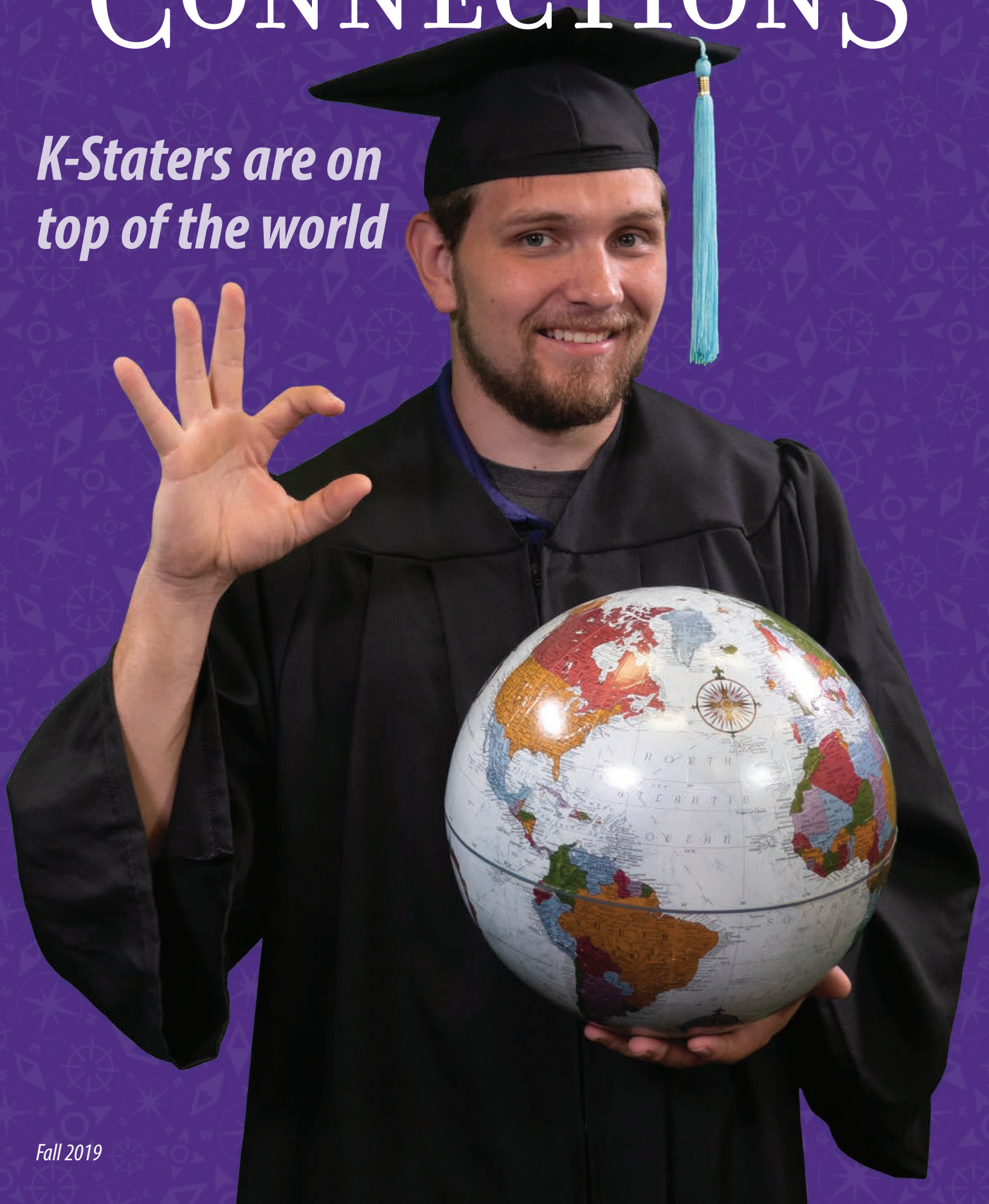


COLLEGE OF EDUCATION

CONNECTIONS

*K-Staters are on
top of the world*



Fall 2019



CONNECTIONS

FALL 2019

Patrice Scott is editor of *Connections* magazine, which is published annually. Share story ideas with her at 785-532-2521 or patrices@k-state.edu.

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Design and layout by Mary Hammel.

On the cover:
Zach Cooper, agriculture education teacher at Abilene High School and current graduate student in curriculum and instruction

KANSAS STATE UNIVERSITY

College of Education

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Jerry Johnson
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2019 ALUMNI FELLOWS
Below left: State Rep. Barbara Ballard was the 2019 Graduate School Alumni Fellow and earned her doctorate in counseling and student personnel services. From left: Judy Hughey, Doris Wright Carroll, Rep. Ballard and Ken Hughey.
Below right: Dean Debbie Mercer with 2019 College of Education Alumni Fellow Jon Heim, Executive Director of the Kansas Association of School Boards. Heim earned his doctorate in educational administration.



Note: This chart is for information purposes only. Please check the graduate catalog, contact the department, or visit coe.k-state.edu/academics/graduate for details.

Greetings from Dean Debbie Mercer

Hello, friends!

Each fall, I relish the opportunity to share good news from the College of Education, and this year we may have an unprecedented volume to report. Here are some of the highlights: Our programs are growing; we've structured the nation's top Ed.D. program for community college leaders; we've received a \$1.6 million grant to bring K-State to future teachers living in KCK and Liberal; our Master's in Teaching degree has tripled enrollment – with more than 170 students enrolled; and we've added new programs you'll read about in this edition of "Connections," as we are constantly adapting to the needs of our profession and the changing lives of students.

Our success continues. With a profound mix of awe and joy, I am overjoyed to share that the College of Education surpassed our development goal and raised over \$18 million during the KSU Foundation's Innovation and Inspiration campaign. As dean, I view this as 18

million votes of confidence. A sincere thank you to everyone who contributed to this campaign. You've left an indelible mark on our college that will change the course of students' lives for generations to come, and we look forward to your ongoing expertise and support.

As educators, change is a part of our daily lives. Sometimes it's welcomed; and other times it's bittersweet. I'm experiencing one of the bittersweet varieties now.

David C. Thompson, whose decades-long career is virtually unrivaled in school finance and educational leadership, decided this summer to step down as department chair after serving 25 years. When I consider the arc and longevity of David's career – teacher turned principal turned superintendent turned higher ed administrator – it is both impressive and impossible to quantify the impact he's had on the lives of millions of K-12 students. His voluminous scholarly contributions propelled him into a national spotlight

few academicians achieve. In short, we are all better off because David C. Thompson decided to become a teacher.

We now welcome Dr. Jerry Johnson as chair of the Department of Educational Leadership. Dr. Johnson is an expert in the field of rural education, and I am very excited about how his scholarly work – with more than 50 publications on rural education, educational policy and school-based leadership – will contribute to our newly reimagined Rural Education Center led by Dr. Spencer Clark and Dr. Lori Goodson.

Yes, there are many changes and at the end of the day, each one is for the betterment of our future teachers, graduate students and ultimately, the students learning in classrooms Wildcats are leading.

Go Cats!

