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Fall 2010

# Accolades, Fall 2010

College of Education, Health, and Human Sciences

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# accolades

THE UNIVERSITY of TENNESSEE KNOXVILLE
COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES
FALL 2010




## Motivating Readers

### Freedom School Nurtures the Joy of Reading

**Enhancing the quality of life through research, outreach, and practice**

THE UNIVERSITY of TENNESSEE KNOXVILLE

COLLEGE of EDUCATION, HEALTH, & HUMAN SCIENCES



The 2009–2010 academic year has proven to be one of great success and achievement for the College of Education, Health, and Human Sciences. As graduates and friends of our college, you will be pleased to know that we have achieved our capital campaign goal of $20 million. Although now well past our goal, we are working even harder to raise funds in support of our mission. This issue of Accolades is full of stories that demonstrate the progress you have made possible.

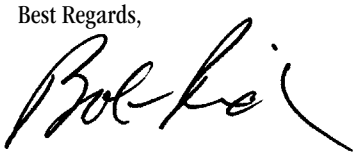
Normally, I would wait until the end of my message to express my appreciation to you, our many alumni and friends who have given so unselfishly of your resources to support the important work our students, faculty, and staff are engaged in; but I simply couldn't wait to say "THANK YOU!" The funding you all have so graciously provided will go far in supporting the many important research, outreach, and curricular efforts currently underway, not to mention the essential funding of scholarships that literally make the difference in whether some of our students can attend the University of Tennessee or not. So once again I say thank you to all those who have already given to our campaign and, in advance, to those of you currently considering making a gift.

There were many more high points during the past year than I could possibly write about here. Perhaps our most important achievement was receiving approval from the chancellor, the president, and the UT Board of Trustees for the creation of the new Department of Public Health. While "Health" has been our college's middle name for the past eight years, it has not received the attention it deserves. Our eighth department is already engaged in the essential work that provides training to students entering the various health-related fields, as well as in the conduct of scientific inquiry into the many maladies afflicting our population. The department has also hired several new faculty members who will play a critical role in making us competitive with other public health programs around the country in securing important external funding to support our research and outreach efforts. Be sure to read the story on page 18 of this issue.

This issue of Accolades also features many of the other important initiatives currently underway in the College of Education, Health, and Human Sciences. The new Center for Educational Leadership is reforming the way principals are being trained, both from a pre-service and in-service perspective. You will also learn about some of the many research and outreach activities our students and faculty are engaged in, demonstrating yet again the ways in which our college is influencing quality of life for the citizens we serve. These include faculty and student involvement in the Freedom School of Knoxville, the study of neuroscience and cognitive behavior within the realm of human development, incorporating local produce and foods into our daily diets, special programming for children with disabilities, preventing obesity in infants and young children, and the importance of evaluation in the reform of educational practice.

So with this welcome, I invite you to take the opportunity to read the stories contained herein and learn firsthand about some of the wonderful programs and projects our students, faculty, and staff have initiated. Thank you once again for your support of and advocacy for the College of Education, Health, and Human Sciences.

Best Regards,



Bob Rider, Dean

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TOM OWENS

Dr. Susan Groenke (front left) and Stephanie Davis (front right) provided support and encouragement for Freedom School participants. See story on page 8.



# Baby Steps in Preventing Obesity



Researchers use head circumference to estimate brain growth. (Below) Measuring a baby's length can be very challenging.



We are never too young to learn about the importance of self-regulation, according to Dr. Katie Kavanagh, an assistant professor in the Department of Nutrition, who conducts research with infants less than one year old. With her research focus on excessive weight gain in infancy and related concerns linked to childhood obesity, she works continually to encourage mothers to breast feed. Research is showing that breast-fed babies can more easily self-regulate caloric intake and that they grow at what is considered a more normal, healthy rate than formula-fed babies.

Because nearly 40 percent of mothers in Tennessee never try breast feeding, it is also important to work with those who choose to use formula. It is believed that most babies are born with the ability to self-regulate their calorie intake, but formula feeding can disrupt this ability, as the baby has less control. Working with mothers and other caregivers to help formula-fed babies maintain this ability is a large component of Dr. Kavanagh's research agenda.

Kavanagh has already found that approximately 25 percent of mothers in Knoxville may be adding too much water to powdered infant formula, resulting in low-calorie formula. What is striking about this pilot work is that most mothers appeared to be unaware this is happening.

Another finding is that the majority of low-income mothers in East Tennessee are adding infant cereal to bottles of infant formula.

# Nutrition Researchers Study Infant Weight Gain



Mom Jackie and six-month-old Jack have helped train researchers in proper positioning and accurate measurement.

Mothers report adding cereal to formula to reduce spitting up and/or to make the formula last longer. Not only do these behaviors potentially change the calorie content, but they may also change the proportion of protein, carbohydrate, and fat available to the babies. Both of these practices could have detrimental effects on growth, be dangerous in extreme cases, and are against the recommendations set forth by the American Academy of Pediatrics.

Kavanagh was recently awarded a $900,000 grant from the U.S. Department of Agriculture (USDA) and the National Institute of Food and Agriculture's (NIFA) Division of Human Nutrition and Obesity. This grant supports work with recipients of food assistance programs overseen by the USDA and is specifically geared toward research that focuses on childhood overweight/obesity prevention.

The funding will support a three-year project, which includes support for a full-time project manager and graduate research assistants. Dr. Kavanagh will serve as the project director, and Drs. Betty Greer and Janie Burney (Extension: Family and Consumer Sciences), are project codirectors. The pilot phase of Dr. Kavanagh's project was completed in 2008.

The project will take place in three distinct phases. Research will focus on factors that contribute to weight gain in formula-fed infants.

The first phase will evaluate the impact of bottle contents on weight gain of 2- to 4-month-old babies. It will test the hypothesis that the calorie content of mother-prepared infant formula varies among the mothers preparing the formula as well as from batch to batch prepared by the same mother.

Dr. Betty Greer will serve as coordinator for phase two of the study. Based on what is learned from phase one, two rounds of focus groups will be conducted with populations of approximately 100 new mothers. The mothers in the first round will discuss the phase one findings and the implications of these findings on infant health and weight gain. Focus group participants will be asked to share their motivations for these behaviors, and explore how behaviors might be changed. Nutrition education messages will be developed based on their feedback.

The second round of focus groups will discuss and give feedback to refine the developed education messages. Dr. Greer will guide the development and assessment of the nutrition education messages, as she has extensive experience in community nutrition programs and nutrition education research.

The third phase will involve the design, testing and evaluation of two intervention classes. Formula-feeding mothers of 2-month-old babies will be recruited for a short-term randomized, control trial. Mothers will record intake information (as in phase 1), attend a randomly assigned nutrition education class, and then repeat the intake record two weeks after class. Three classes will be designed: two interventions and one control. Knowledge and behavior change will be assessed during this phase.

Dr. Janie Burney, a professor, nutrition specialist, and the Tennessee State coordinator of the Expanded Food and Nutrition Education Program (EFNEP) will guide the development and assessment of the teaching strategies and intervention classes.

This research has been designed to inform not only USDA programs, but federal policy as well.

In addition, Dr. Kavanagh has been offered an opportunity to collaborate with peers in China. China is experiencing similar issues with infant feeding and hopes to benefit from the research being done through the UTK Department of Nutrition.



The research team (left to right): Jennifer Helvey, Jen Nicklas, Angie Sberna, and Katie Bower. Helvey, MS-MPH, RD, LDN, is the project manager and coordinates the research assistants and numerous undergraduate volunteers.

# Thinking About Food

Research being conducted by Retail, Hospitality and Tourism Management (RHTM) faculty is at the convergence of two diametric trends concerning the consumption of food. This research has the potential to transform the quality of life in Tennessee and beyond.

On one hand, U.S. obesity rates continue to increase. Studies on the relationship between obesity and unhealthy diets abound. According to the 2010 report from the Trust for America's Health and the Robert Wood Johnson Foundation, Tennessee's adult obesity rate is second highest in the country at 31.6 percent.

The 2010 Dietary Guidelines Advisory Committee concluded in its report, "The daunting public health challenge is to accomplish population-wide adoption of healthful dietary patterns within the context of powerful influences that currently promote unhealthy consumer choices, behaviors, and lifestyles."

On the other hand, there is a resurgence of interest in locally grown foods, and the number of farmers markets in the U.S. continues to grow. According to the U.S. Department of Agriculture, the number of U.S. farmers markets tripled from 1,755 in 1994 to 5,276 in 2009.

Although this is a positive trend, the reality is that many farmers markets fail within the first few years of operation. There is also considerable ambiguity over what "locally grown" means.

RHTM faculty members, John Antun, Carol Costello, and Ann Fairhurst, are at the forefront of research and activities related to both of these trends. Their research shows significant potential for impacting obesity in Tennessee as well as promoting locally grown products.

## Destination Imagination Becomes a Model

While nutrition education for youth is not new, researchers in the college are developing innovative programs designed to address the growing concern over childhood obesity. Carol Costello initiated research in 2008 with support from a grant from the U.S. Department of Agriculture (USDA).

Dr. Costello and her UT collaborators are in the third year of a study that utilizes a competitive, creative after-school program (Destination Imagination) to serve as a model for a nutrition and physical activity education program. The program is designed to help youth make better choices concerning dietary and physical activity behaviors.

Costello's grant team is training 30 teams of middle school children across the state of Tennessee with a SEED (Share, Explore, Experience, Do) program as the intervention. Body Mass Index (BMI), dietary and physical activity data, and self-esteem will be measured at the beginning of the program and 20 weeks later at the conclusion.

An early stage of the research indicated that children who participated in Destination Imagination (DI) had lower BMIs and better dietary and physical activity behaviors than the national sample of children. Dr. Costello and her colleagues hope that taking the DI supported SEED program across the state of Tennessee will produce similar results in Tennessee school children.

In addition, Costello, Ann Fairhurst, and Hollie Raynor (Nutrition) realize consumer knowledge gaps must be addressed before people will make lasting lifestyle changes. Many Americans rely on convenience foods to meet their consumption needs, and their food preparation skills are often limited.

These faculty members have submitted a grant proposal, "Foundations for Health: Combining Culinary Skills Training with a Lifestyle Intervention in Youth," to the American Diabetes Association. If funded, the grant will help college students at greater risk for type 2 diabetes build the foundation for a healthy lifestyle as they transition to adulthood. This project will include culinary training and the utilization of locally produced foods.

## Locally Grown Promotes Healthy Dietary Choices

Several departmental research projects are also focusing on locally grown food products and consumer preference for purchasing such goods at farmers markets. Costello and RHTM doctoral student Jeffrey Campbell conducted research on consumer preferences for "locally grown" food. Using feedback from consumer surveys, they studied respondents' food preferences related to locally grown products. The surveys showed respondents prefer to know where their food is grown, expect locally grown food to be of higher quality, would drive farther to purchase locally grown food, and are willing to pay an additional 10 percent for locally grown food



Many Americans rely on convenience foods because their food preparation skills are limited.

The definition of "locally grown" was shown to vary widely among consumers. Respondents in this research project indicated they preferred buying locally at farmers markets. According to Costello and Campbell, this indicates there are real opportunities for farmers markets to establish strong relationships with local consumers.

Dr. Ann Fairhurst and RHTM graduate students have conducted research to help farmers markets gain competitive advantages. They developed a model to identify core competencies that are unique to farmers markets. These competencies were tied together with specific management activities and policies to create strategic positioning for farmers markets.

This tool has been adopted by farmers markets in East Tennessee and has increased their viability in the short term and sustainability in the long term. Additionally, Retail Consumer Science undergraduate students in Fairhurst's senior capstone course carried out projects to provide recommendations to area farmers markets for merchandise presentation, consumer marketing, and customer interaction.

## Seeds for the Future

John Antun has also been very active in the locally grown food movement through the UT

# Fighting Obesity and Promoting Locally Grown Foods

Culinary Institute. The institute has established a berry and herb garden at the UT Visitors Center that provides all the herbs used in culinary instruction. Blackberries and raspberries were available this summer, and fig trees should be productive next year. The garden includes a "5-Alarm" section featuring a variety of hot peppers.

The Culinary Institute has been working with UT Gardens staff in designing and utilizing its "Kitchen Garden" projects and products. Institute instructors provide live cooking demonstrations in their classes and at area farmers markets using the produce grown in the kitchen garden, which is located in the UT Gardens.

The Culinary Institute is expanding its use of locally grown foods through the efforts of a newly-hired "forager," who will contact local farmers and make arrangements to purchase their produce, dairy products, and meat for use in the culinary classes. Additionally, planning is underway to include weekend locavore classes for Knoxville citizens beginning next summer. These classes will include visits to farms and local producers.

These researchers see opportunities to emphasize locally grown food to address the U.S. obesity epidemic and improve nutrition education. John Antun, along with collaborators in Nutrition, Child and Family Studies, and Extension, has submitted a proposal to the USDA for a comprehensive school-based program to address childhood obesity through dietary changes including more fresh fruit and vegetables, physical activities, and parental education.

The broad application of the research and outreach activities described here can provide economic incentives for greater production and use of local foods. This in turn has the potential to address obesity concerns and improve the quality of life for Tennesseans.



Departmental research is helping farmers markets gain and retain competitive advantages.

Culinary Institute students gather herbs for their cooking classes from the berry and herb garden at the UT Visitors Center.



could trim a little from the last section if you w[illegible] spa[illegible] images

# Something Inside so Strong



Dr. Susan Groenke and Stephanie Davis encourage youth to read for pleasure.

