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University of Arkansas, Fayetteville. College of Education and Health Professions

University of Arkansas, Fayetteville. Department of Education Reform

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Nursing Students Prepare for Caring Profession
Expanding ESL • Dance Fever • Student Athletes in Focus
Transitions Don’t Change Mission, Commitment, Service

By Reed Greenwood, Dean

There’s an old saying that, the more things change, the more they stay the same. You may have heard about changes here at the University of Arkansas, changes in leadership from the offices of chancellor and provost to the highly competitive arena of college athletics. Here, in the College of Education and Health Professions, we also have seen a good number of new faces among faculty and staff in recent years and we don’t expect that to slow down. We must respond to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring to continued enrollment growth, and the national trend of baby boomers retiring.

I bring up the subject of change to assure you that the foundations underpinning the college, like those of the university, are well-anchored. Our commitment to providing a high-quality education is embedded in both our formal vision of being a nationally competitive, student-centered research college serving Arkansas and the world and our informal pledge to prepare the professionals who teach people’s lives every day.

As these changes and others occur, you can count on the college. You can count on us to prepare nurses who will take care of you and your family, speech therapists who will help elderly stroke patients regain speech, teachers who will instruct both children and adults in gaining knowledge and skills to improve their own lives and to contribute to society, rehabilitation counselors who will help people with a chronic injury remain in their jobs and many other professionals whose service makes the world a better place in which to live.

The college will continue to seek funding and opportunities for collaboration on research that, again, will improve the human condition. We will continue to act as responsible stewards of both public funds and private gifts, both of which are essential to our support of students, faculty, research and programs.

We will continue to study new ways of educating children and adults to reach their fullest potential. We will continue efforts such as our Project Teach Them All in which area teachers in all content areas are obtaining endorsement in English as a second language. We saw the challenge local school districts were experiencing to serve a growing population of English-language learners and we stepped in to help.

Through this magazine, we want to give you a glimpse of what’s been going on in the college for the past year. We also offer Web addresses so that you can learn more about a topic if you want. And, as always, I invite you to ask questions and share your ideas with me at (479) 575-3208 or mrgreen@uark.edu.
Childhood education students designed activities for preschoolers and then put them to the test when they visited Head Start centers in Washington County.

Counselor education professor Dan Kissinger is leading an effort to study challenges facing college student athletes and how colleges and universities can best serve these students.

Researchers visited dozens of schools in a search for best practices that make schools stand out when it comes to academic achievement.

The federally funded Project Teach Them All gives Springdale teachers the opportunity to take classes for English as a Second Language certification without leaving their schools.

Instructor Susan Mayes makes ballroom dancing popular on campus while earning respect from her peers in a regional association.

The Outdoor Connection Center sponsored a training course for Leave No Trace, educating outdoor professionals about seven principles designed to protect natural surroundings while exploring them.

Genocide scholar Samuel Totten recorded interviews with 30 survivors of the 1994 “machete genocide” in Rwanda during six months he spent in the country on a Fulbright Fellowship.

Maj. Gen. Gale S. Pollock, left, administers the military oath of office Dec. 12, 2007, to Lisa Marie Hammond, a December graduate of the University of Arkansas Eleanor Mann School of Nursing. Hammond, the university’s first ROTC cadet to join the Army Nurse Corps, was one of five officers commissioned at a ceremony at the School of Law. Pollock is deputy surgeon general for force management and chief of the Nurse Corps.

Learning More Is Only a Click Away
Several articles throughout this magazine have Web addresses where you can read more about the topic or see more photographs. One simple way to do this is to look at the online version of the Colleague at http://coehp.uark.edu/2008_Colleague.pdf. The Internet links on those pages will be live, allowing you to get to the additional information in one click. Most of the links take you to parts of the college’s Web site at http://coehp.uark.edu

Students in the Eleanor Mann School of Nursing practice nursing care in a lab at Ozark Hall on the University of Arkansas campus. Throughout the past year, College of Education and Health Professions officials and faculty members took part in discussions with officials of the University of Arkansas for Medical Sciences in Little Rock about a possible collaboration between the nursing school and UAMS at a satellite campus being organized in Fayetteville.

On the Cover
A new, online degree program at the University of Arkansas could serve many of the 1,500 physical education teachers and coaches in Arkansas who do not have an advanced degree.

The College of Education and Health Professions began offering the master of education in physical education degree this fall.

"Teachers and coaches with the master's degree can earn dramatically more money in some school districts," said Dean Gorman, professor of kinesiology.

Information about enrolling is available at http://globalcampus.uark.edu/Distance_Education/Graduate_Degree_Programs/MEd_Physical_Education/Distance_Education/Graduate_Degree/About.html.

Parks Family Recognized for Generosity

The Parks family of Prairie Grove, benefactors of the College of Education and Health Professions as well as many organizations in north-west Arkansas, received the Lifetime Benefactor of Generosity Award from the University of Arkansas.

"Students and coaches through her boundless enthusiasm for the profession."
Butterfly Garden Living Example of Professional Development Academy’s Impact

A butterfly garden planted in a circle of stone in front of Old High Middle School in Bentonville is not just a pretty place for students and teachers to enjoy. It’s not just an opportunity for teachers to integrate economics, math, literacy and science, either.

It’s also living, growing evidence of the goal of the Professional Development Academy in the College of Education and Health Professions “to bring resources and professional learners together and shake things up,” in the words of director Judith Tavano.

Last year, Tavano took her dog with her on a visit to the Botanical Garden of the Ozarks in Fayetteville. After learning she couldn’t take the dog into the garden, Tavano ended up spending time talking with Candi Cope and Oul Piumalto, the garden’s education co-chairs. The three formed a partnership and designed a series of workshops for teachers to earn professional development hours and the general public to learn about both natural and historical features of the region.

On a whim, Tina Housington attended one of those workshops last spring, one on butterfly metamorphosis. The literacy specialist at Old High signed up when she saw a familiar name among the presenters, Rita Litrell, director of the Bessie Moore Center for Economic Education at the University of Arkansas.

"Between Rita and the staff at the botanical garden, we have been blessed with resources way beyond our expectations," Housington said of the butterfly garden that resulted. "When we are unsure of plant placement or have any question related to our project progress, these ladies have been ‘just an e-mail away.’ They have answered promptly and been so kind to help guide us."

Imogene Dickey, a math teacher at Old High, attended the butterfly metamorphosis workshop with Housington, and later brought science teacher Denise Longinotti onto their team. Other teachers contributed plants and are expected to involve their classes in the project this fall.

Although they got started just two weeks before school ended at the spring, the teachers and students put in the butterfly garden with the help of a parent with a landscaping business. A butterfly garden contains plants specifically chosen to provide elements essential to different stages of butterflies’ lives.

"I went by this week and everything was blooming and beautiful," Housington said in mid-July. "We will have some major weeding to do when school resumes, but the task will be lighter with so many of us to share the load."

The students enjoyed getting their hands dirty as they worked to prepare soil for the garden. They later brought science teacher Denise Longinotti onto their team. Other teachers contributed plants and are expected to involve their classes in the project this fall.

Assignment: Serve as senior adviser to deputy secretary of U.S. Department of Education

When Sean Mulvenon, University of Arkansas professor of educational statistics and research methods, was “loaned” to the U.S. Department of Education in 2005, he expected to be gone for about a year. His appointment stretched to nearly three times that, but Mulvenon is back with invaluable experience from his time working on the federal level.

In Washington, Mulvenon’s assignment as senior adviser to Ray Simon, deputy secretary of the U.S. Department of Education, was to review data collection, complete statistical models and provide analysis associated with the No Child Left Behind law and reauthorization efforts in the department. No Child Left Behind requires accountability of the nation’s schools.

Mulvenon Returns to Campus Following Service to Federal Education Department

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Simon described Mulvenon’s tenure as a member of his team as being “just an e-mail away.”

"His role as scientist/statistician provided a valuable interface between the offices that collect the vast amounts of instructional and school support data and those charged with using that data for monitoring and technical assistance," Simon said. "As a direct result of Sean’s work, we have a much clearer understanding of how we can better use data to inform department policies, especially those that impact the reauthorization of No Child Left Behind."

An expert in statistical modeling, Mulvenon reviewed numerous proposals from state education departments to various aspects of the law, including the growth model and differentiated accountability pilot programs. States were given opportunities to propose various assessment methods using these models, and it was Mulvenon’s responsibility to study, model and analyze the impact of various proposals to assist the department in identifying those that would be most effective.

The department will be able to use those models to better understand and react to states as they continue to refine and enhance their accountability plans required under the law, Simon said.

