

Fall 2010

## Colleague, Fall 2010

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

University of Arkansas, Fayetteville. Department of Education Reform

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### Citation

University of Arkansas, Fayetteville. College of Education and Health Professions., & University of Arkansas, Fayetteville. Department of Education Reform. (2010). Colleague, Fall 2010. *Colleague*. Retrieved from <https://scholarworks.uark.edu/coehpcol/5>

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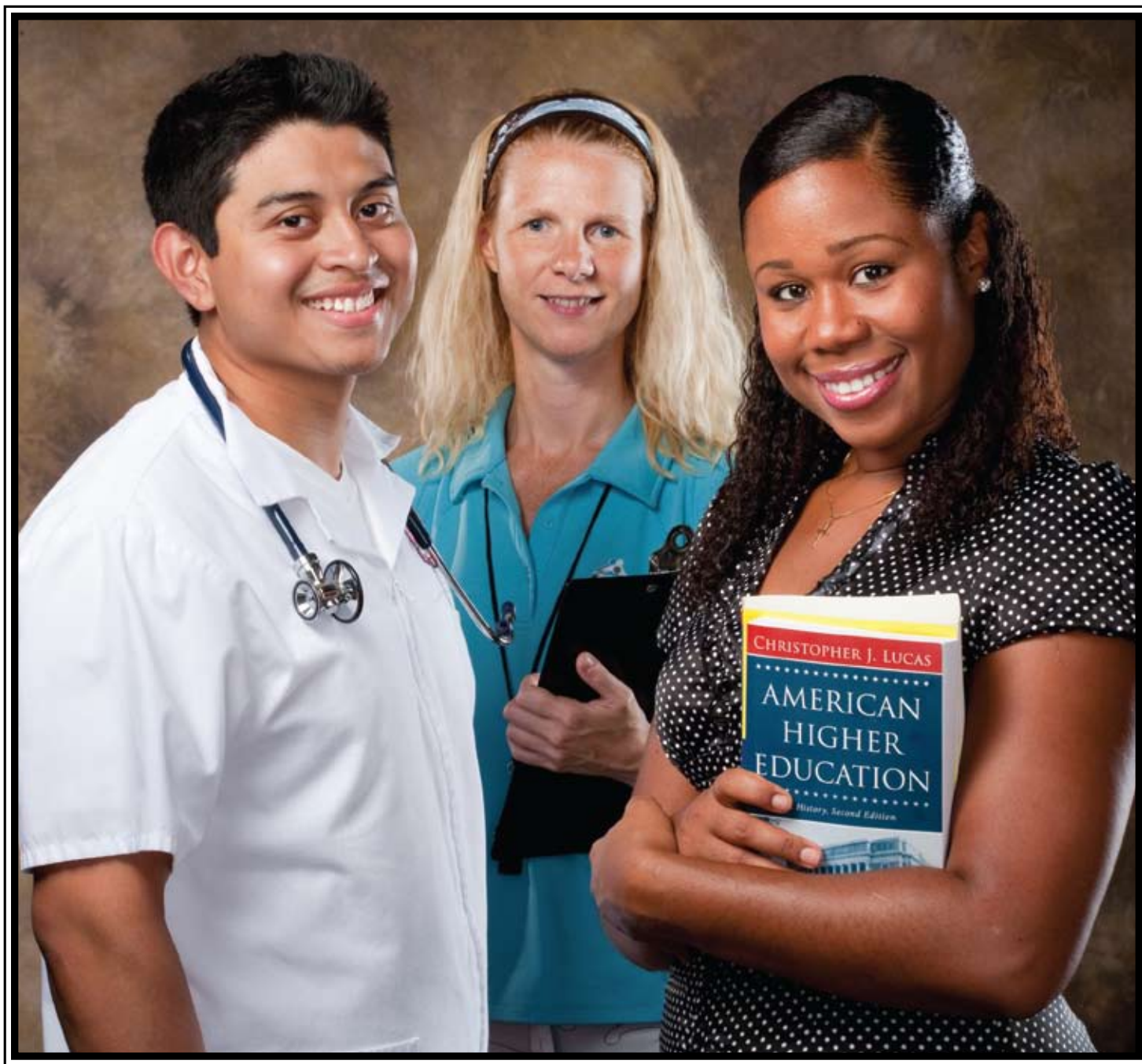
THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

# COLLEAGUE

THE UNIVERSITY OF ARKANSAS

FALL 2010

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## Graduate Education Builds Leadership

Human Performance Lab Prepares Students • Patients Benefit from Nursing Roles



## College Prepares Leaders Who Make Difference

By Tom Smith, Dean

One of the most important things that we do in the College of Education and Health Professions is prepare leaders.

While our undergraduate degree programs provide opportunities for students to enter numerous professions, including nursing and other health-related positions, teaching, recreation, human resource development and exercise science, it is our leadership preparation programs that primarily impact our communities.

Students who complete our graduate programs become educational leaders, master teachers, clinical nurse specialists and nurse educators, athletic trainers, counselors, educational policy analysts and reformers, educational researchers, speech-language pathologists, and adult- and higher-education specialists. They are in positions to make significant changes to our communities.

Through our graduate education programs, we prepare individuals to be leaders in their fields, to go forward and change their professions for the better. Here are some examples of what is happening. Many school districts in Arkansas and surrounding states are led by superintendents who received their preparation in our educational leadership programs. Many elementary and high schools have principals who were prepared in our graduate programs. Graduates of our recreation program become leaders in community recreation programs.

Our doctoral students are becoming faculty members at institutions across the country. One of our recent Ph.D. graduates began teaching at a university in Maine this fall,



another in Missouri, and still another in West Virginia. Graduates of our Master of Science in Nursing program are assuming leadership roles in health-services programs, and students who complete their degrees in counseling are becoming leaders in school counseling and agency counseling.

Preparing leaders requires our preparation programs to be led by faculty who are scholars and great teachers. Our faculty meet those

criteria. Many of our faculty serve on national boards, hold offices in national professional organizations, serve on editorial boards for research publications, and publish in prestigious research journals. They are also successful in obtaining research grants that enable them to engage directly in research that will bring new knowledge to their fields of study. Faculty convey their research findings and the research findings of others with excellent teaching. As excellent teachers and scholars, our faculty truly exemplify the college's goal – to prepare scholar-practitioners. They are scholar-practitioners in the purest sense.

I am pleased to serve as the dean of a college that takes leadership preparation seriously. Graduate programs in the College of Education and Health Professions at the University of Arkansas are making a difference today, but the leaders that are prepared here will make a difference tomorrow.

In this magazine and on the college's Web site, you will find much more information about our people and programs. I invite you to ask questions and share your ideas with me at 479-575-3208 or [tecsmith@uark.edu](mailto:tecsmith@uark.edu).

### College of Education and Health Professions

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Photo by Beth Hall

## Scholarships Honor Athletic Trainers

Julie Suits of Mesquite, Texas, from left, Craig Skinner of Alto, Texas, Katelyn Bishop of Centerville, Va., Jaime Hall of Coloma, Mich., and Jill O'Brien of Seattle were announced in December as the 2009 winners of the Weber and Ferrell scholarships in athletic training education. The scholarships honor longtime Razorback trainers Dean Weber and the late Bill Ferrell.

## FEATURES

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- 7 Nationally known researchers to visit campus in education reform lecture series.
- 8 The Human Performance Lab prepares students for health professions, serves the public.
- 10 The Outdoor Connection Center offers expertise to outdoor enthusiasts.
- 12 Patients benefit when nurses put advanced degrees to work.
- 14 Interdisciplinary department puts emphasis on people with disabilities.

Send alumni news, questions and suggestions to Heidi Stambuck, director of communications, at [stambuck@uark.edu](mailto:stambuck@uark.edu) or 302 Graduate Education Building, University of Arkansas, Fayetteville, AR 72701.

