INSPIRED BY LEADERSHIP

Meet alumni who continue to learn, grow and lead beyond graduation

IN THEIR OWN WORDS
How one teacher’s gameday memory became a lesson for her students

CARRYING THE TORCH
Alumni-turned-faculty now inspire the next generation

DIVERSITY... AND CUPCAKES?
Students push boundaries with activities and outreach efforts
PAGES 4-7
COLLEGE UPDATES
Alumni panels give students a glimpse of the real world, buildings get a digital upgrade and kinesiology celebrates its 10th anniversary.

Find out what’s changed in your department.

PAGE 8
LETTER OF RECOMMENDATION
Rebecca Hendrix’s memories of her first UGA football game became an example for her students.

PAGE 10
STUDENT LIFE
Today, students are giving back no matter what degree they’re pursuing, getting involved in the college as new Student Ambassadors and even showing off their baking skills for a worthy cause.

PAGE 12
FOCUS ON FACULTY
Meet the next generation of scholars from the College of Education.

PAGE 16
WHERE ARE THEY NOW?
Our alumni stay in touch through events, awards and UGA honors.

PAGE 40
CLASS NOTES
Professional updates and news from alumni throughout the years.

PAGE 43
OUR SUPPORTERS
Donors to the College of Education.

Profiles

PAGE 19
Matt Tanner knows his way around an organization—and frozen desserts.

PAGE 24
First grade is part songs, part college dreams for Bynikini Frazier.

PAGE 28
NFL lineman Fernando Velasco leads on and off the field.

PAGE 32
In Evan Glazer’s high school, freshmen are already planning their research projects.

PAGE 36
Talent and training guide Tonya Cornileus’ days at ESPN.
It’s the hard work of individuals—our faculty, students and alumni—that makes the College of Education a leader across Georgia and the country. And with this inaugural issue of the College of Education Insider, we celebrate those who inspire leadership.

For example, our faculty continue to push the boundaries both in and out of the classroom; the College’s recent No. 3 ranking from U.S. News and World Report for online education among all colleges of education is one measure of this leadership. Similarly, our students show they are leaders through national awards, new research and making a difference in our community. Thaurice Milloy’s efforts to launch the University-wide Minorities in Education organization is one of the many ways our students are reaching out and changing lives (see page 10 for her story).

It makes sense, then, that the achievements of our faculty and students would be echoed by our alumni. Tonya Harris Cornileus (M.Ed. ’04, Ph.D. ’09) is helping guide the talent at the nation’s top sports broadcaster (see page 36). Evan Glazer (Ph.D. ’03) is leading teenagers in the country’s top high school focused on science and technology to conduct college-level research (see page 32).

These are just a few examples of the ways our 60,000 alumni lead every day. We are proud to claim every one of them as our own, and to know that what they learned at the University of Georgia and the College of Education continues to resonate.

The College of Education Insider is meant to honor and inform our alumni and friends. We created it to share the stories of the many graduates who are leading by making a difference in Georgia and across the world. Please enjoy, share with others and be proud to be a bulldog.

Craig H. Kennedy, Ph.D.
Dean and professor
Last year, the College launched its first alumni panels, which give students a chance to hear from alumni about what life is like after graduation. These panels cover a range of topics and degrees—and even delve into the merits of getting a graduate degree—all in a fun, informal environment. Jill Naylor, associate director of student programs in the College’s Office of Student Services, says the panels have received a lot of attention from students. In fact, the “What They Don’t Teach You About Teaching” panel in September drew 65 students and put the room at capacity.

Naylor says topics are chosen to represent various facets within the College, such as teacher certification, health and human services and sport management.

Last year was the first time the College organized these panels, but they will continue through the academic year. Would you like to be part of an upcoming panel? You may take part in Athens, or if you live out of town you can be part of a conference/video call. Either way, it’s a great opportunity to share your real-world experiences with current students.

To get involved, contact Nancy Butler, associate director of alumni relations, at nhbutler@uga.edu.
It’s been 10 years since the exercise science program was combined with two others—physical education and sport studies—to create the department of kinesiology. To mark the milestone, the department hosted its first Kinesiology Research Day during UGA’s Homecoming weekend this past fall.

The event included a lab open house, poster displays from undergraduate and graduate students, a student awards ceremony and the Kinesiology Distinguished Alumni Lecture.

The lecture, the centerpiece of the day’s events, featured alumnus Phil Sparling (Ph.D. ’79), professor emeritus at the Georgia Institute of Technology and one of former department head Kirk Cureton’s first graduate students.

The event brought dozens of alumni back to campus for tours and a chance to catch up.

Department head and Triple Dawg Janet Buckworth noted the year was also significant for the Ramsey Center, which turned 20 years old in 2015.

“The Ramsey Student Center gave us state-of-the-art facilities for teaching and research,” she says. “Our inaugural Distinguished Alumni Lecture and Research Day provided alumni, faculty, staff, and students the opportunity to celebrate two anniversaries and the long record of accomplishments and fellowship that brings Bulldogs home.”

Two new ways to celebrate our alumni and friends

Board of Visitors, Alumni Board offer guidance to the College

Now entering its second year, the College of Education’s Board of Visitors is a group of 30 alumni and friends who are working together to strengthen the goals and mission of the College.

With the first successful year under its belt (including raising thousands of dollars for the Board of Visitors Scholarship Fund, which is earmarked for students with the greatest financial need in the College of Education), it’s become clear that a second group is needed, focusing on the needs of alumni. So this spring launched the College of Education Alumni Board, a group of 30 alumni who are dedicated to shaping how the College connects with students after graduation, through service projects and alumni events. Members of both boards serve for two years with the option to repeat a term.

Are you interested in being a part of either of these vibrant new groups? Whether you are interested in helping to secure the College’s financial future or want to have a say in how we communicate with our alumni, email Nancy Butler, associate director of alumni relations, at nbutter@uga.edu or visit coe.uga.edu/about/leadership/board-visitors for more details.
Career and Information Studies
Department head: Robert Branch (2013-2016)

This department encompasses degrees in two main areas: learning, design and technology; and career and workforce education. Programs emphasize creativity and innovation in learning and instruction.

Fun fact: Faculty and graduate students are working with schools to create STEM-based curriculum using robotics. This department also recently established the RAIL Center (Research for the Advancement of Innovative Learning), which develops new lessons in line with emerging trends and technologies.

Communication Sciences and Special Education
Department head: Cynthia O. Vail (2015-2018)

This department focuses on new and emerging approaches to teaching, learning and communication, with outreach and research conducted through the UGA Speech and Hearing Clinic and the Applied Behavior Analysis Clinic.

Fun fact: Faculty and students in this department provide comprehensive services, such as audiology and speech-language pathology, to members of the community through the UGA Speech and Hearing Clinic, which also provides clinical training opportunities for graduate students. The clinic recently marked its 60th anniversary and is the oldest clinic on the UGA campus.

Counseling and Human Development Services

This department combines academic, clinical and practical experiences to create one of the top counseling programs in the country. Degree programs emphasize social justice, underserved populations and access and inclusion.

Fun fact: This department is home to eight programs that cover the fields of student affairs administration, professional counseling (school and community) and counseling psychology.

Educational Psychology
Department head: Stacey M. Neuharth-Pritchett (2013-2016)

This all-graduate-student department focuses on leading in the fields of teaching, learning, human development and behavior. This department also works closely with research centers such as the School Psychology Clinic, the Georgia Center for Assessment and the Torrance Center for Creativity and Talent Development.

Fun fact: Faculty in this department recently teamed up with the department of communication sciences and special education to launch an autism-focused research center (see the story on page 4).
Educational Theory and Practice
Department head: Cynthia B. Dillard (2015-2018)

Faculty in this department integrate research, teaching and service through community engagement. Programs specialize in early childhood, middle grades and secondary social studies education.

**Fun fact:** This department is home to the Red Clay Writing Project, which is funded by a grant through the National Writing Project and provides professional development to teachers who want to hone their skills in writing and teaching social justice issues.

Kinesiology
Department head: Janet Buckworth (2014-2017)

With more than a dozen labs that study movement and its effects on the body, this department offers undergraduate and graduate degrees in physical education, exercise science and sport management.

**Fun fact:** Kinesiology recently celebrated its 10th anniversary (see story on page 5) with an open house during UGA’s Homecoming Weekend.

Lifelong Education, Administration and Policy
Department head: Kathleen P. DeMarrais (2013-2016)

This department features graduate-level programs in four main areas: adult education, learning and organizational development, qualitative inquiry and educational administration.

**Fun fact:** This department recently launched a new doctorate in qualitative research, preparing graduates to expand their research knowledge and expertise in an educational, government or corporate setting.

Mathematics and Science Education
Department head: Barbara Crawford (2014-2017)

A national research leader in mathematics and science education, this department comprises one of the largest and most respected groups of mathematics and science educators in the world.

**Fun facts:** This department is home to a collection of replica skulls from the late professor of science education Norman Thompson. This collection is loaned out to science teachers across North Georgia.

Also, mathematics education celebrates its 50th anniversary this year.

Language and Literacy Education
Department head: Anne Marcotte (2015-2017)

This department focuses on three main areas of education: English education, literacies and children’s literature, and TESOL and world language education.

**Fun fact:** This spring, faculty member Melisa Cahnmann-Taylor launched a community-wide reading of poetry by Robinson Jeffers. The months-long event includes discussions by visiting authors and artists made possible through a grant from the National Endowment for the Arts’ “Big Read” program.
Lonely. Very lonely. Will I make it here? Do I fit in here?

“So, what are you going to wear to the football game on Saturday, Becca?” asked Leigh, who lived across the hall from me in Creswell. I thought it was a silly question. In my mind, football meant hot dogs, hamburgers, sweat, shorts and T-shirts, and an all-around laid-back, exciting time.

“My, I don’t know, I guess a Georgia shirt and shorts?” I didn’t have a creative answer to this one. Honestly, I hadn’t put that much thought into it.

“I heard that a lot of girls dress up for the games. I heard that they wear dresses and skirts and stuff,” mentioned Kimberly, another Creswell resident. Our group on the hall was a mix of ladies from all over the country, each very individual but somehow the same.

“Seriously? I would never have thought that! Gosh, I don’t even like dressing up for church.” My response tried to shake off the fact that I was actually very nervous about the game on Saturday. This would be my first college football game, and I was beyond excited. But this whole what-to-wear debate was just a smaller example of the larger issues I had faced during my first three weeks living on campus at the University of Georgia. I felt as if college was the middle school of my up-and-coming adult life. I didn’t know anyone. I was still trying to figure out how to not get lost every day on the bus routes. And now, I was going to have to worry about wearing the wrong thing to a football game?

“In my mind, football equated hot dogs, hamburgers, sweat, shorts and T-shirts,” I didn’t know anyone. I was still trying to figure out how to not get lost every day on the bus routes. And now, I was going to have to worry about wearing the wrong thing to a football game?

“I guess I could wear this black skirt I have, and I have a red tank top. That should be OK for the first game. But I’m not wearing heels. No way!” We agreed that flip-flops were a must.

GAME DAY. I awoke that Saturday morning to sounds disrupting the calmness in the dorm. It was just after 10 a.m. and still quiet in a building where many residents had only gone to bed hours before. I heard sounds of a crowd, the bustling and movement that comes from large groups of people.

“I climbed down from my bed and peeked out the window to see tents of red and black covering the landscape. Already, the smell of bratwurst on the grill filled the air and permeated my window. Somewhere in the distance, the band was warming up, and I could hear the energetic cadence of the drums and the blasts of the trumpets.

“This is wonderful! This is going to be a wonderful day!” For a moment, it didn’t matter if I was alone or not. The atmosphere awaiting me outside caught me in a whirlwind of excitement.

I dressed up in my awkward little gameday outfit and made my way outside. Walking down the hill to Tate Plaza, I breathed in the life that was all around me. With
every step closer to the stadium, closer to this thing that had brought so many people to campus, I felt my heart pound with anticipation. *This is bigger than football. There is something deeper here.*

The crowd thickened at the gates to Sanford Stadium and my anticipation gave way to anxiety. I felt alone again in this huge crowd, an ocean of red and black with the sights and sounds of college football becoming all-consuming.