DMercer



David Thompson and Dean Debbie Mercer



EdCats from Hutch praise district for inspiring them to become teachers

Several EdCats from Hutchinson – more than half of whom are heading home after graduation – expressed gratitude for the people and places that inspired them to become teachers.

Brooks Armstrong, Lexie Bass, Dylan Graves, and Halle Morris accepted positions with USD 308, and Hanna Lehr accepted a job at nearby Buhler High School. Angela Johnson is heading to Paola, and Baylee Heitschmidt will begin her career in Emporia.

Armstrong, who'll teach math at Hutchinson High School and coach track, said he valued the sense of community. "The culture they established in the district promoted learning and allowed all students to be successful, and that's something I wanted to be part of."

For Bass, a special education teacher at De Soto USD 232, the teachers who cared and worked at forming relationships made the biggest impact on her and fueled her desire to connect with her students. "As a special education teacher, building relationships can be difficult, but it's a challenge I love because it's worth it."

For Graves, who'll teach 6th grade at Morgan Elementary, it's not just about coming home, it's about home room. "I will be teaching in the same building where I went to elementary school and teaching in the room I had for home room in 6th grade," Graves said. "The College of Education has done a great job of preparing me, and I'm ready to have my own classroom."

Morris, who'll teach 4th grade at Graber Elementary, is ready for the classroom. "I have thoroughly

enjoyed my time at K-State and have grown so much in two short years because every professor in the College of Education is so passionate about what they do," Morris said. "I can't wait to take what I have learned back to my hometown of Hutchinson!"

Lehr, who'll teach English at Buhler High School, said she wants to live up to the examples she experienced as a student. "The K-State College of Ed has only deepened my love for teaching and my desire to be a great educator like the ones I had at Hutch," Lehr said. "I can never fully thank all those teachers for setting an example for me and encouraging me to pursue this career."

Johnson, who'll teach 6th grade math and science and be an assistant volleyball coach at Paola Middle School, credits her hometown with using local resources as magnets for learning. "Hutch is rich with education opportunities like the Cosmosphere, Kansas Underground Salt Museum: Strataca, the Hutch Zoo and even the Kansas State Fair," Johnson said. "Having all of those opportunities made me realize at a young age how fun learning can be – and should be!"

Heitschmidt, who'll teach 7th grade language arts at Emporia Middle School, admits she was scared to leave Hutch but realized she had the same support and concern from the professors at K-State. "Classrooms can be a community if students feel comfortable and loved," Heitschmidt said. "The field of education is full of people with an innate ability to love others, and I can't thank USD 308 or the K-State College of Education enough for giving me that outlook."

Forever EDCATS

Back row from left: Dylan Graves, Hanna Lehr, Brooks Armstrong. Front row from left: Dean Debbie Mercer, Halle Morris, Angela Johnson and Baylee Heitschmidt. Not pictured: Lexie Bass.



USD 308 TEACHERS WHO INSPIRED ME

- Brooks Armstrong
RUSTY HILST
- Lexie Bass
KARIE OHNMACHT
- Dylan Graves
JOHN BROWN
- Halle Morris
ASHLEY MORRIS VIEYRA
- Hanna Lehr
JANIE PATTERSON ('91, '99)
- Angela Johnson
CHARLIE PIERCE
- Baylee Heitschmidt
ALMA TALAMANTES HENRY

CRASH the Class

IS A BLAST FOR TEACHERS, STUDENTS

Early-career teachers R-O-C-K!

That's the message with the College of Education's video series "Crash the Class" that celebrates teachers during their first few years in the classroom.

Three Forever EdCats, College of Education alumni, were chosen by faculty members in the spring semester to kick off the new series. Lotta Larson, associate professor, nominated Tiffany Shaheen, a third-grade teacher at St. George Elementary in St. George. Vicki Sherbert, assistant professor, nominated Megan Reed, a high school English language arts teacher in Bennington, and Lori Goodson, assistant professor, nominated Zach Cooper, an ag ed teacher at Abilene High School. Cooper is also a current master's degree student in curriculum and instruction and a K-State yell leader.

The nominating faculty members concocted stealth campaigns with administrators and fellow teachers to lure the unsuspecting Forever EdCats out of their classrooms. Meanwhile, Dean Debbie Mercer and Rusty Earl, video producer, slipped into the

classrooms, explained the surprise and recorded students' thoughts about their teachers.

It's a quick turnaround – 20 to 30 minutes, max – before the teachers are back in the classroom.

"I was completely shocked and surprised when I walked into my room and saw visitors and cameras," said Shaheen, the first teacher "crashed" in the series. "Never in my wildest dreams did I think the dean of the College of Education at K-State would be standing in my classroom."

Mercer said the goal of "Crash the Class" is to showcase some of K-State's outstanding graduates and show the profound impact teachers have on students each and every day.

Left to right: College of Education faculty and staff members Roger Schieferecke, Kimberly Staples, Lotta Larson, Dean Debbie Mercer, and Marcus Kidd.



"Our purpose is to honor the profession and honor those who are doing a great job," Mercer said in the video while driving to Shaheen's class. "It's a wonderful way to acknowledge the impact our graduates are having on student learning."

Like Shaheen, Cooper was shocked and grateful for the experience.

"As a graduate, it made me feel appreciated," Cooper said. "Even though I am in the real world of teaching, the college still cares for every one of its students and keeps track of their success. And, it's comforting to know there is always someone that I can ask for help or support because they want us all to succeed. I'm proud to be a graduate from a college that keeps in touch because it reinforces the sense of family K-State and the college are instilling in students."

Reed said her students thought it was wonderful K-State crashed her class, and the experience buoyed her resolve to end the year on a positive note.

"It was such a blessing, honestly," Reed said. "I was feeling very tired and the semester had been so rough being a new teacher, so getting that surprise from my college home was amazing. It lifted my spirits, and I felt valued."

Shaheen said her third graders were on cloud nine.

"It was also very special for me to watch the video with them," she said. "I have been blessed to be able to teach an amazing group of kiddos this year, and this 'Crash the Class' experience and video is something I will always cherish."

Cooper said he will always remember being crashed, but that it had an impact on the community – people asked how they could support his classroom – and his students.

"My students asked questions about what happened and said it was pretty cool that K-State came out just to crash the class," Cooper said. "They realized K-State cares about each student's success, and it is not just success while they are in school, but in life."

