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It’s really a learning-by-doing situation. The intersection of storytelling & teaching.

A career spent helping children. Paintings inspired by life in the south.
At the College of Education, we are united by something greater. Whether it is educating our youth, researching and promoting optimal health for all, or leading organizations in the next century, we share a commitment to serve. And we offer several ways to support the next generation of researchers and leaders.

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Inspired by the founding year of the College, the 1908 Club funds need-based aid for our students. Join with a contribution of $19.08/month or $229/year. Help change a student’s life today!

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Leave a lasting impression on the College when you earmark a percentage of your estate to the College of Education, such as a bequest in your will or a living trust.

For more information on making a donation, please contact Elizabeth Kozak at 706-542-2893 or email emg@uga.edu

Our supporters are included in events throughout the year, are recognized in our honor roll, and more.
I am always amazed by the reach of our programs. Not just in their scope or mastery of a topic, but the effects our programs have on lives near and far. Every year, students from across the state and around the world come to the University of Georgia with the goal of becoming educators or counselors, of working with children or adults with disabilities, of exploring human movement and performance, or of expanding their knowledge as leaders in schools or other organizations. But no matter how far our alumni end up from UGA, a common thread connects graduates of the College of Education: A desire to build a better world for the people around us. Our alumni are passionate about outreach, and they use the knowledge gained from their time at UGA to lift up those around them on a daily basis.

The same commitment rings true for alumni and friends who give back to the College, whether it is through volunteering, donating, or attending our events. Forty-six percent of our undergraduate students faced a financial need last year, but with your support for scholarships and other essential programs, we can change that. Please see the information on the previous page for details on how you can help.

In this second issue of the College of Education Insider, meet some of our alumni who rise to the challenge—people who have dedicated their lives to improving the lives of others, educating by inspiring, or simply giving back to current students.

No matter where your life takes you after UGA, I am sure you will find a path that keeps you connected, fulfilled, and striving to change the world for the better.

Craig H. Kennedy, PhD
Dean and professor
Kinesiology Research Day

Homecoming weekend is more than tailgating and a football game for the Department of Kinesiology. For the second year, the department used the weekend to host its Kinesiology Research Day, which features a lecture from a distinguished alumnus, student awards, and open labs with students and faculty available to answer questions.

This past fall's Research Day featured a talk by Brig. Gen. Maureen LeBoeuf (Ed.D. '76) titled "Moments That Matter" (for more on LeBoeuf, see page 31). The award ceremony honored four students with the Michael E. Penland Family Award, a merit-based scholarship given to outstanding undergraduates who are involved with research and service projects. Exercise and sport science students Rachel Aldridge, Morgan Green, Grace Hodges, and Diana Springer received Penland Family Awards; all are Honors Program students with a GPA of more than 3.7.

Interested in returning to campus for Homecoming weekend? Be sure to stop by the Ramsey Center on Friday, Oct. 13, for the third annual Research Day.

In addition to the fall event, the department gives out two dozen awards to students during an event every April. Last spring, students gathered for award presentations covering scholarships, fellowships, teaching awards, research awards, and honors from organizations outside the department.

Blast from the past

As part of Kinesiology's renovations, we made a discovery—books of historic photos, reports, and newsletters from the department's early days. Found in a cabinet slated to be removed, the trove has been sent to UGA's Hargrett Rare Book and Manuscript Library to be catalogued and preserved.

Along with historic photos and other documents was a binder of "The Gym Clip," a student newsletter printed in the 1960s for physical education majors.

Looking good

The Department of Kinesiology got a face-lift last year as part of an overall renovation and update to the Ramsey Student Center. Gone are the peach- and turquoise room signs and gray walls. Now, the halls are crisp white with new carpeting and updated red- and black signage. The wood seating in the department's entryway has been replaced by red and black cushioned chairs and standing work stations; the wood furniture found a new home outside on a patio reserved for graduate students and events.
Celebrating 50 years of mathematics

Last year marked the 50th anniversary of mathematics education programs at the University of Georgia, and the Department of Mathematics and Science Education planned a weekend to celebrate. The slate of workshops, presentations, and social events celebrated the legacy of the department and highlighted some of the ground-breaking research that continues to be done by faculty.

As part of the festivities, alumni, faculty, emeritus faculty, and friends of the mathematics program came together to endow a fund supporting graduate students in honor of professor Jim Wilson (below) and his 47 years of service in the College. The scholarship continues his long-standing devotion to graduate students, and the money may be used for any of the variety of expenses graduate students grapple with, such as assistantships, travel costs, equipment, and other needs. So far the fund tops $63,000; this could fund about two $1,000 scholarships a year and more as the fund grows.

Alumni and current and retired faculty gathered in May at the Foundry in downtown Athens to celebrate the program’s 50th anniversary.

Together again

Not only did the mathematics program mark its 50th anniversary in 2016, but the entire department conquered a major feat as a whole: faculty from the mathematics and the science programs are now together on one floor in Aderhold Hall. The move was part of a renovation that included updating classroom space and adding a research lab. Now, after years of being split between the first and second floors, faculty just need to walk down the hall for collaborations.

Add your name to the list of donors to the Jim Wilson scholarship!

Send your check, payable to the UGA Foundation, to Meredith Metcalf, G2F Aderhold Hall, 110 Carlton St., Athens, GA 30602. Please put “James W. Wilson Endowment for Mathematics Education” in the memo line. Or, make an online contribution at coe.uga.edu/givewilson. Questions? Email mmetcalf@uga.edu

Department and faculty honors

University-wide
Academic advisor Anna Williams (B.S.Ed. ’06) received the Outstanding Academic Advisor Award from the University of Georgia.

CAREER AND INFORMATION STUDIES
Department head: Robert Branch
Instructor Gretchen Thomas (B.S.Ed. ’94, M.Ed. ’96, Ed.S. ’00) received the 2016 Service-Learning Teaching Excellence Award from the University of Georgia.

COMMUNICATION SCIENCES AND SPECIAL EDUCATION
Department head: Cynthia O. Vail
This department is now home to the new Center for Autism and Behavioral Education Research (CABER), which focuses on research, training practitioners, and providing services for individuals with autism spectrum disorders or other developmental disabilities.

Assistant professor Joel Ringdahl was named to a four-year post with the Child Psychopathology and Developmental Disabilities study section of the Eunice Kennedy Shriver National Institute of Child Health and Human Development. Professor Anne Marcotte was elected a Fellow of the American Speech-Language-Hearing Association. Marcotte also serves as head of the Department of Language and Literacy Education.

COUNSELING AND HUMAN DEVELOPMENT SERVICES
Department head: Brian Glaser
Associate professor Jolie Daigle was elected to the editorial review board of the Journal of Counseling and Development, the quarterly journal of the American Counseling Association.

Anneliese Singh, an associate professor and the associate dean of diversity, equity, and inclusion in the College, was named to the Center for LGBTQ Studies’ Scholars of Color list. She was also given the 2016 Award for Distinguished Contributions

Continued on page 6
New director starts with OLLI@UGA

The end of 2016 also saw the start of a new face leading OLLI@UGA. Timothy “Tim” Meehan began his post as executive director on Nov. 28, succeeding Katy Crapo, who retired. She was appointed the first director of the organization in 2010.

Meehan comes to OLLI@UGA from London, where he has spent the past decade as marketing and operations manager for the St. Andrews Holborn Church Foundation and Associated Charities. In this position, he oversaw several subsidiaries for the foundation and managed the day-to-day operations of the organization’s venue.

OLLI@UGA is a member-led organization affiliated with the national Osher Lifelong Learning Institute. Open to people age 50 and older, OLLI@UGA offers an array of courses, speaker programs, travel opportunities, and social events. For more information or to join, visit olli.uga.edu.

Diving into summer learning

Faculty and students were buzzing last summer for the launch of a new initiative through the Professional Development School District: Camp DIVE.

The monthlong project brought local children in grades kindergarten through eighth grade to Clarke Middle School for classes that pushed boundaries while reinforcing literacy. The camp gave kids a chance to experience topics such as robotics, history, food production, and storytelling in nontraditional ways, plus additional literacy-focused programs to give them a boost in reading skills during the summer.

Camp DIVE was two years in the making before it launched, building off the framework already created by the Professional Development School District. It incorporated faculty teaching classes and UGA students volunteering or receiving course credit.

“Our goal, of creating a community of learners, has certainly been realized as we are definitely learning along with the UGA students and CCSD campers,” says Janna Dresden, director of the College’s Office of School Engagement and clinical associate professor, who conceived the idea.

Camp DIVE launches its second summer this year.

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A community of reading

Thanks to two grants from the National Endowment for the Arts, language and literacy education professor Melissa Cahnmann-Taylor organized two large-scale community reading events for Athens in the past year.

The first, a celebration of Robinson Jeffers’ poetry, was a month of events that tied to the bard’s natural–themed works. Students and residents of the Athens area attended dramatic readings, events linked to sustainability, and discussions of nature, all of which brought people closer to Jeffers’ works.

The second set of events took place in October and celebrated the works of Edgar Allan Poe. The workshops, readings, and performances culminated with a gathering of “ravens”—Poe fans who constructed raven masks at an earlier workshop—and then paraded through downtown Athens as part of the annual Halloween “Wild Rumpus” parade.

UGA initiative puts a new focus on experiential learning

The fall 2016 semester saw a new focus on academics across the University. Now, all undergraduate students must fulfill a new experiential learning requirement—learning through research, study abroad, service-learning, internships, and other experiences.

For students in the College of Education, though, the change highlights an element that has always been part of the curriculum. Undergraduates in programs such as teacher preparation, kinesiology, and special education have always incorporated experiential learning into their coursework. Even graduate–level programs, such as counseling, college student affairs, and educational psychology, have long included forms of project-based learning into the curriculum.

The College has a new Office of Experiential Learning to help students and guide faculty who are creating new courses featuring experiential learning.

Also, one of the College’s researchers, Paula Mellom, is part of an elite group on campus working to integrate service-learning with professional practice. Mellom, associate research scientist and associate director of the Center for Latino Achievement and Success, one of the College’s six research centers, will work with faculty from other disciplines to create service-learning projects.

Support experiential learning for students. To donate, visit coe.uga.edu/give

KINESIOLOGY
Department head: Janet Buckworth (M.S.W. ’79, M.A. ’84, Ph.D. ’93)
Professor Rose Chepoyator-Thomson received the Richard F. Reiff Award for contributions to the internationalization of curriculum.

