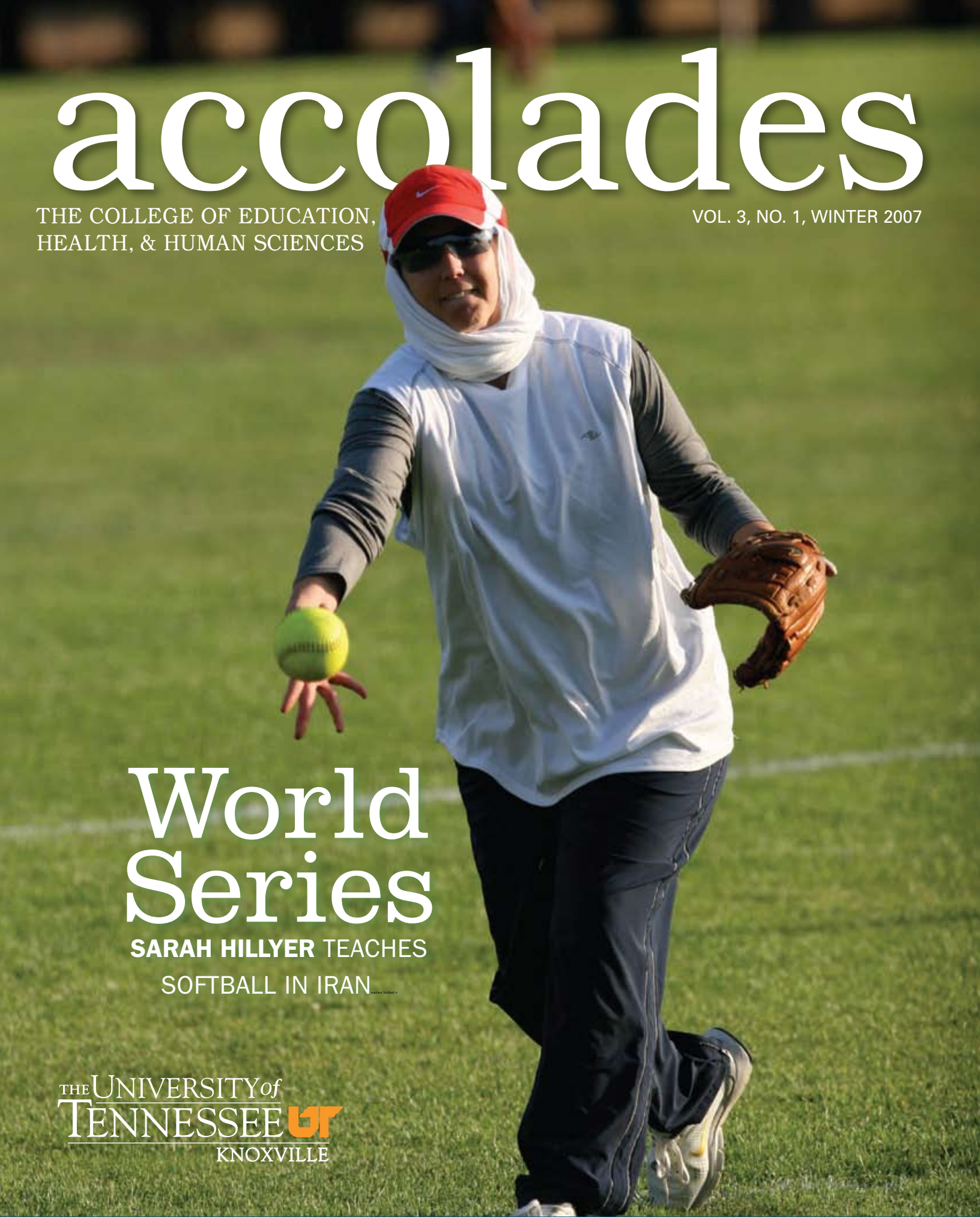
accolades

THE COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

VOL. 3, NO. 1, WINTER 2007



World Series

SARAH HILLYER TEACHES SOFTBALL IN IRAN

THE UNIVERSITY of TENNESSEE KNOXVILLE

ENHANCING QUALITY OF LIFE THROUGH RESEARCH, OUTREACH, AND PRACTICE

dean's **message**



I am now in my fourth year as dean of the College of Education, Health, and Human Sciences and am no less excited about the important work our students, faculty, and staff do than when I began my tenure at the University of Tennessee, Knoxville. If anything, I am more excited! As you will read in the pages of this issue of *Accolades*, our newly named annual review publication, there are many new and important initiatives faculty and students are engaged in; each is central to the mission of our college and true to our motto—"Enhancing Quality of Life through Research, Outreach, and Practice."

The important work of the college is perhaps best manifested in the success our students have had after graduation. You would probably not be surprised to learn that we enjoy an almost 100-percent job placement record. Many of those students who choose not to begin their professional careers immediately pursue advanced degrees in graduate schools. Certainly, our college takes the land-grant mission of the university very seriously. One of our primary purposes is to engage the principle of supply and demand by preparing our students for professions of high need and importance, especially those that serve the citizens of the state of Tennessee.

In this regard, we continue to prepare outstanding educators to meet the ever-increasing demands for teacher quality and student learning from pre-kindergarten through grade 12. Many of our graduates leave the university with degrees that have prepared them for management positions in retail stores, hotels and restaurants, and other human services occupations. Our departments and faculty help fill the need for certified public health professionals; registered dieticians; and school, mental, and rehabilitation counselors. We train exercise scientists, leisure directors, sport management personnel, and therapeutic recreation specialists. In addition, our graduate programs focus on preparing the next generation of college and university professors so that, in effect, we are "teaching the teachers"!

In this issue of *Accolades*, you will read about the very good and important work our faculty and students are doing on behalf of the college and the university. One of our feature articles is about Sarah Hillyer, a doctoral student in the Department of Exercise, Sport, and Leisure Studies, who courageously traveled inside Iran to teach young Iranian girls how to play softball. If there's a better example of how we are responding to Chancellor Loren Crabtree's Ready for the World initiative, I would like to know what it is. You also will be updated on the work of Dr. Brian Barber, director of the Center for the International Study of Youth and Political Violence, who conducted his first international conference on this topic in Cape Town, South Africa. This is yet another excellent example of the global work in which the college is involved.

You also will be interested to learn that our college is directing the work of the Tennessee Governor's Academy for Math and Science. Under the expert guidance of Dr. Vena Long, associate dean for research and professional development, Tennessee's best and brightest students, coming from all regions of the state, are continuing their high school education right here in Knoxville.

On the topic of schools and schooling, Dr. Bob Kronick's important work in the area of Full Service Schools is profiled. And last, but certainly not least, you can read about the Tennessee Obesity Research Center, which recently received approval for operation from the University of Tennessee Office of Research. This center, under the direction of Drs. Naima Moustaid-Moussa and David Bassett, will focus on research, outreach, and practice designed to ameliorate the obesity epidemic. It's just another example of how our faculty and students impact quality of life.

As dean of the College of Education, Health, and Human Sciences, I would be remiss if I did not express our sincere appreciation to you, the graduates and friends of our college, whose support makes all of the work we do possible. Thank you for your continued support of these efforts, as well as others you will read about in future issues of *Accolades*!

Dean Bob Rider
College of Education, Health, and Human Sciences

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On the cover:
A University of Tennessee student's love of sport touches the lives of Iranian women.

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weight matters

THE OBESITY RESEARCH CENTER

DR. NAIMA MOUSSA-MOUSTAID CO-DIRECTS THE NEW CENTER FOR OBESITY RESEARCH.



In a proactive response to the growing concerns over the problem of obesity, the University of Tennessee, Knoxville, announced the formation of the Obesity Research Center on August 24, 2007. Two faculty members from the College of Education, Health, and Human Sciences will serve as the center's co-directors. Dr. Naima Moustaid-Moussa is a professor of nutrition and animal science, and Dr. David Bassett is a professor of exercise, sport, and leisure studies.

"Obesity is a complex problem, and we hope to address it from many different angles. We will consider the many factors contributing to overweight and obesity, including calorie intake, calorie expenditure, psychological issues, genetics, and culture," said Bassett. Bassett earned his doctorate in physical education at the University of Wisconsin and has been at UT since 1988.

Moustaid-Moussa has devoted much of her professional career to studying issues surrounding obesity. "The ultimate outcome of the center's research will be to contribute to developing a new understanding of the mechanisms of obesity and to developing new dietary and physical activity strategies to combat the obesity epidemic and improve the quality of life," she said. Moustaid-Moussa earned her doctorate in endocrinology at the University of Paris IV and has been at UT since 1993.

The number of obese and overweight adults and children is a growing concern. Government programs to prevent and treat obesity have had limited effect. About one-third of U.S. adults are obese, which is one of the reasons for the nation's life expectancy rankings dropping below those of many other industrialized nations. A recent report ranked Tennessee as having the fifth highest obesity rate in the nation, with 27.8 percent of its population considered obese. "The UT Obesity Research Center will play a significant role in the prevention and treatment of obesity in the state of Tennessee and assist in informing research and treatment practices all over the United States," said Bob Rider, dean of the college.

The center's goal will be to provide a central place for faculty from many disciplines to collaborate on research efforts aimed at addressing the health concerns associated with obesity. Funding for the center will come from a variety of sources, including the UT Office of Research; UT Agricultural Experiment Station; UT Extension; and the College of Education, Health, and Human Sciences. In addition to bringing together teachers and researchers who are interested in studying obesity, the center hopes to find additional sources of funding for research that my lead to discoveries of ways to lower the rate of obesity in the nation.

Through a multidisciplinary research approach, center organizers hope to gain a better understanding of the health problems surrounding obesity and, ultimately, provide recommendations for addressing the growing obesity epidemic. More than 40 faculty members from various academic disciplines—including animal science, veterinary medicine, plant sciences, psychology, nursing, social work, and economics, as well as researchers from the Oak Ridge National Laboratory—will work collaboratively on research at the center. The center will coordinate research on genetic and environmental factors causing obesity, develop plans for long-term prevention and treatment of obesity, and disseminate research findings to the general public. The center also is designed to serve as a research training facility for both undergraduate and graduate students studying obesity. Faculty will offer seminars on their research to members of the university and community. a



RESEARCHING THE BEHAVIORAL ASPECTS OF WEIGHT LOSS

Hollie Raynor, assistant professor in the Department of Nutrition, is a leading authority on behavioral aspects of weight loss. Her research interests combine her nutrition and psychology training through the investigation of eating regulation—specifically factors that affect satiation and behavioral interventions for obesity. She is interested in eating regulation in both adults and children and in examining factors that affect choices in eating behavior. Her specific areas of interest also include examining dietary variety, portion size, and the reinforcing value of food on food intake.

Raynor is a co-investigator for three National Institutes of Health-funded grants, two of which focus on long-term maintenance of behaviors important for weight loss and maintenance of weight loss in adults. The third grant examines changes that occur in the reinforcing value of high- and low-fat foods and how these changes are associated with weight loss during obesity treatment. She is also the primary investigator for two other funded studies—one funded by the NIH and the other by the American Diabetes Association, which examine family-based pediatric obesity treatment in young children (ages 4 to 9 years). These two projects are examining whether changing a few specific eating (i.e., sweetened drink intake) and leisure-time behaviors (i.e., TV watching) are enough to improve weight status in young children, which combination of these behaviors produces the best change in diet quality and amount of activity in the children, as well as which may be easier to maintain over time. Additionally, as increasing the structure of the diet appears to be a strategy that is helpful for successful weight loss maintenance, she is investigating what influence a dietary variety prescription has on long-term weight loss during an 18-month adult behavioral weight-loss intervention. This project has also been funded by NIH and will be enrolling interested and eligible participants at UT in the fall of 2008.

Veni, Vidi, Doci

or We Came, We Saw, We Calculated

On August 30, 2007, Tennessee Governor Phil Bredesen joined the inaugural class of 24 students for the opening ceremony of the Tennessee Governor's Academy for Mathematics and Science (TGA).

The academy was designed to provide high school students with a progressive model for achieving academic excellence. It was founded by Governor Bredesen, who had a vision for an academy that would give students a unique learning experience through a challenging classroom education with an emphasis on science and math combined with hands-on research experience in real-world settings. The goal of the academy is to implement an exploratory approach to learning in an unconventional setting for students who have a strong desire to pursue careers in science, mathematics, technology, or engineering. TGA is administered by the University of Tennessee, Knoxville. Dr. Vena Long, associate dean for research and professional development in the College of Education, Health, and Human Sciences, was selected by Chancellor Loren Crabtree to serve as executive director.

The application process for the inaugural class began in March 2007. More than 170 applications were received for 24 openings. The two dozen students selected come from across the state and represent Tennessee's top high school juniors. The screening and selection process took an in-depth, holistic approach in recognition of the high caliber of students. Applicants submitted written essays, high school academic records, and letters of recommendation. Finalists went through interviews and thorough screenings to ensure that those selected would be able to manage the rigors of the academic curriculum while living away from home. The students chosen are serious scholars and critical thinkers.