"NCLB is a series of tests that, to me, is like going to the doctor," Mulvenon said. "The system helps schools find out how to help themselves. More specifically, due to the tremendous amount of information generated from NCLB initiatives, we have a much better understanding of effective educational programs and school systems.

Mulvenon took part in many policy discussions at the department. The team understood that data can help drive policy decisions, he said, but a balance between policy, practice and implications must also be considered. A policy that has data backing it up but practitioners can’t implement doesn’t help schools educate children.

"Additionally, a policy with no empirical evidence or supporting models to analyze the impact of a new program may seem reasonable but may have a tremendous negative impact," he said. "It is important we don’t just propose change but study the proposed change."

Mulvenon, who holds the George M. and Boyce W. Billingsley Chair in Educational Research and Policy Studies, established the National Office for Research on the Department’s Information System, which is back with invaluable experience from his time working on the federal level.

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"It's important to know answers to many questions before making a policy change," Simon said. "I've seen policy put into operation in wonderful ways."

http://normes.uark.edu.
Heidi Kluess wants to study why women's risk of developing high blood pressure goes up more than men's as they age, and she thinks she has found a new way to do it.

"She may be a new kid on the block, but Kluess is already breaking new ground with her research that could help women better manage their blood pressure and remain active as they age," Kluess, who earned her doctorate from Louisiana State University, joined the kinesiology faculty at the University of Arkansas a little over a year ago. In July, she was awarded $312,000 from the Arkansas Biosciences Institute to further her study, and she'll learn this fall whether a proposal to the National Institutes of Health that received good reviews will be funded.

The grant money will pay graduate students to help conduct experiments with the potential to impact the management of age-related decline in blood flow in women. Ultimately, this information could improve older women's exercise tolerance and blood pressure management.

Kluess focuses on the role of the sympathetic nervous system in the control of blood flow, and she's taking a new direction in the field: examination of the role played by a compound called adenosine monophosphate, or AMP, that transports energy within cells for metabolism.

"This will be the first time that a novel ATP biosensor technology will be applied to vascular tissue," according to Kluess.

Also, little previous research focuses on the differences between physiology of men and women in this regard, she explained. Both genders experience age-related changes, but women experience a greater magnitude increase in sympathetic nervous activity and blood pressure.

"The sympathetic nervous system controls an enormous quantity of functions in the body," Kluess said. "It controls blood vessel constriction, and the smaller the vessel, the less blood can flow. We see an increase in sympathetic activity with aging, strokes and cardiovascular disease that may contribute to low blood flow with these conditions. There are drugs available to control hypertension, but these have been tested primarily on men. We want to understand," she continued. "The mechanism for constraining the blood vessels in women may be very different than that for men. As women get older, they experience much more serious problems with blood flow, especially while exercising, and that's a problem when trying to remain active."

Kluess was formerly an instructor in the department of anesthesiology at the Medical College of Wisconsin. She completed one year of post-doctoral training in cardiac physiology at the University of Illinois in Chicago and three years of post-doctoral training in vascular physiology at the Medical College of Wisconsin in Milwaukee. Her bachelor's and master's degrees are from the University of Florida.

In a section of laboratory in the Health, Physical Education and Recreation building on the Fayetteville campus, Kluess and her students study tension in blood vessels harvested from euthanized rats. In more intricate experiments on the other side of a long table, they use heat and chemicals to change a pressurized environment surrounding the vessels and then measure their diameter. A computer program graphs the constriction results on a monitor overhead.

"We use large arteries, the garden hoses, in one part of the lab, and in another section we can use very small vessels in an environment that is more like inside the body," Kluess said. "Diameter of the vessel is the most important thing controlling blood flow."

Having the Arkansas Biosciences Institute grant to pay graduate students will have a big impact on her research, Kluess said.

"Until now, it has been difficult for the students I have working for me to devote large blocks of time to the research," Kluess explained. "Receiving the Arkansas Biosciences Institute grant allows me to fund a doctoral student and a master's student specifically for this project. Having their assistance will help me be nationally competitive in securing funds in the future."

The assistant professor said she's been impressed by the number of students interested in the work.

"In exercise science, students usually want to work with people," she explained. "Basic science can be a hard sell. I worked with people throughout my Ph.D. program, but I wanted to ask tougher questions. You can only go so far with the human experts and then you're stuck. I have found great to find students who feel the same excitement about this work that I do."

The education reform department at the University of Arkansas filled its complement of endowed chair holders with the appointment in August of Robert Maranto, formerly associate professor of political science at Villanova University.

Maranto holds the Twenty-First Century Chair in Leadership for the department, which was established in the College of Education and Health Professions in 2005 with a $10 million private gift and an additional $10 million from the university's matching gift program.

This gift is one of the largest ever received by a college of education in the country. With these resources, the department has six endowed professorships, 10 doctoral fellowships and funds for research and projects.

Maranto joins Jay P. Greene, who holds an endowed chair and serves as department head; Robert Costrell, Twenty-First Century Chair in Education Accountability; Gary Ritter, Twenty-First Century Chair in Education Policy; Sandra Stotsky, Twenty-First Century Chair in Teacher Quality; and Patrick Wolf, Twenty-First Century Chair in School Choice. The department conducts research and demonstration projects focused on the five primary areas of research represented by the endowed chairs.

Maranto holds a doctoral degree from the University of Minnesota. He has written and edited books about U.S. government, politics and education.

"We are very excited about the addition of Bob Maranto," Greene said. "Bob is extremely prolific and applied in his research, working with school administrators, parents and policymakers to better understand and improve our educational system."

Other recent highlights:

• In July, the Arkansas Higher Education Coordinating Board unanimously approved a new doctoral program in education policy that the department will begin offering in the fall of 2009. The program began accepting applications this fall. Several new courses such as Economics of Education and Politics of Education are being created for the degree program. Other new courses will correspond with some of the study areas of the endowed chairs.
• The Office for Education Policy, directed by Ritter, hosted a daylong conference in Little Rock in April assessing the state of education in Arkansas in the wake of the Lake View lawsuit against the state. The centerpiece of the research presented that day was a study that found reforming the state's school funding system enacted by the Arkansas General Assembly following the Lake View decision dramatically enhanced the adequacy of resources for schools and the equity by which they were distributed.
• Several of the nation's top education researchers, including Caroline Hoxby of Stanford and Paul Peterson of Harvard, visited campus to speak as part of the department's lecture series. This year's lecture series includes speakers from Harvard, Notre Dame, Stanford, Brown and UCLA. For the complete schedule, visit http://www.uark.edu/ua/der/lecture_series_08_09.html.
• The department began the fall semester with a conference on the topic of the education of boys with speakers Sara Mead of the New American Foundation and Jelani Mandara of Northwestern University. The department collaborated with the Education Renewal Zone also based in the college, to present the researchers in a second, evening event for parents and educators.
• Papers about education reform submitted at the department's 2006 conference in Kansas City made up the winter 2008 issue of the Policy Journal, published by Vanderbilt University. The issue contained papers from some of the nation's leading education researchers on topics such as merit pay for educators; free, high-quality preschool; expanded testing and improved data systems; and governance and structure of school systems.
• The department also hosted a daylong conference for legislators and educators to discuss the use of distance education to help rural schools in Arkansas sustain academic requirements.
Learning about the animal kingdom by matching pictures of baby animals with their mothers and fathers, identifying colors and shapes by sorting objects, building fine motor skills by threading a shoestring through holes in a colorful laminated picture — these were just a few of the ideas childhood education students developed in a class last spring. The University of Arkansas undergraduates were laying the foundation for literacy in 3- and 4-year-old children by giving them fun, visual and hands-on ways of learning about letters, numbers, colors and shapes.

These students didn’t just research their ideas, decorate shoeboxes with eye-catching designs, make a shopping trip to a hobby store for pieces to fill them and then explain their project to classmates. Their teacher, Marta Collier, associate professor of curriculum and instruction, required them to spend 20 hours in a classroom with preschoolers during the semester.

With assistance from Shakira Scott, family and community services area manager for Head Start, and Kathleen Hale, education services area manager for Head Start, Collier arranged for her students to visit the program’s learning centers in Washington County to fulfill the requirement, taking their shoebox projects with them.

Collier wanted the students to experience the preschool classroom not only to put the childhood development theory and pedagogical techniques they were learning into practice but also to understand the service aspect of teaching and the potential impact they could have on children’s lives. Head Start is a federally funded program that promotes school readiness by enhancing social and cognitive development of children through educational, health, nutritional, social and other services. Families must meet income guidelines to be eligible for Head Start.

Collier described teaching as a calling similar to the ministry.

“Education is all about serving others,” she told the students.

Collier also invited guests from Head Start to discuss with her students the program’s emphasis on parent involvement.

Wanda Boyd first became involved with Head Start as a parent. She later became a Head Start teacher before being named director of the Willow Heights center in Fayetteville.

