Accolades, Fall 2009

College of Education, Health, and Human Sciences

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enhancing quality of life through research, outreach, & practice
I write this message as we begin the new academic year. The University of Tennessee, Knoxville campus is buzzing with excitement as we welcome our new and returning students for 2009-10. I am especially excited to be starting my sixth year as dean of the College of Education, Health, and Human Sciences. I am very proud to have the honor and privilege of serving as dean for such an important academic entity as our college. We have the best and brightest students—who, by the way, come from all over the world to attend UT—being taught by some of the best and brightest faculty anywhere. Speaking of our incredibly talented students and faculty, the stories in this issue of Accolades will serve as evidence of the important work these people are doing to assist the college in achieving its mission and fulfilling its motto: Enhancing quality of life through research, outreach, and practice. These stories all illustrate the priority we place on service learning for our students and faculty as they engage in meaningful outreach initiatives.

In the current issue of Accolades you will learn of the very important work our students are engaged in as they counsel youth who are suffering loss. The Grief Outreach Center, under the direction of Yrica McClam, is providing grief counseling to elementary through high school students who have lost close family members, are struggling as a result of separation or divorce, or dealing with other personal tragedy. Denise Bates and Allison Anders are leading the effort to assist in the resettlement of refugees from the African country of Burundi. Special attention is being focused on the successful transition and assimilation of the Burundian children into the local school system. Once again, under the direction of these outstanding faculty, students in the college are acquiring important experience for addressing the needs of these new members of our community.

You will also read the sequel to a previous story on the Sport 4 Peace program, an initiative created by two of our doctoral students, Sarah Hillyer and Ashleigh Huffman. These incredible young women have once again distinguished both our college and the university by hosting a team of young Iraqi girls and their basketball coaches during their visit to the United States. Their visit included a week in our school students who have lost close family members, are struggling as a result of separation or divorce, or dealing with other personal tragedy. Denise Bates and Allison Anders are leading the effort to assist in the resettlement of refugees from the African country of Burundi. Special attention is being focused on the successful transition and assimilation of the Burundian children into the local school system. Once again, under the direction of these outstanding faculty, students in the college are acquiring important experience for addressing the needs of these new members of our community.

These are but a few of the wonderful projects and stories featured in this issue of Accolades. You can understand now why I am so proud of the work of our students, faculty, and staff and why I claim to have the best job in the world. Once again, it is you, the friends and alumni of our great institution who provide the support necessary to seed and sustain this important work and help us to make a difference in the world. Thank you for your continued support and advocacy for the College of Education, Health, and Human Sciences and for helping to promote our mission.

Best regards,

Bob Rider, Dean

accolades Contents

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The idea of an annual fund-raising dinner and auction for the Department of Retail, Hospitality, and Tourism Management began with the goal of being “by students and for students”, and with each new iteration of the event, students have taken increased ownership and leadership. This year’s theme was Appalachian Spring. It is the seventh in the annual series and was held March 28 at the Knoxville Crowne Plaza Hotel. The proceeds go into a supplemental enrichment fund used to enhance the educational experience of students in the department.

The fundraiser is now incorporated into course structures, and this year two groups of students worked together to organize the event. Twenty-eight students in HRT 435 Meeting Planning, Special Events, and Convention Management served as event planners. They organized themselves into a management structure and planned and executed all elements of the evening including menu, décor, music, room layout, schedule, promotion, etc. Eight students in RCS 495 Special Topics: Auction Management organized and ran the auction including solicitation of auction items, organizing donated items into packages, writing copy for the auction program, visual merchandising, registration and check out procedures, etc. These two groups of students also organized and directed more than 80 volunteer students who worked the weekend of the event.

The theme, Appalachian Spring, was chosen to celebrate the resources, talents, creativity, and entrepreneurship of our region in both the dinner menu and auction items. The auction management students secured items and experiences unique to this region. John Fleer, former executive chef of Blackberry Farm and renowned creator of “foothills cuisine,” was our guest chef. Fleer worked with the students to develop and prepare a menu that emphasized local foods and artisanal products for a very special culinary experience. The auction/reception featured hors d’oeuvres including country ham gougeres, local chicken liver pâté, sweet-tea-cured pork tenderloin on a cornbread crisp, catfish croquettes, and local artisanal products. The four-course dinner featured smoked mountain trout, spring salad with deviled eggs and Benton’s bacon vinaigrette, spring herb-crusted braised local lamb leg, and a “cornbread and buttermilk” dessert—vanilla-buttermilk panna cotta on a cornmeal wafer and lemon-buttermilk chess pie with Tennessee blackberry wine reduction. More than 150 individuals and companies donated auction, food, and décor items for the event.

Nearly 300 attendees enjoyed a festive evening. Net proceeds from the event were approximately $47,000 with $20,000 raised through the auction and $27,000 from sponsorships, ticket sales, and donations. All proceeds go into the RHTM Student Enrichment Fund and are used for the retail and hospitality programs throughout the year to impact the educational experience of every student in the department. For example, students in HRT/RCS 390 Professional Development participate in the Mountain Challenge team-building course. These funds cover the transportation needed to take classes on professional site visits and to purchase current industry/professional development books that are used as supplemental readings in department courses. These funds also allow us to support the travel of top students to professional meetings and industry conferences, such as the National Restaurant Association annual trade show in Chicago and the International Hotel/Motel and Restaurant Show in New York City. Additionally, these funds allow us to give scholarships so students can participate in domestic and international study tours and to help with internship expenses.

Plans are already underway for the eighth annual fundraiser, which will be held on March 27, 2010. More details to follow!
Graduate Students Get Variety of Experiences

PUBLIC HEALTH NUTRITION focuses on improving the health of populations and communities through health promotion, disease prevention, and policy development and implementation. Students in the Department of Nutrition’s Public Health Nutrition graduate program have many opportunities to address nutrition-related health issues in the community by participating in service learning and other community engagement projects through concurrent and block field experiences, technical assistance to community organizations, community outreach, and community-based research projects.

Graduate students begin service learning and community engagement projects in their first semester of the program in the graduate course, Community Nutrition I, and they continue working on service learning projects during their second semester in Community Nutrition II. Students participate in concurrent field experiences with the Knox County Health Department (KCHD) and other community-based organizations. Last fall, students worked on a project in conjunction with KCHD and the Knox County Metropolitan Planning Commission to assess food equity in Knox County. The students compared grocery store prices and food availability in each of the county’s 12 Metropolitan Planning Commission sectors. Using a market basket survey, they found that in some lower income areas, average prices for “healthier” food items were higher than in other sectors. This assessment was used by KCHD program managers and was highlighted in the Knoxville News Sentinel in April (www.knoxnews.com/news/2009/apr12/startling-results-found-in-food-survey/).

During Community Nutrition II, students plan, implement, and evaluate projects in conjunction with KCHD, the Knox County School System, Cherokee Health Systems, and other community-based groups. During the spring semester, the students participated in 16 different projects to benefit Knox County, some of which included service learning with community members. Examples of projects from this past spring included developing and evaluating the following:

- A tool to prompt discussion between physicians and parents of overweight and obese children
- A healthy vending toolkit to distribute to work site wellness committees in Knox County
- A module to stimulate discussion of breast-feeding duration among expectant mothers participating in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- A healthy cooking project to help people with diabetes prepare healthy menu items
- A cooking activity project for WIC Prenatal Groups to demonstrate how to prepare low-cost healthy meals
- Healthy snack menu guidelines for use in countywide after-school programs

These projects provide students with experiential learning opportunities that also benefit community members directly and provide the agencies and organizations with tangible products to use long after the projects have been completed.

THERE ARE EXCELLENT opportunities in service learning and community engagement available to Public Health Nutrition’s graduate students through their seven-week community field experiences. Students are placed in public health agencies and community organizations in Tennessee and throughout the United States. They complete projects to benefit agencies and their target populations as identified during extensive pre-planning by preceptors and their advisory groups, which include community members.

This summer some of the students participated in direct service placements where they were able to provide nutrition education and counseling directly to the target populations at local rural and metropolitan health departments and other agencies. Sample placements in Tennessee included the Anderson County Health Department’s WIC Program, Memorial Hospital’s Diabetes and Nutrition Center, Tennessee Camp for Diabetic Children in Chattanooga, and the Greater Kingsport Family (WIC’s) Diabetes Prevention Program Summer Camp. Sample placements outside the state included the Baltimore County, Maryland, WIC Program and the New York City Department of Health and Mental Hygiene’s Physical Activity and Nutrition Program. Other service learning opportunities are available to graduate students through technical assistance, community outreach, and community-based research. A recent project to provide technical assistance to a local HeadStart Program allowed a graduate student to work with a faculty member to analyze weekly menus and make recommendations to assure that the menus meet federal guidelines for the meals and snacks provided.

A collaborative project with Cherokee Health Systems allows graduate students to provide nutrition education and counseling to clients with chronic disease conditions. Some graduate students are involved in community-based research to improve the school nutrition environment in several school districts in East Tennessee. These projects include analysis of school menus and development of healthier menu options, nutrition education, social marketing campaigns, and point-of-selection signage systems to increase fruit and vegetable consumption.

A planned collaborative research project will allow students to participate in service learning through a youth development, after-school gardening project with inner city and rural elementary school children. The purpose of this project is to teach children about gardening, healthy eating and physical activity habits, and healthful preparation of fresh fruits and vegetables. In addition, the project will use a youth-development curriculum to teach students about assessing their own nutrition and physical activity environments and advocating for improvements in these environments. This is a collaboration of the Department of Nutrition with Exercise, Sports, and Leisure Studies; the Hotel, Restaurant, and Tourism Management Program; and the Agriculture Leadership Education and Communications Program.

Within the Department of Nutrition, a unique component of the Public Health Nutrition Program is its emphasis on didactic coursework and concurrent and block field experiences. Throughout its history the program has collaborated and engaged with community agencies and stakeholders, particularly the Knox County Health Department, so that field experiences and projects not only allow students to accomplish learning and practice objectives but also support communities and target populations in the promotion of nutrition-related health.

If you would like more information about the Public Health Nutrition program, please see at nutrition.he.utek.edu/phn/index.html. You may also contact Betsy Haughton, RD, LDN, program director, at haughton@utk.edu or Marsha Spence, RD, LDN, co-project director of the MCH Education Training Grant.