The new academy is a residential program, and students live in cottages on the Tennessee School for the Deaf campus in Knoxville. The cottages are fully wired with internet connections so students are able to employ sophisticated technology in the learning process. Living arrangements have been designed so students can learn and practice important life skills including cooking, housekeeping, and laundry. By living together and engaging in projects ranging from meal preparation to gardening, students will have a level of independence and responsibility not found in traditional high school settings. Residence life managers live on site with the students.

Because of TGA's affiliation with UT, students have access to university resources and programs. From workout facilities and sporting events to internationally acclaimed speakers, TGA students will have numerous opportunities to enhance their educational experience.

Physics and calculus are the foundation of the academy's curriculum, which has been designed to exceed state standards. Courses will be presented as learning modules, or blocks of instruction, from the following academic disciplines:

- Physics
- Calculus
- English and language arts
- American history
- Humanities

Recognizing that citizens of the 21st century must be prepared to deal with complex issues, cultural and religious conflicts, rapid technological change, and a growing interdependence in a global economy, classes will go well beyond the traditional high school curriculum. From Chinese to Tai Chi, the goal of the class structure is to help students become effective problem-solvers and self-directed, adult learners. Many of the academy's courses have been designed to carry college credit as well.

Hands-on research is an integral part of the TGA experience. Students will spend time each week in labs on the UT campus and at Oak Ridge National Laboratory engaged in active research projects. They also will participate in numerous field trips and travel across the state to study Tennessee's unique scientific features.

When school officially began at the academy in August, one of the first activities for the new students was to select their school mascot and slogan. They selected Spartans as their mascot and "Veni, Vidi, Doci"—I came, I saw, I calculated!—for their slogan. What a positive indicator that these bright and creative students will indeed be tomorrow's leaders and problem solvers!

More information on this exciting educational enterprise is available online at *http://tga.utk.edu/*.

TENNESSEE GOVERNOR'S ACADEMY

MATHEMATICS SCIENCE



GOVERNOR PHIL BREDESEN GREETED THE INAUGURAL CLASS OF STUDENTS ENROLLED IN THE TENNESSEE GOVERNOR'S ACADEMY.

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UNPACKING THE NUMBERS

Lynn Liao Hodge, assistant professor in math education, is studying students' mathematical experiences and how those experiences have shaped students' attitudes toward math. Her project, "Unpacking the Numbers: Mathematical Experiences of Culturally Diverse Students," is part of coordinated efforts to understand one of the most persistent problems in the field of mathematics education: the achievement gap between middle-class white students and students from historically underserved communities. As Hodge notes, "We know relatively little about how culturally diverse students experience mathematics or the linguistic, cognitive, and emotional resources on which they draw to approach math." The participants in the project, which began in the spring semester of 2007, will come from multiple counties in East Tennessee. Thus far, the focus has been on middle and high school students in Knox County schools.

One theme that already has come out of the project is how important the classroom environment is for students and the way they feel about their competence in mathematics classes. Students have consistently noted that their good mathematics experiences involved classes in which their ideas were valued and they were able to make good decisions about the subject. These positive experiences happened where they were respected and where teachers treated them as people with many different interests—not just as students learning mathematics.

This project also involves archiving students' narratives and drawing on audio-taped segments as part of training for teachers. These segments are being used as instructional resources to give an understanding of ways of effectively teaching diverse learners.

On a final note, this project and others funded through the Ready for the World initiative are bringing intercultural and international activities to the foreground of students' college experiences. In keeping with this theme, Hodge's project is an attempt to bring the multiple cultures and communities in East Tennessee to the students within the Department of Theory and Practice in Teacher Education.

DR. BRIAN BARBER, DIRECTOR FOR THE CENTER FOR THE INTERNATIONAL STUDY OF YOUTH AND POLITICAL VIOLENCE, IS JOINED BY ISHMAEL BEAH AND ALUSINE KAMARA.







THE CENTER FOR THE INTERNATIONAL STUDY OF YOUTH AND POLITICAL VIOLENCE

A WORLD TURNED UPSIDE DOWN

Hundreds of thousands of youth worldwide experience political violence, either as passive witnesses, voluntary fighters, or coerced soldiers.

- What are the effects on these youth?
- What are the needs of these youth?
- Which agencies and organizations are involved in understanding and assisting these youth?
- How can coordination among these entities be facilitated?
- How can research on these youth be advanced and integrated into this joint effort to understand them and care for their needs?

The Center for the International Study of Youth and Political Violence was established in 2005 with the aim of becoming an authoritative source and training agent for the potential joint role of scholarship, programming, practice, and policy in serving the needs of adolescents involved in political violence around the world. The center, operating under the auspices of the University of Tennessee, was founded and is led by Dr. Brian K. Barber. He is also a professor of child and family studies and adjunct professor of psychology at UT Knoxville. In addition, he serves as technical advisor to the World Health Organization and to UNICEF.

Barber researches adolescent development in social context in Africa, Asia, the Balkans, Europe, the Middle East, and North and South America. He specializes in the study of adolescent development in the context of political violence, with a particular focus on youth from the Gaza Strip, Palestine, and Sarajevo, Bosnia. His work has been supported by the U.S. National Institute for Mental Health, the Social Science Research Council, the Rockefeller Foundation, the Jerusalem Fund, and the United States Institute for Peace.

Mission of the Center

The center is grounded in the belief that much can be done both to better understand the experiences of youth in political violence and to more fully integrate efforts to assist them in leading constructive lives afterward. Several principles underlie the center's approach to this task:

1. The center recognizes that youth are involved in political violence in a variety of different ways, including being passive witnesses, voluntary fighters, and coerced soldiers. Each of these forms of involvement, as well as others, suggests potential differences in the ideas of youth about violence, motivations for involvement in political violence, coping during conflict, and adaptation after conflict.

2. The center believes that an understanding of youth experiences with political violence should be approached holistically. Specifically, it recognizes that prevailing historical, economic, cultural, ethnic, political, and religious contexts not only inform the origins and outcomes of conflict but also shape individual and collective understandings of conflict, its meaning, relative legitimacy, and resolution. It follows that approaches to understanding and assisting youth must also consider these contexts carefully.

3. The center maintains that the effectiveness of programming, intervention, and policy initiatives designed for youth in zones of political conflict can be maximized by a comprehensive assessment of youth experiences during and after conflict. Specifically, it maintains that the traditional focus on the individual psychological functioning of adolescents in conflict zones, although certainly important, does not permit an adequate assessment of overall functioning or the need for assistance. Attention to the breadth of adolescent daily life, including the quality of interpersonal relationships with family and friends, performance in school and occupational endeavors, adherence to cultural norms, and access to resources and opportunities is critical to this assessment.

4. The center values the basic capacity of adolescents. It recognizes that they can be quite active in searching for the meaning of the political violence they are experiencing—whether that might be to endorse it or refute it—and in identifying a role for themselves in it. Further, the center values adolescents as competent reporters of their own experiences, particularly in the extent to which they have sought and found such meaning.

5. Finally, and critically, the center holds that effective and efficient service to youth who face political violence can best be accomplished through deliberate integration among the several institutions and agencies that are concerned about them. A variety of domestic and international health, civic, government, religious, and academic groups are keenly interested in this important population of children. All such groups can benefit from planned collaboration and integration. A central purpose of the center is to facilitate such cooperation.

Initial Focus of Center Effort

Much can be learned from past experience about the potential integration of efforts to understand and serve adolescents who face political violence. Accordingly, the center's initial focus will be on conducting a series of case studies from both past and current conflicts in which adolescents are or have been involved.

Specifically, the center will convene a series of four conferences, to be held annually, that will focus sequentially on youth and political

A WORLD TURNED UPSIDE DOWN

violence. Experts from government, academia, social services, health services, youth development agencies, and religious institutions will join to review and evaluate past and current efforts focused on youth in their regions. The proceedings from each of these conferences will be published one year later in a monograph series that will be used to develop a theoretical model for integrating efforts to understand and assist youth in regions of political conflict.

The conferences and subsequent monographs will focus on discrete, regional conflicts, according to the following provisional timetable:

FALL 2007	NORTHERN IRELAND: CASE STUDY I OF YOUTH AND POLITICAL VIOLENCE
FALL 2008	SOUTH AFRICA: CASE STUDY II OF YOUTH AND POLITICAL VIOLENCE
FALL 2009	ISRAEL/PALESTINE: CASE STUDY III OF YOUTH AND POLITICAL VIOLENCE
FALL 2010	DEFINING AN INTEGRATED MODEL OF YOUTH AND POLITICAL VIOLENCE

For the fourth conference (2010), the center will convene a select subgroup of participants from the first three conferences with the goal of synthesizing a model that as comprehensively as possible maps the effective integration of scholarship, programming, practice, and policy. That model will give critical consideration to the varying roles of culture, ethnicity, the nature of the conflict, the role of any governing authority during and post-conflict, availability of support, etc. The subject of the fourth monograph will be the rationale, development, presentation, and suggested implementation of this model.

Additional Areas of Focus

During the course of the development of the conference/monograph series, the center will pursue other endeavors, including compiling comprehensive reviews of relevant areas of inquiry and effort; translating relevant bodies of information into products that are readily available to differing domains of expertise (e.g., policymakers, practitioners, educators, parents, youth, etc.); and developing short-term training modules or institutes, undergraduate and graduate curricula and programs, and a post-doctoral training program.

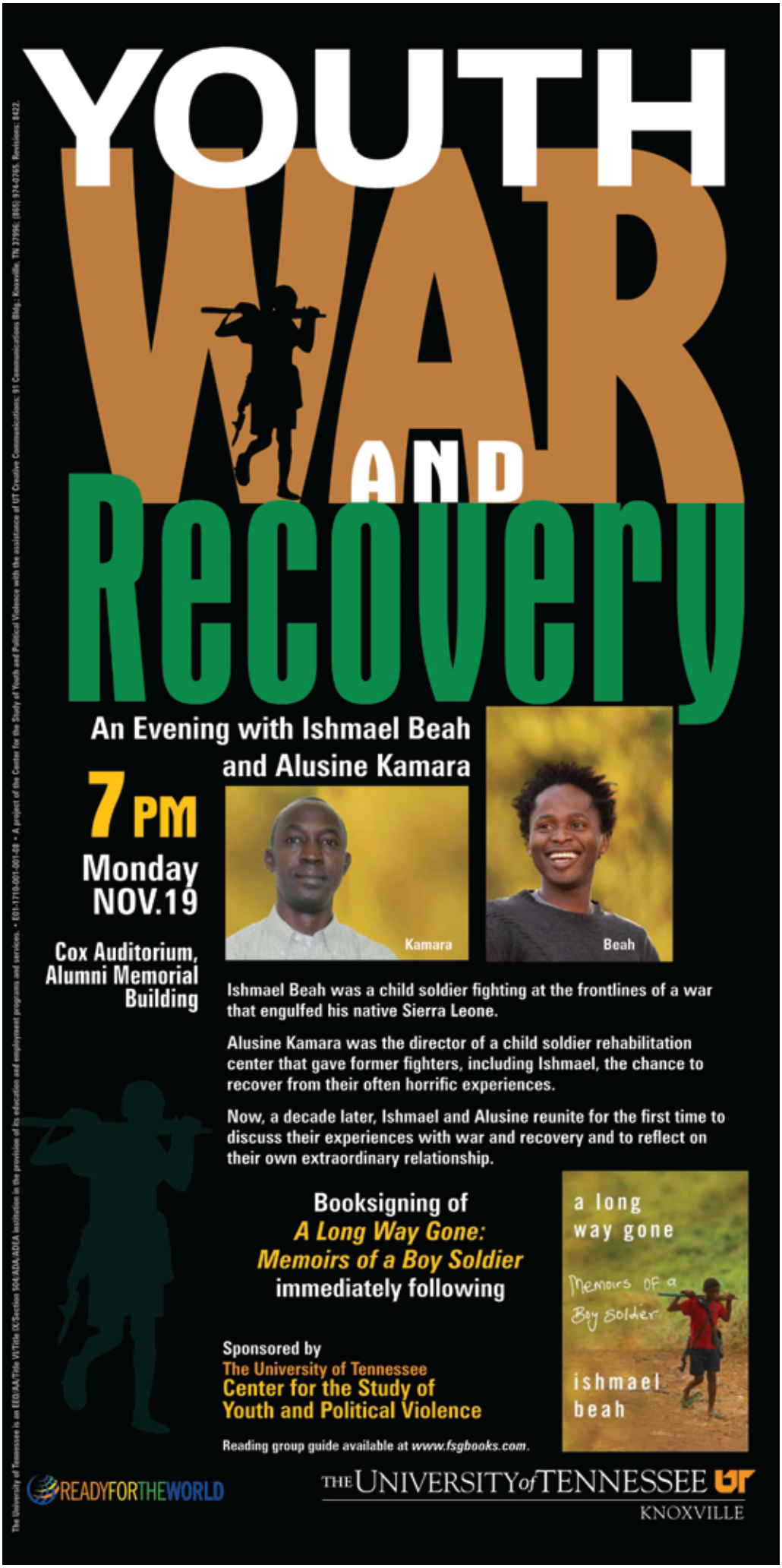
ISHMAEL BEAH—FORMER CHILD SOLDIER, HUMAN RIGHTS ACTIVIST, AND BESTSELLING AUTHOR OF *A LONG WAY GONE: MEMOIRS OF A BOY SOLDIER*

The center hosted a seminar featuring Ishmael Beah, former child soldier and author of *A Long Way Gone: Memoirs of a Boy Soldier*, on November 19, 2007.

