean of the Graduate School and International Programs for seven years. She is a member of the KU Women’s Hall of Fame and received Kemper and Mortar Board teaching awards. Carlin began her teaching career at Rossville and Topeka High Schools in Kansas after graduating from KU. She holds a doctorate in speech communication from the University of Nebraska–Lincoln where she received an Alumni Achievement Award in 2018.

NEW POSITION

Kay Barnes (B.S.E., 1960) is now Park University’s senior director for university engagement. She previously served as Park’s senior academic ambassador and liaison. Barnes began her new role within the university’s office of university engagement in July 2018.

Barnes began her career at Park in 2007 as the founding director of its Center for Leadership and as a distinguished professor for public leadership within the Hauptmann School of Public Affairs. Previously, she was on the Kansas City Missouri City Council and the Jackson County, Missouri, legislature. She served as the first female mayor in the history of Kansas City, Missouri, from 1999 to 2007. She was founder and president of Kay Waldo Inc., a human resources development firm, from 1976 to 1998.

She earned a bachelor’s degree in secondary education from the KU School of Education, as well as master’s degrees in public administration and secondary education from the University of Missouri-Kansas City. She also received an honorary doctorate from Park University in 2006.

In June 2018, Barnes was recognized by UMKC’s Alumni Association as its Alumna of the Year. She was honored for her service as KCMO mayor and for her leadership in helping revitalize Kansas City’s downtown area, as well as being a tireless champion for women.

—Park University
ALUMNI WIN AWARDS

Glenn R. Walker (Ed.D., 2000) received the McPherson College Citation of Merit, an award given to up to three McPherson College graduates annually for meritorious work in their community, church, vocation and for the college. Walker earned a bachelor’s degree in history in 1968 from McPherson College. The award citation notes Walker’s long service to education, first as a social studies teacher then a principal in Kansas, after which he headed the secondary education program at Bethany College, Lindsborg, for five years. The citation states, “He was the recipient of two Fulbright Fellowships, has studied in Pakistan, India and Russia, and led teams to the Soviet Union for four years as the state chairman of the People to People Initiative for Understanding. His honors and involvement in support of education are many. He is a recipient of the Coe Fellowship and a Milken National Educator award. He also worked on state and national advisory teams including a state curriculum development team, the National Education Commission on Time and Learning, and the national ASCD accreditation team for three years. Since 2006, Walker has been ranching and working in rangeland management and in 2013 received the Kansas Wildlife Federation Farm/Ranch state conservation award.”

Taylor Bussinger (B.S.E., 2014; M.S.E. 2018) received the Olathe School District Educator Excellence Award in October 2018. Bussinger teaches social studies at Prairie Trail Middle School in Olathe, Kansas. Presented by the Olathe Public Schools Foundation, the award recognizes educators demonstrating teaching excellence in Olathe Public Schools. The program was established to honor educators who demonstrate the ability to meet the needs of their students, work with others in the educational environment and bridge the gap to reach parents. The award includes a $500 unrestricted cash grant to the recipient.

Sarah Gietschier-Hartman (B.S.E., 2007) was featured on the 2018 cover of The Jayhawk Educator with fellow health and physical education alumna Ashley (DeSandre) Scarlett (B.S.E., 2012; M.S.E., 2014). Gietschier-Hartman was highlighted for being named the 2018 St. Louis Middle School Teacher of the Year, the 2018 Missouri Middle School Teacher of the Year and the 2018 Central District Middle School Physical Educator of the Year. Since then, she was named National Middle School Teacher of the Year by the Society of Health and Physical Educators (SHAPE), the nation’s largest membership organization of health and physical education professionals, founded in 1885. Gietschier-Hartman teaches physical education at Wydown Middle School in Clayton, Missouri.
The American College Personnel Association (ACPA) has named Gene Parker, assistant professor of education, leadership and policy studies, as a 2019-2021 Emerging Scholar Designee. Parker is one of only five tenure-track faculty selected for the honor. He and his fellow awardees will engage in research and scholarly leadership commitments for the duration of their program with the support of the ACPA.