ANDREW CARBERRY, A STUDENT IN THE DUAL DEGREE PROGRAM, MASTER OF SCIENCE/ MASTER OF PUBLIC HEALTH, IS SHOWN HARVESTING THE GARDEN’S REWARDS. HE SPENT TIME THIS SUMMER AT BEARDSLEY FARM, PART OF THE KNOX COUNTY COMMUNITY ACTION COMMITTEE PROGRAMS.
IKE MANY OTHER COMMUNITIES in the United States, Knoxville has seen a recent increase in the numbers of families with refugee status being resettled in the community. In particular, the number of refugees from Burundi has increased locally. Dr. Denise Bates, Programs in Public Health, and Dr. Allison Anders, Cultural Studies in Educational Foundations, both have long histories of working with under-served and targeted populations; their expertise in public health disparities, cultural studies, and ethnography helps frame their service learning and research initiatives. The two professors, who both joined the CIBHS faculty in 2007, came together in January of 2008 to form a multidisciplinary community-based, service learning and research initiative called Healing Transitions (HT) after identifying disparities in health and the educational experiences of Burundian refugees.

Healing Transitions offers a unique opportunity for students and faculty to work in the community with refugee families to study predisposing conditions as well as the diverse cultures of newly arriving refugees. Because of the complex problems refugees face, a multidisciplinary, multi-interventional approach to address the cultural, historical, and political issues is required.

During the summer of 2009, twelve graduate students from seven different academic programs volunteered to participate in the project. With support from grants awarded by the Ready Commission for Refuge, Bob Rider, dean of the College of Education, and a group of Burundian children.

History of the 1972 Burundians

All members of the Healing Transitions team learned about this refugee population, its history, politics, and acculturation trends. The refugees from Burundi are unique in needs and culture. Commonly referred to as the 1972 Burundians, this group of refugees initially fled their country in that year because of ethnic violence perpetuated by a Tutsi dominated government.

Between May and August of 1972, United Nations agencies reported that 200,000 Hutu Burundians were killed and 400,000 more fled to Tanzania, the Democratic Republic of Congo, and Rwanda, where they have been living in refugee camps for 37 years. Many of the Burundians living in these camps today were either not born in Burundi or were only small children when they left their country.

Beginning in 2000, the United Nations High Commissioner for Refugees (UNHCR) began to resettle Burundians, especially those living in the Tanzanian refugee camps into countries such as the United States and Australia.

A combination of factors led the UNHCR to begin this resettlement effort. For some families a return home would be unsafe, but even a safe return to Burundi is not without systemic challenges. First and foremost, Burundians remain a country supported by an agrarian system. After three decades of transition, the refugees’ access and claims to land, upon which livelihoods are dependent, are fraught with problems. Over the years, family land has been appropriated by new owners, boundaries have changed, and grandchildren may not have historical evidence of the original holdings.

Methodology

In Knoxville, HT has developed many projects from its engagement with the community. HT has developed service learning experiences from the data collected. Each experience is designed to provide an engaging and multi-layered learning opportunity for students and is predicated on needs identified by the Burundian families themselves, their sponsors, teachers, and Bridge.

The key for HT has been to involve the Burundian community, and those local community members who support them, in planning the programs. One of the central aims for the HT team is the ongoing development and modeling of programs that address needs in the community. This process frames the incremental steps that facilitate change and encourages members of the community to pursue their own agendas for a healthy, sustainable community.

Prejudice Reduction & Cultural Competency Education

Early research has revealed that the number of families arriving in Knoxville far exceeds the resources available for healthy transitions. The influx of refugees demands the implementation of new culturally relevant and relevant practices across community agencies, the establishment of an infrastructure with reliable and consistent resources, and prejudice reduction and cultural competency education across the community.

Based on these findings, the students on the HT research team developed a workshop that included a series of culturally relevant activities to address issues of resettlement, cultural expectations in the United States, prejudicial treatment of families with refugee status, and intervention strategies in sponsorship of and communication with arriving families. During 2008–2009, the students presented this workshop to service clubs at two local high schools along with 11th and 12th graders at a local residential school. They also coordinated an inter-cultural learning exchange with one of the service clubs and a group of Burundian children.

Kuvura Amajwi or Healing Voices Program Research with refugees has revealed that parent-child adaptation in resettlement influences a child’s adaptation to school and community. Some of the families arriving in Knoxville have low literacy skills, and this presents challenges during transition when even translated materials cannot be understood.

Recognizing these literacy issues as well as the importance of healthy family adaptation, the team generated creative ways to transmit tacit knowledge about transportation, money, health, and nutrition in the United States. Students addressed the navigation of grocery stores and pharmacies along with food and medicinal selections by record-
Graduate students reach out to help children heal

"C"hildren are the center of our universe. When they suffer, we all suffer." That, according to Bob Rider, dean of the College of Education, Health, and Human Sciences, is the sentiment behind the Grief Outreach Initiative at the University of Tennessee, Knoxville. Dean Rider shared these thoughts at the October 1, 2008 launching of this initiative, an important part of the outreach mission of the college.

In an interview with Knoxville News Sentinel reporter Chloe White, Dean Rider described the inspiration for the project—a first-grader named Aliyah, who was grieving over the death of her mother. Dean Rider met Aliyah at Sarah Moore Greene Elementary School, where he has been reading with students every Wednesday for the past four years. While each child touches his heart in different ways, he said that Aliyah is a child he will never forget. When Rider asked the first-grader to read a book about Mother’s Day aloud to him, she told him that her mother had died on Valentine’s Day. She still wanted to read the book, but Dean Rider could not forget the memory and how the child’s grief affected her—she was held back in school because she could not adjust socially and academically, he said.

“Right then and there, sitting outside Mrs. McCoy’s room at Sarah Moore Greene Elementary School on a carpeted staircase, I was lost for words,” said Rider. “I was thinking, ‘We have wonderful counseling programs at the university as well as other support services,’” Rider said. “These kids have so many needs. I wanted to know how we could help.”

And so the Grief Outreach Initiative was started. Graduate students in the college who are training to become school psychologists, mental health counselors, school counselors, nutritionists, and college student personnel administrators complete training to work with children suffering from grief or loss. Once training is complete, their mission is to provide support, acceptance, and a safe place for the expression of thoughts and feelings about grief and loss. They meet children at schools, churches, and other locations throughout the community.

“Our main goal is to help children live successful lives,” Rider said. “We want to help children like Aliyah be successful and get through these tough times so they can progress and stay on track academically, socially, emotionally, psychologically—in every way possible.”

Phone calls to Tricia McClam, professor and coordinator of the initiative, typically begin with “My son needs … “or “My daughter needs … “or “We have a student who … “or “My grandchildren … “ and even “Our school has suffered … “. The 16-square-mile Empowerment Zone in East Knoxville is the target area because of the its high poverty level; however, referrals come from school counselors, principals, parents, grandparents, case managers, and social workers from across Knox County and even from surrounding counties.

Graduate students who have completed grief training meet with children ages six to sixteen either individually or in small groups. They listen, draw, talk, play, tell stories, read books, make memory books, record memories, and improvise. These activities help them get to know and understand the needs of students who are struggling with life events—a student who isn’t getting enough food at home, a seven-year-old in so much pain he wants “to stab himself in the heart,” two brothers who found their mother dead one morning, and two siblings and a cousin who saw a family member murdered. Often these children and others like them slip through the cracks.

UT graduate students benefit in a variety of ways from their participation in the Grief Outreach Initiative. First, they get a powerful learning experience about “the real world.” They also have opportunities to apply their skills, learn about the problems encountered in schools and community settings, become engaged in a community, and build their resumes. Participants mention the partnerships they experience with school professionals as particularly valuable. They describe “being embraced by the school team,” “immediately being treated as an equal,” and “joining the team.” These teachers, principals, school counselors, social workers, and case managers who are committed to the well-being of children in our community are the very role models UT faculty want for their students.

Finally, UT students learn about grief—that it “pervades life,” and for children, it often “comes in waves.” There is no mold or pattern for experiencing grief and loss and no single way it is alleviated. Students leave their experience with the Grief Initiative changed: “I didn’t know if I could do this,” “I think I really made a difference,” “I found I had to deal with some of my own issues,” and perhaps most impressive, “Can I please continue through the summer?”

For additional information on the Grief Outreach Initiative contact Dr. Tricia McClam at mcclam@utk.edu.
BASKETBALL
A NEW LANGUAGE FOR WORLD PEACE

IN JUNE 2009, SARA HILLIER AND ASHLEIGH HUFFMAN, founders of the Sport 4 Peace organization, realized their dreams when they brought a team of ten girl basketball players and three coaches from Iraq to America. Both women are doctoral students in the Department of Exercise, Sport, and Leisure Studies and are committed to the belief that they can make a difference in the future of the world through sport. The 2009 trip grew out of a 2008 basketball camp for girls in northern Iraq. At that camp the girls were given cards and asked to write down their biggest dreams. Consistent themes in the girls’ responses were to visit America, to see a WNBA or NBA basketball game, and “To tell Coach Pat Summit thank you for all of the equipment and training videos you sent us.”

“Aafter reading their responses, we were immediately moved to find a way to make their dreams come true,” Hillier explained. After months of preparation and coordination between Washington State, Bureau of Educational and Cultural Affairs, Inc., Knoxville (UT Lady Vols and others), and the Iraqi government in Baghdad, the girls and coaches arrived in the U.S. The team spent one week in Washington, D.C., where they learned life lessons through conquering various obstacles on a ropes course, attended a Washington Mystics vs. Atlanta Dream WNBA game, played soccer with physically and mentally challenged young children, cheered runners on at the Global Race for the Cure, and learned to play Bocce Ball. In Knoxville, the team received a warm welcome and an outpouring of love from the university, as well as from the hundreds of other players and coaches who also attended Pat Summit’s 2009 Summer Basketball Camp. Ten days after the team left to return home, Sport 4 Peace traveled back to Iraq to hold a second basketball training camp. “It was important for us to go back because only 13 of the 60 players and coaches were able to come to America. We wanted to make sure that all of the players felt loved and cared for, so returning to Iraq to teach basketball and to deliver more equipment was necessary for our long-term objectives in the country,” Hillier shared. She went on to say, “It was also good to meet the parents and families of the girls who traveled to America. We thanked them for entrusting us with their young daughters. Culturally speaking, the parents who allowed their 14- to 16-year-old girls to come to America for two and a half weeks are seen as progressives. What they did was brave—we commended them for their boldness.”

