Greetings from the Dean (Page 2) ... Center for Research on Learning Goes the Distance (Page 5)
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ON THE COVER:
Thirty-eight 6th graders from Kansas City, Kan., participated in a six-day career exploration camp on the KU campus in June. The Career Horizons Summer Program is sponsored by The University of Kansas Educational Talent Search, a federally funded TRiO program that provides free college preparatory services to middle and high school students as well as adults. The TRiO programs are designed to help low-income and potential first-generation college students reach their academic and career dreams.
Meet the Deans

Let us introduce you to Fred Rodriguez and Mike Neal, two educators with a past — and a lot of heart.

Teaching in a Research University

Budig Teaching Professor in Special Education Ed Meyen explores the intricate relationship between teaching and research.

Many Congratulations

Kudos to award-winning students, scholarship recipients, and alumni on their recent accomplishments.
here is a myth that “Those who can, do and those who can’t, teach.” Debunking this is the bumper sticker that states, “If you can read this, thank a teacher.” Almost every person when asked will quickly tell you about a teacher who made a difference in his or her life. Every day, in thousands of schools, teachers make huge differences in the lives of their students. The teacher may be the only person who hugs, listens, honors uniqueness, challenges, encourages, instills a love of learning, rewards, respects, and compassionately cares for each and every child. Like the tireless, energized bunny, the teacher gives and gives and keeps on giving. Regardless of what standardized test scores report, the teacher knows the learning that has been achieved by each student because of the personal tie that binds them to each other. Teachers make a difference.

The School of Education also is fortunate to have many other professionals who make a difference. Special educators are among those most sensitive to the concept of “how can every child learn.” For many years at KU, these policy advocates, innovative educators, and instructional leaders in special education have led the nation in addressing how individuals with special needs can best navigate the educational landscape, reach their potential within the least restrictive environment, and transition into productive lives as adults. The faculty in the No. 1 graduate program for special education in a public institution through their research, publications, teaching, service, advocacy, and leadership are truly making a difference at KU, in Kansas, nationally, and beyond.

Colleagues in the counseling psychology and school psychology programs, both of which are nationally accredited by the American Psychological Association, are making a difference for those they serve. Counseling psychologists help with career, vocational, and school decisions as well as guide individuals in dealing with psychological issues. School psychologists assess learning challenges and structure strategies for addressing educational needs. Research methodologists make a difference through the design of studies to answer a myriad of educational questions and analysis of what the data show and how these data can inform and enhance practice.

Research has shown that in addition to parents, two factors are critically important in student learning — the quality of the classroom teacher and the leadership provided at the building level. In addition to preparing teachers for their initial licenses, teacher education faculty make a difference by helping teachers advance their pedagogical and content knowledge through obtaining graduate degrees and professional development opportunities. Faculty in educational administration make a difference by helping educators learn how to become instructional leaders, manage budgets, plan, and work with students, other educators, parents, and community groups. Experts in higher education make a difference in the theoretical and practical preparation of future leaders in this area.

Sport managers make a difference in organizing and operating recreational and entertainment opportunities, while athletic trainers help ensure that their clients deal with injuries in appropriate ways. Exercise scientists make a difference through their research into exercise, disease prevention and management, movement efficiency, and many related investigations. In making a difference in the physical well-being of all ages, colleagues in health, sport, and exercise sciences reach out to the entire KU student body as well as focus on preparing professionals in these areas.

Schools of education are known nationally for their work in the human services fields and for preparing “caring” professionals. This certainly characterizes the academic programs at KU that are dedicated to the preparation of “Educators as Leaders.” Ask any graduate of the KU School of Education, and you will learn more about how well prepared they are for their future careers, and that the School is a place where “everyone knows your name.” Besides the excellent faculty, another vital component in the making a difference equation is the outstanding staff. Professionals in the student services area of the Dean’s Office, departmental staff, and dozens of grant-funded staff provide extensive educational services and conduct research. These colleagues in the School of Education family genuinely care about students and the others they serve. We are confident that you will agree that the School of Education is making a difference!
At KU’s Center for Research on Learning (CRL), the emphasis is on learning — in a multitude of forms.

For more than a quarter of a century, CRL researchers have sought ways to help low-achieving students — including those with learning disabilities — learn how to learn. Along the way, they have created a far-reaching learning community that enriches everything they do.

“Learning is our business,” says Jean Schumaker, CRL associate director. “We believe we as a research community still have much to learn, not just from our research, but also from those around us and in other disciplines.”

In CRL’s learning community, information flows among faculty and staff, doctoral fellows, and the School of Education community at large as well as those who use CRL products.

“We take very seriously the idea that teachers and students are our consumers,” Schumaker explains. “We learn a great deal from them every day. Not only do they participate in our research projects, but they send us feedback from all over the nation about the materials that we have developed. When they make suggestions, we listen!”

This collective effort to embrace feedback and learn from others has resulted in an instructional model that continues to evolve and become stronger. The Strategic Instruction Model (SIM) is an approach to teaching adolescents who struggle to become good readers, writers, and learners.

Since its inception, CRL has been devoted to developing learning solutions — such as SIM — that bridge the gap between what researchers learn about good instruction through formal studies and what actually happens in the classroom. As a result, part of CRL’s learning community extends to a nationwide network of more than 1,000 staff development specialists and thousands of classroom teachers who use SIM interventions to help students write complete sentences, understand what they are reading, and pass high-stakes tests.

Sometimes, keeping the communication channels open among these diverse constituencies can be a challenge.

“Our Center has grown so much and our offices are spread out across several floors and buildings, so we often do not see each other to share our ideas and findings,” Schumaker says, noting that CRL has developed several mechanisms to promote continued learning.

A weekly study group for doctoral fellows and researchers, regular pro-seminars for staff to share results of their research and activities, as well as events sponsored by the School of Education and other divisions across the University provide both formal and informal means of exchanging information and ideas.

(continued on page 4)
“Researchers are sharing ideas with each other and communicating in productive, positive ways,” Schumaker says. “Through this process, they are building on each other’s knowledge and pushing each other to new levels of understanding and achievement.”

Each division within CRL also offers unique opportunities for sharing knowledge. Daryl Mellard, director of CRL’s Division of Adult Studies (DAS), says DAS tackles the challenge of building learning community in part through day-long retreats away from the Center designed to allow staff to work on relationships and “synergy.”

“With all of the new staff, projects, and other changes, this gives us an opportunity to work on shared perspectives,” Mellard explains.

Within the last few months, CRL and its divisions also have brought in experts on a variety of education topics, including best practices in teaching reading, integrating technology and instruction, and issues associated with preparing teacher educators to design and deliver culturally responsive instruction. Faculty, staff, students, and the extended School of Education community have been invited to take part in these enriching opportunities.

What all of this means for students who struggle academically is that CRL researchers can leverage what they learn through these many opportunities to find meaningful solutions for students. CRL’s solutions have captured the attention of top policymakers who believe that CRL’s research has something to offer to the significant problems facing adolescents who struggle in reading and other literacy skills.

Don Deshler, CRL’s director, has had two unique opportunities to further CRL’s reach: In January, he participated in a roundtable discussion with First Lady Laura Bush, and in May, President George W. Bush invited him to Washington, D.C. to provide perspective on the implications of CRL’s research for addressing the literacy needs of adolescents.

For more information, visit www.ku-crl.org.