To see the videos in our "Crash the Class" series, nominate a K-State early-career teacher, or to donate to this effort, please visit:

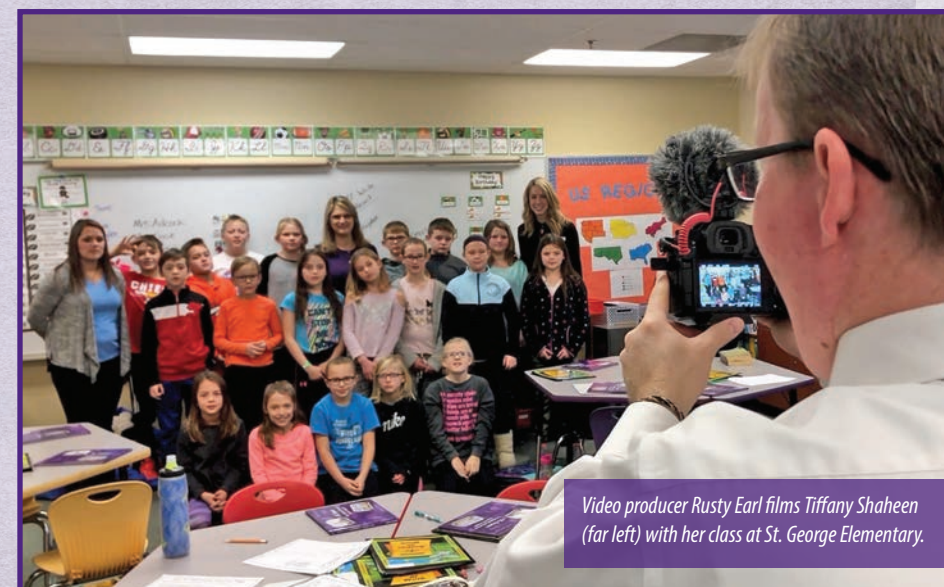
coe.ksu.edu/crash-the-class



Dean Debbie Mercer and Dr. Vicki Sherbert surprise teacher Megan Reed at Bennington High School.

"Our purpose is to honor the profession and honor those who are doing a great job – it's a wonderful way to acknowledge the impact our graduates are having on student learning."

– Dean Debbie Mercer



Video producer Rusty Earl films Tiffany Shaheen (far left) with her class at St. George Elementary.



Abilene High School agriculture teacher Zach Cooper is surprised by Dean Mercer, Dr. Lori Goodson, and Dr. Vicki Sherbert.

Dozens of College of Education students, on the eve of their May graduation ceremonies, gathered for a ceremony of another sort—ringing the College of Education's Bluemont Bell.

The students brought friends and family to celebrate a growing tradition by meeting in Bluemont Hall, hearing inspirational words from Dean Debbie Mercer, and EdCat leaders Laura Tietjen, assistant professor, James Alberto, instructor, and reminiscing about their experiences. Then they each took a turn at clanging the bell—done with their own unique style and flair—to mark the beginning of their new career. They posed for photos at the bell with parents, children, colleagues and friends.

For Austin Harrell, a social studies secondary education major, the event was a tradition he wanted to experience.

"I liked the idea of doing something unique that no other college in the university does," he said. "It's something special to our college."

It also provided an opportunity for him to reconnect with friends and faculty after being off campus for his student teaching semester—and 'being able to go through graduation with my roommate and friends, seeing people I hadn't seen since the fall.'

EDCATS

ring in career at the Bluemont Bell

"There's nothing like the ringing of a big bell to celebrate the culmination of one's academic efforts!"

— Robert "Scotty" Burford

Harrell, who will teach 7th grade geography this fall at Fort Riley Middle School, had a unique journey at K-State. An Army National Guardsman, Harrell's studies were interrupted as he was deployed for three semesters, and returned to complete the program.

Kristin Feezor, embarking on a career as an 8th-grade English teacher at Shawnee Heights Middle School, found

the event a way to involve her mother in her connection to K-State.

"I participated in the event because I wanted to give my mom a chance to experience one of our K-State traditions, especially as I was finishing up my time at K-State," Feezor said. "I appreciated getting together one last time with the professors and students in the college that I was unable to see during student teaching," she said.

Set to teach third grade at Berean Academy in Elbing, Kansas, Jillian Jantz said she was thrilled to ring the bell.

"It symbolized a chapter closing as I began to embark on my journey as an educator," Jantz said. "I wanted to end my time at K-State surrounded by family, friends, and faculty celebrating the K-State way! I loved how the event served as a reception for family and friends to gather in the College of Education to

Written by Lori Goodson

No matter where their new career leads, ringing the bell symbolizes a connection to K-State's College of Education that can't be broken.

celebrate graduating seniors. There was no sweeter feeling than having my peers cheer me on as I ran to ring the Bluemont Bell."

Fellow elementary education graduate Erin Lindgren, who plans to substitute teach in Augusta, Georgia, said she didn't want to miss such a special opportunity.

"I thought it would be a once-in-a-lifetime thing," Lindgren said. "It's not every day you graduate from your dream college with your dream degree. So, I wanted to make the most of my final time at the College of Education."

"I appreciated being recognized for what we had accomplished," Lindgren said. "I also liked that it brought us all together one last time. For me, it symbolized the conclusion of my undergraduate college career. It was just a nice way to finish things off in a way that was special just to the College of Education."

Robert "Scotty" Burford, who will teach sixth grade at USD 383's Northview Elementary, appreciated how the event brought him, his friends, and his family together. "Getting to laugh and celebrate with my friends one last time was an absolute delight," Burford said. "There's nothing like the ringing of a big bell to celebrate the culmination of one's academic efforts! It was also a great opportunity for my family to meet some of my favorite instructors and classmates."

"To me it was a semisweet event: getting to enjoy time with my wonderful friends, while talking about our future endeavors," he said. "I hate to see us all split ways, and yet I feel so very blessed to have known these fine people!"

No matter where their new career leads, ringing the bell symbolizes a connection to K-State's College of Education that can't be broken.

"It's being a part of a new/old tradition that is taking something important from the history of Manhattan, K-State, and the namesake of our College of Ed and keeping it relevant with a tradition that celebrates the future and reflects on the past," Harrell said.

"It was a bit like moving my tassel," Jantz said. "After ringing the bell, it finally hit home that I was no longer a preservice educator, but finally a teacher. What I had dreamed of becoming my whole life was solidified when I rang the Bluemont Bell at K-State. Teachers for years called their students to class with a bell, and now I would be the one ringing the bell. There is nothing sweeter than that!"

Forever
EDCATS
Educators Powered by Purpose

Left to right:

① Bailey Kilian celebrates with family members; ② Clayton Kistner jumps into his bell ringing; ③ EdCat leaders Laura Tietjen and James Alberto take a turn at the bell; ④ Dean Debbie Mercer signs a book for Layne Smith; ⑤ Austin Harrell rings the Bluemont Bell; ⑥ Brooks Armstrong reflects on his K-State experience; ⑦ Terrance Richards poses under the Bluemont Bell; ⑧ Samantha Wright, Maddie Luebbe, and Jordan Matlock join together to ring the Bluemont Bell.



K-STEP UP breaks barrier for students in Liberal, KCK



KATA 2019 attendees pose with Willie in the K-State Student Union



“We’ve broken the barrier.”

That’s how Kansas City Kansas Public Schools Superintendent Charles Foust characterized the college’s new grant program and what it means for students in his district.

The \$1.6 million Kansas Statewide Teacher Education Pathway for Underserved and Place-bound, or K-STEP UP, grant creates a pathway to teacher licensure for 60 students in two Kansas cities – Liberal and Kansas City – without having to leave home. The program includes seven partners: The Kansas State Department of Education; K-State College of Education; K-State College of Arts and Sciences; Kansas City Kansas Community College; Seward County Community College; USD 500 Kansas City Kansas Public Schools; and USD 480 Liberal Public Schools.