“The program was good at helping me see I’m more than a mother to my children,” she said. “I’m a teacher, too. Head Start gave me the tools so that whatever my children were working on at school we could continue working on at home. “It’s not just playing,” Boyd continued. “That’s our way of making sure the children learn. We put the alphabet into games and songs. I taught my children our address by singing it. I can’t sing, really, but it had a beat and rhythm.”

Randy Coleman, a former Head Start parent who continues to be involved with the program through his work with the M&N Augustine Foundation, described how Head Start relies on parent involvement for its success in a way that empowers parents.

“Head Start allows parents to have a voice in their children’s education and in the community,” he said. “Without Head Start, I wouldn’t have understood how to respond to my children’s needs. One of the unique things Head Start brings out in people is compassion for others and for the community.”

During that class period, the students shared experiences they had when assisting in the Head Start classrooms. The university students related how they formed bonds quickly with students in the Head Start classrooms, telling how students touched their hearts. They were impressed with how smoothly the teachers managed their classrooms, how well the children got along and how enthusiastic they were about taking part in classroom activities.

“What I hope you take away from this experience,” Boyd said, “is that you make your class what you want it to be.”
The multimillion-dollar sports contracts of today’s pro athletes, such as the $60 million deal signed by University of Arkansas running back Darren McFadden, overshadow the realities of college student-athlete career and earning trajectories. While some college student-athletes at all levels aspire to be professional athletes, the reality is that only 1 percent reach those ranks, making the fact that McFadden’s backfield teammates, Peyton Hillis and Felix Jones, secured NFL contracts all the more remarkable.

Today, student-athletes are considered a unique sub-population of the college environment. To many outside the athletic realm, however, student-athletes, especially those competing at institutions with big-time sports programs, are stereotyped as both privileged and, in many cases, lacking the motivation to succeed in higher education. Some research dispels these myths, particularly those related to the academic inequalities between student-athletes and non-athletes. Data from the NCAA highlights the fact that student-athletes graduate at rates that parallel, and in many cases exceed, the graduation rates of non-athletes. In many cases, student-athletes lack the motivation to succeed in higher education.

In reality, these students are monitored in almost every aspect of their lives on campus — when they eat, what time they get to class and even how much time they spend studying in supervised settings,” said Dan Kissinger, assistant professor of counselor education.

Additionally, while student-athletes will encounter the same developmental challenges as their non-athlete peers, Kissinger explained, they often live in environments where their choices are restricted by their athletic responsibilities. For example:

• These student-athletes may live in a fishbowl in which any transgression or failure is front-page news about them but not for the non-athlete on campus.
• Many feel enormous pressure to perform in what equals a full-time job in addition to maintaining grades in the classroom.
• They face challenges in balancing intense athletic and academic schedules and responsibilities. Kissinger’s research on the student-athlete to date has focused on understanding the experiences of student-athletes. As an example, Kissinger and his colleague Joshua Watson, a counselor educator at Mississippi State University-Meridian, found that student-athletes report lower levels of overall wellness than their non-athlete peers. Other studies have shown the importance of considering the academic identity when addressing the academic, athletic, personal and career issues of student-athletes.

The information generated from these studies interested George Johnson, founder and publisher of Information Age Publishing, who offered Kissinger a contract for a book-length manuscript on the contemporary student-athlete. Co-edited by Michael T. Miller, professor of higher education and department head, the manuscript takes an interdisciplinary approach to understanding the issues and challenges facing the contemporary student-athlete. The editors called upon a number of faculty and administrators to help in the book writing, including several at the University of Arkansas.

“We need to look at the success and failure of these students and the expectations we place upon them,” Kissinger said. “We plan to look at these issues through many different lenses, and that’s why we are calling upon experts in health, higher education, counseling, psychology, and athletics to provide direction to our work. Student-athletes are such visible images and faces of college today that we need to be concerned about their welfare and their future.”

Miller is also writing for the book.

“My chapter deals with institutional expectations of student-athletes and the policy conflicts that can arise among athletics and academics,” he said.

Additionally, Richard E. Newman, professor of physical education at Presbyterian College in South Carolina and former college football coach, is contributing a chapter on substance use and abuse among student-athletes. This chapter will be the basis for Newman’s visiting lecture on the Fayetteville campus this fall.

In April, Kissinger and Jennifer Miles, assistant professor in higher education, convened a roundtable discussion on the student-athlete at Carroll Hall on the University of Arkansas campus. Academic and athletic leaders from a range of higher education and secondary school institutions from several states attended. The discussion provided direction for a research agenda to be pursued by the faculty.

Discussion during the research roundtable

• Top challenges facing student-athletes: making academic, social, psychological and physical transitions; managing time; developing a peer support group outside of athletics; managing money; and handling media pressure and both real and perceived privileges.
• Effective ways for an institution to respond to the challenges: Institutions must develop committed leaders from coaches to academic counselors; educate the campus community about the life of a student-athlete; provide programs to immerse student athletes in campus life; and facilitate interaction between faculty members and athletes. All of these efforts contribute to helping the student-athlete develop a more well-rounded identity.
• Primary focus for a research agenda on college student-athletes: isolating responses from student-athletes in a study of student engagement on college campuses; determining self-care tactics of successful student-athletes and how they learned them; documenting and monitoring initiation, also called bonding, of new athletes to their teams; describing formal and informal adjustment processes for athletes; gauging parental involvement and support for both sports and academics; and studying the culture of athletic departments and how it affects the athletes’ lives.
Arkansas Best Practices Study Identifies Ingredients for Success

What factors relate to schools doing a better job educating their students? How can schools not performing as well learn from those efforts?

University of Arkansas researchers studied these and similar questions with visits to nearly 40 elementary, middle level and high schools in the state over a span of three years. The researchers were looking for practices and procedures that relate to improving student achievement. The Arkansas Best Practices Study is part of a nationwide study designed by the National Center for Educational Accountability and Just for the Kids, both nonprofit educational research organizations. In the first year, Arkansas was one six states participating; now there are 22 states.

The educational research organizations developed a common protocol to be used across the states that included interviewing district and school administrators as well as teachers. All interviews related to five general best practice themes: • Curriculum and academic goals • Staff selection, leadership and capacity building • Instructional programs, practices and arrangements • Monitoring, compilation, analysis and use of data • Recognition, intervention and adjustments

At each education level, the team found multiple practices that influenced student achievement. According to Stegman, there is not a magic set of best practices that relates to every high-performing school: "A high-performing school does well because it's doing the right things in the right way, within a certain context. Across all levels, high-performing schools have aspects in common. They have administrators and teachers who are instructional leaders, high expectations are set for student achievement, curricular development involves both administrators and teachers, testing data is used effectively, and professional development is supported at the school and district levels."

"There's continuity among classroom, school and district as to academic goals," Johnson said of high performing schools. "The school board, teachers and administrators all understand and agree about academic goals." At each level, the team found some of these practices. (see box)

Stegman said: "Taking part in a study that covers many states with a standard protocol provides a great opportunity for administrators and teachers to look across multiple states for information that will help schools improve student achievement." In addition to writing case studies for each school, the researchers collected documents that support the implementation of best practices. For example, documents showed how flexible scheduling was implemented in a district and how a new curriculum was selected and implemented.

The case studies and additional information about the identified schools are available at http://normessasweb.uark.edu/BestPractices. Presentations given by the researchers can also be found on the site.

"Educators and parents can review the information and decide what practices they might try in their schools," Stegman said. "Schools can make site visits to see how other schools are improving student achievement. The Web site gives them places to go for information."

At the conclusion of the middle-level and high school studies, educators from each school were invited to a luncheon at the state Capitol where they were recognized by Gov. Mike Beebe, Education Commissioner Ken James and other state officials.

"It's important to accentuate the positive," Stegman said. "The recognition reinforces the example of schools that are developing ways to improve student achievement."
The students in Scarlet Morris' choir class grabbed the red slips of paper from their music stands and held them high for Morris to see. They were signaling "stop" because they didn't understand.

"I rephrased the instruction and they said, ‘Oh,’ and it was fine,” Morris recalled. “I might have noticed otherwise but they made me take note immediately.”

Morris has every sixth-grader at J.O. Kelly Middle School in Springdale in her choir classes. When she started teaching at the school 14 years ago, about 11 percent of the students in her classes were learning English as a second language.

"Now, the minority is the majority,” she said.

Morris is one of 32 teachers in the Springdale School District who are enrolled in Project Teach Them All, a program funded by a U.S. Department of Education grant of $1.3 million over five years to the University of Arkansas. The grant program supervisor for Springdale schools. She now works as co-director of the Education Renewal Zone in the College of Education and Health Professions, focusing on the needs of English language learners in member schools.

