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THE MAGAZINE FOR THE UNIVERSITY OF TENNESSEE'S COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES

ACCOLADES

FALL 2015

Gametime
VIDEO GAMES & INCREASED
PHYSICAL ACTIVITY

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

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On the Cover
A student of the Early Learning Center
plays Xbox Kinect.
Photography by Dani Rose ('08)

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335 CLAXTON COMPLEX



As I begin my twelfth year as dean of the College of Education, Health, and Human Sciences, I think back to my very first day on the job. It was July 1, 2004, that I first entered my office in 335 Claxton to embark on an incredible journey.

And the journey continues! Professionals working in academia believe that deans do what they do for four to five years and, if successful, then move on to become provosts, chancellors, or presidents. A beloved and respected colleague once asked me why I choose to stay at the University of Tennessee and not pursue these other, loftier positions. My response was quick and simple—the place, the work, and most importantly, the people.

This response was never truer than it is today. As I tell our wonderful faculty and staff, we have the opportunity to do the most important work in society.

Everything we do in the college helps the people we work for and with to live their lives better, further validating our college motto: “Enhancing quality of life through research, outreach, and practice.”

Speaking of the most important work in society, the articles and stories contained in this issue of *Accolades* are undeniably some of the most compelling ever printed in this magazine. You’ll read and learn about the important research being conducted in several departments on the topic of childhood obesity. You’ll receive an update about the incredible work being conducted through our Center for Sport, Peace, and Society, now in its fifth-year of operation and working on its third multimillion-dollar grant from the US Department of State.

As you will see, our college, through the committed collaboration of the Department of Educational Leadership and Policy Studies, the Department of Educational Psychology and Counseling, and the Department of Kinesiology, Recreation, and Sport Studies, continues to provide opportunities for at-risk, high school students in East Knoxville to learn what it means to attend college with the Project GRAD Summer Institute. The project just completed its eleventh year of operation and as a result, significantly higher numbers of students from Austin East and Fulton high schools are pursuing postsecondary educational opportunities.

These are but a few of the interesting stories you will read in this issue of *Accolades*. As I believe you know, our students, faculty, and staff continue to create the wonderful stories we have told in the past and will continue to do so for the future.

The only way we are able to carry on this purposeful work is through the support of all of you—our dedicated alumni, friends, faculty, staff and of course, our students. Many thanks to you all for your continued support and advocacy and best wishes for a safe and productive year.

Best Regards,

A handwritten signature in black ink that reads "Bob Rider".

Bob Rider, Dean

AROUND THE COLLEGE



CEHHS RANKS 41ST AMONG PUBLIC UNIVERSITIES

The Graduate School of Education, in the College of Education, Health, and Human Sciences, is now forty-first among all public universities, up from forty-eighth among all public universities last year.

“Over the past year we have enrolled students with stronger academic qualifications, increased our research awards, and continued to strengthen the reputation of our programs as seen through the eyes of employers of our graduates,” said Bob Rider, dean of the College of Education, Health, and Human Sciences.

U.S. News compared more than 1,900 public and private graduate programs for the 2016 rankings. They are based on opinions from experts about program excellence and statistics that measure the quality of students, faculty, and research.

For the full 2016 graduate rankings, visit the U.S. News and World Report website at usnews.com/rankings. U.S. News and World Report also features the material in its annual America’s Best Graduate Schools guidebook.

CEHHS PARTNERS WITH VOLEADERS

E D U C A T E

E N G A G E

E M P O W E R

The college’s Center for Sport, Peace, and Society, along with the Department of Athletics and the Division of Student

Life are partnered together for a common goal—to span the boundaries of three different areas of campus for the development of student-athletes in a new VOLeaders Academy.

By using their platform in sport, student-athletes admitted into the VOLeaders Academy will learn how to positively impact their team, campus, and local and global communities. The program aims to inspire student-athletes to find ways to use their passion of sport and their influence to enact positive change that transcends their athletic success.

“The Center for Sport, Peace, and Society is excited to partner with UT Athletics and The Center for Leadership and Service on this groundbreaking initiative,” said Sarah Hillyer, the center’s director. “The thoughtful intersection of education, sport, leadership, service, and international exchanges reflect the very heartbeat of what we do. As former student-athletes, we know the potential sport has to teach powerful leadership skills; we look forward to helping student-athletes discover these skills and apply them in ways that change the world.”

This is not a traditional student-athlete leadership development program. The student-athletes selected for the program will have the opportunity to get a real-world perspective on leadership.

