

accolades

THE COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

FALL 2008



Early LEARNING Center

Learning becomes visible through a
hands-on, play-based approach to learning

THE UNIVERSITY of
TENNESSEE 
KNOXVILLE

ENHANCING QUALITY OF LIFE THROUGH RESEARCH, OUTREACH, AND PRACTICE

Dear Friends,

The College of Education, Health, and Human Sciences had a wonderful 2007–08. As dean of this great college, I had the pleasure of congratulating hundreds of students graduating from our various undergraduate and graduate degree programs. I also had the opportunity to witness the creation of several new programs this past year that will add even more value and richness to our college and provide important new opportunities for our students.

This was the inaugural year for two very special new programs for which the College of Education, Health, and Human Sciences has responsibility. These programs, while both focusing on the provision of educational opportunities to our important constituents, are very different in their mission and purpose. They are also completely opposite in the population of students they serve.

First, this year we initiated the Tennessee Governor's Academy for Math and Science (TGA), established to engage Tennessee's best and brightest high school students in the latest math and science concepts, while helping them to acquire other skills not normally available through conventional high school curricula. For example, our TGA students all take Mandarin Chinese to meet their foreign language requirement and Tai Chi for physical education.

On the other hand, through our Department of Child and Family Studies, the college implemented a new early learning center program in cooperation with Knox County Schools. This new program is innovative in its approach to addressing the learning needs of at-risk 3-year-olds—children who live in poverty and without normal familial support.

On one end of the spectrum, the college is helping to educate the “best and brightest”; on the other end, we're focusing our efforts on developing requisite learning skills in children who would otherwise not have a fighting chance to be reading and calculating mathematically on grade level by the end of third grade. In other words, our students, staff, and faculty are working to enable even the most challenged students in such a way that maybe someday, they too will be among the best and brightest.

These programs are certainly not the only new programs or initiatives the college has undertaken in the past year, but their existence embodies the spirit of civic engagement and citizenship for which our college has been recognized. You will read more about these programs in this issue of *Accolades*, as well as some of the other new initiatives we have implemented. These new programs would not be possible without the support and financial assistance we receive from the state of Tennessee, the federal government, and most importantly you—the alumni and friends of the College of Education, Health, and Human Sciences. Thank you for everything you do to advocate for our work and for your support of all of the programs in our college.

Best regards,



Bob Rider, Dean



accolades

Accolades is published annually by the College of Education, Health, and Human Sciences Office of the Dean The University of Tennessee Knoxville, TN 37996-3400 <http://cehhs.utk.edu>

administration

Dr. Bob Rider
Dean

Dr. Lynn C. Cagle
Associate Dean for Professional Licensure and Outreach

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

Dr. Vena M. Long
Associate Dean for Research and Professional Development

Dr. Dulcie Peccolo
Director of Student Services

Fall 2008

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. R01-1201-003-001-09. A project of the College of Education, Health, and Human Sciences with the assistance of UT Creative Communications; 91 Communications Bldg.; Knoxville, TN 37996; 865-974-0765. Rev: 8903.

On the cover:
Children at the Early Learning Center engage in hands-on learning activities.

contents

Features

Camp Koinonia:
'The Experience of a Lifetime' College students help children with disabilities enjoy a special kind of summer camp **4**

'KLASS' Act: Korn Learning, Assessment, and Social Skills Center helps learning disabled students thrive **6**

A Focus on Health: UT Center for Public Health brings community health issues to the forefront **8**

'Healthy Habits' Change Lives: Healthy Eating and Activity Laboratory delivers weight loss solutions to Knoxville community **10**

Head of the Class: First Lattimore Scholar graduates begin their teaching careers **12**

I-LEAD: Developing future global leaders...today **14**

A Learning Community: The Early Learning Center for Research and Practice at South Doyle High School touches lives of preschoolers, teens, community **16**

Shaping the Future: The Campaign for Tennessee **20**

Departmental Highlights

Child and Family Studies **22**

Educational Leadership and Policy Studies **25**

Educational Psychology and Counseling **27**

Exercise, Sport, and Leisure Studies **29**

Nutrition **30**

Retail, Hospitality, and Tourism Management **34**

Theory and Practice in Teacher Education **38**

HORSEBACK RIDING, ARCHERY, ROPES COURSES, AND MORE — UT'S CAMP KOINONIA LETS SPECIAL CHILDREN EXPERIENCE THE SUMMER CAMP RITE OF PASSAGE.



Who would take a semester-long class in order to spend a week doing strenuous volunteer work—and pay \$150 for the privilege of doing so? Over the past 31 years, nearly 2,000 college students have done exactly that to work at Camp Koinonia.

Designed for children with multiple disabilities, Camp Koinonia is a weeklong residential outdoor education camping experience. For the UT students who volunteer there, each year's camp is the culmination of a course called Therapeutic Recreation Programs, taught by Gene A. Hayes, a professor of Exercise, Sport, and Leisure Studies in the College of Education, Health, and Human Sciences.

Each spring semester at least 150 UT Knoxville students enroll in this course and become the staff for the camp. During the course, they learn about different disabilities and disability management; existing laws, rights and services for individuals living with disabilities; and how to develop behavior management and activity lesson plans. The 2008 camp was the largest in the history of the program, with 138 campers and 178 UT students, who come from almost all majors—art through zoology.

Hayes developed the Camp Koinonia program at Virginia Tech in 1977 to provide university students with an opportunity to translate classroom theories and philosophies into practical applications. Also, individuals with severe disabilities rarely have the opportunity to participate in community outdoor recreation programs. Hayes enlisted the assistance of faculty and students in special education, psychology, and nutrition at Virginia Tech to help him start the first camp. The Virginia Easter Seal Society and the Lynchburg State Hospital and Training Center were also involved. The students who were part of that first program voted to name it Camp Koinonia, which comes from the Greek language and means “caring community” or “fellowship.”

Hayes has devoted his entire professional career to working with, teaching, studying, and researching about individuals with disabilities and recreation therapy. His early experiences working in state and private health care facilities for adults and children with mental health and developmental delay issues, as well as camping and outdoor education programs for children with disabilities, led him to his idea for the Camp Koinonia program.

The primary goals for the program include (1) providing a caring community that is educational, fun, and therapeutic for children with severe disabilities and (2) providing an educational opportunity for university students that allows them to learn and grow as individuals as they provide a caring community for children with disabilities.

Campers come primarily from Knox, Anderson, and Blount County special education programs with a few participants from other areas of the state. They must be between the ages of 7 and 21, have multiple disabilities or impairments, and not have the opportunity to attend other outdoor education programs on a regular basis. A significant number need total assistance in the basic activities of daily living such as feeding, bathing, and dressing. Many cannot ambulate on their own, and all of them take one or more medications.



UT students plan, organize, conduct, and evaluate all of the week's activities, which include horseback riding, canoeing, sports and games, music and movement, crafts, outdoor education, skits, campfires, and hay rides. The favorite activity is usually the end of the week dance.

The UT students also serve as personal, around-the-clock counselors for individual children. Some of the students are selected to serve in the very important role of head counselor for groups of 20 to 25 campers and their counselors. Kristin Bradley, a graduate student in therapeutic recreation, directed the 2008 program. “I absolutely loved it,” Bradley says. “It was a moment in time set aside for all the children, where they are treated like and experience things just like any other child.”

Hundreds of the UT students who have participated in the Camp Koinonia program over the years have described it as “the experience of a lifetime”—not just for the campers, but for themselves—and one during which they learned more about themselves than at any other time in their lives. [a](#)

CONTACT INFORMATION

Camp Koinonia takes place at the Clyde M. York 4-H Training Center, an accessible facility near Crossville. The camp is completely self-supporting and no staff member receives any pay. For more information about the program, including application forms and sponsorship information, visit <http://web.utk.edu/~sals/camps/Koinonia.html> or contact Gene Hayes at 865-974-1288.

A MAGIC WEEK

Our daughter has attended your camp three times. She is 10 years old and has Down Syndrome. Each time she has come away from camp with positive changes in her behavior. However, this year's camp gave the entire family a gift.

Since she has slept out of a crib, she has required one of us to lie with her until she falls asleep each night. This had become a dreaded nightly chore, often taking two hours. By that time, neither parent could do anything but say goodnight also. This caused years of misery.

Her first night home after this year's camp, she required NO HELP to stay in her bed. We now put her down at 8 p.m., and she stays there all night. Something magical happened this time! Each camp has improved her life in many ways, but I had to share this special change with you.

—Excerpt from a letter from a Camp Koinonia attendee's parent

CAMP koinonia

‘The Experience of a Lifetime’

College students help children with disabilities enjoy
a special kind of summer camp

‘KLASS’

KORN LEARNING, ASSESSMENT, AND SOCIAL SKILLS CENTER HELPS



Beethoven, Alexander Graham Bell, Agatha Christie, Winston Churchill, Thomas Edison, Albert Einstein, Louis Pasteur, George Patton, Leonardo da Vinci, and George Washington have something in common. They all suffered from learning disabilities that they overcame on their way to accomplishing great things that powerfully affected humankind.

Despite these stellar examples, children and young adults with learning disabilities are challenged to progress and be successful in school. Learning disabilities can create barriers that erode chances for long-term success. Learning disabilities include reading and writing difficulties, poor visual and spatial skills, speech and language disorders, difficulty with math, speaking and listening disorders, memory and social skills deficiencies, and auditory processing disorders that make it difficult for an individual to comprehend more than one task at a time.

The National Longitudinal Study found that 35 percent of learning disabled students drop out of high school. In 2001 the Health Resource Center determined that many full-time college freshmen reported they had some type of learning disorder. The state of Florida's 2003 "Bridges to Practice" study found that 43 percent of the learning disabled live below the poverty line.

Instead of being overwhelmed by the scope of this issue, Pam and Tom Korn of Vonore, Tenn., decided to do something about it by making a \$2 million gift to the University of Tennessee College of Education, Health, and Human Sciences. Their visionary gift is being used to establish the Korn Learning, Assessment, and Social

Skills (KLASS) Center to help learning-challenged students. The Department of Educational Psychology and Counseling (EPC) is home to this new initiative.

The KLASS Center serves children, adolescents, and young adults with a focus on identifying, preventing, and remedying academic and social skills deficits. Its faculty and students provide an array of services to individuals from the community and within the university by developing, evaluating, and disseminating evidence-based procedures for building academic and social skills.

Even at this early stage in the KLASS Center's development, students and faculty have begun to deliver outreach services. One of the more interesting and successful of these outreach initiatives involved EPC faculty and graduate students collaborating with local teachers to design and implement a classroom management strategy known as the Color Wheel System.

Although various researchers have recommended that a classroom have only one set of rules, the Color Wheel System involves the development of three sets of rules, each designed for different classroom activities: one set of rules for quiet, independent seat-work; one set for listening to the teacher while classwide directions/instruction are provided; and one set that allows for more spontaneous interactions.

EPC faculty and graduate students worked with teachers in local urban and rural schools to develop rules designed for their specific classrooms, as well as procedures for transitioning from one set of rules to another. After the new rules were implemented, graduate students evaluated the effects of these rules across nine different

Act

LEARNING DISABLED STUDENTS THRIVE

classrooms (grades K–5). The results showed that the Color Wheel System enhanced desired behavior (listening to the teacher, following directions), decreased incidental inappropriate behaviors (interrupting others, leaving seat or classroom), and reduced the time teachers spent reprimanding students and repeating instructions. Nine articles (either already published or in press) have been written, and various workshops have been conducted across Knox County to disseminate this information.

Another outreach activity allowed KLASS personnel to work with local teachers to develop an automated procedure known as the "taped-problem intervention," which is designed to enhance mathematics fact fluency. The taped-problem procedure incorporates time-delay strategies to reduce errors, prevent students from using their fingers to solve basic math-fact problems, and provide immediate feedback. Local teachers and some of EPC's doctoral students have evaluated this procedure with students with disabilities, as well as classwide, in both rural and urban schools. The procedure is effective across students, schools, and tasks; both students and teachers like the procedure; and it is very efficient. Results have been disseminated via workshops and refereed publications, and several other papers and presentations are in progress or under review.

Students affiliated with the KLASS Center also have been working with Cherokee Health Systems, assisting with the evaluation and treatment of children and adults with autism spectrum disorder. Typically, students deliver these services to clients living in rural areas.

Finally, other EPC doctoral students affiliated with the KLASS Center have been tutoring UT athletes through the Thornton Athletics Student Life Center, and they have been assisting in delivering services to UT students with disabilities. By next year, the center anticipates having between 10 and 15 students who will work with other UT students in this capacity.