"Goooooooo Georgia Bulldogs!" I finally emerged from the crowd at the gate and caught my breath before I began the steep climb up the steps to the 600 section — all the way at the top, with the rest of the freshmen. As I climbed, I glanced momentarily through each of the tunnels and could only capture brief snapshots of the field, the turf manicured with freshly painted lines, the field, the turf manicured with freshly painted lines, the field, the turf manicured with freshly painted lines, the field, the turf manicured with freshly painted lines.

**There is something bigger here. It's bigger than me. It's bigger than football.**

"IT'S SATURDAY AFTERNOON IN ATHENS!" My peaceful awe was disrupted by the cheer of the stadium's inhabitants. Nearly 100,000 people were packed like sardines, now standing proud and tall. It was almost methodical, as if the announcement was synonymous with the "please rise" in a courtroom as a judge entered.

A highlight reel commenced on the big screen, and the scratchy voice of legendary announcer Larry Munson summarized the events:

> And now, as we come for another meeting between the hedges,

> Let all the Bulldog faithful rally behind the men who now wear the red and black,

> With two words — two simple words — which express the sentiments of the entire Bulldog Nation ...

> There was a pause, and then ...

> GOOOOO DAWGS!!!!!

It is strange how those two words could translate into something more than football, something more than pride in my school team. It is strange how those two words, spoken by other freshmen around me as we looked down on older alumni and fans, seemed to melt away the loneliness. At that moment, I no longer felt out of place or lost at the university. I was part of something bigger: a part of traditions, a part of pride, a part of a family. I knew I could make it; that I belonged.

Yes, I get it now. **There is something bigger than football here. Bigger than all these people, bigger than me. It's comfort. It's life experience. It's real. And one day, many days from now, I'll know that somehow, in this whole wide world, I learned how to replace fear and loneliness with confidence and joy.**

---

**Do you have a story or a memory you would like to share about your time at UGA or in the College of Education? Email Kristen Morales (kmorales@uga.edu) to share it with your fellow alumni!**

---

**What others say**

We’re thankful for our network of alumni across the country and the world, and now it’s even easier to stay connected through social media. Follow the College of Education on Facebook, Twitter or Instagram and share your COE love!

*I’m so grateful for the extraordinary mentoring and support that I’ve gotten from amazing people like Drs. Peter Smagorinsky, Juanita Johnson-Bailey, Kathleen deMarrais, Kathy Roulston and Melissa Freeman. And I’m so very thankful for the many incredible opportunities provided through the language and literacy education department, including the Journal of Language & Literacy Education and the Language and Literacy Education Graduate Organization.*

**Stephanie Shelton (Ph.D. ’18)**

"I’m so grateful to Dr. John Dayton and his colleagues in the College of Education. I could not have made the professional achievements I have without that experience and training. They definitely prepared me for my time as a school leader, a scholar and faculty member, and for my current role as department chair at a prestigious university."


"Thanks to my UGA COE experience, I’m now in my 15th year of teaching! Best profession there is! (And thankful that by the time I graduated, I figured out the different entrances and floors in Aderhold!)

**Amber Wickham (B.S.Ed.’01)**

"I remember walking into the College of Education for the first time, feeling overwhelmed by the entirety of college life. However, my favorite memory is from when I moved my tassels from my right cheek to my left and I thought to myself, ‘I did it!’"

**Drew Keim (B.S.Ed. ’15)**

"I’m so grateful for the extraordinary mentoring and support that I’ve gotten from amazing people like Drs. Peter Smagorinsky, Juanita Johnson-Bailey, Kathleen deMarrais, Kathy Roulston and Melissa Freeman. And I’m so very thankful for the many incredible opportunities provided through the language and literacy education department, including the Journal of Language & Literacy Education and the Language and Literacy Education Graduate Organization."

**Stephanie Shelton (Ph.D. ’18)**

"I’m so grateful to Dr. John Dayton and his colleagues in the College of Education. I could not have made the professional achievements I have without that experience and training. They definitely prepared me for my time as a school leader, a scholar and faculty member, and for my current role as department chair at a prestigious university."


"Thanks to my UGA COE experience, I’m now in my 15th year of teaching! Best profession there is! (And thankful that by the time I graduated, I figured out the different entrances and floors in Aderhold!)

**Amber Wickham (B.S.Ed.’01)**

"I remember walking into the College of Education for the first time, feeling overwhelmed by the entirety of college life. However, my favorite memory is from when I moved my tassels from my right cheek to my left and I thought to myself, ‘I did it!’"

**Drew Keim (B.S.Ed. ’15)**

"I’m so grateful to Dr. John Dayton and his colleagues in the College of Education. I could not have made the professional achievements I have without that experience and training. They definitely prepared me for my time as a school leader, a scholar and faculty member, and for my current role as department chair at a prestigious university."


"Thanks to my UGA COE experience, I’m now in my 15th year of teaching! Best profession there is! (And thankful that by the time I graduated, I figured out the different entrances and floors in Aderhold!)

**Amber Wickham (B.S.Ed.’01)**

"I remember walking into the College of Education for the first time, feeling overwhelmed by the entirety of college life. However, my favorite memory is from when I moved my tassels from my right cheek to my left and I thought to myself, ‘I did it!’"

**Drew Keim (B.S.Ed. ’15)**

"I’m so grateful to Dr. John Dayton and his colleagues in the College of Education. I could not have made the professional achievements I have without that experience and training. They definitely prepared me for my time as a school leader, a scholar and faculty member, and for my current role as department chair at a prestigious university."

On various mornings throughout the year, students, faculty and staff are greeted in the lobby of Aderhold Hall with tables of baked goods. These cookies, brownies, bagels and bars are part of an ongoing fundraiser for the UGA chapter of the National Student Speech Language and Hearing Association, or NSSLHA.

The organization is for students interested in studying communication sciences and disorders, and outreach by members has garnered the organization a silver level for NSSLHA Chapter Honors.

“This year we are striving to reach the gold level,” says chapter president, Madison Owensby (B.S.Ed. ’16).

Volunteer efforts include serving as “reading buddies” for first-graders and organizing the annual Ready, Set, Speak 5K race each spring. Money from the race, bake sales and other events help fund the UGA Speech and Hearing Clinic.

One of the best-selling items at the NSSLHA bake sales is the pumpkin cupcakes with cinnamon cream cheese frosting. Want to make your own? Follow the recipe below:

**In good taste**

Communication sciences organization reaches out to students (and your sweet tooth)

Pumpkin Cupcakes with Cinnamon Cream Cheese Frosting:

**Ingredients:**
- 1 box of yellow cake mix (plus ingredients listed on back minus the water)
- 1/2 teaspoon pumpkin pie spice
- 1/2 teaspoon cinnamon
- 1 teaspoon vanilla
- 1 15-ounce can pumpkin puree

**Frosting:**
- 8-ounce bar of cream cheese, softened
- 1/4 cup butter, softened
- 1 teaspoon vanilla
- 2 cups powdered sugar
- 1 1/2 teaspoon cinnamon
- Candy pumpkin (for decoration)

**Directions:**
Preheat oven to 350 degrees. Prepare a cupcake tin with liners. Prepare cake mix as directed on the box, but add pumpkin pie spice and substitute pumpkin puree for water. Add vanilla and cinnamon.
Pour batter into cupcake liners in muffin tins and bake for 17-20 minutes. Meanwhile, combine ingredients for the frosting in a medium bowl and beat until smooth. When cupcakes are solid in the middle, remove from the oven and let cool completely. Pipe or spread the frosting on top and decorate with a candy pumpkin if desired.

Encouraging new voices

Through Minorities in Education, organizers hope more students of diverse backgrounds feel welcome in the College

As much as she enjoyed her early childhood education classes, Thaurice Milloy (B.S.Ed. ’15) felt a disconnect. There seemed to be one main narrative among her fellow students’ discussions, and she wanted to find a way to open up the dialogue and bring in different voices and viewpoints.

So, she got organized. Specifically, she founded a new student organization, Minorities in Education.

With the help of friends and her faculty advisor, Stephanie Jones, Milloy went through UGA’s process and began calling meetings every couple of weeks. The idea was to create a set of seminars and special guests who could explore a range of ideas and let members know they weren’t alone.

“It’s not just minorities in terms of race, but also religious, sexual orientation, things of that nature,” says Milloy. “We would have different people coming to speak and forums to open the floor to have a dialogue about the things we see.”

Milloy, who graduated in December, handed the torch off to several friends who have committed to keeping the organization going. It’s bittersweet to start something of importance and leave it behind, she says, but given the positive response she’s received, she knows she’s leaving Minorities in Education in a good place.
A part of the community

One of the ways the College of Education’s programs are so special is how they connect students with the community. That’s because so much of what is learned within the walls of our classrooms is also best taught in the real world—and our students are happy to be a part of it.

Working in, out of classrooms

Students in teacher-prep programs spend part or all of their days working alongside veteran teachers at local schools.

Others, many before they have even declared a major, are already volunteering at after-school, mentor and tutoring programs throughout the area. Some of these opportunities are for class credit, while others are part of our students’ lives simply because they want to help local children.

Other students work with Experience UGA, a partnership between the College, UGA and the Clarke County School District that brings children to campus once a year to integrate an aspect of college life into their classroom learning.

A sporting experience

Other students work with children or adults through exercise programs at the Ramsey Center. Some work with adults who have disabilities to help them develop a fitness regimen; others work with children to help develop motor and developmental skills. These and other opportunities give students a chance to train in the real world.

Clinical outreach

Home to a number of research-based clinics, College of Education students also serve as a resource in areas such as counseling, speech and hearing evaluations, autism and learning difficulties. For example, counseling students work with clients in the Athens area and around the state, tackling both individual and organizational challenges, as part of the Center for Counseling and Personal Evaluation. Through the UGA Speech and Hearing Clinic, our students conduct thousands of screenings in local schools each year. Summer programs support both children and adults with speech difficulties. And our students in college student affairs administration and human resources and organization development spend time working with organizations around the state to improve organizational processes while honing their skills.

For physical therapy majors, it’s invaluable because they have to get clinical observation hours and have an opportunity to interact with children with special needs,” says Ashley Fallaize, a doctoral student studying motor behavior.

New Student Ambassadors group connects to students, events and guests

You may see them sitting at a table to sign you in to an event. Or, you might find one hanging out in the Office of Student Services, ready to answer questions from their peers.

They are members of the Student Ambassadors, a group of 30 College of Education students selected to be the official hosts and representatives of the College. Launched a little more than a year ago, the ambassadors fill several special needs, such as giving building tours, meeting with prospective students, helping with orientation activities and supporting events such as College open houses, convocation and welcome-back events.

Our ambassadors also serve as advisors to administrators on student issues and offer input on new initiatives. Students may also talk to an ambassador about an issue or an idea, knowing their voice will be heard by a peer.
The College of Education is home to several faculty members who received their degrees from the University of Georgia. Now, they get to help shape the direction and research for the next generation. Here, meet a few of our young scholars and future alumni, and the professors who inspire them.

Laine P. Bradshaw (B.S. ’07, M.Ed. ’07, Ph.D. ’11)
Assistant professor, department of educational psychology

Q: Laine, how does your research influence your students?
A: My goal is to help students develop state-of-the-art technical skills to pursue inquiries that are critical to assessment in our schools. To accompany these skills, I try to give my students the utmost confidence that their own ideas are worthy of pursuit. I want my students to pursue their research with the urgency of knowing that their work can, and will, positively impact our educational system on a national level.

Matthew Madison
Ph.D. candidate, quantitative methodology; M.S., statistics

Q: Matthew, where do you want to take your research after graduation?
A: My ultimate goal is to make educational assessments more useful for teachers, thereby helping them to affect student learning in a positive way. In the future, I plan to continue researching the development and application of innovative assessment methods. I feel my work has the potential to support wide-scale advances in educational assessment.

New Faculty 2016

Tina Anderson, a clinical assistant professor in the department of communication sciences and special education, is teaching special education at our Griffin campus. Her interests include co-teaching, specialized instruction and IEP development.