“As dean of the College of Education, Health, and Human Sciences, it is with great enthusiasm that I offer our support to the VOLeaders Academy,” said Bob Rider. “The goals of this new academy are congruent with critically important components of our college mission, focusing on the nurturing and development of servant leaders. This important collaboration will help in building an important bridge between academics and athletics,

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AROUND THE COLLEGE

and assist in advancing the respective missions of both entities. I look forward to working with our partners in the Athletics Department and in the Division of Student Life in launching VOLeaders and participating in the good and important work to come.”

The final component of the VOLeaders Academy will be a ten-day cultural exchange providing applied leadership and service opportunities focused on community development and social change through sport. International Destinations will vary each year with the first trip planned for Brazil, site of the 2016 Olympic and Paralympic Games in partnership with the UT Center for Sport, Peace, and Society.

The opportunity to work in Brazil ahead of the 2016 Olympics and Paralympics is an exciting prospect to kick off the program’s first year.

“With the upcoming Olympics and Paralympics in Rio 2016, we are thrilled for students to capstone this academy with such a meaningful international learning opportunity and to see the ways leadership learned through sport can positively transform communities and societies at large,” Ashleigh Huffman, assistant director of the Center for Sport, Peace, and Society said.

GRANT TO HELP TEACHERS OF ENGLISH LANGUAGE LEARNERS

A UT professor has received a state grant to provide professional development to teachers of English language learners at two Knox County schools so they can help their students better grasp mathematics concepts.

Clara Lee Brown received the 2014 Improving Teacher Quality grant from the Tennessee Higher Education Commission for her

proposal, Mathematical Literacy for English Language Learners. Through the program, she will provide yearlong professional development programs to teachers at Northwest Middle School and Lonsdale Elementary School, both of which have high percentages of students for whom English is not a first language.

Brown is a teacher educator and associate professor in the Department of Theory and Practice in Teacher Education. She developed the project to assist middle school math teachers and elementary teachers with effective instructional strategies to meet the academic and linguistic needs in mathematics of English language learners.

The Improving Teacher Quality grant is funded under the federal No Child Left Behind Act. It aims to provide high-quality professional development programs to teachers in kindergarten through twelfth grade.

LEADERSHIP STUDIES MINOR

The new leadership studies minor is a collaboration between the Division of Student Life’s Center for Leadership and Service and the Educational Leadership and Policy Studies Department in the College of Education, Health, and Human Sciences.

The minor will prepare students to serve confidently, collaboratively, and ethically in formal and informal leadership roles in campus, local, national, and global contexts. Students will grow their knowledge and skills in critical areas including group dynamics, ethics, conflict management, vision casting, values clarification, social justice, communication, and mentorship, all while learning to be more adaptable to other cultures and viewpoints.

Students will take twelve hours of applied leadership education and will engage in educational activities both inside and outside the classroom. Students also will perform a minimum of sixty applied experience hours where they will experience leadership in a campus or community setting.

EDUCATORS HALL OF HONOR 2015



Renowned poet and Knoxville native Nikki Giovanni and six other educators who have significantly influenced students’ lives were inducted into the UT Educators Hall of Honor class of 2015 on in March.

The Educators Hall of Honor acknowledges the work of professionals who have established themselves in the field of education. It has featured educators from elementary school to college ranks as well as coaches, organizations, and nontraditional educators who have made an impact on improving education. The hall is housed in the College of Education, Health, and Human Sciences’ Claxton Education Complex.

Two scholarships also were presented this year. Ashley Redix, a doctoral student in the Higher Education Administration program, received the

Educators Hall of Honor Scholarship. Chelsea Parker, a fifth-year student in the Teacher Preparation Program, received the inaugural Dr. Glennon Rowell Memorial Scholarship.

The 2015 honorees include:

Nikki Giovanni
Dannie Parker Cannon
Dorothy Hendricks
Patricia Medley
Richard Mitchell
Jane Reynolds
Donna Wright

The Educators Hall of Honor was founded in 2002 by C. Glennon Rowell, the late dean of the former College of Education, as a way to recognize deserving teachers and supplement the education of future students. Read more about the inductees at cehhs.utk.edu/educators-hall-of-honor.

EXCELLENCE IN LEADERSHIP AWARDS

Two administrators from Cleveland and Nashville are the latest recipients of UT awards that recognize outstanding education leaders in the state.

Martin Ringstaff, director of Cleveland City Schools, is the recipient of the University Council for Educational Administration Excellence in Educational Leadership Award.