TOM OWENS

"Something inside so strong
I know that I can make it
Though you're doin' me wrong, so wrong
You thought that my pride was gone, oh no,
Oh no, something inside so strong"*

*From "Something Inside So Strong," music and lyrics by Labi Siffre, 1988

It's 8:30 a.m. on an already-hot June day and 51 young people—predominantly African American youth, grades 3 through 8, from the Knoxville community—are at Freedom School singing the motivational song "Something Inside So Strong." Singing songs and reciting chants is part of *Harambee* (a Kiswahili word meaning "all pull together").

Every day at a Children's Defense Fund (CDF) Freedom School starts with *Harambee*. The idea is to get all the young people (called "scholars") pepped up and motivated to spend the day reading and learning how to make a difference in their lives and the lives of others.

This past summer, Dr. Susan Groenke and students in the English Education Program (part of the Department of Theory and Practice in Teacher Education) teamed up with Freedom School project director, Dr. Stephanie Hill, and site coordinator, Stephanie Davis, to work with the youth attending the program.

Students in the CEHHS English Education program, both beginning and veteran teachers, observed the unique, Afro-centered reading curriculum and helped the Freedom School scholars conduct research at Hodges Library on campus.

The CDF hired Hill, who earned her PhD in Exercise and Sports Studies at UTK in the spring of 2010, to run the Freedom School program. "Stephanie asked me to conduct research on student motivation to read because she wanted some data for assessing the program and to use

# Freedom School Motivates Readers

in proposals to secure future funding," Groenke says. "I saw an opportunity to support the program as a researcher interested in fostering university-community educational partnerships."

Dr. Allison Anders (Educational Psychology and Counseling) encouraged Hill to establish the Freedom School program here and was instrumental in bringing diverse community members into the planning phase. Groenke helped Hill and Davis collect data on motivation to read, as well as on the effects the program had on motivation and engagement.

Drawing on the work of other researchers, Groenke defines motivation as "an individual's beliefs, values, needs and goals. The closer literacy activities and tasks match young peoples' needs and goals, the greater the likelihood they will expend effort and sustain interest."

At the beginning of the program in June, Groenke and Hill, and doctoral candidate Katherine Evans, conducted "Motivation to Read" surveys with all the participants.

They also conducted conversational interviews with each participant. Post-program surveys were conducted in August. Groenke is using funds from a professional development grant to support data transcription and analysis.

The survey and interview data are now being analyzed to determine what effect the program had on participants' motivation to read and their beliefs about reading, as well as to create rich portraits of each scholar as a reader.

Groenke and Hill hope to report preliminary findings of the research project at the 2011 meeting of the American Educational Research Association (AERA) in New Orleans, Louisiana.

The two also hope that such research can inform and transform current public school reading instruction practices. Kelly Gallagher, a teacher-leader in the California Reading and Literature Project at UCLA, calls the current state of reading instruction in schools "readicide," meaning that an over-emphasis on testing kills students' love of and joy in reading.

When this emphasis on testing is combined with the invisibility and lack of affirmation of the world views of African Americans and other children of color in classroom content, it becomes clearer why reading disengagement among minority youth is so prevalent.

The lyrics to "Something Inside So Strong" reference the idea that African American youth are being "done wrong" in public schools: public schooling in the United States has failed in improving the school experiences and academic reading achievement of these students. There are many who believe African American students do not read or like to read. The Freedom School serves as a powerful counter-story, proving that it can successfully engage African American youth with reading and civic participation. Programs like Freedom School affirm the reading identities of minority youth.

Groenke thinks today's English teachers can learn a lot from the Freedom Schools movement. As an advisor and instructor in the teacher preparation program, she understands the struggle to adequately prepare educators who can successfully teach African American youth and other students of color.

Learn about the Children's Defense Fund and the Freedom Schools program at *www.childrensdefense.org*. To learn more about Tribe One and/or to support the Knoxville Freedom School initiative, contact Stephanie Davis at Tribe One Youth Center, 865-546-4131.

Seeing how minority students are engaged as readers in Freedom School inspires Groenke to infuse her own teaching with methods and instructional practices adopted from the Freedom School's reading curriculum. She is also inspired to find ways to continue to involve UT's education interns in this summer program.

While this past summer marked the first time a Freedom School has been run in Knoxville, the program has a long history. The first Freedom School was established in 1992 under the leadership of CDF Founder Marian Wright Edelman.

The initiative was inspired by the Mississippi Freedom Summer of 1964, a project that was part of the Civil Rights movement to prepare poor and disenfranchised African-Americans to become active, voting citizens. The CDF continues to advocate for the rights and needs of children—especially children of color, the poor, and those with disabilities.

More than 9,000 children in 61 cities and 24 states participated in Freedom Schools this year. The Knoxville Freedom School was held at the Tribe One Youth Center on East Magnolia Avenue. Center director, Stephanie Davis, says she hopes to make both a summer and after-school program sustainable in Knoxville.



**2010 summer Freedom School participants**

# Connecting with Neuroscience

Anyone who watches television, uses the internet, reads books and magazines, or goes to the doctor encounters information about the brain—what it looks like, what it does, and how it changes across the lifespan. Knowledge ferreted out by neuroscientists now pervades our society and culture, providing new perspectives on topics ranging from parenting infants and toddlers, helping children who have difficulty learning to read, understanding teenage behavior, to keeping minds supple in adulthood and old age.

While neuroscientists have not yet found all the answers, what they have learned can deepen our understanding of people and their problems.

Dr. Sandra Twardosz, a professor in the Department of Child and Family Studies (CFS), is leading a project to establish a neuroscience resource center, promote faculty development related to neuroscience, and integrate relevant research into the CFS curriculum.

Professor Twardosz spent a semester of faculty development leave, supported by the university, studying the areas of neuroscience most relevant to her areas of applied research. The Sylvia F. and Billy J. Moore Faculty Development Fund supported the development of the resource center.

Twardosz has studied the importance of current neuroscience research on human development, family functioning, and early childhood education as an impetus for advancing relevant neuroscience perspectives into CFS academic programs.

CFS faculty are also taking steps to ensure that students are provided with ample opportunities to learn, understand, and think critically about the growing field of neuroscience research as part of their academic programs at UT Knoxville.

Students pursuing undergraduate majors are preparing for careers as licensed early childhood teachers or as service providers in a wide range of community agencies. Many of these graduates will work with children and families at risk. CFS graduate students are preparing to do research and teach in human development, family studies, early childhood education and related areas.

CFS graduates will need basic knowledge about the brain as well as the tools to expand that knowledge in order to respond to the growing influence of neuroscience on their careers. They need to appreciate how an individual's experiences affect brain development, not only during childhood and adolescence, but throughout life. They must also be able to think critically rather than simply believing that a teaching or intervention strategy will work because it is labeled "brain-based."

CFS faculty members are contributing to this initiative in a number of significant ways.

Dr. Mary Jane Moran, an associate professor

**CFS graduates will need basic knowledge about the brain as well as the tools to expand that knowledge.**




A student presentation during Brain Awareness Week

# Boosting Efforts to Understand our Brains

in CFS, and her teacher licensure interns collaborated with Twardosz in celebrating Brain Awareness Week. This yearly international event is sponsored by the Dana Foundation and highlights the relevance of neuroscience for society.

Each year, Early Childhood Education students discuss issues related to neuroscience and education as part of their graduate program. Students are asked to design brain-related lessons that they conduct with children in their K–3rd grade classroom placements.

These lessons use direct instruction, experiments, games, art, children's books, and writing activities to convey information about parts of the brain, how brain cells work, how the brain interprets information from the sense organs, and other topics. Students then present their lessons and the children's responses to a university audience.

This past year, Dr. Matthew Cooper, a neuroscientist in the Department of Psychology, and several psychology graduate students also participated in this activity.

A second major effort is directed at developing the expertise of CFS faculty members so they can integrate neuroscience perspectives into the curriculum. Courses in child and human development, family functioning, human sexuality, diversity and culture, literacy and mathematics, and early childhood environments will be enriched with intriguing neuroscience information.

To enhance the curriculum in this manner, faculty must have the resources to develop their own knowledge of neuroscience. A room in the Jessie Harris Building has been set aside for the Neuroscience Resource Center.

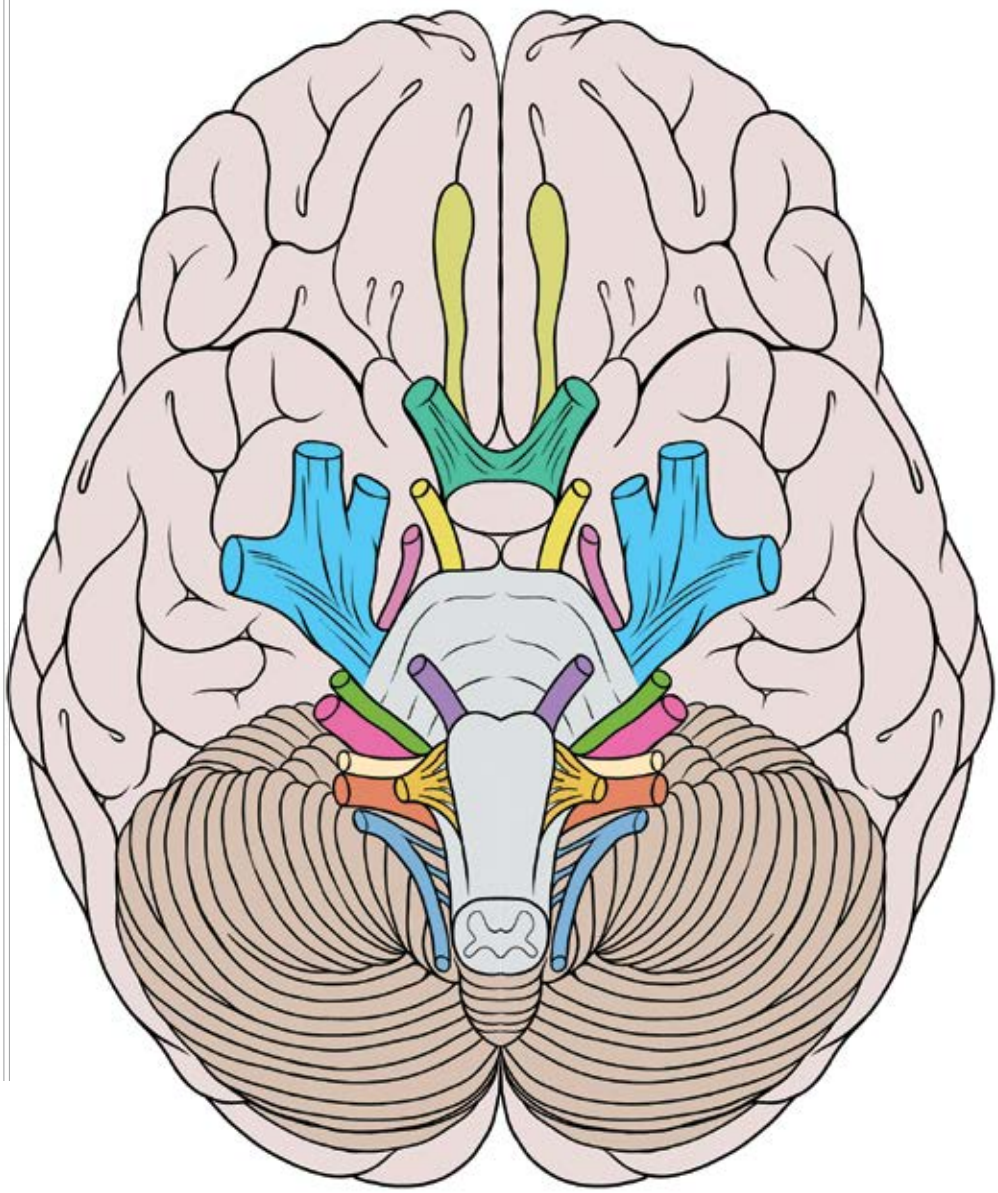
This room is being furnished with books, articles, a computer, models of the brain, DVDs, and other resources specifically chosen for their relevance to the CFS curriculum.

Twardosz has also been actively involved in coordinating grant-writing efforts to support faculty development related to neuroscience. Twardosz and Drs. Hillary Fouts and Carin Neitzel, assistant professors in CFS, have submitted a proposal to the National Science Foundation for funding to support a two-year sustained faculty development project with the goals of enhancing faculty knowledge, integrating neuroscience into the CFS curriculum, and assessing student reactions. Dr. Cooper and Dr. Rebecca Prosser (Department of Biochemistry and Cellular and Molecular Biology) will also be involved in this project.

Individuals interested in additional information on the initiatives outlined here may contact Twardosz at *stwardos@utk.edu*.



Dr. Sandra Twardosz



# Recreation for Everyone



UT students form supportive friendships with Project TRiPS participants.

Project TRiPS (Therapeutic Recreation in Public Schools) has been an important university-community partnership for over ten years. This program provides children with disabilities an opportunity to get individualized attention in recreational activities in conjunction with their public school programs.

The primary goal of Project TRiPS is to provide youth, in the context of recreation, an opportunity to develop skills needed to function independently in society. UT Knoxville students provide the specialized attention that gives these children a unique chance to develop their skills and abilities.

In 1997, the U.S. Office of Education awarded the initial funding to design and implement the Project TRiPS program to Dr. Gene Hayes, a professor of recreation and leisure studies.

After the first two years, funding for Project TRiPS shifted to the Tennessee Department of Education.

The partnership that has developed between the therapeutic recreation program and local schools allows Project TRiPS to thrive. Partnership schools have child development centers (CDC's) where the needs of children with disabilities are addressed.

Teachers in these classrooms identify the goals and objectives Project TRiPS students will address for each child. These goals and objectives are unique for each individual and based on the needs identified in that child's individualized education plan.