The immediate goal of the center is to hire a director to coordinate existing services, help establish an in-house clinic designed to meet needs in the community, and further enhance the center's ability to train doctoral students and conduct applied research. The director also will focus on grant writing and other fundraising activities to ensure the center's long-term financial stability so it can provide even more effective outreach, enhancing UT's impact at the local, state, regional, and national levels. [a](#)



KLASS
CENTER

Korn Learning, Assessment, and Social Skills Center



PHOTOGRAPH BY TINAH UTSMAN

UT CENTER FOR PUBLIC HEALTH BRINGS COMMUNITY HEALTH ISSUES TO
THE FOREFRONT

a focus on health

The University of Tennessee Center for Public Health (CPH) was established in fall 2007 to be the generative focal point for a more visible and distinct public health presence at the UT Knoxville campus. The CPH concept was an outcome of several years of strategic planning efforts through a multi-disciplinary task group headed by Jay Whelan, head of the Department of Nutrition. Even as it was being developed, the task group outlined the mission of the CPH, which is to identify, recruit, and integrate resources related to public health across the university that are designed to enhance and expand teaching, research, and outreach collaborations and encourage partnerships with local, regional, and state programs of public health. With strong support from Dean Bob Rider, a national search for a CPH director resulted in the appointment of Paul Erwin, a public health physician who at the time was the regional director for the East Tennessee Regional Health Office.

The CPH office currently is located in the Bailey Education Complex, and although it is housed within the College of Education, Health, and Human Sciences, the oversight structure is meant to represent the multi-disciplinary nature of public health. The CPH reports to a board of deans, comprised of deans from six UT colleges/institutes: CEHHS, Nursing, Social Work, Veterinary Medicine, the Graduate School of Medicine, and UT Extension. The CPH Advisory Committee has additional faculty representation, including the Colleges of Arts and Sciences and Communication and Information, as well as a number of public health practice and community-based partners.

Building strong connections to a wide array of academic disciplines, governmental public health agencies, and community-based coalitions is at the heart of the CPH mission. In its first year the CPH sponsored a Public Health Colloquium series, featuring nationally known public health practitioners and researchers, with a broad focus on public health systems research. This emerging field, akin to health services research for the medical care sector, focuses on the organization, financing, and delivery of public health services within a community and the impact of those services on the public's health.

As important as the topics were, even more important was the opportunity for faculty across numerous disciplines, all of whom have public health-related teaching and research interests, to gather and network. In his role as CPH director, Erwin also provided seminars or classroom time with colleagues in the College of Law, the Graduate School of Medicine, and the Department of Exercise, Sport, and Leisure Studies in CEHHS. These and many other one-on-one meetings with faculty have been a part of the larger effort to bridge across disciplines and institutions at UT, which Erwin considers necessary to address the most pressing public health issues.

"I have been deeply impressed by the breadth and depth of public health-related teaching and research here at the University of Tennessee, which goes far beyond the academic units that have been traditionally identified with public health," Erwin says.

Building connections and networking with governmental public health agencies also have been key focuses of the CPH during its first year. The CPH assumed the role of secretariat for the East Tennessee Forum on Public Health and Preventive Medicine, an academic-public health practice collaborative that has been in exis-

tence almost 14 years. The forum brings together public health leaders from regional and local health departments in East Tennessee with academicians from various UT colleges for the purpose of bringing a local perspective to public health issues of state and national concern. Equally important, it provides an opportunity for public health practitioners and academicians to identify potential areas of community-based research. Over the years, such networking has resulted in numerous research projects and thesis and



DR. PAUL ERWIN

dissertation topics for graduate students. Key faculty contributors to these efforts include Charles Hamilton, director of the Master of Public Health (MPH) program, and Betsy Houghton, director of the Public Health Nutrition program. Involving students in the field through various MPH and Public Health Nutrition courses not only provides them with hands-on experiences, but it also strengthens the connection to govern-

mental public health agencies as students become part of the public health workforce.

Governmental health agencies, in turn, are connected to communities, and Erwin brings his public health commitment to communities by linking the CPH with county health councils throughout East Tennessee. Comprised of local citizens who are interested in and concerned about community health and well-being, county health councils have been a vital part of public health practice over the past 15 years, serving as the focal point for community health assessment and planning activities.

"Health councils became not only our entry point into communities, they came to serve as the community conscience for us, and it is vital for the university's public health outreach and service efforts to link with them as well," says Erwin. Each month Erwin has attended a different county health council meeting in East Tennessee, taking two or three graduate students with him on each outing.

Building connections across academic disciplines, with governmental health agencies, and with communities has allowed a foundation to be laid for developing a strategic plan for establishing first a Department of Public Health, then a School of Public Health at the University of Tennessee's flagship campus.

Erwin says, "The breadth and depth of public health-related disciplines and activities at UT provide the added value for establishing a School of Public Health here in Knoxville. The justification for doing so, however, lies in the population health and public health workforce challenges which the state of Tennessee faces."

A School of Public Health that focuses on addressing these needs can become a model for how an academic institution bridges the core disciplines of public health to the practice community in a manner that impacts the health of the public. This will be the focus of the CPH as it moves into its second year. [a](#)

'healthy habits' change lives

Healthy Eating and Activity Laboratory delivers weight loss solutions to Knoxville community

With more than two-thirds of American adults being overweight, making lifestyle changes in dietary intake and physical activity levels is one of the best things individuals can do to improve their health. Studies have shown that losing as little as 10 percent of a person's body weight can significantly reduce the risk of obesity-related diseases including diabetes, hypertension, and cardiovascular disease. Currently, the Healthy Eating and Activity Laboratory (HEAL), a weight control research laboratory in the Department of Nutrition, is conducting research to determine more effective ways to help individuals develop a healthy lifestyle to improve long-term weight loss and weight maintenance.



LUSI MARTIN (LEFT), GRADUATE STUDENT IN NUTRITION, PREPARING FOODS FOR TASTE-TESTS. HEAL MEMBERS (RIGHT): LEFT TO RIGHT, TOP ROW: SHANNON LOONEY, GRADUATE STUDENT IN NUTRITION; MATT BURKS, UNDERGRADUATE STUDENT IN EXERCISE SCIENCE; SECOND ROW: MICHELLE SMITH, UNDERGRADUATE STUDENT IN PSYCHOLOGY; ASHLEE SCHOCH, GRADUATE STUDENT IN NUTRITION; CHRISTEN MULLANE, GRADUATE STUDENT IN PSYCHOLOGY; BETSY ANDERSON, MS, RD, PROJECT COORDINATOR; DR. HOLLIE RAYNOR, ASSISTANT PROFESSOR; SEATED: LUSI MARTIN, GRADUATE STUDENT IN NUTRITION; ANDREW FREEMAN, GRADUATE STUDENT IN EXERCISE SCIENCE.

One study being conducted in HEAL is Healthy Habits. Healthy Habits is led by Hollie Raynor, a clinical psychologist and registered dietitian; it is a four-year study funded by the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK). Healthy Habits is a state-of-the-art adult behavioral weight loss intervention. The program is open to all Knoxville-area community members who meet the eligibility criteria specified by the research study. The program assists its participants with developing a healthy lifestyle by providing dietary and physical activity goals, along with behavior modification strategies to aid with meeting these goals. As changes in eating and physical activity habits occur in participants, weight loss is achieved. To help participants achieve long-term lifestyle change and successful weight loss maintenance, Healthy Habits provides 48 60-minute group sessions to participants over the 18-month period of intervention. These groups are lead by individuals trained in nutrition, exercise science, and behavior modification, which include Raynor; Betsy Anderson, the coordinator of the study; and graduate students in nutrition, clinical psychology, and exercise science.

Healthy Habits is focusing specifically on examining the relationship between dietary variety and successful weight loss maintenance. Have you ever eaten at a buffet and walked away feeling like you just ate too much? Most people, when given lots of options of different foods to eat, have a tendency to overeat. Research conducted in both animals and humans shows that with more food choices available to eat, either in a meal or in the overall diet, both animals and humans eat more. As there are now more food choices available in restaurants and grocery stores, the greater variety occurring in most Americans' diet is now believed to be one of the many contributing factors to the current obesity epidemic in the United States.

Healthy Habits is testing the effect of a dietary prescription that limits variety in snack foods (i.e., potato chips, nuts, ice cream, cookies, candy) on weight loss and weight loss maintenance. This dietary prescription asks participants to select two snack foods that they want to continue to include in their diet while in the program, and they are asked to eat only their two selected snack foods when they want something sweet or salty to eat. While only half of the participants

in Healthy Habits will be given this variety prescription, all participants will be encouraged to consume a low-calorie, low-fat diet and to gradually increase their physical activity to get 200 minutes of moderate-intense physical activity during the week. These dietary and activity goals are designed to produce one to two pounds of weight loss per week.

Currently, the Healthy Habits program is being conducted in two sites: Providence, R.I., and Knoxville. Raynor began this project when she was working at the Weight Control and Diabetes Research Center at Brown University in Providence. Upon accepting a new position at the UT in fall 2007, she has continued her work with the Healthy Habits program in Knoxville. It is anticipated that Healthy Habits research will be completed in 2011, and by that time 200 adults will have been assisted in developing a healthy lifestyle and losing weight.

The research being conducted in HEAL is not limited to the Healthy Habits program. Raynor's research takes into consideration other factors, primarily dietary, that impact how much people eat in relationship to how much energy they use during the day. Information about these relationships will help researchers to create more effective approaches to preventing and treating obesity. Other areas of research in HEAL include exploring the relationship between leisure-time behaviors and energy balance and developing innovative and effective treatment programs that help children and adults meet current dietary and physical activity guidelines.

The goal of Raynor's research and HEAL is to help people develop and maintain a healthy lifestyle. Thus, much of her research focuses on conducting randomized controlled trials, in which community members are provided treatment for weight control. Additionally, this research provides students at UT the opportunity to learn about obesity research and develop skills on how to deliver behavioral interventions to the community. 

CONTACT INFORMATION

To learn more about HEAL, the Healthy Habits program, and other programs underway, visit the laboratory website: <http://heal.utk.edu>.



LATTIMORE GRADUATES (LEFT TO RIGHT): MELISSA BROOKS, LAKAVIOUS JONES, AND SETERIA WATKINS.

Head of the Class

FIRST LATTIMORE SCHOLAR GRADUATES
BEGIN THEIR TEACHING CAREERS

In 2004 David and Jane Bailey established the Charles Lattimore Scholarship Fund to recruit and support minority students pursuing teacher licensure programs. The Baileys established this scholarship in honor of Charles Lattimore, who was an employee of the Bailey family for many years. David Bailey sought to provide financial assistance to African American students pursuing careers in education in recognition of the positive influence Lattimore had on his childhood and youth. Through this scholarship, Bailey hopes to increase the number of African American students in the teacher preparation programs offered through the College of Education, Health, and Human Sciences. This year, the first Charles Lattimore Scholars completed their bachelor's degrees. All three of these outstanding students are slated to begin their teacher licensure internships in fall 2008.

Melissa Brooks

Secondary Education—Political Science, History, and Geography

As a child, Brooks's parents encouraged her to pursue a career in

education. She graduated from Ridgeway High School in Memphis in 2004. As a UT undergraduate student, she was actively involved with Black Educators of Tomorrow and the Black Cultural Programming Committee.

Brooks will complete her internship at Knoxville's West High School this year. Once she completes the internship, she plans to return to Memphis to teach in the inner-city schools. She looks forward to giving back to her community.

The Charles Lattimore Scholarship allowed Brooks to attend UT Knoxville without having to rely on student loans. "I am grateful for the opportunity to have been a part of the education program at the University of Tennessee. The Lattimore Scholarship provided much needed support throughout my college career," she says.

Lakavious Jones

Elementary Education—English

Jones attended Central High School in Memphis. She will be interning at Sarah Moore Green Magnet Technology Academy in Knoxville this year.

Jones views the teaching profession as a way to serve her community and her country. She looks forward to helping children develop their reading skills.

The Charles Lattimore Scholarship helped ease her financial worries and allowed her to attend the University of Tennessee debt-free.

Seteria Watkins

Middle Grades Education—Political Science and History
Watkins attended 21st Century High School in Chattanooga. She will be interning at Knoxville's South Doyle Middle School for the school year.

She looks forward to teaching students about the political process and emphasizing the importance of reading in her classroom. After her internship, Watkins plans to accept a teaching position in an inner-city middle school in Tennessee.

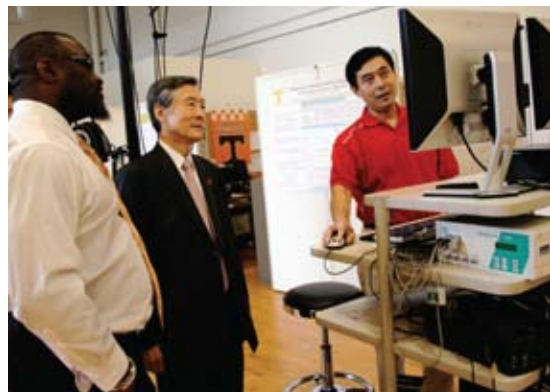
Because of the support from the Charles Lattimore Scholarship, Watkins successfully completed her undergraduate degree without accumulating loan debt. "Because of the Lattimore Scholarship, I was able to direct my attention to becoming a better educator," she says. @





UT'S DR. FRITZ G. POLITE AND DR. EUI-DONG YOO, SENIOR RESEARCHER AT THE KOREAN INSTITUTE FOR SPORT MANAGEMENT, AT THE KOREAN OLYMPIC TRAINING CENTER

I-LEAD



DEVELOPING FUTURE GLOBAL LEADERS...TODAY



The Institute for Leadership, Ethics, and Diversity has been on the move. Known as I-LEAD, the institute is designed to provide cross-disciplinary training, research, and outreach to meet the demands of a changing global society.