Sandi Bass-Ringdahl is a clinical assistant professor in the department of communication sciences and special education. She specializes in early speech development, hearing loss and cochlear implants.
**Kirk Cureton**
Professor emeritus, former kinesiology department head and Ellen Evans’ advisor while she was pursuing her doctorate

**Q:** Kirk, as Ellen’s advisor, how do you think your own kinesiology knowledge shaped her path to where she is today?

**A:** I hoped to give my graduate students strong fundamental knowledge and lab skills in the field of exercise physiology and how that knowledge is applied to problems related to human performance, fitness and health. In addition, I hoped they acquired knowledge and skills related to doing research. Through ongoing research in my lab, all were quite involved in doing research throughout their graduate programs and most left UGA with a number of publications and with an appreciation for the importance of research and the ability to pursue their own research agenda, if their subsequent position involved research.

**Ellen Evans (Ph.D. ’98)**
Professor and exercise and sport science coordinator, department of kinesiology; director, Center for Physical Activity and Health

**Q:** Ellen, how has Kirk influenced your research?

**A:** As my Ph.D. advisor who has remained my mentor and academic counsel for about 20 years, Kirk has influenced me in more than the research aspect of my career. Even at an early stage in my career, I recognized how complex his professional life was because of the many “hats” he wore so well—research, teaching, mentoring, administration, professional service, etc. Kirk once told me, “You are the land-grant mission,” and I have followed his path in that my professional contributions are also multi-dimensional.

**Q:** What was he like as an advisor?

**A:** Kirk was traditional, linear, fair, trustworthy, highly invested in my success and constantly setting a high standard. He was then, and continues to be, my biggest critic and also my strongest advocate. The greatest gifts he’s given me over the years have been permission to be ME and the belief that I could “think like the best of them.” Most importantly, I consider him a treasured friend.

**Kevin Burke** is an assistant professor in the department of language and literacy education. His scholarship focuses on religion and education, gender and sexualities and queer theory.

**Dan Capps** is an assistant professor in the department of mathematics and science education. His research focuses on instructional design to support learning in scientific modeling and argumentation.

**Chris Mojock** is a clinical assistant professor in the department of kinesiology who studies the effects of exercise and nutrition on performance.
Kevin Ayres (B.A. ’98, M.A. ’00, Ph.D. ’05)
Professor, department of communication sciences and special education; co-director, Center for Autism and Behavioral Education Research

Q: What is it like to work with graduate students at the College of Education after being one yourself?
A: It is very reinforcing. They bring new ideas, challenge you. Push you to be able to explain your science.

Q: Is there any part of your own research that you hope students can take and expand upon as they move on with their careers?
A: On a very fundamental level, I hope my students value using science to help solve problems. I’d like to think they leave UGA and our program and have an insatiable curiosity for understanding human behavior and how, by better understanding it, we can improve people’s lives.

Sara M. Snyder
Doctoral candidate and graduate assistant

Q: How has Kevin’s guidance influenced your own work?
A: Kevin gives me a great deal of latitude to pursue my own interests. He provides balanced, thoughtful research and professional advice. We don’t always have the same point of view, but he always encourages my ideas. He is the first person to say, “Go for it,” even when the idea is really big or a little crazy. If I hit a road bump in my research or professional development, he very rarely tells me how to fix it. Instead, he asks questions to help me determine the solution for myself.

Amy Murphy is a clinical assistant professor in the department of educational theory and practice with a focus on middle grades education. She specializes in culturally relevant classroom management.

Joel Ringdahl is an assistant professor in the department of communication sciences and special education. He studies the assessment and treatment of severe behavior problems by persons with autism spectrum disorder and other neurodevelopmental disabilities.

Elizabeth Saylor is a clinical assistant professor in the department of educational theory and practice. Her research focuses on social justice, feminist theory and critical theory.

Rahul Shrivastav is vice president for instruction at UGA and is a professor in the department of communication sciences and special education. His research focuses on speech-language disorders, cochlear implants and mobile phones, and creating diagnostic and screening tools for Parkinson’s disease.
Q: You coordinate a Maymester study abroad trip to schools in Italy. What kind of influence can a study abroad experience have on a college student’s education?
A: Study abroad experiences force students out of their comfort zones and require that they pull from their talents, their prior knowledge and their self-determination in order to navigate unfamiliar cultural spaces. One student explained that the experience “allowed me to see the beauty in uncertainty,” which helped her in pushing forward with her studies. My students return with a new sense of self, renewed priorities and stronger commitments to their goals.

Marisa Williams
Recent B.S.Ed. graduate and new master’s candidate, elementary education

Q: You have now made several trips to Italy as part of Beth’s program. How did your experiences there change the course of your studies?
A: Studying abroad in Italy allowed me to enter into new experiences with a more open mind and heart. Being immersed in a culture different from mine helped me to appreciate the differences that each person offers. The early childhood education program challenges you to consider multiple ideas. I know that my time in Modena helped me rise to this challenge!

Q: How do you think this will affect your career?
A: My experiences in Modena most certainly made me a better teacher. I was able to put myself in the shoes of the countless students who are learning English in American public schools. Suddenly, I was the one who struggled to communicate with those around me. Because of this study abroad experience, I better understand how to create learning environments in which English-language learners can thrive.
Alumni Awards set new record with 9 honorees

The College’s annual Donor Appreciation and Alumni Awards recently marked another successful year by honoring nine alumni and friends. This event, which takes place in spring at the UGA Hotel and Conference Center, recognizes the successes of alumni, donors and supporters of the College of Education.

Our winners are listed below; for full bios, visit coe.uga.edu/alumni/awards.

From left, Timothy Puetz, Jessica DeCuir-Gunby, Ryan Akers, Erin Hames, Craig H. Kennedy, Catherine Bradshaw, Kimberly Bearden, Philip Lanoue, J. Alvin Wilbanks and Cindy Darden. Photo by Wingate Downs

LIFETIME ACHIEVEMENT AWARD

J. Alvin Wilbanks (B.S.Ed. ’64, M.Ed. ’68)
Chief executive officer and superintendent, Gwinnett County Public Schools

J. Alvin Wilbanks came to Gwinnett County Public Schools 20 years ago, and during his tenure his school district has become one of the best in the country. He was also instrumental in Georgia’s successful bid for a federal Race to the Top grant in 2010 and, during the same year, was recognized when Gwinnett schools won the prestigious Broad Prize for Urban Education; the school district is now one of only two districts in the country to have won the prize twice, after winning again in 2014.

Cindy A. Darden (B.S.Ed./M.Ed. ’77, Ph.D. ’91)
Independent behavioral health consultant

During the past 36 years, Cindy Darden has made it her mission to help Georgians live healthier and more meaningful lives through education, therapy, mentorship and leadership. She currently consults with behavioral health agencies after a career working with correctional institutions, county extension agents and university-level behavioral and mental health services. Most recently, she served as clinical director and then CEO for Advantage Behavioral Health Systems, where she successfully led the agency through severe budget cuts; today it is one of the most respected community service agencies in Georgia.

OUTSTANDING EDUCATOR AWARD

Kimberly S. Bearden (B.S.Ed. ’87)
Co-founder, executive director and language arts teacher, Ron Clark Academy

Known for her creativity, Kim Bearden teaches curriculum in new and inspiring ways. In her role at the Ron Clark Academy, an innovative middle school and educator training facility in Atlanta, Bearden is known for instilling joy in her students by helping them understand the world around them and the importance of giving back to their community. She has been the recipient of numerous awards, including Cobb County Teacher of the Year, the Making a Difference Award and the InfluenceHER Award.

Jessica DeCuir-Gunby (Ph.D. ’03)
Associate professor of educational psychology, North Carolina State University

As a University Faculty Scholar in UNC’s department of teacher education and
Five College of Education alumni-owned businesses were honored on UGA’s most recent Bulldog 100 list. The annual honor recognizes the fastest-growing businesses owned or operated by UGA alumni. This year’s winners with College of Education ties include BOS Staffing, Breda Pest Management, Hairbow Supplies Etc., Social Empowerment Center and Southern Tradition Tailgating. This is the second year in a row that based Social Empowerment Center, Breda Pest Management and Southern Tradition Tailgating have made the list.

For more on each company, visit coe.uga.edu/Bulldog100.

BULLDOG 100
College of Education Board of Visitors secretory Cara Turano was among the honorees named to UGA’s 2015 40 Under 40 list. The program, now in its fifth year, recognizes alumni 40 and younger who have made great strides in their personal and professional endeavors and maintained a lifelong commitment to the University.

Turano is vice president of sales for software developer CaféX Communications. After attending UGA and graduating from the University of North Carolina at Chapel Hill and began her career at the regional consulting firm CTS.

learning sciences, Jessica DeCuir-Gunby has influenced hundreds of teachers, counselors, principals, superintendents and education researchers. She serves as a faculty mentor with the inter-institutional Center for Developmental Science and is an active researcher of critical race theory, racial identity development and emotions in education. In 2012, she was inducted into the North Carolina State University Academy of Outstanding Teaching.

OUTSTANDING YOUNG ALUMNI AWARD

Ryan Akers (Ph.D. ’07)
Assistant extension professor, Mississippi State University

Ryan Akers is focused on enhancing individual, family and community preparedness for the people of Mississippi. In his role at Mississippi State, Akers researches statewide and regional community preparedness and disaster management initiatives for the state’s Extension Service. In 2014, two of the many programs he’s created were named among the top in the country, and Akers was invited to speak about youth preparedness at the White House.

Tim W. Puetz (Ph.D. ’06)
Operations manager, National Institutes of Health's Clinical Center

In his role at the world’s largest hospital devoted entirely to clinical research, Tim Puetz is responsible for developing, designing and improving programs of clinical care, management and support services at the hospital. Prior to joining NIH, he served in the U.S. Army’s Medical Service Corps and Infantry, which included a tour in Afghanistan.

PROFESSIONAL ACHIEVEMENT AWARD

Catherine Bradshaw (Ph.D. ’03)
Associate dean for research and faculty development, University of Virginia

Catherine Bradshaw’s career has brought her to several places, both in and outside of academia. As a developmental psychologist and youth violence prevention researcher, Bradshaw is primarily focused on how aggressive behavior develops in adolescents and school-based prevention. She has also collaborated on a number of research projects supported by the National Institutes of Mental Health, the National Institute on Drug Abuse and the Centers for Disease Control and Prevention. In addition, Bradshaw helps develop programs and policies to prevent bullying for the Maryland Department of Education.

SERVICE AWARD

Philip Lanoue
Superintendent, Clarke County School District

Under Philip Lanoue's leadership, Clarke County has been honored as a Title I Distinguished District for its success in closing the achievement gap between disadvantaged and non-disadvantaged students. Lanoue has also helped foster a variety of local, state and national partnerships, including the award-winning Professional Development School District partnership with the College of Education. Last year, he was named the National Superintendent of the Year.
Hitting the road

This past year, the College of Education traveled across Georgia (and to New York City) to connect with alumni in a variety of ways.

Evenings with the Dean

Throughout the past year, Dean Craig H. Kennedy hit the road to host events across Georgia. At these “Evening with the Dean” events, alumni and friends could reconnect and get updates from the College. Events took place in Savannah, Albany, Lawrenceville, Atlanta, Macon and Athens.

Alumni receptions

Similar to Evenings with the Dean, our alumni receptions are a chance to connect with alumni and the College. These events are hosted by alumni throughout Georgia and across the country.

Sometimes, these events are also linked to a larger University of Georgia-related event. For example, last spring alumni and friends gathered at ABC studios in Manhattan in advance of the annual Peabody Awards. Hosted by Tonya Harris Cornileus (M.Ed. ’04, Ph.D. ’10), vice president of learning and organizational development at ESPN, guests mingled on the 23rd floor of ABC’s building and caught a stunning view of the New York City skyline. Our kinesiology department also hosted alumni and friends during an anniversary celebration last fall.

Alumni and friends of the College who donate $1,000 or more a year are part of the Dean’s Club, a select group of donors who represent the top tier of the College’s supporters. Members of the Dean’s Club are invited to a fall tailgate at the home of Dean Kennedy.