The Emerging Scholars Program was implemented by the ACPA Senior Scholars in 1999. It supports, encourages, and honors early-career individuals who are emerging as contributors to student affairs and higher education scholarship and who are pursuing research initiatives congruent with the mission, interests and strategic goals of ACPA. Candidates must have an earned doctorate and be members of ACPA.

Parker joined the faculty at KU in 2015 and is interested in matters of diversity, equity and inclusion as they relate to college students and organizations. His research has focused on the impact of collegiate experiences on college student outcomes, such as leadership and moral development. He also has research interests that are focused on organizational and institutional theories, governance, leadership and structures.

Heidi Hallman, professor of curriculum and teaching, was awarded the 2018 ELATE Richard A. Meade Award for a book that she co-authored, Secondary English Teacher Education in the United States (Bloomsbury, 2017). The bi-annual award, from the National Council of Teachers of English (NCTE), recognizes published research-based work that promotes English language arts teacher development.

Hallman’s book and the research behind it were featured in the fall 2018 issue of The Jayhawk Researcher. The comprehensive study examining how English teachers are educated throughout the country was the first in more than 20 years. It provides insight into different approaches and how the field has evolved. It also serves as a model for other disciplines to examine their own fields and how they prepare teachers.

Hallman and her co-authors presented during the ELATE awards session and were recognized during the NCTE annual convention in November 2018. The English Language Arts Teacher Educators (ELATE) group of NCTE consists of those who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy.

Subini Annamma, associate professor of special education, was recognized as one of the 2018 National Women’s Studies Association Alison Piepmeier Book Prize winners for her book, The Pedagogy of Pathologization: Dis/abled Girls of Color in the School-prison Nexus (Routledge, 2018). The prize is awarded for groundbreaking scholarship in women, gender and sexuality studies making significant contributions to feminist disability studies scholarship.

Reams of data and countless studies have pointed out how marginalized people are disproportionately incarcerated and punished in the American justice system, despite similar rates of law-breaking between races. Less attention is paid, however, to the perspectives of those actually in the system. Annamma’s book examines the viewpoints of an even-less-represented group, female minorities with disabilities.

The final chapter examines a “pedagogy of resistance.” Annamma argues that instead of focusing solely on criminal identity, changing how schools teach the curriculum could more successfully address negative behavior and prepare young people for future success. Annamma will teach a literacy class in a juvenile jail in the near future embracing the idea of a disability critical race or “DisCrit Ecology” with students learning how others like them have survived the system and building more positive relationships. She hopes that approach will become more widespread but admits it will take a rethinking of the criminal justice system and why people commit crimes.

Established in 1977, the National Women’s Studies Association promotes the production and dissemination of knowledge about women and gender through teaching, learning, research and service in academic and other settings.

—Mike Krings, KU News
Kathleen Lane, professor of special education, is one of five faculty members at the University of Kansas to receive the 2018 University Scholarly Achievement Awards. The $10,000 award, which recognizes significant scholarly or research achievements for scholars in the middle of their careers, was presented by Chancellor Douglas A. Girod in a ceremony in April 2018.

Lane has been on the faculty at the School of Education since 2012. She is a prolific scholar and is widely viewed as the expert in early identification and interventions for students with emotional and behavioral disorders. She was a secondary special education teacher before earning her doctorate, and her research reflects her commitment to improving student outcomes by supporting educational systems and empowering teachers. She has collaborated with Wendy Oakes from Arizona State University and Holly Menzies from California State University, Los Angeles, to forge strong partnerships across the country, including leaders at Lawrence Public Schools in Lawrence, Kansas. They secured funding from the Institute of Educational Sciences to implement and investigate comprehensive, integrated, three-tiered (Ci3T) models in Lawrence Public Schools to meet students’ academic, behavioral and social needs in K-12 settings.

—Andy Hyland, Office of Public Affairs

Neal Kingston, professor of educational psychology and research, is one of three KU professors named University Distinguished Professors, effective fall 2018. Criteria for selection include a record of exceptional scholarship, participation in university affairs and professional organizations, service to community, and the success of their students, colleagues and institutions.