**Supports for Improving Adolescent Literacy**

The Strategic Instruction Model’s (SIM) instructional programs provide an array of supports for improving adolescent literacy:

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<tr>
<th>Supports</th>
<th>Description</th>
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<tr>
<td>The <strong>Visual Imagery Strategy</strong> helps students overcome difficulty understanding reading passages by teaching them to create mental pictures as they read.</td>
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<tr>
<td>The <strong>Paraphrasing Strategy</strong> guides students in identifying the main points of a paragraph and then restating them in their own words.</td>
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<tr>
<td>The <strong>LINCS Vocabulary Strategy</strong> helps students learn the meaning of new vocabulary words through powerful memory techniques.</td>
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<tr>
<td>The <strong>Sentence Writing</strong>, <strong>Paragraph Writing</strong>, and <strong>Theme Writing</strong> strategies provide concrete steps for students, beginning with the basics of writing a complete sentence through the more advanced processes involved in writing essays.</td>
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As a whole, the instructional components of SIM take the processes that are necessary for learning and break them down into manageable steps, enabling students to successfully meet standards.

**From Hopelessness to Learning Independently**

One example of the Strategic Instruction Model (SIM) approach in action involves Frank*, a repeating ninth-grader, who was becoming very discouraged in school.

Frank failed almost everything in his first ninth-grade year, was disengaged from school, and felt a sense of hopelessness at the beginning of his second attempt. He performed at the third-grade level in reading.

During small-group instruction, in which he learned specific steps of a new strategy for attacking the many unknown words he encountered in his school assignments, he became very involved and worked hard, not missing a single class period. By the time he returned to his sophomore English class, he was reading at grade level.

Weeks later, his reading teacher found him in the library, where he was reading a book and proud of himself and his accomplishments as a learner.

This progression from hopelessness to independent learner is rewarding for both students and teachers. A teacher in Louisiana notes that since she has been using SIM, she has seen students take an active role in their learning and assume responsibility for their growth and progress.

“The students tell me that they feel better when they don’t have to ask someone what different words are when they are reading,” the teacher says. “That’s because they now have a strategy to figure it out on their own.

“And that is very rewarding to me as a teacher.”

*The name has been changed to protect the student’s privacy.
Department of Special Education
Ranked No. 1

Once again, the Department of Special Education has been ranked first by U.S. News and World Report’s “America’s Best Graduate Schools.” This is the ninth time the department has received the No. 1 ranking. The School of Education’s teacher preparation program continues to be ranked in the top 50 graduate programs among public universities; this year it was tied for the 25th spot.

Gale Sayers Benefit Golf Tournament a Swinging Success

The eleventh annual Gale Sayers Benefit Golf Tournament was held May 7 at Alvamar Country Club in Lawrence.

Ninety-six golfers played the course on a beautiful, sunny Kansas day. After the tournament, golfers and other School of Education supporters mingled, dined, and attended an auction — a new feature of this annual event. Items at the auction included two Gale Sayers autographed footballs; KU-Georgia Tech basketball tickets; a basketball signed by the 2003-2004 team and coaches; a catered dinner; scholarships for students in the School of Education; thanks again to everyone who made a financial contribution as well as those who gave so freely of their time. We look forward to another successful golf tournament and auction next year, tentatively planned for May 6, 2005.

Apologies to Our Donors: Additions to the Roll of Honor

We are deeply embarrassed that some of our donors were omitted from the Roll of Honor that was sent with the Winter 2004 issue of The Jayhawk Educator. Please accept our sincere apologies for this error. We appreciate your generosity to the School of Education; your gift is essential in helping us fulfill the mission of the School.

The following names should have been included in the Roll of Honor. Again, we are very sorry for the error and pledge to honor your contributions more carefully in the future.

1865 Club ($100 to $299)

Janine Gracy D85 G91
Edward H. Graham C57 L60 & Julia N. Graham D59
Craig F. Grant D67 G70 & Judith Taylor Grant D68 G72
Stacy Rakestraw Graves D96
Jane Windbigler Green D64
Carolyn J. Green-Nigro, PhD, RN N81 G85 G95
Carol Gregg D66
Susan C. Groff-VanArendonk G82
Betty A. Grogan D70
Daryl L. Haegert, EdD G72 & Jo Anne Haegert
Chris Hahn D74 & Rita M. Hahn
Dean W. Halderson, PhD C68 G71 G74 & Cynthia Williams
Halderson D68 G71
Barry D. Halpern C71 L73 & Cynthia Zelder Halpern D72
Leslie R. Hamilton G84
Philip A. Hamilton D83
Suzanne Hamilton D59
Tammie Kelley Hamilton D82
Dr. Veronica Hammersmith D68 G69
Karen M. Hammert G76
Angela D. Hance C87 G90
John P. Hanna, PhD C64 D66 G67 G73
Noel W. Hansen G87
Charles A. Harkness, EdD C48 G54 G63
James C. Harmon & Beverly White Harmon G68
Byron W. Harmony D61
Deanne M. Harper G00
Pamela Harrington D68
Leo E. Hart & Yvonne D. Hart
Scott K. Hasty D85 & Gina Hampton Hasty H87
Rita M. Hauck, PhD G96
Nina Garrett Haught D66 & Dr. Stephen R. Haught D67
Rebecca Larson Hays D66 G72
Carolyn M. Heatwole D68 G76 & Craig G. Heatwole, PhD G76 G79
Karen Stuart Heeb D63
Cathy L. Held D69 & Richard M. Held
Jennifer L. Heller C96 D96 G98 & Michael S. Wilterton G98 S02
Krista L. Hensel D95 & Marc A. Hensel C94 G96
William L. Herrman G57 G67
Donald J. Herzog, EdD G88 & Karen Herzog, PhD G86
Susan E. Hickman, PhD G95 G98 & Dana O. Roberts G95
Suzan J. Hill D63
Richard G. Hinderliter, PhD C57 & Leila Ratzlaff
Hinderliter D57
Timothy J. Hins J70 & Janet Winn Payne D71
Martha J. Hodson D70
Mary L. Hodson C68 D69 G95
Jeanette Ann Hollrah G87
Glenn J. Holroyd D71
Virginia Holzgrafe D69 & Gerald D. Holzgrafe
John F. Hopkins & Jennifer Adkins Hopkins D96
J. Michael Horner, PE B70 & Linda K. Bybee-Kapfer
Horrer D77 G94
Nancy J. Kelpe D81 & Forrest E. Jolly Jr. G89
John J. Jones D64 & Nancy R. Jones D70
Lea C. Judah
Sara R. Julsrud D70
Louisa K. Kamatuka C82
N87 G96 & Ngondi A.
Kamatuka, PhD G83 G87
Bruce J. Kane, EdD G76 & Jeanette Kane
Jerre Miller Kane
Mark V. Kapfer D75 G97
& Linda K. Bybee-Kapfer
Kapfer D77 G94
Nancy J. Kelpe D81 & Dee W. Ketchum D61 G69
Susie L. Kelp D76
Annette Martin Ketchum
Nancy K. Kincaid D70 & Scott M. Kincaid B71
Meet the Deans

School of Education Associate Dean for Academic Programs, Fred Rodriguez, and Assistant Dean for Academic Services, Michael L. Neal, recently wrote profiles about themselves for the School’s internal newsletter, The Inside Scoop.

These two leaders have many things in common. Both were raised in rural areas, both ran long distances, both have daughters in the field of education, and both have close relationships with their families. Those of us at the School of Education note another similarity — their dedication to the School of Education and its students, faculty, and staff.

We believe you will enjoy reading their valuable perspectives.

Mike Neal
I was born and raised on a farm that straddled the state line, and we claimed both Oklahoma and Kansas as home. Eureka was the name of our one-room country school, and it was on the Oklahoma side of the line. Caldwell, Kan. was our rural mailing address.

Caldwell is a famous cowtown on the Chisholm Trail and that is what drew my great-grandfather from England. He rode the Chisholm Trail from San Antonio to Abilene as a circuit riding preacher trying to save cowboys. His son, my great-grandfather, homesteaded our farm in 1876. We lived the greatest life imaginable. It was a life centered around horses, cattle, farming, family, and school in all the best possible scenarios. My wife, Tina, and I continue our interest in farming and ranching by ownership of Border Run Farms near Caldwell. It encompasses original land taken in the 1893 Oklahoma land run by my ancestors.