The parent of one Iraqi player stated, “Coach Sarah, I want to thank you and everyone else for what you did for my daughter and our family. Before she traveled to America, we had many different ideas about your country. But you took our daughter and loved her like she was your own very own. Everyday she is telling us stories about how kindly Americans in Washington and in Tennessee treated her, and she says that all of her experiences there have changed her whole life. Through hearing her stories, her father and I are also changed. Now we think of Americans as our friends. We can’t thank you enough for giving our family this new gift. We believe these programs are important for more than reasons for making better basketball players, these things are making better relations between our countries.”

“The words of this Iraqi parent embody what we believe to be the potential sport holds to bring about meaningful dialogue between people of differing cultures. The language of sport serves as a bridge, and we are now able to celebrate one more bridge crossed on a long road toward peace and solidarity.” Huffman concluded. Sport 4 Peace, which is a division of Global Sports Partners, is dedicated to improving the quality and availability of sporting opportunities for girls and women around the world. For more information about their activities, visit http://www.sport4peace.org.

SAYING GOOD-BYE
Ashleigh Huffman and Sarah Hillier kept a journal during the Iraqi basketball team’s visit to the United States. The following is their entry for the team’s last evening in Knoxville, a celebratory dinner at the Women’s Basketball Hall of Fame.

JUNE 17, WEDNESDAY

We just returned from an amazing evening at the Women’s Basketball Hall of Fame! The team enjoyed pizza, cake, and ice cream, as well as a private guided tour of the exhibit hall. We couldn’t help but notice the look in their eyes as they walked through the history of women’s basketball in the United States.

After the tour, the girls picked out souvenirs in the gift shop, took one last round of photos, and thanked Mrs. Dana Hart for her wonderful hospitality that evening. We jumped in the two vans and headed back to campus in the pouring rain.

On the way, we asked them what they thought about the Hall of Fame. Khoshee translated for her teammates, “We loved it. It was so cool to see Coach Pat, Coach Holly, and Coach Darida. I can’t believe we really know them, and they invited us to the Tennessee camp. We love them all so much. That part was super cool.”

Next we asked them, “Do you think women who played basketball in America had it easy for all those years?”

They responded, “No, Mrs. Dana told us that things were not easy for the women, but they kept trying so hard anyway despite all the obstacles because they loved playing basketball so much.”

“Do you think the female players in America kept playing so that they could be in a museum someday?” They all laughed at us and said, “No, of course not. They were playing because they love basketball.”

“We hoped they could make the same connections for themselves. The girls all started clapping, cheering, and bouncing up and down. Their dreams had become a reality, and they were beginning to see the significance of their choices.”

“We are proud of every one of you. You are brave and strong, and although you are not aware of it now, you are the ones writing the modern history of women’s basketball in Iraq. And just like the women you learned about at the Hall of Fame tonight, you are overcoming tremendous obstacles of your own. Your country has suffered years of hardship; you are enduring years of war, yet you are still the ones building the future of women’s basketball for all Iraq girls who come after you.”

Just like the women in the museum, you love to play basketball. Maybe one day in twenty years, you will invite a female team from America to come to Iraq and maybe you will take them to visit the newly built Women’s Basketball Hall of Fame. You can tell them stories about the obstacles you overcome. You can show them your photographs and your retired jerseys hanging from the rafters of a museum that you were a part of creating. This is our dream for you. This is our dream for Iraq. Never stop dreaming, look at how far you have come already!”

The team felt silent. They didn’t say much on the way back to campus. Once we arrived, Khoshee spoke up, “Coach and Ashleigh, you are right! We are making our own history. We want to represent our country with honor, integrity, and pride. Seeing Coach Pat and the beautiful history of women’s basketball in Knoxville and at the Hall of Fame has made us to believe that we can do anything we dream of doing! We will never stop dreaming, and we will one day make our country proud.”

The girls cheered after Khoshee got done speaking and celebrated with one another by going high fives and singing traditional songs. They got off the bus dancing and singing, hopeful for a brighter future for girls and women’s sports in Iraq. We are sure that tomorrow is their last day in Knoxville, but what a dream come true for ALL of us! To read more journal entries and to view more photos from the 2009 Iraq Girls Basketball Project, please visit http://www.sport4peace.org/iraq/visit-Daily.asp.

COACH PAT SUMMITT AND CHAMIQUE HOLTSCLAW GREET IRAQI GIRLS AND THEIR COACHES.
The first graduating class of the Tennessee Governor’s Academy for Math and Science visited the Great Wall on their senior class trip to China.

Over the past two years, these students took advanced coursework, participated in numerous community service projects, completed an internship at Oak Ridge National Laboratory, and capped off their program with a senior class trip to China.

The academic course load at TGA is rigorous. The first year included 16 hours of university-level work as students completed honors calculus I and II and physics (for physical science and mathematics majors). They also completed state high school requirements with honors level English III and U.S. history, taught as an interdisciplinary class. For their foreign language credits, they studied Mandarin Chinese, with Tai Chi for their physical education class. The inclusion of Mandarin and Tai Chi was based on Tennessee’s many connections with China.

During their senior year, students completed state required English IV, U.S. government, and economics. They also selected an introductory college-level biology or chemistry sequence (based on their future plan of study), in which they attended class alongside the general UT population. For mathematics, students chose between continuing the calculus sequence, taking differential equations and matrix algebra, or taking courses towards future study in the health sciences fields, taking mathematics for the life sciences and statistics. In addition to the “normal” course load, over the two years they also completed modules of study on a variety of topics that included forensic anthropology, brain theory, music, dance, genomics, and basic car mechanics.

TGA students are also required to complete twenty hours of volunteer work each year. The academy organized some volunteer events, including helping at the Humane Society, working at local food pantries, and running or volunteering at local races (Race for the Cure, Your Libraries Fun Run). The students, however, dedicated most of their volunteer time to causes in their hometowns over the winter and during school breaks. They volunteered at hospitals, animal shelters, and tutored at local schools. TGA felt it was important for students to do at least a portion of their volunteering back in their hometowns to help keep their ties to the community.

Part of Governor Bredesen’s hope for TGA is that these students, upon completing their programs of study at the college of their choice, will return to Tennessee as engineers, doctors, and scientists to help with the economic development of the state. Strong ties to home communities will aid in reaching the governor’s goal. This year, TGA and the Tennessee School for the Deaf (TSD) hope to add some “deaf” community service, with TGA students tutoring TSD students in mathematics and science, while TSD students tutor TGA students in sign language.

One of the main components of the TGA program is an internship at Oak Ridge National Laboratory. As juniors, the students tour ORNL’s extensive facilities, attend guest lectures by world-renowned scientists, and are quickly placed in laboratories to create the unique program Governor Bredesen envisioned.

In the CEHBS commencement ceremony in May, Dean Rider congratulated the first graduating class of the Tennessee Governor’s Academy. These students are now attending colleges across the country, including Cal Tech, Stanford, Williams College, Rhodes, Worcester Polytechnic Institute, and, of course, UT.

A Harvard graduate with a degree in physics, the governor believes students need to have extra opportunities outside the classroom while graduating class of the Tennessee Governor’s Academy was formed among the College of Education, Health, and Human Sciences (CEHBS), the Knoxville chancellor’s office, the governor’s office, and Oak Ridge National Laboratory to create the unique program Governor Bredesen envisioned.

In the CEHBS commencement ceremony in May, Dean Rider congratulated the first graduating class of the Tennessee Governor’s Academy. These students are now attending colleges across the country, including Cal Tech, Stanford, Williams College, Rhodes, Worcester Polytechnic Institute, and, of course, UT.

The first graduating class of the Tennessee Governor’s Academy for Math and Science visited the Great Wall on their senior class trip to China.

Inaugural Governor’s Academy Class Goes to China

LASHBACK August 2007. Twenty-four high school juniors from communities stretching from Memphis to Johnson City moved into cottages 310 and 311 on the campus of the Tennessee School for the Deaf, becoming the inaugural class of the Tennessee Governor’s Academy for Mathematics and Science (TGA). These talented students left the security of their homes a full two years early to take part in a program initiated by Governor Phil Bredesen to serve students having an aptitude and interest in mathematics and science.

TGA students. Class of 2010 student, Matthew Taylor says, “Being at ORNL is a major life experience. I have, however, been able to examine the uses and processes surrounding real investigation beyond the classroom.”

The TGA seniors about their projects. TGA’s students proved their worth at ORNL, with one mentor stating that the TGA students were “smart, hard-working and dedicated” and “better than most of my college interns.”

Just like seniors in most high schools, the TGA Class of 2009 got to go on a senior trip. However, a trip to the beach or to Washington, D.C., would not have been the TGA “style.” The students had been studying Mandarin Chinese and Tai Chi since the beginning of their junior year and thought it fitting that they practice their skills in the most appropriate environment. They proposed a senior trip to China, Governor Bredesen and CEHBS made it happen.

Many of the students had never been outside the United States so saying there was excitement in the air is an understatement. The trip arrangements they had put together in their Mandarin Class (of course, in Mandarin) came to fruition. The whirlwind tour hit historic and cultural sites in Beijing, Xian, and Shanghai. Highlights included the Pullman Train, the Forbidden City, the Small Wild Goose Pagoda, and Yu Yuan Gardens. From the famous terra cotta soldiers to the second tallest building in the world, the seniors of the Governor’s Academy got to see over 2000 years of Chinese history for themselves, rather than through a textbook.

More than just tourists in a foreign land, they were also researchers and scholars piecing together a cultural and linguistic puzzle. They seemed to enjoy themselves the most when they were wandering the alleys, smelling the smells, bartering for goods, and posing for photos with locals. One student commented, “The entire trip gave a huge social context for the language we learned.” They viewed almost every outing as an opportunity to learn, and on that note alone, we can take pride that the life-changing educational and social gains provided by this trip to China far outweigh the costs and fears associated with planning.

As the staff at TGA looks back over the previous two years, they can do so with a sense of accomplishment. A great program has been created in Tennessee, offering opportunities for advanced study in mathematics and sciences and an unparalleled research experience at a national lab, while still connecting students to their home communities through a service learning component. These students will be critical to the future of the state of Tennessee, and the staff at TGA will be enthusiastically tracking their progress and contributions to the state over the next several years.

