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

No. 8  School of Education  
(among all public schools and colleges of education)

No. 17  School of Education  
(among all institutions, public and private)

No. 16  School of Education  
secondary teacher education program  
(newly ranked, among public schools)
AS THE TREES

and bushes blossom on campus and warmer air permeates our environs, the noticeable changes on the Hill go beyond the arrival of spring and summer. KU will announce its new chancellor soon, perhaps by the time you are reading this. Bernadette Gray-Little has served with distinction and we thank her for her service. We look forward to our new leadership and the energy and excitement that will come with the change.

We know that our new chancellor will understand that the issues driving our focus for the immediate future revolve around matters of diversity and smarter use of technology.

Provost Neeli Bendapudi recently held a retreat with all the deans from across campus. One of our tasks was to highlight the key headline that should be appearing in news media about each School and division next year. Our headline was, “School of Education initiates ‘Diversity Matters’ agenda.”

Diversity has been central to our work in the School for years, but the new focus hits on several key areas for attention: recruitment of students, faculty and staff; retention and support programs for diverse faculty, staff and students; setting targets for these recruitment efforts; strengthening guidelines for faculty search processes; examining our performance review and reward structures to honor the commitment to diversity; and continuing to make appropriate training available to support our work. Our society continues to diversify. For the first time in the country’s history, more than 50 percent of public school students represent minority or diverse populations. Adapting to this change and embracing it is critical for our School and, indeed, for our society.

Being current with technological changes and infusing greater and smarter use of technology remains a key objective as well. Our wholly online programs now enroll more than 600 full-time graduate students — phenomenal growth in a three-and-a-half-year period. It means that while enrollment numbers are declining at other schools and colleges of education across the U.S., they are up at KU. We are an outlier in the best conception of that term!

School of Education faculty continue to produce research that informs and challenges. For our spring faculty research conference, 13 faculty members made five-minute TED talk-like presentations about their work. It was fast-paced, fun and inspiring, and it led to wonderful conversations about the great research in each department. We hope to repeat this event for the public next year. The plan is to add local teachers from Lawrence public schools using technology in creative ways so we can display the research and teaching underway in the greater Lawrence community. And we are working on creating a virtual community for current students and recent graduates where they can connect and share information to prepare our students for their careers and provide professional development for graduates already in the workforce.

We continue to reach out to the communities we serve in other ways. This June, for example, we host our 10th consecutive summer conference for Kansas teachers and educators — a free day of professional development for hundreds of Kansas educators on topics they have indicated are most pressing for their work success.

Obviously, though changes do bring challenges, we in the School are embracing the new normal. Your ongoing support and help will continue to be vital for any of our success.

Rock Chalk!

Rick Ginsberg
Ngondi Kamatuka (Pd.D., 1987) was named as the executive director of diversity and equity initiatives for the School of Education by Dean Rick Ginsberg. Kamatuka began his duties in the newly created position on January 1, 2017. He will play a major role in directing and overseeing the School’s diversity-focused agenda for the next two years while continuing his responsibilities as director of the KU Center for Educational Opportunity Programs. The new position will involve working with faculty, staff and students; assisting with recruitment and retention efforts; serving on the multicultural committee; and meeting with the administrative council, overseeing diversity agenda efforts and updates, as well as serving on the Dean’s team.

“We have a number of very talented faculty and staff in the school whose research and professional focus is on diversity,” Ginsberg says. “Although we are not in a position to conduct a full search for an associate dean position, given the importance of the work and its centrality to our mission, Ngondi Kamatuka will provide the necessary leadership to move the agenda forward.”

Kamatuka is a nationally and internationally recognized leader for his equity and diversity work. He was chairman of the Board of Directors for the Council for Opportunity in Education. Through his nearly 30-year career at KU he has led approximately $60 million in TRIO and other research and training projects. He has advised and consulted with individuals and groups across the U.S. and abroad.

Diversity has been central to our work in the School for years, but the new focus hits on several key areas.
GIFTS
A realistic path through a virtual medium

Schools are far more than the sum of lesson plans.
What do parents hope for their children?
A path to the future as happy, productive individuals who care for others as citizens of the human village.
The gift of learning to travel that path with the those who can help impart such learning: parents, family, neighbors, schools — the Village. That journey is not self made, and much of it runs through the school.

How do schools and their teachers contribute to children’s journeys?
Schools provide knowledge, understanding and inspiration — the Joys of Learning — through the exploration and mastery of ideas about reading, math and history. Ideas about music, art and language. By reading stories in English, experimenting in biology and in art. By reasoning in debate. By exercising creativity in band and by exercising effort in sports. School is a social endeavor, a symbiotic activity providing the pleasures and benefits of exploring the ideas of others and of themselves.

Schools are about the traditional Three R’s. And of the Four R’s of Respect, Responsibility, Restraint and Resilience.

Schools are communities of comfort, safety, order. And Hope, Kindness, Appreciation. Places where teachers respect and understand children — and strive to enhance, rather than reduce, their life chances.

Schools are far more than the sum of lesson plans. They enhance the academic growth and personal well being of their students of all ages, and thereby help our society and civilization prepare for the challenges of now, and those which will inevitably emerge because the advantages which we appreciate may become limitations when conditions change. Civilization is a thin veneer — a precious, fragile barrier to the Dark Side.

What are the University of Kansas School of Education’s gifts to the schools?
I note the School of Education’s core values statement:

Our programs, initial and advanced, pursue excellence in the preparation of candidates who are capable of serving as leaders in their schools and community. The following statements illustrate our core values:
1. We are committed to excellence through self-study and periodic review.
2. We value multiple perspectives.
3. We foster a sequential, cumulative preparation for life-long learning.
4. We uphold professional and ethical standards of conduct.
5. We treat others with dignity, courtesy and respect.
6. We connect research and best practice.

In my 45-year association with the School of Education, I saw it as a national and international model of servant leadership. It always gave crucial knowledge and inspiration to teachers to help them fulfill parents’ hopes. To make their children’s path to the future joyful and successful.

—Phil McKnight

Phil McKnight (professor emeritus, C&T) started his faculty position at the School of Education in 1971. His areas of research interest and experience include the history and philosophy of curriculum, the effects of stigmatization of students (and in particular, special needs children), the evaluation of postsecondary instruction, and the future of the rural elementary school. He was also an advocate and instructor in the Western Civilization courses at KU. He is well known for his love of books as well as his gentle, kind, and positive spirit. McKnight retired in January 2016.

They enhance the academic growth and well being of their students. They help us prepare for the challenges of now, and those which will inevitably emerge.
With the confirmation of Betsy DeVos as the Secretary of Education, questions about her educational agenda continue, especially given her background as an advocate for school choice in Michigan. This brief article describes not only Michigan's current school choice options, but some of the challenges faced by those who would like to choose.

Similar to most state constitutions, Michigan's constitution describes its responsibility to provide access to a public education for its residents:

The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin (Michigan Constitution, Article VIII, Section 2).

With this constitutional provision as the framework, Michigan offers five types of school choice: 1) Tiebout model where citizens vote with their feet by choosing to move to a different community and attend its local schools (i.e., traditional public schools), 2) inter-district choice where children living in one school district attend school in a neighboring school district, 3) charter schools, 4) private or non-public schools, and 5) home schooling. Of these five, only the first three are publicly funded using a per-pupil foundational allowance based on student enrollment.