Adrienne Koger, executive principal at Antioch High School in the Metropolitan Nashville Public School system, has received the William J. and Lucille H. Field Award for Excellence in Secondary Principals for the State of Tennessee.

Both awards were presented through the Department of Educational Leadership and Policy Studies.

AROUND THE COLLEGE



Cultivating the Scientist in Every Child exhibit

LEADERSHIP ACADEMY FELLOWS

The Leadership Academy has announced its cohort class for the 2015-16 academic year. Now in its sixth year, the Leadership Academy is a collaborative venture between UT and Knox County Schools that prepares talented individuals to become outstanding new school principals through a full-time, intensive fifteen-month fellowship program.

The academy is a part of the Center for Educational Leadership, housed in the Department of Educational Leadership and Policy Studies.

The 2015-2016 cohort class includes:

Robin Curry
Brent Glenn
Amber Good
Candace Greer
Kamau Keny
Suzanne Parham
Cindy Sanford
Jennie Scott
Russ Wise

FAIRBROTHER NAMED SEC FELLOW

Jeff Fairbrother, interim department head of Kinesiology, Recreation, and Sports Studies has been named one of the 2015-16 Academic Leadership Development Program Fellows.

The Academic Leadership Development Program, ALDP, is a professional development program that seeks to identify, prepare and advance academic leaders for roles within SEC institutions and beyond. It has two components: a university-level development program designed by each institution for its own participants and two, three-day SEC-wide workshops held on specified campuses for all program participants.

CULTIVATING THE SCIENTIST IN EVERY CHILD

The Department of Child and Family Studies hosted the national traveling exhibit, *Cultivating the Scientist in Every*

Child, from April to September 2015 across four venues (The Muse Knoxville, STEM Academy, Ijams Nature Center, and CEHHS Claxton Building lobby). The seven-panel display highlights the work of Frances and David Hawkins, a husband and wife team that founded the Mountain View Center for Environmental Education. It was a combination think-tank and hands-on workshop center for children and teachers who engaged in unscripted explorations of materials and surroundings.

[hawkinscenters.org/
exhibit-location.html](http://hawkinscenters.org/exhibit-location.html)

STUDENT TO WATCH

Jennifer Russomanno

PUBLIC HEALTH

Eating healthy can be expensive, and buying fresh fruits and vegetables from local farmers is often not an option for people who depend on the Supplemental Nutrition Assistance Program (SNAP). Jennifer Russomanno, a graduate student in public health, is hoping to shed some light on the barriers for small rural farmers' markets that seek to implement a program to provide an avenue for SNAP recipients to gain access to healthier foods.

Russomanno is currently working on an essay that addresses the lack of farmers' markets in East Tennessee that are approved to accept SNAP. She is the co-owner/operator of a farm in Jefferson County and is a vendor at several regional farmers' markets. As a vendor, Russomanno has been approached by SNAP recipients asking if she accepts that particular form of payment.

"These interactions made me realize that the lack of SNAP acceptance at farmers' markets is a problem in this area," she says.

There are twenty-eight farmers' markets in operation in the sixteen-county region of East Tennessee and only three are SNAP-authorized.

"I am hopeful that through my paper, regional farmers' market managers and other key stakeholders can see that an opportunity to provide greater access to healthy foods is being missed by not accepting SNAP at markets."

Russomanno's research was accepted by the American Public Health Association to be presented at their national meeting in Chicago in November. She is a Public Health Education and Health Promotion Student Award recipient. The award is presented to only ten students across the country each year.



GAMETIME



Can young children really get more physical activity
from video games than from outdoor play?

by Tyra E. Haag ('04)

Photography by Dani Rose ('08)



OUTSIDE VS. INSIDE. PLAYGROUND VS. TV. HULA-HOOPS VS. XBOX.

It's a long-held belief that children who play outside experience more physical activity than those who spend a lot of their time in front of a television.


But what if that's not necessarily true?

Recent graduate Britt MacArthur ('12) took an interest in children and physical activity while working as an undergraduate at UT's Healthy Eating and Activity Lab (HEAL), and she began to wonder if that belief about outdoor play might not be accurate because of the rise of a different kind of video gaming.

"I was interested in exploring the idea of whether a child's active video gaming could have physical activity benefits either close to or similar to a child's outdoor play," says MacArthur. "The idea had not been explored before and after close consultation with professors Hollie Raynor and Dawn Coe, both encouraged me to move forward with the idea."

MacArthur began working with Raynor, director of HEAL and professor of nutrition, as well as Coe, an associate professor of exercise physiology, to put her theory to the test.