The institute is a collaboration between several stakeholders including the College of Education, Health, and Human Sciences; the College of Business Administration; the College of Communication and Information; and UT Knoxville Athletics. I-LEAD is directed by Fritz G. Polite, assistant professor of exercise, sport, and leisure studies.

Polite also serves as the co-director for Project GRAD (Graduation Really Achieves Dreams), along with Steven Waller, also assistant professor of exercise, sport, and leisure studies. This program is designed to serve lower socioeconomic schools with the goal of inspiring elementary and high school students to attend institutions of higher learning. A summer institute is held where high school students reside and take courses on the UT Knoxville campus. Students attend leadership and diversity seminars offered within I-LEAD.



ABOVE PHOTO: THE CEHHS NEST (NEXT GENERATION OF SPORT TALENT) TEAM: LEFT TO RIGHT, CHANES LATTIMER, DR. GI YONG KOO, DEAN BOB RIDER, DR. BURN JANG LIM, DR. JOY DESENSI, DR. FRITZ G. POLITE, AND JAE YEOS JEONG

Waller was instrumental in creating these significant changes that provide high school students with extensive contact with content-specific programs.

Several other I-LEAD projects also have transpired over the past year. Twelve students competed to attend Super Bowl XLII to learn the inner workings of the mega event. Michael Wirth (College of Communications and Information), Sarah Gardial (College of Business Administration), and Chris Fuller (UTK Athletics) were important in the organization and logistical support of TEAM UTK. TEAM UTK students also will attend the 2009 Super Bowl.

Students spent their 2008 spring break in Biloxi, Miss., building Habitat for Humanity homes with families displaced by Hurricane Katrina. Twelve students from three UT colleges participated. This was a student-led project that developed from discussions between students and faculty about social responsibility and leadership accountability.

I-LEAD also is creating a partnership with the Governors' Mentoring Program and Youth Villages to mentor 50 state-monitored children. CEHHS will look to be the leader in providing

educational opportunities as well as support to these underserved students.

I-LEAD continues to grow, develop, and expand its global reach in research, academic outreach, and leadership. A global symposium is in the works, as are a youth character development program, a children's grief center that will address children with current/past crises, and another building trip to Biloxi or New Orleans. The future depends on how well we prepare the leaders of tomorrow...today. [a](#)

THE GOALS OF I-LEAD ARE:

- To conduct and disseminate research and scholarly activity associated with or related to leadership, ethics, and diversity.
- To encourage and foster faculty, student, and community development via scholarly activity and joint collaborations.
- To assist students, faculty, and practitioners in meeting the demands of a changing global sport/leisure/business industry.
- To embrace inclusive excellence via outreach, service, and scholarship.
- To provide a mentorship program leading to personal/professional development for those affiliated with I-LEAD.
- To provide courses, workshops, and education related to leadership, ethics, and diversity.
- To assist in the recruitment and retention of elite students and faculty with an emphasis on underrepresented groups.
- To establish a resource institute that collects relevant research and workshop/program material in the fields related to I-LEAD.
- To serve as an extension of the university's Ready for the World initiative.
- To secure funding through grant writing and business development.

GLOBAL INITIATIVES

As UT Knoxville strives to expand its international initiatives, the College of Education, Health, and Human Sciences has been proactive in meeting the demands of a changing global market. The college is participating in several global initiatives involving universities and organizations in South Korea, including:

- Finalization of a global sport business management agreement with Yonsei University in Seoul. This agreement includes an exchange of students, faculty, research, and internships/jobs.
- Finalization of a global sport business management collaboration with NEST (Next Generation of Sport Talent) in Seoul. Burn-Jang Lim, professor emeritus and chair of the NEST board, visited Knoxville and signed a memorandum of agreement with CEHHS Dean Bob Rider. This agreement includes elite training, coaching, research, English proficiency training, and internships/job placement. Win Koo, assistant professor of sport management, was instrumental in this venture and will continue to facilitate partnerships with CEHHS, I-LEAD, and NEST.

THE UT EARLY LEARNING CENTER FOR
RESEARCH AND PRACTICE AT SOUTH DOYLE
PROVIDES A PLACE FOR HANDS-ON LEARNING
FOR ALL INVOLVED.



a LEARNING community

THE EARLY LEARNING CENTER FOR
RESEARCH AND PRACTICE AT SOUTH DOYLE
HIGH SCHOOL TOUCHES LIVES OF
PRESCHOOLERS, TEENS, COMMUNITY

On November 8, 2007, an innovative new program opened on the campus of South Doyle High School in Knoxville. The UT Early Learning Center for Research and Practice at South Doyle was conceived by CEHHS Dean Bob Rider and faculty in the Department of Child and Family Studies (CFS). After months of preparation, the center opened its doors, providing free, half-day early education to nine qualifying 3-year-old children. While the opening of another classroom for 3-year-olds may not sound like exciting news, the Early Learning Center for Research and Practice has broken ground with a model for university/community collaboration, early childhood career and technical education, and exemplary practice.

Collaboration

Funding was secured to initiate the Early Learning Center (ELC) project by Rena Hallam, former ELC director, through the

Cornerstone Foundation. Awarded \$60,000, Hallam, Early Learning Center Director Sean Durham, and teacher and doctoral student in CFS Kaitlin Bargreen set out to prepare the facilities and grounds made available by Knox County Schools. The goal was to design as a functional, aesthetically pleasing environment for children.

Using the same philosophical orientation as the Knoxville campus learning centers, the team ordered developmentally appropriate classroom materials, first-quality furnishings, and outdoor and playground materials that blended with the use of natural materials in children's environments. During the startup phase of the program, Bargreen worked tirelessly with the university, Knox County Schools, and the staff of South Doyle High School to see the many components of the program come together to create a truly wonderful environment for children. South Doyle Principal Rick Walker and Don Lawson and Amy Moskal of Knox County Schools Career and Technical Education Program, contributed significantly in preparation of the physical environment, including enclosing the playground space and renovating facilities to incorporate a high school classroom and the new preschool classroom. Knox County Schools made a further significant commitment when it hired Ruth Neubert, a new teacher to South Doyle, to work in collaboration with the high school component of the program.

Concurrently, with the assistance of Knox County Pre-Kindergarten, directed by Carol Idol, and the Knox County Birth-to-Kindergarten program, Bargreen worked to recruit families. When applicants were determined eligible, Bargreen conducted home visits with all of the families and children to initiate the relationships that would develop throughout the year.

Early Childhood Career and Technical Education

In the field of early childhood education, a critical issue is the professionalism and development of teachers in child care settings. As a method of exploring effective ways to address this issue, a prominent feature of the South Doyle project is its collaboration with Knox County School's Career and Technical Education Program. Adjoining the 3-year-olds' classroom at South Doyle is another classroom dedicated to educating high school students who are interested in a career in early education. In addition to receiving daily instruction in child development and early education from South Doyle teacher Ruth Neubert, these students participated in observations, formed

relationships with the children, and aided the teacher in the implementation of curriculum. During both the fall and spring semesters, the high school students visited the Early Learning Center for Research and Practice on the UT Knoxville campus to participate in guided observations of early education practices, interact with ELC administrators and staff, and further explore the potential of a career in early education. Additionally, UT faculty and ELC staff provided guest lectures at the South Doyle classroom on special topics such as observing children in educational environments, safety and health issues in child care, and the relevance of child development knowledge in curriculum planning.

Exemplary Practice

The Early Learning Center for Research and Practice on campus long has been recognized as a center for model early education practices. The South Doyle site extends this model of exemplary practices to high school students and the local community. Based upon social constructivist theory and inspired by the Reggio Emilia approach to early education, the ELC provides a respectful, child-centered environment, high-quality materials, and planned experiences that are interesting to children and supportive of their development. Current trends in early education are emphasizing the relationship between the quality of early education experiences and children's success in school. Some educators have adopted approaches that heavily emphasize academic learning in early education, thinking that focusing on "the three Rs" in preschool will provide children with a better start in kindergarten. The Early Learning Center at South Doyle focuses its curriculum, however, around what has been labeled "the three Is": interaction, imagination, and integration. ELC staff members have found that, with 3-year-olds, curriculum that provides children with a context to support their relationships with others, engage in and develop play, and connect what they already know to new experiences promotes a wide range of cognitive and psychosocial outcomes. This approach facilitates the development of emotion regulation in children, which has been linked to school success. Moreover, recent international research from 10 countries demonstrates that children's social and linguistic competence is supported by a hands-on, play-based approach to early education.

Bargreen wanted to provide opportunities for the children to see concrete outcomes of their work together as a class. As one way to make this learning visible, she provided a large piece of paper and invited the children to contribute to a classroom mural.

“Everyone is telling me how smart she is since starting school. We are all so amazed at what a change this program has had for her...”

Three children immediately came to the activity and one child announced, “I’m going to paint me.” The two other children decided that they each wanted to paint themselves as well. With three children drawn on the mural, a fourth child came to the table and decided to add himself. The four children then proceeded to paint the rest of the children in the class, initiating conversations about who needed to be added and who was still missing. Excited about the nine children they had illustrated, the children shared their work with their classmates. As they shared, a child informed them, “You forgot the high schoolers,” and began to paint them. Another child painted the two classroom teachers after he realized that they were missing. Later, another child studied the mural and announced, “I am mixing a special green for Ms. Neubert and then it will be done.” The

children made visible the relationships that were part of the classroom community in a more meaningful way than a teacher could have ever planned.

Success

Featured already in three media reports, the Early Learning Center for Research and Practice at South Doyle High School is being recognized for its strong potential to provide new information about early childhood education while making a difference in the lives of children and families in Knoxville. This community impact was well-noted recently by a teacher at South Doyle High School, who stated, “It was fascinating to see the relationships develop not only between the children in the classroom, but also between the parents. During drop-off



THE STUDENTS' CLASSROOM MURAL REPRESENTED THE RELATIONSHIPS THE CHILDREN FORMED WITH ONE ANOTHER, THEIR TEACHER, AND THE HIGH SCHOOL STUDENTS INVOLVED WITH THEIR CLASS.



CHILDREN AT THE CENTER ENGAGE IN MATH READINESS AND ART ACTIVITIES.

and pick-up times, parents would greet each other, share stories, and plan times to get together. This program gave them an opportunity to connect with other parents who shared similar experiences.”

Many parents reflected how they had come to value and appreciate the program. One parent said of her daughter, “Everyone is telling me how smart she is since starting school. She talks so much and tells us about her day. She tells us about her letters and numbers and sings songs all the time. We are all so amazed at what a change this program has had for her and what it has taught her.”

Another parent gratefully acknowledged, “This program is way beyond any expectations that I had. I mean, I thought it would be good, but I could have never imagined how wonderful it would be for my child and what a positive change it would have on her.”

Along with gathering sophisticated knowledge regarding how to provide developmentally appropriate, scientifically based education to preschoolers, it has been particularly rewarding to observe how the high school students have warmly related to the children and have taken their work with them to heart. One comment from a high school student illustrates her feelings about her experience: “I always wanted to work with children, and this program has really encouraged me. I am learning appropriate practice and

what I should be doing with kids. Going into the classroom is the reason I come to school.”

Going Forward

This pilot school year has provided many insights and questions that the ELC staff looks forward to investigating. Children enrolled in the Early Learning Center for Research and Practice at South Doyle have the benefit of receiving two years of pre-kindergarten services. We anticipate tracking their performance through their grade school experience so that we can document what impact this experience has on school outcomes. We plan to continue to pursue and develop tools that may prove useful in supporting exemplary practice in other programs serving pre-kindergarten children. We will build upon insights we have received on approaches to assessment including the use of documentation of children’s authentic experiences as well as social initiation strategies to encourage particular types of play. We plan to further investigate the parent/school relationship and how traditional approaches such as home visits support the development of relationships and how successful parent/school relationships may provide a context for effective acquisition of resources and referral for children with unique needs. We look forward to greater rewards from this collaborative investment in our community and the field of early childhood education. @



shaping the FUTURE

THE CAMPAIGN FOR TENNESSEE

THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES is driven by a purpose: We enhance quality of life through research, outreach, and practice.

We invite you to support this critical purpose during the Campaign for Tennessee. With your support, we will meet—even exceed—our campaign goal of \$20 million.

PHOTOGRAPH BY TINAH UTSMAN

Initiatives that Respond to Community, State, and Societal Needs

Campaign goal: \$17 million

Gifts here will allow us to launch new programs and significantly build on existing programs. Your gift will support faculty, staff, and daily operations essential to success. With your help, we can fully realize plans for groundbreaking centers, institutes, and programs. Examples include:

- **THE TENNESSEE ACADEMY FOR PROFESSIONAL DEVELOPMENT IN EDUCATION**, which will answer the urgent call from national and state leaders by increasing the number of highly qualified teachers and administrators in K–12 schools. This will notably boost statewide student achievement and, most significantly, student preparedness for college and the workplace.
- **THE TENNESSEE OBESITY RESEARCH CENTER**, which will address our recent ranking as the third fattest state in the nation. The prevalence of obesity in Tennessee has burgeoned into a leading public health concern because obesity—a causative factor in diabetes, heart disease, stroke, and some cancers—undermines quality of life, dampens productivity, and is responsible for many escalating healthcare costs.
- **THE CENTER FOR PUBLIC HEALTH**, which will fulfill a master plan for our college. The center will be an umbrella for our health-related programs, providing coordination and momentum for interdisciplinary education, research, and outreach. The center will position our programs to fully explore and understand intertwined health issues.
- **THE CENTER FOR THE STUDY OF YOUTH AND POLITICAL VIOLENCE**, which will serve as a global authority on the needs of adolescents affected by conflict and war. Our one-of-a-kind center is poised to be an international catalyst for understanding and assisting war-affected youth.
- **THE INSTITUTE FOR LEADERSHIP, ETHICS, AND DIVERSITY IN SPORT (I-LEAD)**, which provides cross-disciplinary training and research focused on the global sport and leisure industry. I-LEAD is a collaboration between CEHHS and the College of Business Administration with support from the College of Communication and Information and UT Athletics.