Kingston has been on the KU faculty since 2006. In addition to his faculty appointment, he is director of KU’s Achievement and Assessment Institute, and interim director of the Center for Educational Testing and Evaluation, which he also directed from 2009 to 2012. Since 2017 he also has held a courtesy appointment as professor in the Department of Special Education.

His research focuses on large-scale educational assessment, with particular emphasis on how assessments based on learning maps can better support student learning. Kingston is a prolific author and presenter with more than 200 reports, journal publications and invited presentations. In 2014, he co-authored the book Test Fraud: Statistical Detection and Methodology. He has worked as principal investigator or co-principal investigator on more than 120 funded projects that since 2009 have been awarded more than $200 million.

Ngondi Kamatuka, executive director for diversity and equity for the KU School of Education, is also the longtime director of the Center for Educational Opportunity Programs in the Achievement and Assessment Institute at KU. He learned recently that the U.S. Department of Education awarded the University of Kansas TRIO McNair Scholars Program a perfect score in its refunding application for a $280,000-per-year grant for five years.

TRIO McNair, established at KU in 1992, provides low-income, first-generation and under-represented minority students with the necessary skills, resources and support to prepare and earn placement in graduate programs to pursue doctoral degrees. Over the years, TRIO McNair has helped 311 KU students connect with campus and navigate the complexities of the classroom and beyond — a legacy that will expand with the most recent award.

“Even when students from these backgrounds are accepted into college, if they do not have the full range of support services, the likelihood of their success is disproportionately diminished,” Kamatuka says. “A confluence of socioeconomic disadvantages work against these students, but these programs provide the support systems that can make all the difference between staying in school and thriving, and dropping out.”

Kamatuka has been with the University of Kansas since 1987 and has served as academic services coordinator for the Upward Bound program and interim director for the Institute for Educational Research and Public Service. Kamatuka holds master’s and doctoral degrees in higher education from KU, and he taught in the KU School of Education for 15 years. He has served as president of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), and he also served as the chairman of the Board of Directors for the Council for Opportunity in Education.

—Laura Kingston, Achievement and Assessment Institute
Ann Turnbull, the Marianna and Ross Beach Distinguished Professor Emerita in Special Education, received the 2019 Kauffman-Hallahan-Pullen Distinguished Researcher Award from the Council for Exceptional Children Division for Research. The award recognizes individuals or teams whose research has resulted in more effective services or education for exceptional individuals. Recipients of this award are recognized for both the creation of a research base and the work done to translate this research into practice. The award was presented at the CEC Convention 2019 in Indianapolis, Indiana, in early February.

Turnbull co-founded and co-directed the Beach Center on Disability. Her research focuses on family support, family-professional partnerships and community inclusion for individuals with disabilities across the lifespan. Along with Rud Turnbull, she was identified as one of 36 individuals who have “changed the course of history for individuals with intellectual and developmental disabilities across the 20th century.” She was a recipient of the Rose Fitzgerald Kennedy International Leadership Award. In addition to many other awards, she received the 2016 J. E. Wallace Wallin Special Education Lifetime Achievement Award from the Council for Exceptional Children (CEC).

Bernie Kish, lecturer and facilities director for the Department of Health, Sport, and Exercise Sciences, received the Del Shankel Teaching Excellence Award in September 2018 at the seventh annual Rock Chalk Choice Awards. The award was established by the Student-Athlete Advisory Committee to honor outstanding KU faculty members. Shankel, professor emeritus of microbiology, served as KU chancellor twice and interim athletics director twice. Professors are nominated for the award by student-athletes. Kish is a KU School of Education alumnus who earned a doctorate in higher education in 1998. He began his current position in 2005.

The Del Shankel award is just one of many teaching awards Kish has received. He received the HOPE (Honor of Progressive Educators) Award in 2011, the highest award given by students to a faculty member at KU. He received Mortar Board Faculty Excellence Recognition (2015), the School of Education Geiger-Gould Teaching Award (2014), Dr. Bob Frederick Faculty Award (2016) and the Joyce Elaine Pauls Morgan Teaching Award (2010).

Kish says, “These awards are the result of wonderful and caring students. I am honored to be their teacher.”