UT students must take a three-credit-hour undergraduate course to prepare for their work with Project TRiPS. The course focuses on providing recreational programming. Topics covered in the course include the following:

- different types of disabilities
- planning lessons
- documenting interactions and monitoring progress
- learning skills for effectively interacting with children with disabilities
- learning how to complete standardized assessments used in the field of therapeutic recreation



Project TRiPS provides children with disabilities opportunities for recreational activities.

The therapeutic recreation faculty and the Project TRiPS grant-funded staff (UT Knoxville graduate students) provide this instruction. Students visit their assigned CDC classrooms at least once per week for the entire semester.

They begin by observing the children in the classroom environment, researching the disabilities of the students assigned to them and learning the interactive skills they will need to use. Although the majority of Project TRiPS participants are therapeutic recreation students, students from other majors, such as child and family studies and special education, also participate.

After the first couple of weeks in the semester, the students begin working directly with the children in the CDC classrooms. They are responsible for planning and leading activities that address the goals and objectives the classroom teacher has identified for each child, and they write weekly progress notes to document their interactions and record any progress made by the child.

Students also complete standardized recreation assessments for their assigned students. The culminating experience of the semester for the UT students is the completion of their case studies.

Each semester Project TRiPS reaches approximately seventy-five children with disabilities. These youth have a variety of cognitive, motor, and/or sensory disabilities. For example, cerebral palsy, Down syndrome, and autism are common disabilities among the children served.

# Project TRiPS Takes CEHHS Students into Public Schools

The recreational programming targets the development of social skills, behavioral skills, and motor skills. Both fine motor skills (writing, drawing, etc.) and gross motor skills (running, catching, etc.) are addressed. "The development of these skills increases a child's chance for independent or semi-independent functioning," said Hayes.

Project TRiPS benefits all individuals and groups involved. The children from the local community benefit from having time set aside each week to work on their unique needs. These children also benefit from the opportunity to engage in fun, recreational pursuits and from the chance to develop additional social skills by interacting with college students.

The classroom teachers receive help in moving the children toward their developmental goals. According to Hayes, "These teachers are particularly complimentary of the improvement they see in the children as a result of Project TRiPS involvement."

The UT students gain valuable hands-on learning that prepares them for their future careers. Not only do the students learn to deliver recreation therapy to children with disabilities effectively, but they are also given the opportunity for self-reflection and career development. Project TRiPS is clearly a win-win partnership for both the university and the local schools.

According to Hayes few, if any, universities in the country offer the variety and depth of experiences for therapeutic recreation students found in the Department of Kinesiology, Recreation, and Sport Studies.

In addition to Project TRiPS, therapeutic recreation students have the opportunity to engage with children and adults in a variety of settings including residential camps (Camp Koinonia, Vision Camp, etc.). Hayes points out, "Because of the quality of the classroom work, internships, and practical experiences provided, over 90 percent of our therapeutic recreation majors pass their national certification exam on the first try. The national average is a 75 percent pass rate."

Hayes, along with colleagues Dr. Steven Waller and Dr. Angela Wozencroft, recently published an article on the Project TRiPS model. As more universities and communities learn of this model, it is likely that this type of partnership will emerge in other communities.

The article by Hayes, Waller, and Wozencroft titled "Understanding the Value of University-Public School Partnerships in Providing Recreation Services to Students with Disabilities" was published in *Universities and Community Schools*, a publication of the University of Pennsylvania, Volume 8, Number 1–2, Spring–Summer 2010. You can download this issue of the journal at *www.upenn.edu/ccp/NetterJournal_Spring2010.pdf.*



# Reinventing Education for Principals



The first Leadership Academy cohort began coursework during the summer of 2010.



Cohort members Jamie Snyder and Renee Kelly compare their leadership profiles.

The newly formed Center for Educational Leadership in the Department of Educational Leadership and Policy Studies is undertaking a leading role in efforts to improve leadership, teaching, and student achievement in America's schools.

The strong relationship between leadership excellence and school excellence provides the impetus for this new center based on the premise that great school principals create great schools.

One component of the Center, the Leadership Academy, admitted its first cohort of "fellows" this June. Members of the first cohort took nine hours of coursework over the summer. This diverse group of academy fellows includes the following educational leaders (pictured to left, from front to back, left to right):

- **Jamie Snyder**, Interim Principal, Inskip Elementary School
- **Renee Kelly,** Administrative Assistant, Spring Hill Elementary School
- **Ryan Siebe**, Assistant Principal, Fulton High School
- **Tiffany McLean**, Pre-Kindergarten Teacher at Fair Garden Pre-School
- **Shay Siler**, Assistant Principal, Carter Elementary School
- **Alisha Hinton**, Assistant Principal, A.L. Lotts Elementary School
- **Kimberle Harrison,** K–5 Special Education Teacher, Sequoyah Elementary School
- **Jonathan East**, Assistant Principal, Gresham Middle School
- **Beth Blevins**, Assistant Principal, Northwest Middle School
- **Robert Speas**, Assistant Principal, Austin-East High School
- **Paula Brown**, Assistant Principal, Austin-East High School
- **Terry Nieporte**, Title I Math Coach, South-Doyle Middle School

The Leadership Academy is an innovative 15-month program to educate and license new instructional leaders in the state of Tennessee. The first cohort was selected from Knox County schools, but in the future the center will work with additional area school districts to identify a cohort of 10 to 15 aspiring leaders each year.

The academy program will begin each year in June and combines coursework with an intensive, four-day per week internship. The fifth day will be spent in university coursework and seminars. Graduates of the academy will receive a master's or education specialist degree and a beginning instructional leader license from the state of Tennessee.

Members of the first academy are enthusiastic about the experiences they had over the summer. Rob Speas, assistant principal at Austin-East High School, said "The Leadership Academy has increased my professional knowledge through the coursework we took. By partnering UT faculty members with school-based practitioners, the coursework has bridged the gap between theory and

# Academy Members Begin Lifelong Journey

practice. We were provided real life experiences to reinforce the latest research on educational leadership."

Beth Blevins, assistant principal at Northwest Middle School spoke highly of the cohort model used in the academy. "Having a network of peers in my cohort creates the opportunity to extend learning and wisdom past the individual. The experience of the cohort moving through the year(s) together and the explicit coaching of an effective mentor creates an invaluable professional learning community. I know this will strengthen me as a professional in any position I am in from this point forward."

Cohort member Ryan Siebe, assistant principal at Fulton High School, stated, "My time with the professors and fellows has allowed me to hone my thinking about how to best serve students in the Knox County Schools. The relationships I've garnered through the academy will allow me to have a sort of brain trust and network that I will be able to rely on for the rest of my career."

Strong partnerships with area school districts and innovative scheduling are two key components of the academy. Tiffany McLean, member of the first cohort had praise for this innovative model. "The academy has forced me to think outside of the box and challenged me to do better. It has provided me with a multitude of tools and a strong network to handle the challenges that today's instructional leaders face."

The academy students will work under the guidance of carefully selected mentor principals in schools identified as having highly effective leadership. These school-based practitioners will also function as co-instructors alongside faculty from the Colleges of Education, Health, and Human Sciences, Arts and Sciences, Business Administration, Communication and Information, Law, and Social Work, creating a highly interdisciplinary experience.



Dr. Pam Angelle guides a group discussion on leadership traits.

CENTER for EDUCATIONAL LEADERSHIP

The purpose of the Center for Educational Leadership is to establish a meaningful and innovative collaboration between institutions of higher education and local education agencies.



Dr. Autumn K. Tooms is the director of the new center. Her doctorate in educational leadership and policy studies is from Arizona State University. She is the current president elect of the University Council for Educational Administration, the premier research organization in educational leadership and policy.

The center will house five components designed to follow an aspiring education leader from initial preparation throughout that leader's life-long career in education:

The Leadership Academy is for new principals.

The Educational Leadership Institute provides professional development for practicing principals and superintendents.

The Executive Leadership Institute offers training for leaders who manage school systems at a district level.

The Leadership Resource Center offers support to school leaders in a variety of ways including roundtable discussions, professional collaboration, and technology and library resources.



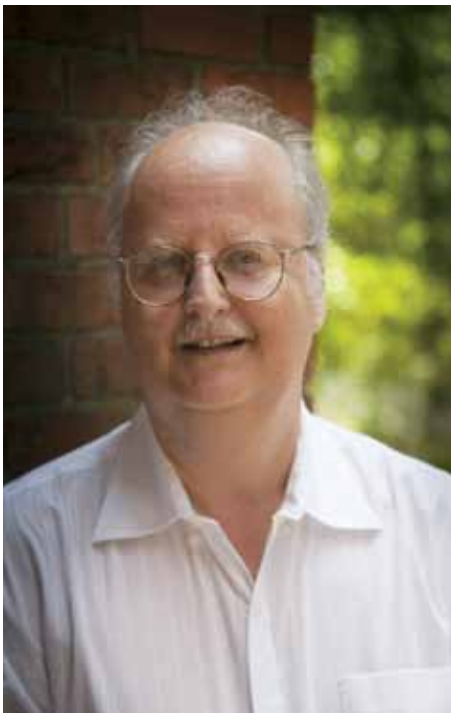
The Principal-in-Residence offers support to schools through consulting, mentoring, and professional development programs.

Betty Sue Sparks, the new principal-in-residence, retired from the Knox County Schools in 2004. In 2005 she became the executive director of the Distinguished Professionals Education Institute, working with Knox County as an independent consultant.

The center is housed in the Bailey Education Complex. For additional information about the center and its programs, contact:

The Center for Educational Leadership
Office: 865-974-4553
Fax: 865-974-4563
Website: cel.utk.edu

# Data Drives Change



Institute director Gary Skolits

**The institute provides opportunities for graduate students in the doctoral program to practice and apply educational research, assessment, and evaluation skills on real-world projects.**

The Institute for Assessment and Evaluation, a component of the Department of Educational Psychology and Counseling, has been researching the effectiveness of educational programs and services for over 15 years. Under the leadership of Dr. Gary Skolits, institute faculty, staff, and graduate students engage in educational evaluation projects both locally and nationally.

Evaluations conducted by the institute have ranged from the evaluation of the Tennessee GEAR UP college access program, a project of the Tennessee Higher Education Commission (THEC), to evaluating educational activities and products for Wiley Publishers.

In addition to serving clients, the institute provides opportunities for graduate students in the Evaluation, Statistics, and Measurement doctoral program to practice and apply educational research, assessment, and evaluation skills on real-world projects.

Despite its national scope, the institute maintains a commitment to the state of Tennessee, seeking to provide evaluation services for educational programs from the pre-school to college level. An example of a state-level initiative is Tennessee's effort to implement new strategies to meet challenges faced by students in high-need schools as defined by the national Educational Needs Assessment Index.

A low college enrollment rate compared to state and national averages has been a major challenge for high-need schools. Less than 37 percent of graduates in the highest need Tennessee schools head directly to college, compared to a state average of approximately 42 percent and a national rate in excess of 50 percent.

The lack of a college educated workforce limits local and state economic development opportunities. Research continues to confirm that high school graduates earn substantially less lifetime income than college graduates.

Using federal funding, the Tennessee Higher Education Commission (THEC) is sponsoring various college access strategies in nine high-need school systems (Campbell, Cocke, Grundy, Hardeman, Johnson, Lake, Meigs, Union, and Wayne Counties) Project interventions are focused on students in the class of 2011. These students began receiving college access services in their 8th grade year.

Services have included targeted college visits, financial aid workshops, mentoring and tutoring, college/career coaching, curriculum improvements, ACT Prep, and summer academy experiences. Institute staff members are conducting research through project evaluations to determine which improvement strategies are producing favorable college readiness results.

The hope is to use these findings in other school systems. Since the initial 2005 implementation of the project, institute faculty, staff, and students have conducted 36 evaluation studies on the short-term effectiveness of program initiatives in the nine project school systems.

While the research focus is on the eventual college attendance rates of the targeted class of 2011 graduates, intermediate evaluation studies show that the project is producing gains in knowledge related to college access strategies. Evaluation studies of the project schools indicate that college readiness assessments can be easily assimilated into school practice and used to track student academic progress towards college.

High school students and their parents/guardians lack basic knowledge about types of postsecondary institutions and college financing options. This can be a major deterrent to postsecondary participation. However, sustained and targeted workshops and educational campaigns over the high school years have been shown to virtually eliminate this knowledge deficit.

Targeting college access services (e.g., college visits, career awareness, college fairs, FAFSA workshops, etc.) to specific cohorts of high school students and their parents/guardians across six years had positive results. Increases

# Institute for Assessment and Evaluation Researches Effectiveness

were documented for postsecondary awareness, knowledge, student intentions to attend college, and parent postsecondary educational expectations for their children.

Annual college visits by high school students make going to college seem more viable. Such visits were shown to be more effective if they realistically reflect relevant aspects of "college life." Attending a play at a college is not the same as staying in the dorm, dining at the cafeteria, or sitting in a on a "real" college class.

Creative solutions can be valuable for addressing college readiness challenges. Small, rural project high schools unable to staff specialized college-readiness courses have addressed the problem though the Tennessee Department of Education's new online course delivery system called E4TN at *https://www.e4tn.org*. Additionally students have been encouraged to pursue dual enrollment options with area community colleges.

These project evaluations have supported decisions to sustain selected project initiatives beyond the life of the grant and share specific successes with broader state and national audiences.

For all its clients, the institute evaluation team offers assessment expertise coupled with an unbiased perspective offered by external evaluators. These attributes enable the institute staff to determine the effectiveness of educational projects in terms of the specific educational problems and challenges they evaluate.

This, in turn, makes it possible to provide clients with feedback needed to make data driven decisions related to educational improvement initiatives. The faculty, staff and students conducting evaluation studies for institute clients truly demonstrate the College of Education, Health, and Human Science's commitment to "Enhancing the quality of life through research, outreach, and practice."



These Union County High School Students are part of the continuing THEC study on college access strategies.