Beah was born in Sierra Leone in 1980. When he was just 11, his life was tragically disrupted by the outbreak of a brutal civil war. After his parents and two brothers were killed, Beah was recruited to fight as a child soldier. He fought in the army for more than two years before he was removed by UNICEF and placed in a rehabilitation home.

After he completed rehabilitation in late 1996, Beah won a competition to attend a conference at the United Nations to speak about the effects of war on children. He met Laura Simms, who would become his foster mother and move him to her home in New York, at the conference. Beah completed high school at the United Nations International School in New York City and attended Oberlin College in Ohio. He currently lives in Brooklyn and works for Human Rights Watch.

Alusine Kamara, former director of the Benin Home/Rehabilitation Center where Beah received his rehabilitation, was also on the UT Knoxville campus for the presentation. For information on the center and its current endeavors, please visit *http://youthviolence.utk.edu/*.



BEAH AND KAMARA REUNITED AT UT KNOXVILLE IN FALL 2007 TO SHARE THEIR UNIQUE FIRSTHAND PERSPECTIVES ON YOUTH AND POLITICAL VIOLENCE.



whatever you need, we've got it.

FULL-SERVICE SCHOOLS

Dr. Bob Kronick, professor of educational psychology and counseling, coordinates the University of Tennessee's full-service schools program to provide much needed services to at-risk students in several elementary schools and preschools. The 10-year-old program currently provides services such as tutoring and after-school programs at Inskip, Sarah Moore Greene, and Green Elementary Schools and the Sam E. Hill Family Community Center Preschool, all in Knox County. Kronick received the 2006 Chancellor's Award for Excellence in Academic Outreach in recognition of his work with this program.

Full-service schools are based on the belief that children cannot learn or apply themselves fully to their studies if they are abused, need medical attention, or need counseling for emotional problems. For children with these needs, schools can become the best place to deliver the support and services. As the name suggests, full-service schools are designed to address the unmet social, academic, medical, and economic needs of the students and communities they serve. Kronick defines a full-service school in the following manner: "The school becomes the community, and the community becomes the school. One-stop shopping—whatever you need, we've got it." The model for Kronick's full-service schools involves the following:

1. Identification of students' interests and needs by school staff members who are directly involved with the constituents on a daily basis.
2. Alignment of volunteer services to address high-priority needs.
3. Collaboration between the schools and volunteers from the community as well as university students, staff, and faculty. University volunteers have provided services related to health, mental health, and legal, academic, and social needs of students and their families. Additionally, the project has provided after-school activities and services in art, dance, music, theater, Spanish/ESL, American Sign Language, soccer, and health clinics.

Benefits from full-service schools include the following:

- Increased student attendance
- Increased contacts between home and school
- Improved morale and more positive attitudes of school personnel, including principals, teachers, and staff
- Improved academic achievement
- Decreased undesirable student behaviors
- Improved student attitudes toward school
- Increased use of resources and services (e.g. health, mental health, tutoring, legal services, etc.)
- Increased participation in after-school activities between the critical hours of 3 and 8 p.m.

In recognition of the program, the College of Education, Health, and Human Sciences hosted a celebration of UT's Full-service Schools and the 11th Annual Billie Grace Goodrich Distinguished Lecture on September 25 and 27, 2007. The Full-service Schools Celebration included panel discussions and presentations by full-service school administrators, faculty, medical professionals, graduate students, and Jerry Morton, director of the Little Tennessee Valley Educational Cooperative.

Ira Harkavy, associate vice president and director of the Center for Community Partnerships at the University of Pennsylvania, was selected as this year's distinguished Goodrich lecturer. Support for Harkavy's visit was provided by the College of Education, Health, and Human Sciences; the Goodrich family; the



ELISA LUNA, PRINCIPAL OF INSKIP ELEMENTARY SCHOOL AND MICHAEL CATALANA, DIRECTOR OF TREATMENT SERVICES AT THE CAMELOT CENTER.



ABOVE: DEAN RIDER IS JOINED BY GUESTS FOR THE 11TH ANNUAL BILLIE GRACE GOODRICH DISTINGUISHED LECTURE. LEFT TO RIGHT: DR. BOB KRONIC, COORDINATOR OF UT'S FULL-SERVICE SCHOOL PROJECT; DEAN BOB RIDER; PROVOST ROBERT HOLUB; GUEST SPEAKER, DR. IRA HARKAVY; AND ALAN C. LOWE, DIRECTOR OF THE HOWARD BAKER CENTER.

Howard H. Baker Jr. Center for Public Policy; the Chancellor's Honors Program; and the Great Schools Partnership. His visit was designed to highlight service learning and community partnerships. Harkavy is an award-winning scholar and administrator who helped pioneer service learning and participatory action research projects at the University of Pennsylvania. His presentation was entitled "University-School-Community Partnerships: Strategies for Realizing the Mission of Higher Education and the Promise of American Democracy." a

CENTER FOR PUBLIC HEALTH POLICY AND RESEARCH

Dr. Paul Erwin has been appointed director of the new Center for Public Health Policy and Research. Erwin has been the East Tennessee regional director of the Tennessee Department of Health since 1995. He took his new post on September 1, 2007. The center will be housed in the College of Education, Health, and Human Sciences.



DR. PAUL ERWIN

The mission of the center is to help improve the health of Tennesseans through research and teaching. The center will accomplish that goal by coordinating the academic units on campus that research public health initiatives and the programs that train public health professionals.

The center has had an informal infrastructure since it was first envisioned three years ago by Dr. Jay Whelan, professor and head of the Department of Nutrition. Whelan served as temporary director, working with a board made up of deans, department heads, and officials from local and state health departments.

"The pieces of the puzzle are on campus. The center puts the pieces together and solidifies our common projects and goals of strengthening an emphasis on health at the university," Whelan said. "I am excited Chancellor Loren Crabtree and the university administration value this health initiative. It's an investment in the University of Tennessee and the state."

"Dr. Paul Erwin is eminently qualified to serve as the founding director of this new center. His medical credentials and experience in the public health arena will serve UT well as we engage in the important work of improving the health and well-being of Tennesseans," said Dr. Bob Rider, dean of the college.

Erwin will further develop the center's growth and define its role on campus and in East Tennessee. "The opportunities for exploring and understanding the relationships between the performance of public health systems, health outcomes, and health inequities are great. The Center for Public Health Policy and Research can contribute to this by engaging students and faculty in various health-related fields through community-based, participatory research," Erwin said.

"It is also an opportune moment for being on the front end of research and evaluation for newly developing national programs such as public health accreditation," he said.







STUDENTS FROM CRACOW UNIVERSITY OF ECONOMICS VISITED NEW YORK CITY AND KNOXVILLE FOR AN OVERVIEW OF RETAILING, MARKETING, AND CONSUMER BEHAVIOR IN THE UNITED STATES. UT KNOXVILLE STUDENTS WILL TRAVEL TO POLAND IN MAY 2008 FOR A SIMILAR STUDY-ABROAD EXPERIENCE.



Ready for the WORLD



AN EXCHANGE PROGRAM BETWEEN THE DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT AND CRACOW UNIVERSITY OF ECONOMICS IN POLAND

The formal Academic Cooperation Agreement between Cracow University of Economics and the Department of Retail, Hospitality, and Tourism Management is providing research and study-abroad opportunities for students and faculty. Dr. Ann Fairhurst was responsible for formalizing the agreement between the two institutions. What began with Fairhurst receiving an invitation as a guest lecturer at Cracow University of Economics eventually led to a formal exchange program. According to Fairhurst, the formal agreement came about in recognition of the department faculty's global retailing expertise. Administrators from the Department of Commerce and Trade at the Cracow University of Economics saw the potential for a mutually beneficial exchange program. The goals of the formal agreement include

- Providing faculty and students with exposure to global retailing models.
- Initiating a student exchange program.
- Promoting the exchange of scientific knowledge.
- Developing collaborative research projects.
- Organizing joint conferences and seminars.

Fairhurst said a driving force behind this project was the fact that Poland recently had come out of communist rule and become a free-market society. This prompted faculty in Cracow to have a significant interest in retailing, marketing, and consumer behavior. Faculty from both institutions recognized that both U.S. and Polish students would benefit from an exchange program. Fairhurst believes it is crucial for her students to be exposed to another culture and to become sensitive to the differences inherent in that culture. She has tracked graduates of the retail program and seen that many of them are accepting positions with international responsibilities upon graduation.

This fall, Polish students visited the United States. Faculty from the Department of Retail, Hospitality, and Tourism Management met the Polish students in New York City. While there, the Polish students were introduced to former UT students and industry partners, including Saks Incorporated and Nine West. After their visit to New York, the students traveled to Knoxville, where they were exposed to a variety of retail experiences:

- A day trip to Anderson, South Carolina, to visit the Walgreens Distribution Center. This center has a progressive model for hiring individuals with disabilities.
- A visit to the Jewelry Network Channel. There is no exposure to home shopping in Poland, so this visit provided students with an overview of a different retailing venue.
- A visit to the Levi Strauss Regional Office. During this visit an advisory board member presented the Levi's clothing line to the visiting students. Levi's is a very popular brand in Poland and is seen as a global icon. Students also heard a lecture from the vendor's side about partnerships with retailers.
- A visit to Goody's Product Development offices, which included an overview of the steps involved in developing new product lines.
- An invitation to attend the department's Board of Visitors meeting, which provided the Polish students with an opportunity to meet leaders from the industry.

In May 2008 a group of retailing students from the Department of Retail, Hospitality, and Tourism Management will travel to Poland for a study program. Support for this exchange program has been provided through the university's Ready for the World initiative and the college's International and Intercultural Council. a



CEHHS SUPPORTS CULTURALLY DIVERSE PROJECTS

The Council on International and Intercultural Initiatives was established in 2005 to help guide the college's response to the university's Ready for the World initiative. The council is made up of faculty representatives from all departments in the college, a member of the dean's staff, a graduate student, and a representative from UT's Center for International Education. In January 2007, the council announced the availability of funds, provided by the dean's office, to be used in support of international and intercultural initiatives. The college community's response to the request for proposals demonstrated its enthusiastic commitment to the Ready for the World effort. Thirteen proposals were funded during the past academic year. At least half of the proposals approved by the council included matching funds from other sources: UT's Ready for the World office, departmental funds, or external funding agencies.

College funding will again be available in 2008 to support faculty research related to international and intercultural initiatives. This progressive model for encouraging such research reflects the college's commitment to supporting the Chancellor's Ready for the World goals. Faculty will also be encouraged to include both undergraduate and graduate students in their international and intercultural research projects. Faculty members receiving funds in 2007 are listed here, along with brief descriptions of their projects.

Debbie Wooten and Gina Barclay-McLaughlin (TPTE): *Using Cultural Autobiographies to Transform Curriculum Teaching and Learning*

The cultural autobiography is designed to be a recollection of one's personal and developmental experiences and professional evolution related to differences in race, culture, class, gender orientation, and socioeconomic circumstances. The project involved development of a collection of cultural autobiographies from selected faculty and staff of the Department of Theory and Practice in Teacher Education. Faculty and staff members will be videotaped, and finished presentations will be available on DVD for instructional purposes.

Guoxun Chen (Nutrition): *Plan for Recruiting Students from China*

Chen traveled to China to discuss a possible formal relationship between the CEHHS, the Department of Nutrition, the College of Life Sciences and College of Medicine at Wuhan University, and the College of Life Sciences at the South-Central University of Nationalities in Wuhan. Tentative agreements include the establishment of a testing and coordinating center at Wuhan University to provide guidance for students interested in applying to UT as graduate or undergraduate students. The center will also prepare them for study in the United States.

Several other projects and ideas were discussed by Chen and his hosts, including the possible establishment of a Confucius College at UT. The facility would accommodate teachers seeking to develop Chinese language competency and provide resources to schools needing trained language instructors.

Marianne Woodside and Tricia McClam (EPC): *Muslims in America: Implications for Counseling and Human Services*

Detroit is home to one of the oldest and largest Muslim populations in North America. The nature of the work done by the human service agencies that provide assistance to Arab Americans and Arab immigrants is the focus of this project. Woodside and McClam traveled to Detroit to interview service providers who work with this population to learn how Muslim religion and culture influence service delivery.