Donors at this level also become members of the UGA President’s Club, which includes a reception in Athens.

New this year is the 1908 Club, an initiative that aims to link younger alumni with the College through a recurring gift program. Along with a monthly contribution of $19.08, members of the 1908 Club also have access to exclusive events and other perks as a way to say “thank you!” for staying connected and supportive.

For more information on the 1908 Club, visit coe.uga.edu/giving.

Giving societies

Our development and alumni relations team

Did you know the College of Education has nearly 60,000 alumni around the world? For decades, the College didn’t have dedicated alumni programs to keep our graduates consistently connected with the College—until now. Meet our team, which is focused on building relationships with the College of Education.

Elizabeth Marie Gaughf
Director of development and alumni relations
emg@uga.edu
706-542-2893

Nancy H. Butler
Associate director of alumni relations
nhbutler@uga.edu
706-583-0390

Meredith Metcalf
Associate director of development
mmetcalf@uga.edu
706-542-2267
How sweet it is

An online master’s degree prepared Matt Tanner for life beyond corporate America, working for Atlanta frozen treat maker King of Pops.

Matt Tanner’s life is a whole lot sweeter now than it used to be. And as a bonus, he gets to work alongside ice pops in flavors such as chocolate sea salt, Key Lime pie and strawberry lemonade.

Tanner (B.B.A. ’02, M.Ed. ’11) is director of operations and general manager of King of Pops’ Atlanta headquarters, the start-up Popsicle company known across the Southeast for its fun, natural, fruity flavors.

Launched six years ago by brothers Steven and Nick Carse, Tanner, who has known Nick since the third grade and roomed with him during their undergraduate years at the University of Georgia, joined the team a year later.

CONTINUED ON PAGE 20
Today King of Pops can be found in seven cities, and the brothers have expanded the operation to include a farm that grows some ingredients. But at the time of the company’s launch, the three friends were going through professional turmoil.

“I was enrolled in this grad school program and working for a financial company. Steven was working at AIG and got laid off,” says Tanner, who came back to UGA for a master’s in human resources and organizational development through the College of Education’s Department of Lifelong Education, Administration and Policy. When Steven got laid off, Tanner says, he began making ice pops.

“I thought it was a cool idea but thought he was going to do it as a hobby,” he adds. “After about six months to a year, I was just helping him do some basic stuff, and I was looking around and said, ‘Wow, this is not only cool and fun, but it’s a legitimate business.’ and I approached him about making it full time.”

Tanner was dealing with his own professional crisis. In 2009, in the throes of the Great Recession,

he learned his company was shutting its doors. But rather than feel dread, he was relieved—finally, a way out of the corporate drudgery the job had become. And yet he made one more concession: stay on to help with the company’s liquidation, and he could receive a severance package equal to a year’s salary.

It was too good to pass up, he thought, and so he bit his lip, finding an outlet through the graduate program and by watching his friends come up with ice pop flavors. As soon as he graduated, Tanner turned his attention to helping the fledgling company continue to grow.

Right place, right time

“The reason I got my degree was because in my past, the training and development piece was my specialty,” says Tanner. “I went back to school because a part of my financial services job that I liked the best was training and development; I wanted to branch out and do that, either at my organization or somewhere else.”

As it turned out, his move to King of Pops put him in the perfect spot to match his newly honed skill set with a company ready to grow. In the four years he’s been with the company, he has overseen training and development across seven cities and continues to help

On any given day, Matt Tanner can be found taking orders, packing product or even selling ice pops from a walk-up window at the company’s headquarters in Atlanta’s Inman Park neighborhood.
plan its organizational development.
Tanner says they view the business as a tech start-up, not just an ice pop company. It just happens to have a product in fun flavors. And it’s this innovative way of thinking that makes Tanner an ideal leader, says one of his former professors, Laura Bierema.

“In our program, we hope people will go on to create healthy organizations,” says Bierema, the College’s associate dean for academic programs who specializes in human resource and organizational development, adult education and learning and organization. “It seems like he’s been able to move to an organization that is viable. He’s found a way to practice ideal human resources and create an organizational system that we would advocate for.”

The master’s program, available both in-person and online, is designed for working professionals who want to expand their skills in managing organizations. Classes focus on group problem solving, talent management, team development and customized training, among other topics.

A new day
Tanner has gone from a set job in a room of cubicles to a Jack-of-all-trades in the world of frozen treats. On any given day he can be delivering pops to a customer across Georgia, looking though sales reports, designing a training program for new employees or even selling ice pops through the walk-up window at the company’s headquarters, located in a restored brick warehouse in Atlanta’s Inman Park neighborhood.

Because Steven and Nick have been working to expand and diversify the business, Tanner says he’s now in an ideal situation, despite the many hats he wears. And the brothers say Tanner has been an asset to the team.

“He’s very nice but also willing to make difficult business decisions,” says Steven. “We’ve leaned on him—he’s done a lot of things that free Nick and me up; he’s one of the few people we trust to make decisions when we’re gone.”

Tanner is also approachable, and because he has trained and groomed so many new, young vendors, it’s as if he now has an army of ice pop sellers and distributors who are also focused on a larger, business-minded picture.

“We came from a corporate background, but there’s a lot of things we didn’t like about that. There’s good and bad things about those types of organizations,” he says. “But we learned a lot about how to run a company when we were there; we kept pieces we liked — structured meetings, for example — and also did more radical things that more buttoned-up organizations wouldn’t do.”
Our College of Education alumni are spread far and wide, not only across the United States but also throughout multiple continents. Take a look at where our alumni live across the country, as well as other countries with ties to the College.
Have you recently moved or changed your physical address or email? Be sure to keep your information up to date so we can keep you informed of the latest happenings at the College of Education! Email Nancy Butler (nhbutler@uga.edu) with your updates.

Source: UGA Office of Alumni Relations
Illustration by Kris Barratt
A chance to change lives

First-graders in Bynikini Frazier’s class learn more than reading and math—they also learn their futures include college.

*Story by* Kristen Morales
*Photos by* John Carrington

Bynikini Frazier teaches first grade at Sarah Mills Hodge Elementary School in Savannah, the same school she attended as a child.
Bynikini Frazier buzzes from student to student, ensuring they have sorted their short-a and short-i words into the correct sides of their trees.

On this Friday morning at Sarah Mills Hodge Elementary School in Savannah, the word work focuses on short vowel sounds. And as Frazier (B.S.Ed. ’08) moves about the class, the first-graders hang off her every encouraging word.

“I love your bright smiles,” she tells the class once they are settled on the floor for a group lesson. “Give me a woot woot!”

“Woot woot!” the kids yell in response. Then they sit, rapt, while she explains the sound of “a” in “apple” and asks them to identify more words that match the sounds.

Named Chatham County’s 2015 Teacher of the Year and with accomplishments such as being named high school class valedictorian and a member of the University of Georgia’s “40 Under 40” list for 2015, as well as finishing her UGA degree in less than four years, Frazier says teaching is in her blood. Both her mother and grandmother were teachers—in fact, her mother continues to serve as the parent involvement coordinator at Hodge Elementary—and after graduating from UGA, Frazier says she knew her place was in a classroom serving students in Savannah’s inner-city neighborhoods.

“It’s an honor and a wonderful pleasure to give back to the school district and the very school that I credit to making me who I am today,” says Frazier, who also attended Hodge Elementary. “And also to know that I am making a difference in the lives of children who are often overlooked and made to feel they are less than their counterparts.”

Frazier relishes turning the tables, impressing upon her students not only the desire to go to college, but also the idea that of course they can go to college. “It’s wonderful to flip that script and tell them you can and you will go to college. It gives them hope and it gives their families hope,” she adds. “I’ve had parents come to me and say, ‘You’ve inspired me to go back to school.’”

Her mother, Esther Perkins Frazier, also works as an evangelical minister and raised Frazier with an understanding that the right thing to do is to help people. In her family, that means spending weekends handing out clothing and food to those who are homeless; during the holidays, it’s finding gifts for all the children who would otherwise go without.
“When she was about to graduate from UGA, she called and said, ‘Mama, I’m coming to teach in the inner city,’” said Esther, who is called “Mama Frazier” by students, parents and administrators at the school. “I taught (my children) it’s very important to give back. Has she been a blessing to this school? Yes.”

A fan from the start

Frazier is constantly moving about the classroom — she jokes that she tried to get rid of the rocking chair near her electronic board because she never uses it. But that makes sense, considering much of her schooling centered on dance. She auditioned for her middle school’s competitive arts program where she went on to major in dance, and when she came to UGA, she planned to study both education and dance.

Frazier is the kind of UGA alumna who bleeds red and black; she realized this even before she was a student at UGA. While on a trip to visit the Athens campus in high school, sitting on a swivel chair in the Georgia Center, she thought to herself, “This is it. This is where I want to go.”

But then she had to convince her mother. “I knew more than anything that I was smart and I was willing to write to get the money,” she says. “I remember telling her in the bookstore at the time, ‘Mom, I’m going. Somehow, some way, I’m going to the University of Georgia.’”

She applied for grants and scholarships and only had to take out a small amount of loans. Because her mother and godparents wanted Frazier to treat UGA like a job, she focused on her schoolwork and classroom experiences, building a network of friends in Athens who made the city a second home.

“The family and the relationships I built while at the University of Georgia transformed my life,” she says. “It truly was destiny. It all goes back to those swivel chairs.”

And now, she relishes sharing that passion for UGA with her students. With nearly all qualifying for free or reduced-price lunch, Frazier makes a point to instill in them the desire and the capacity to go to college. “So to have kids who are living in the depths of poverty, and having the conversation about degrees, and what I’m going to major in, those are powerful conversations that could possibly change their families and change their lives.”

After graduation, Frazier began teaching third grade at Hodge; five years ago, she moved to first grade and now has a room where kids can read to a stuffed Uga and spell out G-E-O-G-I-A as they sing the school’s fight song.

Overall, she says, she feels it’s a perfect fit. She loves teaching children to read, and first grade gives her the opportunity to help her students grow into readers.

“It’s the perfect combination where children come to you wanting to read, and with the most opportunity and chance for growth,” she says. “And at the same time, they’re growing physically and morphing into these kids, and they are so cute and they love life and they feed off your energy.”

A culture of learning

“I need your attention, I’m getting jealous,” says Frazier as the class excitedly gathers before walking around to share each other’s work. She whispers, leaning in toward the group, “Where’s your teacher…?”

The small faces turn, eyes up at Frazier in her red and black polka-dot dress. It’s time for the class to do a “gallery walk,” admiring each other’s work. “Do you run in a museum?” she asks. (“No!” replies the class in unison.) “Do you shout in a museum?” (“No!” replies the class.)

“That’s right, you look with your … EYES!” they all say together, before admiring their word bubbles and trees.

At one point, as first-graders are apt to do, the quiet murmurs turn into boisterous chatter. Frazier takes notice.

“Classity class?”

“Yessity yes!”

“Bring … down … the … volume.”

And again they are calm, watching Frazier as she gives her unwavering, quiet approval, and they return to the carpet for the next part of the lesson.
Bynikini Frazier balances group lessons with individual time with each student. She relishes this age, she says, because “children come to you wanting to read and with the most opportunity and chance for growth.”
More than a game

Off the football field, Fernando Velasco’s passion for education launches a new foundation for kids.

Fernando Velasco was a key back-up lineman during his time on the field for the University of Georgia. After graduation he was signed by the Tennessee Titans.

Story by Kathryn Kao
Photos by Jeff Siner
Fernando Velasco is living out his dream as an NFL player, although he still makes room in his schedule to pursue his passion of helping underserved children achieve their goals in life, both academically and athletically.

After graduating from the College of Education, Velasco (B.S.Ed. ’08) went on to play for the Tennessee Titans and the Pittsburgh Steelers before signing on with the Carolina Panthers last fall. He just wrapped up his eighth season with a trip to Super Bowl 50 against the Denver Broncos.

“Playing in the NFL has always been a dream of mine,” says Velasco. “But I also knew that I wanted to have something to fall back on. My main objective was if I’m going to college, I want to make sure I get my degree, so that I can eventually go into my passion of helping kids.”