Currently, Michigan does not offer tuition vouchers whereby students might attend non-public schools with the state's voucher offsetting some of the tuition expenses.

State and local school board policy
From a legal perspective, all children in the state of Michigan maintain the right to attend a school of their choosing. Still, access to charters and interdistrict school choice may be limited by local board of education policies that retain the legal authority to control student enrollment from outside of its residential school district boundaries. While boards may choose to accept or not accept students from outside of its residential boundaries, boards also maintain the authority to accept some students while not accepting others, and enforce this restriction in several ways:

1. Accept only a specific number of non-residential students. The intent is to ensure that each residential student is guaranteed a seat in a classroom before opening the doors to non-residential students.
2. Accept students from specific grade levels. This is common in areas where a district allows only elementary-aged, non-residential students to attend its schools.
3. Accept students from within its intermediate school district (ISD) or allowing students to cross ISD borders. Every Michigan school district is a member of a larger service-providing organization (ISD), commonly known in other states as an educational service agency (ESA). School boards must approve the acceptance of students from non-ISD traditional public school (TPS) districts, with one example being where students living within Detroit Public Schools' boundaries (Wayne ISD) may or may not be allowed to enroll in suburban Lake Shore Public Schools (Macomb ISD).
With charter schools, however, students may enroll in any charter within the state, assuming the school has the capacity to accept those students. It should be noted that Michigan charter schools rarely provide transportation services while several other states mandate that traditional public school districts provide transportation to whichever school students choose to attend.

From a legal and policy perspective, Michigan offers broad school choice options, while school boards maintain control over who may enroll in a district’s schools. However, legal authority and practical access to enrollment may be at odds.

Practical implications for parents and children

While Michigan’s policies provide the legal right for school choice, one of the greatest misperceptions about these policies is that all students maintain the practical option to attend any school of their choosing. Based on my research, school choice commonly occurs in the following settings: 1) urban areas where multiple TPS districts and charter schools are readily available, 2) rural areas where a neighboring district’s school building may be near the border between two school districts, and 3) high populations of non-white students. Michigan’s total student population is approximately 34 percent non-white. Michigan’s charters enroll approximately 69 percent non-white students.

Figure 1 shows a map of Michigan’s district boundaries within its assigned ISDs (bold lines), and charter schools (points). Note the clusters of charter schools around major cities, all of which have relatively high non-white populations.

As shown in Table 1, not surprisingly, charter enrollments vary based on the urban-centric location of the school. Charter schools enroll a much larger proportion of students in school districts identified in cities compared to those in smaller communities and rural school districts, and this is likely due to geographic and population density needed to support a charter school. While Detroit charter schools may strongly influence enrollment and distribution patterns for charter schools, limited access to charter schools or interdistrict school choice options in rural communities and small towns is worth noting.

Summary

While Michigan offers multiple school choice options, access to these options is often limited by geographic proximity, school capacity, politics and family resources. School choice advocates frequently ask, Isn’t having a choice a good thing? The question remains, To what extent is school choice an option for all of a state’s students?

Ongoing research

In addition to the basic idea of parents having a practical choice of where to send their children to school, one of the questions researchers continue to investigate is why parents choose to send their children to schools other than the traditional public schools within their residential school district. Preliminary research finds that while some parents perform their due diligence and purposefully choose higher-quality schools based on student outcomes, others appear to rely on word of mouth and marketing materials.

—Tom DeLuca

Thomas DeLuca, assistant professor in the Department of Educational Leadership and Policy Studies, has served as a teacher, principal and finance director in both rural and urban districts. His current research focuses on four key areas: the politics of K-12 education finance and policy, the influence of empirical evidence in decision-making and resource allocation, alternative service delivery models, and the structure and economics of K-12 educational organizations.

### TABLE 1. Enrollment patterns in traditional public schools and charter schools by locale (2015)

<table>
<thead>
<tr>
<th></th>
<th>STUDENT ENROLLMENTS</th>
<th>SCHOOLS*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TPS</td>
<td>Charter</td>
</tr>
<tr>
<td>City</td>
<td>293,954</td>
<td>77,210</td>
</tr>
<tr>
<td>Suburb</td>
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<td>45,657</td>
</tr>
<tr>
<td>Town</td>
<td>183,261</td>
<td>6,339</td>
</tr>
<tr>
<td>Rural</td>
<td>240,044</td>
<td>15,116</td>
</tr>
<tr>
<td>Ann Arbor</td>
<td>40,643</td>
<td>5,601</td>
</tr>
<tr>
<td>Detroit</td>
<td>214,571</td>
<td>67,273</td>
</tr>
<tr>
<td>Flint</td>
<td>61,346</td>
<td>6,268</td>
</tr>
<tr>
<td>Grand Rapids</td>
<td>89,459</td>
<td>14,989</td>
</tr>
<tr>
<td>State Total</td>
<td>1,347,290</td>
<td>144,322</td>
</tr>
</tbody>
</table>

* The number of school buildings.

It houses not only offices for the Department of Health, Sport, and Exercise Sciences (HSES) but swimming pools, athletic courts and specialized classrooms, too. It also contains a number of laboratories and centers where faculty and student researchers collaborate to explore human movement, performance and psychology.

The Applied Physiology Laboratory, the Neuromechanics Laboratory and the Jayhawk Athletic Performance Laboratory comprise the Osness Human Performance Laboratories, named after Wayne Osness, professor emeritus and longtime chair of the department.

### Neuromechanics Laboratory

A number of students, both undergraduate and graduate, are active in the Neuromechanics Laboratory under the guidance of HSES faculty members Joe Weir, chair and professor, and Trent Herda, associate professor, who serves as lab director. The researchers use biomechanical tools and technologies to assess human muscle performance and physiological responses and adaptations to a variety of interventions.

For example, they are examining the effects of acute and chronic exercise and obesity on muscle composition and motor unit behavior. Of particular interest to the researchers is quantifying alterations in the composition of the muscle (i.e., muscle size, intramuscular fat, etc.) as a result of endurance- and resistance-training exercise interventions — and subsequently the effects changes in muscle composition may have on motor unit behavior and the neural costs to match force tasks.

From their work in the Neuromechanics Laboratory, undergraduate students have authored peer-reviewed scientific abstracts presented at regional and national conferences. One student received a University of Kansas Undergraduate Research Award. Graduate students have been lead authors on peer reviewed scientific papers in top journals in the field and present scientific abstracts at national conferences every year. Graduate students have also been awarded more than $20,000 in funding from external organizations to support their research. Says Herda, “The School of Education provides an environment that fosters and promotes student involvement in high-level research.”