"Previous active video gaming studies had not investigated the physical activity accumulated by these games compared to that of unstructured outdoor play in young children," says Raynor.



“I was interested in exploring the idea of whether a child’s active video gaming could have physical activity benefits either close to or similar to a child’s outdoor play.”

— Britt MacArthur ('12)





ACTIVITY



ENERGY USED



DISTANCE



TIME

Trained observers used the Children's Activity Rating Scale to record activity levels, and estimated energy expenditure was reported in minute-by-minute counts from the accelerometers.

PLAYTIME VS. GAMETIME

For the study, children between the ages of five and eight were given three accelerometers—one for the hip and one for each wrist. The accelerometers on the wrists were placed to better assess upper-body movement, which may be very different in outdoor play compared with playing an active video game.

During a three-week period, each child engaged in one active video-gaming session and one unstructured outdoor playtime. Each session lasted twenty minutes, and children could stop and rest at any point.

The outdoor session took place on a playground with two grassy areas, a small paved area, a climbing tree, hula-hoops, playground equipment, and an assortment of balls. Children were allowed to participate in any type of activity.

The active video-gaming session took place with a forty-inch television and the Xbox 360 Kinect, a controller-free gaming system that incorporates the whole body in the game through motion sensors and skeletal tracking. The Kinect Adventures River Rush video game was selected for the study as it includes total body participation, requires no special set of skills to play, and was rated “E for everyone” by the Entertainment Software Rating Board.

Trained observers used the Children’s Activity Rating Scale to record activity levels, and estimated energy expenditure was reported in minute-by-minute counts from the accelerometers.

.....

A significant difference between active video gaming and outdoor play was found for the accelerometer located on the hips of the children, with active video gaming having a greater percentage of moderate- to vigorous-intensity physical activity than unstructured outdoor play.

.....



THE RESULTS

MacArthur, Coe, and Raynor’s findings—which were published in the Games for Health Journal—suggest that in some cases “video games which wholly engage a child’s body can be a source of physical activity.”

A significant difference between active video gaming and outdoor play was found for the accelerometer located on the hips of the children, with active video gaming having a greater percentage of moderate- to vigorous-intensity physical activity than unstructured outdoor play.

“The strengths of the study include the use of measurement tools considered to be very accurate at measuring activity,” Raynor says. “No one else has used measures with this degree of accuracy in comparing active video gaming with outdoor play in young children.”

Raynor, Coe, and MacArthur aren’t saying video games should replace outdoor play, but assert that there are better choices among the types of video games parents allow their children to play.

MacArthur started doing research at as an undergraduate student at UT and her first

research project was honored at a UT’s Exhibition of Undergraduate Research and Creative Achievement event, which annually showcases research and creative activities by undergraduate students in collaboration with a faculty mentor.

After the study was published, nearly 200 other national and international outlets like NPR, the Huffington Post, MSN, Telegraph UK, and the International Business Times picked up the story.

“I would love to continue with the research as working with professors Raynor and Coe was a sincere pleasure,” says MacArthur. “Both are phenomenal researchers and academicians, and were great mentors throughout the process.”

MacArthur doesn’t see herself continuing in research currently, since her career path has led her to Sacramento, California, where she is an outpatient orthopedic physical therapist.

“I am hopeful that future students will continue with the research to see how far it can progress.”





Photography courtesy of Ellie Holcomb

A MUSICAL LIFE

Getting to know Dove Award-winning
artist Ellie Holcomb

Ellie Holcomb ('06) has been singing since she could talk.

"My parents always said I lived my life like it was a musical," Holcomb says.

That mentality and way of life has paid off for Holcomb, who recorded two EPs of songs based on the Psalms and other scriptures, both of which hit No. 1 on the iTunes Christian/Gospel charts. She recently released her first full-length album, *As Sure as the Sun*, and was named Best New Artist at the GMA Dove Awards.

Holcomb, who graduated in 2005 with a BS in English and in 2006 with a master's in secondary education from the College of Education, Health, and Human Sciences, taught eighth-grade language arts at East Literature Magnet School in Nashville for a year before going fulltime as a singer-songwriter and collaborator with her husband Drew Holcomb ('03 A&S) and his band Drew Holcomb and the Neighbors.

She was recently honored, along with her husband, as an Alumni Promise Award winner. Find out more about Holcomb and her musical life in her own words.

ELLIE HOLCOMB



PERFORMING

When did you start writing songs and singing?

I started writing and performing songs in high school, but I think I started singing as soon as I could talk.

What was the first song you ever wrote?