Finding his footing
Velasco played high school football in Louisville, Georgia, and often looked to his coaches and physical education teachers for encouragement, feedback and advice. Like his mentors, he wanted to merge physical activity and sports with education to inspire kids. To accomplish this goal, Velasco decided to pursue a degree in health and physical education from the kinesiology department after he was recruited by UGA.

In college, Velasco also took part in an outreach program led by physical education professor Bryan McCullick. Project Responsibility’s mission to teach underserved boys how to be personally and socially responsible struck a chord with Velasco, who dreamed of leaving a positive impact on today’s youth. Through the program, the kids tackled dummies, played football and spent time with Velasco and a few other Georgia football players.

“Velasco went out there and he was leading it,” says McCullick. “I stepped aside and just watched him. He led the whole thing and started talking to the kids about listening and doing the right things. It was serendipitous how well it worked out.”

During his senior year, while other players focused solely on preparing for the draft, Velasco completed his student teaching requirements at Peachtree Ridge High School in Gwinnett County. He signed with the Tennessee Titans after graduation.

Connecting with kids
Despite the demands of his pro football schedule, Velasco still found time to pursue his passion of helping kids. In 2010, he founded the Right C.H.O.I.C.E.S. (Christ, Humility, Opportunity, Integrity, Character, Education, Success) Foundation with his wife, Tieashia Velasco, an alumna of South Carolina State University and Western Kentucky University. The foundation, which promotes academic excellence and character development through athletics, provides programs, scholarships, and experiences to Jefferson County youth.

Through his foundation, Velasco developed a free summer camp where boys ages 8-15 receive fundamental football training from UGA players, high school football coaches and current and former NFL players. UGA cheerleaders teach skills and techniques to the girls at the camp.

Velasco works closely with these kids, even planning out daily lessons. “I’m able to understand the children’s needs and use my knowledge to help them,” he says. “I understand their strengths and weaknesses, and my goal is to help them grow and develop.”

The camp ends with a day for the children and their families to enjoy inflatable toys, dunking machines, ice cream and popcorn. Last summer, more than 400 boys and girls took part in the
‘So many kids look up to me as a positive influence, and I try to keep this opportunity going.’

camp, which is now in its seventh year.

“That’s the whole purpose of the camp—to make it a community event,” says Velasco. “It’s been a blessing because I come from a really small hometown and to give back and influence kids in a positive way helps make an impact on their lives.”

While playing in the NFL has fulfilled one of Velasco’s biggest childhood dreams, it has also given him a platform on which he can teach and mentor young students.

“So many kids look up to me as a positive influence, and I try to keep this opportunity going. When I get a chance to talk to kids … that’s the fun part, whether that’s signing an autograph or having a kid ask me real-life questions about football, life or college.”

This past year, Velasco’s organization spearheaded a new initiative, 61 Days of Giving, focused on supporting local organizations and nonprofits. The foundation partnered with agencies in Georgia, South Carolina, North Carolina and elsewhere to instill a sense of giving. Volunteers donated to canned food drives, coat drives, turkey drives and served meals at homeless shelters.

The life of a pro

In 2012, Velasco joined the Pittsburgh Steelers but ruptured his Achilles tendon in a game against the Baltimore Ravens. He spent nine months recovering at a rehabilitation center in Athens. “Now, I’m fine and I don’t have any problems,” he says. “But it was definitely a trying time.”

He then signed with the Carolina Panthers for one year before rejoining the Titans, but he was released by the team last August and returned to the Panthers. The timing was nearly perfect—the team went 15-1 in the regular season before making its way to Super Bowl 50, where the Panthers lost to the Denver Broncos 24-10.

“Signing back with the Carolina Panthers has been kind of an up-and-down whirlwind,” he says. “I’m just blessed to be playing the game that I love.”

Despite his on-the-go lifestyle, Velasco has one more goal he wants to accomplish before his time on the field is over; something he came very close to with this most recent season.

“I’d like to win a Super Bowl ring… I’m blessed to have been playing football for eight years, and I just like to play the cards that I was dealt to the best of my ability,” he says. “I just want to stay positive and not look at things in a bad way because I feel like I can learn something from every situation—whether it’s getting hurt or being cut, that’s something that I can learn from.”

Fernando Velasco serves as a positive role model both on and off the playing field.
"I feel like I can learn something from every situation," says Fernando Velasco, who has played for the Tennessee Titans, the Pittsburgh Steelers and the Carolina Panthers.
Walking the halls at Thomas Jefferson High School for Science and Technology, you can hear the quiet hum of work in progress.

That’s because here, teenagers build solar panels, engineer robots that understand and react to situations, develop tests for genetic diseases and create ways to improve artificial intelligence. They’re deconstructing, too—genes, cancer cells and subparticles are the subjects of just a few research projects.

Of course, some of the noise might be coming from the seven-year, multimillion-dollar capital project now expanding the Alexandria, Virginia, high school. But no matter—even the “under construction” areas are part of the curriculum; students are encouraged to use temporary drywall and exteriors of portable classrooms (aka, “learning cottages”) as space to calculate and create.

The man behind this sea of constant exploration and change is Evan Glazer (Ph.D. ’03), now in his 10th year as principal of the award-winning high school. The way Glazer sees it, his school isn’t so much about classwork as it is about experimenting, pushing boundaries and asking questions. And thanks to strong professional partnerships from the Washington, D.C., area, he has also cultivated a community of mentoring and giving back that strikes a chord with teenagers as well.

“Our school has a curriculum that has always supported student research. For example, a first-year biology class is something to get them out of the school, collecting stream samples, and give them an orientation into research,” says Glazer. “At the end of the year, we have a symposium. We bring in corporate, government and university partners to offer presentations and have panel discussions for the kids. It’s a day to celebrate research in general.”

A space to explore

The new construction enhances this goal by adding 14 labs in which students can explore and hone their ideas into fully formed senior-year research projects. For example, the engineering design lab allows students to design parts on computers, then
Evan Glazer watches as a student demonstrates a robot programmed to follow a path in the school’s robotics lab.
students test their creations and make modifications based on their results.

Admittedly, the curriculum is demanding, and the admissions process is extremely competitive—all courses are taught at the gifted, honors, AP or post-AP level, and the list of colleges attended by graduates reads like a who’s who among top universities across the country. Thomas Jefferson consistently ranks among the best high schools—if not THE best—in the country.

On top of the academics, Glazer says one-eighth of the school day is dedicated to pursuing something not for a grade, but as a passion. The school is home to nearly 200 student-led organizations focused on culture, religion, government, the environment, athletics and more. The organizations are one more way the curriculum blends the humanities and creative thinking with science and technology.

That’s because, Glazer adds, future scientists and engineers need to be articulate, inspirational and communicate their passions in a variety of ways to a variety of audiences.

But the teachers are up to the challenge. Mark Hannum, director of the neuroscience research lab and a physics teacher who also manages the school’s science and technology division, says his job isn’t as much about being an expert in everything as it is to guide students in their own exploration.

“It’s a lot of reading. We also have a strong relationship with professionals in the area,” he says. “Then, students provide a necessary bridge to the real world. ... My role is to try and support that growth as much as possible, and

Students have access to more than a dozen labs outfitted with technology that’s on par with college-level learning and allow students to explore topics such as autocad (right), microbiology, 3-D printing and manufacturing.
being open to things that work and don’t work.”

The labs are boggling to even the average adult. Glazer’s goal is to give the students an experience equivalent to that of walking into any college-level or professional lab, and the result is an impressive lineup of outfitted spaces: the biotechnology lab supports research on cancer and genetics; in the neuroscience lab, students use brain waves to control how a wheelchair moves. Other labs cover oceanography, quantum physics and optics, robotics and mobile app development.

Glazer is in his element as he walks through the lab spaces and hallways. The school is peppered with spaces that encourage collaboration—with the construction adding more outside—and Glazer plugs into the students’ energy.

With a doctorate in learning, design and technology, Glazer says the degree gave him insight not just into teaching, but also into interdisciplinary inquiry. “There’s an interdisciplinary aspect and approach to teaching and learning that not only taught me to teach, but also to lead a school that focuses on research and learning.”

But never did Glazer see himself as the principal of one of the top STEM-focused schools in the country, collaborating with renowned scientists for the benefit of his students and fundraising to get the latest equipment for the labs. “I saw myself in a position to lead progress and to support research and innovation,” he says. “You’re focusing on capacity—trying to help people be the best they can be through informed development.”

Giving back
There is also a sense, Glazer says, of giving back to their community. This helps guide the students’ research.

“One important (school) value is social responsibility. They have a responsibility to give back,” he says. “It’s not just about research that’s socially responsible. We want them to build a sense that when you have certain privileges in life, you have a responsibility to build capacity with others in your community.”

And it works on all different levels. Glazer is finishing a Web-based project that connects Thomas Jefferson students to younger students who share the same interests, as well as professionals working in that field. The online forum allows for more collaboration among the ages and extends the reach of the students beyond their school. The school is also connected with parents—on any given day, a dozen or so parents are helping out around the building—and alumni.

“Alumni are a valuable legacy to our school,” he adds. “They teach here, they serve as mentors, present at our research symposium, offer a career fair and constantly visit during their breaks.”

Professionals, too, value their mentorships with the Thomas Jefferson students. James Ellenbogen, chief scientist for nanotechnology and emerging technologies at the MITRE Corporation, has been working with Thomas Jefferson students since 1991 as part of a program the company created to hire students interested in the field.

“The school does a terrific job of preparing them,” he says. “There are so many dedicated teachers there, and I have so many great relationships with them, and they call and let me know about some students coming up.”

Jim Zimbelman, a planetary geologist with the Smithsonian, recruits a few students a year to help him sift through the thousands of images he gets of the surface of Mars. “Usually just saying the word Mars lights up their eyes,” he says.

Glazer’s leadership, Ellenbogen adds, has been a key part in the success of the school and the students.

“I’ve seen several generations of administrators at the school and watched how its public image has grown,” he says. “He’s been just a great principal. He manages both the technical aspects of the job, the broad administrative responsibilities and this extensive building project. And there’s a tremendous amount of public interest from the parents and corporate donations and administrative details. While he sees himself as a high school principal—a “jack of all trades” as he refers to the job title—the mission and the specialized focus of Thomas Jefferson prompt him to tackle things in different ways.

And seeing the end product, created by a teenager, which could compete on a professional level, is what makes it all worthwhile, he says.

“I think my degree in instructional technology helped me foster an understanding of how to design programs and learning environments to nurture the expansion of possibilities,” he says. “Whether it’s virtual advising or creating special events or creating opportunities to connect projects with mentors. All that is spurred through my work at UGA.”
“What are you going to do with your one and only life?”

This daunting question, delivered by the mother of Viola Davis’ character in the 2012 film “Won’t Back Down,” froze Tonya Cornileus’ world. She contemplated the question and came up with a simple response: “I want the world to know that I was here and that I cared.”

Every day, Cornileus (M.Ed. ’04, Ph.D. ’09) plays a key role in restructuring how employees around the world communicate their goals and aspirations. As the vice president of learning and organizational development at ESPN and a consultant to ESPN president John Skipper and his leadership team, Cornileus examines company and employee growth while enhancing the talent of those who make the company successful.

In her six years at ESPN, Cornileus has established many initiatives to accomplish these tasks, ranging from talent management to organizational development. However, as a self-professed overachiever, it’s hard for her to feel completely satisfied with her success. “I’m always looking for the next thing,” she says. “Maybe that’s the learner in me.”

In 2004, when she was the director of executive development and organizational effectiveness at Turner Broadcasting System, Cornileus yearned for a deeper understanding of adult education to improve her performance as a senior leader. With a wealth of practical experience, Cornileus decided to expand her knowledge of human resources and organization development by pursuing both her master’s and doctoral degrees at the University of Georgia College of Education.

“I felt that the doctoral program would open up options for me,” she says. “There’s a researcher inside of me, as well as a writer and teacher. I want to stay connected to the academic side of my career.”

CONTINUED ON PAGE 38
Tonya Cornileus is vice president of learning and organizational development at ESPN.
Tonya Cornileus’ office at ESPN’s Connecticut headquarters holds mementos that inspire her both professionally and personally.