Ann Fairhurst (RHTM): *A Collaboration Between the University of Tennessee and the University of Economics in Poland*

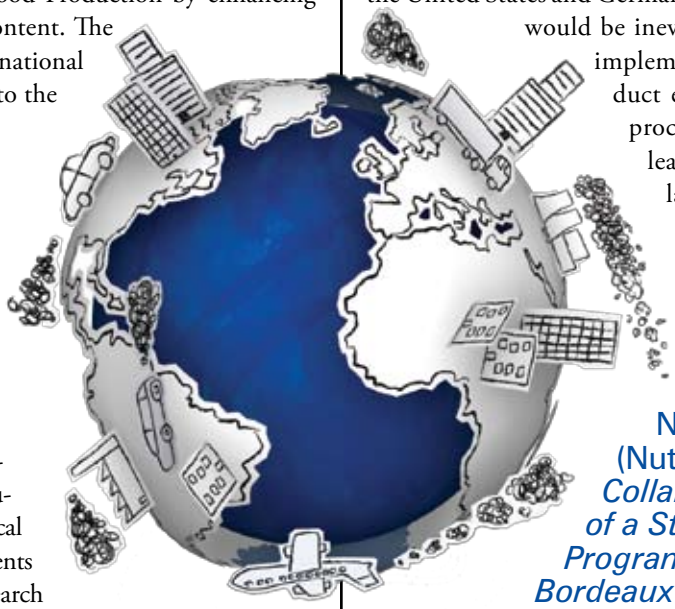
In 2005, the Department of Retail, Hospitality and Tourism Management signed an agreement with the University of Economics in Cracow, Poland. This agreement enhances collaborative ties with Cracow and UT Knoxville in research, student, and faculty exchanges. In May 2007, Retail and Consumer Science students and faculty members participated in a weeklong International Retailing Program in Cracow. The reciprocal visit from nine Polish students is described on page 15.

John Antun (RHTM): *Creating a Multicultural Cookbook*

This project will transform a Hotel, Restaurant, and Tourism Management course in Quantity Food Production by enhancing its international and intercultural content. The product, a multicultural and multinational student cookbook, will be available to the university community.

Lynn Hodge (TPTE): *Unpacking the Numbers: Mathematical Experiences of Culturally Diverse Students*

The purpose of Hodge's project is to support undergraduate and graduate students' understanding of diverse learners as well as their understanding of how race and local community influence students' mathematical learning and to provide doctoral students in mathematics education with research experiences that focus on students' cultural identities and local communities. The project is described on page 7.



Jeffrey Davis (TPTE): *Window to Tibet: Exploring Tibetan Religion, Culture, and Music*

In collaboration with colleagues in UT's Department of Religious Studies, Davis helped bring to UT a program about Tibetan religion, culture, and music. Funds supported the presentation of two cultural events that reflect the traditions and heritage of Tibetan Buddhism in the modern world. A Tibetan Buddhist monk and abbot of Kagyu Tubten Choling Monastery in Wappingers Falls, New York, traveled to UT to present a documentary film and performances of Tibetan religious and cultural life. He was accompanied by a Tibetan language translator and a group of 20 performers of Tibetan music and dance. These two events showcased the resiliency and vitality of Tibetan language, culture, and religious tradition in the modern world.

Terrell Strayhorn (EPC) and students: *International Master's Program in Higher Education at Germany's Kassel University*

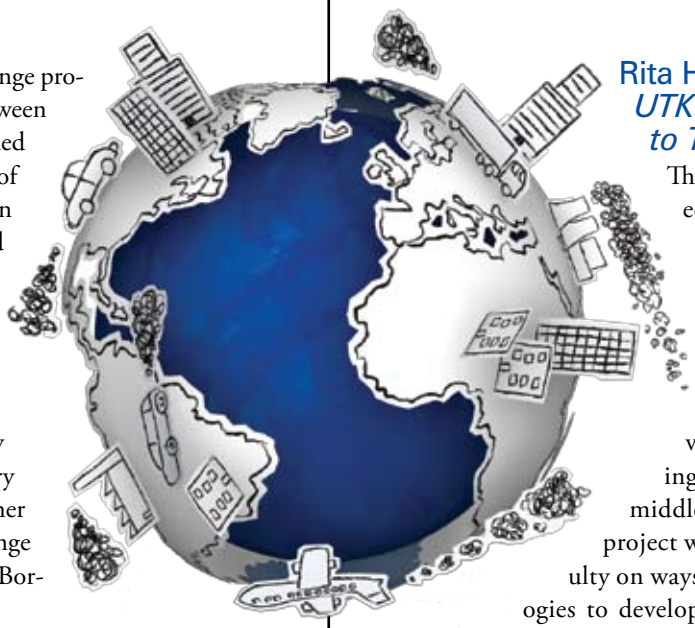
Strayhorn and several graduate students participated in a weeklong module of intensive coursework and discussion at the International Master's Programme in Higher Education at Kassel University in Germany. The program creates an international classroom for English-speaking students from around the world, which allows participants to learn from many diverse perspectives. Students received graduate credit for participation and completion of course requirements.

This project was designed to achieve four objectives: (1) to improve the engagement in international and intercultural education of faculty and graduate students at UT Knoxville; (2) to engage in meaningful dialogue about the nature and content of undergraduate general education curriculum in two countries—the United States and Germany—such that intercultural exchange would be inevitable and new ideas identified and implemented where possible; (3) to conduct empirical research that explores the process and content of higher education learning in Germany with a particular focus on Kassel University; and (4) to transform the undergraduate and graduate curricula at UT Knoxville through the enhancement of international and intercultural content.

Naima Moustaid-Moussa (Nutrition): *Research Collaboration and Development of a Student Research Exchange Program with the University of Bordeaux*

In March 2007, Moustaid-Moussa traveled to Bordeaux, France, to pursue research collaborations and the development of

student research internships and exchange programs in nutritional biochemistry between the two schools. This initiative included undergraduate lectures in the area of cell biology, physiology, and nutrition at the University of Bordeaux and development of an exchange program between Bordeaux and UT for senior undergraduate students and master's students in the field of nutritional biochemistry. Moustaid-Moussa also conducted research in a host laboratory at the European Institute for Chemistry and Biology. One of the goals of her project was to develop research exchange programs between the University of Bordeaux and UT.



Fritz Polite & Win (Gi-Yong) Koo (ESSLS): *Ready for the World: Bridging the Cultural Divide via Collaborations in International Sport Business Management*

This project aimed to establish formal working relationships with Yonsei University through intensive dialogue and discussions. A research exchange allows faculty from both universities the opportunity to share results from their ongoing work and research expertise and to serve as mentors for students at the partner university. The focus is on research in marketing, various theoretical models of branding, consumption behavior, and sociocultural aspects of sport and leisure activities of both countries. This will be accomplished through study-abroad programs, faculty exchanges, internships, and international research opportunities.

Lynn Woolsey (TPTE): *Hand to Hand: Outreach for Education of the Deaf and Instruction in Caring for Infants and Children with Hearing Loss and Other Disabilities*

The primary goal of this project is the development of a reciprocal relationship between the Ministry of Education, Culture, and Science of Mongolia and the UT Knoxville Department of Theory and Practice in Teacher Education, specifically the program in deaf education. Woolsey plans to establish a link between professionals and families in Tennessee and professionals and families who live and work in Mongolia. She will accomplish this goal in part through the development of videotapes and DVDs that depict the lives of people with hearing loss, both in Tennessee and in Mongolia. These recordings will be shared with students in the deaf education program as well as with families and educators in the United States and Mongolia. Woolsey traveled to Mongolia in April 2007 to begin this initiative.

Rita Hagevik (TPTE): *Brazil-UTK Connections: Teacher to Teacher*

The goals of this exploratory project are: (1) to improve faculty and student capacity to engage in international and intercultural education; and (2) to transform the graduate curricula by adding international and intercultural components through video and computer conferencing to science graduate courses and middle grades education courses. This project will serve as a model for other faculty on ways to use teleconferencing technologies to develop multicultural and intercultural relationships. Phase one of the project began in the summer of 2007 with two graduate students from TPTE traveling to Brazil to team with teachers in that country. Hagevick, along with a colleague at North Carolina State University, has previously established connections with Brazil.

John Peters (EPC): *Expanding on a Linkage with the University of Milan*

This project builds on an earlier linkage and a memorandum of agreement established between the UT Department of Child and Family Studies and faculty at the University of Milan-Bicocca. Peters sought to extend this relationship to include faculty and students in the Department of Educational Psychology and Counseling. The possibilities include faculty exchanges, joint research projects, and opportunities for study at UT and in Milan. Conversations in June 2007 with the Milan faculty resulted in preliminary plans for faculty visits.



FACULTY AND STUDENTS FROM THE CEHHS PREPARE THEMSELVES FOR INTERNATIONAL AND INTERCULTURAL CAREER OPPORTUNITIES.



A UNIVERSITY OF TENNESSEE STUDENT'S LOVE OF SPORT TOUCHES THE LIVES OF IRANIAN WOMEN.

World Series

SARAH HILLYER TEACHES SOFTBALL IN IRAN

Iran might be one of the last places in the world where you would expect a group of American women to play softball. But they were there last summer; out on a makeshift softball field with Iranian women. In order for curious family members, friends, and media to watch the American and Iranian teams compete, both teams donned hijab—long pants and long sleeves.

Sarah Hillyer, a doctoral student in sports sociology, helped make this scenario possible through her work as the women's sports coordinator with Global Sports Partners.

Global Sports Partners is a nonprofit organization working in nearly 50 countries in the Middle East, Africa, and East and Central Asia to help develop sports programs and to foster the idea of sport as a tool for peace. Hillyer has been involved with the company since 1993 and has traveled to Iran eight times. She went last December to help train coaches and umpires for an Iranian softball league for women of all ages. The Iran Softball Federation invited Global Sports Partners to train the women so that one day the country might have teams able to compete at an Olympic level.

Hillyer went back to Iran last summer with a team of former college softball players to play in the first-ever Friendship Cup Softball Tournament against the Iranian teams she had helped create

As they traveled to the practice field on the first day, Hillyer was filled with emotion.

"These were the same women I spent a month training last winter. They have come so far. When I first met the players they had never even seen the sport, not even on television. When we saw each other, we embraced and shared in the excitement of the moment," she said. "This was their first opportunity to play on a national platform and against an international team. It was also the first time their fathers, brothers, uncles, and male friends could watch them compete. In Iran, men usually are not allowed to watch women playing sports, but in this case we



TEHRAN PITCHER DELIVERS A STRIKE.

played according to Islamic law and dressed in uniforms with veils and long shirts to cover our legs."

An Iranian woman named Arezu had a message for American women. "I want to send them all a message of peace and tell them that despite our differences, despite the differences in our societies and the way we live, we can be great friends."

"We played a different team every day and had an opportunity to encourage the women in a sport we love so much. The grounds surrounding the field where we played were filled with women on one side—moms, aunts, sisters, and friends—and men on the other—fathers, uncles, brothers, and curious on-lookers. The grass directly surrounding the field was covered with media crews, photographers, and journalists," Hillyer said.

The tournament lasted a week, and Hillyer plans to return to Iran in March of 2008 to train more fledgling softball players.

"It was difficult to leave them behind. We could have stayed forever playing with them and sharing in the lives," Hillyer said. "The Iranian people are very hospitable, warm, kind, and love American people. Events like the Friendship Cup Softball Tournament probably won't make an immediate impact on the diplomatic relations between our countries; but at least on a people-to-people basis, we are making a difference through sport."

Hillyer is already planning new projects. She and Ashleigh Huffman, another UT doctoral student in sports sociology, plan to conduct a Sport for Life Peace Camp for Israeli and Palestinian girls to promote peace through sport. To raise money for the project, they will host a camp for Jewish, Muslim and Christian youth in Knoxville. For information on these projects contact Sarah Hillyer at *shillyer@utk.edu*.





ANGEL PIGG HITS FIRST HOMERUN IN IRAN.



IRANIAN PITCHER FROM BUSHEHR, IRAN. ALL THE PLAYERS WORE HIJAB, ISLAMIC BODY AND HEAD COVERINGS, INSTEAD OF TYPICAL UNIFORMS.





ABOVE: ALISSA RAXTER PITCHED FOR THE AMERICAN GLOBAL SPORTS PARTNERS TEAM.





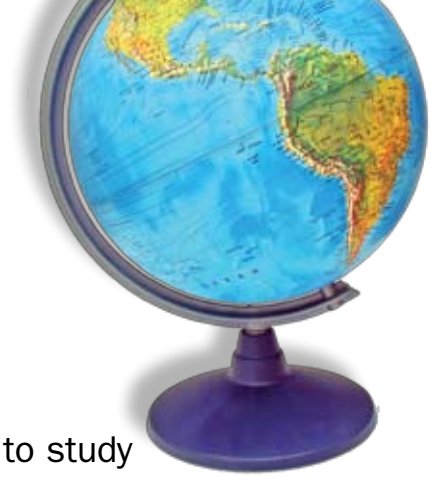
ABOVE: HILLYER CAPTURES FILM THAT WILL BE USED IN AN UPCOMING DOCUMENTARY ON HER WORK DEVELOPING SOFTBALL IN IRAN.

LEFT: U.S. AND IRANIAN TEAM MEMBERS SHARE MORE THAN SOFTBALL.

department of **child & family studies**



by Vey M. Nordquist, department head



The mission of the Department of Child and Family Studies (CFS) is to study development in natural contexts, such as the home, school, and neighborhoods, and to gather new knowledge about children, youth, and families at risk for developmental problems. Much of the research that is done is applied in nature; that is, it has direct implications for prevention and intervention efforts to reduce or eliminate risk conditions.

New Developments in Early Education

- Chancellor Loren Crabtree allocated approximately $500,000 to construct a new Early Learning Center (ELC) and playground on Lake Avenue. The new facility was completed and opened in August 2007. It currently serves more than 30 students. The ELC is a laboratory school affiliated with the Department of Child and Family Studies. The ELC provides full-day early education programs. The mission of the ELC is to generate knowledge and practices that improve the field of early education. The Department of CFS is committed to engaging in meaningful, interdisciplinary research that makes a difference in the lives of children and families, preparing high quality early childhood teachers and providing exemplary early education programs. For more information about the Early Learning Center, please go to *http://elc.utk.edu/*.