Support for Students and Faculty

Campaign goal: \$3 million

Your contribution will support scholarships for undergraduate students, fellowships for graduate students, and named professorships for outstanding faculty members. Support for students and

faculty is critical because they are the crux of our efforts to advance quality of life in Tennessee and beyond.

Our students are training to aid others in achieving success. Support for students will indeed proliferate in society. Likewise, faculty members propel the work of our college. They are the professors who prepare students for success, the researchers who create new knowledge in important fields, and the translators who provide useful, research-based information to practitioners and the public.

Looking beyond the Campaign for Tennessee, the college presents several unique opportunities for major donors to help the university's education, health, and human sciences programs move into the ranks of the best in the nation.

Facility Improvements

Total Funding Needs: \$26 million

Your contribution will allow us to renovate the aging Jessie Harris Building (built in 1926) and to build a new Early Learning Center (established in 1927), transforming outdated facilities into state-of-the-art centers for teaching, research, and service. These improvements are among our top funding needs because effective facilities are central to our core mission and will enhance our ability to recruit top students and faculty.

Endowment Opportunities: \$70 million

For a transformative gift of \$30 million, the university will acknowledge the donor by naming the college in his or her honor; and for \$20 million each, the university will acknowledge donors by naming the Graduate School of Education and the School for Public Health in their honor. The funds generated by these naming opportunities will be used to create endowments to enhance our degree programs, faculty research activities, and community outreach programs.

Please join our efforts and, with your support, we will extend our reach and intensify our impact, rising to the ranks of the top 10 schools of our kind at major land-grant universities. [a](#)

TO MAKE A GIFT OR FOR MORE INFORMATION:

BLUE DEAN AND CAROL MARTIN, DIRECTORS
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
A302 BAILEY EDUCATION COMPLEX
THE UNIVERSITY OF TENNESSEE
KNOXVILLE, TN 37996-3400
865-974-3968, [HTTP://CEHHS.UTK.EDU/ALUMNI](http://CEHHS.UTK.EDU/ALUMNI)



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.



LEFT: MEETING WITH TEACHERS AND ADMINISTRATORS IN PISTOIA, ITALY; RIGHT: MUNICIPAL PRESCHOOL CHILDREN IN MILAN



Child and Family Studies International Initiative with Italy (CFSIII)

Mary Jane Moran, director of the Teacher Research and Documentation Center, and **Rena Hallam**, co-director of the Early Experiences Research Center, continued to work with several graduate students on the Child and Family Studies International Initiative with Italy (CFSIII), which is a collaborative research and instructional project that also includes faculty and student colleagues at the University of Milan-Bicocca (UMB) and Catholic University of Milan (CUM). The intent of this international collaboration is that faculty and students learn from and with each other in efforts to advance understanding in two central areas of CFS: early childhood education and child and family development. Funding support for this initiative was provided in part by the department, but also by a very generous donation from Sylvia and Bill Moore.

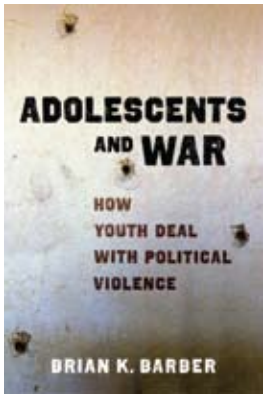
This past spring, Moran and Hallam created a study-abroad course—Cross-cultural Research in Teacher Education: A Field Experience—in which four CFS doctoral students examined methodologies regarding teacher preparation and practice in differing contexts with an emphasis on comparative practices in the U.S. and Italy. During mini-term, the students and fac-

ulty completed a two-week study-abroad program in the cities of Milan and Pistoia, Italy. This culminating field experience included classroom observations across 10 schools, conversations with early education teachers and administrators, and opportunities to participate in the design of a cross-sectional research project with colleagues and faculty at UMB. The purpose of the interdisciplinary research project is to examine the formal child care experiences of toddlers in group care. The UMB and UTK research teams will engage in ongoing collaborations, communicating in “real time” using SKYPE technology, during 2008–09 to design and implement a methodology for educating infant-toddler teachers based on the comparative analyses of videotapes of teacher practice recorded in both university lab schools.

Center for the Study of Youth and Political Violence

In late October, the Center for the Study of Youth and Political Violence will hold its second annual conference in Belfast, Ireland. The conference is designed to bring together professionals from research, clinical practice, programming, and policy to facilitate a more integrated approach to understanding and dealing with youth in conflict zones.

The conferences focus successively on regions of the world that have endured substantial conflict. The focus of this year’s conference is the South African conflict and several professionals from that region will travel to Belfast to discuss youth-related conflict issues and efforts that have been made in South Africa that have been successful in addressing them. **Brian Barber**, director of the center, intentionally located the second conference in Belfast so that professionals from Northern Ireland who participated in the first conference held last year in Cape Town, South Africa, could participate this year as well.



DR. GREER FOX ON LOCATION FOR HER RESEARCH IN ASPEN, COLO (SEE PAGE 24)

The center also welcomes board members Ishmael Beah and Alusine Kamara for their second visit to UT Knoxville on October 17, 2008. They will be consulting on center initiatives, and Beah will address incoming UT students who are reading his book, *A Long Way Gone: Memoirs of a Boy Soldier*, for UT’s Life of the Mind program.

Center for Parenting

The Center for Parenting (C4P), jointly sponsored by CFS and UT Extension and co-directors Heidi Stulz and Denise Brandon, recently moved to a newly renovated space in the Jessie Harris Building. The mission of the Center for Parenting is to strengthen parent-child relationships by coordinating and enriching existing parent education efforts in Tennessee. A website has been developed for C4P—www.center4parenting.org—that features a directory of 143 Tennessee Parent Educators (TPEs), a calendar featuring classes currently being offered, a curriculum database, research-based parenting tip sheets, training opportunities for TPEs, and book lists for parents and educators. In addition, a quarterly e-newsletter is sent to 185 TPEs across the state. The C4P provided two regional day conferences in the eastern region of the state in 2007–08 and there are plans to provide similar conferences in the central and western regions of the state in 2008–09.



Early Experiences Research Center

Hillary Fouts and **Rena Hallam** are co-directors of the new Early Experiences Research Center (EERC). EERC was launched this past year and serves as an interdisciplinary unit to study very young children who are considered at-risk. Currently, EERC houses the individual research projects of both co-directors as well as a new collaborative project: Daily Experiences of High Risk Infants and Toddlers in Multiple Caregiving Contexts.

The Daily Experiences project is a mixed-methods study designed to capture an in-depth view of low-income toddler caregiving experiences. Different from many current approaches that study young children either at home or in child care, the Daily Experiences project focuses on documenting children’s experiences and interactions across multiple settings. The study is designed to target families with toddlers in the Knox County area in an effort to inform intervention research with this population. A pilot project was completed in spring 2008, and plans are underway for extensive data collection during the coming academic year.

In 2007, eight CFS graduate students and five undergraduate students participated in EERC activities. These students gained valuable research experience by recruiting families and child care teachers, collecting and managing data, and setting up the research center.

Awards and Accomplishments

FACULTY DEVELOPMENT LEAVE AWARD

The Department of Child and Family Studies acknowledges the work of **Greer Litton Fox**, UT Distinguished Service Professor and recent recipient of a Faculty Development Leave Award. This award allowed Fox to take a paid six-month leave of absence in 2007 to undertake a new research project in Aspen, Colo., which focused on the social dynamics of resort communities. An excerpt from Fox’s summary report about the relevance of her research follows:

I proposed to conduct a case study of Pitkin County, Colorado, during the summer and fall of 2007. Pitkin County is home to Aspen and Snowmass Village, Colorado, two communities which consistently rank among the nation’s leaders in the average prices of new and existing homes, now averaging over \$5 million in each town.

Such communities are gradually realizing that there are social and human costs of wealth-fueled development. Over time, natives must seek housing in areas with lower costs of living. Indeed, “Aspenization” is a term coined to describe this very process of population dispersal in which residence in a community is no longer affordable by those on whom community functioning depends. The pace of economic expansion in the area has demanded the importation of new sources of labor to fill available jobs. The ready supply of Mexicanos willing to take such jobs has contributed to a striking ethnic and class succession in the local low-income labor force.

My goal was to plumb the social dynamics that underlie and are generated by these changes. I wanted to learn how communities continue to function as integrated social organizations in light of the significant disparities in wealth and lifestyle among their residents. How do these small towns weave together full-time residents, most of whom are employed full time, with second homeowners, people who are resident for only portions of the year and who vary among themselves in their interests and purposes? In a nutshell, the purpose of the project was to look at the social dynamics of wealth investments in environmentally attractive communities. What happens to communities that become playgrounds—and investment sites—not simply for the rich and famous, but more importantly, for the merely wealthy?

East Tennessee is vastly more stressed economically than the area I studied in Colorado, and its communities and its people are much less protected from unbridled development of their homelands, lands that encircle the Great Smoky Mountain National Park, lands that border upon the area’s lakes and rivers, lands that make up the backdrop of the visual landscape, the lands of their waking and their memories.

The people of Tennessee are not going to know what hit them or why their beautiful mountains and valleys are disappearing before their eyes.

NEW FACULTY

Elizabeth Johnson

Position: Associate Professor

Educational Background: Johnson received her M.S. degree in 2004 and her Ph.D. in 2006, both from the University of Michigan at Ann Arbor. After graduating from Michigan, she was a research fellow at the National Center for Scientific Research in Bordeaux, France, until her appointment at the University of Tennessee, Knoxville, began on August 1, 2008.

Research Interests: Johnson’s major research interest is children and youth of incarcerated parents, but she also has conducted research on foster care placement and young adult substance abuse. She will teach undergraduate and graduate courses in child and adolescent development as well as research methods.



by Vincent A. Anfara, Jr., Ph.D., department head

The Department of Educational Leadership and Policy Studies (ELPS) has evolved from a reorganization within the College of Education, Health, and Human Sciences, combining the former Higher Education Administration program, the Educational Administration and Supervision program, and the Leadership Studies in Education program.



Faculty in this newly emerged department seek to excel in preparing effective leaders for PK–12 schools and colleges, researchers and policy scholars in state, regional, and national agencies involved in the study of major educational policy issues, educational leaders for active participation in policy dialogue affecting the purpose and performance of schools and colleges, and future educational leadership faculty in institutions of higher education.

Principal Preparation Program Redesign

The Tennessee State Board of Education has called for a redesign of all college and university principal preparation programs. As part of this redesign, on September 15, 2009, the current State Board of Education approval of all administrator preparation programs in Tennessee will expire. The faculty of the Educational Administration and Supervision Program at the University of Tennessee is committed to fulfilling this mandate through continual improvement to an already exemplary program.

Partnership with Niswonger Foundation

The Niswonger Foundation, a private philanthropic organization, is partnering with the Educational Administration and Supervision Program to provide East Tennessee with future principals fully prepared to lead our schools. In support of this commitment, the Niswonger Foundation has dedicated \$320,000 toward redesign of the UT Leadership Preparation Program. These funds will allow for release time so that principal interns may investigate community support systems and the interrelationship of these community agencies with the school system. Moreover, in an effort to include the practitioner perspective in the leadership preparation coursework, the Niswonger Foundation will facilitate the inclusion of local practitioners to co-teach with university faculty, professional development for faculty, and partnering with school districts in the identification and admission of aspiring school leaders.

Robust Enrollments

Enrollment is high in all of the programs in ELPS. In Higher Education Administration, a total of 36 students are currently enrolled at various stages in their doctoral study. Our College Student Personnel

program continues to be highly ranked nationally, and the number of applicants is significantly greater than the number of students selected to pursue this degree. In Leadership Studies in Education, we have approximately 35 students who are in varying stages of their doctoral work. Additionally, enrollments in the master’s, specialist, and licensure programs that result in licensure as a school principal are also quite healthy. Upon completion of the principal preparation program, our students are very quickly placed in leadership positions in school systems across Tennessee.