As Cornileus moved up in her profession, she noticed that fewer and fewer African-American men seemed to move up the ranks with her. She was curious if this was a growing trend across the country and decided to focus her research on the impact of racism on African-American men in corporate America.

With the help of associate professor Talmadge Guy in the department of lifelong education, administration and policy, Cornileus collected data and conducted various group interviews to compare the experiences of African-American men in corporate America to the experiences of both white men and African-American women. She discovered both personal and cultural identity played a role in influencing the career development of professional African-American men and that many of them must learn how to employ a range of strategies to negotiate the impact of racism.

“It’s hard to think of her as a student because she was so engaged and bright,” says Guy. “She came to us as a successful person with a very mature and insightful outlook on organizational development, adult learning and so forth. I learned as much from her as she learned from me.”

Since she was already working at Turner Broadcasting System, Cornileus could immediately apply her research to the workplace. “It’s always good when you’re studying something that you’re seeing, so you can do something about it,” she says. “With the dissertation, what I really learned is that there’s not a one-size-fits-all career development.”

In fact, Cornileus has made it her mission to gear her programs at ESPN to a diverse group of people, including women, African-Americans and millennials. Workers are not uniform, so organizational developers need to consider implementing culturally relevant initiatives in the workplace, she says.

By the time Cornileus received her doctorate in 2009, she was already working for one of the biggest cable networks in the world. At ESPN, she could meld her knowledge as a teacher, academic and educator while focusing on the company’s continued growth and development.

One of her first initiatives required all ESPN employees to develop their own individual development plans. This tool fosters career conversations between managers and their employees and among peers. By encouraging employees to record their career aspirations, as well as their plans for achieving them, Cornileus could assess what developmental needs were lacking and how customized options could enhance learning function and employee morale.

“ESPN has a very open culture,” she says. “We have more formal and informal mentoring programs, and anyone can meet with anyone. An entry-level employee can get on the schedule of the president, and that’s why learning is so organic at ESPN.”

Cornileus also manages the company’s talent and succession planning, which aims to preserve the culture and knowledge established by its long-time employees. Many of ESPN’s leaders have been with the company since its creation in 1979, and as more baby boomers start retiring, the company...
At ESPN, Tonya Cornileus encourages employees to create their own individual development plan. This helps her customize the company’s developmental needs and contribute to overall morale.

Cornileus must codify the knowledge they have gained over the years, she says.

Through this initiative, Cornileus and her team can identify the characteristics that make ESPN unique and successful. “We are taking the things that we’ve learned and applying them to how we attract and acquire talent,” she says. “It’s so important to learn that knowledge and keep it inside the company.”

Cornileus attributes her success and achievements to her mother, who passed away when she was studying as an undergraduate at the University of Florida. “I have such a loyalty to honoring my mother and grandmother who were instrumental in raising me,” she says. “I had such strong women role models who overcame so many obstacles and were successful in their careers, so it just gives me a sense that I can do the same.”

Cornileus says her parents, who were both teachers, sparked her love of education and learning. In fact, after graduating from UF, Cornileus started her career teaching English at an inner-city middle school in Miami. Today, she continues to teach and inspire students to pursue their educational goals by volunteering with the Hartford Consortium for Higher Education, a nonprofit organization committed to increasing college persistence and retention in underserved students.

Cornileus says she thrives on ESPN’s fast-paced culture because it keeps her engaged and curious. Plus, she is an avid sports fan like her two children. Because her life goal is to make an impact, Cornileus wants to continue innovating and making sure her company’s leaders are the best at what they do.

“The universe does conspire for your success,” she adds. “When you are on a journey to be successful, things line up in the universe, and that’s exactly how I feel.”

At ESPN, Tonya Cornileus encourages employees to create their own individual development plan. This helps her customize the company’s developmental needs and contribute to overall morale.
1950s
Cecile Cohen Waronker (BSED ’57), a retired elementary school teacher, recently came to campus to speak on a panel for students in teacher-preparation programs.

1960s
Julia Clark, (MED ’68), was selected to receive a 2016 Distinguished Service Award from the Rutgers University Graduate School of Education’s alumni association. This award follows her selection in 2012 as recipient of the NSF Director’s Distinguished Award for Public Service.

1970s
Tom Poland (MED ’75) is now a featured columnist for the Edgefield Daily in Edgefield, South Carolina.

Cathy Tillman (BSED ’75), a retired middle school teacher, returned to campus to speak as part of a panel, “What They Don’t Teach You About Teaching.”

Phil Sparling (MED ’76, EDD ’79) gave the Department of Kinesiology’s inaugural Distinguished Alumni Lecture in October. The lecture was the centerpiece of the department’s first-ever Research Day, which was celebrated during Homecoming Weekend and included an open house, tours and demonstrations.

1980s
Sally Krisel (MED ’82, EDD ’00) was elected president-elect of the National Association for Gifted Children.

Brad Brown (BSED ’84), executive director of personnel for the Hall County (Georgia) School system, came to campus to speak on a panel for students in teacher-preparation programs.

Rebecca Jill (Palmer) Pittman (BSED ’85) was selected to a cohort of 30 U.S. principals as an America Achieves Fellow.

Allen McCannon (BSED ’87, MED ’93, EDS ’97) was named a finalist for Georgia Superintendent of the Year by the Georgia School Superintendents Association. Branch is superintendent of Oconee County Schools.

Marsha Thomas (BSED ’88) has been named principal at Stroud Elementary School in Athens, Georgia.

1990s
Joyce Alexander (MED ’90, PhD ’92) has been named the dean of the College of Education and Human Development at Texas A&M University.

Boen Nutting (BSED ’92), principal at Mt. Mourne School in Mooresville, North Carolina, came to campus to serve on a panel for students interested in applying to graduate school.

Scott Hardister (BS ’93, MED ’99) is assistant head for strategic implementation at Marin Country Day School in Corte Madera, California.

Jan Moore (BS ’93, MED ’98) was among the winners in Georgia’s Innovation in Teaching competition. Her lesson, “Exploring Writing, Math and Social Studies with Paul Revere,” won in the First Grade category.

Jason Branch (BSED ’97) was named a finalist for Georgia Superintendent of the Year by the Georgia School Superintendents Association. Branch is superintendent of Oconee County Schools.

2000s
Tara Star Johnson (MA ’01, PhD ’05) recently began her term as co-editor of the NCTE journal English Education, the council’s teacher education journal.

Cara Turano (BSED ’01) was named to UGA’s 40 Under 40 list for 2015. Turano, vice president of sales for software developer CaféX Communications, is also the secretary of the College of Education’s Board of Visitors.

Melissa Varley (EDD ’01) was named superintendent of the Florham Park School district in New Jersey.

Lori Flint (PHD ’02) was recently elected chair of the Counseling and Guidance Network.

Margaret Carmody Hagood (PHD ’02) was recently promoted to full professor at the College of Charleston in Charleston, South Carolina. She is in her fifth and final year of editing the Journal of Adolescent & Adult Literacy and was also recently selected as the recipient of the 2015 Distinguished Teaching Award, a campus-wide honor at the College of Charleston. She is now using her sabbatical leave to spend time in Granada, Spain, conducting research and writing papers stemming from her recent research at an urban Charleston elementary school.

Hillary Meeler (BSED ’02) has been named principal of Honey Creek Elementary School in Conyers, Georgia.

Carolyn Stone (BSED ’02) was named a finalist for Columbia County, Georgia, School District’s Teacher of the Year award. Stone teaches seventh grade at Greenbrier Middle School near Augusta.

PROFESSIONAL UPDATES AND ACHIEVEMENTS FROM OUR GRADUATES. HAVE SOMETHING TO SHARE? EMAIL NHBUTLER@UGA.EDU
Leah (Franklin) Cutright (BSED '03) was recently named Teacher of the Year for Buford (Georgia) City Schools.

Torian White (BSED '03), principal at Southeast Bullock Middle School in Brooklet, Georgia, came to campus to speak on a panel for students in teacher-preparation programs.

Lisa Sheehy (BSED '89, MED '95, PHD '04), a teacher and e-mathematics course developer at North Hall Middle School in Gainesville, Georgia; and Ric White (BSED '08), a seventh-grade teacher and cultural experience coordinator at Cliff Valley School in Atlanta, returned to the College of Education to speak as part of a panel, “What They Don’t Teach You About Teaching.”

Latinda Dean (AB '05) was named a finalist for Teacher of the Year for the Dougherty County School District in Albany, Georgia.

Tia Williams (BS '05, MED '13) was featured as one of GO Magazine’s “100 Women We Love” in the summer 2015 issue.

Trevis Killen (MSW '06, EDS '07) of Warner Robbins, Georgia, is now the executive director of student services for the Jones County School System.

Kimberly Osborne (PHD '06) returned to the United States last year after serving as chief strategic communications advisor to the Afghan National Security Forces in Kabul. In June she was selected to the Fulbright Specialist roster and recently began as the inaugural C-SPAN endowed chair at the Brian Lamb School for Communication at Purdue University.

Mary Boyce (BSED '07), business and computer science teacher at Carver Middle School in Monroe, Georgia; Emily Costine (BSED '08), Spanish teacher at Level Creek Elementary School in Suwanee, Georgia; and Evan Tighe (BSED '08), assistant director of student programs for the UGA Alumni Association; came to campus to serve on a panel for undergraduate students titled, “Life After COE: Real World Advice.”

Amy Long (MED '07) has been named director of technology for the Wilkes County (Georgia) School System.

Kazuya Takahashi (MED '07) was recently named a finalist for the Global Teacher Prize.

Michelle Zoss (PHD '07), assistant professor of middle and secondary education, was recently awarded tenure at Georgia State University.

Bryna Bobick (EDD '08) is associate professor of art education at the University of Memphis.

Katie Carmody (BSED '08) and Caroline DeCelles (BSED '08 MED '10) have distributed more than 300,000 earplugs through their nonprofit, We’re hEAR For You. The organization offers free hearing screenings at live music events and supplies free earplugs to music venues, recording studios and festivals across the country.

Amanda Cavin (MED '08), Bynikini Frazier (BSED '08) and Brian Swanagan (MED '08, EDS '08, PHD '12) were among the winners in Georgia’s Innovation in Teaching competition. Cavin’s lesson, “How Does Weather Impact the Way We Grow Food?,” and Frazier’s lesson, “Bringing Vocabulary to Life: Using Our Words to Help Homeless Children,” won in the First Grade category. Swanagan’s lesson, “Hands-On Applications of Modeling Geometry Mathematics,” won in the Ninth to 12th Grades category.

Sara Hendley (BS '08, MED '12) marked her 30th birthday by running 30 miles through the streets of Atlanta. She also raised $3,500 for the nonprofit Action for Healthy Kids.

Katy Ravensberg (BSED '09, MA '15) is a school reading specialist in St. Louis, Missouri.

Jonathan McGavin (MED '09) was recently named Griffin-Spalding County Schools Teacher of the Year.

2010s

Laura Bragg (BSED '10, MED '12), speech-language pathologist at Landmark Hospital in Athens, came to campus to serve on a panel for undergraduate students titled, “Life After COE: Real World Advice.”

Sarah Pittard (BSED '10, MS '13), physical education teacher at Athens Academy; Danielle Free (BSED '11, MED '13), a training specialist for the Office of Advancement Services at UGA; and Danielle Hubbard (MED '14), school counselor at Collins Hill High School in Suwanee, Georgia, came to campus to serve on a panel for students interested in applying to graduate school.
Debbie Mitchell (MA ’10, PHD ’13), agriscience teacher at Clarke Middle School in Athens, Georgia, was noted in a Washington Post column for her sustainability efforts.

Peg Holland (BSED ’11, MED ’14), a seventh-grade special education teacher at Clarke Middle School in Athens, and Chelsea Palmer (BSED ’11, MED ’12), a fifth-grade teacher at Rocky Branch Elementary School in Watkinsville, Georgia, came to campus to speak on a panel for students in teacher-preparation programs.