I first visited KU in the 1950s while my older brother was in the AKL fraternity house at 12th and Louisiana. KU seemed like the center of the universe to a farm boy from southern Kansas. I will always remember visiting the dorm of Wilt Chamberlain (Carruth-O’Leary) and seeing the new giant barn called Allen Fieldhouse. The animal displays of the Museum of Natural History were spellbinding. It was my dream to be a Jayhawk, and I would return off and on to KU for the next 50 years to earn my education and work as a professional educator.

Attending KU in the ’60s offered a lifetime of memorable experiences. My first class was in Hoch Auditorium for chemistry with 800 other green students under the tender guidance of Professor Clark Bricker. The first day he took our pictures and had us write our name on the back of the Polaroid. The second day of class he greeted 800 of us at the door. When he called my name and said he was glad I came to class, I decided at that moment that I wanted to be a chemistry teacher. I did not care that he helped develop the atomic bomb or that he was one of the greatest teachers in KU history — I only knew that he was interested in me.

My professional career took me on a 30-year tour through Kansas. During the 1970s, I taught biology, chemistry, and physics in Cluffin, Kan. I coached football, basketball, and track. My athletes were good enough to win state championships. My pride and joy were my science classroom and my role as the town paramedic. Serving as the school improvement team leader, I met a very impressive young KU professor visiting our school for an accreditation visit by the name of Jerry Bailey (director, IERPS). I thought he was so cool.

Another 20 years were spent in all levels of school administration where I had the real chance to prove if I could apply educational concepts. I took my retirement from public schools to return to the KU School of Education.

My new hobby is grandchildren. As Tina and I look around our family circle, we see how blessed we have been to have a large family in love with education. Daughters Marsha and Sarah went through the KU five-year education program and could serve as missionaries for the value of the program. My twin brother teaches science in our home town and lives on the homestead. My sister is retiring this year from her career as an elementary teacher. Our family gatherings all include running, family singing, and stories about the farm and old KU.

You may stop by and visit my class any day at 3 pm in 150 JRP. I will be standing at the door and greeting over 100 students by name, just like Dr. Bricker taught me to do.

In addition to his numerous and varied responsibilities at the School of Education, Neal represents KU and the School of Education on the Kansas North Central Association State Committee. His many duties include reviewing approximately 650 member schools’ portfolios at the end of the five-year cycle, approving school improvement goals of member schools, hosting workshops, helping run the fall conference, and serving on visiting teams to provide guidance to member schools. He also serves as executive director for the Kansas Association for Supervision and Curriculum Development, which has more than 300 members from throughout the state.

Fred Rodriguez
Growing up in Mitchell, Neb. (population 1,800 and sadly slipping, located 13 miles from the Wyoming border) was a major influence for me and offers an interesting self-reflection on my career.

A small, agriculturally based community of hard workers with a small-town America feel, Mitchell had its unique advantages, but also distinct disadvantages.
Educationally, the school system in Mitchell was basic in every sense of the word — no frills and little opportunity for advanced or expanded curricula were provided (trust me, I would not have qualified anyway). A high school of 230 students (grades 9-12) provided a sense of community and treasured friendships that too often larger schools fail to replicate.

Mitchell was a community that offered a young person a sense of comfort and freedom — doors in homes and cars remained unlocked, everyone knew everyone, neighbors cared about each other — certainly a reflection of the times; yet many of these characteristics of small-town America are because it is small-town America, a lost trait for too many communities today.

Although small, the community of Mitchell was diverse (25 percent Mexican-American) and mirrored the struggles for equality that continue to confront communities. I recall vividly the days of segregation in my classrooms. Our church was divided by the aisle and the cemetery was divided by the road — all with the not-so-subtle message that we were one community but everyone had their place. From a very early age this overt discrimination troubled and disturbed me. Clearly, the experiences have contributed to my interest and commitment to equality and affirming diversity.

We were blessed with wonderful parents (my father passed away 18 months ago from West Nile Virus) who did everything for their three sons. Actually, their biggest challenge as parents were my older and younger brothers — I, not surprisingly, was the model child. My father was the first Mexican-American to acquire an FHA loan in the state of Nebraska. He owned and operated a Conoco gas station for over 30 years. His real skill was being a self-taught mechanic, for which he was well-known in the western panhandle. I mention this because of the many summers, days and nights, and literally years of working with my dad at the station that provided me with the opportunity to learn a business and meet and interact with a wide range of people. It gave me a strong sense of appreciating and respecting hard work. Actually, my dad always kidded me about how (at KU) I really don’t work.

Work carries a whole different connotation in small-town America. I often remind myself of that when I get consumed by my “hard work.” Mom and Dad were very adamant that the three boys would never “take over” the gas station — they wanted a better and easier life for all of us. Mom continues to reside in the same house we all grew up in — it is still home.

These valuable experiences at the gas station provided an insight into the lives of individuals and families who often struggled to make ends meet. Mitchell was and is an economically poor town. I often saw my father give credit to many who — at first glance — one perhaps wouldn’t even consider, yet he was remarkable in his giving and supporting those who were less fortunate. He never forgot his upbringing and how difficult it was for many individuals and families to get that break and support in times of need. It is yet another perspective that led to my interest in seeking equality and opportunity.

Things that you may not know: I was the starting quarterback on my high school football team. We didn’t do well (I attribute that to a weak offensive line; most others attribute this to another reason). Thanks to the advantages of small-town America, I also was the starting point guard on my high school basketball team — all of 5’4” in my black Converse low-cut shoes (if only we had the three-point shot back then).

I ran the Chicago marathon in 1999 and accomplished both goals: 1) to have fun, and 2) to finish in a vertical position.
A Perspective on Teaching in a Research University

—by Ed Meyen

The role of professional schools of education has changed over the years. They began as normal schools focusing exclusively on preparing teachers. This was also true of the programs that were part of the emerging university model. Later, as the profession came to understand the challenge of teaching and the complexities of learning, teacher education programs began to mirror the mission of their host institutions. That is, research universities like The University of Kansas took on a larger role in the profession of education.

Graduate programs evolved with an emphasis on preparing researchers, administrators, professors, and an array of specialists. While teacher education remained central to the mission of professional education schools, in many institutions the graduate enrollments started to exceed the number of students preparing to become teachers. As a result, today many, if not most, faculty in professional schools of education teach primarily graduate or advanced undergraduate students.

It is the culture of research and its impact on teaching in a research university that I will address here. In addition, I will also comment on a change I believe will bring research and teaching even closer together.

I believe that college teaching is largely defined by the nature of the institution in which one teaches. Institutional expectations differ. Missions differ and, in many ways, students differ from institution to institution, especially at the graduate level. I would even argue that the physical location where teaching occurs differs depending on the type of institution. For me, therefore, it is difficult to separate what teaching is like at a place like The University of Kansas from the mission of a research institution.

One of the distinguishing attributes of research institutions is that they generate new knowledge and prepare individuals capable of assuming productive roles in generating new knowledge through whatever career they may pursue. When most faculty members of my generation were hired at The University of Kansas, priority was placed on their effectiveness as teachers and their potential to do research. The situation is no different in research universities today. Research, just as teaching, is defined as part of your role. Our students benefit in what they learn because of the emphasis on research.

How We Judge Teaching

Given the premise that generating new knowledge and preparing individuals to generate new knowledge is central to the mission of research universities, let us examine what takes place when defining and judging teaching.