# Department of Public Health Steps on Board

The College of Education, Health, and Human Sciences marked a critical milestone with the July 1, 2010 establishment of the Department of Public Health (DPH). The college's long-term goal is to establish a School of Public Health on the flagship Knoxville campus.

Dr. Paul Erwin, head of the new department, is quick to point out why this is important to the mission of a public, land grant, research-focused university. He says, "The justification for a Department or a School of Public Health at the University of Tennessee is simple. Last year Tennessee ranked 44th in the United States in overall health status, with rankings for many individual indicators such as obesity and violent crime even closer to the bottom."

Erwin believes the college reached this milestone now because of the dedicated leadership of Dr. Jay Whelan (department head, Nutrition) and Dean Bob Rider. With their support, UTK established the Center for Public Health, with Erwin as director.

The center's goal was to expand opportunities for collaborative teaching, research, and service. After three years of planning, strategizing, and internal reallocations, the resources of the Center for Public Health, directed by Erwin, were merged with the Programs in Public Health (part of the Department of Nutrition) to form the new department.

Beyond educating the public health practitioners of tomorrow, opportunities for research and service are also abundant. The evidence-base for much of what is done in public health practice is relatively limited. With difficult challenges to population health to overcome, especially in the context of declining resources, there is an enormous need to discover what works most effectively in public health practice.

Local partners, including the Knox County Health Department, will become practice sites for students and also provide opportunities for students and faculty to engage in service learning and community-based participatory research.

Looking toward the future, the department is expanding from its foundation of a nationally accredited Master of Public Health program. Public health professors with long careers at UT—Charles Hamilton, June Gorski, and Greg Petty—have been joined by a cadre of younger faculty:

- Dr. Denise Bates, Texas Women's University
- Dr. Clea McNeely, UCLA and most recently, Johns Hopkins
- Dr. J. Chen, UC-Davis
- Dr. Paul Terry, Columbia, and most recently Emory
- Dr. Margaret Knight, Texas

The DPH also has its first post-doctoral fellow, Dr. Fletcher Njororai, who is helping to establish linkages with programs in Nairobi, Kenya.

The department's staff members include Deborah Butenko, Judy Reed, Wendy Smith, and Tory Mills.

According to Erwin, "We have an enormous amount of talent and expertise in our faculty. The opportunities to collaborate with entities such as the Baker Center, the National Institute for Mathematical and Biological Synthesis (NIMBIoS), and partners at Oak Ridge help fuel our passions for teaching, research, and service in the field of Public Health.

"After all, when your state is ranked so near the bottom in overall health, there's nowhere to move but up."



Dr. Erwin

**In 2009, Tennessee ranked 44th in the United States in overall health status.**



Lacriesha Ejike-King and Siteiyia Ntete, graduate students in the Department of Public Health, apply public health principles in a community-based nutrition education class for Burundian refugees resettled in Knoxville.

# CEHHS Board of Advisors

by Gary L. Blauser, Chair



**Please take a moment to locate your department in this issue of *Accolades*, see the amazing things that are happening, and realize this is only a small part of the bigger picture.**

It is a privilege for me to give you an update from the Board of Advisors (previously the Board of Visitors). This board is made up of alumni and supporters interested in helping the College of Education, Health, and Human Sciences achieve its full potential. We have 25 members from the states of California, Florida, Georgia, Illinois, and of course, Tennessee.

During the 2009–2010 academic year, our board took some major steps to focus our commitment to the college, and this is reflected in our vision and mission statements.

Our mission consists of the active involvement of each of our members as we work with the eight departments, including the newly formed Department of Public health, and of making recommendations to Dean Rider and the department heads.

We strive to enhance the quality of all programs by seeking contributions, both intellectual and monetary, from board members and their extended communities. Each board member commits personal time, talent, and a monetary contribution to the college, which has resulted in an endowment of $100,000 from our members. (For more information see *http://cehhs.utk.edu/alumni/BoardOfAdvisors.html*.)

At our fall 2009 board meeting in Knoxville, we solidified our focus and accepted the challenge from the department heads to fund a Chair of Excellence for Service Learning who would work with all departments to connect the college to the community. This challenge will require $2 million in fundraising, and the board is committed to helping with this effort.

Many of us on the board were eager to do more for our college than merely attend two board meetings a year. We wanted a challenge so we formed subcommittees to work with each department.

Our objective was to establish a liaison between our board and the departments. We began to work closely and develop relationships with faculty members so that, as needs were identified, we could help to find solutions. Additionally, we established subcommittees for Service Learning, Vision & Mission, Grants, and Communication with Alumni.

Service Learning was our entrée as we began our meetings with the department heads at the end of the first semester of 2009.

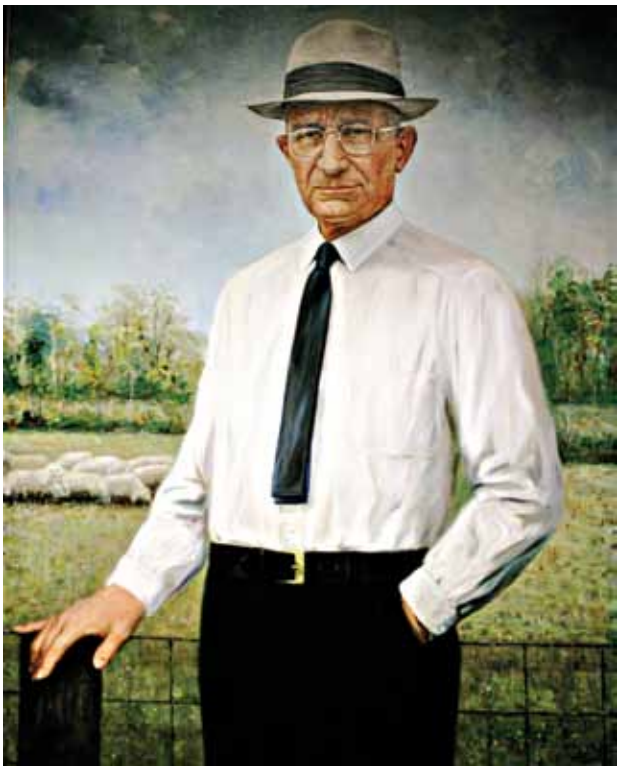
The Service Learning subcommittee developed five questions to be discussed with each department head to provide background as well as plan for future service learning programs in their departments. Plans were completed, written up, and co-presented with the department heads at our spring board meeting in Knoxville. We have established successful partnerships between the department heads and the board's subcommittees.

The immediate results were that subcommittee members were invited to faculty meetings, helped find solutions for immediate needs, and were asked to help the departments develop their own advisory boards. It was a very positive experience. While we still have many challenges ahead, we were able to determine exactly how we could assist and put action steps in place.

Please take a moment to locate your department in this issue of *Accolades*, see the amazing things that are happening, and realize this is only a small part of the bigger picture.

Knoxville Chancellor Jimmy Cheek's Top 25 quest is yet another opportunity for our board to become involved. We are constantly looking for interested alumni who have the passion for making our college the very best that it can be. Consider this an invitation to invest your personal time, talent, and monetary commitment in the College of Education, Health, and Human Sciences. I personally guarantee that it will be one of the most rewarding things you will do in your lifetime!

# Meeting the Challenge



Even after giving the university its first million-dollar gift in 1965, J. Clayton Arnold was not content and continued throughout his life to challenge others to contribute.

**"I am loyal to the human race. I believe it is capable of scarcely dreamed of development. Education has the most important role in the development. The responsibility for this development rests upon us."**

*—J. Clayton Arnold (1891-1987)*

The man who gave the University of Tennessee its first $1 million dollar gift in 1965 has inspired an anonymous donor to pledge a $1 million dollar challenge gift designed to raise a total of $2 million to support teacher education scholarships in the College of Education, Health, and Human Sciences.

J. Clayton Arnold earned $60 a month as a rural mail carrier in Williamson County, Tennessee. He received all of his formal education in the two-room Thompsons Station schoolhouse, never attending college. "I was born and raised in what some people might call poverty. I did not want a fine car or a fine home," said Arnold, who passed away on July 30, 1987 in the farmhouse his father had built a hundred years earlier.

Clayton described himself as a miser who lived within his means. But, he debunked his own self-description by investing in the aspirations of UT students. Arnold said, "I have had no desire for luxury. So I took the money I had no use for and gave it to the scholarship fund for teachers."

Mr. Arnold saw a multiplier effect in directing his gift to the preparation of teachers, saying, "out of the funds I have set up, 5,000 students who are planning to be teachers can be helped in the next 50 years. If each of them influences 5,000 children, I feel that my money will help 25 million children." He was correct; an investment in future educators has a guaranteed return with an impact that lasts beyond a single lifetime. In 2009 alone, 82 interns in teacher education received a J. Clayton Arnold Scholarship.

One of the thousands of education students to benefit from Arnold's generosity, Katie Rickard said, "I am fortunate and grateful for the scholarship." Rickard, who received her master's in secondary education earlier this year explained, "I have been able to focus on my internship and not be concerned with working at the same time. I am able to give it my all."

The Jefferson County native initially began studying nursing when she arrived at UT as a freshman, but she quickly changed her major to history. After receiving her undergraduate degree in 2009, Rickard knew she wanted to teach and pursue her master's degree in education at UT.

As the first person in her family to become a teacher, Rickard said the real world experience of a teaching internship at Farragut High School confirmed that "teaching is my place in the world. It is what makes me tick."

Even after his $1 million gift to the University of Tennessee, J. Clayton Arnold was never content. Throughout his life, he continued to challenge UT alumni and friends of the university to invest in teacher education. Today, his legacy lives on through a longtime supporter of the college.

The donor, who wishes to remain anonymous, has pledged a gift of $1 million to provide financial assistance to students enrolled in teacher internship programs if the College can raise $1 million in contributions. Like Mr. Arnold, this generous individual challenges UT alumni and friends to contribute at any and all levels, acknowledging that no gift is too small and every dollar truly does count.

"By making a charitable gift to the College of Education, Health, and Human Sciences, you are not only helping to meet the J. Clayton Arnold Challenge, but you are also making an investment in future educators whose impact will last beyond your lifetime," said Dr. Bob Rider, Dean of the college.

To contribute or learn more about the J. Clayton Arnold Challenge, contact Blue Dean, director of development for the college at 865-974-3968 or *bluedean@utk.edu.*

# Educators Hall of Honor Realizes Vision

Senior Associate Vice Chancellor Betsey Creekmore and Dr. Glennon Rowell, dean of the former College of Education, began working toward their shared vision in 2001. Their goal was to establish a hall of honor as a tribute to current and past educators and an inspiration to future generations of educators. Creekmore and Rowell recognized the roles teachers and administrators had played in their own lives and envisioned a hall of honor where the many educators who have made significant differences in the lives of so many people could be recognized.

Today, the Educators Hall of Honor embodies their vision. Housed in the Claxton Building on the Knoxville campus, the hall acknowledges those who have passed along knowledge, understanding, creativity, and the joy of learning. Over the past nine years, educators from elementary teachers, to university professors, coaches, administrators, and counselors—both UT alumni and non-alumni from across the nation—have been honored with individual plaques displaying the engraved name and an identifying phrase for each inductee.

The charter class of 2001 honored 20 memorable educators. Since then, we have inducted 56 individuals, who were nominated by friends, family, and members of their community. The Educators Hall of Honor accepts annual nominations and inducts a new class each spring.

On March 25, 2010 Dr. Bob Rider, dean of the college, welcomed seven more educators to the distinguished list. Plaques for Dr. Edward Counts, Dr. Ella J. Day, Sarah Moore Greene, Dr. Cheryl Kershaw, Marilyn Liberman, Dr. Ward Sybouts, and Mary Elizabeth Spencer Venable have been placed in the hall.

Because the Educators Hall of Honor also provides funding for the Educators Hall of Honor Scholarship Endowment, each nomination helps provide scholarships for teacher interns and other undergraduate and graduate students in the college's education programs. The preparation of educators has been a tradition at the University of Tennessee since 1880. It is our hope that this permanent tribute to the accomplishments of the past will inspire a new generation of educational leaders to continue the rich tradition.

If you are interested in nominating an individual or group making a significant contribution to the field of education or would like to learn more about the Educators Hall of Honor, please contact Blue Dean, director of development for the College of Education, Health, and Human Sciences at 865-974-3968 or bluedean@utk.edu or visit our website at *http://cehhs.utk.edu/alumni/hall_of_honor.html.*



**Past Inductees: Clarence (Ed) Roeske, C. Glennon Rowell, Henrietta A. Grant, Joseph E. Johnson, and Thomas W. George**

DEPARTMENT OF

# Child & Family Studies



*Vey M. Nordquist*
*Department Head*

Faculty and students in the Department of Child and Family Studies engage in teaching, research, and service activities that emphasize the study of development in natural contexts such as the home, school, and neighborhood and generate new knowledge about children, youth, and families at risk that enhances individual and family well-being.

## POINTS OF PRIDE

Child and Family Studies underwent a mid-cycle academic program review in the fall of 2009. Members of the review committee spent two days visiting the department; touring facilities and research laboratories; and meeting with faculty, undergraduate and graduate students. The review team found that outstanding progress has been made by the Child and Family Studies department, "We note in particular the amount of work done, the extraordinary collegial and positive spirit in which it was done, and the increased productivity by faculty and students, all in a time of reductions in budgets and faculty lines."

Examples of that progress follow.