She teaches classes for ESL certification at the Arkansas Department of Education's summer ESL academies and at Arkansas Tech University.

• Shannon Davis was director of research for the College of Education and Health Professions until July 2007, when she became assistant dean for research in the College of Engineering. She coordinated the grant application.

• Worthen, the project director, grew up in Texas, hearing stories about her parents' struggles. Her father spoke Spanish and her mother was a migrant farm worker. Her father began learning English when he started public school, and her mother attended 20 different schools, moving with her family as they followed agricultural harvests around the country.

• Penner-Williams' father spoke only German prior to attending elementary school in rural Kansas.

"I didn't realize that my grandparents only spoke English when we visited until I was an adult," Penner-Williams reported.

Through their emphasis on education, both sets of parents encouraged a love of learning.

"Your students are a direct reflection of you,” she said. "If my students can excel, I've done my job."

Professional Learning Communities

The Arkansas Department of Education sponsors a two-week ESL Academy each summer but there's a waiting list to take the courses. Several teachers said the structure of Project Teach Them All appealed more to them for various reasons. The College of Education and Health Professions offers an ESL concentration in its Master of Arts in Teaching degree program in childhood education, but that doesn't address the needs of teachers already in the workforce.

Joye Ryan-Jones, who teaches math at Har-Ber High School, has worked in the Springdale district for 23 years. She didn't want to attend the annual ESL Academy because it would pull her away from her family during the summer.

"Then this came up,” she said. "With the team approach, working with people in my building, it seemed like a good way to do this. The teaching of geometry is much the same among teachers so strategizing together has been helpful. One teacher will talk about something that has worked in class, and we show each other what we're doing."

Ryan-Jones found that many of the strategies such as foldables and other memory devices help all her students, not just those learning English, to better understand concepts.
Students in a Project Teach Them All classroom in Springdale show their work.

“Geometry contains many definitions, and as with any subject for English language learners, slang really throws them for a loop,” she said. “Even kids who have always spoken English find the vocabulary difficult to learn. Simple techniques such as the vocabulary quilts, wheel charts and word walls have made a big difference for my students.”

Many of the ESL strategies focus on active learning. Worthen explained, a teaching technique found to improve student achievement across the board. Ryan-Jones’ team consists of three math teachers, one English teacher and one family and consumer sciences teacher.

“When the theories were presented in the classes, I realized that good teachers do a lot of what they were talking about, but we don’t label them, and the class gave us a chance to hone those methods.”

Being part of the professional learning community set up in the program was also beneficial to Morris.

“It was nice to meet with people you teach with in that way,” she said. “Teachers in the group describe how they use what they’ve learned.”

Worthen said some teachers in the program have led group meetings with faculty not in the program in order to share what they’ve learned. The principal of one junior high enrolled in the program, even though he doesn’t teach regularly, said, “When the theories were presented, I realized we need to do more.”

Worthen divided the teachers into groups, and each group proposed a question they emphasized the importance of building rapport with students that deepens to teach all students while at the same time keeping the content rigorous, and combined with their experiences at their schools. The teachers discussed ways that other groups answered, based on what they were learning in the program.

Worthen’s team consists of three math teachers, one English teacher and one family and consumer sciences teacher. Ryan-Jones’ team consists of three math teachers, one English teacher and one family and consumer sciences teacher. Worthen divided the teachers into groups, and each group proposed a question. The teachers discussed ways that other groups answered, based on what they were learning in the program.

Herrera visited Springdale last November and listened to teachers in the program respond as Worthen conducted the closing session for that first semester. Worthen divided the teachers into groups, and each group proposed a question. The teachers discussed ways that other groups answered, based on what they were learning in the program. However, she said, “Although he is not in the classroom, he evaluates teachers’ performance,” she said. “By having the background knowledge of what to look for, he provides a stronger support system for his teachers. During Benchmark preparation, he taught a class and used one of the strategies he learned. It was a major eye-opener for him.”

**Good Marks**

Socorro Herrera, professor of elementary education at Kansas State University, and Kevin Murray, associate professor of secondary education at Kansas State, developed the CLASSIC model on which Project Teach Them All is based. Herrera directs Kansas State’s Center for Intercultural and Multilingual Advocacy, and Murray is its director of research and development.

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Worthen is the College of Education and Health Professions is looking at several research opportunities in the project, including comparing achievement of students in classes with teachers who were enrolled to the achievement of students with teachers who were not. Because the project is based on the Kansas State model that is also being replicated in other states, the team can compare Arkansas’ results to results in those other states.

The Arkansas model is different, too.

“Our model is the only one that added coaching,” explained Penner-Williams. “The coaching element is important in helping the teachers see how to use a strategy in their particular content area.”

According to Worthen, teachers, like students, are at different levels of readiness.

“Some look at a strategy and immediately think of how they can use it,” she said. “They’re eager to try to adapt it. Others struggle with how to begin. With the use of coaches, we can talk about that. Some teachers know their content area well but not how to adapt a strategy to it. Coaches walk them through the process.”

“In my mind, it’s more comfortable to do something the way you have always done,” Penner-Williams agreed. “Thinking about these new strategies can be awkward but eventually they will become automatic. Coaches help them work through that process.”

In an area of emerging diversity and rapid growth such as northwest Arkansas, Worthen said, teachers have not had coursework while earning their teaching degree or day-to-day experiences needed to understand well the ethnic, cultural and language backgrounds of new students.

“We have to be advocates for all children to succeed and reach their potential,” she said. “As an educator, that’s what we strive for on a daily basis, and we know that professional development of teachers has an impact on how students fare in school.”

The project is helping teachers become better teachers, Penner-Williams said.

“The project helps teachers better meet needs of students, needs that didn’t exist in the past,” she said. Visit the website for more information.

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**Research to Result**

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**Top 10 Reasons to Enroll in Project Teach Them All**

1. You will earn 12 graduate hours in four courses over a two-year period that lead to an ESL endorsement on your teaching license. Fifteen hours per course can be applied toward the state’s required 60 hours of professional development per year.

2. You will receive a tuition and textbook scholarship each semester.

3. You will receive class notes and view DVD presentations containing actual classroom examples.

4. When you have 15 graduate hours above your bachelor’s degree, 12 of which are earned in Project Teach Them All, you will receive an annual salary increase.

5. You will spend only $40 out of pocket, which pays for the Graduate School application fee.

6. You will meet with a team of three to five teachers who will be your support system, and you will select a team leader who will turn in your group’s assignments.

7. Your team meets approximately three hours per week and will decide where and what days of the week to meet.

8. You will only meet as a whole class at the beginning and at the end of each semester. You will be fed!

9. You will be guided by a caring and knowledgeable instructor who will coach you as you implement what you are learning.

10. You will learn a multitude of new, “ready to use” strategies and become more effective teaching students from different cultural and language backgrounds.

Source: Diana Gonzales Worthen
Susan Mayes made ballroom dancing popular on the University of Arkansas campus years before it became a hit of reality TV and celebrity competitions.

The elective that Mayes teaches each spring is one of the most popular. She cuts off enrollment at about 75 students, and it’s not unusual for up to another 25 former students to come by whenever they have free time during the semester to take a twirl around the dance floor.

Mayes demonstrates moves to strains of music from Sinatra to the “Stray Cat Strut” in a studio in the Health, Physical Education and Recreation Building. Her student assistants work the music and lights as well as traveling around the room to help novices with technique.

In a quick survey of students last spring, all said they were there because friends had raved about the class.

“I had some friends who took it in the past and they loved it,” said Afton Deaton, a junior majoring in social work. “I was really tired, but now I’m good to go for the rest of the day.”

Mayes teaches the fox-trot, waltz, cha cha and swing. Her advanced class includes more extensive step sequences and more Latin dances, including the tango, rumba, samba and samba. It isn’t unusual for students to ask Mayes to teach them a step they have seen on television. She accommodates them when she can as long as the dances don’t pose an injury risk.

Her student assistants teach Mayes new steps, too, she said.

“Once we get started, this is definitely a learner-initiated class,” she said.

Some students register for the class as couples, but Mayes requires all students to change dance partners every other class. This arrangement combats a dancer’s tendency to compensate for the idiosyncrasies of a particular partner, especially one to whom they’re emotionally attached, she explained. Changing partners frequently also better prepares students for social dancing situations in which they might dance with unfamiliar partners.

In addition to basic steps, students first learn body mechanics including how to hold their heads and bodies, where to put their hands and how to hold their partners while maintaining personal space for each person. They learn how to proceed onto the floor and flow smoothly into a dance. Mayes also teaches them etiquette, such as how to gracefully accept an invitation to dance and to thank a dance partner.

“In my class, you never say no to a dance invitation,” she said.