Research typically involves engaging students in:

- Application of inquiry and analysis
- Adherence to appropriate and validated methods
- Employment of ethical practices
- Communication of results

The role of the faculty, when engaging students in research, is one of teaching through mentoring. Most faculty members in research universities spend far more time teaching through mentoring than teaching in the classroom. Therefore, if you judge teaching only as what occurs in a classroom where students enroll, much, if not most, of what is taught and learned in a research university is not being judged as teaching and, therefore, is not valued as teaching.

I believe that research universities are powerful teaching institutions because of the research of faculty members. I also believe that those individuals who are successful in research but who may not be viewed as good classroom instructors may nevertheless be superior teachers due to what their students learn by participating in their research.

If learning is the desired outcome of teaching, we must look at what contributes to learning and value that as teaching regardless of where it takes place. Yet, when evaluating teaching we tend to separate evidence of good teaching from evidence of research on the assumption that presumably teaching does not occur through research. I find that troublesome in a research university.
One of the significant attributes of research universities is the culture that evolves around inquiry. This is influenced by the full range of research, development, and training projects — from library research done by a single faculty member working with a student, to large-scale projects involving several researchers and many students, to the development of theoretical models and creative works in the arts. What we know about this culture is its power to produce student learning and the value students place on experiencing that culture. You cannot simulate this culture in a college classroom, nor can you create it on demand. Further, it is difficult to replicate it in regional or “teaching universities.” It evolves over time as a consequence of what we do in research universities.

**Bringing Research and Teaching Closer Together**

While some may consider it naïve given how slowly research universities tend to change, I nevertheless predict that impending change will bring research and teaching closer together. When you consider the role research universities play in this country, maybe it is good that they are slow to change. If research universities responded to all initiatives for change they would be in a constant stage of change.

However, I would argue that we are in the midst of significant changes today that are systemic, affecting all disciplines, faculty, and students. These changes are due to the evolution of the digital age. New technologies are making it possible to do research not previously possible. They allow us to teach in ways we never thought about in the past. And most important, they create opportunities for students to access information and to learn in ways never experienced by previous generations of students. The future will continue to drive these changes.

When considering the effects of technology on teaching and learning, it is important to keep in mind that we are not very experienced in dealing with externally driven change targeted to our teaching or how students learn. Historically, how we teach has been so idiosyncratic in terms of who we are as professors and how we see our roles that it is almost unthinkable that something other than our own creation would change the way we teach. Yet it is happening with the emergence of the digital age! And we have seen only the tip of what is to come. With each passing day, the impact of online instruction and Web-based supports becomes more evident in teaching across all disciplines and levels of education. Our alums in P-12 education are experiencing these changes as are those in higher education.

**O’Brien and Turnbull Receive Budig Awards**

**Joseph O’Brien**, professor of teaching and leadership, was named the 10th Gene A. Budig Teaching Professor in Education, and **H. Rutherford Turnbull, III**, professor of special education and co-director of the Beach Center on Disability, was named the third Gene A. Budig Teaching Professor in Special Education on May 22 at the School of Education convocation. Budig, the 14th chancellor at KU, established the awards to recognize outstanding teaching in the School of Education.

O’Brien, who focuses on social studies education, has been recognized several times for outstanding teaching, including the School of Education Faculty Award for Outstanding Teaching, the Archie and Nancy Dykes Award for Excellence in Teaching, the Del Shankel Excellence in Teaching Award in 2001, and as a finalist for the HOPE Award for outstanding teaching as chosen by KU students.

Several of his former students have been nominated as Kansas Teacher of the Year and a few have been nominated for National Teacher of the Year. One of O’Brien’s colleagues, in his support for the award, said, “Students are clearly stimulated and inspired by O’Brien’s wisdom, his considerable instructional skills, and his deep love for his subject.” A student wrote, “Professor O’Brien is a dynamic, creative, and challenging teacher who takes interest in his students.”

Currently, O’Brien has been examining actions taken by presidents that either furthered or inhibited fulfillment of certain phrases of the Preamble to the U.S. Constitution, such as “to provide for the common defense” and “to form a perfect union.” This line of inquiry has led to a collection of instructional case studies, such as one of Thomas Jefferson and the Barbary Pirates, that were field-tested last year. He is now working with two high school teachers who are using four of the “to provide for the common defense” case studies over the course of the year. Joe is studying students’ conceptions of what this phrase means and what makes for an effective president relative to his role as commander-in-chief.

Recognized as one of the 38 people who, in the last 100 years, has “changed the course of history” in the field of mental retardation, Turnbull has a long career in research, advocacy, and shaping public policy for disabled people and their families.

His teaching philosophy is reflected in the following: “My students . . . will only be as effective as I am as a professor and as a person. That is why the standards I set for myself are those I set for them. Ultimately, each of them is part of my professorship’s legacy. Accordingly, I intend that each of my students will acquire the emotional excitement, intellectual curiosity, academic standards, and behavioral patterns that have under-girded my own, very purposeful work: to know and master disability policy and to be judicious in both knowledge and action so that I — and my students! — can and will enhance the lives of people affected by disability.”

In his nomination, a colleague wrote: “He is the consummate special educator. As his course evaluations demonstrate, Rud’s commitment to meaningful student learning is powerful and enduring. . . . Students speak reverently about his courses as transformative experiences.”

Readers can learn more about Turnbull and the Beach Center on Disability by reading the article in the last issue of *The Jayhawk Educator* on the School of Education Web site, www.soe.ku.edu, and by visiting the Beach Center Web site: www.beachcenter.org.
John Poggio, professor of psychology and research in education and co-director of the Center for Educational Testing and Evaluation (CETE), was presented the Making a Difference Award on May 14 at the School of Education annual banquet.

The award is presented annually to a faculty member for trail-blazing, visionary work that benefits students, the School of Education, and the fields of education and human services.

Poggio is the sixth recipient of the award. He joins Don Deshler, Nona Tollefson, Ed Meyen, Flora Wyatt, and Jerry Bailey in receiving this recognition.

Under Poggio’s direction, the Center for Educational Testing and Evaluation has developed all testing programs mandated by the State of Kansas for K-12 schools. These assessments — in mathematics, science, social studies, reading, and writing skills — are administered to approximately 40,000 students at each grade level each year.

CETE, under Poggio’s leadership, annually receives over $1 million in external funding for work in assessment and psychometrics, program evaluation, and statistical analysis.

For more information, visit www.cete.ku.edu.

Annual faculty and staff awards were presented at the School of Education banquet on May 14. Carole Vrbas, administrative officer in the Department of Health, Sport, and Exercise Sciences was recognized as the outstanding classified employee of the year.

Mary Morningstar, courtesy professor in special education, was honored by the unclassified employee of the year award. The faculty award for outstanding teaching was received by Barbara Thompson, associate professor of special education.

Lisa Wolf-Wendel, associate professor in teaching and leadership, and Michael Wehmeyer, associate professor in special education, were recognized with the faculty award for outstanding research.

Richard Simpson, professor, special education, was presented the faculty award for outstanding service.

Additionally, Cynthia Akagi, assistant professor in health, sport, and exercise sciences, was honored with the Joyce Elaine Pauls-Morgan Teaching Award at the annual HSES Awards and Scholarship Ceremony on May 5.

The Johns Hopkins University Press has recently published *The Two-Body Problem: Dual Career Couple Hiring Practices in Higher Education* by Lisa Wolf-Wendel (associate professor, T&L), Susan Twombly (professor, T&L) and Suzanne Rice (associate professor, T&L). The book is receiving particularly good press in Europe. Wolf-Wendel has been interviewed twice by the European version of the *Chronicle of Higher Education*.