Professor Phillip Tomporowski was a recipient of the university’s Engaged Scholar Award for his contributions in public service, outreach, and community service. Tomporowski was also named to a two–year term as associate editor of The Translational Journal of the American College of Sports Medicine.

Senior lecturer Ilse Mason (M.Ed. ’01, Ph.D. ’11) received the University of Georgia’s 2016 Creative Teaching Award.

Professor Rod Dishman received the 2016 Citation Award from the American College of Sports Medicine for his contributions to the field of exercise science.

Professors Ellen Evans (Ph.D. ’98) and Bryan McCullick (Ph.D. ’98) were inducted as fellows into the National Academy of Kinesiology.

Karl Newell, associate dean for research and professor of kinesiology, received the 2016 Distinguished Leadership Award from the American Kinesiology Association.

LANGUAGE AND LITERACY EDUCATION
Department head: Anne Marcotte
Associate professor Jennifer Graff is serving a three–year term with the National Council of Teachers of English to help select the annual Orbis Pictus Award for Outstanding Nonfiction.

Clinical assistant professor Sara Kajder was named co–editor of the National Council of Teachers of English’s middle–level section journal, Voices from the Middle.

Assistant professor Tisha Lewis Ellison received the Early Career Achievement Award from the Literacy Research Association.

LIFELONG EDUCATION, ADMINISTRATION, AND POLICY
Department head: Kathleen P. deMarrais
Associate professor Jori N. Hall was named associate editor of the American Journal of Evaluation.

Associate professor Sheneka Williams has been accepted into the second cohort of UGA’s Women’s Leadership Fellows program.

MATHEMATICS AND SCIENCE EDUCATION
Department head: Barbara Crawford
Professor Mary M. Atwater has been named the Sachs Distinguished Lecturer in Residence at Teachers College, Columbia University, for the 2017 spring semester.

Julie A. Luft, Athletic Association Professor of Mathematics and Science Education, was one of 16 researchers, educators, scientists, and science educators to contribute to Science Teachers’ Learning: Enhancing Opportunities, Creating Supportive Contexts, produced by the National Academies of Sciences, Engineering, and Medicine.
New Faculty

COMMUNICATION SCIENCES AND SPECIAL EDUCATION
Katy O’Brien
Research interests: Cognitive rehabilitation after traumatic brain injury and concussion, metacognition and memory, and personal narratives.

COUNSELING AND HUMAN DEVELOPMENT SERVICES
Georgianna Martin
Research interests: Ciss identity and college experiences of low-income, first-generation college students, impact of out-of-class experiences on learning.

EDUCATIONAL PSYCHOLOGY
Logan Fiorella
Research interests: Learning strategies, instructional design, metacognition, and STEM education.

Shiyu Wang
Research interests: Computerized and multi-stage testing, restrictive latent class modeling, item response theory modeling, automatic test assembly, and longitudinal analysis.

EDUCATIONAL THEORY AND PRACTICE
Morgan Faison

KINESIOLOGY
Robert Lynall
Research interests: Sport—and military—related concussions, head—impact biomechanics in sport, youth concussion assessment, management, and safe return—to—play.

LANGUAGE AND LITERACY EDUCATION
Tisha Lewis Ellison
Research interests: Family and adolescent literacy, digital and multimodal literacies, reading specializations.

Petros Panaou
Research interests: Reading engagement, motivation and communities, multicultural education, and multiple literacies and multimodal texts.

Usree Bhattacharya
Research interests: Languages and globalization, multilingualism, language policy, literacy, and language ideology and socialization.

LIFELONG EDUCATION, ADMINISTRATION, AND POLICY
Seung—hyun (Caleb) Han
Research interests: Knowledge management, performance improvement, leadership, quantitative research, and mixed—methods study

MATHEMATICS AND SCIENCE EDUCATION
Amy Ellis
Research interests: Student learning and thinking, algebraic reasoning, quantitative reasoning, mathematical generalization, proof and justification.

Former faculty member
Bob Hart (A.B.J. ’70, Ed.S. ’90, M.Ed. ’79) always had a love of art. But it wasn’t until he retired that he could embrace a more personal appreciation.

Hart, former information technology director, and his wife, Nancy, have downsized since his retirement. Now, when they are not traveling to far-flung corners of the world, they are surrounded by art. The walls of their Athens home are covered in a curated collection that represents decades of collecting. Most are by artists the Harts have befriended over the years, and walking through the house is like walking through the galleries of a friendly, approachable, folk art museum—paintings are quirky, colorful, and fun.

Within the collection are pieces painted on wood with simple figures and bold colors. One was even reproduced billboard—size near downtown Athens. These are Hart’s originals.

“I paint happy,” he says. “A lot of artists have angst. I’m a happy person. I’m a positive person. If I felt (negative), I wouldn’t paint.”

Hart paints in a covered outdoor studio overlooking his backyard. He’s self—taught and has developed his own style over the years, but has also drawn a following, including a few galleries.

He also dabbles in sculpture, takes photographs, and has created a public memorial garden called the 9/11 Memorial Trail (911trail.wordpress.com/tour—the—trail), located on Athens’ east side.

A look at Tom Reeves’ passport might lead you to believe the retired instructional technology professor is doing nothing in retirement but globetrotting.

Not exactly.

There are stamps from Africa, Australia, Europe, South America, and the Middle East and he and his wife, Trisha, a professor of social work at UGA, do a good bit of personal traveling. But Reeves is also often invited to speak at conferences about “massive open online courses” and innovative ways to enhance undergraduate education. Reeves is also still a prolific writer, writing two books and numerous articles since retiring in 2010.

But retirement allows Reeves to choose projects for which he has a passion, especially those that involve helping others who are disenfranchised or disadvantaged.

“I want to do more work in developing countries,” says Reeves, who also feels a pull to give back in areas such as extending educational opportunities for those who are incarcerated or collaborating with colleagues at the World Health Organization to improve public health.

“One of the themes of my educational technology career was I always tried to focus on problems, not things,” he says. “There is a tendency in my field to focus on the latest things such as virtual reality or 3—D printers ... but when these so—called ‘solutions’ are thrown over the walls of classrooms, the problems persist.”
Fifty years ago, the landscape of mathematics education was undergoing a transformation. And professor Jeremy Kilpatrick, as a graduate student at Stanford University, was right there with his own tools, pitching in to help make it happen.

Kilpatrick recently retired from the College of Education after 41 years. But not without contributing more than four decades to the cause of teaching mathematics, helping hundreds of students continue UGA's legacy around the world.

It's a legacy that began with a fortuitous meeting of the minds during the turbulent 1960s.

THE NEW MATH
After teaching at a junior high school in Berkeley, California, while getting his master’s degree, Kilpatrick pursued his doctorate at Stanford. The people he studied alongside there laid the groundwork for an international sea change in mathematics education called New Math.

“Kilpatrick’s work has since focused on the significance of the New Math movement and its effect on mathematics education. The field has come into its own in the past generation, in large part because of the work done by Kilpatrick, Wilson, Begle, and other pioneers.”

SUCCESS AS DEPARTMENT
After graduate school, Kilpatrick came to UGA from Teachers College, Columbia University. At the time, the mathematics education program was still finding its footing. But thanks to the administration at the time, mathematics education was—and continues to be—seen as its own field.

“It’s really a phenomenon that we became one of the few departments that was mathematics education,” he says. “Our dean, Joe Williams, had a vision to say we needed a department of mathematics education.”

The department launched in 1966, but when Kilpatrick arrived in 1975, it was still small. At Columbia University, he was used to seeing an international student body—and so, to a certain extent unintentionally, began to create one.

“I was involved in the International Conference of Mathematics Education; when the third one was held in 1976, we had a few from our department who went over there,” he says. “That was about the first time the University of Georgia mathematics education group made any kind of international appearance, and right away, we started getting students applying, because mathematics education was developing in different countries.”

Over the years, he has influenced hundreds of students who have gone on to teach around the world. The department has an international reputation thanks to scholars such as Kilpatrick and Wilson, and Kilpatrick smiles as he thinks about the corners of the world he’s traveled and found a UGA alumnus.

“We've had a lot of students in Georgia but also in other countries,” he says, noting Portugal, Spain, Brazil, Chile, the United Kingdom, Germany, and Korea where alumni now play a major role in the direction of mathematics education.

“We’ve had several good people from Thailand; I had a great student from Japan—he's getting close to retirement. That’s the problem—people retire before me.”

For now, Kilpatrick is happy to keep his finger on the pulse of the department, observing preservice teachers part time. But he’s also looking forward to experiencing Athens as a full retiree with his wife, Cardee.

“And I hate to give up my office,” he says. “I have too many books in my office to bring home, so I’ve got to work on that.”
Connecting with conferences

Throughout the year, College of Education faculty collaborate to produce conferences on a range of topics. Not only are these events a great chance for alumni to come back to campus for a refresher on the latest research, but it’s an opportunity for students to get involved as well.

For example, the annual COE Research Conference offers sessions specifically for graduate students, and both undergraduate and graduate students can share their research. Other conferences where students can learn alongside professionals include the annual Diversity Conference, the Children’s Literature Conference, the Innovation in Teaching Conference, and Instructional Design and Development at UGA. The annual JoLLE conference puts a unique spin on the traditional conference idea—and is entirely student run.

With several years in the books, the Student Ambassadors program hit the ground running for the 2016-2017 academic year.

There are now more than 60 ambassadors, and interviews for the new class began earlier this year. The ambassadors recently established an executive board (president, president-elect, and secretary) and are now working on forming committees to increase student engagement: diversity, equity, and inclusion; community service; communications; and career and alumni services.

Student Ambassadors serve as the public face of the College—they give tours, serve as hosts for College events, such as graduation, and help organize student-focused events such as the welcome back “Back on the Block” party each fall semester.

Looking to lead: Student Ambassadors now tops 60 members

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Spanish-speaking counselors fill need

A team of graduate counseling psychology students led by professor Edward Delgado-Romero are improving access to mental health care among the Athens-area Latino population.

Two counseling programs at local clinics connect six doctoral-level students with clients, allowing dozens of local access care. Previously, only one professional bilingual counselor, in addition to Delgado-Romero, served the Spanish-speaking population. Delgado-Romero and his team are seeing clients at the Athens Latino Center for Education and Services and Mercy Health Center, in addition to outreach programs in local neighborhoods. Delgado-Romero says the work also allows the graduate students to gain valuable clinical experience, a requirement for their degree.