Awards and Accomplishments

NATIONAL SCIENCE FOUNDATION FACULTY EARLY CAREER DEVELOPMENT PROGRAM AWARD

Terrell Strayhorn received a prestigious National Science Foundation (NSF) Faculty Early Career Development Program Award for his project titled “Investigating the Critical Junctures: Strategies that Broaden Minority Participation in STEM Fields.” He will receive approximately \$500,000 over five years to support his efforts to understand barriers and success factors related to broadening participation of women and minorities, especially African American and Latino males, in the science, technology, engineering, and math (STEM) fields. His work will inform educational practice in STEM fields, and also public policy, diversity and equity dialogues, and international discussions about U.S. competition in a global economy. The NSF grant also will support Strayhorn’s outreach initiatives for K–12 students and their families, including a set of empirically based deliverables or “toolkits” that provide practical advice to students, parents, and teachers. In addition, the award will provide resources for Strayhorn to offer invaluable research experiences to a cadre of graduate and undergraduate students with whom he will work over the next five years to carry out the research plan.

Strayhorn has received a number of other honors, including the American College Personnel Association’s Emerging Scholar Award; the National Association of Student Affairs Professionals Benjamin L. Perry Professional Service Award; the American College Personnel Association Annuet Coeptis Emerging Professional Award; and

the Association for the Study of Higher Education/Lumina Equity Research Fellowship Award. Strayhorn has been appointed Visiting Scholar at the Carter G. Woodson Institute for Afro-American and African Studies, a member of the University of Virginia’s Research Advisory Board, a member of the Thurgood Marshall College Fund Data Quality Advisory Team, and a member of the Frederick D. Patterson Research Institute.

Graduate Accomplishments

This past year, a recent graduate of Higher Education Administration, **Donna Tipton Rogers**, was appointed president of Tri County Community College in North Carolina. **Mary Taylor Jinks**, also a recent graduate, was named vice president for public service in the UT system. **Vicki Violette**, a graduate of Leadership Studies in Education, recently was selected director of Clinton City Schools.

National Association of Student Affairs Professionals Awards

The College Student Personnel and Higher Education Administration graduate programs received the “Outstanding Graduate College Student Personnel and Higher Education Program Award for African Americans” from the National Association of Student Affairs Professionals (NASAP). This is the first time in the history of the 54-year-old organization that this award has been conferred upon a predominantly white institution. Additionally, one of our graduate students, **James “D.J.” Baker**, received the “2008 Outstanding Graduate Student Award” from NASAP.

David Clark Graduate Student Research Seminar

Benjamin T. Clabo and **Barbara Wrushen**, doctoral students in Leadership Studies in Education, participated in the prestigious David Clark Graduate Student Research Seminar sponsored by the University Council for Educational Administration and conducted at the annual meeting of the American Educational Research Association in New York. Based on the research they are pursuing to fulfill requirements for the Ph.D., they were selected from hundreds of applicants and were part of an elite group of approximately 40 doctoral students.

NEW FACULTY

Margaret W. Sallee

Position: Assistant Professor of Educational Leadership and Policy Studies



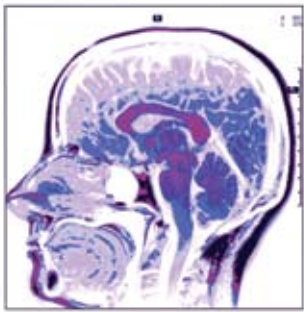
Educational Background: A transplant from California, Sallee has a Ph.D. in urban educational policy with a focus on higher education from the University of Southern California, a master’s degree in higher education and student affairs from The Ohio State University, and a bachelor’s degree in English and French from the University of California, Berkeley.

Research Interests: Sallee will be working directly with the Higher Education Administration programs, in both the College Student Personnel program and the Higher Education doctoral program. A qualitative researcher with strong quantitative skills, her research interests focus on student and faculty diversity, gender issues, and socialization to professions.



by Steve McCallum, department head

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



The Department of Educational Psychology and Counseling (EPC) continues to expand. This past year has been an active one for faculty and students. Once again, scholarship has been outstanding, resulting in the publication of 10 books and more than 200 articles in scholarly journals. In addition, EPC faculty and students made over 300 presentations at international, national, and regional conferences. Highlights of the past year also include a number of honors and awards for faculty and staff, a significant donor gift, and a commitment to outreach activities.

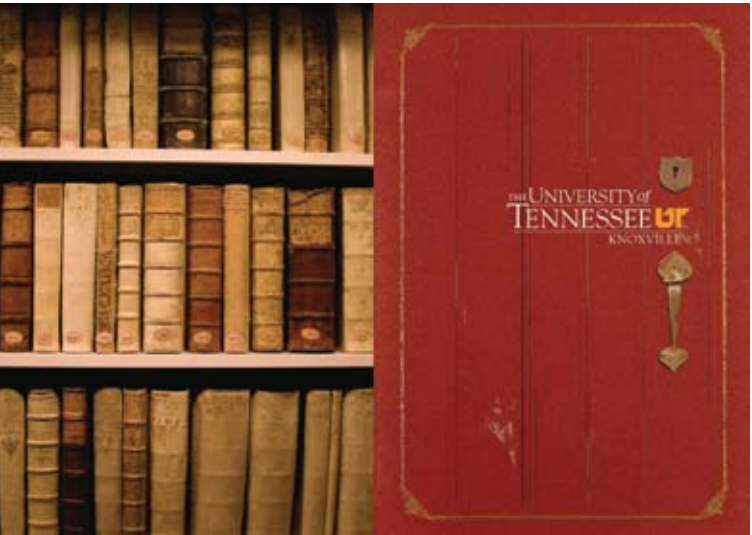


KLASS Center

A generous endowment of \$2 million from Pam and Tom Korn established the Korn Learning, Assessment, and Social Skills (KLASS) Center. **Chris Skinner**, **Dean Bob Rider**, and others have been instrumental in obtaining the support and providing leadership to the center to this point. See the feature article describing the KLASS Center on page 6.

Grief Counseling and Support

Planning has been underway to launch grief counseling and related academic and social support to at-risk youth and their families in the Knoxville area. Beginning October 1, 2008, faculty and students will provide services at the Literacy Imperative in collaboration with **John Sibley**, president and director of the Literacy Imperative, who this year was recognized with the Chancellor’s Community Outreach Award for his community service.



Burlington Library

EPC will join with other departments in the college to provide community-based services to children and youth at the recently renovated Burlington Library. This space is the result of a collaborative arrangement between UT Knoxville and Knox County government and will provide service-learning opportunities for our students as well as benefits to the community.

New Directors

EPC continues its alliance with two centers and related faculty and staff and welcomes their new directors. **Geri Mulligan** was appointed director of the Center for Literacy Studies; and **Liz Fussell** assumed leadership of the Center for Disability and Employment.



JULIE HARDEN WITH DEAN BOB RIDER

Awards and Accomplishments

Julie Harden, an administrative specialist, has been recognized for her outstanding service to EPC faculty and students. In May 2008, she received the John Tunstall Outstanding Staff Award at the annual college awards reception, and in July UT Knoxville Chancellor Jan Simek presented Harden with the “Send Roses Award” in honor of her outstanding customer service.

In April, **John Peters**, professor of collaborative learning, received the Chancellor’s Excellence in Academic Outreach Award. Peters was honored for his impressive record of academic outreach through teaching, scholarship, and service.

Joel Diambra, associate professor of counselor education, was honored by the Smoky Mountain Counseling Association as Outstanding Counselor Educator of the Year. Letters of nomination cited Diambra’s enthusiasm when teaching counseling courses and his willingness to meet, mentor, and advise students.

Among the honors received by **Terrell Strayhorn**, now tenured and promoted to associate professor, are the Benjamin L. Perry Professional Service Award from the National Association of Student Affairs Professionals (NASAP) and the American College Personnel Association’s Emerging Scholar Award. Strayhorn also serves as special assistant to the provost.

This past summer three EPC doctoral students were selected to teach in the innovative UT LEAD Summer Institute, a program for high school seniors who will enter the university in the fall semester. **James Devita** (Higher Education Administration), **Tara Junger-son** (Counselor Education), and **Michelle Williams** (Educational Psychology and Research) taught sections of CE212: Career and Personal Development. [a](#)

FACULTY CHANGES

This academic year brings significant change to our department. On July 1, 2008, EPC welcomed two new programs and their faculty, staff, and students. Joining EPC are Cultural Studies faculty members **Allison Anders**, **Diana Moyers**, and **Barbara Thayer-Bacon**; and Instructional Technology faculty members **Ed Counts**, **Jay Pfaffman**, and **Michael Waugh**. This brings the total of tenured and tenure-track faculty in EPC to 28.

At the same time, the department bid farewell to **Grady Bogue**, **Norma Mertz**, and **Terrell Strayhorn** and their programs in Higher Education Administration and College Student Personnel. They join the newly created Department of Educational Leadership and Policy Studies.



by Joy DeSensi, department head



The following highlights from the Department of Exercise, Sport, and Leisure Studies exemplify the quest for excellence in teaching, research, and service by the faculty and students in our programs, which enable students to become effective and imaginative professionals, scholars, and citizens.

Tennessee Obesity Research Center

The University of Tennessee Obesity Research Center was launched in August 2007. Directed by **David R. Bassett**, professor in the Department of Exercise, Sport, and Leisure Studies, and Naima Moustaid-Moussa, professor in the Department of Animal Science, this center will provide an opportunity for faculty from diverse disciplines to work together on solving a critical problem in society. Obesity affects one-third of American adults and is responsible for more than \$90 billion per year in direct medical costs in the U.S.

The Obesity Research Center represents a joint venture between the UT Office of Research, the College of Education, Health, and Human Sciences, the Tennessee Agricultural Experiment Station, and UT Extension. This year, the center hosted a workshop with speakers focusing on population-based obesity research, the role of genetics in obesity, and randomized controlled trials for obesity treatment. Throughout the year, several experts gave presentations and meet with faculty and students.

International Highlights

Songning Zhang, **Dixie Thompson**, **Joy DeSensi**, and **Dean Bob Rider** traveled to Shanghai, China, to sign a memorandum of agreement between the Shanghai University of Sport and the University of Tennessee. This agreement established the opportunity for potential student/faculty exchanges and collaborative research endeavors in the areas of exercise physiology, biomechanics, and sport management.

Sports Management Assistant Professors **Win Koo** and **Fritz Polite** traveled to South Korea to explore the possibility of establishing collaborative academic relationships and global exchange programs with several universities. A collaborative agreement was reached with Yonsei University and with NEST (Next Generation of Sport Talent). Burn Jam Lim, professor emeritus from Seoul National University and the current chair of the NEST board, which represents the South Korean government, visited UT Knoxville and signed a memorandum of agreement with Dean Rider. This agreement will include elite training, coaching, research,

English proficiency, internships/job placements, and potential graduate school opportunities. Koo was extremely instrumental in this venture and will continue to facilitate partnerships in collaboration with Polite.

Sara Hillyer, a doctoral student in sport sociology, was featured in last year’s *Accolades* for her work training Iranian softball players, coaches, and umpires. Hillyer returned to Iran again this spring. Her work has had an intercultural impact as she continues to foster peace through sport. Hillyer also has taken her work to Iraq, where she has been instrumental in working with women in sport.

Awards and Achievements

Steven Waller received the George Brady Teaching Award at this year’s Department Awards Ceremony.

David Bassett and **Joy DeSensi** were elected to the Science Board of the President’s Council on Physical Fitness.

Catherine Elizabeth Cocke, an exercise science major from Somerville, Tenn., was selected as a UT Torchbearer this year. She was recognized for her outstanding campus and community leadership as well as her philanthropic pursuits. [a](#)

FACULTY CHANGES

Dixie Thompson, professor, was appointed department head at the beginning of the 2008 fall semester.

Joy T. DeSensi, professor in the Department of Exercise, Sport, and Leisure Studies, was appointed associate dean of the UT Knoxville Graduate School.

Dennie R. Kelley, associate professor of sport management, and Gene McCutchen, assistant professor of dance, both retired this year.





by Jay Whelan, department head



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

Our department will be changing in the coming year, as the Public Health and Safety program joined our department effective July 1, 2008. We also will highlight their efforts in our section of this edition of *Accolades*.

Obesity Research

A major research thrust in the department is combating the epidemic of obesity and its related disease. Our faculty researchers explore the relationship between breastfeeding and bottle-feeding practices with risk of obesity in infants, how to engage toddlers through “play” in a lifelong practice of enjoying fruits and vegetables, and how adolescents and their peers can be engaged for better eating practices. We also are studying the relationship between stress and eating patterns in college students, including the influence of sorority life on eating disorders. A number of research projects are studying how to help individuals develop a healthy lifestyle for both weight loss and long-term maintenance of that weight loss. Our basic scientists are searching for new genes that contribute to diabetes and obesity, and studying genes that contribute to hypertension and diabetes. Other key areas of focus are how dairy products may act to minimize weight gain and enhance weight loss through a variety of mechanisms, and how the effect of diet may subtly change the expression of the human genome.

Dietetics

We are proud of our Dietetics programs, including the undergraduate program and the dietetic internship. Both programs had successful accreditation site visits in spring 2008, and we hope to hear of final accreditation approval during the fall 2008 semester.

The Dietetic Internship Program, directed by **Karen Wetherall**, successfully graduated a full class of 10 interns in August 2007. All graduates passed the registered dietitian (RD) exam the first time taking it, and obtained positions in the nutrition field and/or continued on with their M.S. thesis work or Ph.D. studies.