The innovative program begins in high school with teacher pathway programs, advances to the community college level where students earn associate’s degrees, then transitions online to K-State where they will earn their bachelor’s degrees after successfully completing their

education courses and student teaching semester. The program concludes with two years of professional development.

“Yes, we have,” Mercer said in agreement with Foust’s comment about breaking the barrier. “I thank and applaud our college’s faculty and staff and our partners for making this vision become reality,” Mercer said. “There are many students who dream of coming to K-State to become teachers but are unable to for a variety of reasons, and this program is a solution to that issue.”

Todd Goodson, professor and chair of the department of curriculum and instruction, and Tonnie Martinez, assistant professor and coordinator of the office of innovation and collaboration, co-authored the grant.

“We know there are capable people in urban and rural communities who cannot leave their homes and families to go to college,” Goodson said. “This program brings the resources of K-State to these talented future teachers and gives them access to our faculty and programs. We believe it is part of our mission to find innovative ways to serve diverse populations.”

Martinez, co-principal investigator on the grant and former high school teacher in Southwest Kansas, said she pictured the faces of students who could be impacted by Project K-STEP UP while writing the grant.

“I taught students who never would have had the opportunity to go to college and now they can attend K-State,” Martinez said. “They were the brightest students, but there were too many barriers. This program opens the doors of opportunity—from one side of Kansas to the other—and prepares teachers who reflect the children in their communities.”

And the first groups of students Martinez pictured while working on the grant arrived on campus this summer as part of the Kansas Advanced Teacher Academy, or KATA. The grant paid for students in the K-STEP UP program to attend the weeklong immersive camp.

In total, 25 students in grades 10 through 12 participated in one of the weeklong sessions, according to KATA program coordinator James Alberto, an instructor in the department of curriculum and instruction. The majority



Dr. David Griffin’s presentation makes a big impact on the KATA students.

of attendees were from Liberal and Kansas City, Kansas—participating as members of the college’s K-STEP UP grant—along with students from Dodge City, Abilene, St. Louis, Missouri, and one from Belgium.

The students participated in fun team-building activities around campus such as climbing the rock wall, maneuvering the challenge ropes course, swimming at the Natatorium and bowling.

“We had a great time with the extracurricular activities,” Alberto said. “But the real heart of the program was the intense curriculum being delivered by seasoned professionals who challenged them (academy attendees) to never give up on their students and to search for novel ways to keep their students engaged.”

Alberto said K-State’s “deep bench” of professional educators with decades of classroom experience shared their unique perspectives and experiences—and most notably, wisdom—with attendees. They included presentations with: Brad Burenheide, associate professor; David L. Griffin, assistant dean emeritus; Socorro Herrera, professor; Sherri Martinie, associate professor; and Vicki Sherbert, assistant professor. The students also met with Debbie Mercer, dean, Roger Schieferecke, assistant



KATA attendees interact with young students working with robotics in the Summer STEM Institute.

dean, and several other faculty and staff members throughout the college. Byron Lewis, K-State future teacher and Call Me MISTER scholar, served as program leader/activities coordinator, and Zach Cooper, agriculture education teacher at Abilene High School and current College of Education graduate student, served as assistant program leader.

“I’ve always known that I wanted to be a teacher, but now I can’t wait to have my own classroom and my own students,” said Dodge City’s Audrey Phelps. “Dr. David Griffin’s whole presentation stuck out to me. Everything he said would help us become the teacher we want to be. He said ‘those who didn’t learn today will learn tomorrow, depending on you, and any teacher who chooses to make a difference, will make one.’ I’ve thought about those two quotes every day because it’s a lot of pressure to have a classroom full of students. If they fail, then you fail. But KATA helped me realize that there are many ways to teach one concept, and that you’re not alone through your teaching career.”

Rosa Cano, who attends Sumner Academy in Kansas City, Kansas, said, like Phelps, KATA cemented her decision to become an educator.

“KATA has most definitely impacted my decision to be a teacher,” Cano said.



Instructor Angie Messer speaks about her educational journey.

“I learned that students may not always have a trusting adult in their life and that’s what makes teachers superheroes. This idea inspired me to be a teacher. At KATA, we talked a lot about the roles of teachers in a student’s life and developing skills for them that lie beyond the classroom.

“One specific KATA lecture, we spoke about the administrative side of education and what stood out to me the most was I learned that I want to create change and affect the lives of students positively not only in, but outside of the classroom as well. I thank KATA for broadening my horizons and perspective in the field of education!”

Alberto said the students’ observations and take-aways are great examples of the intrinsic rewards inherent to the profession.

“As an educator, it’s so amazing seeing genuine growth in their (academy attendees) excitement for the profession and watching them leave here knowing—beyond a shadow of a doubt—they want to become teachers.”

Yes, we’ve broken the barrier.



If you know a high school student interested in teaching, please see the KATA website at: coe.ksu.edu/future/kata/ or the K-STEP UP website at: coe.ksu.edu/k-step-up/

Back row from left: David Thompson, Keli Tuschman (Chief of Human Resources, Kansas City Kansas Public Schools), and Charles Foust (Superintendent, Kansas City Kansas Public Schools). Front row from left: Roger Schieferecke, Cynthia Fulks (Director of Recruitment, Kansas City Kansas Public Schools), Eileen Wertzberger, Tonnie Martinez, and F. Todd Goodson.

New programs attract graduate, undergraduate students

Bachelor's of educational studies

Students who want to work in education but not in a classroom setting have a new non-licensure degree option in the college's Bachelor of Science Degree in Educational Studies, or BSES.

Be Stoney, associate professor of curriculum and instruction and a chief architect of the program, explained the degree was designed for undergraduates who want a substantive background in education but for whom the culminating capstone experience is not in a classroom. Examples include professionals planning to work at non-profits, museums, community agencies, ministries, research or public policy.

"We looked at similar programs around the country and wanted to make sure that K-State's went beyond pedagogy," Stoney said. "Our program is about the knowledge, the interaction, and the competency to develop a curriculum and – this is critical – the ability to implement it."

Choosing a major and changing majors can be vexing issues for undergraduates. For Haden Botkin and Anna Richardson, the BSES was the perfect answer for two very different reasons.

"My love of learning made choosing a major difficult," Richardson said. "My passions include government, political philosophy, social studies and many other areas of study, but I was drawn to education early on because of conversations I was exposed to. I truly believe education desperately needs policymakers with a background in education, and I am thankful for this degree because it will provide me with a strong foundation."

Botkin planned to be a business teacher until accepting a student position at the Office of Educational Innovation and Evaluation, or OEIE.

"I became interested in the BSES degree due to my work at OEIE, where I learned about program evaluation and qualitative research," Botkin said. "The degree in educational studies appealed to me primarily because of my interests in higher education and educational research. I believe it will equip me to ultimately go on to graduate school and pursue a career in academia."

coe.ksu.edu/academics/bachelor/educational-studies.html

Anna Richardson and Haden Botkin are among the first students in the BSES program.



Troops to Teachers

The College of Education and Kansas State Department of Education were awarded a \$400,000 grant for Troops to Teachers in 2018 that provides pathways to the classroom – both a bachelor's and master's program – for transitioning military members. The program is open to service members who have used their GI Bill.