I actually wrote a melody to Psalm 108 when I was in high school.

How many songs have you written?

Somewhere in the neighborhood of 200. I won't say that they are all good, but I'm a firm believer that you have to write the bad ones to get to the good ones.

What's your favorite line you've ever written, and why is it your favorite?

"You took my shame and You walked out of the grave, so Your love can take broken things and make them beautiful."



I love this line because it's truly what I've seen God do in my story. He has taken the most messed up parts of my life and brought healing, light, and hope to very dark places where I never expected to see Him. An empty grave is evidence that Jesus was a man of sorrows, well acquainted with grief and death, but who overcame death so that we could know we're never alone and that death and brokenness do not have to be the end of our stories.

*How did it feel to win a Dove Award?
Where do you keep it?*

I am still shocked, humbled, honored, and elated! I never dreamed I'd even be nominated for an award like that, so to win it still feels surreal. It's currently on a bookshelf in our living room.

TEACHING

Why did you decide to become a teacher?

I had several teachers who made an incredible impact in my life, and it made me want to do the same thing.

How was your time as a teacher?

It was never boring! I loved teaching and getting to call good things out of students. As an English and language arts teacher, it was a joy to watch my students find their voices as they learned to write.

What did you learn in your master's program at CEHHS that has helped you in your current career pursuit?

I learned that students respond better when they figure out that you genuinely care about them. This laid a foundation of respect and empathy that I've carried into my career as a songwriter and performer. It's easy to feel like a show is all about you when you're up on a stage, but teaching showed me a different way. I learned over the course of my master's program that I wanted to use any platform I ever had, whether it be a classroom or a stage, to serve and love people well.

FAMILY

How did you meet your husband?

We met at a mutual friend's house in the Fort. I was a freshman and had no idea I was meeting my future husband that night.

How is it to tour with your husband?

It's wonderful. We both love to travel, and it was so good for us to spend that much time together. It's also hard, but the kind of hard that makes you have to fight for a marriage. We learned early on how to have conflict and how to fight well because we were together so much.

What was the inspiration for your children's names, Emmylou and Huck?

Drew asked me out on our first date while we were at an Emmylou Harris concert in Oxford, Mississippi.

We both fell in love with literature reading Mark Twain's *The Adventures of Huckleberry Finn*, so Huck felt like a perfect name for our boy.

KNOXVILLE

What do you miss most about Knoxville?

The Great Smoky Mountains, Gus's Good Times Deli, and UT football games.

Where was your favorite place to go on campus to get away from it all?

The stairwells in Hodges Library. You sound like an angel when you sing in those stairwells.



GAME CHANGERS



Harnessing the power of sports
to change lives off the field

By Carol Andes





IN UGANDA, a woman is using soccer to inform thousands of young people about HIV/AIDS education and prevention strategies. Meanwhile, another woman in Pakistan is working to educate parents and increase societal acceptance of girls playing sports. What do these extraordinary women have in common? They are both graduates of a unique international mentorship program designed to improve lives through sports.

Since 2012, a total of fifty women from thirty-nine countries have completed the Global Sports Mentoring Program (GSMP). One of the major reasons for the success of this US State Department initiative is the expertise of its sole implementing partner—UT’s Center for Sport, Peace, and Society (CSPS).

The center, founded by Sarah Hillyer and Ashleigh Huffman, uses sport to promote cultural understanding, enhance student learning, improve community welfare, and foster social change.

“We are trying hard to inspire people and to tell the story that everybody—no matter their age, ethnicity, religion, gender, or ability—can do something that makes their community a little bit better,” Huffman explained.

**“WE KNOW THE WOMEN IN OUR PROGRAM
CAN CHANGE THE WORLD, AND EVERY
STORY IS A TRIBUTE TO WHAT THEY
HAVE ACCOMPLISHED.”**

—Ashleigh Huffman

To find the best candidates for the GSMP, the State Department asks embassies to nominate two women with passion and ambition who would benefit from training, resources, and stronger networks.

The center reviews the applicants and invites the seventeen most promising matches to Washington, DC, for a month-long workshop. There they work on improving their management and business skills and create a sports-based action plan to address issues facing girls and women in their community.

Hillyer and Huffman, both clinical assistant professors specializing in sociocultural studies of sport, are integral to developing the curriculum, programs, and guides used by the GSMP. “The activities are designed so women can create something culturally relevant and have the opportunity to collectively problem-solve with other women and mentors as well as our team at UT,” Huffman explained.