Lab is always in style

Students in professor Kevin McCully’s Non-Invasive Exercise Muscle Physiology Lab have a talent for designing catchy T-shirts.

Catty among compatriots in muscle research, anyway.

For the past several years, the students have created T-shirts for the annual Southeast American College of Sports Medicine and National American College of Sports Medicine conferences. It started as a way to stand out from the crowd, but the designs were a hit among the attendees. So much so, in fact, that one conference began a new tradition—an informal T-shirt design competition.

McCully’s students rose to the challenge. For several years, students left the conference as T-shirt champions. Now other schools are stepping up their game, and the competition has become heated.

McCully’s students take it in stride. For them the fun is creating something they can all get behind and proudly wearing it while showing off their research. The best accessory to a smart poster, it seems, is a smart shirt.
Walking into the Ramsey Center at 5:45 a.m. might be considered a nightmare for some—well, I suppose walking into anywhere at 5:45 a.m. would be a nightmare for some. But add to the timing the absurdity of my outfit, which consisted of an elf hat, "Oh snap" gingerbread man T-shirt, red athletic pants, holiday socks, and, of course, green shoes.

As I walk by the front desk, I wave to the sheepishly smiling students whispering amongst themselves, wondering what in the world is going on. Why, might you ask, am I at Ramsey at 5:45 a.m. in this outfit? There's a logical answer, of course: To lead some of my favorite people in the "Elf Conditioning Boot Camp" workout.

Is this not a normal thing to do? The favorite people I’m speaking of are not college students, though. They are members of the Department of Kinesiology’s Center for Physical Activity and Health. For one year, I had the privilege of spending my mornings with this amazing, spirited, age 50-and-older crew.

I hustle to get down to the Center so I can have the workout written on the dry-erase board before members arrive—because clearly I need to be standing in all this holiday-spirit glory when members walk in. By the time the first member arrives, I have holiday music blaring, the workout written on the board, and I’m strategically leaned up against a wall looking as elf-like as I can—which is a bit challenging since I am 6’1”.

The members roll in with various levels of enthusiasm, ranging from squeals of excitement to slight smirks for all my efforts. As they venture to the whiteboard, the questions begin: How long did you spend working on this? That’s exactly what I wanted to hear…Victory! (It’s not important, that I spent quite a bit of time on it. It’s completely worth it.) After we exchange pleasantries, which mostly consists of them laughing at me (pretty sure, it is indeed at and not with), and everyone has arrived, we begin our epic—yes, epic—workout. Just a typical day in the Center for Physical Activity and Health, with our reindeer squats, candy cane calf raises, frosty flies, Santa side bends, eggnog extensions, and trim-the-tree twists to name a few.

As we’re doing our exercises listening to our festive music, I look around at all the smiling and think how blessed I am to be able to spend my mornings with my Center family.

The hour goes by too quickly, and before I know it, I am high-fiving the members as they head out to continue their days. I, too, head up to my office and get ready to take on the day.

Do you have a story or a memory to share about your time at UGA or in the College of Education? Contact Kristen Morales at kmorales@uga.edu.

Time spent in the Ramsey Center is more than a chance to build muscle tone. It’s also a time to build relationships.
that will be filled with research, teaching, and—of course—hustling (all current and former graduate students immediately do a subconscious verbal head nod in agreement with that last word).

But I have an advantage on others just now arriving to Ramsey. I have been energized by my interactions with some of the greatest people I’ve met while working on my doctorate, the wonderful “A.M. crew.” The people who remind me of why I’m pursuing this degree, so that I will get the privilege to continue to work with individuals like themselves.

As I now reflect back on my time with these special people, I have a greater understanding of how they influenced me much more than I influenced them. While I may have led the group exercise classes, they taught me about living life to the fullest, daring to embrace your uniqueness, and the power of being connected to a group. As I said when I defended my dissertation, when I look back at my time at UGA, what I will be most proud about is the relationships that were formed.

When I started the program, I had no idea these relationships would include an 87-year-old man who would steal my heart with his energy for life. I had no idea that these relationships would consist of my “A.M. ladies,” who would influence me so deeply and make want to be just like them when I “grow up.” And you know what? When I defended my dissertation, my “A.M. crew” was there.

That’s what UGA was and now is to me: relationships. Relationships with some of the greatest people I’ve ever known.

Elizabeth Hathaway is an assistant professor of exercise science at the University of Tennessee-Chattanooga’s department of health and human performance.
Connect with the College, connect with your peers

Be a part of the College of Education Alumni Board

The UGA College of Education Alumni Board is a diverse group of graduates who initiate programs and events that align with the goals of the College.

Through their work, members of the Alumni Board strive to:

- Recognize the contributions of distinguished alumni, students, and faculty of the College
- Stimulate an interest in careers in education, counseling, health, and related human services among outstanding students
- Maintain a direct line of communication between the College and its alumni

The board has four active committees:
- Day of Service
- Virtual Networking
- COE Connections
- Alumni Recognition

Each committee works within the mission of the board to create ways for alumni to connect and give back.

Current initiatives:
Virtual networking:
Scheduling online, interactive sessions for our alumni

Community connections:
Organized a college-wide book collection to support the Athens area nonprofit Books for Keeps

Honorees were recognized Feb. 4. The event, sponsored by the UGA Alumni Association, recognizes the fastest-growing businesses owned or operated by UGA alumni.

Bulldog 100

A record 10 businesses owned by College of Education alumni were included on the 2017 Bulldog 100 list.

- Activekidz and Adult Therapy Services (Susan Cook, B.S.Ed. ’94)
- Avid Bookshop (Janet Geddis, M.Ed. ’04)
- Burney–Campbell Investments, LLC (Sherrie Campbell, B.S.Ed. ’85, M.Ed. ’91)
- Crisp Video Group (Michael Mogill, B.S.Ed. ’08)
- Extra Special People (Laura Whittaker, B.S.Ed. ’07, M.Ed. ’10)
- Innovative Therapy Concepts (Joseph M. Sapp, M. ’94)
- Joe Powell and Associates (Stephanie Powell, B.S.Ed. ’94, M.Ed. ’97, Ed.S. ’99)
- Resource Alliance (Scott Mastley, B.S.Ed. ’93, M.B.A. ’04)
- Southern Tradition Tailgating (Brad Vickers, Ed.D. ’07)
- The Therapy Spot (Lea Lanier, B.S.Ed. ’99)

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College of Education alumnus Steve Herndon (B.S.Ed. ’99) was named to UGA’s annual 40 Under 40 list for 2016, which recognizes outstanding young alumni. A four-year letter winner (1996–1999), Herndon was named to the All–Southeastern Conference first team as an offensive guard in his senior year. He is president of Safe Net Recovery, an addiction treatment center in Smyrna, Georgia.

Members of the College’s Alumni Board. WINGATE DOWNS
The next generation

Whether it’s spending a few hours on an alumni panel or spending months in a classroom, many alumni continue to stay connected to current College of Education students. We talked to four about why they serve as a mentor, and what each gets from the relationship.

MICHELLE RIDGEWAY
B.S.Ed. ’17, English/English education

“In education classes, they can sometimes overestimate how much time we have and how willing the kids are to participate. So it is a real testing ground to say, ‘Oh yeah I love the idea of this, but in actuality we won’t get any of this done so how can we turn this into something workable?’ Ms. Lyles has that experience—she can figure out how to make something workable.”

YSHEENA LYLES
M.Ed. ’01, seventh-grade English-language arts teacher at Bear Creek Middle School

“The students stay current about new theories and trends that they can add to the classroom. I feel fortunate that Michelle shares with me the latest research-based techniques—methods that I’m not aware of because I’m not in school anymore.”
MORGAN BEAN
M.A. ’17, exercise science

“Going into this internship, Clint gave me a view of what goes on behind the scenes as well as just going to the gym to work out. I didn’t realize the amount of work that goes on for a business owner—it was pretty cool to see how much they do outside of business hours.”

CLINT WATSON
B.S.Ed. ’06, owner, Creed Fitness

“As a small business owner, there’s a lot to do—and you don’t always have $40,000 or $50,000 to pay somebody to get these things done. So it’s a win for us because we can bring somebody on board at a small cost, but it’s a real win for Morgan because she’s going to be job searching soon, and she’s getting a lot of experience in running a business. Did she shadow a lot of exercises? Yes. But she’s also learning how the engine runs.”
JESSICA HOWARD  
B.S.Ed. ’13, M.Ed. ’18, third-grade teacher at J.J. Harris Elementary

“Having another set of hands and brains to bounce ideas off, you really get to put the theory they’re learning about into practice. And because that theory is constantly rolling out, they come in and teach me a whole lot.”

SAM WHISNER  
B.S.Ed. ’17, early childhood education

“This is the first placement where I can see what we learn in class being implemented in a classroom setting. And Ms. Howard is always willing to answer my questions and is so open and inviting. It’s really a learning-by-doing situation.”
TIA WILLIAMS
B.S. '05, M.Ed. '13, undergraduate program coordinator, Emory University

“TIA WILLIAMS
B.S. ’05, M.Ed. ’13, undergraduate program coordinator, Emory University

“I did my undergraduate and master’s degrees at UGA, and when I discovered there was someone, especially a black male, who was going into the College Student Affairs Administration master’s program, I wanted to talk with him about experiences he might have and be a resource to him. And pretty much Jared told me he had decided that I was going to be his mentor—but after meeting him, I was fine with it.”

JARED SNEAD
M.Ed. ’17, college student affairs administration

“I knew my transition to a large institution would be interesting because I graduated from a university (Tufts University) of 5,000 students to a university of 36,000. I wanted to process the information with someone who had also experienced it. I’m the type who tries to do my own thing, but also listens to others and uses their experience to help me navigate. Here, I’m able to do that with someone who is also a great person and someone I can relate with.”
Your challenge: Find a fun, engaging way to explain topics such as the size of an atom, the effects of sleep deprivation, or the psychology of cats.

Don’t freak out—it’s not impossible. In fact, College of Education graduate Logan Smalley tackles this every day and the results are informative, engaging videos watched by millions.