"There has never been a better time to switch careers to teaching," said Tom Vontz, professor of curriculum and instruction and Kansas Troops to Teachers coordinator. "Our program has taken the additional step of hiring a veteran teacher – a service member who has been through the Troops to Teachers program – who will serve as a mentor for our Troops to Teachers students at Kansas State University and assist with the certification and licensure process."

Vontz thanked our partner, KSDE, along with K-State President Richard B. Myers for his letter of support, associate professor Spencer Clark for co-authoring the grant and Art DeGroat, K-State executive director of the Office of Military and Veterans Affairs, for his leadership and guidance.

For more information, please visit: proudtoserveagain.com/States/Kansas

Ph.D. with emphasis in academic advising

The K-State College of Education will offer the first degree of its kind – a Ph.D. in Leadership in Academic Advising.

Charlie Nutt, executive director of NACADA: The Global Community for Academic Advising, said K-State is uniquely positioned to offer this degree based on its successful master's degree in academic advising and decades-long relationship with NACADA. The application deadline for the online Leadership in Academic Advising doctoral program is Dec. 1, with the first cohort beginning fall 2020.

"I cannot stress enough what Dean Mercer and Ken Hughey – as leaders – have done to make this happen," Nutt said. "You have to have people who are willing step out of the box and look at things differently, and this is going to change the whole dynamic."

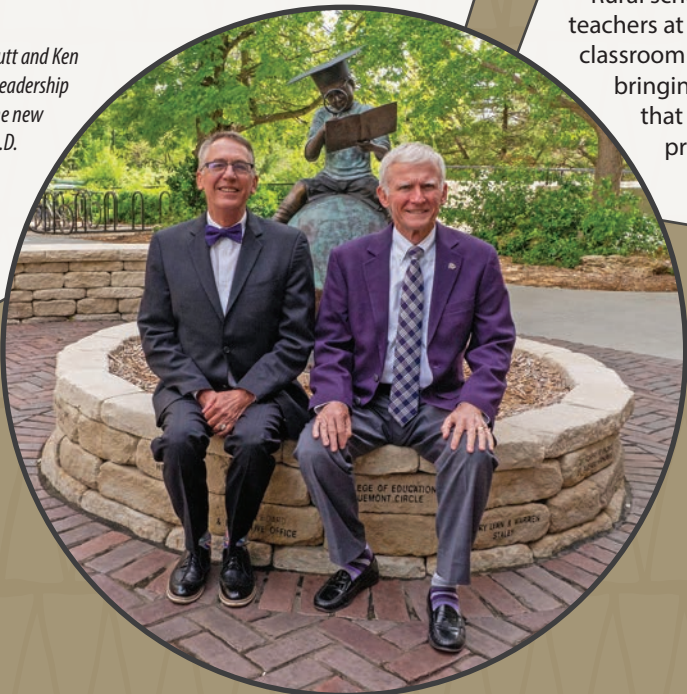
The doctoral program prepares professionals for leadership roles in research and teaching focused on academic advising in higher education, with an emphasis on the contributions of diversity, theory, practice and research of professional advising.

"K-State is recognized as a leader in providing quality graduate programs in academic advising for many reasons, including our collaborative relationship with NACADA and faculty," said Hughey, special education, counseling and student affairs department chair. "This doctoral program is the logical next step for our graduate programs; it will add to the profession of academic advising and contribute to the research and scholarship in the field. No other institution has a program like this."

Nutt said this program will advance K-State's name recognition.

"We will have people from around the world enrolled in this program because academic advising is truly a global issue," Nutt said. "Nothing makes our international students happier than having a diploma from Kansas State University hanging on their wall because they are proud K-State is their school."

Charlie Nutt and Ken Hughey, leadership behind the new online Ph.D.



Chris Yenni, MAT Elementary program participant at Seitz Elementary School in USD 475.

MAT offers secondary program

The college's wildly successful one-year Master of Arts in Teaching, or MAT, degree – once exclusively for career changers who wanted to become elementary teachers – is now available for those who want to teach social studies or modern languages.

Todd Goodson, professor and chair of the department of curriculum and instruction, said the inaugural cohort in the secondary program began in May.

"Rural schools and suburban districts alike need highly prepared teachers at both the elementary and secondary levels who are classroom ready," Goodson said. "The MAT's innovative model is bringing K-State to career changers, and we are proud of the fact that we are the provider of choice for so many accomplished professionals who have chosen to become teachers."

coe.ksu.edu/academics/mateaching/





From defining best practices for teacher preparation to sparking a love of science in elementary students, the K-State College of Education is addressing the nation's need for science, technology, engineering and math, or STEM, educators and sowing the seeds of innovation every step along the way. These initiatives are in addition to the college's annual STEM Institute that brings more than 300 kids to campus for the month of June.

100Kin10

Kimberly Staples, associate professor of curriculum and instruction, was selected as the K-State representative for the prestigious national "100Kin10" initiative with the goal of attracting and preparing 100,000 STEM teachers in 10 years. Staples was named project team leader after she suggested the topic of preparing teachers for high needs schools.

"Kimberly's leadership is absolutely critical," said Debbie Mercer, dean of the College of Education. "Her expertise as a science educator and passion for preparing educators in high needs schools – in both urban and rural districts – is providing an important voice and perspective that is reverberating across the nation."

100KIN10

NSTA chapter

K-State has an official student chapter of the National Science Teachers Association, or NSTA, thanks to Staples' diligent work and a group of her dedicated future science teachers.

NSTA is the world's largest association devoted to promoting excellence and innovation in science with 50,000 members.

In addition to the group's monthly meetings, which is open to all undergraduate STEM majors across campus, Staples took four EdCats to the association's annual conference in the Washington, D.C., metro area in November 2018 where they also toured the Smithsonian National Museum of African American History & Culture. In April 2019, Staples took another group of students to St. Louis for the NSTA national conference on science education.

Zack Smith, Nathan Booe, Quentin Clark, and Dr. Kimberly Staples at the NSTA National Conference.



Left to right: Samantha Huber, Brett Kipley, Breanne Kruse, Dr. Kimberly Staples, and Ryan Bird at the NSTA National Conference.

"Through NSTA, our future science teachers experience national and international perspectives of excellence in teaching across science content fields and engineering," Staples said. "The exposure to outstanding, innovative, amazingly creative teachers of STEM strengthen our students' ability to become research-driven, science teacher leaders at K-State, in Kansas, and across global communities. Every student in Kansas deserves a great science teacher – NSTA supports our vision."

Family STEAM Nights

How does a hover craft become a hover craft? That's the concept that inspired Sherri Martinie, associate professor of curriculum and instruction, to start the Family STEAM Nights at area schools in 2013.

"We wanted kids to look at things around them – things they thought were cool – and realize STEM is how those things are possible," Martinie works with future teachers to create engaging activities that bring together family members and professionals in STEM fields.

"I have learned many ways to make traditional classroom subjects relatable and exciting for students," said EdCat Rachael Duden. "The students get the opportunity to create, to predict, to experiment, and to learn, but my favorite part of these events is watching parents and families explore STEAM fields together."