Marking the 50th anniversary of Brown vs. the Topeka Board of Education, the National Association of Student Personnel Administrators (NASPA) honored student affairs administrators who worked tirelessly during the civil rights era with the publication of *Reflecting Back, Looking Forward: Civil Rights and Student Affairs*. Authored by Lisa Wolf-Wendel (associate professor, T&L), Susan Twombly (professor, T&L), Kathryn Nemeth Tuttle, Kelly Ward, and Joy Gaston-Gayles, the book tells the story of the civil rights struggle on college campuses through 18 first-person narrative accounts taken from authors’ interviews with student affairs administrators from the civil rights era. Copies of the book are available for purchase through NASPA’s online bookstore: www.naspa.org/publications.
Our Alumni Have the Write Idea

Loyde W. Hales and Jon C. Marshall, who received their bachelor’s, master’s, and doctoral degrees from The University of Kansas, are the authors of Developing Effective Assessments to Improve Teaching and Learning. The book was published by Christopher-Gordon Publishers, Inc., a specialty publishing house that focuses on literacy, educational administration, mathematics, science, and technology, and topics of universal interest to educators, such as classroom management and thinking skills.

Hales currently is professor emeritus at Portland State University, where he has taught since 1978, and is also president of Hales’ Educational Consultants. He received his B.S.E. in social studies education in 1956, an M.S.E. in the Department of Educational Psychology and Counseling in 1960, and his Ed.D. in research and evaluation psychology in 1964. He was the first exchange scholar from KU at the University of Aberdeen, Scotland, where he met his wife, Annie.

As head of Marshall Consulting in South Dakota, Jon C. Marshall’s areas of special interest and research include educational evaluation and research, assessment, school improvement, and character education. Marshall earned a B.S.E. in 1962, an M.S.E. in psychology and counseling in 1963, and an Ed.D. in research and evaluation psychology in 1966. He currently is principal investigator on two federally funded research projects, both testing the implementation of character education programs in more than 100 schools in Missouri, including 40 in St. Louis. He recently was honored by the National Staff Development Council when his article, co-written by Ruie Pritchard, “Professional Development in ‘Healthy’ vs. ‘Unhealthy’ Districts: Top 10 Characteristics Based on Research” received the 2003 Outstanding Staff Development Article Award.

Dale Scannell, former dean of the School of Education, served on both authors’ dissertation committees.

Another graduate, Donna M. Gennett, Ph.D., 1987, counseling psychology, is author of If You Want It Done Right, You Don’t Have to Do It Yourself! published last year by Quill Driver Books. It recently was named as a finalist in the “career” category for Book of the Year by ForeWord Magazine, a review for books published by independent presses. The book outlines a six-step program for effective delegation. Gennett is an organization development consultant and the president of GenCorp Consulting. She specializes in coaching, workshops, and seminars for organizations and individuals aimed at enhancing leadership, delegation, managerial effectiveness, and team building.

You’re Invited...

Let’s Kick Off the 2004 Football Season: Pre-game Patio Event

Alumni, faculty, staff, and students are invited to the School of Education’s Pre-game Patio Event on Saturday, September 25 on the east patio of Joseph R. Pearson Hall. Come join us for sandwiches, cookies, and soft drinks, and a chance to gear up to cheer the Jayhawks to victory over the Texas Tech Red Raiders. For more information, visit www.kualumni.org and click on Alumni Events.

Join Us! Upcoming Alumni Events

Make plans now to join us for these fall alumni events where you’ll have the opportunity to meet School of Education faculty, administrators, and fellow alums.

- Wichita Country Club     Friday, September 17, 4 to 6 p.m.
- Alvamar Country Club, Lawrence   Friday, October 1, 4 to 6 p.m.
- Topeka Country Club   Friday, November 19, 6:30 to 8:30 p.m.

Watch your mailbox for more details, or check the KU Alumni Association Web site (www.kualumni.org) and click on Alumni Events.
Dr. Dennis Waring (B.M.E. 1967) founded and owns Waring Music, a network of musicians, educators, culture specialists, and artists dedicated to global awareness through the arts. The organization provides information and a wide range of programs for schools, universities and colleges, and recreational and cultural arts organizations including educational in-service workshops and summer institutes.

They also provide entertainers and presenters for concerts, assemblies, and other community gatherings.

Dr. Waring is an ethnomusicologist, educator, author, instrument maker, collector, performer, and arts consultant. He teaches World Music, American Music, and Music Education courses at the university level and is involved in public education in primary, middle, and high schools. Upon receiving a Bachelor’s of Music Education from The University of Kansas, he taught in public schools in Missouri, New Jersey, Vermont, and in Manitoba, Canada. After earning his doctorate from Wesleyan University (1997) in Middletown, Conn., Waring taught at Wesleyan, Brown University, Trinity University, University of Connecticut, and other regional state universities. His World Music Teacher Institutes often take him from coast to coast. He recently returned from a four-month journey around the world as shipboard ethnomusicologist with the University of Pittsburgh’s Semester At Sea program and was even on MTV’s “Road Rules.”

Waring has authored six books with two more on the way. Subject matter ranges from building homemade instruments and playing the Brazilian Samba to treatises on Victorian reed organs and making electric guitars. His performance interests are equally diverse. At home with all musical styles — folk to fusion — he often performs using his own hand-crafted instruments.

As a Connecticut Commission on the Arts Master Teaching Artist and official Connecticut State Troubadour for 2003-2004, Waring regularly tours the East Coast presenting educational programs for audiences of all ages. He also performs with the world music ensemble, Sirius Coyote. Presently, he is launching a manufacturing effort to supply inexpensive instruments for classrooms.

You may visit Waring Music’s Web site at www.waringmusic.com to find musical instruments, instrument kits, books, and CD recordings.

Charles Harkness (Ed.D. 1963) is a Peace Corps Volunteer in Bishkek, Kyrgyz Republic, teaching English composition at American University-Central Asia. He writes that after six months in Bishkek life has become well “settled in.” He recently was living with a Kyrgyz family of six, but has moved to his own apartment. This is not the life of the typical Peace Corps volunteer, but he does have to follow the same rules and live on the same income. Harkness notes that students in Kyrgyzstan are just like college students everywhere; some are extremely attentive and concerned, others seem to be “just going along for the ride.” The bankruptcy of the Soviet Union was especially hard on Kyrgyzstan; the area had been heavily exploited and then was left with nothing.

Harkness’s Ed.D. was in administration and counseling. Following graduation he was at the University of Nebraska-Omaha and then moved to Northern Illinois University as assistant director of career planning and placement, and then to San Diego State University as director of career planning and placement. He took early retirement from SDSU and had a private practice as a counselor in Rhinelander, Wis. and Woodbury, Minn. until about 1996.

Harkness says,
“At this point (age 78), I am the oldest Peace Corps volunteer ever, anywhere in Central Asia, and I also think the only volunteer with a doctorate. It makes for an interesting life; I listed Central Asia as my first choice of service, in part because I just wanted to learn more about the Silk Road era of the region.”

Yamil Garcia  (B.S.E. 2001, M.S.E. 2003) is a School of Education grad — twice over. He received his B.S.E. in athletic training and an M.S.E. in sport studies. He currently is working for NASA at the Johnson Space Center in Houston, Texas. The following is an account of his work at the Space Center. Thanks to Jim LaPoint, associate professor, HSES, for sharing Garcia’s thoughts and pictures.

“As you can probably imagine the work at NASA can involve a lot of tasks. I work in the space medicine and countermeasures branch — specifically, in the astronaut health office. My duties include the pre-, in-, and post-flight training and exercise protocol for long-duration flights to the International Space Station (ISS) and the Shuttle Missions. Our goal is to have the crewmembers at their best physical condition prior to going to Space Station for six months. While crewmembers are in flight, we try to minimize the loss of bone calcium and muscle atrophy through a series of resistive exercises and through weight-loading on a treadmill. I support take-off and landings for the shuttle (when we start flying) and in Russia (for ISS). I also assess, treat, and rehab any of the injuries that occur during mission training. Once they land from a mission, we work on rehab of their vestibular system, bone-loading, and reconditioning of the muscle-to-earth gravity. For the shuttle missions, the main concern is the space walks and the problems that working in the space suit creates with the shoulder and with overall fatigue. My involvement with this is in the prevention of both and to assist with the development of improvements to the suit from a biomechanical standpoint.