“THE FIRST GRADUATING CLASS OF THE TENNESSEE GOVERNOR’S ACADEMY FOR MATH AND SCIENCE VISITED THE GREAT WALL ON THEIR SENIOR CLASS TRIP TO CHINA.”

How Do You Spell “Success” in Mandarin?

Graduate of TGA’s inaugural class, Emanuelle (“Manny”) Torchon took student photographs during her trip to China.
FALL 09

Increased exchanges of faculty and staff, scholarly activity, and opportunity to enhance cultural competency. Another is through the exchange of students, which will provide a unique opportunity to transform, shaping, and molding students to be of service to a great college with great leadership.

The key players in this partnership include Chancellor Gordon Shirley, University of the West Indies-Mona; Chancellor Jimmy Cheek, UT Knoxville; Dean Bob Rider, College of Education, Health, and Human Sciences; Executive Director Evan Duggan, Mona School of Business, and Director Seville Ying, Jamaican Global Diaspora.

According to Polite, “As we continue to build on our commitment to promoting diversity, cultural competency, intercultural and international awareness, I-LEAD will continue to be at the front of the pack. The college’s mission of enhancing the quality of life within a diverse global community says it all. We are obligated to prepare our students to make significant contributions to a fast changing global economy. The University of Tennessee is the flagship institution in the state and must take a leadership role in transforming, shaping, and molding students for the future. I-LEAD looks forward to our continued partnership and the collaborative opportunities for our alumni to share in the great progress of our university and respective programs. I-LEAD is honored to be of service to a great college with great leadership.”

The University of Tennessee was chosen from a host of highly recognized and qualified universities. “We look forward to a long and productive relationship between UT and the University of the West Indies-Mona” said Dr. Evan Duggan, executive director of the Mona School of Business.

Community comes from the Latin word “communitas.” It can be defined as a group of people forming a smaller social unit within a larger one and sharing such common interests as work, identity, or location. This includes a population of varied individuals in a common location. The International Education Commission estimates approximately 800,000 international students are studying in the United States. With the changing global culture and environment, it is critical that UT Knoxville students, faculty and staff compete in an international context.

Cultures vary in terms of how contextual information is viewed and interpreted. The cultures in which we are embedded inevitably influence and impact our views and thinking. The University of Tennessee has embarked on an ambitious plan to help students gain the intercultural and international knowledge they will need to succeed in today’s world.

UT President Jan Simek said, “Ready for the World calls for expanding the curricula, increasing the global competency of faculty and staff, and focusing on the inter-cultural issues of particular concern to the university. Along with recruiting more international students and faculty, we will increase the number of students who study abroad and change the programming, the opportunities, and the overall feel of campus life. In short, we will dramatically alter what it means to be educated at the University of Tennessee.”

In forming the memorandum of understanding, discussions focused on the platform of sport as a sustainable and viable product to impact the country of Jamaica. Following the positive success of Jamaican athletes like Usain Bolt (100 Gold medal and world record), Shelly-Ann Fraser (100 Gold Medal), and a host of Jamaican sprinters, the country’s leadership wanted to partner with a recognized academic program for assistance with marketing, development, and academic assessment in sport and recreation. Of particular interest is the idea of building a University Sport Township in Jamaica. This multi-million dollar facility would provide resources, training, and support for the aspiring youth of that country, Jamaica, which has an extremely high youth crime rate, has proven sport to be a viable alternative for engaging youth.

Jamaica is a beautiful country with great educational programs along with excellent sports and entertainment value. In the 2008 Olympic Games Jamaica finished third out of 204 competing countries. This included an impressive third place overall in track and field with 11 medals.

Dean Bob Rider, director of I-LEAD, says, “UT Knoxville seeks to build on its international brand recognition in selected areas of scholarship, research and innovation, we will need to seek out strategic partners within the global university network and among private enterprises who have complementary expertise and experiences that will foster the development of future leaders focused on international collaborations.

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Gordon Shirley, Chancellor of the University of the West Indies-Mona, and Fritz Polite, Director of I-LEAD, shake hands on the Memorandum of Understanding.
During the past year, substantial progress was made in a number of programs. In this issue we highlight new developments in the teacher licensure, master’s, and Ph.D. programs.

**TEACHER LICENSURE PROGRAMS**

The department has two teacher licensure programs. One is a four-year program that leads to Early Childhood licensure in Pre-K to K, special and regular education. This program is still in its three-year pilot phase, having started two years ago with the initial intent of including small yearly cohorts of undergraduate students. Enrollment was therefore limited to 10 students per year. The program was developed largely in response to the governor’s statewide initiative to provide preschool educational opportunities for young children at risk for learning and developmental problems. In addition to departmental classroom instruction in a variety of foundation and skills-based courses, the program concludes with a very close, closely supervised semester placement in a community classroom setting that is inclusive in nature and offers opportunities for students to gain hands-on experiences working with young children, some of whom are developmentally delayed or have identifiable disabilities.

Two years ago, a new preschool program for 3-year-old at-risk children also was established at South Doyle High School to support the Pre-K to K initiative (see the fall 2007 issue of Accolades). The expansion of this program will depend on the availability of additional resources during a time of serious budgetary concerns. Resources are needed for additional faculty positions and a second program coordinator to help meet instructional demands and supervision needs. The future of the preschool program at South Doyle also depends on monetary funding. We hope with continued support from the college and additional resources from Knox County Schools that young children and their families will continue to be served at the South Doyle site. The budget challenges facing our department and highlighted here will require us to plan strategically as we strive to maintain the academic integrity of our programs.

The second teacher licensure program prepares students to work in Pre-K to Grade 3 classrooms and leads to a master’s degree in Child and Family Studies. It usually takes six years to complete. Approximately 25 students are admitted each year. Requirements include foundations and skills courses as well as a one-year internship that occurs during the third year of the program and includes placements in two different public school classrooms. It is the only teacher licensure program in the college where admission decisions are made only after students complete their third year of program requirements.

To be admitted, students must take the Graduate Record Examination and submit their scores to the department along with three or more letters of recommendation, evidence of obtaining at least a 3.0 undergraduate grade point average (the average student who is admitted to the program has a 3.6 GPA), and a professional goals statement. Each student’s application is evaluated by members of the department’s Graduate Committee, who are charged with making a recommendation to admit or deny admission. Only admitted students can continue to pursue teacher licensure.

When the new admission requirements were first implemented five years ago, a number of faculty in other departments were concerned that significant numbers of students would opt out of the CFS program and elect to enroll in other teacher licensure programs in the college. Student enrollment did, in fact, decline temporarily, and some students did elect to change programs. However, yearly analyses of enrollment figures and student qualifications indicate that CFS faculty made the right decision. Enrollment numbers are now stable at the optimal level that was initially predicted by the faculty, and the higher admission standards have led to applications from students who are better qualified to meet the graduate program’s rigorous requirements. To date, 100 percent of students who have graduated from the program have found employment in public school settings. Moreover, feedback from administrators as well as teachers who supervise students during their internship placements has been consistently positive.

**MASTER’s PROGRAM**

In addition to the master’s program that leads to teacher licensure, the department also has a second master’s program with two options, one that prepares students to work in human services agencies and another for students who have research interests and plan to pursue an advanced degree program. Prior to this year, the department offered only the second option and required all students who enrolled in the program to complete a research thesis. The original intent was to focus attention primarily on students who were good candidates for an advanced degree program. However, the department’s mission has changed significantly over the last five years, which is reflected in the applied interests of new junior faculty as well as many of the senior faculty. Several faculty members have developed strong ties with community agencies that serve at-risk children, youth, and families and thus are in positions to establish internship placements and coordinate with on-site agency supervisors.

The master’s program now has a non-thesis option that includes two semesters of work in a community setting. The first group of students began their internships this past summer, and it is anticipated that the large majority of students who are admitted in the future will elect to pursue this option. This is as it should be, only students who have strong interests in research should be encouraged to elect the thesis option.

**DOCTORAL PROGRAM**

The change in faculty composition and research interests also necessitated that changes be made in the Ph.D. program. An ad hoc committee of faculty members was asked to review all aspects of the program and determine to what extent components and courses were relevant to the department’s mission themes. As a result, the members recommended changes in the core course requirements such that greater emphasis was placed on development in context and a focus on children, youth, and families at risk. In addition, much greater flexibility in program requirements was created to allow doctoral students to specialize in areas of study that reflected the expertise of individual faculty members.

As a result, students now can elect to study and engage in research with faculty members who have achieved national and international prominence in areas such as youth and political violence, domestic violence, early childhood education, early intervention, infant and toddler development, program evaluation, parent education, and a host of other areas. A strong focus on research methodology and statistics was retained in the new program as were requirements for foundation courses in theory and research. Taken together with the increased emphasis on core courses that better reflect the department’s mission themes as well as a more comprehensive approach to research specialization, the new program should have greater appeal to prospective doctoral students. Thus, it should be possible for faculty to recruit more and better doctoral students and also enhance the appeal of our graduates to other institutions of higher learning, when it comes time for them to seek employment.
Dr. Graff led the University of Tennessee into the era of racial desegregation as the then Department of Educational Administration accepted its first African American student, Harry S. Blanton, who received his doctoral degree in 1959. Dr. Graff also was sensitive to gender issues (educational administration was nationally characterized as male-dominated), and the first two women received their doctoral degrees from the department in 1957 and 1958. This academic year, 2009–2010, we celebrate 60 years as a department and honor Graff’s commitment to preparing educational leaders. To start this celebration, we unveiled a poster commemorating our anniversary and premiered a video presentation chronicling the history of the department at our graduate student orientation on August 17.

Today the department provides graduate preparation in College Student Personnel (M.S.), Educational Administration and Supervision (M.S., Ed.S., and a Certificate Program), Leadership Studies in Education (Ph.D.), and Higher Education Administration (Ph.D.). These degree programs are led by program coordinators who have invested an enormous amount of time in curriculum and instruction, and have led to a 13-percentage-point increase in Lonsdale student scores on the Tennessee Comprehensive Assessment Program (TCAP) test. Knox County Mayor Mike Ragsdale designated a Lisa Light Day in her honor.

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Additional information about our department can be found at our Web site: http://elps.utk.edu
Like all faculty of 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.