## DEPARTMENTS

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## On the Cover

Abel Gutierrez, from left, Helena Baert and Tamara St. Marthe represent the diverse academic programs offered by the College of Education and Health Professions. Gutierrez is majoring in health science and plans to apply to physical therapy school. Baert is in the final year of her doctoral program in kinesiology. St. Marthe is working on a doctorate in higher education. The college offers academic programs in athletic training, career and technical education, childhood education, communication disorders, counseling, counselor education, curriculum and instruction, education policy, educational leadership, educational statistics and research methods, educational technology, elementary education, health science, higher education, human resource development, kinesiology, nursing, physical education, recreation and sport management, rehabilitation counseling, secondary education, special education, speech-language pathology, and workforce development education.

## Online Colleague Site

The *Colleague* is online, too. You can keep up with the students, faculty, staff and programs of the College of Education and Health Professions by visiting <http://coehp.uark.edu/colleague>. Send an e-mail to [stambuck@uark.edu](mailto:stambuck@uark.edu) if you would like to be notified when the site is updated every two months with new articles, photographs and other information.





**Come Back to Peabody:** The College of Education and Health Professions is looking for people who would like to return to the Fayetteville campus for the reopening of Peabody Hall in 2011. Many features of the historic building, constructed in 1913, are being restored to their original condition, including the red brick exterior, while the building also is being modernized in the \$8.8 million project. Teachers and students who attended the Peabody training school as well as University of Arkansas faculty, staff and students who would like to know more about the reopening ceremonies are asked to contact Heidi Stambuck at 479-575-3138 or stambuck@uark.edu.

**College Ranked Among Best by U.S. News & World Report**



The College of Education and Health Professions at the University of Arkansas was ranked this year at 141 of the nation's best graduate schools for education as determined by *U.S. News & World Report*.

The magazine announced the new rankings for graduate schools April 15. *U.S. News* surveyed 278 programs to

get the information used in the ranking of top education schools.

"We are pleased that the college received this ranking," said Tom Smith, dean of the college. "By comparing our ranking with our peer institutions, we will be able to see where we need to increase our efforts to move up in next year's review. To be listed in the *U.S. News & World Report* rankings is a strong indicator that our college is positively increasing our visibility. We believe continually striving to improve our academic offerings benefits our students and, ultimately, the people of Arkansas and the nation."

**Nursing's Assistant Director Named to Farm Bureau Panel**



Lepaine Sharp-McHenry

Lepaine Sharp-McHenry, assistant director of the Eleanor Mann School of Nursing, has been appointed to the Arkansas Farm Bureau Rural Health and Safety Committee for a two-year term ending in 2012.

The Rural Health and Safety Com-

mittee addresses issues that affect rural communities such as water services, fire departments, school districts, transportation infrastructure, health care and job creation. Sharp-McHenry grew up in Magnolia (Columbia County).

**Professor Lends Expertise to National Standards Issue**



Sandra Stotsky

Sandra Stotsky, holder of the Twenty-First Century Chair in Teacher Quality at the University of Arkansas, served on the Validation Committee for Common Core, an initiative of the National Governors Association and the Council of Chief State School Officers to draft national education standards earlier this year.

Stotsky was one of five members of the Validation Committee to vote against the final version of Common Core's standards, stating that she did not think the English language arts standards were consistently interpretable and teachable. Stotsky also organized public information sessions for educators around the state and drafted a summary of their feedback with assistance from doctoral student James L. Woodworth. She co-authored a critique with mathematician James Milgram of Stanford University that was posted online by the Pioneer Institute of Boston.

Stotsky formerly served as senior associate commissioner in the Massachusetts Department of Education from 1999 to 2003, during which time she directed complete revisions of the state's licensing regulations, licensure tests and pre-K-12 standards.

**University Names New Administrators in College**

The University of Arkansas announced the appointment of several new administrators in the College of Education and Health Professions.

Tom Smith was named dean of the college in March. A University Profes-

sor of special education, Smith had been serving as interim dean since the previous August.

Other appointments were Michael T. Miller, associate dean for academic affairs; Janet Penner-Williams, assistant dean for academic affairs; Craig Edmonston, assistant dean for administration; Fran Hagstrom, head of the department of rehabilitation, human resources and communication disorders; and Jeremy Battjes, director of intramural/recreational sports. All had been serving in those roles on an interim basis before their appointments were effective Aug. 1.

**Kinesiology Professor Attends CDC Academy**



Jack Kern

Jack Kern, clinical associate professor of kinesiology, was one of two representatives of Arkansas universities invited to attend the Centers for Disease Control and Prevention's School of Health Education-Higher Education Academy in Atlanta in February.

About 40 professors from around the nation attended the conference, which focused on the improvement of health education at the college level. Kern also was named "Higher Educator of the Year" in 2009 by the Arkansas Association for Health, Physical Education, Recreation and Dance, the second time he has won the award.

**Two to Edit Special Issue of International HR Journal**

Faculty members Claretha Hughes and Carsten Schmidtke will edit a special issue of the *International Journal of Human Resources Development and Management*.

The issue to be published next year is titled "The Responsibility of Human Resource Management and Development Professionals in the Development of Low-Skilled Workers." The journal issued a call for pa-



Claretha Hughes

Hughes is an assistant professor of workforce development, and Schmidtke is a clinical assistant professor of workforce development.

**Students Promote Sustainability While Exercising**

The intramural/recreational sports department installed an energy-capture system this year on 18 of the elliptical machines in the Donna Axum Fitness Center that puts energy created by the PreCor elliptical crosstrainers back into the building's power grid.

Re-Rev encourages people to work out harder because they must set a minimum resistance level. Setting a minimum resistance level of 5 allows for a greater energy output and better workout. Prior to the installation of Re-Rev, the elliptical machines created only heat. Now, the kinetic energy (heat) from a workout is converted to direct current. The Re-Rev Inverter then converts the DC current to AC, which can be absorbed into the Health, Physical Education and Recreation Building's electrical grid, said director Jeremy Battjes.

"Our campus is making a strong effort to become carbon neutral," Battjes said. "Re-Rev provides the student, faculty and staff population an opportunity to have an immediate impact reducing the carbon footprint. We're excited to be the third Southeastern Conference institution to install the system and provide environmentally friendly opportunities to our university population."

pers to address the question of why businesses should become involved in developing these workers to increase the skilled-worker pool.

## CURRICULUM AND INSTRUCTION DEPARTMENT

When the curriculum and instruction department at the University of Arkansas prepares a kindergarten teacher or an eighth-grade math teacher or a special education teacher and sends those teachers out into the job market, that is often just the beginning of the department's involvement in the public schools.

Many of those teachers come back to the department

for advanced degrees and additional certification and professional development throughout their careers. The department partners with schools in many ways, including through the placement of teaching interns in both its five-year and four-year licensure programs.

"Faculty in the department of curriculum and instruction provide an extensive array of products and services

## TAKES LEADERSHIP ROLE SERIOUSLY

for the people of Arkansas," said Mike Daugherty, head of the department and a professor of technology and engineering education. "Although most might not know it, almost every parent with a child in a public school in Arkansas receives regular products and services provided by faculty from the department. These services range from statistical accountability systems for students and schools,

to teacher and school administrator professional development, to school curriculum resources and materials, to professional conferences for educators. Departmental faculty members are dedicated to assisting leaders in the state in their effort to continually improve the quality of our schools."

### Arkansas Leadership Academy



Debbie Davis

The Arkansas Leadership Academy developed three new institutes during the past year: Effective Meetings, Facilitator Training and Assistant Principal Institute. The redesign of a fourth institute added a second year to the Team Institute program, enabling school and district leadership teams to build their collective leadership capacity in order to facilitate positive culture and change in their educational settings, said Debbie Davis, director of the academy.

The academy also expanded the School Support Program following a successful three-year pilot. State legislation passed in 2009 allowed schools across the state to participate in the program for schools in need of improvement.

"We are serving 21 schools across the state, and preliminary data after the first year indicate gains in student achievement at all schools," Davis said. "We work with the schools in order to build leadership capacity at all levels, with all academy services, and provide a proven school leader to work directly with the schools at least one day per week to support the change process. We have been able to add quality leaders to the academy staff, and this is enabling us to have a greater statewide impact."