“As you can imagine, I get to play with lots of toys. I will be getting in a space suit and in the training pool to perform space walk practice runs. Hopefully it will allow me to understand how they feel inside of the pressurized suit and how they move to perform a task. Another aspect of my job is the involvement in the development of new exercise and counter measures hardware that will go to the shuttle, space station, moon, and Mars. We work with engineers, exercise physiologists, and biomechanists to try to develop equipment to meet the human requirements for space flight. We are continually analyzing data and performing research in how the human body responds to space. We do a lot of studies in the plane where they filmed Apollo 13 (KC135) that allows us to feel the effect of microgravity just like the astronauts do when they are in space.

“The experience so far is unbelievable. Every day I learn something new at work, and it really makes me feel the importance of the space program with regard to the overall benefit to humanity. I definitely feel lucky with my involvement in the space program at a time of new visions and new goals.”

Correction: Apologies to Kelly Hale (B.S.E. 1998), the coordinator of communications for NASCAR for referring to her as a “he” in the last issue of The Jayhawk Educator. When asked for more information about her exciting job, she writes: “With my position, I travel across the country promoting the NASCAR Busch Series and NASCAR Craftsman Truck Series to our current fans but also to potential fans.

I’ve recently returned from a trip where I was able to experience time on a U.S. Coast Guard cutter, definitely one of my highlights. I’ve attended many sporting events and have been able to meet many celebrities — athletes, actors/actresses, musicians, and even our current president — while traveling the country. When I’m not traveling, I’m based in NASCAR’s headquarters in Daytona Beach, Fla. Not a bad change from the Kansas winters!”

Hale is a graduate of the health, sport, and exercise sciences department where her emphasis was sports information.

Sandee Crowther  (B.S.E. 1964, M.S.E. 1969, Ed.D. 1977) earned her bachelor’s, master’s, and doctoral degrees from KU. She currently is the executive director of planning and program improvement for the Lawrence, Kan. USD 497 School District. Her duties include working with after-school programs and site councils as well as school improvement monitoring, accreditation, the K-12 counseling program, district program evaluations, and student achievement data.

Staff development is another of her responsibilities. Crowther’s work with results-based staff development has been recognized by the state of Kansas, becoming the standard by which effective state development activities are judged.

Crowther also is very active in Phi Delta Kappa, the national education honorary and has held offices in the local chapter and national organization.

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Lieutenant Commander David E. Jones (Ph.D. 1994) of the U.S. Navy is stationed at the U.S. Naval Hospital in Okinawa, Japan, where he serves as a staff psychologist and as the outpatient crisis prevention program director. His wife, Leslie, and their four daughters have joined him and live in Ishikawa City, Okinawa.

Jones received his board certification in counseling psychology from the American Board of Professional Psychology in October 2000. His previous postings include Norfolk, Va., where he was head of fleet liaison services and provided stress management training to ship and shore commands in the area and, later, as health affairs officer at the headquarters of the Marine Corps. There he served as the behavioral health expert for the Marine Corps and helped to write and produce a video training program about suicide prevention that currently is used throughout the Navy and Marine Corps.

In 1997, Jones fulfilled a three-week assignment in New Zealand and Antarctica where he conducted psychological evaluations for Navy and National Science Foundation personnel who were “wintering over” in Antarctica as part of Operation Deep Freeze. Jones was assigned to the USS Enterprise from 2000 to 2002 as the ship psychologist. There he helped to initiate a multidisciplinary intervention program that enabled the ship to have the lowest attrition rate for psychiatric problems of any aircraft carrier in the Atlantic Fleet.

Thomas Christie (B.S.E. 1975, M.S.E. 1980, Ed.D. 1989), among other awards and recognition, has been honored as the Lawrence, Kan. Public School’s Master Teacher and Teacher of the Year and as Kansas Master Teacher, received the State and National Presidential Award for Excellence in Science Teaching, and was one of the first five Kansas Educators to be selected for the Milken National Educator Award. He has spent most of his career in the Lawrence Public Schools, as a classroom teacher, principal, and district-wide administrator.

In his current position as executive director of educational programming, Christie oversees the development of all curriculum and assessment for the district, in addition to many other administrative responsibilities. One recent accomplishment in this position has been leading the Lawrence Public Schools through the successful implementation of a standards-based reporting system that is provided to parents showing the incremental learning for students.

Christie also has served on many boards and leadership councils, including Court Appointed Special Advocate (CASA), the Lawrence Education Association, Douglas County AIDS Project, Junior Achievement, and the Milken Family Foundation National Advisory Board.

Annie Heidersbach (B.S.E. 1993, M.S.E. 1996) teaches English at Shawnee Mission West High School where she also is the head sponsor of National Honor Society. In addition, she is an adjunct professor at Baker University, Baldwin City, Kan., teaching “Creativity in the Classroom” and “Dynamic Dialogue in the Style of Socrates.” Currently a board member of the Kansas Association of Teachers of English (KATE), Heidersbach will serve as president of the organization in 2005.

Mark Heidebrecht (M.S.E. 1994) is a managing partner for ErgoMethods, LLC and Ergo-Online, LLC. He develops and implements ergonomic processes and training, performs ergonomic evaluations and functional capacity assessments, and manages ErgoMethods’ International Ergonomic Provider Network. He currently is working with the U.S. Postal Service to assess ergonomic risks. He also is the federal occupational health ergonomic contractor for the Kansas City area and was the biomechanist and ergonomist for MotionWatch, where he helped develop a patented motion analysis and ergonomic assessment technology currently used by several universities and by companies such as Levi Strauss and Boeing.

Heidebrecht serves as the national co-chair of the Occupational Injury Rehabilitation Society, a member of the Human Factors and Ergonomics Society, and was accepted into the American Society of Biomechanics in 1997.

Linda L. Edwards (M.S.E. 1969, Ed.D. 1977) is interim dean at the School of Education, University of Missouri-Kansas City (UMKC). She has served in various capacities, including professor, chair of the Division of Curriculum and Instructional Leadership, and associate dean at UMKC since 1976. She has received grants totaling more than $1.3 million from the U.S. Department of Education, Southwestern Bell Corporation Foundation, Missouri Department of Elementary and Secondary Education, and other private agencies to initiate programs to infuse technology into the development of effective instructional strategies and to improve teachers’ and university faculty members’ skills in the use of technology in their classrooms. Edwards also introduced new programs at UMKC for instructional evaluation and diagnostics to improve teaching, mentoring new faculty members, and facilitating collaborative research activities.

Edwards works with a number of entities such as the Gillis Center for Emotionally Disturbed Children, Charno Foundation, state Departments of Education, the International Society for Technology in Education, and the Missouri Federation Council for Exceptional Children as a consultant, program chair, project evaluator, and hearing officer. She also has played an active role in the UMKC Edgar L. & Rheta A. Berkley Child and Family Development Center.
1940s


Howard E. Jones (B.S.E. 1948) served as a U.S. Naval Air Corps navigator from 1943 to 1947. He taught in Kansas City, Kan. for 10 years, then moved to Anaheim, Calif. where he was a teacher and vice-principal until 1984. Jones writes that he retired to “play golf, bowl, travel, and do volunteer work.” He adds that he is sorry we lost Coach Williams and loves KU basketball.

Jeanne S. Pearson (B.S.E. 1948) taught for nearly six years in California and Utah, then worked in banking for 23 years. She retired in 1992 and spends her time traveling and volunteering. Pearson has three sons.