Jamie McFarland (BSED ’11) and Rikki Chandler (EDS ’14) were among the winners in Georgia’s Innovation in Teaching competition. McFarland won in the category of special education for his project “Fall Trees and Apples” while Chandler’s lesson won in the fifth-grade category and was titled “Wonder Novel Study.”

Caroline Brooks Seay (EDD ’11) is CFO and vice president of finance and operations at Young Harris College in Young Harris, Georgia.

Amy Wilson-Lopez (PHD ’11) is the first author of an article accepted for publication in the Journal of Engineering Education. She is principal investigator of a grant funded by the National Science Foundation in the Discovery Research K-12 program and is in her second year as an assistant professor at Utah State University.

Kristen Bagwell, (BA/BSED ’12) was named Newton County Teacher of the Year by the Newton County, Georgia, School District. Bagwell teaches American literature and composition in addition to serving as her school’s English-language arts department chair, the school’s English-language arts content specialist for the district, and Alcovy High School’s career readiness teacher leader.

Amber Simmons (PHD ’12) was named the 2015 Founders’ Emergent Scholar Award winner by the Language Studies Foundation. As part of the award, she is invited to speak at the organization’s 2017 conference in Honolulu, and her dissertation will be published in the journal Critical Inquiry in Language Studies. She teaches AP language and composition and 11th grade American literature at Brookwood High School in Snellville, Georgia.

Graham Fletcher (EDS ’12) recently served as the keynote speaker for the National Council of Teachers of Mathematics regional conference in Nashville, Tennessee.

Danny Glassman, (PHD ’12) is now associate dean of students at the University of Tennessee, Knoxville. Last fall he contributed a chapter to the publication “Who Really Speaks For Justice: Raising Our Voices in the Noise of Hegemonic Education.”

Nicholas Gist (PHD ’13) is a professor and director of the department of physical education at the United States Military Academy at West Point.

Christy Land (PHD ’13) has been named to an assistant professor position in the University of West Georgia’s school counseling program.

Jennifer Stephens (PHD ’13) is an American Council on Education Fellow for the 2015–2016 academic year, working with the Office of the President at Georgia State University. Stephens is associate vice president of public affairs at Georgia Gwinnett College. Her article, “A Primer on Public-Private Ventures,” was published in the June issue of NACUBO’s Business Officer and is based on her dissertation.

Christie Ward-Ritacco (PHD ’13) recently accepted a position as assistant professor in the department of kinesiology at the University of Rhode Island.

Samaad Wes Keys (PHD ’14) is associate director of programs and policy for Achieving the Dream, an organization which aims to increase access and non-governmental reforms for community colleges.

Adam Rosen (PHD ’14) is a faculty member at the University of Nebraska—Omaha and is now principal investigator on two grants related to the study of ankle instability.

Jacob Lindheimer (PHD ’15) is an Associated Health Fellow in the War-Related Illness and Injury Study Center training in Orange, New Jersey. His training will also take him to the University of Wisconsin—Madison.

Bryan Loy (PHD ’15) is a postdoctoral trainee examining alternative medicine topics with the Department of Neurology at the Oregon Health and Sciences University in Portland, Oregon.
“We know that education changes lives. We are grateful for help we received in our graduate degree programs through assistantships and support from other College individuals, and we believe that to whom much is given, much is expected. Our graduate degrees from the UGA College of Education changed our lives and, thus, enable us to help those who come behind us—it’s a privilege for us and we are grateful for the opportunity.”

Wanda Stitt-Gohdes and Bill Gohdes

Wanda is professor emerita in the department of career and information studies

Members, UGA Heritage Society

Mrs. Emily Gunnells
Linda Hughes Hardie
Dr. Sue E. Henderson
Dr. Lawrence R. Hepburn and
Dr. Mary A. Hepburn
Mr. Marvin Bailey and
Dr. Juanita Johnson-Bailey
Mr. H. Aymar Manning, Jr. and
The Hon. Judith G. Manning
Miss Joanna Massar
Ms. Dani L. McCall
Mr. Scott Meyerhoff and
Ms. Deborah N. Meyerhoff
Mikey Foundation, Inc.
Dr. Theodore K. Miller and Mrs. Gay S. Miller
Dr. Whitney L. Myers
NASPA Foundation
Mrs. Claire NeSmith
Nichols Land & Investment Company
Noramco Inc.
Dr. Steve Oliver
Raymond James Charitable
Endowment Fund
Dr. Thomas C. Reeves and
Dr. Patricia L. Reeves
Dr. Douglas W. Reynolds and
Mrs. Carol Reynolds
Mr. Thomas L. Reynolds Jr. and
Mrs. Melanie S. Reynolds
Mr. Scott A. Saucier and Mrs. Cynthia Saucier
Dr. Donald O. Schneider

Mr. Thomas W. Scott III and Mrs. Lori E. Scott
Mr. Steve Scruggs and Mrs. Katie Scruggs
Seventh Son Fund
Dr. Stanton J. Singleton
Society for the Study of School Psychology
Mr. Philip Solomons Jr. and
Mrs. Cathy Solomons
Dr. Denise A. Spangler
Dr. John E. Steinbrink and
Mrs. Lennie W. Steinbrink
Mr. Thaddeus J. Stidham and
Ms. Prentiss D. Stidham
Mr. David A. Stola
Mr. James S. Tardy* and Mrs. Claire S. Tardy
The Savannah Community Foundation, Inc.
The Solomons Fund
Mr. Edward D. Tolley and
Dr. Beth Dekle Tolley
Dr. Vasti Torres
Dr. Bobby T. Underwood and
Mrs. Betty Underwood
Ms. Martha L. Vaughan
Dr. Juergen Wiegel and Dr. Heide Wiegel
Dr. Otto P. Wielen
Williams & Associates Land Planners, PC
Dr. John T. Wilson and
Dr. Patricia S. Wilson
Dr. Roger B. Winston Jr. and
Dr. Pat G. Winston
Dr. Russell H. Yean and
Mrs. Brenda Yean

Fortson, Bentley & Griffin, PA
Dr. Louis A. Castenell Jr. and
Mrs. Mae E. Castenell
Clare F. NeSmith Charitable Account
Dr. Sandra Pryor Clarkson
Dr. Thomas J. Cooley and Ms. Sara Cooley
Mr. Jack R. Crisler Jr. and Mrs. Angele Crisler
Mr. Joseph R. Crisler
Mrs. Jack R. Crisler
Mr. William P. Culbreth and
Mrs. Patricia S. Culbreth
Dr. Kathleen L. Davis
Mr. Bertis E. Downs IV and
Mrs. Katherine Downs
Ms. Mary Frances Early
Erla & Harry Zuber Fund
Dr. Billy D. Feltner
Fidelity Charitable Gift Fund
Drs. Gerald R. Firth and Doris Y. Firth
Forbion, Bentley & Griffin, PA
Mr. Ronald L. Fritchey and
Mrs. Martha L. Fritchey
Future Problem Solving
Program International, Inc.
Dr. George M. Gazda and
Mrs. Dolores Q. Gazda
Mr. Raymond B. Goodfellow and
Dr. Lynda Thomas Goodfellow
Greater Houston Community Foundation
Mr. Mack H. Guest III and
Mrs. Camilla M. Guest
Ms. Allison N. Gulati
Gulati Family Foundation Trust

Mrs. Faye Daube Miller*
Dr. Ira A. Aaron
Mr. B. Heyward Allen Jr. and
Dr. Elizabeth C. Aderhold Estate
Dr. Francis A. Norman III and
Mrs. Carla Wooten Norman
The Bretscher Family Foundation
UGA NSSLHA
Mrs. Inga Willner
Mr. Jim Womack
Mrs. Inga Willner
UGA NSSLHA
The Bretscher Family Foundation
Athens Regional Medical Center
Atlas Real Estate Advisors, LLC
Ms. Eleanor F. Banister
Berrymans Family Foundation
Briscoe Family Foundation, Inc.
Mr. Chris Brown and Ms. Dana M. Brown
Mr. Larry M. Callaway and
Ms. Helen Murray Callaway
Dr. Harrison S. Carter and Mrs. Brenda Carter
Dr. Louis A. Castenell Jr. and
Mrs. Mae E. Castenell
Claire F. NeSmith Charitable Account
Dr. Sandra Pryor Clarkson
Dr. Thomas J. Cooney and Ms. Sara Cooney
Mr. Jack R. Crisler Jr. and Mrs. Angele Crisler
Mr. Joseph R. Crisler
Mrs. Jack R. Crisler
Mr. William P. Culbreth and
Mrs. Patricia S. Culbreth
Dr. Kathleen L. Davis
Mr. Bertis E. Downs IV and
Mrs. Katherine Downs
Ms. Mary Frances Early
Erla & Harry Zuber Fund
Dr. Billy D. Feltner
Fidelity Charitable Gift Fund
Drs. Gerald R. Firth and Doris Y. Firth
Forbion, Bentley & Griffin, PA
Mr. Ronald L. Fritchey and
Mrs. Martha L. Fritchey
Future Problem Solving
Program International, Inc.
Dr. George M. Gazda and
Mrs. Dolores Q. Gazda
Mr. Raymond B. Goodfellow and
Dr. Lynda Thomas Goodfellow
Greater Houston Community Foundation
Mr. Mack H. Guest III and
Mrs. Camilla M. Guest
Ms. Allison N. Gulati
Gulati Family Foundation Trust
"Education unlocked so many doors for me as a person and a professional, it is only natural that I want to help others unlock their own doors. Giving to the UGA College of Education allows me to give back to a College that gave me so many opportunities and helped shaped my career."

Vasti Torres
MED '86, PHD '97

Member, Dean's Club

Mr. Vincent T. Zarzaca Jr.
Mr. Harry A. Zuber and Mrs. Erla Zuber

SUPPORTERS ($500-$999)
Mr. W. Randall Abney and Mrs. Carolyn C. Abney
Dr. Laine P. Bradshaw
Mrs. Gloria S. Bruce
Dr. Jennifer A. Butts
Ms. Courtney Carter
Ms. Lauren Carter
Ms. Lindsay Carter
Mr. William H. Carter and Mrs. Erica L. Carter

Classic City Roaster
Dr. Bradley C. Courtenay and Mrs. Nicole Courtenay

Mr. John S. O'Briant II and Mrs. Mary B. O'Briant

Dr. Dennis Dahl and Dr. Carolyn Dahl

The Athens Chapter of the Links, Inc.

Mr. W. Wheeler Bryan and Mrs. Mary C. Bryan

Dr. K. A. Collum and Mrs. Robin Collum

Mr. Ronald W. Tigmore and Mrs. Karen Tigmore

United Way of Larimer County, Inc.
Dr. Leila Vaught
Zaxby's Franchising, Inc.

$100-$499
Mrs. Livy Abele
Dr. Sergio Z. Abramovich and Mrs. Natalya Abramovich
Ms. Jeanene B. Adams
Ms. Angela S. Akins
Mr. James A. Allen and Mrs. Betty J. Allen
Dr. Lewis R. Allen and Dr. Joyce E. Allen
Ms. Jeanette Argeti
AT&T Foundation

Athens Film Arts Institute, Inc.
Automatic Data Processing, Inc.

Dr. Kevin M. Ayres and Ms. Courtney M. Davis
Ms. Jo E. Baker
Ms. Katherine E. Baker
Dr. Willie L. Banks Jr.