Michael Trevino is one of the student researchers working with Herda. Trevino, a doctoral student, says, “My research primarily investigates the influence muscle fiber type has on muscle function. Previously, we have shown strong relationships between the amount of slow-twitch contractile proteins in the muscle on the strategies the muscle utilizes to produce force. For my dissertation, we are examining if we can increase the amount of slow-twitch contractile proteins in the muscle with aerobic cycling on a stationary bike for individuals who are not in a regular workout program, and if this training influences how the muscle produces force (e.g., activating more muscle, increasing the firing rate of the active muscle, or both). Preliminary results suggest that individuals who are using aerobic training to improve fitness and/or lose weight should incorporate resistance training as well as a means to improve strength.”
Jayhawk Athletic Performance Laboratory

The Jayhawk Athletic Performance Laboratory provides sport science research and information support to optimize high performance in athletic settings. Several past and current projects include studying:

- optimal use of the arms when vertical jumping
- methods to maximize sprinting performance in the presence of high levels of lactic acid
- the effectiveness of modified exercise handles for training and rehabilitation
- how to modify barbell squats for in-season basketball training
- methods to monitor readiness to perform on the basketball court
- the importance of proper exercise instructions for maximal jump performance
- the effectiveness of probiotic supplements on swim performance
- the effectiveness of pre-workout energy drinks on lifting performance
- contributing factors to batted ball velocity in baseball
- training methods for baseball catchers’ throwdown performance
- ground reaction forces during platform diving drills
- how the body responds to highly stressful lifting training, also known as overtraining.

Eric Mosier, a doctoral student who works in the lab, was a history major and football player during his undergraduate years. He became interested in strength and conditioning and decided to work on a master’s degree in exercise science through the non-thesis track. As he worked with Andrew Fry, professor and director of the lab, he found himself increasingly interested in research and determined to earn a doctorate. Says Mosier, “I looked at a lot of programs and interviewed at different schools. Dr. Fry and I just meshed and five years later I’m still working with him.”

Mosier says that the lab has allowed students, undergraduate and graduate, to be involved at every level of the work. Some research topics can be generated by questions from coaches and athletes. A quick pilot study can lead to a full study or even a thesis or dissertation. As a student, Mosier’s experience of working and publishing with Andrew Fry has opened many options after he completes his doctorate — he can work in academia or in applied strength and conditioning settings.

Applied Physiology Laboratory

The Applied Physiology Laboratory houses a biochemistry area, a molecular biology area, a blood draw and muscle biopsy procedures room, an exercise testing area, a histochemical area, and various areas for exercise/metabolic testing. Faculty researchers include Philip Gallagher, associate professor, who serves as director, and
Dawn Emerson, assistant professor. Researchers here focus on how aging and disease can elicit significant muscle loss and what strategies might be successful as countermeasures. They also investigate how physical and mental challenges precipitate an exaggerated endocrine response that potentially increases susceptibility to opportunistic infections through suppression of innate immunity.

Another research focus is investigating the risk factors for exertional heat stroke and exercise associated hyponatremia (low sodium levels in the blood), and strategies for hydration and electrolyte supplementation, including how these relate to energy balance.

Numerous undergraduate and graduate students work with HSES faculty in the lab and assist with data collection, biochemical analyses, statistical calculations and manuscript preparation. One of those students, Melani Kelly, says, “As a relatively new doctoral student, life in a research lab has been an eye-opening experience. Coming in, I was a little naïve as to what sort of research I would be conducting, as well as the requirements of that research. Now that we are midway through my first big project, I realize that data collection is a full-time job, but that it is very rewarding. Working with human subjects and learning the research process have been a couple of the best experiences during my time in the KU Applied Physiology Lab. The current research project I am working on is looking at the differences between consuming water, orange juice or a carbohydrate electrolyte beverage (e.g., Powerade), on recovery and rehydration after exercising in the heat. For future research, I would like to look at exercise in the heat and supplements. This area of research interests me because as an athletic trainer I want to prevent injuries or illnesses from occurring to the best of my ability. Supplements is an area that is not only lacking research to boast effectiveness but also safety.”

Emerson notes that both students and faculty gain from research collaborations. “For me, one of the great benefits to working in the Applied Physiology Lab is the opportunity to mentor students at each level — undergraduate and graduate. I want to make the experience an enjoyable learning opportunity that they can use to help guide their career choices. Whether students simply want to understand research better or are trying to decide if being a researcher is for them, we provide opportunities for the students to be involved at every level of the process, from developing the study and finding funding to carrying out the study and presenting the results.”

Amateur Sport Research Center

The Amateur Sport Research Center (ASRC) is a student-run research center, with doctoral students serving as leaders. The most recent co-presidents are Claire Schaeperkoetter and Jonathan Mays, both of whom received their doctorates this May. “The decision to have doctoral students as leaders of the restructured ASRC was an easy one. Their positions allow them to take ownership in the center and implement new and creative ideas faculty would not dream up. Jon and Claire have been tremendous co-presidents and we will miss them dearly,” says Jordan Bass, associate chair and assistant professor, who serves as the director of the sport management program.

Schaeperkoetter, Mays and Bass recently had an article accepted for publication in the *International Sport Coaching Journal* examining the increased numbers, and consequences of, male coaches in female sports. Additionally, seven center members were part of a study accepted in the *Journal of Intercollegiate Sport* detailing the rise of intercollegiate eSports programs and perceptions of student-athletes.

Mays says, “Being in a leadership position with the Amateur Sport Research Center has allowed me to expand my academic experience beyond research and the classroom. It has given me the opportunity to delve into administrative procedures and has strengthened my communication and leadership abilities. As a whole, the center has considerably strengthened our program and the individuals in it.”

“It has been a tremendous honor and wonderful opportunity to serve as co-president of the ASRC alongside Jonathan Mays,” says Schaeperkoetter. “We have been able to collaborate with fellow doctoral students on research, on future directions for the ASRC and on practical steps for developing research lines. As we continue to build the sport management program here at KU, the ASRC has given all members feedback and collaborative opportunities, both with building each individual’s research experience and creating a stronger program as a whole. I am so grateful for
the opportunity to help get this initiative off the ground and am excited for its continued growth.”

Another faculty member associated with the center is Brian Gordon, assistant professor. Gordon and four doctoral students who are center members recently submitted two research projects for publication consideration. The first project involving Zach Scola and Peyton Stensland examined the motives and benefits of being a member of an out-of-market Pittsburgh Steelers fan club. Farah Ishaq and Ollie Taniyev investigated the content of individual and team sport athletes’ Twitter accounts and assessed the effectiveness of this content with sport consumers in the second project.

KU Sport and Exercise Psychology Laboratory

The KU Sport and Exercise Psychology Laboratory (KUSEPL) is devoted to research and service that helps individuals optimize their physical activity experiences. The lab members include faculty, graduate and undergraduate students studying and working in the field of sport and exercise psychology. The director of the KUSEPL is Mary Fry, associate professor, whose research focuses on the influence of the psychosocial environment in sport on participants’ motivational responses, as well as their physical and psychological well being.

The KUSEPL regularly conducts evaluations of physical activity programs, provides training to coaches and professionals working in sport and physical activity settings on how to create task-involving and caring climates, and delivers physical activity/positive life skills and mental skills training programming to participants of all ages.

One recent study examined whether a caring, task-centered approach to coaching would lead to increased retention of players on a football team. Joseph Claunch, who received his doctoral degree in May 2016, worked with Fry on the study which looked at coaching strategies at Haskell Indian Nations University. Fry and Claunch, who played on the Haskell team in 2002, found that the coaches reported that not only did they have their best retention rate ever in a positive environment, but that they felt more connected to their fellow coaches, more connected with their players and that they were even better husbands, fathers and family members.