1950s

Béulah Baum Franks (M.S.E. 1957) is now retired and living in Lenexa, Kan. after teaching in the Shawnee Mission, Kan. schools for 30 years. Her daughter, Harriet “Tin” Franks, also a KU graduate, teaches special education in the Kansas City, Mo. school district.

Phyllis J. Miller (B.S.E. 1958) has been volunteering for Dennis Kucinich’s presidential campaign.

Twiwa Wagner Tipton (B.M.E. 1950) taught junior-high music and later piano and guitar in Santa Barbara, Calif., for 25 years. After moving back to Kansas, she taught Title I reading in Salina for 14 years. She retired from teaching in 1995.

1960s

Marjorie Jan Williamson Coombs (B.S.E. 1960) retired this year at 35 years as a teacher and administrator in public and private education, most recently as principal of Rowland Hall-St. Mark’s Middle School in Salt Lake City, Utah. During her 16-year tenure as principal, she taught a writing class every day. In March 2003, she was recognized for outstanding service to middle level education by the Utah Middle Level Association.

Edmund Hansen (M.S.E. 1960) attended KU as a member of a National Science Foundation Academic Year Institute for teachers of high school mathematics. This institute was part of the national response to the Russian-demonstrated space leadership when they launched Sputnik I. Mr. Hansen retired in 1994 after a 35-year career in education, the last 31 years of which were spent teaching mathematics and in administration at the University of Wisconsin-Oshkosh. Retiring to Florida, he spends his time writing and is a published author. Edmund and his wife of 48 years raised four sons, all of whom are college graduates.

1970s

George McCauley, Jr. (M.S.E. 1964) is the senior pastor of Greenforest Community Baptist Church in Decatur, Ga. McCauley came to the church in 1979 and has overseen its expansion to over 6,000 active members and 75 outreach teams.

Constance Andrews Heinschel Nelson (B.S.E. 1961) recently moved to Olathe, Kan. to be near her children and grandchildren. She is married to Virgil Nelson.

Sally A. Porter (B.S.E. 1965, M.S.E. 1966) now lives in southern Iowa after residing in Denver, Colo. for 18 years. She is a special education substitute teacher.

John O. Westlund (M.M.E. 1964) retired in 2000 after teaching and serving as chair of the music department at Northern Kentucky University. He still conducts the Northern Kentucky Community Chorus and church choir.

Galen R. Boehme (Ph.D. 1974) recently marked his 25th year of teaching in Kansas schools. He began his teaching career at KU where he assisted with the supervision of student teachers in the language arts. He writes, “I have remained at the secondary level and have never regretted the decision.”

Mary M. (Peggy) Brockington (B.S.E. 1973) taught school in Lawrence for several years after graduation. She moved to Washington, D.C. and then to Atlanta, Ga., where she graduated from law school in 1986. Brockington has been in private practice in Atlanta since then and is a partner in the firm Strickland Brockington Lewis LLP, a practice that includes litigation, education law, and employment law.

Michael Camelio (Ed.D. 1979) has been a classroom teacher, building principal, central office administrator, and technology coordinator and presently is an assistant professor at Regis University in Denver, Colo. in the teacher education department. He has started and owns a marketing/ad agency, Creatively Affordable Marketing, Ltd. The seven-person agency has clients in Colorado, Montana, and Oklahoma. Camelio also has been an active member, club president, club treasurer, district governor, and ambassador of the service club Sertoma since 1982. He presently is working as a certified trainer and curriculum coordinator for Sertoma International.

(continued on page 16)
Joel A. Colbert (M.A. 1976, Ed.D. 1977) is a professor and director of undergraduate and teacher education programs at the University of Southern California.

Carol Holliday Dallam (B.S.E. 1972) has been a computer resource teacher for the past 14 years at Pembroke Hill School in Kansas City, Mo. at the early childhood and lower school campus. She has been married for 32 years to Edward Dallam (D.D.S. 1972), and has three daughters, one a recent graduate of the KU School of Journalism.


Stephen P. Foster (B.S.E. 1971) is a gifted resource teacher at Leavenworth, Kan. High School. He has taught 16 years, including 10 years at Achison, Kan. High School. A former student recently nominated him for Who’s Who in America’s Teachers.

Rhonda (Rousselle) Green (B.S.E. 1974, M.S.E. 1976) lives in Abilene, Texas.

Deborah L. Harris (B.S.E. 1974) earned her M.A. in history in 1983 and, in December 2003, a M.S.E. in special education–gifted and talented.

Ada Armstrong Hildwein (M.S.E. 1976) taught 20 years in Leavenworth, Kan. schools, retiring in 1992, and moved to Arizona in 1999. Her husband of 52 years, Norman Hildwein, died in January of this year. The couple taught for a combined 52 years in Kansas schools.

Dennis B. Kelly (B.S.E. 1975) was hired by P.S. 11 in 1991, and moved to Arizona in 1999. Her husband of 52 years, Norman Hildwein, died in January of this year. The couple taught for a combined 52 years in Kansas schools.

Pamela Nelson (M.S.E. 1973) was hired by Curriculum Advantage, Inc. as senior vice president of corporate development and strategy. She will guide short-term and long-term development strategies, product positioning, and marketing strategies for the company’s flagship product, Classworks, a K-12 reading and mathematics curriculum.

Herbert N. Simmons (Ed.D. 1973) retired from Western Kentucky University as a professor of education in 2003.

Leanne Gray Titcomb (B.S.E. 1972) received her master's degree in literacy from East Carolina University in 1982. She currently is a third-grade teacher in Wales, Maine. Leanne and her husband, Les, adopted two children from Russia in 1997; Alex now is 13, and Masha is 11.

Terry Tracy (B.S.E. 1981, M.A. 1976, Ph.D. 1982) is a school principal in New Hampshire.

Susan (Mannoni) Sittenauer (B.S.E.1984, M.S.E. 1991) teaches advanced placement U.S. history, U.S. government, and constitutional law at Seaman High School in Topeka, Kan. She has been at Seaman since 1984 where she is the department chair. Sittenauer was a regional semi-finalist for the 1997 Kansas Teacher of the Year Award, the Kansas History Day Teacher of the Year in 1998, and the National Law Related Education Teacher of the Year in 2003, and she is a member of the Smithsonian History Teacher Advisory Board.

Ellen M. Bartsch (Ph.D. 1997) was an assistant professor of education at McPherson College for two years. She currently works as a English as a Second Language program specialist in the Shawnee Mission, Kan. School District.

Chad Dempsey (B.M.E. 1999) is the head band director at BL Garza Middle School in Edinburg, Texas. He spends many days in the fall as a clinician for high school marching bands.

Diana Foster (M.S.E 1996) teaches special needs students in a program called FOCUS for the Blue Valley, Kan. School District.

Katherine Norman (Ph.D. 1992) is a professor of science education at California State University-San Marcos. In August, she was promoted to the rank of professor. Prior to coming to CSU in 1996, Norman was an assistant professor at the University of Texas at Brownsville (1993-96) and at the University of Wisconsin-Stevens Point (1992-93).

Cheryl Herbert (M.S.E. 1996) is a vocal music teacher at Bluejacket-Flint Elementary School in the Shawnee Mission, Kan. School District where she has taught for 30 years. Herbert was named outstanding teacher in the district in 2000. This year, she started an artist-in-residence program, Reach Out And Dance (ROAD), at her school with the Kansas City Ballet. The program, focused on fourth-graders, provides a ballet teacher and pianist for weekly sessions and emphasizes teamwork, discipline, and self-awareness.


Erin Howerton Rude (B.S.E. 1996, M.S.E. 1997) was a human resources recruiter for four years. She is now a full-time mother in Billings, Mont.