## FACULTY HIGHLIGHTS

**Heidi Stolz** was promoted to associate professor with tenure. Her areas of expertise are parent-child relations, father involvement in family life, and parent education. She is codirector with **Denise Brandon** of the new Center for Parenting, a joint venture between CFS and UT Extension Family and Consumer Sciences. Three center projects are being funded by Prevent Child Abuse Tennessee. The Shaken Baby Prevention Project provides training for hospital employees, home visitors, and child-care providers to deliver a brief intervention to approximately 15,000 parents to emphasize the dangers of shaking an infant. The Parent Leadership Initiative promotes parent inclusion and empowerment in family service organizations across the state. The Safe Child Project provides intensive, collaborative, wrap-around services to up to 40 high-risk pregnant mothers.

**Rena Hallam** and **Mary Jane Moran** received two external grants in 2009–10. One grant will support a new teacher training program for Head Start teachers and will lead to a certificate in early childhood education. The other grant will fund a teaching institute for early childhood teachers in Anderson County. Dr. Hallam also received a third external grant to develop and implement a program to evaluate performance outcomes of preschool programs across the state.

**Delores Smith** was the recipient of a three-year, $139,000 grant from the United States Department of Agriculture to increase the diversity among undergraduate study-abroad participants. The grant provides funds for minorities and other underrepresented groups of students to gain an international perspective, practice leadership skills, and breakdown cross-cultural barriers. Dr. Smith also conducted an investigation of the impact of violence on Jamaican families that was funded by a Professional Development Leave Award.

**Brian Barber**, the founding director of the Center for the Study of Political Violence received a $1 million grant from the Jacobs Foundation in Switzerland for a project titled, "The Impact of Political Conflict on Youth: Assessing Long-Term Well-Being via an Event History." The project will be funded from 2010 to 2013 and take place in East Jerusalem, Gaza, the West Bank, and Palestine. The goal of the project is to conduct a systematic, comprehensive, long-term follow-up of a cohort of Palestinian youth who have now reached adulthood (ages 30–40). The Palestinians were selected for the study because of their very high level of participation in political resistance as adolescents and young adults during the first Intifada (1987–1993).

**Sandra Twardosz**, **Hillary Fouts**, and **Carin Neitzel** recently submitted a proposal to the National Science Foundation to study integrating neuroscience information into teacher licensure courses.

**Hillary Fouts**, **Carin Neitzel**, **Rena Hallam**, and **Connie Mietlicki** have submitted a proposal to the Administration for Children and Families, U.S Department of Health and Human Services. The proposed would fund a collaborative effort between CFS, the Social Work Office of Research and Public Service at the University of Tennessee in partnership with Tennessee State University, and the Tennessee Department of Human Services. The purpose of this project will be to implement a collaborative research partnership to enhance the measurement of quality in toddler child-care classrooms.

## STUDENT HIGHLIGHTS

**Carolyn Spelling**, a PhD student, has worked for the past three years at the Center for the Study of Youth and Political Violence. Carolyn traveled with Center Director, Brian Barber, to Palestine to assist in conducting focus groups and key informant interviews for the first phase of the Jacobs Foundation project described earlier. They spent three weeks in February conducting interviews in the West Bank, East Jerusalem, and the Gaza strip. In addition, Carolyn attended the Health Under Occupation–2 conference at Birzeit University in Ramala, West Bank.

## OUTREACH ACTIVITIES

CFS outreach efforts are primarily conducted through our Early Learning Center and are provided in conjunction with faculty research. This year, **Sean Durham**, Executive Director of the Early Learning Center for Research and Practice (ELC) and his staff made great strides toward their mission of contributing to the professional growth of pre-service teachers; providing a laboratory setting for researchers in child development and early childhood education; and modeling exceptional early childhood practices and challenging the early childhood community with new questions and ideas.

Of note, the ELC received news that the university will replace the aging Golf Range facility with a new facility featuring three spacious classrooms, a parent reception area, multipurpose storage, meeting places, and an outdoor playground and covered patio. The ELC will expand its programs in the fall of 2010 with a pilot first grade classroom. Finally, the ELC has enjoyed a significant increase in research activity in the past year, with seven studies being conducted on site. The center has also been contacted by a national early childhood curriculum publisher to partner in a study of the effectiveness of that curriculum and assessment system.

Visit our website: *http://cfs.utk.edu*.

## NEW FACULTY

The department hired two new faculty members, **Carin Neitzel** and **Spencer Olmstead**. Dr. Neitzel was a member of the Vanderbilt University Faculty but wanted to join a program offering both masters and doctoral degrees in early childhood education. Dr. Olmstead received his PhD in June, 2010 from Florida State University. His areas of expertise are research methods, parent-child relations, and father involvement in family life.

## STAFF RECOGNITION

The department has five outstanding administrative assistants. **Scarlett Powell** functions as business manager and is directly responsible to Dr. Nordquist. She monitors the budget and does a number of other very important tasks. She is responsible for the day-to-day office operation.

**Carole McDonald** works with the chairperson of the Undergraduate Committee and provides support for that program, which has about 400 students enrolled at any one time. She also keeps track of faculty book orders and manages the files of prospective faculty members when searches are underway.

**Barbara Bright** works with the chairperson of the Graduate Committee and provides support services for our graduate programs. She keeps track of graduate student assistantship assignments, communicates with prospective graduate students, manages graduate student files and assists teacher licensure program coordinators.

**Sandy Russell** is the department's business accountant. She handles the processing of all departmental invoices.

**Sonja Spell** is the newest addition to the department staff. She was hired to help manage our departmental grants and contracts, particularly all of the grant costs associated with the Center for the Study of Youth and Political Violence.

We are truly fortunate to have these outstanding staff members. As department head, one of the reasons I love my job so much is because of these five administrative assistants. All of us in CFS are far better off for having the privilege of knowing and working with them!


Mary Jane Moran


Scarlett Powell


Delores Smith


Carole McDonald


Brian Barber


Barbara Bright


Sandra Twardosz


Hillary Fouts


Sean Durham

DEPARTMENT OF

# Educational Leadership & Policy Studies



*Vincent A. Anfara, Jr.*

*Department Head*

The Department of Educational Leadership and Policy Studies seeks to provide new directions and innovative programming for the preparation of educational leaders. We strive to prepare effective leaders for PreK–12 schools and colleges, as well as researchers and policy scholars involved in advancing excellence in education. The values of civility, candor, courage, responsibility, compassion, community, persistence, service, excellence and justice guide both teaching and learning in our department.

## POINTS OF PRIDE

The faculty of the Department of Educational Leadership and Policy Studies has been busy during the 2009–2010 academic year planning and implementing a number of exciting initiatives.

Planning for the new Center for Educational Leadership continued during the academic year in preparation for the first cohort of "fellows" who were admitted June 1, 2010. In collaboration with Knox County Schools, 12 participants were selected for the Leadership Academy. Readers are encouraged to visit the website for the Center at *https://cel.utk.edu* and to read comments from cohort members in the feature article on page 14.

Planning has been underway for doctoral students in the higher education administration major to participate in a 10 day Higher Education Administration International Seminar in Brussels. The seminar will explore the comparative heritage of college mission, governance, programs, finance, and accountability in the United States and European Union countries. This experience will conclude with a one-day visit in Paris to the Organization for Economic Cooperation and Development.

## FACULTY HIGHLIGHTS

In addition to pursuing a rigorous research agenda and publishing her scholarship, **Margaret Sallee** worked with a small group of members from the Commission for Women to develop and administer a work/life survey to all UT faculty and staff. The survey sought to assess employees' knowledge and use of existing work/life policies, their desire for additional policies, and their perceptions of the work/life climate in their departments and on campus. With the support of Provost Susan Martin and Vice Provost Sarah Gardial, the survey was administered electronically, garnering a total of 1787 usable responses. The Commission for Women is in the process of preparing a report with the survey results, which will be shared with the campus administration and the wider campus community.

Dr. Orin Graff, the founding head of the Department of Educational Leadership and Policy Studies, hired **Gary Ubben** in 1966 after Ubben received his doctoral degree from Minnesota State. After 43 years in the department, Ubben retired at the end of the spring semester. The world of education has changed significantly in the last four decades, but Ubben has stayed in tune each step of the way, actively learning and teaching about educational policy and the principalship.

**Pamela Angelle** published articles in *Research in Middle Level Education Online*, the AERA Division A newsletter, and the *Niswonger Foundation Newsletter*. Additionally, she authored a book chapter on dissertation advising. She has also been busy with grant activity, with one proposal submitted to the National Science Foundation focusing on women in the STEM fields and another targeting high-needs school districts and principal preparation though the U.S. Department of Education's School Leadership Initiative. Angelle was elected to serve the college and university community as a member of the Graduate Council for 2010–2013.

**Norma Mertz**'s book, *Breaking into the All-Male Club: Female Professors of Educational Administration*, was published by SUNY Press. Additionally, a manuscript developed from research on how principals choose teachers, "Teacher selection and school leader effects," appeared in the summer 2010 issue of the *Journal of School Leadership*. Mertz was reelected to a three-year term on the Faculty Senate and will serve as chair of the Faculty Senate caucus for CEHHS senators. Mertz is also currently serving as the point person, along with the department head **Vincent Anfara** for the development of a new program to be affiliated with the higher education administration programs. The program will be an interdisciplinary, on-line master's degree program to prepare university research administrators.

## STUDENT HIGHLIGHTS

A number of our graduate students have participated in professional conferences over the past academic year. **Macel Ely** and **Shannon Strahan** were selected to participate in the David Clark National Graduate Student Research Seminar sponsored by the University Council for Educational

Administration. This highly competitive seminar admits approximately 40 students yearly from a national pool of candidates.

**Corey DeHart** presented at the annual meeting of the American Educational Research Association.

**Jonathan Reid** presented at the Coalition for Community Schools National Forum.

**James DeVita**, **Chutney Waltney**, **Amanda Blakewood**, and **Ediee Vaughn** presented at the Association for the Study of Higher Education conference.

**James DeVita** and **Amanda Blakewood** presented at the annual meeting of the American Educational Research Association. Blakewood also presented at the Student Affairs Administration in Higher Education meeting.

## NEW FACULTY

**Autumn K. Tooms** was hired as professor and director of the Center for Educational Leadership (see story on page 14). As a former principal, Dr. Tooms brings experience as a school administrator at the elementary, middle, and high school levels along with an established record of academic scholarship. Tooms received her doctorate in educational leadership and policy studies from Arizona State University in 1996. She is the 50th president elect of the premier research organization in the field of educational leadership, the University Council for Educational Administration. Her research has been published in international and national tier-one research journals as well as in journals for practitioners such as Kappan, the journal of Phi Delta Kappan, and Educational Leadership. Her books also reflect a thoughtful balance in her focus between those who lead schools and those who study school leadership. Her primary area of interest is centered on building bridges between schools, those who lead schools, and those who prepare aspiring leaders.

**Jason Huff** joins the faculty in Educational Leadership and Policy Studies as assistant professor of educational administration and supervision. He earned a PhD in Leadership, Policy, and Organizations from Vanderbilt University in 2009. Prior to the terminal degree, he was awarded a master's in teaching from Seattle University and a BA in International Relations from Stanford University. In 2009 he won the outstanding paper award from the Journal of Educational Administration and was a David Clark National Graduate Student Research Seminar participant in 2007. His research focuses on principal professional development and teacher feedback of principal practice. Jason will be primarily working with the cohorts of students who are admitted to the Leadership Academy, one component of the Center for Educational Leadership.

The department is pleased to announce that **Betty Sue Sparks** is the new principal in residence for the Center for Educational Leadership (see story on page 14). Sparks is well prepared to provide excellent guidance for current and future administrators. Her successful background in education is varied and filled with noteworthy accomplishments. Sparks began her career as a special education teacher for the Knoxville City Schools. From there, she served in various capacities: program specialist, project follow through; teacher; consulting teacher; principal at Knoxville Adaptive Center, Moreland Heights Elementary, Cedar Bluff Intermediate, and Farragut Primary; elementary supervisor; and director of human resources. Since her retirement from the Knox County Schools in 2004, Sparks has continued to serve the system as an independent consultant and the facilitator for administrative development. Since 2005 she has been the executive director of Distinguished Professionals Education Institute. In her role as principal in residence for the newly formed Center for Educational Leadership, she will continue providing administrative excellence to aspiring and practicing school leaders. Sparks' primary function in her new position will be to provide ongoing professional development for current and future administrators.

## STAFF HIGHLIGHTS

**Karen Crumley** was honored at the annual College of Education, Health, and Human Sciences Awards Ceremony for five years of service. She was hired in 2005 and has worked with the Higher Education Administration and College Student Personnel programs since that time. Her expertise as an administrative specialist I has contributed greatly to the faculty and students in those programs and to the ELPS department as a whole.

To learn more about the Department of Educational Leadership and Policy Studies, visit our website at *https://elps.utk.edu.*



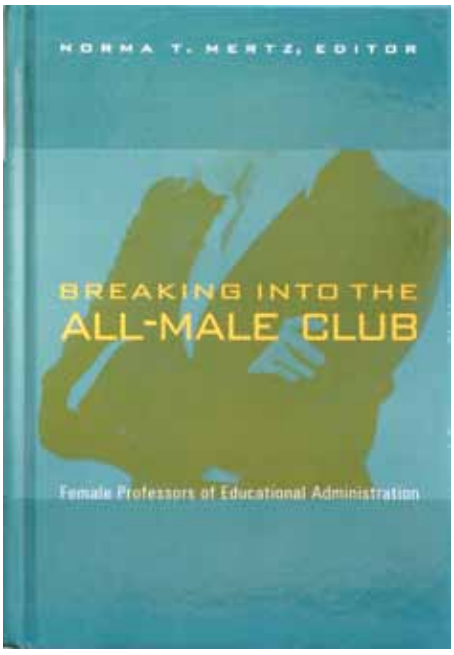
Margaret Sallee



Betty Sue Sparks



Autumn K. Tooms



DEPARTMENT OF

# Educational Psychology & Counseling



*Steve McCallum*

*Department Head*

The University of Tennessee, Knoxville, historically has concentrated on preparing graduates to serve the state and region. This focus continues, but broadens to prepare graduates for success nationally and internationally as well. The Department of Educational Psychology and Counseling (EPC) is doing just that by involving students in research, publications, and presentations. Our faculty members are leading the way and encouraging scholarship that will touch lives on our campus and in our city, state, and beyond. Whether assisting students with learning disabilities, offering grief counseling, or serving the underserved, EPC is building tomorrow's leaders.