Family STEAM Nights were held at four elementary schools: Northview, Marlatt, Woodrow Wilson and Fort Riley.



Sherri Martinie and Rachael Duden at the college's Spring 2019 Undergraduate Research and Creativity Activity Fair.



Woodrow Wilson STEM students with their homemade parachutes.



Woodrow Wilson Block B-Day

"This is the best day of my life."

That's what a 4th grader professed after the Woodrow Wilson Block B-Day focusing on science and literature at Bluemont Hall. James Alberto, instructor of curriculum and instruction, explained they brought the students to campus for two reasons: 1. To remove them from their school environment with the excitement of a field trip; and 2. To allow future teachers to independently create and design a learning environment.

"We balanced thinking creatively with an awareness of the resources and time available for the activities we were planning," said EdCat Katie Buhler. "Every single one of the students were engaged and excited about experimenting, forming explanations, and applying their learning to the real world."

EdCats participating in the Woodrow Wilson Block B-Day.

STEM Challenge

Cassie Banka, '09 '10, Forever EdCat and high school math teacher at Goddard High School in Goddard, Kansas, made national headlines when her students were selected as one of 10 national finalists in Samsung's Solve for Tomorrow STEM challenge.

The students created a clicker device for kids in foster care that sends a prewritten text to their case manager or emergency personnel with a GPS link. They won a \$50,000 technology award for their school and pitched their idea to a group of engineers in New York City.

"The most impactful thing for the students was seeing the skills they learned at school impacted something outside of the classroom," Banka said. "It was more than a competition – social advocacy came along with the project."

Cassie Banka (at far right) and her Goddard High students.



Educators powered by purpose. | 15

College produces significant resource for educators



INSPIRED BY STUDENTS she encountered teaching abroad and in American rural and urban settings, Trina Harlow, art education teaching assistant professor, conceptualized, created and edited the College of Education's free e-book "Journey to Refuge:

Understanding Refugees, Exploring Trauma and Best Practices for Newcomers and Schools." It was produced in tandem with the college's documentary "Refuge in the Heartland," which she co-directed with Rusty Earl, College of Education video producer.

While the e-book and film are geared toward newcomer students, the e-book has a pronounced lens on art education as many world-renowned artists and organizations participated. Newcomers are generally defined as: 1. recent immigrants; 2. students with asylum who may have refugee status; and 3. all students who come to the United States from other countries and find themselves in a country where they are unfamiliar with the culture and the language.

Harlow quickly points out trauma is trauma — no matter where it was acquired.

"Trauma is a life experience that is so intense it affects your physical and psychological being," said Harlow. "It could be something that happened to a child born in Ness City, Kansas, or it could be something that

happened to a child in the Congo who now sits in a Kansas classroom. Teachers need to have a good understanding of trauma because we can best help students by acknowledging and understanding what they've been through."

How common are trauma and anxiety in schools? According to a report published last fall by the National Survey on Children's Health, 47 percent of all children in this country have experienced at least one adverse childhood experience, or ACE, and 35 percent have at least one ACE by kindergarten. Nearly one-quarter of all children have two or more ACEs.

Harlow is an active leader for the National Art Education Association and continually advocates for important tenants of art education and advocacy in schools. She believes social emotional artistic learning, or SEAL, is a needed methodology in 21st century PK-12 schools.

"Having been a teacher for 27 years, there are a couple of chapters in the e-book that had I known years ago would have been a game-changer for me as an educator," Harlow said.

With 15 independently functioning chapters and spotlight segments, the e-book is divided into three sections. The first describes what it means to be a refugee, the second is devoted to trauma and how it affects the brain, and the final section offers best practices for schools and youth organizations.

"Each chapter was designed to be self-supporting, a pull-out section if you will, so teachers can find the topic they are interested in and hone in on that particular topic," she said.

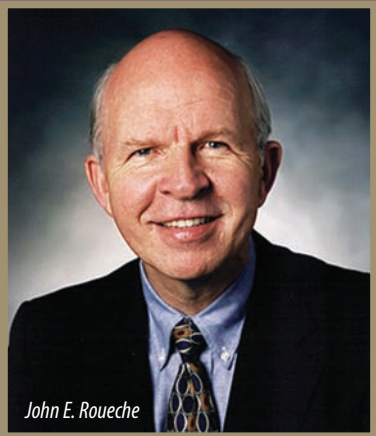
In addition to Harlow, K-State faculty members who authored chapters are: Susan Yelich Biniecki, associate professor of educational leadership; Socorro Herrera, professor and director of the Center for Intercultural and Multilingual Advocacy; Judy Hughey, associate professor of special education, counseling and student affairs; and Be Stoney, associate professor of curriculum and instruction. Jeff Zacharakis, professor of adult learning and leadership, served as copy editor and advisor, and Mary Hammel, instructor and associate director of the college's Catalyst Technology and Media Services, designed the book and created the digital layout. The cover was illustrated by Marie Taylor, 2017 art education program graduate and teacher at Valley Center Middle School. Taylor's students illustrated the inside pages.

To download a copy of "Journey to Refuge: Understanding Refugees, Exploring Trauma, and Best Practices for Newcomers and Schools," please visit coe.ksu.edu/journey-to-refuge/.



Trina Harlow and her e-book

K-State unveils nation's premier community college leadership program



John E. Roueche

"K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats."

– John E. Roueche

The College of Education is home to the John E. Roueche Center for Community College Leadership and the nation's premiere doctoral program for aspiring community college leaders.

John E. Roueche, the visionary behind the doctoral program at the University of Texas at Austin for four decades, recently joined the College of Education faculty. His hiring provided an opportunity for Roueche and the college to collaboratively chart the future path for community college leadership development with a 21st Century-purposed curriculum.

"K-State is a world-class and respected institution, and the program is going to be enhanced greatly by being associated with the Wildcats," Roueche said. "Philosophically and structurally, we are a good fit, and we are already operational."

Debbie Mercer, dean of the K-State College of Education, explained this Ed.D. program will place K-State at the forefront of community college leaders, noting the American Association of Community College has about 1,200 members.

"Dr. Roueche is adding an entirely new dimension to our college's already impressive educational leadership offerings, and we are delighted to welcome him to the faculty," Mercer said. "We are excited about the exposure this program brings to the college and even more so about the potential to raise

K-State's national profile and attract transfer students from all across the country – be it online or on campus. Every college across our campus will likely benefit from this association."

About 60 students from two cohorts are already enrolled in the leadership program. The concept behind the program was to design a curriculum so each course would be directly applicable to a community college or technical college faculty member or administrator. "Universities are funded dramatically different than community colleges," Roueche said.

"The governance of universities is dramatically different than the governance of community colleges. The curriculum, dramatically different. The students, dramatically different. So, what we've done is to make sure every course students are required to take as they pursue the doctorate is pertinent."

Roueche explained this is an ideal time to enhance partnerships with community colleges.

"Community colleges are growing," he said. "Most community colleges are about 40 to 50 years old and an awful lot of the people who were around in those early days are retired or are retiring very soon. For example, 700 community college presidents have retired in the last six years. Future leadership is essential."