Doctoral student Candace Hogue graduated from the program this May. In her dissertation research, she examined middle school students’ stress response to learning to juggle in two distinct climates. In the caring/task-involving climate condition, the children had a positive experience and reported high effort, enjoyment, interest in continuing to juggle and low anxiety, shame and embarrassment. However, in the ego-involving climate, where those who picked up the skill more quickly received the most praise and recognition and where rivalry among participants was fostered, the students had enhanced stress responses measured by their salivary cortisol, as well as greater shame, embarrassment and anxiety, and lower enjoyment.

Unfortunately, many young athletes still experience outcome-centered climates in sport. Master’s student Mike Breske, who completed his degree last summer, extended Hogue’s study by teaching students to juggle in an ego-involving climate. Students were assigned to a control group where they received a brief history of the field of sport psychology or to a session where they were given a brief summary of research on motivation in sport psychology. The priming session served to buffer the stress of the students in the treatment group, so that they dealt with the stress in the outcome-focused climate better than those in the control group.

Students in the KUSEPL are part of important research studies that inform coaches and teachers about how they can maximize both the performance and experience of athletes of all ages and ability levels. Fry says, “I’m fortunate to work every day with bright, passionate, highly motivated students who are making the world a better place.”
That commitment started early — she was a classroom teacher in both general and special education classrooms at the beginning of her professional life. That time in the classroom helped Lane understand the challenges teachers and administrators encounter. She believes building strong, respectful and productive partnerships between researcher and practitioner communities is crucial to improving educational outcomes — academic, social and behavioral — of all students, especially those at risk of failure.

The work that Lane, Wendy Peia Oakes (from Arizona State University), Holly Mariah Menzies (from California State University-Los Angeles), and their colleagues engage in with their practitioner partners centers on the Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T). It is a “data-informed graduated system of support that addresses students’ academic, behavior and social skills, and is intended to build efficiencies within and across schools and in the district.”

“This model grew out of that very first line of inquiry that was my focus during graduate training. It is all about how to design comprehensive, integrated, three-tiered models of prevention that are really designed to support school systems in meeting students’ academic, behavior and social needs in an integrated way. It creates an opportunity to build efficiencies and create partnerships between general and special education communities — and it is a nice playing field for educators to examine their practice to make sure they are really addressing students’ needs in an integrative way.

Lane explains that often school sites have separate teams in place to meet students’ needs. “For example,” she says, “there is often a team of people who are looking at reading data or academic data to see how a student is doing, and then there’s another team looking at office discipline referral data or screening data to see what students might need behaviorally. And there’s another team that is committed to supporting students in developing social skills that will empower them to become self-determined life-long learners.

“In this model, our goal is to build efficiencies while providing a context in which teachers can examine multiple sources of data in one system to better serve all students. If I knew a student was anxious, withdrawn and uncomfortable socially, I really need that information as a teacher because that’s going to shape how to support that student to participate. If I have a class with several students who struggle with those internalizing issues, then I would adjust my instruction. So rather than calling on one student in the entire open class (where they might feel all eyes are on them), I might say, ‘Jot down an idea and then share it with your shoulder partner.’ Or with an older student I might say, ‘Think about it just for a minute and then share it with the person next to you.’ And then it might bridge to, ‘in a small group, I’d like you to do blank.’ That way I’m scaffolding participation and engagement so I can create these very positive, productive environments where students feel safe. Having data on students’ full set of skills and using positive proactive practices fosters enjoyable relationships between students and adults where differences are respected and teachers and students can feel comfortable in meeting students’ multiple needs.”
“It’s grounded in this really healthy respect we have for what each other does.”

Lane and her colleagues focus on evidence-based practices, because educators in schools need to be sure that if they implement the model “with fidelity they are likely to get the desired outcome.” And they make sure that the practitioners are full partners. “It’s grounded in this really healthy respect we have for what each other does. We don’t believe in hit-and-run research on our project — you know, where people go in, get their data and leave. We really value and learn with our district partners.”

Lane’s commitment to research extends to supporting researchers with their own agendas, particularly those who are interested in supporting school-based inquiry.

When she came to KU, she formulated a new group called the Productive Scholars Writing Group. Co-coordinator Mandy Lusk (from Clayton State University) and Lane host the group about six times a year. The number of involved scholars varies — as many as 30 active members, as few as six. “We’re all very passionate about preventing learning and behavior challenges from occurring and then responding effectively and respectfully when those challenges occur,” says Lane.

She explains the purpose of the group is to “mentor concluding doctoral students and people who are in academia who want to increase their productivity, find their focus and increase the impact of their scholarship, and basically work on work-life balance.” Participants come from all over the country. “My goal is to have it be a safe, positive, productive place to problem solve. It’s very solutions based. Some of the productive scholars’ members have shared wonderful stories about feeling supported and mentored. One woman said her productivity has tripled in the time she’s been in the group by applying some of the strategies and redefining herself as a scholar.”

In her work with her own students, Lane has purposefully emulated her graduate school and other professional mentors. “I had amazing mentors, including my advisor Sharon Borthwick-Duffy, and have worked with wonderful people over the years.” Before her students leave, “whether they’re master’s students or doctoral students, we map out a plan together for their future. My goal is to really continue that mentorship as they launch their careers. Some people will map out a three-year research partnership, some people a five-year one.”

“It’s a very scaffolded approach,” she continues. “I tell my doctoral students there are easier ways to pursue a Ph.D. than with me.” She wants her students to graduate “with a full set of skills in research, teaching and service” so they can decide for themselves what they want to do when they earn their degree. “They don’t have to do all of it, but they could. And they have support afterward. That’s what people tell me later that they appreciated the most. Sometimes when you’re in it, it seems overwhelming, but they have always come back saying they felt welcome and they felt supported.”

Through all of her work — from the beginning when she was a graduate student, to now as she is working with her own graduate students, school district personnel, special education professors at other universities, and with KU colleagues in the School of Education and in other departments such as applied behavior sciences — Lane continues to rely on the committed, respectful, collaborative efforts that result in better school environments and outcomes for students with and without disabilities.

She notes that her work is possible only because of partnerships with a lifetime of great colleagues and friends: Menzies and Oakes, mentioned earlier; and former students including Jemma Kalberg, Robin Ennis, Meredith Crittenden, Kathryn Germer, Mallory Messenger, Emily Cantwell, Eric Common, David Royer, Liane Johl, Mark Buckman and Grant Allen.

Kathleen Lane was recently named the 2017 recipient of the Hallahan-Kauffman-Pullen Distinguished Researcher Award of the Division for Research of the Council for Exceptional Children. The award recognizes individuals or research teams who, over the course of their careers, have made outstanding scientific contributions in basic or applied research in special education.

Lane earned her doctoral, master’s and bachelor’s degrees at the University of California–Riverside. She has served on the faculty of the University of Arizona, California State University–Los Angeles, Peabody College of Vanderbilt University, and North Carolina at Chapel Hill. She came to the University of Kansas in 2012.

Her work has been published in more than 160 refereed journals. She is the author of eight books, 31 chapters and 25 other publications. Her research has yielded external support approximating $10 million.