- A second new facility is about to open on the campus of South Doyle High School. **Dr. Rena Hallam** obtained funding support from the Cornerstone Foundation as well as Knox County Schools to renovate a building on the high school campus where a new program will serve 15 3-year-old children who are at risk for developmental and/or behavior problems. The lead teacher is **Kaitlin Bargreen**, who is a certified teacher and a student in the department's Ph.D. program. The program is scheduled for mornings, five days a week. This will allow Bargreen to spend the afternoons preparing daily activities and making regular visits to the children's homes. The half-day program also will allow students at South Doyle High School to enroll in child development courses and participate in practicum experiences. The hope is that the program will eventually be replicated in other high schools in the city. Future plans call for CFS faculty to evaluate the potential benefits of the program on children and families.

Promoting and Evaluating Best Teaching Practices

Dr. Mary Jane Moran, is an associate professor and the director of the Teacher Research and Documentation Center. She and several undergraduate and graduate students have continued to focus their research efforts on completing a two-and-a-half-year study of teacher supervision. The goal was to make visible professional teacher supervision so that members of the research team could collectively analyze ways that teachers' behaviors developed. As one professional teacher noted:

> *. . . working closely with teaching peers and looking at my own practice taught me to listen, truly listen, not just hear words, but to listen to verbal as well as nonverbal communication from others. In turn, it forced me to be intentional about how I guide pre-service student teachers along their journey. I found, in watching myself, that every question or thought a student poses is powerful. Because I learned to open up and listen, I also found the answers that each particular student needed, whether I gave the student the answer or allowed her to find it on her own. This gave my guidance and mentoring a path and a purpose.*

Recent school reform efforts and recommendations to raise professional standards for teacher certification require mentor teachers to create experiences that move novice teachers beyond a transmission orientation toward one of decision-maker, critical thinker, and inquirer. Moran and her students videotaped supervisory teachers in one-on-one conferences with student teachers, then developed an analytic technique called "video-narrative," which is both an outcome and a methodological tool of teacher supervision. The multi-media narrative records are a synthesis of the coupling and cycling of talk, text, and tape, and makes visible the practice of teacher supervision. Moran hopes eventually to demonstrate how the video-narrative method helps supervisors promote best practices in student teachers and ultimately contributes to more effective learning in young children, particularly those at-risk for developmental and learning problems.

Findings from this research are discussed fully in the team's first publication, which can be found at *http://coinquiry.org/vol1num3/articles.html.*

Creation of Statewide Center for Parenting

Dr. Heidi Stolz, assistant professor of child and family studies, and **Dr. Denise Brandon**, associate professor of family and consumer sciences in UT Extension, are codirectors of the new UT Center for Parenting. The center is a collaborative effort between the two departments. The center's mission is "to strengthen parent-child relationships by coordinating and enriching existing parent education efforts in Tennessee." Its objectives are

- To *link* parent educators, parents, and resources.
- To *translate* current parenting research for multiple audiences.
- To *facilitate* and recognize best practice programs and methods.
- To *professionalize* parent education in Tennessee.
- To *provide* learning opportunities for undergraduate and graduate students.
- To *conduct* basic and applied research on parenting and parent education.

During the past two years, Stolz and Brandon and several CFS graduate students conducted a comprehensive survey of all of the parent education programs in Tennessee for the purpose of learning where programs are located, the populations of parents that are served, the kinds of services offered, how programs are evaluated, the costs of services, program needs, and interest in sharing information about services with other parenting programs. As a result of this effort, the research team learned there is a great need in Tennessee for a center that can serve as a clearinghouse for information about parent education programs and relevant parenting research while offering a number of coordinated services to parents and providers.

Although still in its infancy, the UT Center for Parenting currently offers membership in the online Tennessee Parent Educator Directory; an opportunity to join the C4P news listserv and receive quarterly e-newsletters about research, training opportunities, and parent education developments on the state, regional, and national levels; posting of parenting and family classes in a searchable online class calendar; and an opportunity to search the center's curriculum database.

The center also offers affordable program evaluations, regional mini-conferences with research updates for practitioners, research-based tip sheets for parents and practitioners, a speaker's bureau of no-fee speakers for community programs, collaborative grant writing with community agencies, and basic and applied research on parent-child relations.

All of these service and research opportunities, as well as other information about the UT Center for Parenting, can be found on the center's website at *http://center4parenting.org*.

The Early Experiences of Infants and Toddlers At Risk

Dr. Hillary Fouts and **Dr. Rena Hallam** are assistant professors in the department and the codirectors of the Early Experiences Research Center (EERC). The EERC was created recently by Fouts and Hallam as a space to house each of their individual and collaborative research projects, as well as to create an environment where undergraduate and graduate students can gain hands-on experience while contributing to the center's research goals.

This year the research team initiated the Daily Experiences Project, an effort to document the daily experiences of high-risk infants and toddlers in East Tennessee. In this project the team defined risk in terms of poverty, as there are many infants and toddlers in East Tennessee who live in poverty and there are very few programs that serve these populations. Documenting the daily experiences of high-risk infants and toddlers included observing them in their normal daily settings, whether in formal childcare programs or at home with their parents, extended family members, and friends.

Studies of older children in poverty have documented substantial distinctions between home and school, which include differences in language use, interaction style, and type and quantity of talk. However, very little information exists regarding the differing experiences of infants and toddlers in formal childcare contexts and home or family contexts. By documenting these contexts, the research team will be able to identify continuity and discontinuity among the contexts, which should allow them to conduct a much larger longitudinal study to examine the impact of discontinuity among contexts on children's social and emotional development and educational outcomes. The data collected this year served as a basis for preparation of a major grant application now under review at the National Institutes of Health.

Evaluating the Effects of an Early Intervention Service System

Dr. Vey M. Nordquist has served for the past 18 years as the principal investigator for a grant that supports Tennessee's Early Intervention System (TEIS) in the East Tennessee district of the state. TEIS provides services to children with disabilities and their families in 16 counties surrounding Knoxville. The program in the East Tennessee district is one of nine that cover the entire state. Four years ago, Nordquist received funds from the Tennessee Department of Education to fund a three-year research project, "Pathways to Family Empowerment," which evaluated the quality of TEIS services and the impact of TEIS service coordinators on families in all nine districts. **Dr. Brian Barber** and **Dr. Sandra Twardosz** have served as consultants on the project since its conception. **Dr. Bryan Higgins** and **Dr. Fred Coulter,** both of whom completed their dissertation research using Pathways data, continued to serve as members of the research team after they received their doctoral degrees in fall 2005 and spring 2006, respectively. **Dr. Joe Olsen**, an associate professor

and assistant dean at Brigham Young University, also served as a statistical consultant in 2006 and 2007. All of these individuals have plans to meet in 2008 and continue working together on various components of the project.

TEIS service delivery is guided by a set of principles and early intervention procedures that are family-centered and that empower families to act with more autonomy, confidence, and greater effectiveness on behalf of their children's developmental needs. The Pathways Research Project was designed to evaluate the extent to which TEIS service coordinators utilized family-centered practices and test what was largely a theoretical assumption of the relationship between family-centered practices and parental empowerment outcomes. During the past year, the research team conducted a series of analyses using survey data that were obtained from samples of single mothers, married mothers whose husbands elected not to participate in the research (mothers only), and couples consisting of a mother and a father who were married and who completed the evaluation questionnaire separately. The findings revealed that TEIS service coordinators were using a variety of family-centered practices and that families were universally very pleased with the quality and timeliness of TEIS services. The findings also showed that family-centered practices and parental empowerment outcomes were consistently and positively related for single mothers, mothers only, and couples.

Another component of the Pathways Research Project is concerned with family literacy activities that occur in the homes of young children with disabilities. **Dr. Sandra Twardosz** has led the research in this area and is currently revising a manuscript for publication along with Nordquist and a former masters' student, **Juli Sams**, who used the Pathways literacy data for her thesis research and is the lead author of the research article. **Heather Sedges Wallace**, who is a doctoral student in CFS, and **Courtney Barnes**, who is in the department's masters program, are pursuing dissertation and thesis research, respectively, that should expand knowledge about family literacy activities in the homes of young children with disabilities as well as children who are at risk for developmental problems. The hope is that this information will eventually serve as the basis for developing and evaluating intervention procedures to help parents promote literacy development in their disabled and at-risk children.

In summary, the past year has been very productive for the Department of Child and Family Studies, with faculty as principal and co-principal investigators receiving more than $3 million in combined funding. These funds were used to support research, service, and training activities; undergraduate and graduate students involved in faculty research projects; departmental infrastructure (equipment, supplies, consultant support); and university facilities (maintenance of space). Our faculty members published in major journals in their respective fields and consistently presented scholarly findings at national and international conferences.



SEAN DURHAM, DIRECTOR OF THE EARLY LEARNING CENTER, IS A FREQUENT VISITOR SO HE IS ABLE TO INTERACT WITH CHILDREN ENROLLED IN THE CENTER.

NEW FACULTY



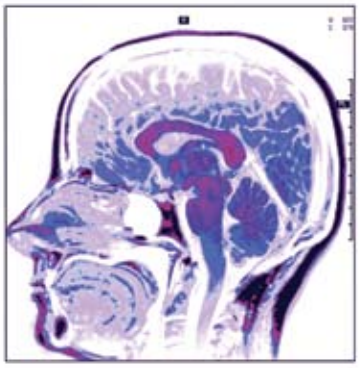
Sean Durham

Position: Director of the Early Learning Center for Research and Practice and Clinical Assistant Professor

Educational Background: B.A. in English from Jacksonville State University, Jacksonville, Alabama; M.A. in educational administration from Oral Roberts University, Tulsa, Oklahoma; and Ph.D. in early childhood education from Louisiana State University

Research Interests: Investigating the sociomoral atmosphere in early childhood classrooms. Durham has developed a Sociomoral Atmosphere Rating Template (SMART) in conjunction with his research.





by Steve McCallum, department head

The University of Tennessee has historically concentrated on preparing graduates to serve the state and region. Now, more than at any time in the past, the focus is shifting. UT graduates will compete for jobs with graduates from other institutions in the state and region, but also from across the nation, and more importantly, outside the country. Globalization is a reality, and many jobs U.S. students once took for granted are being taken by workers in other countries. Outsourcing is increasingly common. We must prepare our graduates to compete with the brightest and best—not just regionally, but nationally and internationally.

What is the Department of Educational Psychology and Counseling (EPC) doing to ensure that its students are adequately prepared for the larger environment? Our faculty and students have taken advantage of several vehicles to ensure that they develop the global perspective they need. To emphasize this changing orientation, the university-wide Ready for the World initiative and the strategic plans of the College of Education, Health, and Human Sciences and EPC contain goals and language to support international activities. The value EPC faculty members place on these activities is consistent with the core values of the college and includes "the appreciation of diversity and similarity among our students, staff, and faculty" and "intercultural and international engagement."

We are implementing these values in a number of ways.

- We have found our website invaluable in recruiting international students to our master's and doctoral programs. In fact, 50 percent of the students in the Applied Educational Psychology Program are international students. In 2006–07 students from Taiwan, China, Romania, and Mexico enrolled in our degree programs. Their presence diversifies our student body and enriches the learning experiences of all students and faculty.

- As faculty, we are committed to working collaboratively with our students. This includes international endeavors. During 2006–07, EPC students and faculty presented at professional conferences in Belgium (**Dr. Steve McCallum**), Italy (**Dr. Terrell Strayhorn**), Nova Scotia (**Dr. Mary Ziegler**, **Michelle Anderson**, and **Jackie Taylor**), British Columbia (**Cassandra Walker**), Mexico (**Dr. John Peters**), Paris (**Jessica Lester**), and Greece (**Dr. John Peters** and **Annie Gray**). **Dr. Terrell Strayhorn**, assistant professor and special assistant to the provost, received a grant from the college's Council for International and Intercultural Initiatives to support his travel and research as well as that of three graduate students—**James DeVita**, **Amanda Blakewood**, and **Shanna Pendergrast**—in Kassel, Germany. They participated in the Studying Gender Change Management: International Master's Programme in Higher Education from May 21 to May 25. The weeklong course of study included group activities, open dialogue, and critical writing exercises. As a result of this project, this team will continue to forge collaborative research partnerships on the role of gender in higher education with colleagues at Kassel University.

- Several existing courses have been infused with international/intercultural content. Psycho-educational Issues in Human Development, a course for teacher education students, includes a unit that deals with personal, national, and international values. Among these values are internationalism, tolerance of dissent, fundamentalism, and environmentalism. Personality and Mental Health surveys personality and mental health issues within the current social context, including an exploration of the interface between culture, religion, and counseling. In Interviewing and Counseling Techniques, students learn to identify cultural barriers to counseling and acquire the basic verbal and nonverbal skills to work with a diverse clientele. At the graduate level, Multicultural Counseling, which it taken by students in mental health counseling, school counseling, school psychology, counseling psychology, and exercise science, among others, teaches the skills needed to work with diverse populations.