The academy, which has served more than 11,000 educators from every district in the state, works toward the goal of systems change for organizations.

"When leaders at each level are speaking the same language and sharing the same vision, the process of school improvement is accelerated," Davis said.

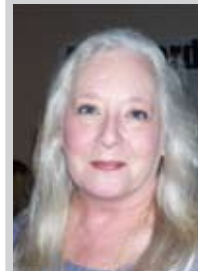
### Center for Children and Youth

The newest addition to the outreach of the curriculum and instruction department is the Center for Children and Youth. It focuses on three key elements of education for the youth of Arkansas: developing an appreciation and understanding of the arts, developing stronger literacy abilities, and developing a pointed focus on children in poverty situations.

The center, which is directed by Christian Goering, assistant professor of curriculum and instruction, sponsored a conference on arts and literacy in Springdale in February. The conference featured national and local speakers and was well-attended by teachers from the state. In the upcoming year,

the center will continue to look for ways to expand its mission throughout the state of Arkansas.

### Center for Math and Science Education



Lynne Hehr

The University of Arkansas Center for Math and Science Education, one of 12 mathematics and science centers on university and college campuses around the state, provides quality resources and materials to the home, private and public K-16 education community. Lynne Hehr directs the center.

The Arkansas NASA Educator Resource Center, located within CMASE, is the state's dissemination point for education materials provided by NASA. Resources and school/classroom presentations are free.

Highlights for the center in the past year include attendance by 1,200 teachers and students at University Days in February; attendance by more than 1,000 students, teachers and members of the general public at the Northwest Arkansas Regional Science and Engineering Fair in March; opening in August 2009 of the UA Discovery Zone as a free-to-the-public museum gallery; awarding of the NASA Educator Resource Center renewal in a competitive grant proposal submission; receiving more than \$250,000 in grants through the state departments of education and higher education; Hehr's chairing of the Arkansas Curriculum Conference, an annual K-12 professional development conference for Arkansas educators in English/language arts, math, science and social studies; and three, two-week No Child Left Behind Science and Math Summer Institutes that served 60 teachers from around the state.

### National Office for Research on Measurement and Evaluation Systems

The college's National Office for Research on Measurement and Evaluation Systems has continued to grow and expand its role with the K-12 educational system and the Arkansas Department of Education. During the past year, NORMES has introduced several new technology improvements, including graphical presentation of achievement data and the corrections process for student information, and the office streamlined the process for evaluating school



Sean Mulvenon

performance, said director Sean Mulvenon.

Additionally, NORMES has continued to develop and improve several of the professional development programs that are provided to teachers and administrators, he said. The expertise available at the University of Arkansas to support education reform efforts is being utilized to help support the initiatives of the Arkansas Department of Education and Commissioner Tom Kimbrell. "In fact, this model is currently being championed and advocated by Secretary of Education Arne Duncan at the U.S. Department of Education," Mulvenon said. "Further, the innovations and products developed at the University of Arkansas are able to be used long-term in Arkansas with the expertise generated here available to support future Arkansas Department of Education or other K-12 educational initiatives."

### Northwest Arkansas Writing Project



Christian Goering

An affiliate of the National Writing Project, the Northwest Arkansas Writing Project recently completed its 14th year in the college. Continuing to provide evidence-based writing professional development for K-12 teachers remains the focus of the site, although many activities involve children as well, said director Christian Goering, assistant professor of curriculum and instruction.

"During the summer months of 2010, the writing project conducted five significant workshops for area children: Kidwrite, Kidwrite II, ESL Write On, ESL Write On for Teens, and Aspiring Authors, a new program supported by generous partnerships among the Walton Family Foundation, the Brown Chair in Literacy and the Rogers Public Schools," Goering said. "In the course of these programs, teachers trained through the writing project provided more than 6,200 hours of contact time with the youth of the area."

Aspiring Authors helped 40 third-, fourth- and fifth-graders from two Rogers elementary schools become better, more confident writers, Goering said.

"In a sense, it was teacher training at its absolute best, a situation where a teacher is taught something and then has to immediately use it with students the next day. While it is admirable to work with students, it is a much more far-reaching endeavor to engage a professional in work that has the potential to impact many, many more students each year."

### Project Teach Them All



Diana Gonzales Worthen

The college administers a federally funded program called Project Teach Them All that is assisting teachers, principals, and specialists in literacy and English as a second language to effectively serve culturally and linguistically diverse students in Springdale Public Schools. Diana Gonzales Worthen directs the project.

"These educators are sharing what they are learning with their colleagues," Worthen said. "Several have presented at faculty meetings and at district and state level professional development trainings."

Ninety-three teachers in the Springdale School District have participated in the program to earn ESL endorsement, including teachers at three middle schools, three junior high schools, two high schools and four elementary schools. Other highlights:

- 45 teachers have completed the four courses in the program.
- 45 teachers are currently enrolled and will complete coursework in May 2011.
- Seven teachers are endorsed and six are awaiting final approval from the Arkansas Department of Education.
- Three teachers taking the Praxis II Principles of Learning and Teaching, which is a requirement for adding the ESL endorsement on their teaching license, earned a score that ranked within the top 15 percent of all test-takers who took the assessment in previous years.
- Four teachers have pursued a fifth class in English as a second language to continue their professional development. This class is not required in the program.
- One teacher has been promoted to ESL instructional facilitator for her school.

Learn about symposia offered by the curriculum and instruction department on page 18 and online at [coehp.uark.edu/colleague](http://coehp.uark.edu/colleague).



## EDUCATION REFORM WELCOMES SECOND DOCTORAL CLASS

Jennifer Ash, from left, Charlie Belin, Jeffery Dean, Anna Jacob and Martin Lueken began their studies this fall in the doctor of education policy program in the College of Education and Health Professions.

New students seeking the doctor of education policy at the University of Arkansas come from near and far to the program that began its second year this fall. The department of education reform received approval to offer the doctorate late in 2008 and enrolled the first class last year. The program almost doubled its enrollment with the new class this fall, adding five new students to the first class of six.

"We have another fantastic group of students this year," said Jay P. Greene, the head of the department of education reform. "They all have practical experience teaching along with degrees in fields other than education, ranging from physics to comparative literature. And, most importantly, they bring a passionate interest in improving the public education system."

The students, their backgrounds and plans:

- Jennifer Ash of Fayetteville, bachelor's degree in comparative literature from the University of North Carolina at Chapel Hill.

During college, Ash worked with Breakthrough Collaborative in Norfolk, Va., a network of summer programs that uses high school and college students to teach a demanding, college-prep curriculum to high-achieving, low-income students. After college, she joined Miami Teaching Fellows, a subsidiary of the New Teacher Project, teaching seventh- and eighth-grade advanced and gifted language arts in a high-need school in Miami.

In August 2009, Ash began working as an AmeriCorps VISTA volunteer for Apple Seeds Inc., a Fayetteville-based nonprofit organization that aims to implement a nutrition education program in the local public schools.

When working as a teacher, she realized that many of the challenges she faced were rooted in larger policy issues.

"As I read more about the field, I became convinced pursuing a doctorate in education policy was the necessary route to effect lasting change in the American education system," she said.

She heard about the Arkansas program when she attended a lecture given by the founder of the KIPP charter schools and contacted the department afterward.

"During my visit, I was so invigorated after speaking with the professors and learning of their impressive accomplishments in the field that I decided to apply right away, even though I had been planning to attend law school the following year," Ash said.

- Charlie Belin of McGehee, bachelor's degrees in natural science and communication/journalism from the University of

Arkansas at Monticello and a master's degree in science education from Texas Wesleyan University.

She taught biology and chemistry, both honors and regular classes, integrated physics and chemistry, and dance for six years in Fort Worth Independent School District. Class discussions during her master's program as well as her experiences as a teacher sparked her interest in pursuing a doctorate in education policy. She has been gathering data on the Texas Essential Knowledge and Skills test for several years and may use some of that data during her doctoral program.