## POINTS OF PRIDE

The faculty, staff, and students in the Department of Educational Psychology and Counseling (EPC) continued their high level of productivity this past year, as evidenced by their work in teaching, research, and outreach. As an entirely graduate-level department, we are proud of our collaborative work with students as we mentor them in their different fields of study. Our commitment to collaboration extends beyond the department to our community partners.

EPC faculty continued to make significant contributions to the professional literature. This past year they authored 3 books, 10 book chapters, and 60 refereed journal articles, and made 120 conference presentations.

A recent gift will support the work of **Bob Kronick** in the Knox County Schools. The gift, from Radio Systems President and CEO Randy Boyd, will provide funds to develop a model for a full-scale, full-service school at Pond Gap Elementary. Last year Kronick's work with the schools in Knox County engaged over 300 graduate and undergraduate UT students and served approximately 2100 elementary students.

The university's mid-cycle departmental review was completed and the department received high marks for student satisfaction, student-faculty research collaboration, and good teaching. Although the site-visit team expressed some concern about the highly diverse nature of the department, EPC faculty and students view this diversity as a strength and seek opportunities to connect across sub-disciplines.

All programs that were up for reaccreditation have maintained their accreditation. Counselor Education, Mental Health Counseling, and School Counseling are accredited by the Council for Accreditation on Counseling and Related Education Programs. The Council on Rehabilitation Education has accredited the Rehabilitation Counseling Program. School Psychology is accredited by both the American Psychological Association and the National Association of School Psychologists. Both School Counseling and School Psychology are accredited under the college-wide National Council for Accreditation of Teacher Education process.

## FACULTY HIGHLIGHTS

The department lost a valued colleague this past year. **Edward Counts**, a professor in Instructional Technology, died August 27, 2009 at Vanderbilt University Medical Center in Nashville after a long illness. Dr. Counts taught courses in multimedia, digital animation, and instructional design. He was also an independent filmmaker whose animated shorts have aired on Showtime, the Movie Channel, and PBS.

On April 21, **Tom George**, professor and associate dean, received EPC's 2009 Distinguished Alumnus Award. Dr. George began working at UT as an assistant professor in 1973. He has served as associate dean since 1984.

**Melinda Gibbons**, assistant professor in Counselor Education, was recently invited to participate on a panel presentation sponsored by NASA's Department of Education. The Education Forum, entitled "Connecting NASA with Education, Career, and School Counselors," coincided with the Atlantis Shuttle launch, and was held May 12–14, 2010. The goal of the forum was to find innovative ways to engage K–16 students in the science, technology, engineering, and mathematics (STEM) fields.

Congratulations to **Trena Paulus** who was tenured and promoted to associate professor this past year. She recently assumed responsibility for coordinating the Instructional Technology program.

Four faculty members, **Steve McCallum**, **Trena Paulus**, **Chris Skinner** and **Bob Williams** have been recognized as University Quest Scholars by the Office of Research.

## STUDENT HIGHLIGHTS

Each fall, EPC awards six fellowships/scholarships to promising students. The 2009-2010 recipients were the following:

- Charles Lowell Thompson Fellowship (Counseling): **Jasmine Herbert**
- Eugene and Mary Sue Akins Graduate Fellowship (School Counseling): **Patricia Lutu-Mayes**
- Helen Carter Murray Scholarship (School Counseling): **Sarah Wilson**
- Dr. Richard Yoakley Fellowship (School Psychology): **Michael Hopkins**
- Dr. Stephen Lee Alderton Graduate Fellowship (School Counseling): **John Breckner**

- Travis Hawk Fellowship (Educational Psychology): **Jessica Lester**

**Katy Krohn**, doctoral student in School Psychology, was recognized for her dissertation at the college's annual Awards Ceremony. Her dissertation, "The Effect of Self-Recording and Contingent Credit on the Quantity and Relevance of College Student Participation in Class Discussion," was chaired by Bob Williams.

EPC students contributed significantly to the literature this past year by authoring 48 refereed journal articles and making 56 presentations at national conferences. Many of their presentations evolved from collaborative research with faculty:

**Amelia Davis** made a poster presentation titled "Youths Transitioning as New Adult Learners" at the 10th Annual Thinking Qualitatively Workshop Conference, International Institute for Qualitative Methodology at the University of Alberta, Edmonton, Alberta, Canada.

Three doctoral students, **Nicholas Mariner**, **Amelia Davis**, and **Jessica Lester** attended and presented at the Sixth International Congress of Qualitative Inquiry at the University of Illinois in May with faculty members Allison Anders and Trena Paulus.

**Michael Hopkins** and Steve McCallum presented "Development and Implementation of an Innovative, Efficient Math Probe for RTI" at the International Council for Exceptional Children in Riga, Latvia.

**Deirdre Anderson-White** and Tricia McClam presented "Examining the at Risk First-Year Student in the 21st Century" at the 23rd International Conference on the First-Year Experience in Maui, Hawaii.

"Reflections on Three Types of Teaching and Learning in a Model-based, Blended Online Course" was presented by **M. Moi**, **J. Taylor**, and John Peters at the International Conference on Information Communications Technology in Teaching and Learning at SIM University in Singapore.

## NEW FACULTY

EPC welcomes two new faculty and one staff member this fall.

**Lisa Rimmell** holds a BA in Sign Language Interpreting from Maryville College and an MS in Rehabilitation Counseling from the University of Tennessee. Rimmell formerly served as the Director of Community Services and Outreach at the Knoxville Center on Deafness. She will be assisting in clinical instruction and supervision, will supervise the deafness focus option, and will teach selected classes in the Rehabilitation Counseling program.

**Dennis J. Ciancio**, PhD, comes from the Children's Learning Institute at the University of Texas Health Science Center at Houston. Dr. Ciancio completed his doctorate at the University of Notre Dame in Developmental Psychology in 2003. He specializes in intervention evaluation, early literacy development, and children's cognitive and socio-emotional development. He is currently beginning a second development grant from Institute for Educational Sciences, putting together an integrated vocabulary, comprehension, and writing curriculum to improve these broader text-level skills.

**Bonnie Bull** joins EPC as an administrative support assistant III, replacing **Julie Harden** who moved to the Graduate School. Bull works primarily with the three masters counseling programs and their faculty.

## OUTREACH ACTIVITIES

EPC faculty and students contributed to the community through outreach activities, both individually and through their work with the various departmental entities, including the three centers (Center on Disability and Employment, Center for Literacy Studies, and the KLASS Center) and the Institute for Assessment and Evaluation. Most of the research activities of faculty and students have an applied focus that puts them "in the real world" routinely.

**Steve McCallum**, **Angela Hilton** and student **Michael Hopkins** worked in close collaboration with personnel from Roane County Schools to develop a series of screening and progress-monitoring instruments for use with all first through third grade students in the system. This school year they will extend the assessments to kindergarten and fourth and fifth grade students.

The Grief Outreach Initiative (GOI), coordinated by **Tricia McClam**, has served over 100 children and youth since its inception in October 2008. Last fall the GOI in concert with community partners sponsored a one-day workshop on "Children, Adolescents, Grief, and Trauma" with Ken Doka, professor of Gerontology at the College of New Rochelle and senior consultant to the Hospice Foundation of America.

Under the direction of **Brian Wilhoit**, the Korn Learning, Assessment, and Social Skills (KLASS) Center, which was made possible by a generous donation from Tom and Pam Korn, has provided over 50 comprehensive psychoeducational evaluations for clients ranging in age from four to 56. An additional 400+ children in East Tennessee schools have received some form of school-based services.

The Center for Literacy Studies, under the direction of **Geri Mulligan**, was awarded a $2 million dollar grant for professional development from the Tennessee Department of Education. This summer staff members have been working on conferences around the state entitled, "Building Capacity with Standards-Based Tools."

New website is up. *http://epc.utk.edu/*



**Dennis Ciancio (right)**



**Melinda Gibbons at the Atlantis Shuttle launch**



**Steve McCallam presents the EPC Distinguished Alumnus award to Tom George.**

DEPARTMENT OF

# Kinesiology, Recreation, and Sport Studies



*Dixie Thompson*

*Department Head*

The mission of the Department of Kinesiology, Recreation, and Sport Studies is to prepare scholars, practitioners, and leaders in exercise, sport, and recreation by conducting cutting-edge research and maintaining a commitment to inclusive excellence, social justice, and global initiatives. The highlights included here are just a few examples of how faculty, students, and staff work together to realize this mission.

Visit our website at *http://krss.utk.edu*.

## POINTS OF PRIDE

The first thing you may notice is our new name, the Department of Kinesiology, Recreation, and Sport Studies (KRSS). When faced with budgetary constraints, our faculty began to consider options that would allow the department to continue to offer high quality programs but do so in a more efficient manner. We decided that a reorganization would be in our best interest, and so this name change reflects the new configuration. Faculty and students have embraced this change, and we look forward to moving ahead under this new model.

Students, faculty, and staff from KRSS continue to make a tremendous scholarly impact and are also actively engaged in outreach activities. Evidence of this impact is captured in the following departmental highlights.

## FACULTY HIGHLIGHTS

**Gene Fitzhugh** was promoted to associate professor. Dr. Fitzhugh is a physical activity epidemiologist and an expert on how the built environment impacts people's physical activity. He has received funding to explore how putting a greenway into a neighborhood changes the activity patterns of people who live in that area. He is also an important collaborator with the Knox County Health Department and community leaders who are targeting the childhood obesity epidemic in our area.

Our department is hosting two visiting scholars this year. **Hyo-Min Kang** is a sport sociologist and holds the rank of associate professor at Kangwon National University in Seoul, South Korea. Also joining us is **Young Nam Chung**. His scholarly expertise is in sport management, and he is an assistant professor at Sungshin Women's University in Seoul, South Korea.

Our faculty members continue to make considerable scholarly and professional contributions. They have published over 40 referred articles and book chapters in the past year. They also served in many prominent positions in professional organizations.

**David Bassett** served on the Science Advisory Board for the President's Council on Physical Fitness and Sports.

**Joy DeSensi** served as the chair of the Future Directions Committee of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). She also serves as the co-editor of the *Women in Sport and Physical Activity Journal*.

**Leslee Fisher** and **Dixie Thompson** were invited to participate in an Oxford Roundtable (Oxford University, England) on the status and prospects for women in higher education. Dr. Fisher serves as the secretary-treasurer of the Association for Applied Sport Psychology. Dr. Thompson is associate editor-in-chief for the *American College of Sport Medicine's Health and Fitness Journal*.

**Joy DeSensi** holds the rank of professor in our department, is the associate dean of the Graduate School, and was named a Chancellor's Professor in 2008. Her scholarly contributions continued to be recognized this past year when she was named the 2010 Distinguished Scholar by the National Association for Kinesiology and Physical Education in Higher Education. This prestigious award is given annually to one who has a distinguished and internationally recognized scholarly record. DeSensi also received the 2010 Rachel Bryant Lecture Award. This honor, given by the National Association for Girls and Women in Sports, is in recognition of her career dedicated to equity in sport for girls and women.

## STUDENT HIGHLIGHTS

Students presented at numerous professional conferences in our disciplines, and several were recognized for the quality of their work. **Brian Tyo**, a doctoral student, was recognized for having one of the top three doctoral student research projects (out of 30 entries) at the Southeast American College of Sports Medicine annual meeting. The students in the competition presented their work at the conference and a panel of judges made the selection.

**Jeremy Steeves**, a doctoral student in exercise physiology, was awarded a doctoral student grant by the American College of Sports Medicine. This same organization accepted **Tyrone Ceaser** into its Leadership and Diversity Training Program. These are examples of how our students are demonstrating their professional expertise even before graduating.

We held our departmental awards celebration in April. At this event, both undergraduate and graduate students were

recognized for their exceptional contributions. **Greg Young**, **Brody Ruihley**, and **Nyle Stark** received the A.W. Hobt Memorial Teaching Award in recognition of their outstanding performance as graduate teaching assistants.

This event also gave us an opportunity to recognize students who received Chancellor's honors: Top Collegiate Scholar—**Laura Grese**; Scholar Athlete—**Sarah Jackyra**; Extraordinary Academic Achievement—**Christen Aldridge**, **Paul Edmiston**, and **Laura Grese**; and Extraordinary Professional Promise—**Phillip Post** and **Angela Taylor.**

## OUTREACH ACTIVITIES

**Steven Waller** and **Fritz Polite** led a successful Project GRAD Summer Institute in 2010. Project GRAD (Graduation Really Achieves Dreams) gives high school students from the local community an opportunity to spend a week in residence at UTK with the hope of giving them the encouragement, skills, and confidence they need to complete high school and then college. While on campus, students learn about the expectations of higher education and are given access to academic work in an area of their choosing. These high school students are also given the opportunity to meet and learn from former Project GRAD students who have succeeded as college students.

Our students impacted the community in many ways during this past year. For example, Partners in Sports hosted a punt, pass, and kick competition for the Boys and Girls Clubs of East Tennessee. This event gave children an opportunity to engage in safe and fun competition and gave our students experience in organizing an event that reached well over 100 kids. Partners in Sports students also hosted a golf tournament that raises money for student scholarships. In 2010, the money from this tournament and generous donors provided nearly $14,000 in student scholarships.