Smalley (B.S.Ed. ’06) is director of TED-Ed, the educational outreach arm of the global TED organization, known for its 10-minute expert talks on all sorts of subjects. TED-Ed takes that idea of delving into a topic and, working with a teacher and a team of animators and writers, breaks it down into a bite-sized, animated chunk that makes the topic accessible to any age. Videos such as “The Psychology of Narcissism,” “What Makes Tattoos Permanent?,” “How do Tornadoes Form?,” and “When Exactly are you Dead?” explore subjects of science, technology, and history, and help augment lessons around the world.

And these video lessons are one more way Smalley tells stories—a penchant that connects his passions in education, literature, filmmaking, and friendships.

“TED’s mission is ‘ideas worth spreading.’ TED-Ed is sparking and celebrating the ideas of teachers and students around the world,” says Smalley, noting that with TED-Ed, teachers submit ideas for lessons and the most compelling ones are selected and turned into an animation by the TED-Ed team. “We work with the teacher to draft a script, then we record the script and work with hundreds of professional animators to create the videos. The videos are translated into over 100 languages and shared online for free.”

The average TED-Ed video is viewed by more than 250,000 learners on its first day, and more than one million learners watch a TED-Ed video every day. “We’ve created videos with about 1,000 teachers at this point. The experience has been incredible.”

Even though TED-Ed began just five years ago, Smalley’s connection with the initiative started when he pitched the project as a TED Fellow in 2010—just as another of his stories was unfolding into a new, unforeseen chapter. And as with all stories, it’s about timing and the right characters.

In Smalley’s case, his cast of characters was diverse and life-changing.
Logan Smalley laughs during preparation for a TED-Ed conference in December in the New York City headquarters of TED.
GO WEST, YOUNG MEN
Smalley, a native of Athens, chose to major in special education at the College of Education after years of working at a summer camp for kids with disabilities. The camp had a tremendous influence on him—not only did it pique his interest in how people learn, but it also introduced him to one of his closest friends: A young man named Darius Weems.

The summer of his junior year at UGA, Smalley, Weems, and a gaggle of their friends decided to go on a momentous journey. It was the era of MTV’s “Pimp My Ride” TV show, and the friends had an idea—would the show pimp Weems’ wheelchair instead of a car? Diagnosed with Duchenne muscular dystrophy, Weems had never traveled outside of Athens. A road trip seemed in order.

Along the way, Smalley and others took video with the idea to make a documentary from the trip. But when they returned to Athens—unfortunately, without a pimped-out wheelchair—they were all so busy that, Smalley says, they sat on the 300 or so hours of footage for a year. When working with a freelance film editor didn’t work out, they took matters into their own hands.

The result was the film “Darius
Goes West,” and as the group of friends boarded a plane for their trip to the Santa Barbara Film Festival—while they were filmed by the TV documentary series “Nightline”—Weems’ first plane ride caught the attention of Delta Airlines.

“Delta said, ‘We’ll help you guys get to any film festival you can get into.’ So all of a sudden we have a huge incentive to apply to many film festivals,” says Smalley. “We ended up winning over 28 film festival awards.”

Along the way, the fan base for “Darius Goes West” grew exponentially. “We met over 10,000 people in so many movie screenings who were charmed by Darius’ story,” he adds. “We were a group of 13 dudes—we were kind of a scene in and of itself.”

At the end of their film circuit tour, Darius, Logan, and the crew decided to take Weems’ story on the road. Using their new network of fans, the friends bought an RV and crisscrossed the country for the next three years with the film. “We called it the ‘if you host it we will come’ model,” he says.

But wait, let’s back up a minute. Because just before Smalley
Logan Smalley became friends with Darius Weems (right) through an Athens summer camp. They and a group of friends documented their cross-country journey to “pimp” Weems’ wheelchair. After returning home, Weems and Smalley later were accepted into the first class of TED Fellows. Weems passed away in October following Duchenne muscular dystrophy-related cardiopulmonary failure, but leaves a legacy of activism. 2009 PHOTO BY SUZIE KATZ
started crisscrossing the country in an RV, he was accepted into Harvard University's technology innovation in education program. Because even though Smalley was cutting his teeth on the film festival circuit, he saw films as a way to educate and inspire—not just entertain.

“Keep in mind, this was two years after YouTube launched, one year after Facebook was no longer one school’s thing, and the year after the iPhone came out. So it was a very fun time to think about technology in education,” he says. “I think of filmmaking as an extension of my training as a special education teacher. Just as a teacher must present an idea to a diverse group of students in a way that everyone can relate to, a filmmaker must present a story in a relatable way to a large and diverse group of people in theaters. Darius’ story was relatable on so many levels, and it motivated millions of people to understand and care about Duchenne muscular dystrophy.”

Duchenne is a rare genetic disease that causes the muscles in the body to become weak over time, and is eventually fatal.

After finishing graduate school, the “Darius Goes West” road trip turned into a three-year expedition. And while on the road, Smalley and Weems applied to be TED Fellows. Today, the program includes more than 500 young thought leaders, innovators, artists, scientists, and others, with 40 accepted per year.

And they were accepted into the first class.

“It was a phenomenal program, and at the end, one of the perks was that you got to pitch a program to be a senior Fellow. I pitched TED-Ed,” says Smalley. “They loved the idea but it was not a good time for the organization to take it on.”

That story didn't end there. It just paused.

TED-Ed video lessons include topics such as "Why Do Cats Do That?" and "How Big is an Atom?" They take sometimes complex topics and make them accessible using scripts developed by teachers blended with professional animation.
Two years later, in 2011, a new chapter started.
“They called me up and said, ‘Good idea, good timing,’” he says. “They asked me to come to New York to start TED-Ed.”

THE WORLD IS WATCHING
Six years later, TED-Ed is a finely tuned operation with 15 employees who work with hundreds of animators and millions of teachers around the world. They publish three videos a week, with each one taking about four months to produce; several are in various stages of production at any time. Smalley and his coworkers also tag the main TED talks to optimize content subjects for teachers using the site, and they manage an offshoot program called TED-Ed Clubs, which gives kids from around the world access to training and a platform to create their own TED Talk.

Through this experience, Smalley says, he’s found that kids will do their best work when they know the world is watching.
“We’re trying to build the preeminent platform for student ideas,” he says. “We’re trying to leverage on modern publishing dynamics. We have a network that gets thousands of students from across the world in touch with each other every week. They talk about everything—because kids are not afraid to go there—and everyone has the power to do hard work and put their passion into something. Now we see it every week—if you put a good idea out into the world, it will be heard.”

TED-Ed is also a great resource for teachers like Kim Preshoff, an environmental science teacher in Williamsville, New York, who has had four of her lessons turned into animations. Her most recent lesson about parts per million was created live during a TED conference. “It was astounding. Everyone amazed me with their creativity,” she says. “It’s a magical process to watch your lesson come to life.”

And it’s a joy to work with Smalley, she says, who is “the real deal.” “It’s an amazing resource for a teacher, and the best part about it is, it’s always safe—I’m really protective of my kids, and I never want to put anything in front of them that’s bad. But it’s safe, valid, and up-to-date on the most recent topics.”

MAKE THE CALL
While Smalley has settled into his story with TED-Ed, he recently launched a new one about, well, stories.

What started out as a conversation at a bar among friends—“What’s your favorite opening line of a book?”—turned into a side project that can now be found in bookshops and libraries in New York, Boston, Seattle, and even Athens.

“‘Call me Ishmael’ was the first sentence of ‘Moby Dick,’” says Smalley. “That one came up and we said, what if we gave Ishmael a phone number? So we did, and we launched a website and shared it among our literary friends. Thousands of people have called and left messages about their favorite books.”

As co-founders of Call Me Ishmael, Smalley and his partner, Stephanie Kent, transcribe the calls and make them into fun videos. Last year, they upped the ante, hacking an old pay phone to allow librarians or booksellers to program

CREATING A SCHOLARSHIP
Ruth Langevin’s son, Chip Clendon, didn’t attend UGA, but his life was changed through his job at Oglethorpe House dining hall and his friendship with College of Education student Jason Bales. After Clendon’s death, Langevin realized a scholarship in his name could continue his memory while also helping students like Bales pay for their education.

“Chip lived independently, but he did this with supervision. Four years ago, we had help from a wonderful young man named Jason, who had just started the special education program here. I really had no connection to the College of Education except through Jason, and I saw him struggle—he was going to school and at one point he had three part-time jobs. ... I had never thought about doing a scholarship, but I had saved money to make sure Chip was taken care of.” Honoring Clendon through a College of Education scholarship felt right to Langevin “because he was very much at home here and a part of the University.”

Ruth Langevin
Founder,
Chip Clendon Memorial Scholarship
Ruth was also a recipient of a 2016–2017 College of Education Alumni Award.

A video monitor records participants during a TED-Ed Weekend event in the New York City headquarters of TED. (DIAN LOFTON)
buttons with audio of any of Call Me Ishmael’s 2,000 messages, then set up a display with the corresponding books.

The project is fun and a bit bizarre, Smalley says, but the response to it reaffirms his passion for good storytelling—and how it can be used to educate and inspire.

Smalley had a passion to help tell the story of his friend Weems, who died from complications related to Duchenne Muscular Dystrophy in October 2016. Today Smalley continues to teach others about his friend’s activism while pursuing other creative outlets.

“The universe is not made of atoms, it’s made of stories. Stories are how humans connect and grow and live enriched lives,” he says. “And also, I have this problem where I feel like if I’m in the presence of a great story, be it Darius Weems or these incredible teachers I get to work with at TED-Ed, or this character from the 1800s who is the front door of the most difficult novel ever, I just feel like a good story really wants to be told. It’s hard to know when it’s a good one, but when it’s a good one, it’s hard to let it go.”
The groundwork for a lifetime of advocating for children began in a small classroom in rural Georgia. There, among first-graders at Colbert Elementary School, Inez Tenenbaum honed skills that would prove handy throughout her career. Except, in those first few years after college, Tenenbaum (B.S. '72, M.Ed. '74) had no idea her passion for research, focus, mediation, and preparation would lead her to a role in regulating Chinese gypsum, football helmets, or laundry pods. “While the venues in my career have changed, my mission has stayed the same—advocating for the well-being of children and families,” says Tenenbaum, who has served as an educator, policymaker, regulator, and lawyer at various points in her life. A former state school superintendent and chair of the Consumer Product Safety Commission, she is now a lawyer in private practice.