Her other awards include the 2015 Outstanding Leadership Award from the Council for Children with Behavior Disorders (CCBD); the 2015 Outstanding Leadership Award by the Midwest Symposium for Leadership in Behavior Disorders; the 2014 University of Kansas School of Education Distinguished Faculty Achievement for Scholarship; and the 2014 Council for Exception Children (CEC) Special Education Research Award.
**FACULTY AWARDS**

**Subini Annamma**, assistant professor in the Department of Special Education, received the 2017 Early Career Award for research on the social contexts of education from the American Educational Research Association (AERA) Division G. The award was presented during the 2017 Annual Meeting in San Antonio, April 27–May 1.

“We are very fortunate to have Dr. Annamma as a part of our faculty here at KU,” says Elizabeth Kozleski, chair of the Department of Special Education. “This Early Career Award recognizes her research and dedicated efforts focused on disability and race.”

**Yong Zhao**, foundations distinguished professor in the Department of Educational Leadership and Policy Studies, received the 2017 Horace Mann League’s Outstanding Public Educator award. The award was presented at the HML’s 97th Annual Meeting in New Orleans in March. It recognizes outstanding national leaders and advocates of public education for their leadership contributions to improving our nation’s public schools.

The Horace Mann League, founded in 1922, exists to perpetuate the ideals of Horace Mann, the founder of the American public school system. Its basic purpose and activities are to strengthen public schools.

Zhao received his doctorate in educational psychology in 1996 from the University of Illinois at Urbana-Champaign, and his work focuses on the implications of globalization and technology on education. He has published more than 100 articles and 30 books. Zhao also serves as a professorial fellow at the Mitchell Institute for Health and Education Policy at Victoria University in Australia.

“I am humbled and honored by this recognition,” he says, “not only because it has been given to great educators I admire but also because it’s from an organization that dedicates itself to defending and improving public education, the bedrock of America.”

**Dorothy Hines-Datiri**, assistant professor in the Department of Curriculum and Teaching, received the 2016 Paula Silver Case Award from the University Council for Educational Administration (UCEA). The award was instituted by UCEA in 1999 to memorialize Paula Silver who made significant contributions to UCEA through “excellence in scholarship, advocacy of women, and an inspired understanding of praxis.” The award is given annually to the author of the most outstanding case published during the last volume of UCEA’s Journal of Cases in Educational Leadership. UCEA is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

**James W. Lichtenberg**, professor emeritus in the Department of Educational Psychology, is the recipient of the 2017 Distinguished Contributions of Applications of Psychology to Education and Training Award from the American Psychological Association (APA) Board of Educational Affairs. The award recognizes psychologists for evidence-based applications of psychology to education.

The award citation reads, “The very substantive contributions Lichtenberg has made to the field through organizational leadership have been complemented by important scholarship concerning the education and training of psychologists. This has included attention to supervision processes, supervision ethics, and mechanisms of lifelong learning for psychologists. In addition, he has contributed to the literatures on psychology competencies and the development of psychologist’s expertise. The effect of the competencies movement on psychology training has been profound. Through both his leadership and scholarship, Lichtenberg has had important and enduring impacts on people, programs, and policies.”

As part of the award, Lichtenberg will give an address at the annual APA convention in August in Washington, D.C.; the address will also be published in the *American Psychologist*.

**Ann Turnbull**, Ross and Mariana Beach Distinguished Professor Emerita in the Department of Special Education, is the recipient of the 2016 J.E. Wallace Wallin Special Education Lifetime Achievement Award from the Council for Exceptional Children (CEC). The award recognizes an individual who has made continued and sustained contributions to the education of children and youth with exceptionalities.

From the CEC: “Turnbull’s inquiry into the ways school, home and family partnerships might improve quality of life for families of individuals with disabilities has resulted in a programmatic body of research that ranges in focus from preschool services and inclusion to questions of employment and independent living for adults with disabilities. In her 40-year career, she has published nine textbooks and made more than 600 presentations. She has received grants totaling more than $30 million and is the winner of many awards, she was selected by the National Historic Preservation Trust on Developmental Disabilities as one of 36 individuals who changed the course of history for individuals with intellectual and developmental disabilities in the 20th century.

**Suzanne Rice**, professor in the Department of Educational Policy and Leadership Studies, will receive a 2017 Society of Professors of Education Outstanding Book Award for her book, *The Educational Significance of Human and Non-Human Animal Interactions*. **
Michael L. Wehmeyer received the 2016 CEC Special Education Research Award. The CEC Special Education Research Award recognizes an individual or research team whose research has made significant contributions to the education of children and youth with exceptionalities.

Wehmeyer is the Ross and Mariana Beach Professor of Special Education; co-director, Kansas University Center on Developmental Disabilities; and senior scientist, Schiefelbusch Institute for Life Span Studies. He is an internationally known scholar in the areas of self-determination, the application of positive psychology to the disability context, and conceptualizing and understanding intellectual disability. He lectures extensively in the United States and abroad on these topics and has published more than 225 articles, 150 book chapters, and 40 books on these topics. Wehmeyer taught adolescents with extensive support needs in school districts in Texas and Oklahoma and was an associate director of the research and program services department at The Arc of the United States before coming to KU in 1999.

PROMOTIONS ANNOUNCED  Chancellor Bernadette Gray-Little approved promotion and the award of tenure for 10 School of Education faculty members. Says Dean Rick Ginsberg, “Thanks to all those faculty members across the School who supported their departmental colleagues and the many faculty who worked on the various personnel committees. I know you all join me in congratulating our wonderful colleagues on their career milestones.”

Professor
Barbara Bradley, C&T
Bruce Frey, EPSY (promoted 2016)
Mary Morningstar, SPED
Trissy Lowe, EPSY
Karrie Shogren, SPED (promoted 2016)
Jonathan Templin, EPSY

Associate professor with tenure
Hyesun Cho, C&T
Trent Herda, HSES
Melinda Leko, SPED
Jason Travers, SPED
Reva Friedman, associate professor in the Department of Curriculum and Teaching, recently revamped the introductory teacher education class, C&T 100: Introduction to the Education Profession. One of her goals was to ensure the class provided solid critical thinking skills. Not only does this help the students in the class, it also fulfills one of the KU Core Goals — 1.1. This goal is met by courses that encourage students to “build core skills of critical thinking and quantitative literacy... Upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments and forms of expression; select and apply appropriate interpretive tools.”

Friedman recently learned that her efforts had an additional benefit — the Department of Curriculum and Teaching received the Christopher H. Haufler Award for KU Core Innovation for the course. Comments in the award citation included: “(C&T 100) has an innovative and comprehensive design that includes active learning, problem solving and guided reflection... It also includes the use of small group activities, or learning communities, to help address the elements of this course... C&T 100 provides a comprehensive experience of learning, by combining active learning and problem solving and guided reflections... C&T has demonstrated a clear process of a feedback loop for course improvement and plan for sharing the experience with other KU Core courses.”