- Two additional undergraduate courses also have been infused with significant intercultural/international content



UNIVERSITY OF TENNESSEE, KNOXVILLE, PROFESSORS TRICIA MCCLAM AND MARIANNE WOODSIDE TRAVELED TO UNITED ARAB EMIRATES UNIVERSITY TO HELP INFUSE THEIR COURSES WITH AN UNDERSTANDING OF MUSLIM CULTURE.

as the result of a visit **Dr. Tricia McClam** and **Dr. Marianne Woodside** made to United Arab Emirates University. Their trip was supported by a grant from the Ready for the World initiative, and their courses now include an exploration of Muslim culture and its implications for counseling in the United States. The college's Council on International and Intercultural Initiatives supported a follow-up visit to Detroit, home to one of the oldest and largest Muslim populations in North America.

- The college's Council on International and Intercultural Initiatives is chaired by **Dr. John Peters**, professor of collaborative learning. He was the founding chair of the council and will serve a third term in 2007–08. As part of his own international commitments, Peters chaired a symposium that was part of a bi-national conference on teaching English in Mexico and Spanish in the United States. This conference, held in Monterrey, Mexico, was sponsored jointly by UT Knoxville and the University of Sonora. His other activities include workshops for faculty at the University of Sonora and the University of Milan. As an expansion of the college's international involvement, Peters accompanied Dean Bob Rider to the University of Arizona to negotiate a memorandum of understanding designed to expand each university's involvement in international activities.

- **Dr. Grady Bogue**, professor in higher education administration, was one of two international consultants invited to work in the Strategic Policy and Research Office of the Canadian Human Resources Office (Learning Policy Directorate) to develop a profile of performance indicators for higher education in Canada. He traveled to Ottawa in May for that work.

- **Dr. Kathy Greenberg** hosted the XI Biennial International Association of Cognitive Education and Psychology in Knoxville this summer. Participants from 14 countries attended the conference. Five doctoral students in applied educational psychology presented at the conference.

EPC faculty members take seriously the charge to prepare their students for the world, and our students are working hard to make themselves marketable not just locally, but globally. But in today's fast-paced world, skills can become obsolete in a few years. Consequently, faculty and students are not only learning the skills needed in today's world, but they are also internalizing the importance of learning how to learn, how to become lifelong learners, how to become self-directed in pursuit of changing technologies, and how to face change enthusiastically. a

NEW FACULTY



Jennifer Morrow

Position: Assistant Professor

Educational Background: B.A. in psychology from the University of Rhode Island; M.S. in psychology from Rhode Island College; Ph. D. in experimental psychology from the University of Rhode Island

Research Interests: Designing program evaluation in the areas of K–12 and higher education, health promotion, and community-based programs; studying student development in the areas of substance misuse, belonging, and college persistence; and teaching research methods and statistics including research on effectiveness of utilizing peer mentors, web-enhanced pedagogies, and collaborative pedagogies.

department of **exercise, sport, & leisure studies**





by Joy DeSensi, department head

The Department of Exercise, Sport, and Leisure Studies is committed to excellence. We are dedicated to providing superior and innovative programs that will enable students to become effective and imaginative professionals, scholars, and citizens.

- **Ashleigh Huffman**, **Tanya Prewitt**, and **Sarah Hillyer** conducted a Sport for Life Peace Camp at the Wingate Institute in Netanya, Israel, to promote sport and physical activity, empower girls and women through sport, and encourage communication and solidarity between the historically divided regions of Israel and Palestine. Thirty-seven Israeli and Palestinian girls ages 12 to 17 participated in the weeklong sports camp, which provided a supportive environment where girls from different backgrounds could safely come together and exchange ideas, feelings, and beliefs while participating in sport. The goal of the camp was to encourage young girls to be ambassadors for sport and peace.

- **Dr. David Bassett**, professor of exercise science, along with **Dr. Naima Moussa-Moustaid**, professor of nutrition, co-direct the new Center for Obesity Research. See page 5 for more information about this new research initiative.

- Camp Koinonia celebrated its 30th anniversary. Camp Koinonia is a weeklong camp for 150 campers who have multiple disabilities. Under the direction of **Dr. Gene Hayes**, professor of recreation and leisure studies and founder of Camp Koinonia, and staffed by 150 UT students from diverse majors, the camp provides indoor and outdoor activities, including horseback riding, canoeing, biking, crafts, wall climbing, ropes courses, and other activities. The individuals associated with the camp are serious advocates for the rights and needs of all individuals with disabilities.

- I-LEAD—the Institute for Leadership, Ethics, and Diversity in Sport—was recently approved. Under the direction of **Dr. Fritz Polite**, assistant professor of sport management, this institute will serve as a mechanism to assist UT athletes in their quest for excellence and leadership opportunities. This will be accomplished through a combination of research, workshops, special lectures, and outreach activities.

- The Partners in Sports student organization, part of the UT Sport Management Program, which helps prepare dynamic leaders for tomorrow's sport industry, held its fifth annual conference in October in the Wolf-Kaplan Hospitality Center in Neyland Stadium. The theme of the conference was "Current Challenges and Changes in the World of Sports." The conference speakers included Andy Holich, president of business operations for the Memphis Grizzlies; Scott Paddock, director of sports marketing for Gatorade; John Alhtoff, college sports sponsorship coordinator for State Farm Insurance; and Mike Paul, president, MGP & Associates, a public relations firm. Having exposure to top executives in the sports industry through this annual conference has provided students with opportunities for developing their careers in sport management. The adidas Partners in Sports Student Development Program is a cooperative venture involving adidas America and the UT professional preparation program in sport management. Partners in Sports encourages the development of leaders for the growing sports industry throughout the world. Locally, Partners in Sports has assisted in many facets of sport management. Students have organized Punt, Pass & Kick competitions, worked at nationwide tour events, assisted with NCAA and Southeastern Conference championship events, and with UT athletic events.



DR. DAVID BASSETT MONITORS THE EFFECTS OF PHYSICAL ACTIVITY AS PART OF HIS OBESITY RESEARCH.

department of **instructional technology, health, & cultural studies**



by Barbara Thayer-Bacon, department head



Faculty members from the Department of Instructional Technology, Health, and Cultural Studies (ITHCS) have had a productive year of research, teaching, and outreach. The unique combination of academic disciplines represented in the department provided opportunities for collaborative research efforts, as is evident in the following highlights.

ITHCS faculty have had a successful academic year, as demonstrated by the following:

- Thirty-one conference presentations at regional, national, and international venues.
- Forty-nine publications—books, book chapters, journal articles, reports and reviews.
- Thirty-one grants awarded.
- Five faculty served as board members.
- Four faculty hosted conferences.
- **Dr. Ed Counts** had three movie screenings for films he made.
- Two faculty served as associate editors for international journals.
- **Dr. Jay Pfaffman** served as president of the College of Education, Health, and Human Sciences Senate.
- **Dr. June Gorski** received the Alumni Teacher of the Year Award.

Two faculty members retired this past year. **Dr. Jack Pursley**, a longtime member of the public health program as well as the doctoral program in community health, has retired. Pursley worked at UT for 26 years, contributing his expertise in health administration to those programs. **Dr. Mary Jane Connelly** also retired this past year. She served in the curriculum, research, and evaluation program area. Connelly originally was hired at UT in 1988 as department head in educational administration. During her time in the college, she shared her expertise on school law.

NEW FACULTY



Allison Anders

Position: Assistant Professor in Cultural Studies

Educational Background: B.A. in English and B.S. in psychology from Virginia Tech; M.A. in journalism from Michigan State University; Ph.D. in education from the University of North Carolina at Chapel Hill

Research Interests: Research related to social and political theory and issues of social justice and human rights. Since 2001 she has been collecting the educational narratives of incarcerated youth who participate in education programs in prison.



Denise Bates

Position: Assistant Professor in Health Education

Educational Background: B.S. in cardiopulmonary science from Louisiana State University, Shreveport; M.S. and Ph.D in health studies from Texas Woman's University

Research Interests: Healthcare and education access for underserved populations in the United States, including the assimilation of refugees and immigrants into dominant cultures. Research focus involves community capacity building, health policy, and developing social networks for community success.



by Jay Whelan, department head



Faculty in the Department of Nutrition made significant contributions in teaching and research and set high standards with their professional accomplishments. We are proud to share highlights from the past year.

Guoxun Chen, Assistant Professor

- Works in the area of diabetes research investigating the effect of bioactive lipids on glucose metabolism. Published his first manuscript since coming to UT in the prestigious journal *Biochemical Biophysical Research Communications*.
- Has developed research collaborations with Dr. Christopher B. Newgard, distinguished professor and director of the Sarah W. Stedman Nutrition and Metabolism Center at Duke University as well as with Dr. Tai-Gang Nieh in the UT Knoxville Department of Materials Science and Engineering.
- Instrumental in setting up research and educational collaborations with Wuhan University, one of China's most important academic institutions, to enhance cultural and educational exchanges with UT.

Melissa Beth Hansen-Petrik, Assistant Professor

- Directs didactic training for clinical dietetics at the undergraduate level.
- Conducts research on controlling intractable epilepsy with diet.
- Addresses the issue of obesity in toddlers and preschool-age children through education interventions with children, childcare providers, pediatricians, and parents.
- Wrote chapter on nutrigenomics for new nutrition textbook *Nutrition Therapy and Pathophysiology*, Marcia Nahikian-Nelms, Kathryn Sucher, Sara Long, eds., Belmont, California: Wadsworth/Thomson Learning, 2007.
- Received the 2006 Mary Helen Byers and Nancy Belck awards from CEHHS for studying the impact of play fruits and vegetables on toddler fruit and vegetable intake.
- Named Outstanding Dietetics Educator by the Knoxville District Dietetic Association, 2005–06.
- Received the Gemple Research Award for neurological research from the American Dietetic Association Foundation, 2005.

Lisa Jahns, Assistant Professor

- Plenary co-chair for two sessions at the 30th National Nutrient Databank Conference, September 19–20, 2006, Honolulu, Hawaii ("Advances in Database Technology and Database Dissemination" and "Data for Special Population Groups").
- Nominated for and accepted as a member of the National Nutrient Databank Steering Committee.
- Presented seven research abstracts at three national meetings, five of which were first-authored by master's students. This resulted in three oral presentations. One student was a finalist for the prestigious American Society for Nutrition Young Investigator award.
- Placed two students in summer internships at the National Institutes of Health, one of which resulted in the first-authored publication (in press) of a student's research at the National Cancer Institute.
- Submitted six external research grants as either principle investigator or co-investigator, two of which have been funded:
    - (2007) "Epidemiologic Tools to Assess Obesity-related Energy and Nutrient Intakes," Cooperative State Research, Education, and Extension Service; USDA. (PI) ($345,097).
    - (2007) "Sociodemographic Factors, Food Stamp Participation, and Health: The Case of Low-income Individuals in Tennessee," Southern Rural Development Center (SRDC) Food Assistance and Nutrition Research Innovation Grant. (Co-PI) (PI: Steven Yen) ($35,000).
- Completed the study "Promoting Healthy, Happy UT Graduates: Combating Stress and the Freshman 15." The University of Tennessee. (PI) ($237,005).

- Conducted a multidisciplinary study to answer questions about individual susceptibility and environmental effects (such as psychosocial stress) on health behaviors and outcomes with UT students.

- Received two intramural grants to improve teaching skills:
    - (2006) "Teaching Research Methods in Nutrition: Use of Online Collaboration to Teach Proposal Writing and Peer Review." Innovative Technology Center Faculty First 2006 Program Grant (PI)

    - (2006) "Learning Beyond the Classroom: Blogging for Reflection, Retention, and Application of Learned Concepts." The University of Tennessee Office of Information Technology; Research of Instructional Technology in Education Grant (Co-PI) (PI: Trena Paulus) ($2,500)

- Four manuscripts in press, three based upon work at UT.

Katie Kavanagh-Prochaska, Assistant Professor

- Investigates the effects of breast feeding and bottle feeding on infant health.

- Member of the East Tennessee Breastfeeding Coalition.

- Recipient of the CEHHS Professional Development Award for her research.

- Recent receipt of a research grant from the Southern Rural Development Center.

- Published her first research article in the *Journal of Nutrition Education and Behavior.*

Jung Han Kim, Associate Professor

- Promoted to associate professor.

- Investigates the molecular basis of genetic susceptibility to diet-induced obesity.

- Published two papers in recognized journals: *Journal of Endocrinology* and *Journal of Biomedicine and Biotechnology*.

- Grant funding from the American Heart Association and the American Diabetes Association totals more than $500,000.

- Received the CEHHS Professional Development Award for her research.

Naima Moustaid-Moussa, Professor

- Received a new grant from American Heart Association, (PI, $155,000) Southeast Affiliate to investigate mechanisms linking adipocyte angiotensinogen to insulin resistance.

- Holds continuing multiyear NRI competitive grant from USDA ($497,000 for four years) investigating dietary regulation of the secretory function of adipose tissue.

- Invited to present research at Vanderbilt University (2007), the University of Maryland (2007), the Nutritional Genomics Symposium in Hong Kong (2006), Virginia Tech (2006), Texas A & M (2006), University of Kentucky and Ohio State University (2006).

- Received a UT Knoxville Chancellor's Award for Research and Creative Activity.