DEPARTMENTAL HIGHLIGHTS

FACULTY CHANGES
Trena Paulaus was awarded tenure and promoted to associate professor. Congratulations to Dr. Paulaus. Unfortunately, EPC lost one faculty member this past year when Diana Moyer left the university. We were sorry to see her leave and wish her well.

SERVICE LEARNING/OUTREACH ACTIVITIES
High levels of service learning activities and outreach experiences are consistent with the applied focus of most degree programs within the department. Many EPC faculty members directly or indirectly provide supervision to students in field-based settings such as schools, mental health agencies, and departmental/university entities. These experiences may be provided as part of a practicum or internship, but may also be delivered in formal or informal arrangements among EPC faculty, students and community entities within settings such as those offered through the Full-Service School initiative, the Grief Initiative, or other programs that serve children and parents in outreach settings (e.g., Burlington Library Outreach Center). As mentioned above, many of these activities provide data for research purposes. These field-based experiences are mutually beneficial. Clients receive services such as tutoring and/or counseling; and the students, staff, and faculty gain valuable experience delivering these services as an integral part of their educational experience.

In addition to working with EPC faculty to secure grant monies to fund outreach activities, personnel from the KLAS Center is to provide direct service learning and outreach activities. Personnel from the KLAS Center provide assessment of academic and social skills and related interventions for the School for Children’s and their parents, if needed. This work also produces research data and serves as the basis for grant writing initiatives.

The mission of the Center for Literacy Studies (CLS) is to support and advance literacy education throughout the lifespan. CLS works with providers of literacy education to strengthen their capacity to help individuals build knowledge and improve skills needed to be life-long learners and active members of families, communities, and workplaces. Some relevant specific contributions this past year include the following:

• Diane Gardner, associate director of the Center for Literacy Studies, was elected to the United Way Investment Committee to review grant applications.

• Aaron Kohring, research associate, was elected to a second term on the board of the Tennessee Literacy Coalition.

• Bill McNutt, technology coordinator, was invited to review GED Connection, a multimedia package designed to help learners prepare for the GED for the KET Adult Learning Catalogue. The multimedia materials are published by the Public Broadcast System and Ken tucky Educational Television.

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The University of Tennessee, Knoxville, has a second largest department in the college. Members have followed the department’s growth since its inception in 1956 and share our pride in its continued growth and successes. We appreciate all your support and invite you to come and visit. For those of you who are just becoming acquainted with the department, we invite you to visit, either in person or on our website at http://web.utk.edu/~edpsych/. High lights of some of the most salient changes, activities, and accomplishments over the past year follow. Importantly, almost all the teaching and research within the department has a strong applied bent, and the day-to-day activities of most faculty, students, and staff ultimately contribute to improving the educational well-being and/or mental health of members of the community.

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

FACULTY HIGHLIGHTS

Jeff Fairbrother was awarded tenure and promoted to associate professor by the University of Tennessee Board of Trustees during their June meeting. Fairbrother directs the Motor Behavior Laboratory, conducts research examining how practice procedures (e.g., task scheduling) affect motor performance and learning, documents the performance characteristics of skilled actions, and investigates age-related changes in sports performance.

Clare Milner was advanced to fellow status in the American College of Sports Medicine at the College’s Annual Meeting in Seattle in May 2009. This prestigious distinction recognizes her professional achievements and research in exercise science and sports medicine. Milner’s research examines the biomechanics of lower extremity injury and rehabilitation, including the quality of walking after knee joint replacement and retaining high-risk landing patterns in female athletes.

Craig Winsberg gave an invited keynote address, titled “Encouraging the Self-Regulation of Sport Performers: Research and Application,” at the 12th World Congress of Sport Psychology in Marakesh, Morocco in June. The meeting was the first of its kind on the African continent. In addition to delivering a keynote lecture, Winsberg served as an invited discussant on a symposium organized and chaired by a former Ph.D. student in the sport psychol ogy program at Tennessee, Tatiana Ryba (who is now on the faculty at the University of Jyvaskyla, Finland). The symposium was fittingly called “The Turn to Culture in Sport and Exercise Psychology.” Ryba also received the Early Career Distinguished Scholar Award from the International Society of Sport Psychology (ISSP) and delivered an invited paper as part of the awards ceremony.

RESEARCH HIGHLIGHTS

David Bassett is collaborating with Patty Freedson at the University of Massachusetts to develop better devices for measuring human energy expenditure. Accurate tools for this purpose are critical for gaining more knowledge on the problem of obesity. The project is part of a four-year, $2.2 million grant from the National Institutes of Health. Two graduate students, Jeremy Steeves and Scott Conger, are assisting in the project. After making measurements in the Knoxville campus laboratory, researchers will apply a complex mathematical model known as an “Artificial Neural Network,” allowing researchers to arrive at better estimates of how many calories are burned during exercise.

This research project is part of the Genes and Environment Initiative (GEI), an ambitious undertaking of the National Institutes of Health. The GEI has two main components: a genetics program and an exposure biology program. It is a joint venture of the National Human Genome Research Institute and National Institute of Environmental Health Sciences. For the first few years of the program, scientists will develop tools and procedures (e.g., task scheduling) to affect motor behavior laboratory, and using the quality of walking after knee joint replacement and retaining high-risk landing patterns in female athletes.

The camp is the end result of a class Hayes taught to as many as 185 university students each spring semester. Students learn how to organize and conduct the weeklong program, how to design activities that may need to be adapted for the children, and how to work with children with disabilities. For the past 20 years, the program has been conducted at the Clyde M. York 4-H Training Center in Crossville, Tennessee. The campers participate in the same activities found in any camp program, including crafts, horseback riding, canoeing, sports and games and, for some, riflery.

A unique feature of Camp Koinonia is the fact that it is a university student-driven. In other words, the total staff

STUDENT RECOGNITION

Students from all ESLS program areas are well-represented at UT. For example, in 2009-2010, 10 students were recognized with the 2009 H. Boyd McWorter SEC Scholar Athlete of the Year Award. In 2010, the program was included in the Exhibition of Undergraduate Research and Creative Achievement. Christine Magnuson (Exercise Science) was recognized with the 2009 H. Boyd McWorter SEC Scholar Athlete of the Year Award. Gaye Phillips (Recreation and Leisure Studies) was named a Baker Scholar for 2009-2010.

Mike Diacin, Graduate Teaching Award—Sport Sociology
Lauren Leroy, Outstanding Scholar Athlete—Exercise Science
Christine Magnuson, Outstanding Scholar Athlete—Exercise Science
Danielle Vincent, Outstanding Scholar Athlete—Exercise Science
In this past year our students have won many prestigious research awards at a number of national and international conferences. Research lays a solid foundation for high quality teaching and collaboration with agencies and communities to effect positive health-related change. We celebrate the work of all of our students, faculty, staff, and those of UT’s Early Head Start and we collaborate for improved health of individuals, families, and the communities where they live.

Last August, the programs in Public Health (Public Health, Health and Safety) and their faculty were transferred to the Department of Nutrition. The department is comprised of faculty Charles Hamilton, June Gorski, Greg Pettry, Denise Bates and Susan Smith. These programs complement the health related programs and research already existing in the department, such as the nationally recognized Public Health Nutrition program directed by Betsy Haughton.

We also want to introduce our newest faculty members. Clea McNealy, who received her Ph.D. from UCLA’s School of Public Health, comes to us from the prestigious Bloomberg School of Public Health at Johns Hopkins University. She was an assistant professor and deputy director in the Center for Adolescent Health. She is an expert in community-based participatory research and has collaborated with Brian Barber (Child and Family Studies) to develop cross-culturally valid measures of parent-adolescent connections and parental regulation of adolescent behaviors, which involve collaborations in over 25 countries. Her joint appointment with the Center for the Study of Gender and Society further establishes cross-disciplinary collaboration, strengthening the public health component on campus.

We also want to welcome the newest faculty members in the Cellular/Molecular Nutrition Program, Ling Zhao and Jason Collerz. Professor Zhao received her Ph.D. from UC Berkeley in Molecular and Biochemical Nutrition. She comes to us from the Western Human Nutrition Research Center, where she was an assistant project scientist (Step IV) with a joint faculty appointment in the Department of Nutrition at UC Davis. Her research focuses on cellular and molecular mechanisms responsible for chronic inflammation and their resolution. This work has direct implications on diseases such as diabetes, insulin resistance and atherosclerosis. Professor Collerz received his Ph.D. from the LSU Health Science Center. More recently, he was a post-doctoral fellow at Duke University in the Sarah W. Stedman Nutrition and Metabolism Center in the Department of Pharmacology and Cancer Biology and pursued his new studies with Dr. Chris Newgard. His research investigates the molecular mechanisms responsible for the effects of diet on beta-cell failure and their subsequent impact on the development of Type-I and Type-II diabetes.

CELLULAR AND MOLECULAR NUTRITION

Research in the area of cellular and molecular nutrition tries to explore how dietary components impacts health and disease by regulating cellular processes and gene expression. How diet works allows us to better target interventions.

Congratulations to Guoxun Chen, assistant professor, who has been awarded a new grant for $150,000 from the National After award for $308,000. Chen’s research will hopefully advance our understanding of how to more effectively treat diabetes. His new four-year grant project is titled “Determine the mechanisms that retinoids synergize with insulin to induce hepatic Gck1 expression.” Vitamin A is an essential human nutrient for normal body growth and immune response. Elevation of vitamin A in the liver of patients with Type 1 or insulin-dependent diabetes, was observed more than 70 years ago. Furthermore, more than 50 years ago, deplention of stored carbohydrate, or glycogen, in the liver was demonstrated in rats fed a vitamin A deficient diet. Since diabetes, by definition, is an elevation of blood glucose (sugar) level, Chen wants to help answer the question: “What is vitamin A role in maintaining glucose (sugar) homeostasis in the liver?” For liver cells to use glucose, the glucose must be first modified and this is regulated by insulin. Chen’s research discovered a link between vitamin A and glucose modification. They observed that vitamin A and its metabolites have the ability to work together with insulin to modify the gene directly responsible for glucose modification. His new research project is designed to determine the underlying molecular mechanisms responsible for the dietary vitamin A actions on the mineral insulin with induc glucoseokinase, the gene responsible for this process. This could mean new treatment strategies for better control of blood glucose levels for patients with diabetes. This project is an excellent example of how diet impacts our genes to modify health and disease through the interaction between genes and nutrition.