Belin decided to come to the Arkansas program in part because her father always wanted one of his children to attend college at the Fayetteville campus, but she also believes the education reform program will be a good fit.

"This way I can make my dad proud after all these years, but I think I have also found the right Ph.D. program for me," she said.

- Jeffery Dean of Alma, bachelor's degree in physics from the University of Arkansas.

Dean worked as a research associate for the department of education reform for two years before applying to the doctoral program. He formerly taught in the university's physics department and at Kaplan Inc. in Fayetteville and Haas Hall Academy in Farmington.

He was working on education policy issues as an intern at the Heritage Foundation in Washington when his dad told him a family friend, Reed Greenwood, suggested he look into going to work for the education reform department. Greenwood was dean of the College of Education and Health Professions at the time and has since returned to the college's faculty, joining the education reform department.

Dean has worked with faculty studying school voucher programs and is considering doing further research on school choice.

"I would like to learn more about the effect school choice programs have on parental motivation," he said.

- Anna Jacob of Waterford City, Ireland, bachelor's degree in education from St. Patrick's College in Dublin and a master's degree in education through the Alliance for Catholic Education at the University of Notre Dame.

Jacob taught fourth grade for two years at an under-resourced Catholic school in Pinellas Park, Fla., and she previously taught first and fifth grades at St. Paul's Boys' National School in Waterford, Ireland. She designed and implemented an after-school

language club for English language learners at the school and acted as liaison with the Waterford School Completion Program to organize participants for after-school activities such as golf, counseling, reading groups and self-esteem classes.

She wants to pursue a doctorate in education policy for the opportunity to conduct research, analyze policy and work as part of a team. She heard about the program at Arkansas from former Notre Dame classmates who enrolled last year. She also read Jay Greene's book, "Education Myths." She is interested in research issues related to teaching in disadvantaged areas.

- Martin Lueken of St. Louis, bachelor's degree in physical education/option in athletic training from Eastern Illinois University and a master's degree in economics from the University of Missouri, Columbia.

Lueken worked in Japan for five years as an assistant language teacher in public junior high schools and elementary schools in Yashio City. On his return to the United States, he worked as a teaching assistant in the Mathematics Technology Learning Center at the University of Missouri-St. Louis, where he helped students with algebra, trigonometry and calculus. As a research assistant for Michael Podgursky, professor of economics at Missouri, Lueken helped with analysis of teacher pensions and charter school effects. Podgursky told Lueken about the Arkansas program.

His experiences teaching in Japan shifted his interests from sports medicine to education, and he decided to pursue a doctorate to develop advanced analytical tools for policy analysis in K-12 education. He is interested in analyzing charter school entry-exit behavior to determine whether accountability is effectively implemented, or whether some underperforming schools are held open too long. He is also interested in education finance, where the current economic crisis is causing many states to divert resources from some areas in education to cover the massive liabilities accrued because of defined benefit pension plans for teachers.

"Analyzing these pension systems is a red-hot area now and one in which Dr. (Robert) Costrell of the (department of education reform) and his collaborator, Dr. Podgursky, have emerged as two of the eminent experts in the nation," Lueken said.



Glen Loury  
Sept. 10



Richard Arum  
Oct. 1



Jason Riley  
Oct. 15



Joshua Barnett  
Oct. 22



Sandy Kress  
Nov. 19



Mike Puma  
Dec. 3



Gerard Robinson  
Jan. 21



Tom Kimbrell  
Jan. 28



Rick Hess  
Feb. 4



Matt Ladner  
Feb. 11



Rev. Tim Scully  
Feb. 18



Janie Darr  
Feb. 25



Maria Marta Ferreyra  
April 1



Rajiv Vinnakota  
April 8



Susanna Loeb  
April 29

Not pictured  
Julian Betts, Sept. 17  
Karthik Muralidharan, Oct. 8  
Rob Pondiscio, Nov. 5

For more information and to RSVP,  
visit [www.uark.edu/ua/der](http://www.uark.edu/ua/der)

students well-prepared by

# HUMAN PERFORMANCE Lab Experience



Above: Priscilla Dwelly, left, a doctoral student in kinesiology, talks with Shari Witherspoon, an administrative specialist in the lab, as they demonstrate the new DEXA machine that measures body composition. A computer monitor in the background shows the scans obtained from the machine.



Julie Brown, left, an August graduate of the master's program in kinesiology, rides a Wingate bike that measures anaerobic energy capacity while Priscilla Dwelly takes her blood pressure.

Ro DiBrezzo looks at the Human Performance Lab in the College of Education and Health Professions as a microcosm of the University of Arkansas.

The lab is integral to the kinesiology program in the college, but it is much more than that. Faculty members in the exercise science concentration use the lab to work on their own research agendas, but DiBrezzo, the lab's director, facilitates many other roles for the lab.

"The lab is a mini-triad of the three prongs of the university: teaching, research and service," explained DiBrezzo, who holds the rank of University Professor. "I believe strongly in the experiential part of learning, and the lab is where those experiences happen. It's where our students learn to solve problems.

"The other side of learning is research," she continued. "Research and education are interlocked, and we won't do a research project unless there is also a service component involved. For instance, in a study about osteoporosis, we talk to our subjects, we teach people in the

process. It takes longer to do research that way, but we think it's important."

## Cross-Campus Collaboration

Faculty and students in other departments on campus have used the lab's facilities. Danika Applegate, one of several graduate assistants who work in the lab, described one such project from another college that examined berry consumption and bone density in women who smoke.

Latha Devareddy, an assistant professor of food science, and her doctoral student brought subjects to the lab to use the dual energy X-ray absorptiometry, or DEXA, machine. The body-composition scans were needed for a clinical trial on the bone health of female smokers and the effect eating berries had on their bone density.

"When I was first hired in 2008, the DEXA was important instrumentation needed in my research," Devareddy said.

While the poultry science department ac-



Left, Danika Applegate, a master's student in kinesiology, collects data while Jaci Olson, a doctoral student in kinesiology, stands on a pressure mat that records postural sway and gait. Data obtained from the pressure mat may be used in future research on preventing fall injuries among the elderly.



Jaci Olson monitors data being collected while Isaac Cook, an undergraduate in kinesiology, exercises on a new treadmill that measures capacity and function of the heart. The treadmill was used in pre- and post-assessments conducted in Summer Fit, coordinated by Olson. The summer session of Fitness for Fun was added this year to serve people on a waiting list from the spring semester, Olson said. Participants were looking to jump-start a fitness program or increase the intensity of a current program, she said.

quired a DEXA machine later, Devareddy has found collaborating with exercise science to be a good fit.

"Lifestyle changes are the best way we have for advocating in the fight against obesity," she said. "Nutrition and exercise are the perfect match for improving lifestyles. Dr. DiBrezzo advises us about what is going on in terms of exercise for these women."

Sharing lab facilities is about sustainability for DiBrezzo and not just in the financial sense.

"To be an academic is to be a lifelong learner, to be interested in what other people do," she explained. "I want our students to see that doing research in a silo isn't in their best interest. There are implications for what we find in our research that apply across campus. We aren't nutrition majors, but we know something about women and osteoporosis. Here's a colleague who knows a lot more than we do about antioxidants, and that has implications for osteoporosis. This is terrific for us."

Working with faculty and students from other disciplines exposes kinesiology students to other philosophies and methods of data collection, DiBrezzo said. She has served on doctoral committees in food science, and kinesiology students have taken food science courses as electives.

"Some of the faculty we have worked with would have had to change their research questions if our equipment had not been available to them," she said. "We have shared data and students have also developed independent study projects through our work with other faculty members. It makes for pretty good feelings across campus."

## Updated Equipment

The lab updated several pieces of equipment this year that are essential to its curriculum, research and service programs.

"A program like ours is only as strong as the technology that supports the curriculum," DiBrezzo said. "We get good feedback that our students feel very prepared when they enter the

work force."