During their first week in DC, the women discuss challenges they face in their communities, visit the State Department, hear from leaders at espnW, receive executive coaching, and learn about strategies to shape their action plans. Next the women spend three weeks with their mentors, who are female senior executives of major sports industry companies. Representatives from the center conduct interviews with each pair to obtain data for the program.

After the women return home, the CSPS provides tools to measure the progress of their action plans and conducts regular follow-up surveys. These surveys illustrate the breadth of the program’s work and how an investment in one person can lead to the empowerment of many. So far, 83 percent of the women have



Geraldine Bernardo in Tacloban, Philippines, after Typhoon Haiyan hit the village



Filipina girls participate in one of Bernardo's basketball camps.

“WE ARE TRYING HARD TO INSPIRE PEOPLE AND TO TELL THE STORY THAT EVERYBODY—CAN DO SOMETHING THAT MAKES THEIR COMMUNITY A LITTLE BIT BETTER.”

—Ashleigh Huffman

implemented their action plans in their home countries, reaching thousands with the message of sport-based social change.

Geraldine Bernardo, program graduate and former national dragon boat team captain from the Philippines, praised the efforts of Hillyer and Huffman. “They implement programs that go way beyond the one-off approaches that most programs fall prey to. Even years after, they continue to connect and involve us, ensuring that the ‘sisters’ will always have a web of support and opportunities for long-term engagement.”

Bernardo returned to the Philippines with an action plan to improve the economic plight of national team athletes while promoting sports and fitness opportunities nationwide. But when Typhoon Haiyan struck the Philippines in 2013, the plan changed.

Huffman went to visit Bernardo six months after the typhoon. “There are no words to explain what we saw. There were miles and miles of rubble. It was the one of the deadliest typhoons in human history,” she said.

Bernardo was already helping rebuild communities using sport as a tool for psychosocial healing and recovery. Rising from the rubble were basketball hoops made from cocoa lumber.

Basketball is hugely popular in the Philippines, and Bernardo worked with other local leaders to use the sport to bring people together, giving them a reason and space to laugh again and reinforcing the importance of teamwork as they faced the massive challenge of rebuilding. Bernardo garnered support from Sony to build new basketball courts—118 of them, to represent the storm’s November 8 date—and restore a sense of community, health, and belonging to the post-disaster Philippines.

“We know the women in our program can change the world, and every story is a tribute to what they have accomplished,” Huffman said.

The center wants to continue telling stories like Bernardo’s, giving faces to the successes coming out of the GSMP. It also continues to create opportunities to connect UT students to a growing worldwide network of people and programs.

“We want everyone to experience what we’ve experienced, especially our students. The stories of these women are universal—hope in the face of adversity, inspiration in the midst of chaos,” Huffman said.

The center is also expanding its reach into new areas. Hillyer and Huffman are applying for an additional grant to be part of the State Department’s new cooperative agreement, which will add a Sport for Community initiative in 2016 to their current outreach for women and girls. This new initiative will leverage the power of prominent events like the Rio 2016 Olympic and Paralympic Games to draw attention to the importance of sports for men, women, and children with disabilities.

Hillyer and Huffman are excited about the possibility of applying the center’s 4-E Model of Empowerment—Expose, Equip, Engage, and Entrust—to a mixed-gender sports mentoring program. Having twice as many ambassadors for social change all over the world could lead to a whole new ball game.





Once upon a time

Trends in children's and young adult literature

It's no secret how important reading is in the development of young minds.

To help serve the needs of Tennessee's children in this area, the Center for Children's and Young Adult Literature, housed in the Department of Theory and Practice in Teacher Education and directed by Susan Groenke, has brought together experts from three colleges (CEHHS, Arts and Sciences, and Communication and Information) to offer a doctoral specialization focusing on the history and evolution of the genres as well as topics, including reading theory and pedagogy and literary criticism. In celebration of this milestone, we asked three of the center's experts to write about emerging trends in children's literature and the increasingly popular genres of young adult lit and graphic novels.

Children's Literature

Deborah Wooten, associate professor, CEHHS

A current trend in children's literature is the steady rise in the quality of nonfiction books. Many of the texts have a narrative feel and, consequently, students find them more interesting and easier to comprehend. More and more, authors work directly with scientists and leading authorities while conducting research. One book series that reflects this trend is *Scientist in the Field*, in which scientists, photographers, and authors work together on topics such as elephants, tarantulas, spiders, and snakes. Although this series has been around for a few years, each issue continues to be increasingly compelling. *The Octopus Scientists* by Sy Montgomery (2015) is a prime example because the author



not only works closely with scientists but is also a naturalist herself. One of the results of her meticulous work is that young readers feel like scientists while discovering the intricacies of amazingly intelligent octopuses as they solve problems and elude danger.