She has often found herself in unchartered territories during her career, but has managed in every venue to rise to the occasion and make a positive difference. “I think part of why she has been so successful in her life is not only did she want to plan and be prepared, but she always has been willing to walk into uncertain situations to try and have an impact,” says longtime friend Frank Holleman, now senior attorney for the Southern Environmental Law Center. “Inez is an unusual combination of someone who always wants to feel prepared and plans and calculates, but at the same time walks consciously into very chaotic and uncertain circumstances to pursue her goals.”

POLICIES TO PROTECT
Starting as an elementary school teacher in Georgia, the South Georgia native spent several years in the classroom before moving to South Carolina to work for the State Department of Social Services. There, she licensed Headstarts and other federally funded child care facilities and worked to pass legislation that would establish fire and health standards to protect children in child care.

It was the mid-1970s and Tenenbaum’s first foray into policymaking. Growing up, her family was always interested in politics, but it wasn’t until she found herself surrounded by lawyers and lawmakers, understanding how policies were put into action to affect people’s lives every day, did she realize her own passion for politics.
Now a lawyer in private practice, Inez Tenenbaum is former chair of the Consumer Product Safety Commission and South Carolina state school superintendent.
Her supervisor in the State Department of Social Services realized this, too, and posed a challenge: work with legislators to craft a bill that would raise the standard of child care centers across the state. “The state had a very old statute on the licensing of child care facilities, but at that time child care had really taken off because so many women were going back to work,” she says. “So I went over to the legislature to advocate for new legislation and worked to organize child advocates on the grassroots level, and we got a bill passed.”

That success opened the door to a position as the director of research for the Medical, Military, Public, and Municipal Affairs Committee in the South Carolina House of Representatives. Working in the State House, she found herself surrounded by female lawyers and lawmakers who inspired Tenenbaum to go to law school. “I knew that if I was to be more successful in public policy, I would need a law degree, and working at the State House for six years made me appreciate the law,” she says.

It was also during this time that she cheered on a fellow Georgian as he ran for the highest office in the land. Volunteering with Jimmy Carter’s campaign not only led her to meet her future husband, she says, but it also solidified her desire to dig deeper into politics. Twenty years after Jimmy Carter’s successful run for President, she launched her own campaign to become South Carolina’s state superintendent of education in 1998.

While leading South Carolina’s schools, Tenenbaum says she and her team set a bold agenda. Her department handled the implementation of the newly passed No Child Left Behind Act, and she also pushed for a $750 million bond bill to improve school buildings across the state while also creating programs to support teachers and administrators on the local level.

“I came in at a time when we had just passed the state Education Accountability Act and then Congress passed No Child Left Behind. But I also surrounded myself with excellent people who had worked in schools and who could buy into my vision,” she says.
NEED-BASED AID

It’s important that teacher candidates be able to focus on their teaching—not a second job. Scholarships in the form of need-based aid are an essential resource for today’s students in the College of Education.

“As a student teacher, I ran out of scholarship money and applied for need-based aid through the College of Education. To this day, I remain thankful for the opportunity to attend college through the scholarships I received during my time at the University. ... When I joined the College of Education’s 1908 Club, I felt like the donation of $19.08 a month was manageable and that I was accomplishing something important by supporting our next generation of scholars.”

Elesha Coons
10th grade mathematics teacher
(B.S.Ed. ’14)

MAKING A DIFFERENCE

Inez Tenenbaum watches a test driver on a Chinese-made all-terrain vehicle in 2009 in Shanghai, China. EUGENE HOSHIKO/ASSOCIATED PRESS

1908 CLUB

Inspired by the founding year of the College, the 1908 Club funds need-based aid for our students. Join with a contribution of $19.08/month or $229/year. Help change a student’s life today! coe.uga.edu/give
“And I thought, OK, we can pass these laws, but what are you going to do to prepare quality teachers or give principals and superintendents leadership training? If you want to transform schools, you have to support them and give them training to do their job.”

With an additional focus on teacher quality and principal leadership training—recalling her background in quality early childhood education—Tenenbaum’s administration saw South Carolina lead the nation in education improvement. During her eight-year term, the state’s average SAT scores rose 34 points—the largest gain in the nation—and in 2007, near the end of her term, five independent national studies established that the state’s academic standards under No Child Left Behind were among the most challenging in the country.

Balancing the demands of federal legislation, or legislation from previous administrations, along with your own goals is tricky for a state superintendent, says current South Carolina state superintendent Molly Spearman. But Tenenbaum handled the challenge with confidence and grace. “Inez did come in at a unique time because the legislature did pass a new accountability system that was very transparent. It was the first time schools had to report how they were performing,” says Spearman. “Inez was very good at going in and talking with communities—she was open, but she was very tough, too. She did what was good for the students, and sometimes it pitted her against people who had supported her in her elections. But she was very tough and very passionate.”

A ‘POLITE’ SENATOR

Tenenbaum hadn’t considered running for office beyond the superintendent post, but during her second term she was tapped to run against Sen. Jim DeMint to replace the retiring Sen. Fritz Hollings. Even though the strong turnout for President George W. Bush boosted DeMint to the Senate seat, Tenenbaum did make a connection on the campaign trail that would prove successful later on—her introduction to a young senator from Illinois who appeared to be a rising star in the Democratic Party.

“I met Barack Obama. He was running for U.S. Senate, and he came to Columbia to campaign for me,” says Tenenbaum. “They said, ‘This man’s got a rocket on his back.’ He was so polite, such a likable, polite, reserved person.”

She recalled hosting a town hall meeting during Obama’s visit to South Carolina at a venue that could hold 1,500 people. But at least 1,700 showed up for the event. “The fire marshal turned the rest away, and I knew then, this is magic.”

The meeting sparked a friendship...
that continued during his run for the presidency. No longer state superintendent at that time, Tenenbaum hit the campaign trail for Obama and worked with his team to write the education plan for his platform. After the election, Obama tapped Tenenbaum for a new challenge that combined her advocacy for children and her love of policy and the law: Chairman of the U.S. Consumer Product Safety Commission.

Like her time as South Carolina State Superintendent of Education, when she came into the job following a massive overhaul of educational requirements, she started at the U.S. Consumer Product Safety Commission after new legislation had passed that made sweeping changes with a particular focus on the safety of children's products. "The White House felt confident that I had a passion for children and the knowledge of administrative law to lead the agency," she says. "During my tenure, we created the saferproducts.gov website. We opened the first out-of-country office, in Beijing, to work more closely with the Chinese government and American manufacturers. We held the first North American summit with Canada, the U.S., and Mexico on how we, as a continent, were going to work together at product safety."

During her tenure, Tenenbaum dealt with several high-profile consumer product cases, such as requiring football helmets to be better insulated, addressing complaints about sulfur emissions from Chinese drywall, and stopping unsafe products from coming into the country at ports of entry. Her administration also focused on rules to make children's products safer, such as establishing some of the highest crib safety standards in the world, lowering limits on lead and other toxic chemicals in toys, and limiting the use of certain phthalates in children's products.

Since leaving the post in 2013, Tenenbaum has focused on her law career. After starting her own practice a year ago, she recently joined the Wyche firm located in Columbia and Greenville, South Carolina.

No longer looking at running for public office, Tenenbaum says she enjoys the opportunity to combine her passions for education and children's advocacy in her role as an attorney. Today, her clients rely on her for her educational policy expertise, her consumer product and recall experience, and her common-sense approach to problem solving.

Skills any teacher would be proud to have, whether your classroom is in an elementary school or in a courtroom.

"The work I do is meaningful and interesting," she says. "I can help corporations and also be a passionate advocate for child safety and child education. So it really is working out well."

"When you can lead the sons and daughters of America, it’s really a great honor," says LeBoeuf. "I had the opportunity to do many different things. I led American soldiers, flew helicopters in Germany, was the Master of the Sword, am a wife, and most importantly, a mother."

—Kathryn Kao (A.B.J. ’13)
‘I LIKE TO BUILD PEOPLE UP’
Cheri Leavy wants you to be a success. And she will work as hard as she can from behind the scenes to help make that happen.

That’s because Leavy (B.S.Ed. ’97) has a talent for turning passion into something tangible—all while deftly managing a slew of publication interns and leveraging the expertise of those around her to create success stories. This talent surfaced when she was teaching English and editing her students’ literary magazine at a Brunswick County, Georgia, high school. Today, she has found balance in a publishing career that spans traditional and non-traditional media.

“I’m still teaching, although I may not be in the classroom,” she says. “But I’m passionate about helping female entrepreneurs with branding, social media, traditional marketing, and how to pitch to the media. So I haven’t really strayed very far from my major.”

After several years of teaching, Leavy reached out to her friends at the local newspaper, The Brunswick News, with an idea: Would they be interested in publishing the writings of students from across the county? Soon, not only was she editing pieces for the paper, but she began coordinating the Newspapers in Education program to use newspapers as a teaching tool.

A fifth-generation native of the St. Simons area, Leavy then leveraged her deep knowledge of Georgia’s Golden Isles—as well as her sense of style—as editor of Coastal Illustrated, a magazine that covers the area’s social scene. The success of Coastal Illustrated led to two others: Bulldawg Illustrated, which focuses on Georgia football social events, and Guide2Athens, a guidebook focusing on businesses in the Athens area.

And in the midst of launching the Athens-based publications with her husband, Vance, Leavy partnered with friend Whitney Long to launch a website and annual conference focused on Southern artisans, entrepreneurs, and trendsetters: The Southern Coterie (or “Southern C” to its fans).

By leveraging digital media and combining it with an annual conference, The Southern C is now a springboard connecting Southern entrepreneurs and artisans with emerging and established brands, bloggers, and magazine editors. “We want to help connect them to the right people and to work together, because we’re about community over competition,” says Leavy.

Her leadership from behind the scenes is evident through her sense of style, her involvement in her hometown (and her “adopted” hometown of Athens), and her love of UGA. She now serves on the University’s alumni board.

“I like to build people up, which is why I like to teach to begin with,” she says. “But everything I’ve done along the way are things I’m passionate about. I’m always trying to give people more education and confidence.”

—Kristen Morales

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Make your mark on the College of Education through an engraved brick on the front terrace of Aderhold Hall. With a donation of $200, you may honor a loved one, show your respect for a professor or program, or commemorate a personal milestone! All proceeds support need-based aid through the Board of Visitors Scholarship.