Funded by the Office of the Provost, the award honors the creative and forward-thinking work of academic departments in developing or transforming outstanding core courses, assessing the KU Core learning outcomes, and disseminating the assessments as models of excellent teaching and learning. It comes with a $5,000 stipend to the department that may be used to advance the work on teaching, learning and assessment. The University Core Curriculum Committee makes the award selections.
Does it work? Are we getting the results we want? Do we need to make any adjustments? These are critical questions for organizations devoting considerable resources to a project.

Most organizations, though, don’t have the expertise to step back and evaluate their own efforts. That’s where the School Program Evaluation and Research (SPEaR) team comes in. Made up of faculty, staff and students from the Department of Educational Psychology in the KU School of Education, SPEaR experts can suggest the best ways of assessing the desired outcomes, carry out the evaluation, conduct statistical analyses, and create reports to help organizations evaluate the effectiveness of their efforts, and identify areas for improvement and adjustment.

Currently, the SPEaR team is evaluating the KU School of Education’s online graduate education initiative with its partner, Everspring. Enrollment in the online programs is growing and it is critical for the School to be sure that challenging, engaging coursework is offered in an online format that is accessible and promotes student learning. SPEaR will also offer a cost-benefit analysis to determine the relative value of the KU-Everspring Initiative as it pertains to the costs of implementing such a program.

Another SPEaR project this year will evaluate the implementation of the KU Center for East Asian Studies (CEAS) Title VI Initiative. Through the initiative, the Center will collaborate with partners to disseminate knowledge about East Asian language and culture throughout the region. Community events such as film festivals and Lunar New Year celebrations are part of the outreach efforts. The SPEaR team is gathering data from participants at those events to measure how well the events are received and what else participants would like to see.

The SPEaR team can provide evaluation services such as consultation in grant writing, literature review, oral and written reports, data analysis, survey development, survey administration, survey analysis and research design, both qualitative and quantitative. Using a variety of assessments that include focus groups, interviews, observations and surveys, the team uses their research design and measurement expertise and applies it to real-world situations. For more information, please contact Steve Lee, swlee@ku.edu.

In the books:

- SPEaR team members designed an evaluation of the implementation of Balanced Literacy in the Kansas City, Missouri School District. The team collected data from 32 elementary schools in the district through observation checklists, surveys and focus groups. Data were compiled to provide each building with three summary indexes, one reflecting both the frequency and quality of balanced literacy activities implemented, a second reflecting the degree to which targeted literacy activities were being implemented, and the third reflecting the quality with which these activities were being implemented.

- The SPEaR team also studied the Multicultural Scholars Program (MSP) at the University of Kansas. The program’s mission is to recruit undergraduate students from under-represented backgrounds into various academic majors as a means of increasing the diversity of the student body at the University of Kansas and to provide supports and opportunities that will assist them in their academic success and career planning. The SPEaR team’s report allowed program directors to evaluate the effectiveness of their efforts and showed where adjustments in the program might be warranted.

- Kansas Early Childhood Comprehensive Systems Plan (KECCS) was a strategic planning and collaborative process to promote school readiness for children across the state of Kansas. The SPEaR team completed a statistical analysis of relationships between identified indicators and outcomes for school readiness.

- SPEaR personnel also served as the evaluation team for the Safe Schools, Healthy Students (SS/HS). The team measured the Lawrence School District’s efforts to provide a safe and positive school environment and collaborate with community resources and parents to ensure that students have support to be physically, emotionally and mentally healthy.
Revised Ed.D. in higher education administration program

The Department of Educational Leadership and Policy Studies has just completed the revision of the doctoral program in higher education administration. The changes to the Ed.D. degree are the most significant in more than 20 years and are structured to adapt to the needs of the region’s mid-level administrators. Benefits of the program include:

- **True cohort experience.** Newly admitted students to the program will join a small community or cohort of diverse and exciting fellow students each fall semester.
- **Holistic admission.** Emphasis for admission eligibility is based on prior academic ability and administrative experience, rather than a standardized test score. GRE exam scores are not required but optional for admission.
- **Blended delivery format.** Designed to accommodate the schedules of working professionals, coursework includes both face-to-face and online instruction.
- **Saturday classes.** Limited face-to-face classes will meet on Saturdays so not to interrupt a busy work week and allow students to explore both the main campus in Lawrence as well as the KU Edwards Campus in Overland Park, KS.
- **Focus on leadership and data for decisionmaking.** Program curriculum and experiences emphasize leadership of diverse institutions and focus on understanding, using and telling stories with institutional data.

For more information about the program, see elps.ku.edu/higher-ed/edd.

Sport management minor

A new minor in sport management will provide students at the University of Kansas with a core set of skills, including literacy in sport marketing, sport finance, personnel management and the sociological aspects of sport. It is designed for students with an interest in the theory of the sporting context as well as students who will use principles of the sport field in their anticipated profession. The minor is offered through the Department of Health, Sport, and Exercise Sciences.

“We are thrilled to extend our minor options,” says Rick Ginsberg, dean. “The education studies minor and the sport management minor allow us to widen the access to our curriculum and our faculty for all students across campus.”

KU Sport Management Professional Society

The Department of Health, Sport, and Exercise Sciences and Jordan Bass, associate chair and assistant professor, launched the KU Sport Management Professional Society in the fall of 2016. The society was designed to connect Jayhawk alumni who work in the sporting industry.

Membership already has exceeded 300 and the society inducted the first two distinguished members, Megan Mackey (B.S.E., 2009) of the Kansas City Royals, and Tyler Epp of the Kansas City Chiefs, in April. View the membership list at tinyurl.com/KUSMGTF16 and on the society’s website, medium.com/sportmgmtku.
Toward the blue

**Gale Sayers** (B.S.E., 1975, M.S.E., 1977) was named one of two 2017 Kansans of the Year by the Native Sons and Daughters of Kansas. Sayers, an outstanding KU and Chicago Bears football player, has been a friend and benefactor of the School of Education for many years. His annual golf tournament, now hosted with School of Education alum Scot Pollard, has successfully raised funds for the School’s Multicultural Scholars Program. Other contributions to the School include the Gale Sayers computer lab, which is always in use in the School’s Learning Resource Center.

Native Sons and Daughters was formed to preserve Kansas history, show loyalty to Kansas traditions, join in honoring our pioneer ancestors, encourage instilling the ideals of patriotism in youth, and honor outstanding citizens of Kansas. Awards honoring outstanding Kansans are presented at the Annual Banquet, held on the evening before Kansas Day, January 29.

**Christine M. Keller** (Ph.D., 2003) began as executive director of the Association for Institutional Research (AIR) in May. Keller, who worked at the KU Office of Institutional Research and Planning for 10 years, was previously vice president for research and policy analysis at the Association of Public and Land-Grant Universities (APLU).

Keller serves on the National Survey of Student Engagement (NSSE) Advisory Board, the Postsecondary Data Collaborative of the Institute for Higher Education Policy (IHEP), IPEDS Technical Review Panels, the National Postsecondary Education Cooperative Research and Development Panel (NPEC), the Multistate Longitudinal Data Exchange Advisory Council for the Western Interstate Commission of Higher Education, and the Gateways to Completion Advisory Committee of Gardner Institute. She has been a member of AIR for many years, and served on the AIR board of directors, on the Transforming Institutional Research advisory board and as co-editor of the “IR in the Know” column in the eAIRnewsletter.