The quality of biographical picture books, a strand of nonfiction literature, also continues to gain notoriety. Many are deeply researched and use primary sources and other reliable references to confirm their authenticity. *A Splash of Red: The Life and Art of Horace Pippin* won the coveted 2014 Orbis Pictus Medal and was named as a Sibert Honor book. The story is about an African

American man whose passions are to draw and paint. Tragedy strikes when he is shot during World War I and loses the use of his right arm. With enormous determination and perseverance, he trains his left hand to move his right and learns to paint again. Soon after, the artist is discovered and becomes famous. The author's note details how she studied the actual artist's life and artwork for several years before she was ready to write his biography. As Common Core State Standards require teachers to use more informational texts with their students, it is fortunate that the quality of nonfiction and biographical picture books is burgeoning.

Young Adult

Cindy Welch, assistant professor and center co-director, CCI

One of my favorite things about the Center for Children's and Young Adult Literature is unpacking boxes of new books for our revolving examination collection. It's exciting to add new titles to our shelves, especially in the young adult (YA) literature area.

There is a new market segment carved out of the YA literature genre called "New Adult" fiction, which recognizes the emotional growth space between graduating high school and turning thirty. New Adult lit features characters and situations from that space—the eighteen to twenty-five year old set that is experiencing college, first jobs, and the move into adulthood. One iconic example is *FanGirl*, by Rainbow Rowell, which looks at a girl in her first year of college, who is exploring her own identity and interests separate from her family and friends. Interested readers can find other titles at goodreads.com/genres/new-adult.



Another interesting development is the increase in narrative nonfiction, in which the facts of a subject are no longer reported in a dry, straightforward style, but are wrapped in engaging, interesting narrative, so that the experience of reading nonfiction is a much richer and more memorable one. Biographies are a great example. Take for instance *Popular: Vintage Wisdom for a Modern Geek*, written by teen Maya Van Wagenen, who uses a vintage guide to 1950s behaviors to guide her own eighth-grade year. Also, Steve Sheinkin's *The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights*, which explores a 1944 incident wherein the military covered up the deaths of fifty African American sailors.

Graphic Novels

Stergios Botzakis, associate professor, CEHHS

If there is a trend in graphic novels, it is that they are becoming increasingly more popular from which to read and learn. One misconception about these texts is that they are easy or dumbed down somehow because they use comics to make meaning.

In actuality, researchers, authors, and publishers are finding they are very efficient at communicating vast amounts of information in a short space—for instance the recounting of the major events of World War I in about 200 pages in Nathan Hale's *Treaties, Trenches, Mud, and Blood*. Just as there are more complex and meaningful print texts, so it is with graphic novels. They range from simple entertainments to more complicated and dense works, and more than ever before, book publishers are putting out a wide range of books that can suit many different tastes and audiences.

Such a variety of texts matches up well with what has been found about people reading graphic novels. Their image and word mixture has been shown to create interest and stimulation for a variety of readers—from those who struggle to those who are very accomplished.

Some graphic novels contain multiple story lines or unique visual symbolism that challenge skilled readers to make meaning in more complicated ways. Others provide multiple contexts that help assist comprehension for struggling readers, second-language learners, or deaf students, with the pictures providing guidance as to what the words mean. So, whether eager readers want to read a funny adventure story like *Nimona* or a heartfelt memoir about growing up deaf like *El Deafo*, there is likely a graphic novel to suit their tastes.



Treaties, Trenches, Mud, and Blood by Nathan Hale

World War I set the tone for the twentieth century and introduced a new type of warfare: global, mechanical, and brutal. Nathan Hale has gathered some of the most fascinating true-life tales from the war and given them his inimitable Hazardous Tales twist. Easy to understand, funny, informative, and lively, this series is the best way to be introduced to some of the most well-known battles (and little-known secrets) of the infamous war.



Nimona by Noelle Stevenson

Nimona is an impulsive young shapeshifter with a knack for villainy. Lord Ballister Blackheart is a villain with a vendetta. As sidekick and supervillain, Nimona and Lord Blackheart are about to wreak some serious havoc. Their mission: prove to the kingdom that Sir Ambrosius Goldenloin and his buddies at the Institution of Law Enforcement and Heroics aren't the heroes everyone thinks they are. But as small acts of mischief escalate into a vicious battle, Lord Blackheart realizes that Nimona's powers are as murky and mysterious as her past. And her unpredictable wild side might be more dangerous than he is willing to admit.