Therapeutic Recreation students and faculty had several successful outreach activities during the past year. The largest event was Camp Koinonia. This weeklong residential camp for children with disabilities has been held annually for over thirty years. This year's camp, held at the Clyde M. York 4-H Center near Crossville, Tenn., had the largest number of campers ever. Camp Koinonia is staffed by UTK students and managed by our Therapeutic Recreation faculty and students. Camps of shorter duration were also held throughout the year. TRiPS (Therapeutic Recreation in Public Schools), a collaborative effort between our department and local schools is highlighted on page 12 of this magazine. **Gene Hayes**, professor in our department, received a Dean's Service Award for his many years of outreach through our therapeutic recreation program.

## NEW FACULTY

**Sylvia Trendafilova** is now a tenure-track assistant professor after serving as a visiting assistant professor for two years. Her area of teaching and research is sport management. Dr. Trendafilova is originally from Bulgaria, and her early degrees were in the areas of physics and environmental studies. This background plays an important role in her current scholarly focus of corporate social responsibility and environmental sustainability in sports.

## STAFF RECOGNITION

**Francis (Frankie) Stroud** retired on August 31, 2010 after 15 years of service to UTK. Many consider her the "face and voice" of our department because she was so often the first person that people met or spoke with. Frankie has been a great supporter and advocate for students as well as a loyal and conscientious employee. Her friendly demeanor and helpfulness are missed.



David Bassett



Gene Fitzhugh



Joy DeSensi



Sylvia Trendafilova



Project GRAD participants spend a week on campus during the summer.



Speakers visit with Project GRAD participants about college life.



Partners in Sports hosted a pass, punt, and kick competition.



KRSS students worked at the pass, punt, and kick competition.

DEPARTMENT OF
# Nutrition



*Jay Whelan*
*Department Head*

The Department of Nutrition has grown into one of the top research and preparatory programs in the country. The department is engaged in translating research "from the land, to the lab, to the public." Our program is focused on educating and training culturally competent researchers and practitioners who will be able to work within the rapidly changing field of nutrition and public health. We have developed goals related to diversity and are engaged in research and practice to promote our department's own cultural competence and that of its students.

Visit our website: *http://nutrition.utk.edu.*

## POINTS OF PRIDE

Our faculty and students are the foundation for our ability to translate the impact of diet on health and well-being, and it is with great pride that we present some stories that exemplify where our program is and where it is going.

Under the leadership of **Betsy Haughton** and **Marsha Spence** the Public Health Nutrition Program was awarded the prestigious Maternal and Child Health Nutrition Leadership Education and Training Grant from the federal government (worth about $900,000) to train the next group of leaders in public health nutrition. This prestigious award solidifies the University of Tennessee's place as a leading academic institution for health promotion as it relates to nutrition and diet.

Efforts to improve training in cultural competence and diversity within organizations underscore the globalization that is upon us. As such, it is vitally important to provide appropriate training of faculty and students to deal with an ever-changing world. The Public Health Nutrition program has played a major role in assessing and training faculty and students to increase awareness and competence in understanding and dealing with an increasingly culturally diverse population.

The department has established an international relationship with universities in China. **Guoxun Chen** has led academic exchanges with Wuhan University in central China and more recently with Sichuan University in Chengdu. Currently we have five PhD students from Wuhan; and this fall, Dr. Chen will lead a new delegation of faculty to Sichuan University to further solidify academic exchanges with their nutrition program and their School of Public Health.

The Department of Nutrition was instrumental in the formation of the new Department of Public Health. The Program in Public Health transformed itself, while within the Department of Nutrition, into an independent, highly progressive department under the direction of former nutrition faculty member **Paul Erwin**. We are proud to have been a part of this transformation and look forward to our continued close association with this new department.

The department has always looked upon itself as a leader in discovery and dissemination of new information. While we only have eight tenure-line faculty members, we published 38 refereed journal articles and book chapters last year, along with securing almost $5.5 million in grants and contracts. Graduate students generated much of this research under the watchful direction of our talented faculty, whose pursuit of the latest information about diet and disease is inspiring.

We are the only department we know of that houses its own genomics research facility. Under the direction of **Julia Gouffon**, the Affymetrix Gene Array Core facility is able to monitor the expression of virtually all genes in the human genome simultaneously or identify an array of gene mutations responsible for any number of diseases. This state-of-the-art facility can also assess gene expression patterns in other mammals, fish, insects and even yeast and bacteria and is important in our efforts to understand how diet and genes intersect.

When people think of diet and disease, they think of the dietitian. Our program for dietitians is among the best in the United States, as evidenced by results from the annual national exam required for registration. Under the direction of **Melissa Hansen-Petrik** (undergraduate director) and **Karen Wetherall** (director of the dietetic internship program), our students are among the most highly competent professionals to enter clinical dietetics.

## FACULTY HIGHLIGHTS

**Katie Kavanagh** is a national leader in infant feeding research and has recently received a grant for $900,000 to investigate the impact of both breast- and bottle-feeding on the risk of developing obesity later in life (see story on page 4) . She is taking her research on the road as she plans to establish a similar project in China as part of our U.S.-China exchange.

**Hollie Raynor** published 12 journal articles last year, has well over $3 million in federal research funding and was recently awarded the Outstanding Dietetics Educator Award from the Tennessee Dietetics Association. Dr. Raynor runs the Healthy Eating and Activity Laboratory (HEAL) where she investigates the effectiveness of lifestyle changes in promoting healthy weight.

**Michael Zemel** continues to build upon his research on how dairy products can influence obesity. His pioneering work first

established a relationship between milk products and the growth of the fat cells. His newer work has peeled away some of the complexity as to how dairy inhibits fat cell growth and increases energy expenditure at the cellular level. These recent revelations have yielded a new patent for the treatment or prevention of obesity.

**Jay Whelan** has been exploring how diet may impact late stage, advanced prostate cancer. His research suggests that bioactive components from pooled extracts of a number of common herbs may be effective in delaying the promotion and progression of prostate cancer after it has migrated to secondary tissues such as bone.

**Guoxun Chen** received the prestigious Young Investigator Award from the Council on Nutrition, Physical Activity and Metabolism, American Heart Association, as well as a Scientist Development Grant of $308,000 to support his research on the role of vitamin A in the regulation of sugar and fat metabolism.

One of the major goals for the college is to incorporate education and research into outreach activities. This is called Service Learning and **Marsha Spence** is a leader in this area as it relates to nutrition intervention and education. Her research takes her and her graduate students into the public schools where they are working to promote healthy weight in elementary school youth.

## STUDENT HIGHLIGHTS

One measure of an outstanding program is the productivity of its graduate students.

**E-Chu Huang** (advisor: Jay Whelan) received a research award from the cancer research interest group for her work on the effects of herbal extracts on prostate cancer at this year's Experimental Biology, a preeminent research conference involving all disciplines of biomedical research, including nutrition.

At the same meeting, **Jessica Bachman** (advisor: Hollie Raynor) was recognized for her paper,"Eating frequency is related to energy intake during an adult behavioral weight loss intervention," as was **Nishan Kalupahana** (advisor: Naima Moustaid-Moussa) for his work in obesity research. Both Nisan and Jessica also received top research awards at the most recent Comparative & Experimental Medicine and Public Health Research Symposium.

**Julie Jungworth** (Advisor: Michael Karlstad) also presented her research on "Angiotensin IV Induces Phosphorylation of Extracellular Signal-Regulated Kinase at the AT4 Receptor in 3T3-L1" at Experimental Biology.

**Shannon Looney** (Advisor: Hollie Raynor) received the Outstanding Dietetic Student of the Year from the Knoxville District Dietetic Association. She also received the J. Wallace and Katie Dean Graduate Fellowship and published her first paper, "Use of body mass index and body mass index growth charts for assessment of childhood weight status in the United States: A systematic review" in Clinical Pediatrics.

**Lusi Martin** (Advisor: Hollie Raynor) received a prestigious pre-doctoral award from the National Institutes for Health for her research titled "Research Supplements to Promote Diversity in Health-Related Research: Reducing Snack Food."

The following students also presented their research at scientific meetings: **Lisa Fuller** (MS in Nutrition, summer 2010) at the annual meeting of the Tennessee Dietetics Association; **Andrew Carberry** (Advisor: Marsha Spence) at the Tennessee Obesity Taskforce meeting; **Kristen Eppig** (Advisor: Betsy Haughton) at the Association of State and Territorial Public Health Nutrition Directors Annual Meeting; and **Alice Hobing** (Advisor: Marsha Spence) received the top student award for her research presented at the annual meeting of the Tennessee Dietetics Association.

## NEW FACULTY

**Jason Collier** and **Ling Zhao** are both new faculty members in the department. Dr. Collier comes to us from Duke University and Dr. Ling from the University of California at Davis. Both of these individuals do sophisticated research in diabetes and obesity, and they are the future of our department.

## STAFF RECOGNITION

And finally, no department can be successful without the personnel that provide the necessary infrastructure to support faculty and students. As my mother used to say, "if you want to eat, be nice to the cook!" These individuals are chefs. Without their dedication and hard work, our jobs would be more difficult and the educational quality experienced by the students would be compromised.

**Brenda Hart** is the department's senior administrative assistant. Brenda oversees all aspects of the undergraduate and graduate programs.

**Dianna Beeler** is the department accountant and is responsible for maintaining over 60 accounts, most of which are related to research grants and contracts. Her pre- and post-award support is critical for the success of our research faculty.

**Marylenna Honeycutt** manages personnel issues, positions for graduate assistants (i.e., teaching, research, etc), visiting scientists, post-doctoral fellows, and technicians. Her job is vital to maintaining a stable workforce that supports both research and teaching within the department.

**Pam Grimes** coordinates purchasing for the department. She works with Dianna Beeler on budget issues and keeps a watchful eye on procedures/protocols to ensure resources are spent appropriately.



Chen



Collier



Gouffon



Zhao



Zemel

DEPARTMENT OF

# Retail, Hospitality, & Tourism Management



*Nancy Rutherford*

*Department Head*

Retail, Hospitality, and Tourism Management offers undergraduate and graduate programs that prepare professional leaders for the retail, restaurant, hotel, and tourism fields .



**Appalachian Spring raised funds for student enrichment programs.**

## POINTS OF PRIDE

The research output of our Retail and Consumer Sciences faculty ranks in the top 20 internationally and in the top 5 nationally, according to research done by **Rod Runyan** and RCS doctoral student, **Jonghan Hyun**. Their research was published in the International Review of Retail, Distribution and Consumer Research. They looked at research appearing in four key retailing journals over the past 15 years. They found that UT ranks 4th in the percentage of scholarly output in a retailing program. Two current faculty members ranked in the top 20 nationally in terms of productivity: **Youn-Kyung Kim** ranked 8th and **Ann Fairhurst** ranked 17th.

**John Antun** was named the 2009 Tennessee Hospitality Educator of the Year by the Tennessee Hospitality Association.

**Rachel Chen** spent the fall 2009 semester as a visiting professor in the School of Forestry and Environmental Studies at Yale University. The University of Tennessee Research Foundation and the Institute for a Secure and Sustainable Environment [ISSE] have appointed Dr. Chen as director of the new Center for Sustainable Business and Tourism within the ISSE.

The University of Tennessee and the House of Bryant Publications, LLC, have formed a partnership to establish the Rocky Top Institute to develop the "Rocky Top" brand. **Nancy Rutherford** will represent RHTM on the Board of Directors and lead the student initiative to develop products.

**Rod Runyan** and **Lucy Simpson** secured an in-kind gift from the JDA Software Group, Inc. valued at $450,000. They began incorporating the software into retail courses in the spring of 2010. This summer RHTM received additional support from the college to license JDA's Intactix Knowledge Base (IKB) Solution and Allocation Solution software. JDA software is used by major retailers and suppliers. Retail and Consumer Science plans to be the first major university program in the United States to incorporate the same technology used by major retailers and suppliers into the classroom.

**Youn-Kyung Kim**, **Ann Fairhurst**, and **Rod Runyan** received a two-year grant of $93,070 from the U.S. Department of Education for a Curriculum and Instructional Module Development project. The project will focus on international retail management for both students and retail practitioners.

Appalachian Spring, the department's annual fundraiser was held at the Crowne Plaza Hotel. Over 300 guests enjoyed an outstanding auction and dinner, which generated net proceeds of approximately $46,500. Students in event planning and auction management classes led the effort, and students worked on every aspect of the event. All proceeds are used to support enrichment experiences for RHTM majors.

The UT Culinary Institute and Pellissippi State Community College's business administration program have entered a joint agreement to offer an Associate Degree in Culinary Arts. This agreement is the first of its kind between the Tennessee Board of Regents and a UT institution. The institute is also proud to announce the completion of its new bakery. State-of-the-art artisanal ovens and proof boxes will allow for expanded programs.

## FACULTY HIGHLIGHTS

**John Antun** was tenured and promoted to associate professor.

During the past year RHTM faculty and graduate students authored/coauthored more than 25 scholarly articles and gave over 30 presentations at international, national, and regional conferences.

RHTM faculty members provide leadership to research publications important to their disciplines. **John Antun** serves as co-editor for the *Journal of Culinary Science and Technology*; **Rachel Chen** is associate editor of the *Journal of Hospitality and Tourism*; and **Youn-Kyung Kim** is associate editor for the *Clothing and Textiles Research Journa*l. Additionally, faculty members serve on the editorial boards of eight journals.

**Ann Fairhurst** secured renewal of UT's use of BIGresearch Consumer Intentions and Actions Survey for a second year from the Prosper Foundation. The survey has an annual market value of $120,000.

**Rod Runyan** has been elected secretary of the Board for the American Collegiate Retailing Association.

**Wanda Costen** has been selected vice-president elect of U.S. Southeast Federation of the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE).