Along with graduate student **Leah Kittle**, and in collaboration with faculty member **Lisa Jahns**, Wetherall completed a research study of sorority women on UT Knoxville’s campus. The goal of the research was to determine the prevalence of those at risk for eating disorders and their reported stress levels among the sorority population at UT, and to compare prevalence and risk between the Caucasian and minority chapters. A portion of this research was presented at a poster session at Experimental Biology by **Katie Kavanagh-Prochaska** in April 2008. Kittle will be presenting data comparing mean body mass index (BMI), a measure of obesity, and frequency of disordered eating behaviors among minority and Caucasian sorority women at the American Dietetic Association’s Food and Nutrition Conference in Chicago in October 2008.

Melissa Hansen-Petrik has continued to focus on pediatric health and nutrition along two veins: developing healthy eating habits in early childhood, and the role of the ketogenic diet in treatment of pediatric epilepsy. In May the College of Education, Health, and Human Sciences honored her with the Mary Helen Byers Award, for a project entitled “Role of the preschool environment in shaping healthy eating habits.” This work will be the focus of three of her graduate students, who will be examining play food and the role of food in picture books for young children in food selection.

This was also a productive year in epilepsy research with two students winning awards. Graduate student **Kathy Irwin** received a travel award and presented two posters on her work with humans and mice on the ketogenic diet at the International Symposium on Dietary Therapies for Epilepsy and Other Neurological Disorders in Phoenix, Ariz., in April 2008. In summer 2007, undergraduate student **Abagale Reddy** received a competitive UT Summer Research Assistantship through the UT Office of Research. She presented her project on ketogenic diet at the UT Exhibition for Undergraduate Research and Creative Achievement in April 2008 and was honored with the William Franklin Harris Undergraduate Research Award.

Public Health Nutrition

Betsy Haughton and **Marsha Spence** were awarded a five-year training grant for graduate-level leadership education in maternal and child nutrition from the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services, approved for more than \$900,000. The training program will prepare culturally competent leaders in maternal and child nutrition to address health disparities and promote the health of women, infants, children, and their families. Some upcoming grant activities are a biannual Promoting Healthy Weight Colloquium, which will be delivered “live” and archived for later web access; continuation of the cultural competence workshops for all incoming nutrition graduate students; and a graduate-level elective course on promoting healthy weight in communities. The course will be offered online and is proposed with archived access from iTunes U.

This summer 11 Public Health Nutrition graduate students completed their seven-week field placements in public health agencies and nonprofit health organizations. The students gained practice as public health nutritionists and planned, implemented, and evaluated community service projects that benefited the organizations’ target populations.

Healthy Eating and Activity Laboratory (HEAL)

One study currently being conducted in HEAL is Healthy Habits. This four-year study is funded by the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK). Healthy Habits is an 18-month state-of-the-art adult behavioral weight loss intervention. The program is open to all Knoxville-area community members who meet the eligibility criteria specified by the research study. The Healthy Habits program assists its participants with developing a healthy lifestyle by providing dietary and physical activity goals, along with behavior modification strategies to aid with meeting these goals. As changes in eating and physical activity habits occur in participants, weight loss is achieved. To help participants achieve long-term lifestyle change and successful weight loss maintenance, Healthy Habits provides 48 60-minute group sessions to participants over the 18-month period of intervention. These groups are lead by individuals trained in nutrition, exercise science, and behavior modification.

The research being conducted in HEAL, under the direction of **Hollie Raynor**, is not limited to the Healthy Habits program. Raynor’s research takes into consideration other factors, primarily dietary, that impact how much people eat in relationship to how much energy they use during the day. Information about these relationships will help researchers to create more effective approaches to preventing and treating obesity. Other areas of research in HEAL include exploring the relationship between leisure-time behaviors and energy balance and developing innovative and effective treatment programs that help children and adults meet current dietary and physical activity guidelines.

Public Health Program

The Council on Education for Public Health (CEPH) recently notified the Master of Public Health (MPH) program of the council’s decision to extend national accreditation of the UT program for seven years, which is the maximum term possible. This decision follows an 18-month self-study process, under the leadership of **Charles Hamilton**, MPH program director, and the preparation of an extensive self-study report responding to 23 accreditation criteria established by the CEPH. Students, faculty, administrators, alumni, field preceptors, and others contributed to the program self-study and document preparation. In October 2007, a CEPH site visit team met with a variety of constituents of the MPH program to gain their perceptions. The team subsequently prepared a written report of their findings for the council’s discussion and vote. The UT program first achieved specialized public health accreditation in 1969. The latest decision extends accreditation until July 1, 2015.

The Master of Public Health program celebrated its 13th annual Public Health Week with a special seminar on April 10, 2008. The presenters were Tennessee Director of Coordinated School Health Connie Givens and Tennessee Commissioner for Agriculture Ken Givens. Their presentations addressed climate and environmental factors that impact the health of children, adults, and food production.

Community Health Education

Graduate students in the Community Health Education concentration partnered with the coordinator of health for the Maryville City Schools to create walking guides. The walking guides offered health promotion and prevention strategies while using the Greenway and the College Hill Historic District. This was the initiating phase to involve middle school children and their parents in the areas of fitness, mental health, and nutrition.

While working with the health educator at Knox County Health Department, four graduate students created and pre-tested materials appropriate for the East Tennessee Wellness Roundtable. This is a coalition of local business partners who meet on a regular basis to impact worksite wellness. The materials developed and distributed pertained to obesity, heart health, stress management, and smoking prevention. The students also created an on-campus program for college freshmen to increase sleep, a need identified by the Student Health Service.

June Gorski, along with two doctoral students, **Peggy Johnson** and **Kiley Winston**, delivered presentations at the annual meetings of the Tennessee Public Health Association and the Southern College Health Association. The topics related to unintentional injuries among college students. Gorski also spoke on “Overweight Children and Youth: Health Concerns” at the Southern District Association, American Alliance for Health, Physical Education, Recreation, and Dance.

Healing Transitions

Denise Bates initiated the Healing Transitions project for summer 2008. This project focuses primarily on the arrival and transition of refugees resettled to the Knoxville area, and is designed to assess short- and long-term transition needs of refugees and the Knoxville community for

program development and evaluation. This project has provided a local opportunity for multidisciplinary graduate students to learn the value of integrating multiple perspectives (both academic and community) for community service-learning and community-based research. The students have been engaging in methods to assess how social/contextual factors such as assimilation, acculturation, poverty, marital status, social support, and trauma impact healthy adaptation to dominant culture. By the conclusion of the summer, the students will have applied their knowledge to establish an effective intervention model for newly arriving refugees to promote positive integration into the Knoxville community.

Health and Safety Program

The UT Health and Safety program was recognized at the national and international levels for its strong emphasis on research and service. **Susan Smith**, director of the UT Safety Center, and **Linda Peoples**, a recent doctoral alumnus, received one of three international research paper awards given in June 2008 for excellence in research by the International Emergency Management Society. This award was presented at the professional society's annual research conference in Prague, Czech Republic. Their paper reported data collected by the researchers in five Southern states following Hurricanes Katrina and Rita. It focused on community mental health capacity and included a discussion of findings from other national studies.

Health and Safety program faculty were recognized for excellence and service at the national level also. **Greg Petty** was recognized for his role as a technical advisor to the National Safety Council Board in October 2007. Health and Safety graduate students and program faculty presented a total of seven national juried research presentations and two international juried research paper presentations during the past year.

Faculty Highlights

Guoxun Chen

In the past two years, Chen has developed a simple method to extract lipophilic molecules from rat liver and reconstitute them in ethanol as lipophilic extract (LE) for activity assay. He has observed that LE contains activity to induce the expression of cytosolic form of phosphoenolpyruvate carboxyl kinase gene (Pck1) and attenuate insulin-mediated reduction of Pck1 in primary hepatocytes. This led to the publication of a research paper in *Biochemical and Biophysical Research Communications*.

At the same time, Chen also observed that the same LE induced glucokinase gene (Gck) expression and potentiated insulin-induce Gck expression. This novel observation led to another paper submitted for publication. Using the mass spectrometry facility in the Department of Chemistry, he has identified the lipophilic molecules in one of the active fractions after purification process as retinol and retinal. The involvement of vitamin A in the regulation of expression of genes involved in glucose metabolism and modulation of insulin action has not been fully studied. These observations will lead to new research programs and may play an important role in developing new strategies for treatment of diabetes.

Given the involvement of vitamin A in glucose metabolism, it is reasonable to propose that it may have a role in lipid metabolism. Chen also proposed to study the role of vitamin A in the development of obesity. This led to his obtaining funding support from the Allen Foundation (\$50,000) to study the role of vitamin A in the development of obesity using Zucker fatty rats as a model.

Chen also has been involved in the Ready for the World initiatives. This led to the successful establishment of a formal linkage agreement between UT Knoxville and Wuhan University in China. The materialization of this relationship has resulted in the recruitment of Ph.D. students from Wuhan University supported by the Chinese government.

Betsy Haughton

- Completed the U.S. public health nutrition workforce enumeration in collaboration with the Association of State and Territorial Public Health Nutrition Directors (ASTPHND). A new doctoral alumnus, Alexa George, gave an oral presentation on the results at the annual meeting of the American Public Health Association (APHA) and on retirement intentions of this workforce at the annual meeting of ASTPHND.
- With **Paul Erwin**, director of the Center for Public Health, and two graduate students, had an oral research presentation at the APHA annual meeting on emergency preparedness readiness of the public health workforce in a rural Appalachian health office.
- Had two publications with graduate students and other faculty. One focused on the U.S. public health nutrition workforce and its future challenges, and the other focused on the school breakfast environment in rural Appalachian schools.
- Presented at the University of Alabama–Birmingham's Intensive Course in Nutrition for Infants, Children, and Adolescents on strategic planning to promote community health through healthy eating.
- Was awarded a Diversity Council grant from the college to validate a model for organizational cultural competence of health-related post-secondary academic units. This research is in collaboration with a dual MS-MPH graduate student's thesis research.
- Served as advisor to the Public Health/Community Nutrition Practice Group of the American Dietetic Association.

Lisa Jahns

- With other faculty, mentored graduate student **Jessica Sieber**, who had an oral presentation on variability in energy intake in meals at the national Experimental Biology meeting.
- Also had six research posters as principal or co-investigator at the same meeting. One poster was a collaboration with graduate students and **Trena Paulus**, assistant professor in Educational Psychology and Counseling. It focused on diet assessment using new technologies.
- Directed a research project on "The what, when, and why of snacking," presented by graduate student **Racheal Kinney**, in collaboration with faculty **Marsha Spence** and **Hollie Raynor**, at the Experimental Biology meeting.

Katie Kavanagh-Prochaska

- In collaboration with faculty members **Marsha Spence** and **Lisa Jahns** and graduate student Joy Grissom, had oral research presentations at the national Experimental Biology meeting in San Diego. One of these focused on who influences WIC participants' ideal of infant fatness and motivations driving infant feeding practices. The other was a collaboration with graduate student **Leah Kittle** and faculty members **Karen Wetherall** and **Lisa Jahns**, about perceived desired body shape reported on the "Strong Bodies and Strong Minds Unite Sisters!" project.
- Appointed to the board of directors of the Knoxville District Dietetic Association (KDDA).
- Spoke on "Infant Overfeeding: Research and Medical Perspectives" at the March 2008 KDDA meeting.
- Served as faculty advisor for the campus showing of the documentary *The Business of Being Born*, about the potential overuse of medical intervention in otherwise normal births. The showing was organized by **Stephanie Fletcher**, a Public Health Nutrition graduate student, and co-sponsored by the college, department, and the Center for Public Health.

Jung Han Kim

- Co-chaired a mini-symposium session entitled "Nutrigenomics and Nutriproteomics," at the Experimental Biology meeting.
- Received a SARIF for small grant funds to fine map diabetes susceptibility loci in mice.
- Received a Pilot and Feasibility Grant from the UT Obesity Research Center to investigate the cellular defect and molecular basis underlying diabetes in a novel polygenic mouse model.
- Received a new research grant from the American Heart Association to investigate the role of attenuated Wnt signaling and the interactions with high fat and high sucrose diets in obesity.
- Received a new research grant from the NIH to investigate genetics of obesity in a new mouse model.