Mary Prigel Adcock (B.S.E. 1995) lives in Hutchinson, Kan. She is the current president of the National Organization of Mothers of Twins Clubs, Inc. The organization, with approximately 25,000 members nationwide, is a support group for parents of twins and higher-order multiples with basics purposes of research and education. Mary also works part-time as a grant writer and staff developer for Buhler USD 313 in Kansas, and serves as publications coordinator for the Kansas Staff Development Council.

Tim White (Ph.D. 1996) serves as senior pastor for the Dallas Central Church of the Nazarene in Dallas, Texas.

Susan Winn-Thomsen (Ed.S. 1999) works as a school psychologist in the Jefferson County Public Schools in the Denver, Colo. metro area.

Sherrie (Tubbs) Wiedeman (B.S.E. 1991) recently was married to a KSU grad, Brent Wiedeman, and continues to use her teaching degree by tutoring students.

Elise C. Yanover (B.S.E. 1998) received her master’s degree in physical therapy from the University of Missouri-Colombia and is a physical therapist at Barnes-Jewish Hospital in St. Louis, Mo. She will be married in August to Dr. William Feinstein.

Chris Clausen (M.S.E. 2003) currently serves as associate director of admissions at Baker University in Baldwin City, Kan.

Elisabeth M. Collins (B.S.E. 2001) graduated with honors from the University of St. Augustine for Health Sciences with a doctorate of physical therapy. She currently works at an outpatient clinic in Lawrence.

Barbara L. Hicks (M.A. 2001) has been an administrative specialist for KU Naval ROTC since 1999. She taught courses in English composition and art appreciation for Highland Community College. She hopes to teach evening courses again in the near future, but currently is concentrating on rearing two granddaughters — Jazlyn, 3, and Tena, 2 — with her husband, Joe. She also is continuing studies at KU in language arts and visual arts.

Kyle Kovac (B.S.E. 2001) is in a Kansas City, Kan. police officer. His wife, Megan (B.S.E. 2000, M.S.E. 2001) works at William Jewell College as an assistant athletic trainer.

Casey L. Old (B.S.E. 2002) is the golf programs manager for the Kansas Golf Association. He also is the tournament administrator for the Trans-Mississippi Golf Association.

Barbara Jean Reynolds (M.S.E. 2000) is working with K-12 special needs students at R.J. DeLano Alternative School in the Kansas City, Mo. School District. October 2004 will mark her 30 years in music education and music therapy.

Corey M. Snyder (B.S.E. 2001) is a doctoral candidate in Emory University’s physical therapy program in Atlanta, Ga.

In Memory

Howard W. Plank (B.S.E. 1946) on February 26, 2004 in Ventura, Calif. Plank taught music in Kansas until 1952, then moved to California where he resumed teaching. In 1956, he became the first band director of Camarillo High School. After retirement from his teaching and band director duties, he continued to substitute teach until he was 79.

Charles A. Johnson (Ph.D. 1990) of Waterboro, Iowa.


Many Congratulations!

Tompkins Receives Alumni Distinguished Service Award

The School of Education honored Andy Tompkins, commissioner of education for the State of Kansas, at the Lied Center on May 22 during its annual convocation. The KU School of Education Alumni Distinguished Service Award is granted to a graduate who has contributed exemplary service to the fields of education or human services.

The award cites the outstanding leadership Tompkins has provided throughout the state and nation on behalf of children, teachers, and public education. Tompkins has served in his current role since 1996.

A former high school English teacher, high school principal, superintendent, faculty member, department chair, and interim dean, Tompkins received his doctorate in educational administration from The University of Kansas in 1977. His awards include Kansas Superintendent of the Year.

School of Education Allocates Scholarships

Through the generous support of the School of Education’s alumni and friends, The University of Kansas School of Education awarded $295,673.94 in scholarship money to students for the 2004-05 academic year. The scholarships were presented to students during the annual Scholarship Tea held on April 25. Many scholarship donors attended the event and met the scholarship recipients.

Funds were awarded to 257 out of 341 applicants. Of those, 107 are graduate students, an additional 61 are graduate students completing their licensure or professional year, 62 are seniors, and 27 are juniors.

In addition to the merit and need-based scholarships awarded, the School of Education was able to award $20,000 from the Ruth M. Anderson Memorial Fund to students during the annual Scholarship Tea held on April 25. Many scholarship donors attended the event and met the scholarship recipients.

Funds were awarded to 257 out of 341 applicants. Of those, 107 are graduate students, an additional 61 are graduate students completing their licensure or professional year, 62 are seniors, and 27 are juniors.

In addition to the merit and need-based scholarships awarded, the School of Education was able to award $20,000 from the Ruth M. Anderson Memorial Fund for graduate recruitment this year, divided among the four departments in the School of Education. These scholarships will help attract and support highly qualified graduate students.

Also, $6,000 was granted to students from underrepresented groups, including first generation students and ethnic or racial minority students, through the Multicultural Scholars Program in Education.

Jill Wright Adams (M.S.Ed., 1999), doctoral candidate in teaching and leadership, is one of six winners of the Lieberman Teaching Excellence Award for Adjunct Faculty at Johnson County Community College. Adams is a Ph.D. candidate in English education and is expected to complete her doctorate requirements in May of 2005. The award is given each year to honor George and Floriene Lieberman, long-time supporters of Johnson County Community College.

Adams, former junior high English teacher at Southwest Junior High in Lawrence, Kan., has long been interested in creative writing and the teaching of writing. Her ongoing research includes the impact of the instant messaging process on students’ classroom writing. While at KU, Adams has taught “Methods of Teaching the Secondary Language Arts” and has supervised secondary English student teachers and interns. Her faculty advisor is John Bushman, professor of teaching and leadership.

Graduate and undergraduate students were honored at the School of Education convocation on May 22 at the Lied Center on the campus of The University of Kansas. Two doctoral students were recognized for their Outstanding Doctoral Dissertations: Michael J. Carper, Department of Health, Sport, and Exercise Sciences; and Kimberly A. Harrison, Department of Special Education. The Outstanding Master’s Thesis was awarded to Michael T. Ryan, Department of Teaching and Leadership. The Outstanding Master’s Project was awarded to Amy S. Gaumer, Department of Special Education.

In addition, 10 bachelor of science recipients were recognized with Senior Leadership Awards, presented annually to seniors who have exhibited exemplary leadership through their involvement in the school, university, and/or community: Allison Blanchard, Melissa Chandle, Shelly Cline, Allysong DeGraeve, Sara Gillispie, Lindsey Hogan, Benjamin Huebics, Magen Hughes, Maria Kepka, and Courtney Olson.

Four School of Education undergraduates were named Teachers of Promise by the Kansas Exemplary Educators Network (KEEN). These students — Jennifer Laycock, Robyn Logan, Ren-Whei “Joanna” Harn, and Jeremy Antley — will have a variety of opportunities to connect with outstanding teachers across the state of Kansas.

The annual Health, Sport, and Exercise Sciences Awards and Scholarship ceremony was held on May 5 to honor outstanding HSES students who received the following awards: Jack Wolfe Memorial Honor Award—Minchul Jung; Earl Falkenstein Honor Award—Cindy Oursler; Joie Stapleton Honor Award—Heidi Camus; Reginald R. Strait Honor Award—Justin Sloop; Larry Heeb Recreation Honor Award—Patrick Allen; Walter Mikols Masters Student Award—Samantha Britton, Noelle Frear, Jamie Murphy, and Cody Shaffer; Wayne Osness Outstanding Doctoral Student Award—Kim Archer; Don Henry Health Education Award—Lindsay Kimball; Bret Hammig Exercise Physiology Honor Award—Samantha Whitman; Bernie Taylor Aquatics Honor Award—Melissa Dayton; and the Brian W. Luinstra Athletic Training Award—David Donner.

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