Michael B. Zemel, professor, was awarded a new grant for $150,000 from the National Institute of Child Health and Human Development for a new study with Dr. Chris Newgard. His research investigates the molecular mechanisms responsible for the effects of diet on beta-cell failure and their subsequent impact on the development of Type-I and Type-II diabetes.

PUBLIC HEALTH NUTRITION STUDENT AND FACULTY PRESENTATIONS

Melissa Hansen-Petrik, Katie Kavanagh, Hollie Raynor, and Marsha Spence presented research at the Experimental Biology annual meeting in New Orleans in April. In addition, two public health graduate students, Stephanie Joyce and Nicole McGee, and one undergraduate nutrition student, Hannah Carroll, presented research. McGee also received a travel award from the American Society for Nutrition’s Nutrition Education Research Interest Section for an abstract extended abstract of her research.

Hollie Raynor also presented research at the Society for Behavioral Medicine in Montreal, Canada and at the American Society for Metabolic & Bariatric Surgery in Texas.

Betsy Haughton presented at the Pediatric Nutrition Conference sponsored by the University of Alabama at Birmingham on community-based strategic planning and community nutrition assessment.

Three of Melissa Hansen-Petrik’s graduate students presented their work at the Tennessee Dietetic Association’s annual meeting in Nashville. One won an award for her poster entitled “Acceptance of vegetarian entrees by preschoolers is related to food neophobia and prior vegetable exposure.” This project was conducted in collaboration with Dr. Charles Hamilton of Early Learning Center for Research and Practice. Closer to home, an undergraduate student research project was presented at UT’s Exposition for Undergraduate Research and Creative Achievement. These projects all relate to exploring the impact of environment on nutrition of pre-school children.

Betsy Haughton and Marsha Spence, along with two Maternal and Child Health Public Health Nutrition graduate assistants, Stephanie Joyce and Shannon Looney, attended the Association of State and Territorial Public Health Nutrition Directors annual meeting in Santa Fe, New Mexico, in June. While the two graduate assistants displayed poster presentations highlighting recent maternal and child nutrition research and the Promoting Healthy Weight colloquium series.

THE NUTRITION INSTITUTE: RESEARCH AND OUTREACH

The Nutrition Institute, now in its eighteenth year, was founded to integrate the significant nutrition-related research efforts undertaken across a broad range of academic departments in addition to Nutrition. The institute has played a key role in the development of two major thrusts: a molecular nutrition research initiative and a community nutrition assessment initiative. This latter initiative, originally developed as Tennessee on the Move and subsequently re-branded as America on the Move in Tennessee, seeks to improve the health and early quality of life of Tennesseeans by promoting healthy eating and active living among individuals, families, and communities and to empower consumers to make nutritionally healthy food choices. Faculty Zhao and his impact of the overweight among our state residents through small, sustainable changes in individual, family, and community nutrition assessment.
existing lifestyles. This statewide outreach program was established with funding from the U.S. Centers for Disease Control and has subsequently been sustained through public-private partnerships. The program has had a significant presence in many communities, schools, workplaces, and faith-based organizations across the state at both live and web-based lifestyle support. The program presently serves over 20,000 Tennessee residents and maintains a remarkable 70 percent success rate in preventing weight gain and sustaining healthy weight loss. The program utilizes a fun, interactive website to assist in lifestyle management. This site is being reorganized to incorporate current trends in social networking. Watch for these changes and other improvements at www.americaonthe network.org/TN.

SELECTED RECOGNITIONS AND AWARDS

Betsy Haughton received the Mary-Helen Byers Award for innovative teaching related to the new online graduate course on Community Leadership for Healthy Life- styles in collaboration with the University of Alabama at Birmingham. She was also nominated for the 2009 Chancellor’s Advis- ing Award.

Jessica Bachman, a doctoral student under the guidance of Hollie Raynor, recently received a two-year pre-doctoral fellowship from the American Heart Association for her proposal, “Eating Frequency Prescription for a Behavioral Weight Loss Intervention.” Shannon Looney, M.F.H., a doctoral student also working with Raynor, received UT’s prestigious J. Wallace and Katie Dean Byers Award for innovative teaching related to developing the colloquium series, which will focus on promoting healthy weight gain for infants and healthy weight for children, adolescents, and their families. Each colloquium will focus on one of the “Bright Futures” developmental stages and how nutrition, physical activity, and parent- ing can promote healthy weight. The series targets researchers, practitioners, and family members. Each colloquium is offered on campus at the new Baker Center as well as on-line, so that registrants can participate across the country and even the world. The March colloquium introduced the series and included a presentation on “Bright Futures” by Stephanie Joyce, M.S., a gradu- ate assistant funded by the project. You can view archives of the colloquium by visiting its website at http://nutrition.utk.edu/sem- inars/HealthyWeightColloquium.html.

The next two events are scheduled for the 4th Fridays of September, 2009 and March, 2010. Check the website for registration information and join us!

DEPARTMENT HIGHLIGHTS

FAREWELL TO COLLEAGUES

Jung Han Kim, associate professor, is mov- ing to the Marshall University School of Medicine in West Virginia. We also want to wish Susan Smith the best of luck at her new institution, Indiana University. She was a faculty member in the Safety program, and will assume a similar role in Indiana.

We will miss them.

DEPARTMENT OF
Retail, Hospitality, & Tourism Management

by Nancy Rutherford

Department Head

The department strives for high quality, relevant programs and stays focused on the “real” world through industry partnerships, service learning activities, and community outreach.

INDUSTRY PARTNERSHIPS

The Women in Retail & Hospitality Leadership Conference, held in October 2008, was a great success! Our industry partners enabled us to have a stellar line up of female executives who inspired our students and the business professionals in attendance. Companies represented in- clude Wal-Mart Stores, Gaylord Opryland, Peabody Hotel Group, Pepsi Cola North America, and the American Hotel and Lodg- ing Association.

Over 200 students attended the RHTM Career Networking Event held in Febru- ary. Twenty-two retail and hospitality companies participated. Because of the difficult economic conditions last spring, many of our industry partners were not hiring or had significantly scaled back recruitment. There- fore, we changed the format and focus of our annual career fair to give students an opportunity to form relationships and learn about companies to improve their employ- ability in the future. Each company had a “conversational seating” area to provide a relaxed setting more conducive to talking.

Students in Ann Fairhurst’s Retail Strate- gies class participated in the Target Case Study Competition last October. Each year Target challenges students from select programs to develop strategic solutions for solving current issues in its business. The class was divided into four teams, which generated solutions to the project question: “How can we effectively staff our stores with hourly and executive teams as we enter the competitive labor market of 2010?” Many of the ideas gener- ated by each team focused on recruiting, retention, and marketing. Target executives selected the team they felt provided the following career fair.

Stein Eichelbaum, president of Marketing Development, Inc., moderated the Retail and Hospitality Eco- nomic Outlook Panel and gave an assess- ment of the economy and what might hap- pen in the future. Industry representatives from Wal-Mart Stores, Kroger, Gaylord Opry- land, and the Knoxville Tourism and Sports Corporation discussed strategies their com- panies are using to be successful and shared insights for success in these fields.

The Ready for the World Cafe is now a popular luncheon site in the University Center. The cafe, located in the Hermit- age Room, is operated by the HRT 445 Advanced Food Production and Service Management class in partnership with ARAMARK on-campus dining service. The class serves four luncheons weekly during each academic term. The students develop a broad “multicultural” menu that changes weekly. They must also price each recipe and then supervise the purchasing and prep departments in the ARAMARK kitchens on campus. Finally the students put it into prac- tice the principles of marketing and man- agement learned in their HRT courses. Last fall the luncheons averaged approximately 60 guests per day and rose to approximate- ly 80 guests per day in the spring. Special, prebooked events resulted in serving hun- dreds of guests on some days.

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Using a Target Development Grant of $5,000, Ann Fairhurst planned the Tar-Get Leadership Retreat for RCS students. Fifteen students participated in this January-ary retreat at the Ruby Tuesday Lodge in Maryville, Tennessee. The retreat started on Friday with an icebreaker/team building activity concentrating on challenges of Maryville College followed by a busi-ness etiquette dinner. On Saturday, Target representatives from the regional office in Charlotte, N.C. and the key target present-ed material on topics beneficial to students developing their leadership skills. The pre-sentations included “Take the Lead: Leader-

way to have self-discovery and I liked all of the advice,” and “I really enjoyed the inter-actions with the Tar-Get Team! Just meet-ing all of the professionals was helpful for networking.”

The Retail and Consumer Sciences pro-gram added to its national stature this year when it became a college partner of the National Retail Federation (NRF), the pri-mary trade association for retailers world-wide. The NRF Foundation will feature our department on its web page, providing an opportunity for us to highlight our degree program, gain industry exposure, and in-crease student access to job opportunities.

Additionally, the Institute of Service Excellence in KTHM has been awarded the privilege of using the monthly Consumer Intentions and Actions Study compiled by Bigresearch. The database includes a sample of 5,000 to 10,000 consumers each month. Included in the data are responses related to shopping and purchasing behavior for specific products like furniture, appliances, apparel, linens and bedding, cars, personal care products, gas, etc. The data-base looks at not only general behavior but also at specific stores where consumers purchase these products, both brick and mortar and online. Food service behavior is also examined, from fast food to full service restaurants. Consumers’ feel-ings on the economy, credit card usage, and projected expenditures over the next 90 days are queried. We hope to use this database to provide valuable information for our industry partners and other retail professionals. It will also be an excellent research source for graduate students.

The students in Ann Fairhurst’s RCS 390 Professional Development class organized a Boutique Sale for Habitat for Humanity, which was held in April and included a special preview night. As part of this service learning project, the students were divided into three teams—store planning, merchan-dising, and promotions. The students were responsible for turning an empty storefront on Market Square in downtown Knoxville into a fashionable boutique. In addition to clothing donations from board mem-bers of Habitat, the students requested donations from campus staff, faculty, and students. The students contacted vari-ous media sources to promote the event, which was a huge success with revenue of $5,014 going to Habitat for Humanity! Comments from students in their reflec-tion essays included: “This was by far the most beneficial and enjoyable project in my educational career”; “... the experience taught me how vital it is that everyone on a team does his/her part”; and “... this experience enhanced my ability to be an effective corporate citizen and a member of a larger society by giving of myself to better my community.”