The new DEXA machine provides data with a lower margin of error and higher level of sophistication.

The lab also added a pressure mat that measures the body's postural sway and gait that can help address the incidence of fall injuries, the top fear of most elderly; a metabolic cart with a new treadmill that measures capacity and function of the heart; and a stationary bicycle that measures anaerobic energy capacity.

## fitness for fun

Fitness for Fun, which added its first summer session this year, is one of the most popular programs run by the lab. Participants learn to develop healthier lifestyles through education and a structured exercise routine. They receive a comprehensive fitness assessment that includes an exam by a physician, an EKG test, body composition report and blood analysis; a personalized exercise prescription based on the participant's goals; and 15 weeks of personal training sessions.

Participants also enjoy the interaction with students, DiBrezzo said.

"We teach in class that fitness has to be about relationships," she said. "We tailor the exercise program to the individual. This can't be our goals for them."

Although the lab staff does not make medical diagnoses, it is common for them to advise a Fitness for Fun participant to see a doctor based on the data obtained in program assessments.

"If we catch a latent diabetic, we can tell them that their glucose is high and to see a doctor," DiBrezzo said. "Also, we can't say, 'You have osteoporosis,' but we can tell a participant they are 2 points below the norm on bone density and give them the data to take to their doctor. If we save one person from having a heart attack, we have paid for ourselves.

"If we are not helping people, we are not doing our jobs."





## PROGRAM OFFERS EXPERTISE TO Outdoor Enthusiasts

The Outdoor Connection Center took a group paddling the Lake Powell reservoir on the Colorado River in May.

You can rent a zero-degree sleeping bag, get your bicycle fixed, or sign up for a paddling trip in Utah at the University of Arkansas Outdoor Connection Center, but you will probably also learn something.

A complete outdoor outfitter with a bicycle-repair shop, the center focuses on educating students and others using the center's facilities and services and the students who work there. The center is based in the intramural and recreational sports department of the College of Education and Health Professions, which also offers degree programs in recreation and sports management.

"What really defines the Outdoor Connection Center is that we provide quality services and educate people," said Jennifer Hazelrigs, director of the center. "When people rent equipment or sign up for a trip, we want them to have a positive experience so that they make outdoor recreation a lifelong activity. They learn ways they can be active for a lifetime while preserving the environment."

Trips are open to students, staff and faculty of the university along with alumni and others who hold memberships to the Health, Physical Education and Recreation Building. Hazelrigs and her staff of graduate assistants and other student workers have taken groups ice climbing in Iowa, sea kayaking in Baja, Mexico, mountain biking in Moab, Utah, and paddling through the Boundary Waters in Minnesota. Weekend and day trips to local areas are also offered.

### EQUIPMENT AND KNOWLEDGE

Staff make sure that people who come in to rent equipment have the information they need for a safe, enjoyable trip.

"When students come in to rent gear, we ask if they have checked the weather and water conditions," Hazelrigs said. "We had some students recently who had no idea to get off the top of a mountain in the afternoon in Colorado because of afternoon lightning storms. We give them a gear list and information check list."

"The students walk away with a far better experience than if they came in, grabbed a backpack and left."

For some experienced campers, the center staff need provide only minimal instruction.

"Instead, the campers may be interested in the geology and history of an area," Hazelrigs said. "We do our homework before we lead a trip."

Jeff Hunt, who is majoring in family and consumer sciences, went on the Boundary Waters trip in June.

"I saw posters on campus and it looked really beautiful," he said. "I had been in the area about 10 years ago and when I saw how cheap the trip was and that everything was pre-arranged, I had no choice. I couldn't pass it up."

Every aspect of the trip surpassed his expectations, Hunt said. When he showed his son, Noah, 11, pictures from the trip, they decided to return to Minnesota for their summer



A climber scales the ice at Ouray, Colo., last December. The Outdoor Connection Center has planned a return trip to Ouray for this December.

vacation together.

"I wouldn't have been afraid to take him there, but having been with the OCC and learning so much about the area and ecology made it that much easier to go back," Hunt explained.

Hazelrigs benchmarks, or compares, the program here to those run at other schools, particularly in the Southeastern Conference. She maintains contact with outdoor recreation directors at other universities for ideas and to discuss challenges. She also is involved with organizations, the Association of Outdoor Recreation and Education and the National Intramural-Recreational Sports Association.

"There are too many unpredictables in the outdoors to leave anything to chance," Hazelrigs said. "We make sure our facilitators are trained. Some training is specific to each activity and some training such as campsite setup and cooking applies to most everything."

### LEADERSHIP DEVELOPMENT

While ensuring a good time for participants, the Outdoor Connection Center shapes the lives of students who work there.

Scott Dirksen, a graduate assistant with the center who graduated in May, is now setting up an outdoor recreation program at Lyon College in Batesville. Lyon officials plan to use the outdoor center as a student-recruiting tool, Hazelrigs said. Lance Jackson, another recent graduate who worked at the center, was hired as a graduate assistant to start an outdoor program at the University of Massachusetts Lowell.

Student workers can take part in the center's leadership development training program, which teaches students leadership skills they can use regardless of the career they pursue. The students are mentored; they organize on-campus events and lead off-campus trips to build a solid resume of field experience. There's also some traditional classroom work required. The students are evaluated on their competency and decision-making.

Adam Cogbill of Fort Smith, a senior majoring in recreation, organized a "boulder bash" for students the second week of the fall semester. He came up with the concept for

the event based on the annual climbing wall competition but made it less formal. He put the event together from start to finish.

"We are encouraged to participate in OCC trips and pay attention to what the leaders do, figure out what they are doing to make the trip successful," Cogbill said of the leadership development training. "We learn what we call hard skills such as paddling and climbing techniques and soft skills that relate to people and group dynamics. We need both types of skills to control a situation."

The training could put him ahead of other applicants when he's seeking a job, Cogbill said. He will attend the annual conference of Association of Outdoor Recreation and Education for the second time this year.

"I can say I have this under my belt, not just as a participant," he said. "I think programs like leadership development training set the recreation program and the university apart from others."



Jonathan Vogler examines a bicycle wheel at the Outdoor Connection Center full-service bicycle repair shop that opened last October. In addition to offering bicycle repairs and free bike stand time with instructions for students who want to work on their own bikes, the center educates students about safe riding and promotes riding as a way of being greener.



## Patients Benefit From Nurses' Push for Advanced Training, Roles at Hospital

Gina Dickey, clinical nurse specialist, removes a portable heart monitor in a new chest pain unit she helped organize at Washington Regional Medical Center in Fayetteville.



Dickey demonstrates machinery used for telemedicine.



Sheryl Davis, from left, and Gina Dickey listen as Kim Fancher-Gonzalez talks about her role in educating staff nurses. All three women earned master's degrees from the University of Arkansas to be certified as clinical nurse specialists.

Earning a master's degree at the University of Arkansas was only the first step when three local nurses proposed to create new advanced nursing roles at Washington Regional Medical Center. The women also had to show hospital administrators how having clinical nurse specialists would benefit the bottom line.

With their success, the hospital's patients also came out winners.

"Gina (Dickey) and I had an advantage in showing the hospital what having clinical nurse specialists on staff could mean because as students we developed T-REX," said Sheryl Davis about the program called Team Response to Extremes that she and Dickey created. "It has had tremendous positive patient outcomes. With this rapid response program, the hospital's mortality rate is 30 percent below predictions. We can't point-blank say T-REX is the reason but with other initiatives at the hospital, it makes a difference in patient care."

The T-REX system allows nurses to determine more quickly that a patient's condition is deteriorating before it reaches a crisis point, Davis said. The key to the program's success was total acceptance by the staff, she said. Davis and Dickey continue to educate new hires and provide annual refresher education to staff.

"The literature is very clear about the importance of buy-in," Davis said. "We guaranteed buy-in by giving the program a personality. Our staff doesn't even call it a rapid-response program; they all call it T-Rex. We put signage everywhere down to stickers on every phone with the number to call for the team."