**Donetta Poisson** has been elected director of education for the 2010–2011 U.S. Southeast Federation ICHRIE board.

**Steve Morse** will represent Tennessee in the Travel and Tourism Research Association's Southeast Chapter.

The U.S. Travel Association invited **Rachel Chen** to serve as a keynote speaker at the third China-USA Tourism Directors Summit.

**Steve Morse** was the keynote speaker at the 20th Annual Winter Tourism Chautauqua sponsored by the North Georgia Travel and Tourism Association.

## STUDENT HIGHLIGHTS

Eight HRT students, accompanied by John Antun and Dean Aaser, attended the International Hotel/Motel and Restaurant Show in New York City. This is the largest showcase and exchange in the hotel industry worldwide.

Four student teams in Ann Fairhurst's RCS 410 class participated in Target's Case Study Competition. The winning team, **Damon Williams**, **Nathan Rose, Kathleen Chill**, **Meredith Ginn**, and **Andreanna Williamson**, created a sustainable merchandising plan for personal care products and developed a private label line called Sustainable Solutions.

Students in HRT 210 participated in the National Restaurant Association's Education Foundation Manage First Program, an education initiative that integrates skills units with a series of student assessments. Of the 79 students enrolled in the course, 69 were awarded certificates in Menu Marketing and Management, Quantity Food Production, and Inventory and Purchasing for Restaurants. Students who score successfully in at least two of these areas qualify for scholarships sponsored by the National Restaurant Association.

Students in Nancy Rutherford's Product Development classes continue to expand the UT Vols product line. Last year they worked with UT's Alliance of Women Philanthropists to develop Smokey Paw Print products.

Ann Fairhurst received a $5,000 grant from Target to support the Target Global Scholars Program. The purpose of this program is to globalize students' perspectives and sensitize them to cultural differences. The five students selected as Target Global Scholars received support to participate in the RCS international field study tour to London and Paris, led by Ann Fairhurst and Cole Piper.

Twenty-five retail majors spent four days in New York City on a study tour led by Ann Fairhurst and Cole Piper. Professional visits included Crystal Kobe and Jean Paul Gautier showrooms, the Saks Off 5th corporate office, the Doneger Group, and an in-depth tour of the Saks Fifth Avenue flagship store.

John Antun and Donetta Poisson took five students to the National Restaurant Association Show in Chicago in May. Two students, **Sean Tracey** and **Brian Drake**, were selected as Salute to Excellence Representatives, placing them in the top 200 hospitality students in the nation.

As a service learning project, students in Ann Fairhurst's RCS 390 class organized a Habitat for Humanity Boutique Sale and raised $6,650 for Knoxville Habitat for Humanity.

The RCS program held an Alumni Day last September. Graduates returned to campus to share their career experiences with current students. Alumni included **Michelle Hodges Vickers**, Kroger; **Kelli Stark Cranford, Bridget Sommer**, **Bailey Gibson**, Wal-Mart; **Heath Lowe**, **Kevin Blair**, Walgreens; **Blaine Anderson**, **Shannon Dickey**, **Tonya Long**, **Target; Jeff Johnson**, Pepsi Bottling Group; **Kimberly Linebaugh**, Pilot Travel Centers; **Jessica Hammonds**, Organicism; **Peggy Vincent**, Comfy Cozy; and **Natalea Riley**, The Peacock.

## OUTREACH ACTIVITIES

The UT Culinary Institute is now in its eleventh and twelfth rotations of culinary training classes. The Institute already has over 200 graduates.

Eighty-two participants had a wonderful evening last October sampling Arrington wines served in famous Riedel stemware in a wine-tasting organized by **Carol Costello** and sponsored by the Knoxville Hilton and Ruth's Chris Steak House. The tasting was led by Kip Summers, Arrington's winemaker and Michael Leedle, Riedel's representative for Tennessee.

Over 120 participants had a great time in February learning about Samuel Adams beers and food pairings from Samuel Adams Master Brewer, Grant Wood. The tasting was organized by **Carol Costello** and sponsored by Ruby Tuesday, Kroger, Sysco, and the UT Culinary Institute.

**Steve Morse** led a 45-minute live, online webinar for tourism professionals across the United States titled, "Save Your Tourism Budget: Explaining the Economic Value of Tourism to Your Local Officials," in February. The webinar was sponsored by the UT Tourism Institute, the Southeast Tourism Society, and the Eastern Band of Cherokee Indians. Over the past year, Morse gave more than 20 presentations throughout Tennessee on the economic impact of tourism.

**Steve Morse** coordinated and taught two courses in the Certified Tennessee Tourism Professional (CTTP) program during the Governor's Conference on Tourism last September.

## STAFF RECOGNITION

**Judy Loveday**, RHTM administrative specialist II, was recognized for 30 years of service at UT!

Visit our website: *http://rhtm.utk.edu*.



**RCS 390 students supported Habitat for Humanity through a Boutique Sale.**



**Ann Fairhurst (right) with the winning team in the Target Case Study**



**Smokey's handlers show off the new Paw Prints line of T-shirts.**

DEPARTMENT OF

# Theory & Practice in Teacher Education



*Susan M. Benner*

*Department Head*

Theory and Practice in Teacher Education (TPTE) works toward the development of teachers and leaders ready to improve the quality of education in Tennessee and beyond. We strive to offer innovative, research-based programs for teachers, teacher educators, and educational interpreters; to work in close harmony with schools and educators across the university, in the region, state, and nation for the improvement of education and interpreting; to develop leadership in scholarly research and writing; and to participate and assume leadership in professional organizations.

Visit our website; *http://web.utk.edu/~tpte*.

## POINTS OF PRIDE

The teacher education programs at UTK are piloting a Teacher Performance Assessment model as a part of a national effort to establish reliable and valid evaluation instruments. The project is supported by the American Association of Colleges of Teacher Education, Council of Chief State School Officers, and Stanford University.

VolsTeach, a program to prepare math and science majors for careers in teaching following the UTeach model, has received funding from the Tennessee Higher Education Commission.

**Jeffrey Davis**, associate professor with the Educational Interpreting Program, collaborated with James Woodenlegs and Melanie McKay-Cody in the "Sign Talk: Plains Indian Sign Language Documentary Project" with funding from the National Science Foundation.

Project ACCLAIM, under the leadership of **Dr. Vena Long**, continues its development and support of leaders in math education in rural Appalachia with $10.6 million provided by the National Science Foundation.

Faculty members authored or co-authored nine books published in the past year.

**Kimberly Wolbers**, **Hannah Dostal**, and **Brenda Stephenson**, in the Deaf Education Program, received $167,000 from the Tennessee Higher Education Commission (THEC) to support "Strategic and Interactive Writing Instruction: A two-year focus on the language and literacy development of deaf and linguistically diverse students."

Teach/Here Teacher Residency Initiative, an innovative alternative pathway to attract, prepare, and retain math and science teachers for high-need, urban schools in Knox and Hamilton Counties, received a Noyce Scholarship Planning Grant in collaboration with the Public Education Foundation of Chattanooga.

**David Cihak**, associate professor in Special Education, received a grant of $180,000 from the Institute of Education Sciences to support Video Modeling Transition Trainer (iSkills).

## FACULTY HIGHLIGHTS

**JoAnn Cady** was tenured and promoted to the rank of associate professor in math education.

**David Cihak** was tenured and promoted to the rank of associate professor in special education.

**Susan Groenke** was tenured and promoted to the rank of associate professor in English education. She also received the 2010 Helen B. Watson Outstanding Faculty Research Award.

**Amos Hatch** received the 2010 John H. Tunstall Family Professional Endowment Outstanding Faculty Award.

**Kristin Rearden** received the 2010 UT Alumni Teaching Award.

**Kimberly Wolbers** received support from the Korn Learning, Assessment, and Social Skills Center to develop a proposal to fund strategic and interactive writing instruction.

**Ji-Won Son** received a professional development award to support her project, Elementary and Secondary Preservice Teachers' Curriculum Use while Learning to Teach.

**Amy Broemmel** was co-recipient of the American Association of Colleges for Teacher Education 2010 Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education, presented to the editors of *The Journal of Curriculum and Instruction*.

**Qunsheng Ke**, faculty member and head of the English Department at Wuhan Textile University, has been a visiting scholar with the department, studying with **Clara Lee Brown** in English as a Second Language.

## STUDENT HIGHLIGHTS

**Ioana Badara** represented TPTE at the Sixth Annual CEHHS Graduate Student Advisory Council Research Colloquium.

Over 200 students engaged in service learning projects through Education 100. Cheryl Kershaw, Dulcie Peccolo, Lisa Emery, Jennifer Martin, Laura Stetler, and Jamia Stokes provided leadership.

J. Clayton Arnold Scholarships were awarded to 82 student interns in teacher education.

**Hannah McGhee**, **Lindsay Staron**, and **Maria Williams** received the Max B. and Lalla Arnstein Scholarship.

The David T. and Jane O. Bailey Scholarship was awarded to 42 student interns in teacher education.

**Chloe White** received the Kitty and William Beasley Fellowship.

**Christina Bart** received a fellowship from the W. Bruce and Lois L. Boggan Fellowship Fund.

**Andrea Wilson** received the Ethan Beecher and Lois Roark Bridges Scholarship in Elementary Education.

**Janice Ramsey** received the Otho Brown Memorial Scholarship.

**Bethany Harro** and **Susan Riemer** received the Paul C. Burns Memorial Scholarship.

**Lindsey Duncan**, **Nancy Stanford**, and **Jacinta Turner** received the Brenda and Charles Carpenter Fellowship.

**Julia Bedinger**, **Meghan Cox**, **Jenifer Feagins**, and **Dylan Megg**s received the Lillie Frank Fitzgerald Scholarship.

**Cory McCormick**, **Lauren Skellenger**, and **Lauren Van Meter** received the Clifton N. Foxworthy Graduate Fellowship.

**Morgan Hutcherson** and **Naomi Imoberstag** received the Lillian L. Gore Scholarship in Elementary Education.

**John Alexander** received the Helen Giffin Headlee Memorial Scholarship.

**Rachel Moran** received the Richard J. Hincke Scholarship.

**Jonathan Smith** received the Howard Family Scholarship in Education.

**Caleb Paquette** received the Gippie Jones Scholarship.

Ten students were awarded the Charles Lattimore African American Scholarship for Future Teachers.

Fifteen students received THEC Diversity in Teaching Scholarships.

**Jarred York** received the Paula Hicks Lemler Scholarship.

**Jessica Page** received the John and Leolia Newman Scholarship.

**Kimberly Bartholomew** received the Charles M. Peccolo Scholarship.

**Kate Singarella** received the Andrew Charles Robinson Memorial Scholarship.

**Lauren Raschkle** received the Johnnie Rodgers Scholarship.

Seven students were awarded Thomas A. and Darla Skelton Fellowships to support their teacher licensure internships.

**Lindsey Alexander**, **Emily Stephenson**, and **Claire Zachary** received the Student Teacher Education Association Scholarship.

**Jennifer Lynn** received the William B. Stokely, Jr. Scholarship.

**Stephanie Moore**, **Allison Oliver**, and **Jocelyn Price** received the Wilma Chalker Thomas Fellowship.

**Larry Holden** and **Margaret Morris** received the R.R. Vance Scholarship.

**Kathleen Kain** received the Dale and Alberta Lowe Wantling Scholarship.

**Rehana Bounse**, **Philip Hoffman**, **Caitlin Livingston**, **Rachel Moran**, and **Margaret Morris** were awarded the Charles F. Whiteside Memorial Scholarship.

**Lindsay Staron** received the Dr. A. Paul Wishart, Sr. Scholarship.

**Michael Hopkins** received the Dr. Richard W. Yoakley Fellowship.

### Outreach Activities

Connections for Education Outreach provides professional development and technical assistance related to School-Wide Positive Behavior Supports for school systems in East Tennessee counties.

The Center on Deafness provides follow-up services for the Tennessee Departments of Health and Education related to the Newborn Hearing Screening Program.

Center on Deafness sponsors an Orientation to Deafness Program during the summer for professionals who wish to strengthen their understanding of persons with hearing loss and the deaf culture.

State Improvement Grant personnel provide professional development and technical assistance statewide to school systems implementing Response to Intervention models in literacy and mathematics using funding provided by the Division of Special Education in the Tennessee Department of Education.

## NEW FACULTY

**Emily Huff** has been appointed a part-time clinical instructor in elementary education.

**Jennifer Jordan** has been appointed clinical assistant professor in elementary education.

**Judson Laughter** has been appointed assistant professor of English education (tenure-track).

**Tara Moore** has been appointed research assistant professor of special education and is providing leadership to Connections for Education Outreach projects.

**Susan Newsom** has been appointed research assistant professor and assistant director of VolsTeach.

**Terri Hopkins** has been appointed clinical assistant professor and master teacher of VolsTeach.

### Staff Recognition

**Karen Walker** received the Send Roses Award in December 2009. **Pat Flynn** was recognized for 35 years of service to UTK. **Teresa Allmon** was promoted to administrative coordinator II.



Judson Laughter (with his son) celebrates receiving his doctorate from Vanderbilt.



Susan Groenke



Amy Broemmel



Amos Hatch




Susan Benner took part in a panel discussion at the UTeach Conference

THE UNIVERSITY of TENNESSEE KNOXVILLE
COLLEGE of EDUCATION, HEALTH, & HUMAN SCIENCES

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ADMINISTRATION

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*Dean*

**Dr. Lynn C. Cagle**
*Associate Dean for Professional Licensure and Director of the Graduate School of Education*

**Dr. Thomas W. George**
*Associate Dean for Academic Affairs and Administrative Services*

**Dr. Dulcie Peccolo**
*Director of Student Services*

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Students in the Department of Retail, Hospitality, and Tourism Management worked on every aspect of Appalachian Spring, a major event that raised more than $46,000 for student enrichment programs.