This past year, Carol Costello was elected to the board of directors for the Second Harvest Food Bank, which serves 18 coun-ties in East Tennessee. Second Harvest provides over 9 million meals annually, serving approximately 125,000 individuals per month. Under Costello’s direction, stu-dents in HRT 212 Conventions, Meetings, and Events assisted with the annual Sec-ond Harvest Chili Cook-off as a service learning project last fall. Students helped to promote the event through articles in the Knoxville News Sentinel and UT’s Daily-Beacon. Over 1,600 paying customers at- tended the cook-off event, and proceeds were nearly triple the previous year. The students also instituted a recycling pro-gram, which was nearly 100 percent ef-fective. Cups, bowls, spoons, napkins, and cans were all recycled.

The Tourism Institute, under the direc-tion of Steve Morse, compiles Tourism Economic Fact Sheets for all 95 Tennessee counties annually. Hospitality and tourism industry groups throughout the state use these fast facts for a concise report of the value of tourism for each county in terms of tourist spending, 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. Morse also gave over 20 presentations on tourism economics during the past year to county comissions, chambers of commerce, economic development councils, tourism groups, and convention and visitor bureaus across the state.

Governor Phil Bredesen and Steve Morse presented graduation certificates to 15 individuals that graduated from the Tennessee Professional (CTTP) program at the Governor’s Conference on Tourism in Gatlinburg last September. The CTTP pro-gram is a professional education develop-ment program administered by a partner-ship between the Tourism Institute and the Tennessee Tourism Roundtable, an industry association.

The Tourism Institute represents Tennessee in the Southeast Tourism Society. Steve Morse presented the keynote address, “Trends, Fads, and Rumors: An Economic Look at Tourism in 2008 and a Forecast of Tourism in the Southeast for 2009” at the society’s fall conference. Morse also pre-sented a live webinar broadcast, “Protecting Your Tourism Budget during a Slowing Economy,” to tourism professionals last October for the society.

Ann Fairhurst and John Antun are spearheading a new Local Food Products Initiative in the department. Collaborations with the Maryville Farmer’s Market, UT Gardens, and UT Extension have resulted in retail students developing market-ing and merchandising plans for the Maryville Farmer’s Market and an herb garden and berry patch on the back lawn of the UT Visi-tor’s Center that will be used by the Culinary Institute. In addition a major grant was submitted to USDA to promote local food pro-ductions. Ann Fairhurst is on the look-out for the Maryville Farmer’s market as the volunteer and special event coordinator with the mission to increase consumer awareness of the Maryville Farmers market and to assist the farmers in marketing their products to the community.

Additionally, the Culinary Institute is build-ing a curriculum for a Farm-to-table class, which will be offered in the spring of 2010; and John Antun is working with the Chez Panisse Foundation to offer a series of “Edi-ble School Yard” workshops for elementary school teachers at the Culinary Institute.

Through a class project in HRT/RCS 360 Issues and Trends in Consumer Service, stu-dents are recognizing local businesses that provide outstanding service. Last fall stu-dents presented Golden Napkin Awards to five area businesses. Students identi-fied businesses frequented by students in five categories (pizza restaurant, fast food chain, casual dining establishment, grocery store chain, bar/pub) and then rated them on 11 aspects of customer service. Winning com-panies included The Roaming Gnome, Pizza Hut, Calhoun’s on the River, Krieger, and Chick-Fil-A.

During spring semester, students identi-fied specialty clothing, health and beauty products, sporting goods, overall fashion products, and consumer electronics as the five business categories to survey and rated them on 10 aspects of customer service: layouts and visual organization, a wide assortment of goods, friendly and knowl-edgeable employees, cleanliness of store, ease of transactions, return policy, coupons and discounts, greeting at the door, cleanli-ness of dressing rooms (if applicable), and overall customer service. The top-rated business for quality customer service in each category was honored with a Service Experts Customer Service Award. The win-ners were J. Crew, Sephora, Blue Ridge Outdoor, L.C. Penney, and Apple.
The faculty and programs housed in the Department of Theory and Practice in Teacher Education (TPTE) work toward the development of teachers and leaders ready to improve the quality of education in Tennessee and beyond. We strive to offer innovative, research-based programs for teachers, teacher educators, and educational interpreters; to work in close harmony with schools and educators across the university, in the region, state, and nation for the improvement of education and interpreting; to develop leadership in scholarly research and writing; and to participate and assume leadership in professional organizations.

The faculty in TPTE continued their strong commitment to international and intercultural awareness and development in the past year. Selected examples of such activities include:

- Support for Seamless Education in Trinidad and Tobago: Kimberly Wolbers partnered with local agencies to study linguistic, social, cultural, and instructional needs of students with hearing loss.
- Using Cultural Autobiographies to Increase Intercultural and International Competence: Gina Barclay-McLaughlin, Deborah Wooten, Jeffrey Davis, and Rita Hagevik recorded narratives of other faculty members’ cultural autobiographies to examine how developmental, social, and cultural experiences shape and influence professional interactions.
- Appreciating Local History at the Green McCladd Cultural Center: TPTE students enrolled in the rural and urban/multicultural programs along with their faculty visited the Green McCladd Cultural Center to learn about school desegregation and the Clinton 12 from the man who served as Clinton High School student body president during integration.
- Learning Culture through International and Intercultural Children’s and Young Adult Literature: TPTE faculty and doctoral students partnered with local English as a Second Language colleagues to identify excellent multicultural child and young adult literature and purchased and distributed numerous books and CD resources to teacher education interns.
- African American Read-In: Coordinated by Susan Groenke, TPTE faculty read to Vine-Middle School students to celebrate the African American Read-In held in schools nationwide every February.
- Spoken Spanish for the Teaching Professional: Twenty-two TPTE faculty members enrolled in the UT online independent study course Spoken Spanish for the Teaching Professional in order to promote multilingualism and better communicate with Spanish-speaking students and families in partner schools.

Further, we aspire to build a deep understanding of cultural and racial influences associated with education and teacher behavior with our own students. To that end, we applied and were selected to participate as a pilot institution in the Teaching Diverse Students Initiative (TDSI) sponsored by the Southern Poverty Law Center. TDSI is a collaborative effort that includes participation from the American Association for Colleges of Teacher Education and the National Education Association, as well as leading scholars, expert teachers, and professionals committed to improving instruction and ensuring educational access, equity, and social justice for all the citizens of our diverse society. Membership in TDSI offers access to a rich range of tools and resources that can be used independently or collectively with a given course or for professional development needs. Included among the materials are tools for assessing beliefs and values related to race, ethnicity, and other types of diversity.

In addition to the activities highlighted above, we have many ongoing scholarly endeavors. A sampling of our honors and recognitions over the past year follows.

### Faculty Awards

**Colleen Gilrane** received the UT Alumni Association Outstanding Teacher Award and was a co-recipient of the CEHHS 2009 Helen B. Watson Outstanding Faculty Research Award.

**Faculty Retirements**

Claudia Meehar, associate professor of science education, retired after twelve years of service at UT.

**Faculty Appointments**

MariBeth Coleman joined the special education faculty as a tenure-line assistant professor.

Stephanie Cramer accepted a tenure-line appointment as an assistant professor in art education.

Ji-Won Son joined the faculty as a tenure-line assistant professor in mathematics education.

### Staff Recognition

**Teresa Allmon** was recognized for 5 years of service at UT.

**Patricia Fagg** was recognized for 30 years of service at UT.

**Patricia Flynn** was recognized for 35 years of service at UT.

Karen Walker completed all requirements for the communication certification.

### Selected Student Activities and Recognition

**Florence M. Ndiaye** and Jessica J. Tarter-Page received the Professional Promise Award at the Chancellor’s Honors event.

Fifty-five interns in teacher education received a J. Clayton Arnold Scholarship.

Lissa Hat slip and Courtney Swift received the Max B. and Laila Armitrion Scholarship.

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The Center for Disability and Employment

The Center for Disability and Employment promotes employment and career advancement for Tennesseeans with disabilities through engaging life-long learning, enhancing quality of life, and preparing professionals in leadership roles. University and community youth are encouraged to participate in CDE activities through internships or mentoring opportunities. Service learning opportunities include training and technical assistance to over 7,000 community rehabilitation providers, providing training and technical assistance to ensure quality employment practices through professional development and management of service provision.

Service learning activities for students include the following:

- mentoring high school students in vocational exploration and self-assessment based assessments, and postsecondary options
- assisting middle and high school students with development and implementation of career opportunities as outlined in the individualized Educational Programs (IEPs)
- mentoring job candidates in National Disability Mentoring Day activities

Programs offered through the Center on Disability and Employment include the following:

Self-Determination and Career Planning and Transition Services Integrated Model are school-based programs that focus on students being prepared to enter the workforce or to pursue postsecondary education opportunities after high school. These programs work with Tennessee school districts incorporating a self-determination curriculum by providing professional development to education staff, mentoring students in vocational exploration, community based assessments, and postsecondary options; facilitating strategic planning with schools to implement or improve transition programs; and building partnerships between schools and community rehabilitation providers.

Rehabilitation Services and Supported Employment serves as a consultant entity for Tennessee Department of Human Services, Division of Rehabilitation Services working with Tennessee DRs counselors and community rehabilitation providers offering training and technical assistance to ensure quality employment practices through professional development and management of service provision.

Through these programs individuals with disabilities have the opportunity to go to work in the community with the necessary support to be successful on their jobs. Supported Employment staff members administer the Employment Services Certificate Program (ESCP), a competency-based training for employment staff that results in a national certificate approved by the Association for Community Rehabilitation Educators (ACRE).

Division of Rehabilitation Services (DRS) Corporate Connections serves as a marketing arm of the Tennessee Orthosis/Divisions of Rehabilitation Services working with Tennessee businesses to promote the benefits of employing individuals with disabilities. DRS Corporate Connections staff members build relationships with a wide variety of industries providing employment services and resources that will help create a more diverse in the workplace. Services to employers include:

- providing job on accommodations and disability awareness; recruiting qualified job applicants for companies from a pool of individuals being served by DRs; coordinating community events and business programs; and engaging business leaders in educational and networking activities creating positive public relations opportunities for companies.