Davis, Dickey and Kim Fancher-Gonzalez graduated from the Eleanor Mann School of Nursing's first Master of Science in Nursing class in 2007 and earned national certification as clinical nurse specialists.

Davis described the clinical nurse specialist position by comparing it with the nurse practitioner, an advanced practice nurse more familiar to most people.

"A nurse practitioner is generally concerned with one patient at a time, while a clinical nurse specialist takes

a global, systems-level approach to improving patient outcomes," she said. "Both have an impact at the patient level and are directly involved in patient care, but the clinical nurse specialist is looking at the big picture. They put systems in place so that what happens to one patient to ensure a positive outcome will also happen to other patients."

Davis, who became the hospital's director of critical care in 2008, said she recently interviewed a nurse for another clinical nurse specialist's position.

"She asked me what skills were necessary to be successful," Davis recalled. "I told her being self-directed was very important because there will not be someone standing over your shoulder telling you what to do. You have to determine what needs to be done. Then, you have to come up with projects that will positively impact patient outcomes and be fiscally responsible."

"The other thing I said was that you have to be organized," Davis continued. "You may have a project on your plate and you need to do it in a timely fashion, but if a crisis comes up, you have to drop that project, take care of the crisis and then get back to the project."

Clinical nurse specialists also emphasize evidence-based practice and conduct research when developing initiatives. Davis, Dickey and Gonzalez belong to several nurses' associations that provide cutting-edge information in various specialties.

Gonzalez, who coordinates nursing staff education programs for the hospital, developed a two-year medical-surgical nurse residency program after crunching numbers to determine additional support was needed to retain those nurses.

"These nurses were feeling overwhelmed, and they would leave for clinic jobs," said Dickey.

Gonzalez is working now with 30 medical-surgical nurses in both a once-weekly classroom setting and providing one-on-one education and support.

"I monitor them extensively," she said. "They will never get to where they have no questions, but they will be con-

fidant and they will know they always have someone supporting them. I push them hard and they know that attention results in fewer mistakes.

"They are done with school but they are not done learning," Gonzalez explained.

She also develops treatment protocols and informational material, including an instruction manual to use with chemotherapy patients.

"The information we had on chemotherapy training was outdated and needed to be updated," Gonzalez said.

Dickey, who is based in the emergency department, developed a chest pain center in the emergency room that is scheduled to open in September.

"Getting a chest pain center is my newest role," she said. "The hospital is seeking national accreditation as a heart center and this is part of that."

The four-room unit will be used for patients who come into the emergency room with chest pains, but who are determined by initial lab work and an EKG, done within the first hour of their arrival, not to be having a heart attack, according to Dickey.

"Then, they will go into this unit and be put on a portable heart monitor," she said. "This will be their patient room until we figure out what's wrong. If a second round of lab work doesn't indicate the problem, they do a stress test here."

Dickey said she was happy as a staff nurse at the hospital but felt she could make things better and that higher education was the way to go. When she began the clinical nurse specialist role, she educated other staff nurses by showing them ideas that could improve patient care at the hospital.

"I tried to introduce a little bit at a time," she said. "When nurses hear they are going to help someone, those are the magic words."

The Master of Science in Nursing degree is offered online to prepare graduates to serve as clinical nurse specialists for adults with medical/surgical health problems. Clinical practicum courses require students to be in clinical settings three contact hours per credit per week. Full-time students can complete the program in two years and one summer. Part-time students can complete the program in three years and two summers.

Clinical nurse specialists provide essential leadership in hospitals in Arkansas and across the country. They are especially valued in facilities with the distinction of the American Nurses Credentialing Center Magnet Recognition Program. Several hospitals in Arkansas are working to obtain Magnet designation and are supporting nurses to become clinical nurse specialists. A recent search of job openings for clinical nurse specialists in Arkansas listed 30 openings across the state (<http://www.healthjobsusa.com>).

Clinical nurse specialists are one of the four advanced practice registered nurse roles prepared at the graduate level. The U.S. Department of Labor predicts in its Occupational Outlook Handbook (2010-2011) that "...all four advanced practice specialties – clinical nurse specialists, nurse practitioners, nurse midwives, and nurse anesthetists – will be in high demand, particularly in medically underserved areas such as inner cities and rural areas." The recently passed Patient Protection and Affordable Care Act (2010) includes provisions for graduate nurse education programs, reimbursement of advanced practice nurses as primary care providers, and grants to nurse-managed clinics.

For more information, visit <http://nurs.uark.edu> and click on Graduate Program. Source: Kathleen Barta, associate professor of nursing, Eleanor Mann School of Nursing

# Helping People WITH DISABILITIES BINDS INTERDISCIPLINARY DEPARTMENT

Photo by Northwest Arkansas Newspapers  
Wayne Thomas, left, of Siloam Springs, Charles Richardson of Fayetteville and Ralph Glunt of Siloam Springs build a ramp July 29 to the front door of a home on Mitchell Street in Fayetteville.



People around the nation celebrated the 20th anniversary of the signing of the Americans with Disabilities Act in July. Every day, the rehabilitation education and research program at the University of Arkansas helps people with disabilities improve their lives.

The academic program that prepares rehabilitation counselors is part of the department of rehabilitation, human resources and communication disorders in the College of Education and Health Professions. As its name indicates, this interdisciplinary department offers a broad and diverse range of degrees, but a common thread exists based on serving people with disabilities.

“There is nothing more precious than people, and people deserve educational opportunities that provide them with

the tools to make a living,” said Fran Hagstrom, head of the department. “Each of the programs in our department is committed to equipping individuals with a host of such tools. The five programs that are RHRC – communication disorders, counselor education, higher education, rehabilitation education and research, and workforce development education – create a family of degrees for future health, human services and adult education professionals.”

A master’s graduate of the rehabilitation program, Jim Mather, serves as executive director of Sources for Community Independent Living Services in Fayetteville.

While working on a legislative project as part of his doctoral studies currently under way, Mather was instrumental in the development of the Silver Alert, a statewide alert system

Sources for Community Independent Living Services in Fayetteville and the College of Education and Health Professions co-sponsored a week’s activities in July to mark the signing of the Americans with Disabilities Act in 1990. People in wheelchairs round a bend in the Scull Creek Trail in Fayetteville at the start July 17 of the 5K Ability Roll n’ Walk Run. Other events included an educational symposium, agency open houses and volunteers’ building of wheelchair ramps at the homes of people with disabilities.



for missing adults with cognitive impairments. Through the collaborative efforts of Sources, Arkansas Support Network, Let’s Bring Them Home, and the University of Arkansas, a memorandum of understanding between service providers and law enforcement was enacted to protect individuals with cognitive impairments from victimization.

Stephen Donnelly is another graduate of the program who works as an ADA consultant for Sources. Brent Williams, an associate professor of rehabilitation education, said Donnelly has made great progress in seeing that businesses on Dickson Street in Fayetteville are accessible to people with disabilities.

“He doesn’t browbeat people,” Williams said. “He works with them to see what they can do. The city of Fayetteville has become more accessible over the past two years because of Stephen.”

Williams has collaborated with other University of Arkansas professors, Korydon Smith of architecture and Jennifer Webb of interior design, on a book about universal design, *Just Below the Line: Disability, Housing and Equity in the South*. Reviews of their book led to an invitation to write a chapter for the second edition of the “Universal Design Handbook,” a seminal volume in the field of design that is to be published by McGraw-Hill Professional in October.

The department also includes a training center for vocational rehabilitation professionals. Jeanne Miller has directed the Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Service for 14 years. Federally funded by the Rehabilitation Services Administration, the center’s mission is to provide technical assistance to state vocational rehabilitation agencies in a five state region and their partners with the goal of improving employment opportunities for people with disabilities. The center is based in Hot Springs, but personnel are frequently on the road, bringing their technical assistance to clients.