- Invited, along with her doctoral student from the UT-ORNL Genome Science and Technology Program, to present at the prestigious scientific Gordon Research Conference on Angiotensin in France (Fall 2006).

- Invited professor, March 2007; University of Bordeaux and European Institute for Chemistry and Biology, funded in part by the college's International and Intercultural Council. Lectured cell biology, physiology and nutrition programs and pursued ongoing research collaborations.

- NIH study section panel member for the Clinical Nutrition Research Units, the F32/F31 Fellowship program, and the Obesity Nutrition Research Centers in 2007.

- Served on U.S. Fulbright Peer Review Committee (Center for International Exchange of Scholars).

- Co-director of the newly established University of Tennessee Obesity Research Center. See story on page 5.

Karen Wetherall, Clinical Instructor and Lecturer

- Received the 2007 SCAN (Sports, Cardiovascular, and Wellness Nutritionists) Excellence in Practice Award for Sports Nutrition. This is a national award, selected from among 5,000 registered dieticians.

- Expert on eating disorders. Current research explores the relationship between sororities and eating disorders.

Michael B. Zemel, Professor

- Leading expert on the impact of dairy products on obesity.

- Nine publications in research journals, three additional pending.

- Three new extramural grants, totaling $781,020, to investigate the roles of key hormones and nutrients in preventing and managing the metabolic damage caused by obesity. Has also established successful collaboration at Oak Ridge

National Laboratory resulting in a recent intramural (ORNL) grant to develop these projects further.

- Two new U.S. patents approved. New Chinese patent approved and issued. New Australian patent approved and issued.

- Multiple invited national and international speaking engagements, including Childhood Obesity Summit (New York, keynote speaker), Centre de Recherche en Sciences et Technologies du Lait (STELA) Nutrition Conference (Quebec, keynote speaker), Maribou Symposium (Stockholm, invited speaker), and keynote speaker at medical conferences in Norway and Sweden.

- Established a new center, where he is the director of research, for prevention and treatment of obesity, and research in obesity at the UT Medical Center in Knoxville in collaboration with UTMC Department of Surgery and the Heart, Lung, and Vascular Institute.

- As the executive director of America on the Move in Tennessee, has developed, in collaboration with Church Health Center in Memphis, a new statewide faith-based obesity prevention initiative. Currently implemented in West and Middle Tennessee, with launches in East Tennessee later in the year.

Jay Whelan, Professor and Department Head

- Research focuses on how diet can sustain the remission period of prostate cancer to increase a patient's longevity and improve the prognosis of the disease after it has migrated to secondary sites, such as bone.

- Received grants from NewChapter, Inc and the National Cattleman's and Beef Association totaling more that $110,000 to support his research.

- Currently organizing a major international conference on the impact of dietary fats on health, sponsored by the International Society for the Study of Fatty Acids and Lipids.

- Established UT's Center for Public Health Policy and Research. Chair of the search committee responsible for hiring its founding director, Dr. Paul Erwin, MD.

- Invited speaker at the Second Annual Symposium for the Role of Dietary Fatty Acids and the Prevention and Treatment of Disease, the American Association for Cancer Research, Experimental Biology, and the International Nut Council.

- Chair and lead scientist for the USDA Multistate NC1039 research group investigating the health effects of omega-3 fats.

NEW FACULTY



Hollie Raynor

Position: Assistant Professor

Educational Background: B.S. in food and nutrition from San Diego State University; M.S. in public health nutrition from the University of Tennessee, Knoxville; Ph.D. in clinical psychology from the State University of New York at Buffalo. Completed an AP4 internship at UT to become a registered dietician. Completed clinical psychology internship in behavioral medicine, with an emphasis in obesity research, at Brown University; following internship, completed a postdoctoral fellowship at Brown Medical School in the Weight Control and Diabetes Research Center.

Research Interests: The investigation of eating regulation, specifically factors that affect satiation, as well as behavioral interventions for obesity. Additionally, her research focuses on eating regulation in both adults and children and examines factors that affect choices in eating behavior. Her research has studied dietary variety, portion size, and the reinforcing value of food on food intake. She is co-investigator of three NIH-funded grants, two of which are focusing on long-term maintenance of behaviors important for weight loss and weight-loss maintenance in adults, while the third grant examines changes that occur in the reinforcing value of high- and low-fat foods and how these changes are associated with weight loss during obesity treatment. She is also the primary investigator for two funded studies examining pediatric obesity treatment in young children.



Marsha Spence

Position: Research Assistant Professor

Educational Background: B.S. in nutrition, Master of Public Health in healthcare planning and administration, and Ph D. in human ecology with a nutrition major from the University of Tennessee, Knoxville

Research Interests: Overweight/obesity prevention during early and middle childhood; development of healthful nutrition and physical activity environments for children and their families using stakeholders, including youth; participatory action research to improve access to food for children and their families; and food, nutrition, and wellness policy development, monitoring, and evaluation.

department of **retail, hospitality, & tourism management**



by Nancy Fair, department head



Retail, Hospitality, and Tourism Management offers both undergraduate and graduate programs that prepare professional leaders for the retail, restaurant, hotel, and tourism fields. The past year has offered a multitude of student and faculty opportunities.

Honors and Awards

- **Wanda Costen** received a UT Knoxville professional development award for the project, "If We build It They Will Come, But Will They Stay? Exploring Ethnic Minority Students' Campus Experiences and the Impact on Recruitment and Retention Processes." She also received the Jacky DeJonge Award for her outstanding service in the college.

- **Ann Fairhurst** was awarded professional leave from July through December to conduct research at the Institute of Retail Studies, University of Stirling, Scotland, to identify the competencies required for managers in an international retail environment.

- **John Antun** was awarded a grant from the University's Ready for the World awards committee to publish a multicultural cookbook utilizing recipes from the varied home cultures of the students in his course.

- **Heejin Lim** received a UT Professional Development Award for the research project "Winning Strategies for Marketers in the E-Commerce Era."

- **Carol Costello** was one of two UT faculty members highlighted in the fall 2006 issue of *Tennessee Family*, the newsletter for the UT Parents Association.

- **Laura D. Jolly**, **Ann Fairhurst**, **Carol Costello**, **Hyun-Joo Lee**, and **Archana Kumar** received a best paper award at the International Textile and Apparel conference in November for their presentation, "Using the Holistic Critical Thinking Scoring Rubric to Assess Student Responses to Customer Service Manager Tasks."

- **Youn-Kyung Kim**, **Chae Mi Lim** and **Soo-Hee Park** received the best paper award at the American Collegiate Retail Association meeting in April for the paper "Consumer Perceptions Toward Retail Attributes of Value Retailers: Functions of Gender and Repatronage Intention."

- **Mark Hawkins**, an undergraduate, was lead author on the project "The Determinants of Wine Selection: Consumer Preferences in Different Market Segments," which received top honors at UT's 11th Exhibition of Undergraduate Research and Creative Achievement.

- **Warren Jahn**, a doctoral student, received a $2,000 scholarship from Hospitality Sales and Marketing Association International for his research in revenue management.

- Two undergraduate students, **John-Paul Kuhn** and **Mark Hawkins**, were selected as honor delegates to the National Restaurant Association's Salute to Excellence. A total of 250 students from across the nation attended. This event is held in conjunction with the National Restaurant Association's annual trade show in Chicago.

- Two undergraduate students received scholarships at the Greater Knoxville Tourism Awards and Scholarship Luncheon.



DR. CAROL COSTELLO HELPED TO COORDINATE A RECEPTION FOR HOSPITALITY AND TOURISM MANAGEMENT STUDENTS





ABOVE: STUDENTS FROM THE HOTEL, RESTAURANT AND TOURISM MANAGEMENT PROGRAM TAKE PART IN A DEPARTMENTAL RECEPTION; RIGHT: DR. STEVE MORSE INTERACTS WITH STUDENTS AT THE DEPARTMENT'S RECEPTION FOR HOTEL, RESTAURANT AND TOURISM MANAGEMENT STUDENTS.

Joel White received a $650 scholarship from the Knoxville Tourism Alliance, and **Amy Luna** received a $500 scholarship from the Tennessee Hotel and Lodging Association.

Student-centered Programs

- The 2007 gourmet fundraising dinner and auction raised more than $48,000 for the Student Enrichment Fund.
- Students in the department received more than $92,000 in direct support—$38,100 in college scholarships, $24,000 in departmental scholarships funded by the Student Enrichment Fund, and $30,000 in multicultural scholarships funded by USDA
- The Student Enrichment Fund provided more than $23,000 to support class trips, conference fees, and travel expenses for graduate students to participate in professional meetings.
- Fifty-five of our students attended the Tennessee Governor's Conference on Tourism.
- Twenty-five retail students participated in the New York City study tour.
- Hotel, Restaurant, and Tourism hosted Professor Kaye Chon, who is chair, professor, and director of the School of Hotel and Tourism Management at the Hong Kong Polytechnic University, as a visiting lecturer to promote hospitality and tourism industries and careers.
- The department also hosted Peggy Smith and Sue Conley, UT alumnae and founders of Cowgirl Creamery, an award-winning cheese company located in northern California. The two gave a lecture on how their company has helped to define a regional food identity for Northern California's Point Reyes National Seashore by creating a retail showcase for local agricultural goods.
- Retail and Consumer Sciences hosted Stan Eichelbaum, president of Marketing Developments Inc., who spoke to retail classes about international retail trends.
- Hotel, Restaurant, and Tourism students along with Nutrition students planned, prepared, and served dinner to a national conference of 200 individuals for the UT Conference Center.
- Students in **Nancy Fair**'s advanced product development class developed and assembled the take-home gift for UT's 2007 Donor Leadership Appreciation Event.
- All undergraduate students complete required internships, and many students take full-time employment with their internship companies after graduation.
    - Fifty HRT students completed internships with diverse organizations during summer 2007. Organizations included the Chop House, Hilton Knoxville, Homewood Suites Knoxville, UT Conference Center, Four Seasons Resort Hawaii, Amicolola Falls Georgia State Park, Cumberland House Hotel, Blackberry Farm, Abingdon Virginia Tourist Bureau, ARAMARK Central Florida, ARAMARK Chapel Hill, Gaylord Opryland Resort & Convention Center, MGM Mirage

Las Vegas, Hilton Oceanfront Resort in Hilton Head, Residence Inn Boca Raton, and two venues in Dublin, Ireland.

- Fifty-two Retail and Consumer Sciences students completed internships during summer 2007 with organizations across the country that included Walgreens, Target, Goody's, Nordstrom, Barney's, Coach, Arffe Fashion Group, Lela Rose, Seventeen magazine, Lucky Brand, BCBG MaxAzria Group, Alumni Hall, Ann Taylor Loft, Bacon & Company, Betsy & Babs, Cato, Ironic, Levi Strauss, Limited Too, Uniform Factory Outlet, and Victoria's Secret.

- Students graduating with doctoral degrees took positions at the University of Kentucky, Washington State University, Southern Illinois University, the University of North Texas, and Georgia Southern University.

Institutes

UT Tourism Institute

Under the direction of **Steve Morse**, the institute delivers education, research and economic development assistance through partnerships with public and private sector hospitality and tourism organizations in Tennessee.

Education Initiatives

- The institute has partnered with the Tennessee Tourism Roundtable to jointly teach the Certified Tennessee Tourism Professional (CTTP) course for tourism professionals working in private sector businesses, chambers of commerce, and convention and visitors bureaus in Tennessee.

- The institute received $43,000 in grants from the Tennessee Department of Education to develop hospitality and tourism specific teaching curriculums, classroom materials, and lesson plans for high school Distributive Education Clubs of America (DECA) programs and provide workshops for teachers. The teaching materials, in CD format, provide marketing principles, career path information, and classroom exercises for teachers with students interested in careers in the hotel, restaurant, and tourism areas.

- The institute has partnered with the Tennessee Department of Tourist Development in its tourism education initiative to increase awareness of tourism careers available.

Research Initiatives

The institute initiated and maintains an extensive economic database of consumer and business trends in the hotel, restaurant, and tourism industries for all 95 counties in Tennessee. Reports include a broad range of specific performance and economic data including employment statistics, trends in gross sales, taxes generated, hotel occupancy, airport traffic, etc.

Using the economic database of tourist spending trends, the institute has initiated a travel and tourism forecast series for statewide tourism activity and for six metro areas including Memphis, Nashville, Chattanooga, Knoxville, the Smoky Mountains, and the Tri-Cities.

For each of Tennessee's 95 counties, the institute has produced a 2006 Tourism Economic Fact Sheet outlining tourism impacts, including spending, taxes, average daily tourist spending analysis, and tourism tax impact on local tax base and education.

Economic Development and Outreach Services

In 2006 the institute developed and delivered 15 research studies, seminars, and workshops for Tennessee public, nonprofit tourism groups and private sector tourism groups.

Institute for Service Excellence

Under the direction of **Carol Costello** and **Ann Fairhurst**, with **Cole Piper** as operations manager, the Institute of Service Excellence focuses on service challenges experienced by the retail, restaurant, and hospitality industries.