Mr. Tony W. Barbee and Mrs. Wanda Barbee

Mr. Kendall M. Barckley and Mrs. Carol A. Barckley

Mr. Solomon Barge Sr. and Mrs. Deloris B. Barley
Ms. Margaret L. Barrett

Mr. Ralph D. Barron

Mr. Robert E. Bazlee and Mrs. Joan Bazlee

Dr. Edith Belden

The Benevity Community Impact Fund
Dr. Sydney E. Benton

Mr. Gary B. Berry and Mrs. Deborah Berry
Mr. Carl W. Betsill and Mrs. Deborah A. Betsill

Mr. Jeffrey D. Black and Ms. Lauren P. Black
Ms. Cathleen J. Blair

Ms. Anne J. Blakely

Mr. Douglass A. Bolten and Mrs. Katherine B. Bolten

Dr. John M. Bowen

Dr. David A. Bradford and Mrs. Michelle P. Lukase

Dr. Lorraine C. Braswell

Mr. Max Braun and Mrs. Linda Braun

Mr. Adam E. Braxton and Ms. Kimberly Braxton

Dr. Brynna S. Breazeal and Dr. Ian C. Barrett
Ms. Leesly M. Broadwell

Lt. Col. John T. Brock and Ms. Jackie R. Brock

Mr. Kevin M. Broderick and

Mrs. Virginia Broderick

Dr. James S. Brown and Dr. Karen Brown
Dr. Peter W. Brown and Mrs. Judy F. Brown

Mr. Charles H. Kerwin and Ms. Patricia D. Brown-Kerwin

Mr. W. Wheeler Bryan and Mrs. Anne Perry Bryan
Ms. DeLinda G. Bunnell

Mr. Russell H. Burt and Mrs. Hunter Burt

Dr. Ronald E. Butchart and Mrs. Amy F. Rolleri

Mr. Andrei W. Calhoun

Dr. Lawrence G. Calhoun Jr. and Dr. Mary L. Calhoun

Mr. Kevin F. Callahan and Mrs. Joyce Callahan

Mr. Alfred A. Camp and Mrs. Nancy Camp

Dr. Stephen B. Cannon

Dr. Dawn Newman Carlson

Mr. Bert K. Carmichael III and Mrs. Kaye Carmichael

Mr. Lonnie J. Carter and Mrs. Deborah K. Carter

Dr. Richard J. Carter

Dr. Kyle R. Carter and Mrs. Sarah Carter

Mr. Terry F. Caven and Mrs. Sherry W. Caven

Mr. James R. Chambers Jr. and Mrs. Neil Chambers

Mr. James W. Champion and Dr. Peggy Champion

Mr. F. J. Chasteen and Mrs. Sallie B. Chasteen

Mrs. Joyce Childers

Mr. Kenneth M. Chrzanoski and Mrs. Kimberly Chrzanoski

Dr. Geraldine Clarke

Mr. Edsel L. Cleveland Jr.

Dr. Paul A. Cobb

Coca-Cola Company

Mr. Andrew S. Cohen

Dr. Ronald S. Cole and Mrs. Margaret G. Cole

Mr. Burkitt D. Collins and Mrs. Sharon L. Collins

Mr. Reynold L. Conner and Mrs. Mary Conner

Mr. Hoyt K. Kay and Mrs. Vicki A. Connell

Mr. John D. Cook and Mrs. Catherine Cok

Dr. Diane L. Cooper

Mr. Randall C. Copeland and Mrs. Mary Copeland

Dr. Mary K. Corbitt

Mr. Howard L. Cordell Jr. and Mrs. Irene H. Cordell

Dr. Tonya T. Cornelius

Mr. Julian F. Council II and Mrs. Beverly Council

Mrs. Charlotte J. Coursey

Ms. Barbara A. Crawford

Dr. Artho L. Crawford and Mrs. Constance A. Crawford

Mr. Richard J. Croker and Mrs. Margie D. Croker

Mrs. Dolly E. Crosby

Mr. Charles M. Cross Jr. and Mrs. Nancy Cross

Dr. John W. Culbreath and Mrs. Barbara W. Culbreath

Mrs. Kelly C. Dalene

Mr. Walter E. Dancier Jr.

Miss Jackie L. Daniel

David and Anne Dantzler

Dr. Cindy A. Darden

Mr. Mark Davis and Mrs. Alison Walden Davis
Dr. Sherman R. Day

Mr. Harold C. Days and Mrs. Dorothy N. Days

Dr. Laura A. Dean

Dr. Cynthia Dillard

Dr. John P. Dolly and Mrs. Inez Rovegno

Mr. Ethian A. Dougherty and Mrs. Irma Dougherty

Mrs. Emily Kirkland Douglas

Mr. James M. Draper

Mr. Charles E. Dumke

Mr. James M. Dupree and Mrs. Cheryl A. Dupree

Mr. William B. Edmondson and Mrs. Virginia Edmondson

Mr. Robert T. Ethredg Jr. and Mrs. Charlotte E. Ethredg

Mr. Joseph W. Elder and Mrs. Tracy A. Elder

Mr. Wayne D. Ervin and Mrs. Kay J. Ervin

Miss Harriett S. Finney

First American Bank and Trust Company

Mr. Edward J. Flannery and Mrs. Edyn M. Flannery

William P. and Mariahope Troutman Flatt

Mr. Gary S. Floyd and Mrs. Brenda Floyd

Miss Minnie C. Foster

Mr. James M. Fowler and Mrs. Marjorie Fowler

Ms. Hannah M. Frady

Miss Frances C. Franklin

Mr. Bradley Fricke and Mrs. Jennifer L. Still

Mrs. Jane M. Fryer

The Rev. Donald R. Fuller and Mrs. Sandra L. Fuller

Mr. Melvin C. Fussell and Mrs. Esther L. Fussell

Fuzzy’s Taco Shop

Mr. Houston A. Gaines

Ms. Karen L. Gaines

Mr. Ralph L. Gaine and Mrs. Delois Gainey

Mr. John G. Galbreath

Mr. Kevin Gallagher and Dr. Peggy Gallagher

Ms. Mamie L. Garret

Mr. Lisa Garrett

Mr. Aubrey S. Garrison and Mrs. Mary L. Garrison

Mrs. Ann Gar

Mr. Donald D. Gehring

Georgia Power Company

Dr. Albert S. Gibbs and Mrs. Mary A. Gibbs

Mr. Garland J. Gibson Jr. and Dr. Rebecca Gibson

Mr. Douglas S. Gjersten and Mrs. Sandra A. Gjersten

Mr. Brian A. Glaser and Mrs. Judy Glaser

Dr. Velon H. Gray and Mrs. Ann R. Gray

Mr. John C. Grayson and Mrs. Teri Grayson

Dr. Martha J. Greer

Mr. Paul M. Griffin and Ms. Caroline Griffith

Grist Mill Farm

Mr. L. J. Harrison and Mrs. Mable Harrison
I'm grateful for my career at the College and the University, and the support given to our democratic school partnership initiatives. Sara and I established an endowment for current faculty to have the same opportunities.

Carl and Sara Glickman
"My father passed away in 1983, and immediately afterward I started a scholarship fund in his name—the David J. Mullen Sr. Memorial Fund. It was my way of continuing my father’s influence beyond his passing, in a positive way, and influence students at the College of Education."

Dave and Cynthia Mullen

Dave’s father was a professor of education in the department of lifelong education, administration and policy

Member, Dean’s Club

---

**Heritage Society**

Mr. W. Randall Abney and Mrs. Carolyn C. Abney
Dr. Elizabeth C. Aderhold*
Mr. Adrian N. and Mrs. Nancy C. Alford
Mrs. Martha N. Allman*
Mr. William L. and Mrs. Lois A. Alworth
Dr. Joan D. Berryman
Ms. Jan. L. Brannah*
Mr. Charles R. Brown
Mr. Brian C. Bruce
Mr. Robert E. and Mrs. Maxine Burton
Dr. Nancy L. Canolty
Sen. Saxby and Mrs. Julianne Chambliss
Dr. Michelle Commeyras
Ms. Suzanne A. Corbett

Dr. Betty Jean Craig
Dr. Arthur L. and Mrs. Constance A. Crawley
Mr. Cam D. Dorsey Jr. *
Mr. George B. Duke
Dr. Carol J. Fisher*
Dr. William P. Flatt
Mrs. Carolee Gailey
Dr. William E. Gohdes and Dr. Wanda L. Stitt-Gohdes
Mrs. Elizabeth G. Hall*
Dr. Robert K. and Mrs. April Halliday
Mr. Eric D. Hart and Ms. Erin Hill Hart
Mr. Thomas L. Kenyon and Mrs. Karen J. Kenyon
Dr. Virginia M. Macagnoni
Mrs. Faye D. Miller*

Ms. Vicki L. Yelie
Dr. Ivan G. Wallace
Ms. Jody Wallace
Mr. Richard W. Walters and Mrs. Marilynn Walters
Mr. Larry E. Warnock and Mrs. Jacqueline Warnock
Dr. Karen E. Watkins
Dr. Stephen C. Watson and Mrs. Betsie Watson
Mr. Michael G. Weaver and Ms. Leah Townsend Weaver
Dr. Sherry Weeks and Mr. William E. Weeks
Wetlands Folly, Inc.
Mr. Robert E. Wierzorek and Mrs. Shelby Wierzorek

Ms. Natalie Tucker
Ms. Sharquinta M. Tuggle
Mr. Michael T. Tuley and Mrs. Therese Tuley
Ms. Cara M. Turano
Mr. Hui L. Turner Jr. and Mrs. Sonya Turner
Dr. Susan M. Turner
Mr. David H. Turner and Ms. Linda L. Turner
Mr. Gary S. Turner and Mrs. Sherry Turner
Mr. Jeffrey Ubois and Dr. Li Ubois
Ms. Mary Whitten Van Atta
Mr. Douglas J. Van Ryn and Mrs. Agnes J. Van Ryn
Mr. Joseph T. Vance and Mrs. Karen Vance
Mr. David N. Vaughan Jr. and Ms. Susan Vaughan
Mrs. Sibley Veal

Ms. Mary A. Morgareidge
Mr. David J. Mullen and Mrs. Cynthia J. Mullen
Mrs. Millie B. Neal*
Mr. Keith M. and Mrs. Lisa K. Oelke
Dr. Steve Oliver and Dr. Jenny Oliver*
Ms. Patricia E. Price
Miss Barbara J. Rankin*
Ms. Eileen Russell*
Dr. Robert N. Saveland
Dr. Donald O. Schneider and Ms. Julie Cashin-Schneider
Mr. Jay F. Shinn and Mrs. Catherine M. Shinn
Professor Julian C. Stanley Jr.*
Mr. Ronnie Talbert and Ms. Glenna Feagin Talbert

Mrs. Patricia Williams
Mr. J. B. Williams Jr. and Mrs. Catherine M. Williams
Miss Judy E. Winn
Mr. Frank C. Winstead
Mrs. Marie Woodward
Mrs. Beverly G. Wooten
Mr. Rod R. Wright and Mrs. Barbara A. Wright
Dr. Robert L. Wrisley and Dr. Mary E. Wrisley
Mr. John Wyle and Mrs. Barbara Wyle
Mr. Roy J. Yelton and Mrs. Charlotte A. Yelton
Mr. James A. Zoll and Ms. Laura Zoll

Ms. Melinda A. Thomas
Mr. Ronald W. Tidmore and Mrs. Karen Tidmore
Dr. E. Paul Torrance*
Mrs. Irene Ulmer*
Dr. R. Curtis Ulmer Sr.
Mr. Eugene B. Webb and Mrs. Ann Webb
Mr. Aubrey S. Whelchel*
Dr. Floy E. Whitehead*
Ms. Geraldine H. Williams
Mr. Jim Womack and Mrs. Mary E. Womack*
Dr. Barbara Carter Wommack and Dr. Hines L. Wommack
Mr. Joseph E. Wyatt*

*Deceased
Laura Adams knew it was important to finish college.

But when she enrolled in UGA after moving to Atlanta from California, the costs kept piling up. She was paying out-of-state tuition, and the daily commute from East Atlanta to Athens was eating a hole in her wallet.

As a recipient of the first Board of Visitors Scholarship, Adams now feels less weight on her shoulders.

“I’m able to afford gas ... at one point, I was sleeping in my car. Now that I can go home to my husband every night, I can focus on my studies.”

A child of working-class parents, college, she says, always seemed out of reach. But now, set to graduate in December, Adams feels a boost of confidence from the award and is looking forward to teaching at a Title I school where she can help more students discover college.

“It’s so important for me to have that education, and I want to teach other students who don’t get that at home. That’s what the scholarship helped me to do—keep my eyes on the prize.”
"It’s an honor and a wonderful pleasure to give back to the school district and the very school that I credit to making me who I am today—and also to know that I am making a difference in the lives of children who are often overlooked.”

Bynikini Frazier (B.S.Ed. ’08)
Read her story on page 24