“Soon after the ADA passed, a colleague and I went out and trained every agency person in the region about its provisions,” said Miller, “The electronic access to information today has made a lot of difference for people with disabilities. There’s an increased awareness on the part of the public about the special needs for accessibility, and people with disabilities also have a better understanding of what services are available. Ultimately, that leads to more requests for support.”

Some of the center’s recent projects include a series of five conferences for community rehabilitation providers and vocational rehabilitation staff members in Texas; a monograph produced by the Institute on Rehabilitation Issues, a think tank that addresses topics generated by practitioners in the field; and a financial planning seminar for operators of centers for independent living to learn how to use a funding formula based on an economic model, rather than a medical or social service model.

Hagstrom recently became head of the department of rehabilitation, human resources and communication disorders. She will oversee the move of the department’s Speech and Hearing Clinic as well as faculty offices and the graduate program in communication disorders across campus to a building that formerly housed the university’s student health center. She believes the move will facilitate the demand for the program to serve more people with disabilities.

In a narrative she wrote about the future of the communication disorders program, Hagstrom described the need for licensed and certified speech-language pathologists increasing exponentially for reasons that apply to the other department’s programs that serve people with disabilities. She said the need for speech-language services has increased as more babies are born prematurely, more children are experiencing developmental disorders such as autism, more young men and women are experiencing and living with traumatic head injury and other neurological deficits, and more people are living longer even after stroke or other debilitating illnesses because of medical advances.

Future speech-language pathologists educated at the University of Arkansas and trained in the new speech and hearing clinic will have the interpersonal and technological skills to give voice to those who cannot speak and communication to those who cannot hear, regardless of age.

The department’s other programs – counselor education, higher education and workforce development education – all include serving people with disabilities as part of their mission.

“The department of rehabilitation, human resources and communication disorders is about shaping professionals who can innovate in order to lead health, human services and adult learning in our communities across Arkansas,” Hagstrom said.

**Faculty Awards**



Innovative teaching,  
**Kathleen Barta**  
nursing



Significant research,  
**George Denny**  
educational statistics  
and research methods



Outstanding advising,  
**Carleton Holt**  
educational leadership



Superior service,  
**LaVonne Kirkpatrick**  
childhood education



Rising STAR,  
**Kate Mamiseishvili**  
higher education



Faculty career,  
**Marianne Neighbors**  
nursing



Rising STAR,  
**Gretchen Oliver**  
kinesiology



STAR,  
**John Pijanowski**  
educational leadership

**In Memory**



Significant research  
**Gary Ritter**  
education reform

The College of Education and Health Professions remembers with fondness Phil Besonen and Gailda Page, who passed away in September 2009 and March, 2010 respectively. Besonen was a professor of secondary education. Page was an administrative secretary in the Eleanor Mann School of Nursing.



**Philip Besonen**



**Gailda Page**

**Faculty and Staff Notes**

**Jules Beck**, clinical assistant professor of workforce development at the University of Arkansas, wrote *Practicing International Human Resource Development: Independent Consultants Talk About Their Life and Work* published by Lambert Academic Publishing.

**Vinson Carter**, clinical instructor of technology education, was chosen to participate in the 2011 Class of the 21st Century Leadership Academy

of the International Technology and Engineering Educators Association.

**Kathleen Collins**, associate professor of special education, co-edited *Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches* published by Information Age Publishing with Anthony J. Onweugbuzie of Sam Houston State University and Qun G. Jiao of City University of New York. The book includes guidelines and frameworks as well as empirical findings related to the application of both quantita-

tive and qualitative approaches to the study of stress and coping.

**Debbie Davis**, director of the Arkansas Leadership Academy, served on the National Board for Professional Teaching Standards' Core Propositions Validation Committee and Standards Development Committee on the development of a national certification program for education administrators.

**Stephen Dittmore**, assistant professor of recreation, published

research in the *Journal of Sport Administration and Supervision* that found competitive balance within the college football season in the six founding Bowl Championship Series conferences has improved since the creation of the BCS in 1998.

**Jay P. Greene**, holder of an endowed chair and head of the department of education reform, published research in *Economics of Education Review* that showed high-stakes testing in some subjects does not hurt student learning in other subjects.

**Lynne Hehr**, director of the Center for Math and Science Education, was chosen to serve in 2010-11 on the GLOBE International Advisory Committee as alternate representative and in 2012-13 as the GLOBE International Advisory Committee representative for the North America region.

**LaVonne Kirkpatrick**, assistant professor of elementary education, retired after 26 years of service to the university.

**Heidi Kluess**, assistant professor of kinesiology, was named a Fellow of the American College of Sports Medicine.

**Robert Maranto**, holder of the Twenty-First Century Chair in Leadership, was lead editor of *The Politically Correct University: Problems, Scope, and Reforms* published by American Enterprise Institute Press and of *Judging Bush* published by Stanford University Press.

**Kate Mamiseishvili**, assistant professor of higher education, published in *Research in Higher Education* her research that found international faculty members are significantly more productive in research but less engaged in teaching and service roles than their U.S. citizen faculty colleagues at research universities.

**Jennifer Miles**, assistant professor of higher education, was named Arkansas State Director of Higher Education Programs for the Council for the Advancement of Higher Education Programs.

**Gretchen Oliver**, assistant professor of kinesiology, and her students in the University of Arkansas Sport Biomechanics Group made four poster presentations and one podium presentation at the XXVIII International Society of Biomechanics in Sports on their pitching motion analysis research. The group also made five presentations

at the annual meeting of the American Society of Biomechanics.

**Richard T. Roessler**, University Professor of rehabilitation education and research, retired after 39 years of service to the university.

**Nan Smith-Blair**, associate professor of nursing, was elected to the executive board of the Southern Nursing Research Society for a term that ends in 2012.

**Samuel Totten**, professor of curriculum and instruction, was named to the faculty of the International Institute for Genocide and Human Rights Studies, a two-week seminar affiliated with the University of Toronto.

**Cathy Wissehr**, assistant professor of elementary science education, was named to a three-year appointment on the National Science Teachers Association Committee for Preservice Teacher Preparation.

**Patrick Wolf**, holder of the Twenty-First Century Chair in School Choice, and a team of evaluators found that participating in the D.C. Opportunity Scholarship Program raised a student's probability of completing high school by 12 percentage points.



**Eleanor Mann School of Nursing Establishes Advisory Council**

Members of the council are, from left, Wynona Bryant-Williams, Brenda Gullett, Asa Hutchinson, Julie Thibodaux, Helena Gadison, Gary Head, Faith Fields and Denise Garner. Durenda Brunner, Heather Ellington, Lynn Donald Carver and Dr. Peter Kohler are not pictured.

**Othelia Paul Scholarship**

Two students in the College of Education and Health Professions received a scholarship created by the education honor society Delta Kappa Gamma in honor of Othelia Paul, who worked for many years on the dean's staff of the college. From left are Dean Tom Smith; recipient Amanda Hobbs; Margaret Clark, president of the Iota Chapter of Delta Kappa Gamma Society; recipient Morgan Coke; and Jim Paul, the son of Othelia Paul.



**Staff Awards**



Service to students, **Denise Bignar**  
Office of Academic Affairs



Service to faculty & staff, **Virginia Hill**  
Speech and Hearing Clinic



Overall performance, **Gailda Page**  
nursing



Overall performance, **Betsy Parsons**  
health science, kinesiology, recreation and dance

Not pictured: Service to students, **Griffin McKnight**, intramural/recreational sports  
Service to staff, **Nina Mitchell Taylor**, CURRENTS

**Alumni Notes**

**Gary Stark EDD '06** was named president and chief executive officer of the National Institute for Excellence in Teaching based in Santa Monica, Calif.

**Chase Stoudenmire MED '10** received a Fulbright U.S. Student Grant to teach in the Republic of Georgia.

**Lonnie Williams BSBA '78, MED '84, EDS '91, EDD '01**, associate vice chancellor for student affairs at Arkansas State University in Jonesboro, received the Silas Hunt Legacy Award from the University of Arkansas. The award recognizes African Americans for their significant contributions to the community, state and nation.