Knowing the formalities and structure of dancing provides a comfort zone for the students, Mayes explained.

“It’s the most fun class in the world to teach,” she said.

“I have always been fascinated with dance,” Mayes said. “I was really tired, but now I’m good to go for the rest of the day.”

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“It’s the most fun class in the world to teach,” she said.

“There are students from all walks of life. Some aregmentous, some are shy, but everyone is on the same playing field.”

She also emphasized that the class is open to everyone, regardless of ability.

“Even the most coordinated kinesiology major doesn’t necessarily have an advantage over kids who say they have two left feet. I say, ‘If you can get around campus, you can dance.’”

Along with teaching the elective with the highest enrollment on campus, Mayes has earned the respect of her peers in the field of dance education, who most recently elected her to the vice presidency of the dance division of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. The position represents a three-year commitment: She’ll serve as vice president-elect this year, as vice president in 2009 and as past vice president in 2010, helping to organize programming for the annual convention that draws about 5,000 dancers of all ages and styles from all over the United States to perform 15-minute spots in the convention halls.

“It’s an informal way of bringing awareness of dance education,” she explained.

Mayes also has taken top honors at the organization’s state level, being named Dance Educator of the Year last year and also in 1996.

A Fayetteville resident since she was an infant, Mayes earned a bachelor’s degree in 1972 and a master’s degree in 1977, both in physical education, from the University of Arkansas and has taught at her alma mater for 25 years. Her father, Nolan Williams, chaired the university’s department of accounting for many years.

Before coming to teach at the university, Mayes taught and coached for 10 years at Woodland Junior High School in Fayetteville. Now, she teaches a number of pedagogical courses in addition to the dance classes, and she supervises physical education interns. She also serves as undergraduate coordinator for the department of health science, kinesiology, recreation and dance and has won college and departmental awards for teaching, advising and service.

She’s always been a dancer, starting with ballet at the age of 5.

“I have always been fascinated with dance,” Mayes said.

“It gives me great pleasure.”

Her students must feel the same way. After putting their shoes back on and gathering backpacks, they all left the class with smiles on their faces.
BUFFALO NATIONAL RIVER – Amy Allison and Dusty Allison, traveling trainers for the Leave No Trace Center for Outdoor Ethics, split their trainees into two groups and send one around the corner. They instruct the people in that group to pretend to be a wild animal of any sort.

Unbeknownst to the people in the first group, the second group is told to invade the space of the “wild animals” and act like obvious tourists. They do. They go running around the corner, taking close-up pictures of the “wildlife,” trying to pet the “elk,” throwing a lasso around the “bison,” trying to ride on the “turtles.”

After everyone returns to normal human beings, they talk about what it felt like to be the wild animal. “Invaded,” “frightened,” “confused” and “agitated” were some of the words used to describe the confrontation.

The lesson was one of several offered to 10 participants in a Leave No Trace course conducted over five days in May in the Buffalo National River area. Jennifer Hazeltine, director of the Outdoor Connection Center based in the College of Education and Health Professions, serves as the state advocate for Leave No Trace, an educational, nonprofit organization based in Boulder, Colo., and dedicated to the responsible enjoyment and active stewardship of the outdoors. She organized the course that began with a day of classroom instruction on the University of Arkansas campus.

While in the backcountry, each participant presented a lesson on one of the seven principles of the Leave No Trace philosophy. Lloyd Caulfield, who worked at Rocky Mountain National Park in Colorado this summer, covered how to minimize contact with wildlife. He handed out photos he had taken in the wilderness and a list of guidelines for minimizing contact with wildlife, things like staying on established trails, observing animals from a distance, avoiding the feeding of animals, avoiding wildlife at seasonally sensitive times and disposing of trash properly. Then he asked the trainees to match the photos with the guidelines. Some were easy: The picture of the mother bear and cub illustrated when a hiker should observe wildlife from a distance; the nesting peregrines could fit the guide to avoid wildlife at sensitive times. Other pictures, however, were more ambiguous and led the trainees into discussion: Does the picture of the rock climber fit into the seasonal guideline, the need to stay on the trail or some other factor?

After each trainee’s presentation, the others critiqued it, pointing out strengths and offering suggestions for improvement. The group included several University of Arkansas students majoring in recreation. Daniel Bringman, a junior, talked about leaving what you find, which led from discussion about wildflowers to historic sites and archaeological artifacts. Instead of picking a wildflower or pocketing an arrowhead, take a picture or write about the event in a journal. Preserve what exists for the next generation.

The Allison built on that lesson with another exercise, again splitting the trainees into two groups for a competition. The pieces of two identical puzzles were scattered on the ground at a nearby picnic table. Each team competed to see who could put the puzzle together most quickly. Both teams tactically find their pieces and begin assembling the puzzle. One team ultimately wins, but the other struggles to finish its puzzle. Why? Two of the puzzle pieces are missing. The team members look to see if they dropped a piece, but the pieces simply aren’t there.

Dusty explains the lesson: If you’re a visitor to a historic site, but artifacts have been taken away by an earlier visitor, you never get a complete picture.

The Petrified Forest National Park, for instance, is testimony to the notion that removing just one piece won’t hurt anything. After thousands of visitors “removed just one piece” of the fossilized trees from the park, visitors today don’t have any sense of the magnitude of what once existed.

During the afternoon hike, the group got to see the Parker-Hickman homestead, a farmstead preserved as it existed when the park service took over control of the Buffalo National River in 1972. The log cabin on the site is among the oldest known structures along the Buffalo River, built probably in the early 1840s. Visitors can walk through the cabin and most of the other structures.

While at the homestead, Mike Hoover, a master’s degree candidate in recreation, gave the final lesson for the day about ways to respect other visitors. In his exercise he put the participants in three teams, one representing a hunter, one representing an eighth-grader and one representing a backpacker. He asked each group to list the reasons they, from the view of their representative persona, would be motivated to go outdoors and then list what concerns or impediments might keep that person from going outdoors. Each persona — the hunter, the eighth-grader and the backpacker — had significantly different motivations and desires, some of which might conflict with the others.

“Everyone has their own agenda when they’re going outside,” Hoover said. “We all get out for our own reasons.”
These are memories that will never fade. That's true for those who suffered through the events of 1994 in Rwanda, but Samuel Totten is making sure other people know the stories of these genocide survivors.

Totten, a professor of secondary education at the University of Arkansas and an internationally known genocide scholar, worked the first half of this year on an oral history project in Rwanda. Totten and Rafiki Ubaldo, a freelance journalist and researcher who is himself a survivor of the genocide, tramped along dusty paths in Rwandan villages, seeking people willing to talk about what happened to them and their families 14 years ago. They ended up with 30 interviews during which the Rwandans recounted their terrifying and tragic experiences.

The nation of Rwanda in east-central Africa has a long history of conflict between two ethnic groups, the Hutus and the Tutsis. Over the course of 100 days in 1994, extremist Hutu sanctioned by the ruling Hutu government killed nearly 1 million people, both Tutsis and moderate Hutus. Unlike many other genocides that involved the use of modern weapons, the Hutus used rudimentary farm tools — machetes, hoes, lances — to do their killing. For that reason, the 1994 Rwandan genocide is often referred to as “the machete genocide.”

The author and editor of several books and journals about genocide, Totten and a colleague co-authored The Dictionary of Genocide, the first such book of its kind, published earlier this year by Greenwood Publishers.

In 2004, Totten served as an investigator with a U.S. State Department team that investigated atrocities committed in the Darfur region of Sudan in northern Africa. The team’s report led to then-Secretary of State Colin Powell’s testimony before the U.S. Senate Foreign Relations Committee that genocide had been committed in Darfur. In July and August 2007, Totten also spent time interviewing Darfurians living in refugee camps along the Chad/Sudan border.

Totten was awarded a prestigious Fulbright Fellowship to spend January through July of this year in Rwanda, conducting research while developing a genocide studies program at that country’s flagship institution, the National University of Rwanda.

Reading the accounts people told the pair is not easy or pleasant. Often, the two men spent as long as 15 hours over two or three days asking questions and recording information.

“People were very generous with their time,” Totten said. “After four or five hours, we were all emotionally spent. There were more times than I can count when I literally had to bite my lip and turn away in order to not break out crying, and I am not one who cries. What the individuals had gone through was that sad, that horrific, that monstrous. One woman told about being raped by five different men during the genocide, in front of her two small children. A young boy told of seeing a man who had been his protector have his head chopped off with a machete.

“I forced myself to listen and to record the stories,” he continued. “I figured it was the least I could do. After all, they lived through it and live with the images each and every day of their lives.”

Totten began transcribing the interviews while in Rwanda and continued upon his return to Arkansas in the summer. He plans to have them ready for publication this fall.