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GERALDINE CLARKE

Resident support director,
Athens Housing Authority

‘WHAT I’VE LEARNED IS NOT TO ENABLE BUT TO EMPOWER’

Working with adult learners is a uniquely rewarding experience, says Geraldine Clarke.

As director of resident support for the Athens Housing Authority, Clarke (B.S.H.E. ’76, M.Ed. ’96, Ph.D. ’10) creates educational programs that change lives. Whether it’s a class on financial literacy or a discussion about goal setting, she says, her adult students all bring their unique life experiences to the table—and these become building blocks for their next steps.

“You take those life experiences to help them get to where they want to be,” says Clarke, who received her graduate degrees from the College of Education’s Department of Lifelong Education, Administration, and Policy. But she considers herself more of a facilitator or a trainer than a traditional teacher. “I help move them toward their goals, but also to capitalize on their life experiences, because you can’t downplay that. That has to be part of it.”

With a background in social services before coming to the Housing Authority, Clarke knew she wanted to work with families to improve lives. Her initiatives include classes for the 1,154 resident families on budgeting, setting goals, and going back to school. She also created the Inter-Community Council, a 501(c)3 nonprofit that gives residents the opportunity to lead within their own communities.

This is her 41st year working for the Housing Authority, and as retirement draws closer, she looks back on a long and rich history of helping lift families up.

“I’ve seen more good than not good, and I’ve had an opportunity to really impact people’s lives,” she says. Everyone, no matter their circumstance, has goals and can accomplish so much, she says. “People want to be heard. They want to know that they’re doing their best, and they can leave here and do great things. And it’s just helped me stay focused on helping families help themselves.”

This is an important point, she says. Because when you enable someone, they will only see a temporary benefit. If you empower them, they reap benefits for a lifetime.

“What I’ve learned is not to enable but to empower. There is a difference,” she says. “It’s like anywhere else—if you want to do something to change where you are, to move out and do better, then you have to just do it. It’s not easy.”

— Kristen Morales

MAXINE BURTON

President and Founder, burton + BURTON

‘YOU HAVE TO LOOK AT THE OPPORTUNITIES, AND THAT’S WHAT I DID’

Although Burton (B.S.Ed. ’72, M.Ed. ’78) has a degree in early elementary education, she quickly learned that her teaching skills could come in handy beyond the fourth-grade class she taught after graduation. After two years in the classroom, Burton changed gears to help her husband in the wholesale floral industry and was soon introducing a new concept to small floral business owners — balloons, designed with words and pictures, as an add-on to a flower arrangement.

“Back in the early ’80s, foil balloons were very new to the market and mainly came in solid colors or with very basic messages, such as ‘get well’ or ‘happy birthday,’ or with simple characters printed on the face of the balloon,” says Burton. These foil balloons were sold mainly through fairs or carnivals or to accompany a singing telegram, and soon began to be sold in bouquets, directly competing with the floral industry.

Burton saw these foil balloons as natural extensions to floral arrangements and began to educate flower shops on how they could capitalize on the concept of a “floating greeting card” attached to a floral arrangement. This concept took off quickly and burton + BURTON, a family-owned business founded in 1982, has since grown into one of the largest balloon and gift companies in the world.

“Some people said that balloons were just a fad, but balloons have always made people happy,” she adds. “There are certainly no fewer balloons sold today than were sold in the 1980s, they are just marketed in different ways, and (they) continue to be a natural accompaniment to floral arrangements.”

Today, burton + BURTON continues to value education, employing a full-time training manager to educate staff members, not only in sales and product knowledge, but in quality customer service. This year will also see the return of Balloonia, a company-sponsored event held every five years that draws hundreds of industry professionals from around the world. Classes at the event include balloon art, décor ideas, innovative trends, and good business practices, as well as networking opportunities and career development.

“You have to look for opportunities, and that’s what I did,” Burton says. “Our business evolved while teaching others about how their business could evolve. I could not have accomplished any of these goals without my educational background and my experience teaching others.”

— Kristen Morales
Lessons in the LANDSCAPE

Leo Twiggs’ paintings tell stories about injustice throughout the South and around the world.

Even on a gloomy, humid day, Leo Twiggs’ studio is alive with color, texture, and the smooth notes of classical jazz. He moves seamlessly around a table covered in jars of concentrated dye and drops a few pieces of wax into a steaming pot.

After mounting a piece of fabric to a board and dipping a pen-like tool into the melted mixture, he delicately weaves a simple pattern across the surface. Long hours spent painting, dipping, and crushing the wax result in a thoughtfully composed scene that appears spontaneous, but speaks to the American culture in a deep and meaningful way.

Called batik, this method of painting is time-consuming and rarely used by modern-day artists. It is traditionally used to decorate wall hangings, clothing, and tapestries, but batik’s volatile nature means it must be handled with great care to create modern works of art.

Twiggs (Ed.D. ’70) developed an affinity for batik while experimenting with it in the early ’60s. He has since created his own technique for the medium, breaking new ground in the art world not just for his powerful pieces but also for his impact on art education in the South.

“I think as an artist you’ve got to have a voice,” says Twiggs, whose studio is adorned with an arsenal of images and symbols. “If you sing falsetto or soprano, that’s the nature of your voice, and those voices are iconic because it’s through your voice that you say what you want to say. And so for me, batik had that. It’s mellow, it’s batik whispers, it’s like jazz, it’s introspective.”

IMAGES OF THE SOUTH

The back wall of Twiggs’ studio is covered with photographs, clippings, and posters of images that echo the Old South—a cow standing in a quiet field, a yellow railroad crossing sign, a snapshot of Hurricane Hugo, and most notably, a haunting painting of the Confederate flag.

These signs and symbols are central to Twiggs’ work as a batik artist. In fact, his fascination with these forms runs so deep that many of them are revisited over and over again in painting series that symbolize the story of the African-American journey from slavery to freedom, and later, to equality.

“We African-Americans need to find symbols in our culture just like Picasso uses the bull and horse from his culture in his painting ‘Guernica,’” says Twiggs. “I thought, I grew up on a farm, what about a cow? A cow is a really docile creature and is a symbol of a group of people who are led around and have no power.”
Leo Twiggs' paintings tell stories about injustice throughout the South and around the world.
Born and raised in St. Stephen, South Carolina, Twiggs remembers the sights, sounds, and scents that shaped his imagery of the South—including the cows on his family's farm that often appear as quiet silhouettes in his batik paintings.

His experience in high school as a film projectionist at a local theater inspired the tone and subject matter of many of his works. Twiggs' mother always stayed up, no matter how late, to be sure he safely returned home from work—especially as African-Americans became increasingly targeted by hate groups. Looking back, Twiggs realized his mother wasn’t alone in her worry, and that all over the South other mothers worried about the fate of their children. This feeling of being a target was later reinforced after the events of 9/11, says Twiggs, and more recently, the deadly shooting that took place at “Mother Emanuel,” the Emanuel African Methodist Episcopal Church in Charleston, South Carolina.

Now, in a sense, all individuals are targeted by an unknown enemy, he adds. This unseen threat became the inspiration for his “Targeted Man” series, which features numerous motifs, including a three-ring target, a lone X reminiscent of a railroad crossing, and a faceless figure. Twiggs' artwork is primarily influenced by his experience growing up in the South as an African-American man, and one of his most iconic series features the region's most divisive symbol in various stages of deterioration.

Twiggs' fascination with the Confederate flag developed during his drive back and forth between Orangeburg, South Carolina, where he lives today, and Athens, Georgia, where he attended graduate school at the University of Georgia and became the first African-American to receive an Ed.D. in art education. During these journeys, especially on Confederate Memorial Day, Twiggs was reminded of an era long gone.

“I had never seen the flag displayed so vividly before because, in South Carolina, it was on top of our state house and there was all this controversy,” he says. “But nobody had them hanging from their homes.” Using the flag as the central motif, Twiggs commemorated this display with a series of distorted and ghostly images. Though very much a relic of the past, the Confederate flag continues to serve as an icon of the South today. This dichotomy of emotions, represented by the flag's cracked appearance and varying levels of intensity, speaks to the symbol's lingering effects on viewers today.

While painting the flag's bars, Twiggs was reminded of a railroad crossing, which he says symbolizes the racial conflicts the nation must learn
‘I HAD NEVER SEEN THE FLAG DISPLAYED SO VIVIDLY BEFORE BECAUSE, IN SOUTH CAROLINA, IT WAS ON TOP OF OUR STATE HOUSE AND THERE WAS ALL THIS CONTROVERSY.’
to cross over. “Life itself is a series of crossings,” he adds. “Death is the final crossing.”

All of these elements—the flag, the target, and the letter “X”—eventually culminated together in a series commemorating the nine victims who lost their lives at Charleston’s Mother Emanuel church.

“It just came together; it was like a perfect storm so to speak,” says Twiggs, whose nine-part series, “Requiem for Mother Emanuel,” was on display at the Mint Museum in North Carolina earlier this year. “I think what happened to me was because I had painted Confederate flags, it was just natural for me to do it and to say what I had to say, using the flag as a motif.”

BRINGING ART TO OTHERS

A long, vertical painting, “Last Flag,” hangs on Twiggs’ studio wall. It is striking not because of what it depicts, but because of what it does not. The empty space between the faceless man at the bottom of the painting and a deteriorating flag hovering at the top gives the image an eerie, quiet nature.

It was as a graduate student in the UGA College of Education, under the mentorship of art professor Edmund B. Feldman, when Twiggs began to compose his paintings in this way—playing with space and emotion to elicit a visceral response. While pursuing his doctorate at UGA, Twiggs continued to teach at South Carolina State University, and Feldman’s influence helped impact Twiggs’ own art while also informing his work as an art educator.

“Feldman spoke about looking at art and making art as a way to engage our students as art teachers,” he said. “Making art is what we’re doing, and so as a teacher, I thought about that and it really helped me with my students.”

In 1970, after receiving his Ed.D., he remained at S.C. State to help create the institution’s first art department. At the time, S.C. State did not offer an art major, so Twiggs made it his mission to build the program up and attract the most talented students. In fact, after establishing a program and then a department, Twiggs further highlighted the arts by opening the I.P. Stanback Museum and Planetarium on the university’s campus.

As head of the art department, Twiggs was adamant about staffing his program with working artists to train and teach his students. “You can’t teach students about creativity if you don’t create,” he says. “Even though I was an administrator, I couldn’t tell my faculty to create art and exhibit if I did not do that myself.”