IN MEMORIAM

Lelon (Lee) Capps, 1930–2019
Lee Capps, former professor, director of elementary education, assistant dean and associate dean at the KU School of Education, died on January 19, 2019.

Capps was born on August 6, 1930 in Alma, Wisconsin. He served in the United States Army in the Korean War from 1951 to 1953 in the intelligence area dealing with code development and use.

He was married to the love of his life, Lois Emelia Plank, on June 5, 1954, who survives him. He is also survived by his two children and four grandchildren.

Following the completion of his doctorate of philosophy from the University of Minnesota, Minneapolis, Capps began his career at the University of California, Santa Barbara in 1960. In 1962 he accepted a position at the University of Kansas School of Education, where he served for more than 50 years.

His teaching and scholarship focused on mathematics and specifically the language of mathematics. His K-6 mathematics textbook series was used by 70 percent of the schools in the U.S. In addition to working with the graduate and undergraduate students in the School of Education, he provided professional development for teachers of elementary mathematics in the U.S. and internationally.

Capps continues to assist KU School of Education students through the Mathematics Education Scholarship and the Lelon R. Capps Lecture Series which was initiated in 2018 by former students. The series brings nationally recognized speakers in mathematics education to KU. It is financed by a fund established through KU Endowment and is hosted by the Department of Curriculum and Teaching, with support from the School of Education and the Department of Mathematics. The inaugural lecture was given October 1, 2018.

His mantra for mathematics education was “Language connections help students acquire mathematics literacy.”

He was a humble man of integrity and many accomplishments, and he will be remembered for his devotion to family and to the improvement of mathematics education for children around the world.

Memorial contributions are suggested to the Immanuel Lutheran Church, the Lelon and Lois Capps Mathematics Scholarship Fund at KU Endowment, and the Lelon R. Capps Lecture Series at KU Endowment.

For more about the lecture series, see ct.ku.edu/lelon-capps
Faculty updates

The School of Education welcomes five newly appointed tenure-track faculty members for the 2018-2019 academic school year. Each brings a unique set of research skills, content mastery and teaching capabilities.

Arpita Ghosh
assistant professor, EPSY
Research interests:
Mechanisms by which contextual factors shape career decisions of underrepresented groups, particularly racial/ethnic minorities, women, and military veterans

Zachary Foste
assistant professor, ELPS
Research interests:
Diversity and equity in higher education, with particular attention to how college students with privileged social identities interpret and make sense of race, gender and spirituality in post-secondary contexts

Ashley Herda
assistant professor, HSES
Research interests:
The investigation of the effects of nutritional supplements and/or exercise interventions on performance and body composition in men and women across the lifespan

Christopher Nileksela
(not pictured)
assistant professor, EPSY
Research interests:
Assessment and identification of learning disabilities, intellectual and academic assessment, school-based consultation and problem solving

Kathleen Zimmerman
assistant professor, SPED
Research interests:
The identification and implementation of evidence-based instructional practices for students with and without disabilities exhibiting problem behavior in general education settings

Arpita Ghosh Zachary Foste Ashley Herda Kathleen Zimmerman

RETIREMENT
Six School of Education faculty members retired after the 2017-2018 academic year. Their service to the university totals more than 180 years.

Ronald Aust (33 years), associate professor of educational leadership and policy studies. Aust focused on the design of technology-rich learning environments and internationalizing education with technology.

James D. Ellis (20 years), associate professor of curriculum and teaching. Ellis centered his academic career on middle and secondary science education.

Mickey Imber (38 years), professor of educational leadership and policy studies. Imber’s emphasis was educational law, policy reform and administration.

Thomas Krishenok (36 years), professor of educational psychology. Krishenok examined career decision-making, vocational assessment and interventions, evidence-based practice, and training issues in professional psychology.

Mary Morningstar (26 years), professor of special education. Morningstar’s research and teaching are dedicated to secondary special education and transition to adulthood, online instruction and professional development, and education of students with significant disabilities. She will remain as adjunct faculty at KU.