“The images in my mind are images I will never, ever forget,” he continued. “These interviews are more detailed than anything I’ve ever read about the Rwandan genocide. Our goal was two-pronged: complete a research project on the plight and fate of survivors in the post-genocide period and have the interviews published in paperback so that they are accessible to the general public. Some of the information in the interviews is revelatory and will be valuable for researchers but also enlightening for the general public.”

One person described what happened when drinking water was piped into her home. When the faucet was turned on, the water that flowed was tinged with red, the blood of attack victims.

Also while in Rwanda, Totten and Ubaldo promoted a scholarship fund they had previously established for genocide survivors. The Post Genocide Education Fund announced its first scholarship award in Kigali in February, and five have been awarded so far with seven more about to be awarded.

While conducting interviews for the oral history, Totten and Ubaldo met bright and articulate young people who impressed them with their powerful insights. Education was another casualty of the conflict that left so many destitute.

Totten described some of the problems faced by young survivors:

- They are orphaned and left to their own devices to make every single decision of their lives, including how to manage to get enough to eat, clothe themselves and go to school.
- They face trauma from the memories of the genocide but do not have access to counseling services.
- If not orphaned, they are the breadwinners of their families, caring for mothers with AIDS contracted as a result of being raped during genocide and acting as surrogate parents to younger brothers and sisters.

“They are bereft in every way imaginable: family support, love, money, housing and adequate food,” Totten said.

The scholarship fund has applications from the former Yugoslavia and Cambodia, too. Most of the money awarded for the initial scholarships came from Totten’s fees for speaking about Rwanda and Darfur, but he and Ubaldo plan to spend time this fall raising funds. The scholarship fund, which was granted tax-exempt status as a charitable organization by the Internal Revenue Service, can be found online at www.postgen.org.

About $1,500 a year will cover the cost of registration, tuition, books and room and board for a survivor to attend a major university in Rwanda, and costs are similar in other countries, according to the Web site.

At times in Rwanda, Totten needed to escape the stories and images of the genocide. With sporadic Internet service, no television and few people to talk with other than professional acquaintances, Totten found distraction by picking up a project he’s wanted to finish for a long time — a novel based in Laguna Beach, Calif., the town where he grew up. He started writing the book when he was an undergraduate and hopes to find a publisher next year.

“That was my saving grace,” Totten said. “It was the only thing I had with me that wasn’t genocide-related. It put me in a totally different place.”

Emmanuel Mugenzira lost his wife and five children in a massacre at Murambi in southern Rwanda. Mugenzira survived because he was shot in the head and left for dead. He now works at the Murambi Genocide Memorial Center, near where his family is buried.
Several years ago, a colleague lamentoed to Elliott that “we,” meaning her school, had not won a grant for a drug education program. Elliott countered, “Yes, ‘we’ did,” explaining that, even if her friend’s school district wasn’t getting the money, the school that was selected to receive the grant would help children in Arkansas and other educators could learn from their experience. Elliott believes a systems approach, all parts of the education system working and changing together, is essential for improving academic achievement in the state.

Since its inception in 1991, the Arkansas Leadership Academy has provided leadership training to more than 10,000 educators. With a total of 44 partners that include universities, professional associations, educational cooperatives, state agencies, businesses and private foundations, the academy focuses on developing learning communities in public schools. Academy offerings include institutes for superintendents, principals, teachers and teams and a school support program. At least seven other states are using or considering using the academy as a model for professional development.

“Once of our beliefs is that it doesn’t matter who gets credit for an accomplishment,” Elliott said. “The world sets us up to compete, such as when district test scores are published. People look to see whether their school performed better than others, but these are all our students.”

“At the academy, we put emphasis on the systems in place and how their components must work together to help children achieve.” A Fayetteville native, Elliott began her career in education as a math teacher at Ramay Junior High School. Later, she moved to the Siloam Springs School District, where she worked as a math coach, assistant superintendent and interim superintendent. After about 15 years in Siloam Springs, Elliott took a position with the Arkansas Department of Education. She worked as assistant to the director until interviewing for a position at the university. She was especially excited about the chance to develop a proposal for the academy, the structure of which had been approved by the Arkansas Legislature not long before.

“We talked to people all over the nation about best practices in leadership development,” Elliott recalled. “Then, our proposal was the one accepted, we invited the others who submitted a proposal to be partners in the academy.

“I’ve always said my big strength is hanging out with really good people,” she continued with a laugh. “I ask and ask and ask and come up with names of people who are top quality. Then, sometimes they fall in your lap. If you give people the space and the tools and the information they need, most people are really amazing. The leadership capacity is there, you just have to figure out how to let them use it.”

“What I want people to understand is that the success of the Arkansas Leadership Academy in helping schools educate children is due to the work of the partners and educators in this state. They built it. That dedication and spirit of cooperation and collaboration is what has made this thing happen and it’s the only thing that made it happen.”

**Faculty Notes:**

**Gregory Benton,** assistant professor of recreation, presented research at the national conference of the National Association for Interpretation about his findings that National Park Service staff and volunteers remain true to their roots as nature guides, even as the field of heritage interpretation matures into a certified discipline with formal training. More information: http://dailyheadlines.uark.edu/11845.htm

**Freddie Bowles,** assistant professor of foreign language education, is working with the Chocotaw Nation to preserve and revitalize its indigenous heritage language. She presented initial results of her teacher-training program to the 2008 international conference of the National Council of Less Commonly Taught Languages. More information: http://dailyheadlines.uark.edu/12848.htm.

College awards were given to **Chris Lucas,** professor of higher education and educational statistics and research methods, for teaching; **Jay Greene,** professor of education reform, for research; **Cheryl Murphy,** associate professor of educational technology, for service; **Susan Riggs,** instructor of curriculum and instruction, for advising; **Michael Wavering,** associate professor of secondary education, for all-around performance; and **Charles Riggs,** professor of kinesthesiology, for career achievement.

**Marta Collier,** associate professor of curriculum and instruction, was awarded a second Women’s Giving Circle grant for her and two colleagues to continue a Marshall-based home-school literacy learning project. The grant will fund a reading room at a Springdale church with materials available for mothers to check out and use with their families at home. More information: http://cohp.uark.edu/5612.htm.


**Christian Goering,** assistant professor of secondary English/literacy education, presented a paper at the annual convention of the National Council of Teachers of English about using music lyrics to deepen understanding of literature. Discussing song lyrics in the classroom can help students connect in multiple, complex levels with traditional literature, according to Goering. More information: http://dailyheadlines.uark.edu/11894.htm.

**Jay P. Greene,** holder of an endowed chair and head of the department of education reform, published a study in Education Finance and Policy with Marcus Winter of the Manhattan Institute finding that Florida’s policy of test-based promotion in the third grade substantially improved the academic proficiency of the lowest performing students in the state. More information: http://dailyheadlines.uark.edu/11588.htm.

**James Hammons,** professor of higher education, was appointed a campus coach for the national community college improvement project, Achieving the Dream.

**Marcia Imbeau,** associate professor of special education, received the 2008 AGATE Award of Excellence in February during the annual conference of Arkan­sas for Gifted

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Elliott Leaves Legacy of Emphasis on Systems, People Working Together

Beverly Elliott was one day away from retirement. Her office was bright and uncluttered, making a frame, although just a few inches tall, prominent on her desk. The plain white card in the frame displayed three words: “Yes, WE did!”

She had received the card as a retirement gift a few days earlier, but it referred to an incident nearly 15 years old. When Elliott explained the significance of the words, she expressed her philosophy and the legacy she leaves as the first director of the Arkansas Leadership Academy. The academy is based within the College of Education and Health Professions at the University of Arkansas.

Several years ago, a colleague lamented to Elliott that “we,” meaning her school, had not won a grant for a drug education program. Elliott countered, “Yes, ‘we’ did,” explaining that, even if her friend’s school district wasn’t getting the money, the school that was selected to receive the grant would help children in Arkansas and other educators could learn from their experience. Elliott believes a systems approach, all parts of the education system working and changing together, is essential for improving academic achievement in the state.

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“We talked to people all over the nation about best practices in leadership development,” Elliott recalled. “Then, our proposal was the one accepted, we invited the others who submitted a proposal to be partners in the academy.

“I’ve always said my big strength is hanging out with really good people,” she continued with a laugh. “I ask and ask and ask and come up with names of people who are top quality. Then, sometimes they fall in your lap. If you give people the space and the tools and the information they need, most people are really amazing. The leadership capacity is there, you just have to figure out how to let them use it.”

“What I want people to understand is that the success of the Arkansas Leadership Academy in helping schools educate children is due to the work of the partners and educators in this state. They built it. That dedication and spirit of cooperation and collaboration is what has made this thing happen and it’s the only thing that made it happen.”