Hollie Raynor

- Hollie Raynor continued to combine her nutrition and psychology backgrounds in the research that she does in the Healthy Eating and Activity Laboratory (HEAL) by conducting a variety of studies looking at how to help people develop healthy lifestyles. In particular, her research focuses on pediatric and adult behavioral weight control and factors that impact eating behaviors. Currently the American Diabetes Association and the National Institutes of Health fund her as the principal investigator for almost \$1.8 million in direct costs for studies investigating ways to improve pediatric and adult obesity treatment.
- Awarded two intramural grants:
 - Brown Medical School Internal Grant; Innovations in Women's Health Research Seed Grant Program: Behavior Changes in Women Undergoing Bariatric Surgery; 10/1/2007-9/30/2008 - \$19,000 (Co-I)
 - University of Tennessee Obesity Research Center: The Effects of Two Different Leisure-time Activity Prescriptions on Eating

- and Activity Behaviors During Behavioral Weight Loss Treatment; 2/1/2008 – 1/31/2009 - \$20,000 (PI)
- Conducted a multidisciplinary study at UT to examine two different leisure-time activity prescriptions (physical activity vs. TV watching) on weight loss in adults.
- Developed a collaboration with Cherokee Health Systems and is part of a team to receive State of Tennessee Center for Diabetes Prevention and Health Improvement Grant: Changes for Life; 7/1/2008 – 6/30/2009.
- Invited participant for Ontario Ministry of Health Promotion, Childhood Obesity Prevention Think Tank Forum in April 2008.
- Selected working group member for the Society of Behavioral Medicine development of a new evidence-based practice peer-reviewed journal.
- Invited speaker for presentations on childhood obesity treatment for interdisciplinary distance learning workshops in Memphis, Tenn., and Birmingham, Ala.
- Invited speaker for symposium on obesity in childhood and adolescents for the Canadian Society for Clinical Nutrition/ Canadian Society for Nutritional Sciences in Toronto, Canada.
- Presenter for selected symposium at the International 7th Pangborn Sensory Science Symposium in Minneapolis, Minn.
- Presented eight research abstracts at four national/international meetings, resulting in four oral presentations.
- Nine peer-reviewed writings accepted for publication.

Marsha Spence

- Collaborated with other faculty on a USDA-funded research project to study factors related to weight among children and adolescents. This research project is targeted to those participating in the annual Destination ImagiNation competition of problem solving, creativity, and teamwork hosted on campus.
- Had a poster research presentation at the San Diego meeting of Experimental Biology on parents' attitudes about what is a healthful school nutrition environment.
- Worked on legislation and policy related to child health and nutrition as chair of the Tennessee Dietetic Association's Child Nutrition Task Force.

Jay Whelan

Whelan studies the relationship between dietary fats and cancer. He is interested in how omega-3 fats from fish oils modify the way tumors grow and how these types of fats trigger suicide (apoptosis) in cancer cells. He has been able to keep prostate cancer from relapsing or stimulating premature growth when in remission, all by modifying the type of polyunsaturated fat in the diet. He also has been investigating the way diet globally changes the expression of the mouse genome and believes these subtle global changes in gene expression may be how diet really impacts the risk of chronic diseases in humans. Recently, he has been on two national panels reviewing the scientific evidence on whether omega-3 fats should be classified as essential nutrients in the diet because of their beneficial effects.



by Nancy Rutherford, 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.

The Department of Retail, Hospitality, and Tourism Management (RHTM) is committed to preparing undergraduate students for meaningful careers in the 21st century. In addition to continually updating and refining the curriculum to keep it relevant for the changing market, the programs incorporate a wide range of classroom activities, service learning projects, and industry-related experiences to better prepare students to become industry leaders.

As the retail, hospitality, and tourism industries are becoming ever more global, it is important to expose students to international business practices and consumer behavior. Our international study tours and exchange programs are designed to do this. The students are sensitized to duties and responsibilities associated with international activities that international managers face.

There also is great demand for our graduate students, particularly doctoral students, for academic positions. Retail, hospitality, and tourism program are growing in number, size, and quality. The mission of our graduate programs is to develop future academic leaders through challenging coursework, well-developed research projects, faculty mentorship, and numerous professional development opportunities.

Synergy Workshop

RHTM hosted a one-day conference—Synergies in Hospitality/Tourism and Merchandising/Retailing Programs: A Workshop to Share Best Practices in Teaching, Research, and Service—at Gaylord Opryland Resort and Convention Center in June 2008 for academic programs that are similarly configured. Participants represented nine universities in addition to UT Knoxville. Participants at this inaugural workshop discussed specific course information, research projects, and outreach efforts they are incorporating at their institutions to capitalize on complementary expertise offered by the two areas to address industry/community needs and curricular needs.

Service Learning

Students in **Ann Fairhurst’s** spring 2008 Retail and Consumer Sciences professional development class participated in a service learning project. They organized a boutique sale featuring gently used women’s clothing; the sale took place April 12 in downtown Knox-

ville’s Market Square. The students were organized into three teams: store planning, merchandise, and promotions. They had to plan and execute a layout for an empty store in Market Square, build dressing rooms, secure racks and clothing donations, price merchandise, and promote the event before and during the sale. Considering the average price of an item was \$3, the students were thrilled to make \$3,448.58 during this one-day sale! All proceeds supported Habitat for Humanity.

The 2008 RHTM fundraiser, “Rollin’ on Rocky Top,” was held at the Crowne Plaza Hotel on March 29 and was highly successful in all aspects including food, ambiance, entertainment, and auction items. The student-led event raised funds exceeding \$52,000, all of which will go to the Student Experience Fund to enhance the educational experiences of RHTM students.

Program Enhancements

The Retail and Consumer Sciences (RCS) program has used student enrichment funds to develop a reading program to encourage undergraduate students to read current and influential books that bridge the classroom and the real world of retailing. Books that are part of the Retail Enrichment and Development (READ) program include: *The Tipping Point*; *The Travels of a T-shirt in the Global Economy*; *Good to Great*; *The 8th Habit*; and *The World Is Flat*.

Student enrichment funds allowed five students to attend the National Restaurant Association Tradeshow and Conference in Chicago in May 2008. Two of the students, **Rasheed Mata** and **Aaron Swersky**, were selected as honor delegates to the National Restaurant Association Education Foundation (NRAEF) Salute to Excellence event. Two hundred students selected from across the U.S. were selected to participate in this event. These students spent a day working with the CEOs of 15 of the nation’s outstanding restaurant companies in specially designed workshops and seminars administered by the NRAEF.

Industry-supported Experiences

The RCS program was one of 27 programs nationwide selected to participate in the Target Case Study Program in fall 2007. Students in RCS410—Strategic Retail Planning worked in groups and chose

from among 12 case studies provided by Target. Final presentations were made to Target executives on December 4. The winning group shared the \$3,000 scholarship for the project “Surfing the Digital Wave,” which addressed the increasing impact that digital media are having on retailers.

The RCS program initiated a senior-level retail honors seminar course in fall 2007. Students explored current trends in retailing with faculty and industry leaders. Advisory board members were instrumental in making the course a great success. Doug Hamburger arranged the field trip to the Walgreens Distribution Center in Andersonville, S.C.; Sharon Carpenter of Levi Strauss led a session on vendor relationships; Mark Romano of Pilot Travel Centers led a session on mergers and acquisitions; Joe Fields led a site visit to Jewelry Television; Terrie Baird of Target led a session on corporate social responsibility; and Boyce Smith of Wal-Mart sponsored a project in which the students researched nonprofit organizations in Blount County to receive a \$1,000 gift from Wal-Mart.

A variety of field trips, industrial experiences, and class projects have been implemented, and students who are interested in the tourism and travel industry have attended the annual Tennessee Tourism Roundtable Conference. Through these convention experiences, students have learned the most current information by listening to speakers, networked with industrial partners, and learned to present themselves professionally.

Alumni Hall Stores sponsored a T-shirt design competition for students in **Nancy Rutherford’s** apparel product development class last fall. The winning designs—“Bruce Pearl Is My Homeboy” and “The University of Tennessee Basketball Shadow Graphic”—were produced by Bacon and Company and debuted in the Alumni Hall West Town on November 1, along with a guest appearance by Bruce Pearl.

Hotel, Restaurant, and Tourism (HRT) students from HRT445 opened the Ready for the World Café in the Hermitage Room of the University Center in February 2008. This is a real-world food service management experience for the students. Students plan the menus for their three-day rotations. They must keep the menu within prescribed cost limits and work with the ARAMARK chefs and kitchen employees to bring these buffet luncheons to the public. For fall 2008, the luncheons will be offered Monday, Tuesday, Wednesday, and Thursday from 11:30 a.m. to 1:30 p.m. and cost \$10 including food, service, and beverages.

All undergraduate students complete required internships, and many students take full-time employment with their internship companies after graduation. Thirty-three HRT students completed internships and have been placed with such companies as the Chop House Restaurant, the Waldorf Astoria in New York City, Winnetu Oceanside Resort in Martha’s Vineyard, Marriott Atlanta, and many others.

Thirty-four RCS students completed internships and have been placed with such companies as Walgreens, Target, Limited, Gaylord Opryland, Dillard’s, JC Penney, and others.

Twenty-three RCS students participated in the retail market planning and execution class, which provides a “real-life” experience relevant to planning and executing a major market trip. The class culminated with a trip to New York City in March, led by **Cole Piper** and **Ann Fairhurst**. During their time in New York the students shadowed buyers from Goody’s. They visited many showrooms, observing vendor interactions and negotiations and learning about new designs and products for the upcoming seasons. The students also participated in a planning meeting at Donegar, a leading buying office in New York City. Five students received a \$500 scholarship to help with the cost of the trip, through money from the Student Experience Fund.



DR. ANN FAIRHURST AND STUDENTS VISIT WITH VICTOR ASHE, AMBASSADOR TO POLAND, DURING THEIR INTERNATIONAL FIELD STUDY TOUR IN MAY 2008. IN ADDITION TO POLAND, THE GROUP ALSO VISITED THE CZECH REPUBLIC.

International Education

Twelve students, led by **Ann Fairhurst** and **Cole Piper**, participated in the Retail and Consumer Sciences International Field Study Tour in May 2008. The trip began in Warsaw, Poland, with a visit to Ambassador Victor Ashe, former mayor of Knoxville. They then visited Krakow, Poland, and reacquainted themselves with the students from the University of Economics who traveled to UT last fall. They also learned about retailing in Krakow with visits to Tesco (hypermarket), Makro (cash-and-carry format), and Galeria Krakowska (largest mall in Krakow). The group then visited Prague, Czech Republic, and Ruckl Crystal, one of the leading crystal manufacturers in the world, established in 1946. Throughout the trip, the students were comparing and contrasting retailing in the U.S. with the European countries. Aside from learning about retailing, students reported they learned to understand and respect cultural differences and personally grew from their experiences.

Tourism Institute

The Tourism Institute, under the direction of **Steve Morse**, annually completes “Tourism Economic Fact Sheets” for all 95 Tennessee counties. The fact sheets are used by hospitality and tourism industry groups throughout Tennessee. The fact sheets provide a concise report of the value of tourism for each county in terms of tourist spending, jobs generated by tourism, state and county taxes generated by tourism, and jobs generated by tourism spending. Local, regional, and statewide groups use this research to track tourism spending patterns in Tennessee, measure the value of tourism investment decisions, and evaluate and measure the value of tourism to area economies.

Through its research and special reports on tourism-related issues such as “TN Post-Labor Day School Start Dates and Impact on Tourism” and “Hotel Occupancy Taxes in Tennessee,” the institute provides assistance, research reports, and presentations to Tennessee communities, economic development organizations, agencies, and tourism-related businesses. Through the institute’s website, *www.utk.edu/tourism*, there have been more than 2,100 downloads of reports and over 28,000 site visits since October 2007.

The institute has partnered with Smith Travel Research Global, an international company based in Hendersonville, Tenn., that provides hotel statistics and operating data to track tourism demand in Tennessee.

To assist the business-related Tennessee Tourism Roundtable, the institute plans and administers the professional certification course “Certified Tennessee Tourism Professional” in a seminar-based series for tourism professionals across the state. Additionally, the institute works with the Tennessee Department of Tourist Development and the Tennessee Department of Education, initiating high school career information and teacher resources in the hospitality and tourism industry.

Culinary Institute

The Culinary Institute, under the direction of **John Antun**, began providing a culinary education program to adult students seeking certificate credentialing in fall 2007. The U.S. Department of Labor has identified cooks and chefs as the job title that will be most in short supply through the year 2015. These positions are particularly in demand in East Tennessee with its strong tourism economy. Currently there are two classes of students in the institute with an expectation of graduating approximately 65 students annually.

Obesity Research

Carol Costello received major funding of \$625,000 from the USDA for the obesity research project “Utilizing a Competitive, Creative After-school Program as a Model for a Nutrition and Physical Activity Education Program,” with UT colleagues Naima Moustaid-Moussa, Betty Greer, **Eugene Fitzhugh**, and **David Bassett**. Costello completed the first phase of her study in May. She and her team collected data on students participating in the Destina-



STUDENTS RECEIVE INSTRUCTION THROUGH THE CULINARY INSTITUTE, A NEW ADULT EDUCATION PROGRAM.

tion ImagiNation Global Finals, which was held in Knoxville May 21-24. More than 2,200 participants filled out surveys about their eating and physical activity habits. Heights and weights also were collected to determine body mass index, which is used to determine obesity. In the current phase, parents/guardians are completing surveys about diet and physical activity.

Other Projects

Carol Costello and a food science graduate student conducted a food safety training in Spanish for cooks, servers, and managers in November. Individuals who passed a short test were given a certificate from the University of Tennessee.

Costello and **Mike Davidson**, professor and head of the Department of Food Science and Technology, presented a food safety workshop in Atlanta for Kroger managers. Approximately 30 managers attended the presentation, and it also was webcast.

Ann Fairhurst presented two sessions at the 2008 Tennessee AgriTourism: Cultivating Farm Revenue Conference, held January 17-18 in Paris Landing State Park.