After teaching art for three decades and working with African-American architect Harvey Gantt of Charlotte to design a new art building at S.C. State, Twiggs retired in 1998—the same year the building opened.

A WORK IN PROGRESS

“It’s a time-consuming process, but the results are worth it,” says Twiggs of his unique and rarely used medium. “I don’t rush it because people want it. You learn over time how to create the subtleties that you want, and I think I’m at that place in my career where I have control over the medium, but I’m still learning.”

Dye is unforgiving, making patience important when working with batik. This attention to detail and quality of work captured the attention of Bill Eiland, director of the Georgia Museum of Art, who helped in the early 2000s to organize a retrospective exhibition of Twiggs’ work, which then traveled throughout the South.

“It was an exhibition that spoke directly and eloquently to its viewers,” says Eiland. “Twiggs’ use of batik reinforces the ‘folk’ element in his work, although he is decidedly not a folk artist. He has borrowed a technique for its expressive possibilities that he can exploit in images that otherwise may be mute.”

There are very few artists who paint using Twiggs’ batik techniques. The main reason for this is because, as a pioneer of the medium, he had to invent his own painting process to make the medium viable. With no precedent holding him back, says Twiggs, he could innovate freely and learn from his mistakes.

Working within the confines of the medium has been an interesting challenge for the artist. He developed the perfect wax mixture for creating crackles and, through trial and error, discovered ways to mount the fabric on hardboard so he could continue to apply dye. These innovative techniques define his work as true batik paintings rather than traditional wall hangings.

Before attending UGA, Twiggs was an art student at both the Art Institute of Chicago and New York University, where he was immediately engrossed by the peace and quiet serenity of oriental art. To this day, his art continues to exude a soft yet deeply moving atmosphere that speaks to racial injustice in the South and around the world. While grotesque and haunting at times, Twiggs says he enjoys batik because of its tendency to appear serene and blurry. But by incorporating a crackle effect with the wax or a splatter effect with the paint, he keeps his work focused on unresolved conflicts in the South and around the world.

“UGA was very important in my career,” says Twiggs. “Every place I’ve been to really contributed something to my work. Georgia came along at the right time because I knew how to do batik, I had taught in public schools, and I was building an art program.

“If you paint, that raises questions. So when I paint a Confederate flag, when I paint a targeted man—it’s about creating questions that are hidden by the answers.”
‘IF I DIDN’T TRY, I’D ALWAYS REGRET NOT TRYING’

Cabell Sweeney admits she was intimidated by mathematics.

As a sophomore at UGA, Sweeney (B.S.Ed. ’95) wanted a degree that connected her to people. And working with the Young Life ministry, she also knew she wanted to make a difference in kids’ lives. Education seemed to be a good fit.

Except for one tiny part of the curriculum—mathematics. Sweeney felt intimidated by the idea of teaching it.

But as a new student in the College of Education, she joined a research project led by a graduate student—now the College’s senior associate dean, Denise Spangler. During the project, Sweeney visited classrooms taught by engaging, inspiring teachers and began to see that math wasn’t something to be feared after all.

“I was intimidated at the thought of making lesson plans, but the way that Denise talked about math, and taught us how to make manipulatives and bring literature into it, it’s not just math but you’re learning and teaching and discovering with some goals,” says Sweeney, whose life’s twists and turns have brought her face-to-face with several intimidating decisions. So far, she says, embracing learning, growing, and changing is the best way to tackle them.

One of these changes came about as a project on her kitchen table, when her mother bought Sweeney unfinished pottery as a wedding present. Even though she had never painted pieces outside of a paint-your-own-pottery outing, she eventually decided to take the plunge and begin to paint—no matter how intimidating the challenge seemed.

But today, that challenge is one of the most fulfilling aspects of her life, as she creates whimsical designs for her own business, Cabell’s Designs. Her UGA-themed pieces are also sold by Magnolia Lane Collection.

“The same things that Denise was modeling for me were the same things my mom taught me—if you’re learning and growing and changing, it’s not failure,” says Sweeney, who now spends her days working out of her Northwest Georgia studio. “So yeah, I was scared. I was scared I’d try this thing and I would fail. But I also realized that if I didn’t try, I’d always regret not trying.”

Sometimes it’s the difficult things that make life enjoyable, she adds.

“I believe that if you are living out your passion and your purpose, you are among the few who are blessed to be able to do that,” Sweeney says. “Nobody is a self-made anything. We’ve all been dealt a hand in life and some people play it really well. Yes, there’s a lot of hard work, but I’ve been really fortunate, and I’m really grateful to have been dealt a pretty great hand.”

— Kristen Morales

CABELL SWEENEY
Founder and co-owner, Cabell’s Designs

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1960s

J. Alvin Wilbanks (BSED ‘64, MED ‘68) received the Lifetime Achievement Award from the UGA College of Education during last year’s Donor Appreciation and Alumni Awards.

Leo Salter (MED ‘66) published the book “Therapeutic Deception” (Amazon, 2016), which deals with psychotherapy.

Julia Clark (MED ‘68) received the 2016 Distinguished Service Award from the Rutgers University Graduate School of Education Alumni Association. This is her third alumni award, with distinguished alumni honors also from Fort Valley State University and the University of Georgia.

1970s

Faye Kirschner (MED ‘71) was named an Armstrong Hero and an Outstanding Alumni by Armstrong State University, where she has taught in the health and physical education department for the past 20 years. This year, she will be inducted into the Armstrong State University Athletic Hall of Fame.

Marie Woodward (BSED ‘71) is president of the Georgia Alpha Beta chapter of Alpha Delta Kappa, an international honorary organization for women educators.

Harold Johnston (MED ‘70) wrote the book “Israel: Walking in Holy Footsteps,” then traveled to Israel to deliver copies to the country’s president and prime minister.

Tom Poland (MED ‘75) released the book, “GeorgiaLina: A Southland as We Knew It,” which tells tales of exploring the back roads between Georgia and South Carolina.

Al Russo (BSED ‘76) retired as the interim chief human resources officer for the Richmond County School system. He had been with the district for 36 1/2 years as a teacher, coach, and administrator.

Jo Ellen Oliver (MS ‘94, PHD ‘78), now retired, continues to substitute teach weekly in Clarke County schools at age 80.

R. Steve McCallum (PHD ‘79) was among eight honored by the UGA Graduate School as “alumni of distinction.” McCallum is a professor of school psychology at the University of Tennessee.

1980s

Jennifer Floyd (BSED ‘83, MED ‘89) retired after 33 years with the Franklin County School district. Floyd served as a middle school teacher, assistant principal, and principal.

Amy (Schuman) Lynch (BSED ‘83) reached more than 200 girls and young women, helping them grow in self-awareness, responsibility, and hope through her nonprofit ARM of Care. The organization uses the creative arts as therapy to restore and empower girls and young women who have been sexually exploited or who are at risk for exploitation.

Alfredo Ramirez (MED ‘87) served as the interim chief human resources officer for the Richmond County School system. He had been with the district for 36 1/2 years as a teacher, coach, and administrator.

1990s

Dr. Jeff Chambers (BSED ‘91) has opened Urgent Care of Oconee in Watkinsville, Georgia.

Dr. Cindy Darden (PHD ‘91) received the Lifetime Achievement Award from the UGA College of Education during last year’s Donor Appreciation and Alumni Awards event.

K. Greenleaf Center for Servant Leadership.

2000s

Mike MacIntyre (MED ‘91), head football coach at the University of Colorado, was named the Pac-12 Coach of the Year.

2010s

Betsy Bockman (MED ‘84, EDS ‘92; far left) received the first Lifetime Achievement Award in Education and Business from the Educational Advisory Foundation. She was recognized for her service to Atlanta Public Schools.

Paige Cole (AB ‘00, MED ‘07, PHD ‘14) was named Oconee County (Georgia) Teacher of the Year.

Jessica DeCuir-Gunby (MA ‘00, PHD ‘03) received the Outstanding Educator Award from the UGA College of Education during last year’s Donor Appreciation and Alumni Awards.

Jennifer Westbrook (BSED ‘00, MED ‘02) is principal of Mount Vernon Elementary School in Gainesville, Georgia.

Catherine Bradshaw (MED ‘99) received the Professional Achievement Award from the UGA College of Education during last year’s Donor Appreciation and Alumni Awards event.

Anna-Kristin Yarbrough (BSED ‘99) is a director with Beautycounter, an organization that advocates for greater regulation within the skincare and cosmetics industry, while also offering safer alternative products.
Cindy Quinlan (BBA ’02, EDS ’09) was named the 2016 Teacher of the Year by the Association for Career and Technical Education.

Lori Beer (BSED ’03) is team coordinator/marketing for Rapid Mortgage Company in Cincinnati.

Tonya Harris Cornileus (MED ’04, PHD ’10) gave the Commencement address at the fall 2016 UGA Graduate School ceremony in Stegeman Coliseum.

Alvetta P. Thomas (EDD ’06) was among eight honored by the UGA Graduate School as “alumni of distinction.” Thomas is the president of Southern Crescent Technical College.

John Watford (EDD ’04) was named president of South Georgia Technical College in Americus, Georgia.

David Young (EDS ’04) published a therapeutic card game for middle and high school students, co-written with Dr. Lauren Wynne, called “Acting Out! 60 Amazing Role Plays That Explore Solutions to Critical Teen Issues” (Youthlight, 2016). He is also working with College of Education professor Deryl Bailey to organize the first-ever International Conference in Aberdeen, Scotland, in 2018.

Katherine Kandalec (BSED ’05, MED ’08) received her doctorate in education (adult and community college education) from North Carolina State University.

Cheryl Harris (BSED ’06, MED ’07) was appointed by Georgia Gov. Nathan Deal to the Statewide Independent Living Council.

Shelly Gleaton Blair (MAT ’14) received the Outstanding New Teacher of the Year award from the Walton County School District in Monroe, Georgia. She now teaches kindergarten at Walker Park Elementary School.

Timothy Mullen (PHD ’06) published the book “Stop Blaming and Start Talking: Developing a Dialogue for Getting Public Education Back on Track.” The book was written as an insider’s view of what is happening in public education and what conversations need to take place.

Ryan Akers (PHD ’07) received the Outstanding Young Alumnus award from the UGA College of Education during the 2016 alumni awards event.