For more information about this program, please visit: coe.ksu.edu/community-college-leadership/.



Students in the Wayne County Community College District (Detroit, MI) pose with their online instructor Dr. Margaretta Mathis (on the screen in the background).

Rural Education Center hosts first Rural Education Summit



Back row from left: J. Spencer Clark, Jerry Johnson, and Allen Pratt.
Front row from left: Lori Goodson, Dean Debbie Mercer, and Hobart Harmon.

Education leaders from nearly 40 school districts across Kansas, K-State faculty and three of the nation's leading experts on public education in rural America convened for the College of Education's inaugural Rural Education Summit June 13.

The summit was the first event coordinated by the new leaders of the Rural Education Center, or REC: J. Spencer Clark, REC director and associate professor; Lori Goodson, REC assistant director and assistant professor. Dean Debbie Mercer and Kansas Commissioner of Education Randy Watson welcomed attendees.

"We had an awesome group of educators who were engaged in the sessions, anxious to collaborate, and ready to be catalysts for innovation in their communities," Clark said. "I think we started discussions at the summit that will have lasting impacts on rural schools in Kansas."

Jerry Johnson, professor and chair of the K-State College of Education's department of educational leadership and summit presenter, applauded the summit's interdisciplinary approach and believes K-State is uniquely positioned to address issues affecting rural communities because of its connections and credibility.

"There are very strong and very deep relationships between K-State and its K-12 partners," Johnson said. "Nothing made that more apparent than the size of the audience and the distance people

traveled to attend the summit. I've been around major universities most of my career and many have the organizational firepower to do important work, but that work doesn't lead to improvements in the lives of people and communities outside of the campus, especially rural people and communities. What's so powerful and impressive about K-State is that you have that firepower along with: the commitment to application and practice that comes with being a land-grant institution; access to rural areas; and real and meaningful relationships between the academy and practitioners."

Todd Goodson, professor and chair of the department curriculum and instruction, said one of the summit's goals was to serve as a connector and by all accounts, it worked.

"This event helped us identify needs and focus our efforts with rural schools based on the leaders' input, and I am very proud of the inclusive approach Spencer and Lori took while planning the summit," Todd Goodson said. "This event also opened the door for collaboration with Dr. Johnson and his department, and we looking forward to drawing on his expertise in the months and years to come."



Dr. Jerry Johnson gives one of the summit's keynote presentations.

Allen Pratt, keynote presenter and executive director of the National Rural Education Association, said he travels around the country and was surprised by what he experienced while on campus.

"This (K-State) is unlike any place I've been," Pratt said. "It's so positive here. There's already a dialogue occurring between the university and rural communities. They know you are legit, and you understand rural. Because of that, they trust you. People in other places are fighting to get to that point, and you're already there."

Hobart Harmon, keynote presenter and co-director of the Rural Math Excel Partnership grant at the Virginia Advanced Study Strategies and a leading expert in innovation in public education in rural America, echoed Pratt's observation.

"The center's role fits perfectly with the land-grant mission," Harmon said. "You (K-State) are the perfect institution to create a model for how land-grants improve school systems and give young people more opportunities, but this requires a close relationship."



Dean Debbie Mercer is interviewed from the Summit by KSNT-TV news reporter Alec Gartner.

Pratt and Harmon believe drawing on existing relationships and enhancing the collaboration between K-State and rural schools could be a game-changer for education in the state.

"I'm not certain the university and K-12 districts realize how powerful their unified voice could be for legislative purposes, for grant purpose and for changing the dynamics of education," Pratt said. "That collaborative process is powerful."

Harmon said the center's timing is remarkable.

"Rural America is much more visible to the average American now because of food insecurity, safety issues in schools and poverty," he said. "Technology is critical because with high speed Internet access, people have access to jobs in urban areas but can live in a rural community. Entrepreneurialism and job creation are part of revitalizing rural America. It's how we tap the resources of creativity in people and partner with people inside and outside of rural America to revitalize economies and create opportunities for future generations."

"There are very strong and very deep relationships between K-State and its K-12 partners."

- Jerry Johnson

Plans are already under way for the 2020 Rural Education Summit. Visit coe.k-state.edu/rec for more information about the college's new Rural Education Center.





Roger Schieferecke (holding the Family sign) poses with EdCat students at Bluemont Circle.

Roger Schieferecke becomes an EdCat

"Proud to be an EdCat!"

These are the words I think of when reflecting on my first year of being welcomed into the K-State College of Education as an assistant dean and director of the Center for Student Success and Professional Services.

My connection to the college started with my family. My father pursued a degree in secondary education - industrial arts, until he was drafted into the Vietnam Conflict. My sister, Kelly, is a proud 1997 graduate of the college and teaches at Prairie Ridge Elementary in Olathe. Add in aunts, uncles, cousins, friends and in-laws who earned K-State degrees, and I've been surrounded by purple pride for years. I've heard countless stories of beloved professors, football games, late nights in Hale Library and late-night celebrations in Aggieville. Each story was infused with an amazing sense of pride in being a Wildcat. I didn't feel the same about my undergraduate experience, so I just didn't get it. I do now.

It didn't take long to understand why students and alumni speak so enthusiastically about K-State. The

campus is beautiful. The programs are exceptional. The Manhattan community embraces students and creates a college town vibe second to none. But what really stands out are the people. The K-State faculty and staff are committed to student success. Nowhere is this more evident than in the College of Education.

A major responsibility of my position is to promote the teaching profession and in particular, recruit prospective students to pursue their teaching degrees at K-State. I may be a little biased but I think you'll agree that K-State prepares teachers better than any other education program in Kansas, the region, and may I be so bold, the country. You may have noticed the EdCat (Wildcats majoring in education) phenomenon that has occurred over the last year. It's who we are. It's what to expect. It's our story.

EdCats are a special species and we build upon our educator DNA - our sense of family - and rally around the future leaders of classrooms and our profession. We now issue EdCat identification cards to incoming students and present Forever EdCat cards to our graduates. It's a lasting reminder that the power of K-State is going into the classroom with you.

Our social media presence is at an all-time high and growing. Search #EdCats across all platforms to see our efforts. We are also reaching out to our best recruiters - you, our alumni! - to identify students who would be amazing teachers and to recommend K-State. We're filling Kansas classrooms with EdCat posters and pennants and partnering with education pathway programs in high schools and community colleges to build the teaching profession. But we need your help!

Please contact me if you'd like EdCat materials for your classroom or if we can be of service to your students. I am thrilled to be associated with the premier College of Education in Kansas and even more excited to officially be part of the EdCat family.

Go EdCats!

Roger Schieferecke

Assistant Dean and Director, Center for Student Success and Professional Services
rwschief@ksu.edu

Kidd hired as college's first-ever assistant director of recruitment

High school educators working with students interested in teaching have a new partner in the quest to attract the best and brightest students to the profession.

Marcus Kidd joined the college July 1 in the newly created position of assistant director of enrollment management and institutional partnerships. Kidd will oversee recruitment efforts, the Call Me MISTER program and student Ambassador program and will spend a great deal of time in high schools meeting with educators and prospective students.