Barbara Phipps (28 years), associate professor of curriculum and teaching. Phipps concentrated on children’s learning of economic concepts and economic education in transitional economies.

The School of Education was fortunate to have these dedicated and experienced teachers and researchers. Thank you.

PROMOTIONS ANNOUNCED
University of Kansas Chancellor Douglas A. Girod has approved promotion for these School of Education faculty.

To professor
Phil Gallagher, HSES
Heidi Hallman, C&T
Mary Fry, HSES
Jennifer Ng, ELPS

To associate professor with tenure
Subini Annamma, SPED
Jordan Bass, HSES
Thomas DeLuca, ELPS
Brian Gordon, HSES
Jennifer Kurth, SPED

YOUTH ACTIVITIES
Summer 2019
Hawk Fitness Academy
Sports Skills & Fitness School
Children’s Swim Program

Learn more:
hses.ku.edu/youth
What have you been doing since you left KU? We want to know!

Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at pnaught@ku.edu. Many thanks to these graduates for writing.

2010s

Kelly (MacCormack) Bono (B.S.E., 2010), who earned a degree in secondary mathematics education, teaches at her alma mater school district, Fort Zumwalt, in O’Fallon, Missouri.

2000s

Lindsey Horner (B.S.E., 2002) was named as Missouri Valley Conference Coaching Staff of the Year for both 2015 and 2017. She is the head coach of Drake University’s Women’s soccer team.

1990s

Kristy Feden (Ed.S., 1994) is the executive director of Sarpy County Cooperative Head Start in Papillion, Nebraska. She is completing a doctorate in educational leadership at the University of Nebraska.

1980s

Ken Peak (Ph.D., 1983) is professor emeritus, department of criminal justice, University of Nevada, Reno (UNR). He served there as department chairman for nine years and received several teaching awards. He authored or coauthored 36 textbooks on criminal justice subjects, two books about bootlegging and temperance in Kansas history, and more than 60 journal articles and additional book chapters. A native of Girard, Kansas, he began his criminal justice career as a police officer in Pittsburg, and subsequently held positions as criminal justice planner for southeast Kansas, director of the Four-State Technical Assistance Institute in Topeka, director of university police at Pittsburg State University and assistant professor at Wichita State University. He received two gubernatorial appointments to statewide criminal justice committees while residing in Kansas, served as chairman of the police section at the Academy of Criminal Justice Sciences, and is past president of the Western Association of Criminal Justice.

1970s

Edward W. Bethea (B.S.E., 1979) retired as head women’s golf coach at Dodge City Community College. During his time as head coach, from 1999 to 2016, the team won eight National Junior College Athletic Association championship titles and eight Kansas Junior College Athletic Association conference titles. Bethea was inducted in the Dodge City Community College Athletic Hall of Fame in 2017.

1960s

Anne Hoopingamer Ridder (B.S.E., 1961) earned a master of arts in liberal studies degree in 1982 and certificate of advanced study in liberal studies in 2010, both from Georgetown University. She recently retired following 34 years at Georgetown as the School of Continuing Studies assistant dean of graduate liberal studies and volunteer coordinator of the university’s bereavement support group. She writes, “Under the outstanding leadership of Dr. Emily Taylor, KU dean of women, I served as the freshman representative, secretary, vice-president and president of the Association of Women Students 1957-1961 and was a freshman counselor for 1959 and 1961 at GSP and North College. These experiences laid a lasting foundation for my work in education as well as volunteer contributions, particularly in religious education at numerous bases during my husband Wendell’s (B.S., Engineering, 1960) Navy assignments.” Her two graduate theses, “Pastoral planning in the context of a changing church” and “Family needlework: Unraveling tales, conserving a legacy,” continue to spark her parish, genealogy and quilting projects, research and related writing. She and Wendell have three daughters, including Martha McCabe (B.S.E., 1985, M.S.E., 1986), and five grandchildren.