**Faculty Notes:**

**Gregory Benton,** assistant professor of recreation, presented research at the national conference of the National Association for Interpretation about his findings that National Park Service staff and volunteers remain true to their roots as nature guides, even as the field of heritage interpretation matures into a certified discipline with formal training. More information: http://dailyheadlines.uark.edu/11845.htm

**Freddie Bowles,** assistant professor of foreign language education, is working with the Chocotaw Nation to preserve and revitalize its indigenous heritage language. She presented initial results of her teacher-training program to the 2008 international conference of the National Council of Less Commonly Taught Languages. More information: http://dailyheadlines.uark.edu/12848.htm.

College awards were given to **Chris Lucas,** professor of higher education and educational statistics and research methods, for teaching; **Jay Greene,** professor of education reform, for research; **Cheryl Murphy,** associate professor of educational technology, for service; **Susan Riggs,** instructor of curriculum and instruction, for advising; **Michael Wavering,** associate professor of secondary education, for all-around performance; and **Charles Riggs,** professor of kinesiology, for career achievement.

**Marta Collier,** associate professor of curriculum and instruction, was awarded a second Women’s Giving Circle grant for her and two colleagues to continue a Marshall-based home-school literacy learning project. The grant will fund a reading room at a Springdale church with materials available for mothers to check out and use with their families at home. More information: http://cohp.uark.edu/5612.htm.


**Christian Goering,** assistant professor of secondary English/literacy education, presented a paper at the annual convention of the National Council of Teachers of English about using music lyrics to deepen understanding of literature. Discussing song lyrics in the classroom can help students connect in multiple, complex levels with traditional literature, according to Goering. More information: http://dailyheadlines.uark.edu/11894.htm.

**Jay P. Greene,** holder of an endowed chair and head of the department of education reform, published a study in Education Finance and Policy with Marcus Winter of the Manhattan Institute finding that Florida’s policy of test-based promotion in the third grade substantially improved the academic proficiency of the lowest performing students in the state. More information: http://dailyheadlines.uark.edu/11588.htm.

**James Hammons,** professor of higher education, was appointed a campus coach for the national community college improvement project, Achieving the Dream.

**Marcia Imbeau,** associate professor of special education, received the 2008 AGATE Award of Excellence in February during the annual conference of Arkansas for Gifted...
Investigating Evolutionary Biology in the Laboratory
William F. McComas (ed.), Parks Family Professor of Science and Technology Education, Kendall/Hunt Publishing Co.

New Faculty: A Practical Guide for Academic Beginning
Christopher J. Lucas, professor of higher education, and John W. Murry Jr., associate professor of higher education

Training Higher Education Policy Makers and Leaders
Michael T. Miller, professor of higher education and Diana Wright (ed.) Information Age Publishing

Neurogenic Communication Disorders
Barbara B. Shadden, professor of communication disorders, Fran Hagstrom, associate professor of communication disorders, and Patricia R. Koski, associate dean of the Graduate School

Plural Publishing

American Educational Research Association
http://coehp.uark.edu/5914.htm

Charlene Johnson, associate professor of middle level education, sat on a panel discussion of education policy in Old Main on the University of Arkansas campus during “The State of Black and Brown Arkansas” symposium sponsored by the Diane D. Blair Center for Southern Politics and Society, the African American Studies Program and the Latin American Studies Program. The conference was subtitled “The Challenges of Racial Diversity for the 21st Century.”

Susan Mayes, instructor in the department of health science, kinesiology, recreation and dance, was named 2017 Dance Education Teacher of the Year and elected to the vice presidency of the dance division of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. More information: http://coehp.uark.edu/5641.htm

William F. McComas, Parks Family Professor of Science and Technology Education, was the 2017 recipient of the Evolution Education Award from the National Association of Biology Teachers. More information: http://coehp.uark.edu/5492.htm. McComas also wrote an article for The Science Teacher proposing the division of basic content of biology into two blocks so that students don’t learn the same biology curriculum in middle school, high school and college. He also served as guest editor of the publication several times. More information: http://coehp.uark.edu/5510.htm

Jennifer M. Miles, assistant professor of higher education, was elected secretary of the national Council for the Advancement of Higher Education Programs. More information: http://coehp.uark.edu/5583.htm

Michael T. Miller, professor of higher education and head of the department of rehabilitation, human resources and communication disorders, was named the editor of the Journal of Research in Education, the official publication of the Eastern Educational Research Association, an affiliate of the American Educational Research Association. More information: http://coehp.uark.edu/5826.htm

Rebecca A. Newgent, associate professor of counselor education, and colleagues published results of a study in Professional School Counselor showing that students with a best friend of a different race had significantly higher math and reading test scores than those with best friends of the same race. More information: http://dailyheadlines.uark.edu/2617.htm. Newgent was also named the Arkansas Counseling Association’s Researcher of the Year for 2008.

Gary Ritter, Twenty-First Century Chair in Teacher Quality, released the findings of the second-year study of a teacher pay-for-performance program in Little Rock. Researchers in the department of education reform found that the Achievement Challenge Pilot Program produced significant gains in student performance on standardized tests. More information: http://coehp.uark.edu/5492.htm

Nan Smith-Blair, associate professor of nursing, began serving as interim director of the Eleanor Mann School of Nursing in July. More information: http://coehp.uark.edu/5358.htm

Sandra Stotsky, Twenty-First Century Chair in Teacher Quality, reviewed new high school journalism standards for the Indiana Department of Education, and she served as a content expert in reading for the Education Resources Information Center. ERIC is an educational database that provides free access to more than 1.2 million bibliographic records of journals and other educational-related materials. More information: http://coehp.uark.edu/5611.htm. Stotsky was also elected to the Council of the Association of Literary Scholars and Critics.

Samuel Totten, professor of secondary education, received one of four Peace and Justice Heroes Awards for 2007 from the OMNI Center for Peace, Justice and Ecology. Totten was also named English Teacher of the Year for the university level by the Arkansas Council of Teachers of English and Language Arts. More information: http://coehp.uark.edu/5623.htm

The Student Activities Board honored four faculty members at a banquet hosted by the board and Associated Student Government. For the recognition, students nominated Janet Forbes, instructor in the department of health science, kinesiology, recreation and dance; Aleza Greene, visiting assistant professor of curriculum and instruction; Carleton Holt, associate professor of educational leadership; and Susan Mantell, professor of health science, kinesiology, recreation and dance. More information: http://coehp.uark.edu/5592.htm.

Patrick Wolf, Twenty-First Century Chair in School Choice, led a team of researchers that released the first in a series of reports on the Milwaukee Parental Choice Program, a school voucher program that was the first of its kind when it started in 1990. The longitudinal research is expected to answer many questions about whether a school voucher program can improve student outcomes. Wolf led another team of researchers that reported mixed results from its evaluation of the second year of a school voucher program in Washington, D.C., the first federally funded private school voucher program in the United States. More information: http://www.uark.edu/ua/der/SCDPI.html.

Staf Notes:

Kening Wang, research associate in the National Office for Research on Measurement and Evaluation Systems, was elected a member of Sigma Xi, The Scientific Research Society.

Staff awards were presented to Shari Witherspoon, administrative assistant in the Human Performance Lab, for best all-around administrative assistant in the Office of Academic Affairs, for best crisis management; Shannon Freeman, secretary in the Eleanor Mann School of Nursing, for leadership; and Natalie Wagner, accountant in Intramural Athletics Projects. For 20 years, Bill Mock, associate director of intramural and intercollegiate sports, and Cathy Weaver, secretary in curriculum and instruction. For 30 years, Craig Edmondson, director of community relations, and Janet Forbes, instructor of physical education pedagogy.

Student Notes:

First-ranked senior scholars were Margaret Adair, Christy Cameron, Katelin Hornaday and Jennifer Walker. Senior scholars were Tracy Hager, Anna Kate Morgan, Amber Stout and Natalie Wagner.

Seniors in the Honors Program are Margaret Adair, Lisa Ashbury, Alisa Beachy, Brandyn Buss, Rachel Cashion, Jillian Martin, Molly Muck, Julie Nelson, Kala Price, Jennifer Walker and Myranda Weese.

Jacquelyn Booker of Goshen, a kinesiology major, received the Presidential Scholar Award.

Renee Cook, a doctoral student in higher education, published “The Home Advantage: Performance Effects in Female Collegiate Division 1 Gymnastics” with Timothy Boghant and Inza Fort in the Journal of Coaching Education.

Jessica Fay, a recent graduate of the Master of Arts program in Teaching, received the 2008 Senior Honor Citation from the Arkansas Alumni Association.