"We have more degree options and pathways available to students interested in teaching than ever before," Kidd said. "K-State changed my mom's life, and it changed mine. Now, I have the opportunity to go out and share the message that you can change your life and you can earn an award-winning degree from K-State. If you are meant to be a teacher, our college needs you and your future students need you. Let's do this."

If you would like to invite Kidd to speak to students considering the teaching profession, please email him at mkidd@ksu.edu.

Call Me MISTERS have another impressive year



It has been a fantastic year for the Call Me MISTERS.

Membership is steadily growing and extracurricular activities are heightening the visibility of this group of scholars. Call Me MISTER is a national program designed to attract men of color to the teaching profession, and the College of Education formally adopted the program in 2016.

During the 2018-19 academic year, the MISTERS took field trips, launched a podcast, held bi-monthly meetings, attended social events and participated in family events at Woodrow Wilson Elementary School, all organized by Jamie Griffin, activities coordinator. The MISTERS served the families, but more importantly, they served as companions for children whose parents were not able to attend the events.

Marcus Kidd will serve as the faculty advisor for the MISTERS and he looks forward to supporting their efforts and growing the program.

"The Call Me MISTER program is the only one of its kind in Kansas," Kidd said. "There is a need for men of color in our schools, and K-State sees this as an important initiative to pursue because representation matters and it plays a viable role in student development."

Sam Thederahn, secondary education - social studies major and president, succeeds Byron Lewis IV, elementary education with an emphasis in Spanish, who is student teaching this fall.

"Above all else, Call Me MISTER instilled a sense of responsibility that what we do is really important in terms of students," Lewis said. "This is what I want to do and what I want to be - a role model."



For more information about the Call Me MISTER program, please visit: coe.ksu.edu/cmm

Left to right: Sam Thederahn, 2019-2020 Call Me MISTER President; Marcus Kidd, Faculty Advisor; and Javier Martinez, Program Coordinator.



A KHBRAT participant observes a STEM Summer Institute student during a robotics class in the College of Education.

College advances education, innovation globally

The College of Education welcomed the second cohort of 40 teacher scholars from Saudi Arabia in May for the Khbrat SUMMIT, a year-long professional development program.

K-State is one of 14 universities in the nation selected to host the program, which also has cohorts in nine countries. However, only two institutions – K-State and the University of Delaware – received special recognition for their highly successful partnerships and programs.

“K-State has the expertise and infrastructure to affect the level of change Saudi education leaders want to make,” said Socorro Herrera, professor and director of the Center for Intercultural and Multilingual Advocacy, or CIMA.

Salah Meemar, Khbrat director at the Saudi Arabian Cultural Mission, praised K-State’s “purely customized academic program” designed to fulfill Saudi participants’ future transformation vision by 2030.

Khbrat means “experience”, and SUMMIT is an acronym for sheltered instruction unifying methodology, multilingualism, and innovation in teaching. Funded by the Saudi Arabian Cultural Mission on behalf of the Building Leadership for Change through School Immersion program, Khbrat SUMMIT is designed to:

- Bolster scholars’ English listening, speaking, reading, and writing skills;
- Enhance their capacities for effective instruction; and

- Provide immersion experiences in U.S. schools.

The scholars are elementary, middle and high school teachers of English, math, science, special education, computer science, Arabic, and religious studies. They complete coursework and programming with CIMA and the English language program and engage in school immersion experiences in Manhattan-Ogden USD 383 and Junction City USD 475 and visit additional schools in surrounding communities. After exploring new pedagogical theories, instructional strategies, and the larger U.S. education system, the scholars develop capstone projects with the goal of returning home as agents of change.

Scholars in the first cohort shared ideas with the K-State community through research poster presentations and some have communicated after they returned home to teach.

“The minute I stepped into a classroom with 30 students, I started thinking about all the seminars that we took at K-State, so I thought to myself, ‘let me try something new,’ said Abdulla Alkawai, a 2018 Khbrat scholar. “After talking to the students and realizing how they are different from one another, the session about differentiated instruction came to mind. I started going through my

notes, and the next class I assigned the students to different groups based on their interests and skill level. It was awkward and noisy at first but once everyone got with the program, they loved it. In fact, I had to teach other teachers in my school about differentiated instruction, so that it can be applied in other subjects.”

Vicki Sherbert, assistant professor of curriculum and instruction and Khbrat faculty mentor, reflected on her experience.

“It has been an honor to learn alongside these scholars as they considered big questions and sought innovative solutions,” Sherbert said. “Their passion for their students in Saudi Arabia has been evident in every conversation, and I believe the scholars as well as our future teachers and faculty have all benefited from this experience.”

Ayed Matar Alshammari, an English supervisor for the kingdom’s ministry of education and Khbrat scholar, agreed. “This program is really one of the most powerful and academically worthwhile programs we’ve ever experienced.”



“This program is really one of the most powerful and academically worthwhile programs we’ve ever experienced.”

– Ayed Matar Alshammari

KANSAS STATE UNIVERSITY FOUNDATION

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From the Development Director

Hello, Wildcat Family!

Thank you for your commitment to your students, our university and the College of Education’s future teachers. I am always amazed by the generosity of K-State Family. During countless conversations with alumni and friends of the college across the country, more often than not our conversations turn to one theme: belief. You so believe in the college’s ability to prepare future educators that you have invested your time and resources to support our faculty, students and programs. I am truly humbled by your efforts and am always amazed at the quality of professionals the college has produced.

On Oct. 9, 2015, Kansas State University launched its most ambitious fundraising campaign in history. The goal was to raise \$1 billion to advance its strategic vision of becoming a top 50 research university. Later, the campaign was extended into the year 2020 with a goal of raising \$1.4 billion, and the College of Education was asked to raise \$18 million. I am pleased to announce that because of your belief and commitment to the work that takes place every day in Bluemont Hall, the college’s goal has been met—and surpassed.

One reason for celebration is that we are announcing well in advance of the June 2020 campaign end date. Because of you, the college’s scholarship support has doubled since 2010 as has its endowment. Your commitment ensures that educators from K-State will continue to have an impact in all 105 counties in the state of Kansas, all 50 states in the U.S. and many countries across the globe.

It has been a privilege to witness the impact of each gift made to the College of Education. The fact that our alumni believe so much in our college is compelling. Your philanthropic investment into the college extends far beyond the walls of Bluemont Hall. I get excited when I think about the study abroad experiences our students have, and the lessons they take from those opportunities into the class room as educators. It is humbling to visit with donors who are passionate about providing summer learning opportunities for middle school students through our Summer STEM program. And it is surreal to think that there are so many of you that are compelled to make a financial contribution that will last long after you and I are gone. How wonderful is it that you are so concerned for the future of education, and the many lives that will be impacted by a quality educator?

In closing, all I can say is thank you. To work alongside each of you has been the pinnacle of my career. There is so much that we have been able to accomplish together, and I am very excited for the future. Your passion is contagious, and I am sure that we are not done yet.

Take care,

**Thank
You!**

**\$18.6
MILLION**



*Hope to see you
next summer!*

July 26-28, 2020