In the spring, the CPH again partnered with KCHD, the UT affiliate of the American Medical Student Association (AMSA), and the UT Film Committee to show the seven-part documentary series Unnatural Causes: Is inequity making us sick? The film series explores the social determinants of health, probing the root causes of health inequities among various minority and lower socioeconomic groups in those states. “That individuals’ health outcomes are to a great degree determined by the color of their skin, the language they speak, or how heavy their wallet is was a deeply challenging and sometimes disturbing revelation to students, faculty, and community members who participated in this event. It is yet another example of how we have connected students, faculty, the public health practice community, and the wider Knoxville community in substantive discussions about why some people are healthy and others are not.”

This fall, the CPH will continue its focus on health reform through two public health colloquia: Dr. Larry Churchill from Vanderbilt University will speak on the ethics of health reform (September 18, 10:00 a.m., Hodges Library Auditorium); and Dr. John Bryant, Professor Emeritus, Aga Khan University, Karachi, Pakistan, will speak on the lessons of health reform in the developing world (November 20, TBA). Information on these and other activities can be found at http://www.Knoxville.gov/cph. If you wish to subscribe to the CPH listserv, please send an e-mail note to Ms. Debbie Butenko at dbutenko@utk.edu.

The Center for Public Health

During 2008, the CPH facilitated the work of a task group of senior leaders at the Knox County Health Department (KCHD) composed of Knox County Mayor vs. County Health Department Self-Assessment for Accreditation. KCHD has taken a leadership role in preparing for what will be a comprehensive, in-depth assessment of the capacities and capabilities of the health department to provide the essential services of public health. This will be the first health department in the state to work through this self-assessment. CPH Director Paul Erwin was in these efforts by Diane Krause, graduate assistant, and Austin Stephenson, summer intern.

Last fall the CPH teamed with the Office of External Scholarships to host the visit of T.R. Reid, Rocky Mountain Bureau Chief of the The Washington Post, to Knoxvillle to present a talk and screening of the documentary film Sick Around the World. The film explored health care systems and models around the world, asking which, if any, might serve as a model for health care reform in the U.S. “This was a very timely visit, coming on right before the presidential election. It gave students an opportunity to explore in-depth why the U.S. has the health care “system” it has and how we might learn from other countries regarding what is possible and what will work better,” Ervin noted.

WAVE/Families First

Knoxville WAVE—Work, Achievement, Valu- es and Education—has been in existence for over 30 years and serves economically disadvantaged families and young people in Knox County area. WAVE has provided adult education, work readiness training, job-specific training, and overall life skills training to a vast pool of youth. During 2008–2009 academic year under the leadership of Terrell Strayhorn, director, the program provided services to 21-year-olds. The paid internships are approximately 3,000 employ- ers, 59 school districts, and over 350 indi- viduals with disabilities across Tennessee.

For the past two years, United Way of Greater Knoxvile has funded WAVE to provide support services to low-income individuals pursuing healthcare careers. The Learn to Earn program has been featured on WBBR TV as well as in United Way’s campaign videos. The success of the par- ticipants has been outstanding, and this model has been used in other social service programs. WAVE also receives funds from Pellissippi State Technical Community Col- lege, Workforce Connections, and Dollar General Literacy Foundation to provide adult education, work readiness training, and paid internship opportunities for 17- to 21-year-olds. The paid internships are the newest addition to the program and have provided students with a supported transition from the classroom to the world of work. Program goals include increasing literacy/numeracy level, attaining the GED, entering post-secondary or vocational train- ing and obtaining employment.

Most of the WAVE students are in the cus- tody of the state and need wrap around case management to achieve their goals. The work is challenging but extremely rewarding. According to one graduate of the program, “From the experience of walking in the door, I was welcomed into the program. I knew this was the place that would help me to have a better future. If it were not for Knoxvile WAVE, I would not have the charisma that I have today. I have taught me to be a professional woman and the importance of making a difference in the lives of others. The Knoxvile WAVE pro- gram didn’t just help me obtain my GED, but they helped me start over.”

Dedicated to success, the staff at WAVE value the individual students and work hard to find a method of learning that works for each student. WAVE takes great pride in serving students who seem to have “fallen through the cracks,” giving them a second chance at education and a future. For more information, contact Bethany Mincey at 974-1953 or send an e-mail to bmincey@utk.edu.

Center for Higher Education Research and Policy

The Center for Higher Education Research and Policy (CHERP) was established to accent the role of UT Knoxville and, specifically CCHPS, its faculty, staff, and students, in shaping and forming campus, state, and federal policy debates that affect access and transitions to, retention and success in postsecondary and higher education. In short, CHERP is committed to advancing the university’s research, service, and outreach mission especially in the areas of postsecondary and higher education with support from Dean Bob Rider. CHERP was launched during the 2008–2009 academic year under the leadership of Terrell Strayhorn, director. Faculty research associates include Vince Afarica (ELPS), Sonja McKeelery (ELPS), Norma Mertz (ELPS), and Margaret Salle (ELPS). Graduate research associ- ates include Sara Bergeron (Ed Psych), Amanda Blakewood (ELPS), and James DeVita (ELPS).

In its first year, the CHERP sponsored a pre- sentation by Belinda McFeeters, Research Fellow, in the Research, Innovation, and Product Development at the highly regarded Center for Creative Leadership, headquartered in Greensboro, North Carolina. McFeeters spoke about how edu- cational leaders resolve ethical dilemmas when “leading across differences.”

Additionally, Strayhorn was awarded an Improving Teacher Quality Grant through the Tennessee Higher Education Commission. Proposals for a project titled, “Enhancing High-Need Student Performance in Priority Areas: Using Culturally- Relevant Teaching Strategies in Classroom Instruction,” CHERP staff and faculty associates (Mertz
test a national model for standards-based mathematics professional development for adult basic education teachers.

A Tennessee Higher Education Commission (THEC) grant allowed the center to assist teachers to work with parents of pre- kindergarten children to help them prepare their children for kindergarten. This is a very important transition that has been overlooked in the past, but it has direct effects on children’s ability to succeed in school.

A week-long summer workshop brought together pre-K and kindergarten teachers allowing them to talk to each about ways to make the change easier for children. Fall workshops will follow-up and allow for some analysis of the results of this project.

Center on Deafness
Established in June 1998, the Center on Deafness, housed in the Department of Theory and Practice in Teacher Education, provides an array of research and collabora- tive partnership opportunities related to deafness and disabled issues. The center focuses on disseminating knowledge and effective practices related to deafness, establishing and maintaining professional networks, and collaborating with academic and service programs. Through funding from external sources, the center has estab- lished partnerships with postsecondary institutions, rehabilitation agencies, and educational systems throughout the nation.

Center for Literacy Studies
The Center for Literacy Studies (CLS) was founded to bridge theory and practice in adult literacy and lifelong learning. CLS works with practitioners to build capacity to reaching needs of adult learners, while at the same time increasing the knowl- edge base of the field. In recent years, this charge has expanded to include lifelong literacy, adding work on the development of literacy from birth onward. CLS has successfully pursued funding for many projects.

In the past much attention has been paid to reading skills among adult learners, but recently our scope has grown to include numeracy. A couple of our recent projects have helped to develop, pilot, and field-
Attracting and retaining a diverse and Extending our outreach programs and Attracting and maintaining world-class

I-LEAD assisted in the facilitation of a partnership between the South Korean Next Generation of Sport Talent (NEST) and CEHHS. Thirteen students will attend classes at UT in fall 2009. Programming will consist of the English Language Institute, courses within Exercise, Sport and Leisure Studies and internships with the Department of Athletics. Twelve NEST Students completed a yearlong program in 2008-2009.

With approval from the Student Government Association, I-LEAD established the Project Grad Knoxville Leadership and Mentoring Academy. The program’s mission is to increase retention and graduation rates of Project Grad students attending UT.

I-LEAD has begun working with faculty, students and coaches to develop an informal mentoring program to assist students in acquiring necessary life skills via shared experiences and professional development. The Partners for Enhancing Educational Resources (PEER) has been launched under the umbrella of I-LEAD and has been approved for a $50,000 grant from the Project GRAD board. This pilot study will look at the impact of a year-round peer tutoring, mentoring, and self-efficacy program on academic achievement of identified at-risk or vulnerable student populations.

Knoxville, and it will also serve as a means of connecting summer institute participants with current college students. The foundation of the program will be based upon leadership, character development, and mentorship.

In addition, I-LEAD continues to provide services and consultation to Project GRAD Knoxville and the UT Summer Institute. This program provides academic tracks and college prep courses for Project GRAD students. In 2009, 180 students participated. Steven N. Waller (ECLS) is the codirector and executive dean of the Summer Institute.

I-LEAD is continuing the TEAM UT legacy and preparing to bring 10 students from the colleges of Business Administration, Communication & Information, and CEHHS to the annual Super Bowl (2010—Miami, Florida). This will be the fourth expedition for TEAM UT. More than thirty students have gained valuable theoretical and practical experience by working at one of the world’s largest sporting events. TEAM UT has participated in Super Bowl XLI (Miami), XLI (Jacksonville), XXIII (Tampa) and XXV (Miami).

The objective is to develop a state plan for adoption and implementation of these ideas. They also serve on the Knox Area Coalition on Childhood Obesity and are collaborating with the Knox County Health Department on a community-wide dressing obesity. They also serve on the

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Academics and the American Heart Association.

The center also engages in activities aimed at increasing interactions among UT researchers and providing training opportunities for students. For the past two years, the center has held an annual two-day workshop that allowed UT scientists to present research and discuss potential collaborative ideas.

The center is also involved in other local and statewide obesity prevention efforts. The codirectors and some faculty serve on the Tennessee Obesity Task Force, whose objective is to develop a state plan for addressing obesity. They also serve on the Knox Area Coalition on Childhood Obesity and are collaborating with the Knox County Health Department on a community-wide grant to the Robert Wood Johnson Foundation targeting environmental approaches to treating child obesity.

Institute for Leadership, Ethics, and Diversity

Cheryl Kojima (Animal Science), in collaboration with faculty from OPRN and Animal Science, also received a feasibility grant to develop a minipig model for diet-induced obesity and as a model for human obesity and hyperlipidemia and the role of bioactive dietary compounds such as omega 3 fatty acids/fish oil in preventing and treating obesity and altered immune function. External proposals based on this work were submitted to the National Institutes of Health and the American Heart Association.

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