**Victor C.X. Wang MED '01 EDD '02**, associate professor of teacher

education at California State University at Long Beach, is editor-in-chief of a new journal, the *International Journal of Adult Vocational Education and Technology*.

**Student Notes**

**Dave Keeley**, a doctoral student in kinesiology, was awarded \$5,000 in funding from the American College of Sports Medicine for a research project titled "Identifying Upper

Extremity Fatigue During Extended Performances in Young Baseball Pitchers."

**Lisa Thompson**, a master's student in the rehabilitation counseling program, won the Vincent H. Bond Scholarship from the Arkansas Rehabilitation Association.

**Brittany Widman**, a master's student in the athletic training education program, was awarded a \$2,300 scholarship from the National Athletic Trainers Association.

Eight students were awarded State Undergraduate Research Fellowships to fund their research projects: **Jacquelynn Booker**, kinesiology; **Meredith Brown**, nursing; **Mary Chilcote**, communication disorders; **Emily Huber**, childhood education; **Trish Lopez**, childhood education and Spanish; **Stephanie Moore**, nursing; **Amy Parette**, nursing; **Mary Helen Sick**, communication disorders.

You can read more about faculty and staff achievements as well as notes about college alumni at <http://coehp.uark.edu/colleague>.

**Save the Date**

The curriculum and instruction department schedules several professional development opportunities for teachers and administrators throughout the year. For more information, visit [ciied.uark.edu/5627.htm](http://ciied.uark.edu/5627.htm).

**Autism Spectrum Disorders Symposium  
March 2-3, 2011**

This symposium provides information not only to teachers and school administrators but to other professionals who work with students and adults on the spectrum. Past symposium speakers have addressed nutritional connections with autism, classroom supports for students on the spectrum, early intervention strategies, preparing students with Asperger's Syndrome for the transition from high school to college, and employment discrimination.

The college also offers a graduate certificate in autism spectrum disorders.

**ESL Symposium Feb. 25, 2011**

The English as a Second Language Symposium provides professional development for teachers of culturally and linguistically diverse students. More than 300 teachers, administrators, and university students attended this year's symposium in February that featured two nationally known speakers, Eugene Garcia and Roger Rosenthal.

**Literacy Symposium June 2011**

The sixth annual Literacy Symposium will take place next June. Hundreds of teachers, literacy coaches and administrators from Arkansas and surrounding states have attended the two-day event that brings nationally known speakers to Fayetteville.

This symposium provides 12 hours of Arkansas Department of Education-approved professional development credit that is recognized by schools and districts and required by the state for teachers to keep their licenses current.

## Donaldson Scholarship Helps Poultry Executive Launch Second Career as Teacher



**D**on Felder of Siloam Springs knew about half-way through his 31-year career in the poultry industry that he wanted to teach schoolchildren someday.

He enjoyed his work, and it included training other managers with more than 2,000 employees under them.

“The teaching was the part of the job I enjoyed most,” explained Felder, who had advanced in the industry to a vice president’s position. “I still had to meet goals and objectives, reach numbers to make the company more profitable, but those results come from people. I was able to teach people how to be good managers and to watch them grow.”

But Felder wanted to work with children.

“For about the past 10 years, I have known I wanted to teach,” he said. He volunteers at the Northwest Arkansas Children’s Shelter and teaches a children’s Sunday school class. He and his wife have a son serving in the Navy.

Now 54, the south Louisiana native is pursuing a Master of Arts in Teaching degree from the College of Education and Health Professions at the University of Arkansas, and he began a teaching internship this fall at Hellstern Middle School in Springdale. He was one of 18 M.A.T. students awarded a John H. and Jane W. Donaldson Endowed Memorial Scholarship for this academic year.

At a scholarship luncheon each spring, the Donaldsons’ nephew, John Donaldson of Bentonville, tells the recipients about his uncle and aunt and their high regard for both education and the University of Arkansas.

“I think it is awesome that the Donaldsons gave this gift to education,” Felder said. “Col. Donaldson had not spent

his career in education, but it was important enough to him and his wife that they left their legacy to education.”

Felder plans to teach social studies on the secondary level.

“I did my observation in the seventh grade at Owl Creek in Fayetteville, and I was really impressed with the enthusiasm and spirit of the students,” he said.

After Hellstern, Felder will do rotations teaching social studies at Huntsville High School and Southwest Junior High School in Springdale. His mindset about what the job of a teacher entails changed tremendously after he began taking M.A.T. classes, he said.

“Before, I didn’t realize the responsibility of getting students involved in the classroom and the community,” he said. “That jumped

out at me when I did my classroom observation. All students in the classroom need to be involved. I want to help make a difference for those students who are left out. I could easily have gone the wrong way when I was growing up, gotten lost in the shuffle. I think if I save just one kid from going down the wrong road, I will be a success, and I hope it will be a lot more kids.”

Felder recalled being nervous about returning to college.

“I questioned whether I could cut it,” he said. “I wasn’t sure I had what it took at this age. I worked long hours in the chicken business. Long hours don’t bother me but this is a different kind of work. Time management is crucial and I think my years of experience in the work force helped with that.”

He also thought the younger students would treat him differently because he was older.

“I thought they would shy away from me. Instead, I found unbelievable support,” he said. “I was surprised how open and friendly and accepting everyone has been. They have taken me under their wings because they know I haven’t been around this environment and don’t know all the ropes.

“The teachers are also great,” he continued. “They are really dedicated to what they do, and they are good at what they do. They have a world of knowledge and they are concerned with teaching and with producing great teachers. I can’t say enough good things about the M.A.T. program. This is where I need to be.”



## Scholarship Recipients Honored

Recipients of the 2010 Master of Arts in Teaching Endowed Scholarship were honored at a luncheon May 18 at University House. Pictured with John Brown, back, left, chairman of the Windgate Charitable Foundation, and Tom Smith, back, right, dean of the College of Education and Health Professions are, front row, Emily Medford, Shaina Hill, Pam Sims, Trish Lopez, Bentley Kirkland, and second row, Lauren Sullivant, Ashley Mullen, Clare Mathis, Cara Cline.

Recipients of the John H. and Jane W. Donaldson Endowed Memorial Scholarship were honored at a luncheon May 19 at University House. Pictured with John and Eileen Donaldson, back, center, and Tom Smith, back, far right, dean of the College of Education and Health Professions, are, front, Tiffany Acker, Lisa Brown, Emily Whitehead, Katie Thompson, Tim Martens, second row, Penelope Osburn, Rachel Royal, Maggie Riggan, Anaiya Daniels, third row, Kelly Story, Darice Sargent, Joey Lockard, Kaitlin Castleberry, Don Felder and back row, Jordan Johnson, Lauren Abshier.



## Nursing Scholarship Match Offered

The development office is pleased to announce a matching opportunity for the Eleanor Mann School of Nursing. For a limited time, new scholarship endowment money given to support our nursing students will be matched dollar for dollar. Endowed awards, typically valued at a minimum of \$10,000, can be established for \$5,000, and endowed scholarships, typically valued at a minimum of \$25,000, can be created for \$12,500.

This offer coincides perfectly with the expansion and increased enrollment in our nursing program. We will soon have double our current enrollment, in a new state-of-the-art facility, and your scholarship support for these deserving students will be more important than ever. This generous offer will help the College of Education and Health Professions double the number of endowment opportunities for nursing students. If you would like more information regarding this unique opportunity, please contact Jamie Banks at 479-575-3126 or [jbanks@uark.edu](mailto:jbanks@uark.edu) as soon as possible.



Jamie Banks,  
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development



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**Continuing a Tradition:** Christine Salmon, from left, lights the candle of Farren Rippond while Jessica Munch watches. The students in the Eleanor Mann School of Nursing at the University of Arkansas received their nursing pins and recited the Nightingale Pledge by candlelight during a ceremony May 7 at St. James Missionary Baptist Church in Fayetteville. See more photos at [coehp.uark.edu/colleague](http://coehp.uark.edu/colleague).



Photo by Brooke McNeely Galligan