Wanda Costen and **Steven Waller** (Exercise, Sport, and Leisure Studies) completed their professional development grant study, “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.” This qualitative study documented how attached or connected Exercise, Sport, and Leisure Studies and Retail, Hospitality, and Tourism Management students were to the university, the college, their departments, and their programs. The study also explored what academic challenges the students faced, the degree of support they received, and to what degree they felt the university supported diversity. The results indicate that ethnic minority and white students in these two departments have some very different experiences on campus, which influence how attached they feel to the university and the faculty in their programs. The

results will be shared with faculty in both departments as well as the dean in hopes of developing approaches to increase retention.

Costen finished her Project RITE grant study, “Exploring the impact of online study sessions on student academic performance.” Costen videotaped 13 focused lectures on topics on an exam review sheet and posted the videos to Blackboard. There was a 10-point difference in the grades on the first exam for students who participated in the study (i.e., watched the online review session videos) versus those who did not. The qualitative results indicate that students found the sessions easy to access and use. All of the student participants commented that the online video review sessions helped them focus their study efforts for the exam, and mentioned that they would not have performed as well on the exam without the videos. Additionally, many students employed multiple study methods by taking notes and creating study guides while watching the videos and reviewing their class notes and the text.

Awards and Achievements

Youn-Kyung Kim, **Ann Fairhurst**, **Hye Young Kim**, and **Laura Jolly** received a Best Paper Award at the 2007 Annual Meeting of the International Textile Apparel Association for the paper “Customer Love: Antecedents and Outcomes.”

Ann Fairhurst and **Youn-Kyung Kim** received the 2007 ITAA Sara Douglas Fellowship for their project “A Cross-cultural Study on Cultural Tourism: Working with Polish Craft Retailers and Tourists.”

John Antun was awarded “Lifetime Certification” as a Certified Executive Chef and a Certified Culinary Educator by the American Culinary Federation, the national association of chefs and cooks. Antun also received a second-place award for the National Leadership Initiative Award for Excellence in Foodservice Education sponsored by the Center for the Advancement of Foodservice Education and the Idaho Potato Commission. The award is based on his work with the Student Multicultural Cookbook project and the Ready for the World grant.

Steve Morse received the Gladiator for Tourism Award at the Tennessee Governor’s Conference on Tourism in September 2007. This award is presented in recognition of an affiliate member of the Tennessee Tourism Roundtable who has made outstanding contributions of leadership and service to Tennessee’s tourism industry.

Wanda Costen was awarded a Project RITE grant for \$3,000 to conduct the study “Exploring the impact of online study sessions on student academic performance” to measure the impact of providing videotaped lectures via Blackboard on student assessment performance.

Ning Yu, an HRT master’s student, won a Best Paper Award with a \$500 travel stipend at the CEHHS Graduate Student Research Colloquium for the paper “The Impacts of 2008 Beijing Olympic Games on Tianjin Tourism Industry.” **Rachel Chen** is her faculty advisor.

Kelly Atkins received the 2008 First Place Morris Mayer Dissertation Award from ACRA for her dissertation “The Smart Shopping Construct: Scale Development and Validation.” **Youn-Kyung Kim** is her faculty advisor.

Hyunjoo Lee received the 2008 Second Place Morris Mayer Dissertation Award from ACRA for her dissertation “Technology-based Self-service Kiosks in Retailing: An Optional Channel for Service Delivery.” **Ann Fairhurst** is her faculty advisor.

Youn-Kyung Kim received a Best Paper Award at the ACRA Spring Conference for the paper “Segmenting Online Auction Consumers.” Former doctoral students **Minyoung Lee** and **Hye Young Kim** were co-authors. [a](#)

NEW FACULTY

Rodney Runyan

Position: Assistant Professor of Retail and Consumer Sciences



Educational Background: Runyan taught at the University of South Carolina and served as the graduate director for the retail program. He also was on the faculty at Northwood University and prior to that served as the coordinator of the retail studies program at the University of Wisconsin-Stevens Point. He earned his doctorate at Michigan State University.

Research Interests: Runyan’s research interests include small business, downtown retail districts, entrepreneurship, and international retailing. Some of his recent articles have appeared in *Journal of Retailing*, *Journal of Developmental Entrepreneurship*, *International Review of Retail, Distribution and Consumer Research* and *Journal of Retailing and Consumer Services*. He has presented his research at many international conferences and served as a consultant in Russia to two different companies. Recently he has conducted research into small business recovery along the Gulf Coast following Hurricane Katrina; for this he received the John Jack Award for “outstanding paper addressing issues in entrepreneurship under conditions of adversity” at the USASBE/SBI Annual Conference in 2006 and 2007). Runyan also has traveled to Costa Rica and Chile to extend his international research.

Prior to entering the academy, Runyan spent 15 years working in the retailing industry (Kmart Corporation) and in the apparel marketing industry (Cole of California, Reebok, and others).



by Susan Benner, department head



Theory and Practice in Teacher Education (TPTE) encompasses a diverse set of programs focused on the development of teachers and leaders ready to improve the quality of education in Tennessee and beyond. Our mission is to develop innovative, research-based programs for teachers, teacher educators, and educational interpreters; to work in close harmony with schools and educators in the region, state, and nation for the improvement of education and interpreting; to develop leadership in scholarly research and writing; and to participate and assume leadership in professional organizations.

Ready for the World

Rita Hagevik, along with science education graduate students **Caroline Reilly Sheehan** and **Sarah Bailey**, took advantage of another CEHHS Ready for the World project. They visited unique ecosystems in Brazil, including an Atlantic rainforest, the Pantanal, and Sao Paulo. They are now sharing and integrating these experiences into science education courses at UT.

Hagevik also joined her colleague, **Claudia Melear**, to present at the Eleventh World Congress Center for Inquiry–Transnational in Beijing, China.

On a more local level, teacher education faculty have been integrating local history into the programs of elementary education interns in the rural and the urban/multicultural options. **David Cihak**, along with his colleagues **Nancy Williamson** and **Linda Ducamp**, collaborated with the Green McAdoo Cultural Center in Clinton, Tenn., to teach the teaching interns about the “Clinton 12” and their contribution to school integration. **Gina Barclay-McLaughlin** arranged to have the urban/multicultural interns also participate in this experience.

Publications, Presentations, and Collaborative Initiatives

- 50 published refereed articles and 20 refereed articles accepted for publication
- Three books published and six additional books scheduled for publication in the near future
- 17 chapters published in edited books and 17 chapters accepted for upcoming publications
- Nine electronic refereed publications
- Four peer reviewed journal editors/co-editors
- 30 papers presented at national/international professional meetings
- 40 papers presented at regional/state professional meetings

Editors/Co-editors of Peer Reviewed Journals

- **Richard Allington**, member of Editorial Review Board of *Language Arts*, National Council of Teachers of English
- **Sherry Bell**, co-editor of the themed issue “Adult Reading Assessment and Instruction,” *Perspectives on Language and Literacy*
- **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**, co-editor, *The Work of Mathematics Teacher Educators*

Selected Student Activities and Recognition

- 59 interns in teacher education received a J. Clayton Arnold Scholarship
- 38 interns in teacher education received a David T. and Jane O. Bailey Scholarship
- **Alethea Taylor** received a fellowship from the W. Bruce and Lois L. Boggan Fellowship Fund
- **Kelli Lane** received the Ethan Beecher and Lois Roark Bridges Scholarship in Elementary Education
- **Lauren Chapman** received the Dr. Betty Broman Textbook Scholarship
- **Sarah Hendry**, **Janice Ramsey**, and **Grachin Sanders** received the Otho Brown Memorial Scholarship
- **Kelly Arendt** and **Ruth Evans** received the Paul C. Burns Memorial Scholarship
- **Shaelyn Dotson** received the John C. and Gwen Connell Scholarship
- **Kelly McMackin** received the Educators Hall of Honor Scholarship
- **Elizabeth Anderson**, **Amanda Buchanan**, **Michelle Grothaus**, and **Lisa Ottinger** received the Lillie Frank Fitzgerald Scholarship
- **Rebecca Watson** received the Clifton N. Foxworthy Graduate Fellowship
- **Leslee Tarbett** received the Lillian L. Gore Scholarship in Elementary Education

Selected Grants and Contracts

- **Christopher Brittain** received the Helen Giffin Headlee Memorial Scholarship
- **Antonio Immediate** received the Richard J. Hincke Scholarship
- **Yvonne Wenta-Wells** received the Howard Family Scholarship in Education
- **Jennifer Davis** received the Jama Frances Howard Scholarship
- Nine students were recipients of the Charles Lattimore African American Scholarship for Future Teachers
- **Katherine Nesvick** received the J. P. and Gladys Maples Teacher Education Scholarship
- **Brian Kirk** and **Chantelle Therrien** received the Gladys A. Million Scholarship
- **Amber Reagan** received a scholarship from the Paine Scholarship Endowment Fund
- **Madeleine Kersey** received the Charles M. Peccolo Scholarship
- **Brittany Kelsey** received the Andrew Charles Robinson Memorial Scholarship
- **Lacey McCroskey** received the Johnnie Rodgers Scholarship
- Eight students received the Thomas A. and Darla Skelton Fellowship for support during their internship in teacher education
- **Holly Fields** received the Edith Smith Stevens Scholarship
- Five teacher education interns received the Wilma Chalker Thomas Fellowship
- **Lindsay Smith** was the recipient of a scholarship from Top Teachers for Tennessee
- **Kristin Pratt** and **Rachel Thompson** received the R. R. Vance Scholarship
- **Lauren Chapman** received the Dale and Alberta Lowe Wantling Scholarship
- **Ashley Hill** and **Peter Masters** received the Louise Manning Wiley Fellowship
- **Kimberly Henry** and **Rhonda Smith** received the Donald E. Williams College of Education Scholarship
- **Chad Feiock** received the Dr. A. Paul Wishart, Sr. Scholarship
- **Sunny Windingsstad** received the Dr. Richard W. Yoakley Fellowship
- **Michael Hartman** received the State President’s Scholarship from the Tennessee Student Teacher Education Association
- **Jennifer Valentine** received the Don Sahili-Kathy Woodall Scholarship awarded through the Tennessee Student Teacher Education Association
- **Michael Hartman**, an upcoming science education intern, has been elected to serve as the Tennessee Student Teacher Education Association state president
- **Emily Stephenson**, a student preparing for a career in elementary education, was elected to serve as vice president of the Tennessee Student Teacher Education Association East
- The UT Knoxville chapter of the Student Teacher Education Association received the Outstanding Membership Award and the Outstanding Chapter of the Year Award (third place) during the Student Teacher Education Association Delegate Assembly in March 2008

- **Sherry Bell** and **Sharon Barkdoll** received a grant from the Tennessee Department of Education totaling more than \$215,000 to train special educators
- **Ernest Brewer** received funding totaling an approximate \$1.7 million from the U.S. Department of Education for five projects: Educational Opportunity Center, Pre-College Upward Bound Program, Academic Enrichment Program, Military Veterans Academic Program, and Math and Science Regional Center
- **David Cihak** and **Sharon Barkdoll** received an \$88,916 grant from the Tennessee Department of Education to train special educators
- **Susan Benner** received a continuation of the School Improvement Grant from the Tennessee Department of Education focused on literacy for struggling readers in K–12 Tennessee schools, totaling over \$410,000 for a two-year period and a state early childhood special education training grant for \$35,000
- **Jennifer Butterworth** continued her variety of grant projects under the umbrella of Partnerships for Ed Excellence
- **Brenda Stephenson**, **Kimberly Wolbers**, and **Lynn Woolsey** received a Tennessee Higher Education Commission grant of \$68,896 focused on visual phonics as an instructional strategy for deaf students
- **Lynn Hodge** received a \$1,000 Professional Development Award from UT in support of her project “Academic Communities and Their Influence on Minority Students’ Success in Mathematics”
- **JoAnn Cady** received a Project RITE grant from the Office of Information Technology to conduct research on the effects of virtual classroom learning environments on middle grades mathematics teachers’ instructional practices

Awards and Accomplishments

- **Richard Allington**’s contributions to reading education were recognized when he received the President’s Award from the Wisconsin State Reading Association in February 2008
- **Claudia Melear** received the CEHHS John Tunstall Outstanding Faculty Award
- **David Cihak** was one of two recipients of the CEHHS Helen B. Watson Outstanding Faculty Research Award
- **Amy Broemmell**, **Clara Lee Brown**, and **Deborah Wooten** earned tenure and promotion to the rank of associate professor and doctoral directive status
- **MariBeth Coleman** joined the faculty as an assistant professor in special education
- **Ji-Won Son** joined the faculty as an assistant professor in mathematics education
- **Stephanie Cramer** moved to a tenure-track appointment as an assistant professor in art education
- **Susan Groenke** in English education received the departmental award for teaching
- **Gina Barclay-McLaughlin** received the departmental award for service
- **Susan Benner** was elected president-elect for the Tennessee Association for Colleges of Teacher Education



accolades

FALL 2008

THE UNIVERSITY of
TENNESSEE **UT**
KNOXVILLE

COLLEGE OF EDUCATION,
HEALTH, & HUMAN SCIENCES
335 Claxton Complex
The University of Tennessee
Knoxville, TN 37996-3400
<http://cehhs.utk.edu>

NONPROFIT ORG.
U.S. POSTAGE
PAID
Permit No. 481
Knoxville, Tennessee