**Jayme Uden** (Ed.D., 2012) began his new position of associate vice president and dean of students at Park University on January 1, 2017. In this role, Uden oversees student services and retention efforts for Park’s 40 campuses across the country. He also supervises the university’s Office of Student Success, Office of Student Life and Engagement, Office of International Students, and the Department of Military and Veteran Student Services — plus student conduct, residence life, student counseling and dining services. Since joining Park University in 2011, Uden has served the university as assistant dean of student life, associate dean of students and, most recently, dean of students. He had served as assistant director for residence life at the University of Kansas for five years, and residence life coordinator at Kansas State University for three years.

**Cynthia Lane** (Ed.D., 1999), superintendent of Kansas City Kansas Public Schools, was named 2016 Superintendent of the Year by the Kansas School Superintendents Association. For the last five years, Lane has led the urban district, where nearly 90 percent of its 22,000 students qualify for free and reduced-price lunches.

“Dr. Lane is a passionate advocate not only in her district, but for students across Kansas,” said G. A. Buie, executive director of the association.

Lane previously served as assistant superintendent of Business and Instructional Support Services, director of special education, principal, director of the Parent and Professional Partnership Advocacy Coalition, and teacher in her 28 years in the district. She is the recipient of numerous honors. In the last two years, she received the 2017 Distinguished Service Award from the Kansas School Superintendent’s Association, was named a Distinguished Kansan by the *Topeka Capital-Journal* and was honored by the Kansas PTA as the 2016 Educator of the Year. Lane’s insightful blog, “Journey of a Superintendent,” can be found at blog.kckps.org/.

**Justin Henry** (Ed.D., 2006), superintendent at Goddard USD 265, has been elected as the 2017-2018 Kansas School Superintendents Association President-Elect. Henry assumes his role effective June 1.
Ever onward

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.

1960s

Daniel Leonard (B.S.E., 1967) has retired after 29 years of teaching. He was a National Board Certified Teacher in Adolescent Science and the recipient of the National Association of Biology Teachers Biology Teacher of the Year award. He also served as a supervisor of student teachers for the University of Idaho.

Dale B. Taylor (B.M.E., 1963; M.M.E., 1971; Ph.D., 1984) is an emeritus professor at the University of Wisconsin–Eau Claire where he founded the bachelor of music therapy degree program and prepared students for careers in long term care settings and other clinical facilities. He served as chair of the Department of Allied Health Professions which also included programs in environmental and public health and health care administration.

Taylor is a board-certified music therapist and author of Biomedical Foundations of Music as Therapy, a book that is used in college and university undergraduate and graduate programs throughout the U.S. as well as in many other countries. He is a board member of Wisconsin State Board on Aging and Long Term Care. He is a member of the advisory board of the Wisconsin Music and Memory Initiative and previously served as co-chair of the Turning Point Transformation Team, a statewide task force which wrote the state of Wisconsin’s public health plan, and served on the board of directors of the Wisconsin Institute for Public Health. He also taught music therapy courses at Alverno College and at Augsburg College where he served as interim director of music therapy. Taylor has presented research and theoretical papers nationally and internationally and been honored by a number of organizations.

1970s

Jim Doepke (B.M.E., 1974) recently returned to campus to perform the KU Alma Mater and national anthem on the trumpet prior to the January 21 Kansas-Texas men’s basketball game. Doepke continues his “Anthem Across America,” project having now appeared at 14 of the 30 major league baseball venues. Most recently Jim “played” Minneapolis, Cincinnati and Cleveland. He is now retired after a 33-year teaching career in Wisconsin.

Phyllis Farrar (B.A., 1971; B.S.E., 1975) taught English and German for seven years at Eudora High School and 22 years at West Junior High School in Lawrence, KS. She also served for eight years as education program consultant at the Kansas Department of Education in Topeka, KS.

Edward A. Gross (M.S.E., 1973) retired in 2013 after 20 years as a student services specialist at Chemeketa Community College in Salem, OR. He also served in the U.S. Naval Reserves for 28 years, 14 of those as a recruiter.

Linda Minson-Starks (B.S.E., 1975) received a graduate degree from the University of Oklahoma in human relations in 1994. Since 1997 she has been a vocational rehabilitation counselor for the Department of Rehabilitation Services in Tulsa, OK, where she assists youth with disabilities finding their vocation through training after graduation and job placement.

1980s

Kraig Brockman (M.S.E., 1982) has taught special education at Clay Center Community High School since receiving his master’s degree. He says, “I have spent some time helping at the middle school and also 4th and 5th grade. All those years I have been taking my students to Special Olympic activities which I believe have helped my students greatly. I have also coached basketball and track at the high school and middle school levels. I like to spend time climbing mountains when possible and of course, seeing my children and grandchildren.”

1990s

Christine Tawney Byard (B.S.E., 1992) teaches 3rd grade in Gardner-Edgerton, KS, school district.

Christine McMahon Malchow (B.S.E., 1996) was elected to the office of city council in Summamish, WA.

Pam Maughmer (M.S.E., 1991) teaches Early Childhood Special Education at Tonganoxie Elementary, USD464, in Kansas.

2000s

Patrick Allen (B.S.E., 2004) is the associate director of development for the William Allen White School of Journalism and Mass Communication with KU Endowment.

Lori Enicks-Kniss (B.S.E., 2000; M.S.E., 2002) completed a master of arts degree in history at Emporia State University in 2013. Her thesis was on Minnie Grinstead, the first woman elected to the House of Representatives in the State of Kansas. She and her husband Darrel Kniss (Ph.D., 2002) now live in a suburb of Washington DC. She is currently employed as a middle school teacher in the Montgomery County public school system in Maryland.

Joel Leader (B.S.E., 2006) is an assistant principal at Lewisville High School Killough in Lewisville, TX.

2010s

John ‘Nick’ Janes (B.S.E., 2012) earned his degree in health and physical education. He is currently teaching both health and physical education to seventh and eighth graders at Raymore-Peculiar East Middle School in Missouri and is also the head football and basketball coach for the eighth grade teams.

Editor’s note: Due to a change in our publication schedule many of these updates were supplied more than a year ago. We have tried to confirm the information, but please let us know if there is more recent news.
**Arthur H. Thomas, 1929–2017**

Art Thomas, who was a School of Education faculty member for 26 years, died April 4 in Lawrence, KS. Thomas earned a Ph.D. in counseling in 1968. His dissertation research was regarded as groundbreaking in the field of school counseling. It demonstrated inherent gender bias among high school counselors when advising students about potential career choices. At a time when young women were advocating for equal rights and better career opportunities, Thomas’s work influenced the quality of school guidance they received. By far, the professional achievements he treasured most were the hundreds of school counselors and counselor educators he helped prepare through the department and the countless KU students he counseled and mentored through his work at the KU Counseling Center. He retired from KU in 1994.

In retirement Art enjoyed travel, entertaining, theater, puzzles, summer time at Ten Mile Lake in northern Minnesota, and opera. He was an avid bridge player and a master knitter. He was a dedicated Lawrence Visitors Center volunteer, Lawrence Community Theater supporter, and an enthusiastic member of the University Bridge Club. Thomas is survived by Barbara, his wife of 61 years, three sons and their wives: Scott and Chriss Walther-Thomas, Kirk and Barbara Thomas, and Ross and Heather Thomas; as well as six grandchildren and their spouses and two great grandchildren.