Since fall 2005, the institute has been working with the Kroger grocery chain to develop a web-based customer service monitoring program that is initiated at the checkout point. In spring 2007, the first test store went live; by June, enough data had been gathered to make the first analytical report to the Kroger executive team. The project is now in the second phase, where additional stores will be brought online. At the end of this phase, a final decision will be made as to how many Kroger stores will become part of this monitoring program.

The institute is also involved in the development of a comprehensive associate training program for Wal-Mart Corporation. The program has been designed as an experiential learning opportunity involving some of the newest techniques in team building, motivation, and communication.

Culinary Institute at the University of Tennessee

Under the direction of **John Antun**, this institute is advancing the understanding of and appreciation for culinary arts and sciences in Tennessee through a series of initiatives. The mission statement for the university reads, "The mission of the University of Tennessee is to provide the people of Tennessee with access to quality higher education, economic development, and enhanced quality-of-life opportunities." This institute will fulfill all three portions of this mission. Programs and activities of the institute will be funded through a 10-month culinary arts certificate program. This program will provide the environment and resources necessary to offer a quality education program to citizens of Tennessee seeking a credentialing certificate in culinary arts.



PARTICIPANTS FROM THE DEPARTMENT OF RETAIL, HOSPITALITY AND TOURISM MANAGEMENT CAREER FAIR.

Meaningful Scholarship and Outreach

- **Youn-Kyung Kim** co-authored the textbook *Experiential Retailing: Concepts and Strategies That Sell* with Pauline Sullivan and Judith Forney. It was published by Fairchild Publications (2007).

- Faculty and graduate students gave 37 research presentations at international, national, and regional conferences.

- Faculty authored or co-authored more than 20 scholarly articles that were accepted by research journals.

- **John Antun** presided as president of the Southeast Council on Hotel, Restaurant, and Institutional Education and served on the strategic planning committee for the national organization. He also completed his third year as the co-editor of the *International Journal of Culinary Science and Technology*.

- **Rachel Chen** served as guest editor for the "GIS Special Issue" for the *Journal of Retailing and Consumer Services*, associate editor of the *Journal of Hospitality and Tourism*, and an editorial board member for eight additional research publications.

- **John Antun** completed his second U.S. Department of Housing and Urban Development/Empowerment Zone Grant for $160,000. Twenty-six out of 30 enrollees were placed in culinary jobs across Tennessee.

- **Wanda Costen** served as a co-director for the 2007 UT-Project GRAD Summer Institute, which had 115 participants. The institute is designed to expose rising juniors and seniors from Austin-East and Fulton high schools to life on a university campus. In addition to their academic classes, the students participated in the Mountain Challenge, a leadership ropes course at Maryville College.

- **Wanda Costen** and **Ann Fairhurst** served as facilitators at the INROADS National Leadership Institute. The mission of INROADS, a nonprofit organization, is to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership.

For more information about our department, visit our website, *http://rhtm.utk.edu/*.

department of **theory & practice in teacher education**



by Susan Benner, department head



As we reflect on some of the accomplishments of the Department of Theory and Practice in Teacher Education (TPTE) during the 2006–07 academic year, none stand out more than the initiatives begun in international and intercultural education.

Gina Barclay-McLaughlin chaired a committee of 12 faculty members who engaged in initiatives with students and international colleagues. Other committee members included Clara Lee Brown, Stephanie Cramer, Jeffrey Davis, Rita Hagevik, Lynn Liao Hodge, Claudia Melear, Susan Newsom, Andrea Stairs, Gary Ubben, Deborah Wooten, and Lynn Woolsey. The members of this committee and others in the department have engaged in a wide range of international and intercultural projects.

In addition, **Amos Hatch** had two of his books (*Teaching in the New Kindergarten* and *Qualitative Research in Education Settings*) published in Chinese. **Lynn Woolsey** traveled to Outer Mongolia. **Claudia Melear** and **Rita Hagevik** journeyed to Australia, and **Gary Ubben** continued his affiliations with educators in Bulgaria.

The influence of TPTE faculty can be found in worlds far away from our local communities.

Publications, Presentations, and Collaborative Initiatives

- Thirty-one refereed articles
- Six books
- Eleven chapters in edited books
- Four refereed publications in electronic format
- Four editors/co-editors of peer reviewed journals
- Thirty-two papers presented at national/international professional meetings
- Twenty-nine papers presented at regional/state professional meetings
- Seven keynote addresses
- Nine collaborative partnerships

Editors/Co-editors of Peer Reviewed Journals

- **Richard Allington**—Editor, *Elementary School Journal* for the September 2006 issue; member of Editorial Review Board of *Language Arts,* National Council of Teachers of English.
- **Ernest Brewer**—Editor, *International Journal of Vocational and Technical Education.*
- **Susan Groenke**—Co-editor, *English Leadership Quarterly,* National Council of Teachers of English.
- **P. Mark Taylor**—Chair of editorial panel, *Teaching Children Mathematics.*

Faculty Appointments, Awards and Recognition

- **Dick Allington** received the 2007 William G. Gray Citation of Merit, the most prestigious honor given by the International Reading Association.
- **Susan Groenke**'s work, published in *English Leadership Quarterly,* was recognized as Best Article of the Year. She also received a $5,000 professional development award from UT.
- **Amos Hatch** received the CEHHS John Tunstall Outstanding Faculty Award for distinction in research, teaching, or community service.
- **Gary Ubben** was a third time recipient of the Helen B. Watson Faculty/Student Award for Outstanding Doctoral Dissertation.
- **P. Mark Taylor** earned tenure and was promoted to associate professor in mathematics education.
- **Susan Groenke** received the departmental Collaboration with the Field Award.
- **Amos Hatch** received the departmental Research and Creative Achievement Award.
- **Richard Allington** continued his service to the International Reading Association in the role of past-president.
- **Vincent Anfara** was elected executive director of the Middle Level Education Research Special Interest Group of the American Educational Research Association (AERA) and served as a panelist in the National Policy Symposium on Middle Level Education in Washington, D.C.
- **Ernest Brewer** continued his service as counselor to the local chapter of Kappa Delta Pi International Honor Society.

- **Clara Lee Brown** was elected president of the UT Knoxville Chapter of the National Association of Multicultural Education.

- **JoAnn Cady** was re-elected to the board of directors of the Appalachian Association of Mathematics Teacher Educators and co-chairs the technology committee with Theresa Hopkins.

- **Vena Long** was elected to a three-year term on the board of directors of the National Council of Teachers of Mathematics (NCTM).

- **Dean Robert Rider** was selected as Counselor Advocate of the Year by the Tennessee School Counselor's Association.

- **Lynn Woolsey** was reappointed to the board of directors of the Council of Education and will serve as the representative for college educators of the deaf and hard of hearing.

Staff Recognition

- **Victoria A. Church** and **Charlotte Gossett** received 30-year UT Service Awards.

- **Janie H. Young** received a 20-year UT Service Award.

- **Teresa Allmon** and **Beth Huemmer** achieved Certified Professional Assistant status.

Selected Student Activities and Recognition

- **Lisa Bilton**, doctoral student in educational administration, presented a paper at the David Clark Graduate Student Seminar at the American Educational Research Association Conference in Chicago in April 2007.

- **R. Lee Collins** and **Thomas Hodges**, doctoral students in mathematics education, co-presented at the Tennessee Mathematics Teachers Association Conference in Martin, Tennessee. **John Smith** also presented a paper at the same conference.

- **Connie Cole**, doctoral student in educational administration, was awarded the Helen B. Watson Faculty/Student Award for Outstanding Doctoral Dissertation.

- **Susan Griscom**, master's student in art education, received the $3,000 Isobel Griscom Fellowship awarded by UT.

- **Thomas Hodge** and **Yan Wang**, doctoral students in mathematics education, worked with Vena Long and others on the Governor's Academy for Mathematics and Science.

- **Patty Stinger Barnes**, doctoral student in science education, worked with Claudia Melear and Rita Hagevik to provide workshops to teachers in the New Orleans Parish Public Schools.

- **Lauren Wagener**, master's student in mathematics education, was one of 12 UT recipients of a $15,000 J. Wallace and Katie Dean Graduate Fellowship.

- **Barbara Wrushen**, doctoral student in educational administration, was selected a Barbara Jackson Scholar by the University Council of Educational Administration (UCEA).

Selected Grants and Contracts Awarded to Faculty

- **Sharon Barkdoll** received two grants from the Tennessee Department of Education, totaling more than $230,000, to train special educators.

- **Ernest Brewer** received funding from the U.S. Department of Education for five projects, totaling approximately $11.5 million.

- **David Cihak**, **Sharon Barkdoll**, **Sherry Bell**, and **Susan Benner** received a $165,000 grant from the Tennessee Department of Education to train special educators.

- **Jeffrey Davis** received a $40,000 grant from the National Endowment for the Humanities and National Science Foundation for documenting endangered languages.

- **Susan Groenke** received $1,500 from the Assembly on Literature for Adolescents (ALAN) Foundation of the National Council of Teachers of English.

- **Lynn Woolsey**, of the Center of the Deaf and Hard of Hearing, and co-principal investigator Marcia Kolvitz received a five-year, $5-million grant from the U.S. Department of Education, Office of Special Education Programs.

- **Susan Benner** received a $210,000 School Improvement Grant from the Tennessee Department of Education to focus on literacy for struggling readers in grades K–12 in Tennessee schools.

- **Jennifer Butterworth** continued her variety of grant projects under the umbrella of Partnerships for Ed Excellence. Grant activities total $1,130,649 and are all awarded by the Tennessee Department of Education. Five grants support professional development activities in schools across the state. The fifth grant supports external evaluation activities of the state Math Science Partnership Projects funded by the USDOE.

- **P. Mark Taylor** and **JoAnn Cady** received a grant from the National Science Foundation to conduct research on the efficacy of professional development provided to middle school teachers as a part of the Appalachian Math and Science Project.

- **Vincent Anfara** received a $4,250 UT professional development award.
- **Gina Barclay-McLaughlin** received an Innovative Technology Center grant that provided three Mac computers, three video cameras, three still cameras, six voice recorders, a projection machine, and printer to use in her teacher preparation courses.
- **Deborah Wooten** and **Gina Barclay-McLaughlin** received a Ready for the World grant for their research project "Using Cultural Autobiographies to Transform Curriculum, Instruction, and Learning."



FACULTY AND STUDENT INTERNS FROM THE URBAN MULTICULTURAL ELEMENTARY EDUCATION PROGRAM.



DR. RICHARD ALLINGTON RECEIVED THE WILLIAM S. GRAY CITATION OF MERIT AT THE INTERNATIONAL READING ASSOCIATION'S ANNUAL CONVENTION HELD IN TORONTO, IN MAY 2007. THE PRESENTER OF THIS AWARD IS DR. IRENE GASKINS, DIRECTOR OF THE BENCHMARK SCHOOL IN MEDIA, PENNSYLVANIA.

NEW FACULTY



Mehmet Aydeniz

Position: Assistant Professor in Science Education

Educational Background: B.S. in science education from Gazi University, Turkey; M.S. in chemistry and Ph.D. in science education from Florida State University

Research Interests: Assessment of student learning, standardized assessment models, teacher beliefs, and inquiry-based learning in science classrooms. Research focuses on empowering science teachers to teach inquiry-based science, helping teachers to use assessment to engage students in continuous learning, and science education reform.



Joan Grim

Position: Assistant Professor in Special Education

Educational Background: B.S. and M.S. in special education from the University of Tennessee, Knoxville; Ph.D. in special education from Peabody College at Vanderbilt University (in progress)

Research Interests: Exploring visual instructional interventions for preschool children with various developmental disabilities, including autism. Dissertation focus is on the social interactive play of children with disabilities with their peers, using video modeling. Additional research has used static pictures and visuals as effective instructional tools for teaching a variety of skills to children across the disability spectrum.



Kimberly Wolbers

Position: Assistant Professor in Deaf Education

Educational Background: B. A. in deaf education from Michigan State; M.A. and Ph.D. in special education from Michigan State University

Research Interests: Writing instruction for bilingual and linguistically diverse students, utilizing sociocultural theories of teaching and learning, theories of dialogue, and cognitive theories. Current research examines instances when the signed or voiced expressions of educational interpreters diverge from the source language for reasons other than insufficient interpreter skill.

BOTTOM LEFT PHOTOGRAPH COURTESY OF THE INTERNATIONAL READING ASSOCIATION

THE UT PAISLEY PROJECT:
From Concept to Consumer Products

Retail and Consumer Sciences students enrolled in the Advanced Product Development course are given an assignment each year to expand the UT Tartan product line. This tartan project originated with a challenge to students in the program from members of the department's advisory board. Student interns working at Bacon and Company are assigned to the project each year and gain valuable experience in product development as they assist students with the project. This year's additions to the Tartan product line include the new paisley designs featured here.

Now entering its fourth year, the Tartan Plaid project has benefited the RHTM department and students in many ways. In addition to providing real world product design experiences, royalties from the sale of tartan products are returned to the department to enhance the educational experience of students, including scholarship and travel support.

The new paisley line will be available for purchase through the University of Tennessee Book and Supply Stores this spring. You may shop online for these products at ***www.utbookstore.org.***



NEW PAISLEY LINE

BACON & Co.

Available at

THE UNIVERSITY of TENNESSEE
Book and Supply Stores



A WORLD TURNED UPSIDE DOWN

see page 8

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