Maria Wynne Gilmour (PHD ’07) launched the first online-only behavior analyst certification program in Oregon, at Portland State University’s Graduate School of Education.

Kazuya Takahashi (MED ’07) was selected as a top-10 finalist for the Varkey Foundation Global Teacher Prize for his innovative work in the classroom.

Allison Bentley (BSED ’08) is teaching the marketing program at Prince Avenue Christian School in Bogart, Georgia. As part of the program, she created a new computer class and a life skills course for middle and high school students. She also serves as the yearbook advisor.

Erin Hames (BSED ’08) received the Professional Achievement Award from the UGA College of Education during last year’s Donor Appreciation and Alumni Awards.

Chanda White (MED ’09) is a fifth-grade mathematics and science teacher with Clayton County Public Schools. White also received her master’s of social work degree from Our Lady of the Lake University in San Antonio, Texas.

2010s

Anna Berrier Lawrence (BSED ’10) is program coordinator for Destination Dawgs, a non-degree certificate program that provides students with intellectual disabilities who are transitioning to adulthood an opportunity to prepare for a career and independent living.

Brandee Appling (EDS ’11, PHD ’15) is assistant professor of counselor education with a specialization in school counseling at Auburn University.


Cody Patterson (BSED ’11) received a master of arts in strategic communication management from Concordia University in St. Paul, Minnesota, and handles public relations, communications, and special projects for the lieutenant governor of Kentucky.

Ken Roberts (EDD ’11) is engineering chair at Athens Technical College in Athens, Georgia.

Erinn Floyd (PHD ’12) is director of gifted education for the Alabama State Department of Education and is the first African-American appointed to the position. She is one of two state-level gifted education directors.

Michael Dillon (EDD ’13) is a professor for Central Michigan University’s master of science in administration program, teaching as part of the school’s Global Campus located in Atlanta.

Taylor Jackson (BSED ’14) has been accepted into Emory University’s physician assistant program to pursue a dual master’s degree in public health and global health.

Mary Benefield (BSED ’15) graduated from Jacksonville University in Jacksonville, Florida, with a master’s degree in speech-language pathology.

Caitlin Horan (MED ’15) works in graduate admissions at George Washington University’s school of business in Washington, D.C.

Abby Ward (MED ’15) is program coordinator for the Augusta University/University of Georgia Medical Partnership internal medicine residency program.

Chelsea Walker (BSED ’15, MED ’18), now a graduate student clinician at the UGA Speech and Hearing Clinic, was elected president of the National Student Speech-Language-Hearing Association.

Rouhollah Aghasaleh (PHD ’16) is a postdoctoral research associate at Georgia State University’s department of middle and secondary education and is project coordinator for “A Reciprocal Model for Teaching and Learning Computational Competencies: Connecting Pre-/Service Teachers and Urban Latino Youth” (National Science Foundation).

Kimberly Buice (BSED ’16) received a Fulbright English teaching assistantship and will be working at the Teacher Training College in Savannakhet, Laos.

Cristalis Capielo (PHD ’16) joined the faculty at Arizona State University as an assistant professor. She was also awarded the Outstanding Dissertation Award at the seventh Biennial Conference of the National Latina/o Psychological Association.

Sydney Laseter (BS/ BSED ’16) received a Fulbright English teaching assistantship and will be working for a new program at Slobodan Skerovic High School in Podgorica, Montenegro.

Stephanie Jones (PHD ’16) is an assistant professor of education at Grinnell College in Grinnell, Iowa. She was also selected as a new Mellon Faculty Fellow by the Andrew W. Mellon Foundation.

Jonathan Turk (PHD ’16) was named senior policy research analyst at the American Council on Education’s Center for Policy Research and Strategy in Washington, D.C. The American Council on Education represents nearly 1,800 colleges and universities and is the major coordinating body for the nation’s institutions of higher learning.
COMMIT TO OUR STUDENTS

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“I was overwhelmed by the many expenses I would be responsible for to become a state-certified teacher. My scholarship came as a relief to a lot of that stress.”

Lauren Tricksey
BSED ’16, middle school education

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Designed to grow the number of undergraduate student scholarships awarded, the program will match individual donations of $50,000 up to $500,000 to double the impact of endowed need-based aid for students struggling to receive a top-quality education.

If you make a Georgia commitment gift, you will receive a dollar-for-dollar match, meaning that a $50,000 gift will have a $100,000 impact.

Donors can pay off their portion of the pledge over four years and the scholarship is awarded immediately the following fall.

Once committed, the scholarship will continue to grow in perpetuity, benefiting countless students down the road. With the combined efforts of our alumni and friends, the College can take a giant step towards eliminating the financial struggles facing our most deserving students.

The average at-risk student at UGA faces an ANNUAL DEBT OF $10,170 even if they have the HOPE Scholarship and a Federal Pell Grant OVER 46% OF UNDERGRADUATE STUDENTS in the College of Education have unmet financial needs, ranging from tuition and student fees to meals and transportation.

For more information on the Georgia Commitment Scholarship Program, contact Elizabeth Kozak at emg@uga.edu or 478-737-3449.
FIRST-EVER DONOR CELEBRATION BRINGS ALUMNI AND FRIENDS TOGETHER FOR AN EVENING OF SUCCESS STORIES.

Last fall, the College hosted its first Donor Celebration to honor and thank some of our most faithful supporters.

The evening reception at the State Botanical Garden of Georgia gathered 175 attendees for food, a silent auction, and live music and painting. As a highlight of the evening, guests watched several videos of donors sharing their reasons for giving.

“I’m forever grateful for people who took the time to give back to the University of Georgia,” said Elesha Coons, a recent College of Education graduate who received scholarships when her own money for her UGA education ran out. Today, Coons gives back to the College as a member of the 1908 Club. “It was so helpful to know that there are people in your corner that you don't quite see. It builds a sense of belonging and family, and also a commitment to giving back to the people who are behind me. So I feel like now that is one of my responsibilities.”

A silent auction that evening raised $6,000 for need-based aid, and alumnus Jamie Calkin (Ph.D. ’05) was on hand creating paintings as the event was taking place. Guests also heard remarks from Dean Craig H. Kennedy, Elizabeth Kozak, the College’s director of development, and Jana Burchette, a master’s degree student in kinesiology who is also president of the College’s Student Ambassadors.

— Kristen Morales
Below, a crowd of 175 filled the atrium at the State Botanical Garden of Georgia for the first Donor Appreciation event.

Michelle Hood and Lisa Sheehy (B.S.Ed. ’89, M.Ed. ’95, Ph.D. ’04).

Mark (B.S.Ed. ’80) and Kathy Slonaker (left) with June (B.S.Ed. ’71, M.Ed. ’74, Ed.S. ’76) and Paul Martin.

From left, Cardee Kilpatrick, Norm Wood, Peggy Wood (M.Ed. ’62, Ed.D. ’63), and Jeremy Kilpatrick.
In Memoriam

IRA AARON (1919-2016)

A passionate advocate of reading and literacy, Ira Edward Aaron was an award-winning public school teacher before coming to the UGA College of Education to teach, mentor, and give back to his students and the College. Aaron died Sept. 27, 2016.

Aaron's contributions to the teaching of reading are vast. Along with starting the reading education program at the College, he also founded the UGA Reading Clinic, which remains one of the oldest continuously run reading clinics in the country. As a national leader in the field of reading education, he also served as president of the International Reading Association and the Reading Hall of Fame, into which he was inducted in 1983.

TED MILLER (1932-2016)

A prolific writer and speaker, Ted K. Miller served for 35 years in the Department of Counseling and Student Development Services and is remembered for his contributions to the study of student affairs. Miller died Aug. 20, 2016.

He co-authored many books, chapters, and articles advancing the study of higher education and student personnel administration. In 1979, he joined with a team from national professional organizations to establish the Advancement of Standards for Higher Education, a consortium of organizations that established professional standards and guidelines for support programs and services in higher education. From 1989 to 1992, he was the director of UGA's Southern Association of Colleges and Schools accreditation reaffirmation self-study and chairman of the steering committee. He was also instrumental in the University's strategic planning during that time.

Miller was also the founding president of the Georgia College Personnel Association (GCAPA) and the Council for the Advancement of Standards in Higher Education (CAS). In honor of his efforts, CAS established the annual CAS Ted K. Miller Award for Excellence.

BERNICE COOPER (1911-2016)

Bernice Louise Cooper came from humble beginnings—one of 14 children from a farm in small Pavo, Georgia—but went on to become the first woman to earn a doctorate from the University of Georgia. A lifelong educator and scholar, Cooper died Dec. 30, 2016.

Her love of reading, learning, and teaching, especially children's literature, helped her to earn all three degrees from UGA (B.S. ’47, M.S. ’53, Ed.D. ’56). After she received her doctorate, she was hired by the UGA College of Education and eventually served as head of the department of elementary education during her 40-year career.

Gifts are accepted in Miller's memory through the Theodore K. Miller and Roger B. Winston Jr. Research Award.

Gifts are accepted in Cooper’s memory through the Women Pioneers in Education Scholarship Fund, which honors accomplished women who have inspired future generations and left a legacy in P–12 and higher education.

Those wishing to contribute a gift in Aaron’s memory may give to the Ira Aaron International Study Scholarship or the Ira Aaron Award for Teaching Excellence and Collegiality.

To donate to these scholarship funds, send your check, payable to the UGA Foundation, to Meredith Metcalf, G2F Aderhold Hall, 110 Carlton St., Athens, GA 30602. Please put the name of the fund in the memo line. Questions? Contact Meredith Metcalf at mmetcalf@uga.edu or 706-542-2267.
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Keeping the Connection
Cerald and Doris Firth are enjoying watching their grandchildren become the third generation to attend the University of Georgia—in fact, like Doris, their daughter and granddaughter are graduates of the College of Education. For them, supporting the College’s Fund for Excellence is a natural way to stay connected.

“We give because we both have always been so involved. We have 12 grandchildren, and we have watched 10 graduate from college, three from the University of Georgia. Therefore, assisting students is very important to us.”

Drs. Doris Firth (Ed.S. ’78, Ed.D. ’80) and Gerald Firth (former dean and faculty member)
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‘I’M AT THAT PLACE IN MY CAREER WHERE I HAVE CONTROL OVER THE MEDIUM, BUT I’M STILL LEARNING.’

Artist Leo Twiggs (Ed.D. ’70)

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