Hust Scholarships were awarded to Jennifer Fall of Mahomet, Ill., a health science major, as outstanding sophomore and to Lindsey Sar-
Children in Cambodia may have done their homework last spring with a pencil embossed with the University of Arkansas name on it. Joshua Barnett was studying in New Zealand on a Rotary Ambassadorial Research Scholarship last year when he and his wife, Janell Leach, visited Southeast Asia. As a requirement of receiving the scholarship, Barnett made numerous presentations to Rotary clubs and elementary schools in New Zealand about education and life in the United States. “Questions from both groups were all over the place,” Barnett recalled. “They wanted to know about discipline in American classrooms, homework, what the kids eat for lunch. I set up an e-journal program with a classroom there.”

Barnett gave away pencils, folders and stickers he’d collected from the Arkansas Alumni Association before leaving for New Zealand, and he had some items left. “My wife and I took it to Southeast Asia,” he said. “It was a vacation and we went to some high tourism areas but we also visited Cambodia, which has high poverty rates. We visited an elementary school where the children were learning English. The children were genuinely appreciative. I wish we’d had more to give them. Each child were learning English. The children were genuinely appreciative. I wish we’d had more to give them. Each child we found put the Arkansas stickers from their uniforms ran up to us. They had moved to sell water and other things,” Barnett explained that his wife helped several of the children put the Arkansas stickers on their school uniforms. “Some kids go out after school to sell water and other things,” he said. “We walked to a temple at sundown and a gaggle of kids ran up to us. They had moved the stickers from their uniforms to the after-school clothes they put on. We couldn’t communi- cate well but we certainly understood they were showing us the stickers.”

During his 10 months in New Zealand, Barnett studied the country’s education system and policies while at Massey University. He focused on teacher quality issues, completing a paper on merit pay and putting together a professional development plan for teachers called “te kohatihitanga.” The indigenous Maori word means “communal involvement,” and the program aims to culturally relevant European teachers to better teach Maori students.

Barnett, a distinguished doctoral fellow at the university, had completed a doctorate in public policy before re- turning to the U.S. from New Zealand. Upon his return to Arkansas, he resumed a position as senior research associate with the Office for Education Policy in the College of Education and Health Professions before he was hired at Arkansas State University, Leach, who holds a master’s degree in higher education, was hired as an academic counselor in Pre-College Programs at the university.  

Alumni Notes:

**1950s**


**1960s**

John D. Barkman (BSE ’63) retired as executive vice president of Blinn College in Brenham, Texas.

Wendell Oren Jones (BSE ’62) retired from the U.S. military and joined the University of Southern Nevada as professor of management.

**1970s**

Judy Anderson (BSE ’71) bought Mr. B’s Ice Cream and Deli in Branson, Mo.

Cassandra Barnett (BSE ’77, MED ’85), Fayetteville High School librarian, was selected president-elect of the American Association of School Librarians, a division of the American Library Association.

**1980s**

Andrew Klenke, a doctoral student in workforce development education, and Katy Pendergraft, a doctoral student in curriculum and instruction, both in the technology teacher education concentration, were selected as 21st Century Leaders from the Council on Technology Education, working as an academic counselor in Pre-College Programs at the university.

Eliz-abeth Williams of Farmington, both nursing majors, and Amber Udimrowski of Prairieville, an education major, received the Brandon Burris-worth Memorial Scholarship.

Shehan Weilhindha, a master’s student in education, received the Rising Star Award from the national Association of Student Personnel Administrators IV-West in the graduate student division.

**1990s**

Nancy Bittle (BSE ’72) was selected 2007 Volunteer of the Year for Washington Regional’s Faith in Action.

John L. Colbert (BSE ’76, MED ’81) received the 2008 College Brothers’ Advocate Award from Alpha Phi Alpha Fraternity Inc.

Jeanie Fox (BSE ’78) joined the University of Arkansas’ office of university development as manager of records and data services.

Linda J. Watts (MED ’75, EDD ’87), associate director of the Center for Educational Access, retired after 22 years at the University of Arkansas.

**Team Awarded $1 Million NSF Grant**

Studies Gifted African Americans

Fred Bonner (EDD ’97), associate professor of higher education administration at Texas A&M University, is working with colleagues at A&M and at Prairie View A&M University on a study of factors that contribute to the success of academically gifted African American students in STEM fields. The team was awarded a $1 million, three-year grant last year by the National Science Foundation to identify and evaluate the factors affecting students in science, technology, engineering and mathematic disciplines who are enrolled at historically black colleges and universities.

The project is based on Bonner’s prior research on gifted African American males. The research team hopes to determine the cognitive experiences needed to increase both the quantity and quality of academically gifted African American students graduating with a STEM degree as well as factors necessary to influence the retention and success of these students in STEM fields after college.

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People are so wound up in the youth-oriented society we’ve created that they should,” Garnett said about the competition to describe their concept of aging well for the winners to receive cash prizes. Garnett discussed. Through research and collaboration with the Office for Studies on Aging at Butterfield Trail Village, a retirement community in Fayetteville, and the University’s Graduate School in response to the “graying” of America.

The Office for Studies on Aging was formed in 1999 by co-directors Ro Diffrere, University Professor of kinesiology, and Barbara Shadden, professor of communication disorders, and since then has addressed several of the topics Garnett discussed. Through research projects and community programs, the office has given people information about financial planning, keeping the mind active, and enjoying good health and living a productive life.

Mike John Frederick Torbert MED ’59 Little Rock, March 12, 2008.
Marjorie Zeglin Towers BSE ’54 Oak Brook, Ill., June 25, 2008.
Versie Taylor Townes MED ’57 Little Rock, March 1, 2008.

Lena “Belle” Elizabeth Bequette BSE ’54 Farmington, March 24, 2008.
Joe Thomas Clark MED ’56, EDD ’60 Arkadelphia, June 2, 2008.
Maggie Clark Bussey MED ’58 Little Rock, Jan. 4, 2008.
Alfred Ercolano BSE ’52 Mount Pleasant, S.C.
Carver’s Love of Athletics Spurs Gift to Further Research on Movement

Sometimes, the way an institution of higher education gains the means to strengthen its academic programs and service to the public can only be described as serendipitous. Consider the story of a recent gift from Bob Carver to the College of Education and Health Professions.

After graduating from the University of Arkansas in 1960, Carver taught and coached sports for three years in his hometown of Mena, where he still lives today. He spent the next three years working in his father’s propane company, before settling on a career in automotive sales. He has owned Bob Carver’s Cars and Trucks for 38 years, selling GMC, Chevrolet, Cadillac, Buick, Pontiac, Chrysler, Dodge and Jeep vehicles.

Since 1970, Carver has also been doing something that he takes great pride in – spotting for the radio broadcasts of University of Arkansas football games. Over the years, he has formed close relationships with the Razorback players, coaches and athletic trainers. These relationships led to his desire to support the college’s graduate athletic training education program by purchasing the MotionMonitor, a real-time 3-D motion capture system.

“I was meeting with some of my friends in the athletic training education program,” Carver said, “and they mentioned they could really benefit from having this type of equipment. I was fortunate enough to have the means to help, and so I did.”

Gretchen Oliver, the clinical coordinator of the athletic training education program, studies the mechanics of the body’s movement through motion analysis. Oliver’s research focuses on injury prevention as well as performance enhancement, in addition to noncontact ACL injuries. The MotionMonitor will assist in analyzing all types of movements including throwing, kicking and running.

“We’ll be able to give coaches and athletes information that will be beneficial to them and their performance,” Oliver said. “At the same time, having elite athletes as subjects is beneficial to my research.”

The gift will not only enhance the athletic trainers’ ability to better serve all Razorback athletes. The equipment also will be used to look at movement in non-athletes ranging from development in children to gait patterns in the elderly.

Specifically, the college’s Human Performance Laboratory will directly benefit from Carver’s generosity, allowing the lab to provide more effective rehabilitation services and injury prevention for people of all ages. In addition to the lab, the college supports nearly two dozen research programs and outreach units that focus on diverse areas of education and health care. These research and service units offer individuals many ways to become involved in the work of the college. Thanks to the generosity of alumni and friends such as Bob Carver, the college is able to serve Arkansas and the world. If you are interested in learning more about ways to support the students, faculty and programs in the College of Education and Health Profession, please do not hesitate to contact our development staff at (479) 575-3208 or by e-mail at coehpdev@uark.edu.
Lacinda Files, center, at right, a teacher of gifted and talented education at J.O. Kelly Middle School in Springdale, works with children in the annual Kidswrite summer writing camp based in the College of Education and Health Professions. The college holds two multi-day camps for different age groups each summer in which the children write plays, short stories and poetry. The camps are just one example of many ways the college interacts with schools and offers outreach and services to children and teachers.