1950s

Kenneth W. Wenger (B.S.E., 1953; M.E., 1955; Ed.D., 1961) is celebrating 20 years as an emeritus professor from Boston College, where he helped found the counseling psychology program now ranked in the top 10 by U.S. News and World Report. Between degrees, he served as a USAF intelligence office, Kansas Division of Vocational Rehabilitation counselor and Kansas City office manager. From 1961 to 1966 he taught and served as director of counseling at the University of Oregon Counseling Center and the first urban Job Corps center. From 1966 to 1997, he taught in the graduate program in counseling psychology at Boston College, the only doctoral program in New England accredited by the American Psychological Association. While there, he consulted and conducted research and seminars at more than 15 other institutions ranging from the USAF Academy to Harvard University to the University of Yucatan. Wenger’s primary interest was in working with students, and he directed more than 50 dissertations, served on more than 150 other doctoral committees and was advisor to more than 200 master’s students. He authored two books and numerous articles focused on counseling and testing. In his spare time, he completed the graduate senior officer programs of the Industrial College of the Armed Forces and the Air War College. As a reservist, he served as the USAF Academy liaison officer for the Boston area.

FOR YOUR CALENDAR

June 7 Summer Conference: “Strategies for educational improvement: Engaging all students and teachers” 7:30 a.m. - 3:30 p.m. in the BEST Building Conference Center at the Edwards Campus This annual event brings together 250+ of the region’s PK-12 educators. Learn more: soe.ku.edu/strategies

Oct. 4 Scot Pollard & Gale Sayers Golf Classic 11 a.m. registration | noon tee off at Eagle Bend Golf Course in Lawrence This event supports the KU School of Education Multicultural Scholars Program. Learn more: soe.ku.edu/golf
As a first-generation college student, I spent most of my undergraduate time at KU feeling lost — navigating college mostly on my own. However, as a professional, my story is different. My journey with Stacy Mendez started 17 years ago, when I was a student assistant for CAMP, a freshman scholarship program at KU, and she was the academic advisor. Since then, we have worked together in various capacities in the Center for Educational Opportunity Programs (CEOP), where she is currently the CAMP program director, and I the coordinator. Over the years, Stacy has been more than just a colleague; she has been a mentor, teacher, role model and dear friend.

Stacy has been instrumental in molding me into the professional I am today. She supported me through my transition from student to professional, and encouraged me when I was scared. She encourages me to present at professional conferences, serve on various committees, and take on new roles at KU. She also challenges me to expand my horizons, like teaching the UNIV 101 course last fall, or bringing my vision to life with the FIT Minds discussion series. I feel brave taking on new professional endeavors because I know she has my back.

Stacy truly believes in me and what I am capable of, even when sometimes I doubt. This was especially evident when I began graduate school. Honestly, I never thought graduate school was an option for me, or that I was capable of reaching so high. However, Stacy’s encouragement led me to apply for my master’s degree in counseling psychology at KU ... and I was accepted! During the next five years, I worked full time and attended school part time, and Stacy was there every step, listening when I was feeling overwhelmed or inadequate, helping me come up with creative solutions as I navigated school and work, and giving me advice on how to navigate this new educational environment. Today, I finally have my master’s degree and I owe so much of it to Stacy for her support and guidance.

I only hope to be the kind of mentor someday that she has been for me. She has helped shape my story.

Since graduating last May, I am so proud to have developed and facilitated a psychoeducational discussion series (FIT Minds) for our CEOP students. Like so often before, Stacy was instrumental in making FIT Minds happen. She knows what I am passionate about and what I care about most. She genuinely cares about my professional and personal growth, and makes every effort to make my ideas and pursuits a reality. I could not ask for a better supervisor and mentor.

Stacy is caring, compassionate, patient, supportive and encouraging, and she leads by example. I only hope to be the kind of mentor someday that she has been for me. Stacy has helped shape my story, from a lost first-generation college student to a professional with a master’s degree who has achieved more than imagined. There will never be enough words to thank her for the impact she has had in my life. Thank you, Stacy!

—Alejandra Hernandez-Castro

Alejandra “Alex” Hernandez-Castro has been at the University of Kansas since 1999, first as a student, then a professional. She has spent the last 17 years working to help students from low-income, first-generation and migratory farm-work backgrounds access and succeed in college. She presently is the program coordinator for Heartland CAMP, a freshman scholarship program at KU.