**David Malicky, 1966–2017**

David Malicky, associate professor of mechanical engineering at the University of San Diego, passed away on February 22 after an extended illness. He was 50 years of age. In addition to earning his undergraduate degree from Cornell University in 1988, Malicky earned his master’s and doctoral degrees in Biomechanical Engineering from the University of Michigan in 1998, and a master’s degree in counseling psychology from the KU School of Education in 2004.

**Rita R. Haugh, 1920–2017**

Rita Rosso Haugh, 96, died March 15, in Lawrence. She married Oscar Haugh on Dec. 20, 1947, in Minneapolis, MN and they moved to Lawrence, KS in August 1950, where Oscar started teaching at the KU School of Education. Haugh graduated with a degree in elementary education from the University of Minnesota in 1942. While teaching at the demonstration school at Wisconsin State in Superior, she met Oscar, who had brought his university students to observe her teaching and was quickly smitten. In Lawrence, Haugh engaged in many university activities and was the last surviving founder of the Endacott Society. She was also active in many groups and organizations in Lawrence as well as devoting much of her time and effort to Trinity Lutheran Church. Rita and Oscar enjoyed traveling the nation and the world. Her survivors include daughter Rita (Bil Oates) of Coral Gables, FL, son Dan (Jay) of Lawrence; grandchildren; and other relatives. She was preceded in death by husband Oscar in 1999. Memorial contributions may be made to the Oscar and Rita Haugh Telecommunications Classroom at the KU School of Education through the KU Endowment Association; to Trinity Lutheran Church; or to the Endacott Society through the KU Alumni Association.

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**FOR YOUR CALENDAR**

**SUMMER 2017**

**July 12–14**

2017 KUCRL Learning Conference: What Research says about Leading, Learning, and Teaching

Lawrence

See kucrl.ku.edu/crl-conference-0

**FALL 2017**

**Sept. 16**

Dr. Bob Run

Rim Rock Farm

**Sept. 16**

National Advisory Board Fall Meeting

9:00-11:00 a.m.

Lied Center

**Sept. 29**

Pollard/Sayers Golf Classic

Registration at 11:00 a.m.

Golf at noon

Eagle Bend Golf Course, Lawrence

**Oct. 7**

Party on the Patio

Time to be announced

JRP Patio

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Stay in touch! You can always find news about the School of Education and links to more information on our website, soe.ku.edu. If you would like to receive The Jayhawk e-Educator, our electronic newsletter that is online twice a year, e-mail pnaught@ku.edu with your contact info.
my graduate program, I had never honestly asked myself “Who am I?” Nor did I even stop to listen to the quiet voice inside me, let alone know it existed. It wasn’t until I entered grad school at the University of Kansas that I had individuals who took the time to challenge me to stop and listen, to question what I have been told and to critically examine the narratives I had been sold — individuals who not only challenged me, but supported me as my little voice started to whisper the answer to, “Do you know who you are?”

When I first stepped into the Office of Multicultural Affairs (OMA) at KU, I had no idea how much it would change my life, how it would give me life, how it would allow me to truly start and live my life. The OMA was not only the catalyst to ask myself who I am, but it was also a second home — a place where I could be, whoever and whatever I was, what I knew and what I had yet discover. The space and environment that Precious Porras, Cody K. Charles, Mauricio Gomez, and Camille Clark were able to, and still create, is truly beautiful and one that I aim to build wherever I am.

Prior to starting

The people you love will change you
The things you have learned will guide you
And nothing on Earth can silence
The quiet voice still inside you
And when that voice starts to whisper
Moana, you’ve come so far
Moana, listen
Do you know who you are?

—Foa’i & Miranda, 2016
Looking back at my time with the OMA, I can’t really pinpoint the event or the words that made it feel like home. I think it naturally happened because it was one of the few spaces, if not the only space, that had multiple people of color in positions of staff leadership. Not only were there people of color in positions of administrative leadership; they were unapologetically their full, authentic selves. There was laughter, shade, challenging each other, holding each other accountable, deep conversations on real topics, love, support, celebration and community. Seeing these beautiful people who looked like me, looked like my cousins, looked like my family, valiantly be themselves has influenced me in more ways than I have ever been influenced in my life.

Thanks to the guidance and possibility modeling by the OMA staff, I was able to learn about the many intersecting identities that makes the beautiful mess that is me. Being at KU, a predominantly white institution, showed me the need to critically examine issues of race and how it affects me as a person of color. The OMA also taught me to critically examine the narratives that have been taught to me on gender, sexuality, sex, ability, privilege and oppression. I have learned about myself. I learned to accept that I am a queer person. I have learned to love myself because I am a queer person. I have learned about the social, economic and legal systems in place that affect me, my family, my friends, my fellow humans. I have learned to speak on what I learn. To challenge these systems. To fight for myself and for my fellow humans.

“Do you know who you are?” Who am I? I am a Person of Color. I am Latino. I am a person trying to connect with my Asian heritage. I am a Queer Person of Color. I am a very big, dorky and proud nerd. I am a pioneer. I am resilient. I am excellent. Although I am 28 years old, I feel as if I really am 4 years old because prior to meeting the beautiful people of the OMA, I wasn’t living my truth. I will forever carry the people of OMA and the lessons they taught me. I keep what I have learned and use it to guide me when teaching and working with others. For they taught me to believe in who I am, to listen, cherish and use my voice. That regardless of what obstacles come before me, I am everything I’ve learned and more. That I matter. That I am valued. That I am seen. That I am Jorge.

—Jorge Sierra

Jorge Sierra received his master’s degree in higher education administration in May 2014. After graduating from KU, he spent a year teaching Kindergarten–9th grade English in Kurotaki-mura, Japan, through the Japan Exchange and Teaching (JET) program. He then served as a senior coordinator for the multicultural services and programs department at the University of Georgia. He is currently an area coordinator with the Department of Residential Life at San Francisco State University.

KU’s School of Education prepares leaders for the educational and health-related needs of the future. Your generous support during *Far Above: The Campaign for Kansas* maintained the School’s commitment to this vision, and helped our students and faculty soar to new heights. Here’s a look at the many ways you helped transform the School of Education. Thank you!

- **Total amount raised:** $24 million
  - $16.4 million future bequest expectancies
  - 68%
  - 32%
- **Outright gifts and pledges:** $7.6 million
- **32%** of gifts were $500 or less (8,364 gifts)
- **79%** of gifts were $500 or less: $1,186,491
- **Total number of gifts:** 14,516
- **New scholarships:** 41
- **New professorships:** 3
- **Donors came from all 50 states + D.C.**
- **6,480** Total number of donors
- **23%** of donors were NEW donors
- **51%** of gifts came from Kansas
- **49%** of gifts came from out-of-state
Faces of the future These scholarship winners are among those who met their benefactors face to face at the School of Education Scholarship Luncheon in September 2016. Since 1958, the KU School of Education has fostered financial support for thousands of students through academic scholarships, beyond those also made available through the university as a whole.