El Deafo by Cece Bell

Going to school and making new friends can be tough. But going to school and making new friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very awkward—hearing aid. The Phonic Ear gives Bell the ability to hear—sometimes things she shouldn't—but also isolates her from her classmates.



For more information about the Center for Children's and Young Adult Literature visit ccyal.cci.utk.edu.

Imagine Possibilities.

A new five-year \$963,000 Science Education Partnership award to UT from the National Institutes of Health is allowing nearly every sophomore student in Campbell and Union Counties to spend several weeks exploring career options in science, technology, engineering, math, and medical science (STEMM).

Possibilities in Postsecondary Education and Science—also known as PIPES—will aim to reduce perceived educational barriers, promote college awareness, raise knowledge of critical public health needs, and introduce STEMM-related career opportunities to students at Campbell County Comprehensive High School, Jellico High School, and Union County High School, which are all located in rural areas of Appalachia.

The program will engage students in activities that help them learn more about strengths and interests and explore potential barriers they may encounter in attending college as well as career options in STEMM fields.

“Most interventions to increase STEMM interest focus solely on exposure to research opportunities,” said Erin Hardin, associate professor of psychology at UT and co-primary investigator for the grant. “Our program is unique because it integrates a focus on career exploration in general and college-going barriers

and supports in particular. Getting students interested in STEMM won’t work if those students believe college isn’t an option for them.”

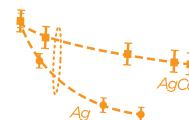
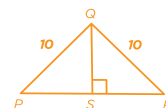
Multiple entities at UT will be instrumental in making this effort successful, including the College of Arts and Sciences; the College of Education, Health, and Human Sciences; the Center for Environmental Biotechnology; the Appalachian Teaching Project; Engineering Diversity Programs; and the UT Graduate School of Medicine.

“This interdisciplinary effort is very unique in targeting youth in rural Appalachian communities,” said Melinda Gibbons, associate professor of counselor education at UT and co-primary investigator for the grant.

“We want to develop sustainable interventions that increase support for higher education and interest in STEMM. We’ll be collecting data along the way to see who goes on to college as well as who declares a STEMM-related major.”

Additional components of the grant include peer mentoring, professional development for school counselors and STEMM teachers, and a student summer camp on UT’s campus.

Learn more about the program at pipes.utk.edu.





SPOTLIGHT

Laura Wheat

**ASSISTANT PROFESSOR
AND COORDINATOR,
GRIEF OUTREACH INITIATIVE**

As an intern and then as a practicing counselor, Laura Wheat noticed a lot of her young clients were grieving. The source of their grief included not only death but also chronic illness, family member incarceration or deployment, divorce and remarriage, relocation, and addiction.

“It seemed that too often adults didn’t recognize the grief of children and youth because it looked different than adult grief, or they didn’t respond to it because they prioritized another mental health or academic issue,” says Wheat. “I made it my mission to focus on this area to reduce the disenfranchisement and misunderstanding of child and adolescent grief.”

When she heard about the college’s Grief Outreach Initiative (GOI) and their need for a counselor education faculty member to direct it, it seemed like a wide open door to that mission. The GOI, established by Dean Bob Rider in 2008, sends UT graduate and undergraduate students into local schools to provide one-on-one support and mentorship to PreK-12 students who have suffered a loss.

UT students enroll in the grief outreach course simultaneously, where they receive knowledge about how grief impacts children and youth and training in ways to help them. Any student across the university is eligible to participate.

The program is doing so much good in the community that next year GOI hopes to expand services to include a grief camp in the summer.

“Through the academic year activities of the GOI and the summer camp, I plan to conduct research that adds to our understanding of how we can be helpful to children and adolescents in their grief so that they have the best chance for a bright future as they grow.”

Photography by B.J. Crawford

SPOTLIGHT

Project GRAD

The UT Project GRAD Summer Institute, one of the fifty programs highlighted in the Carnegie Community Engagement Classification for collaboration with community partners, was held during the first two weeks of June. The institute, co-directed by Dorian McCoy (Educational Leadership and Policy Studies) and Shawn Spurgeon (Educational Psychology and Counseling), hosted approximately 145 high school students on campus for a residential academic and collegiate experience. The institute is designed to provide a unique opportunity for students to participate and gain experience in an academic setting. Students are exposed to the academic expectations of college and the personal dimensions needed to succeed as a college student. The institute also helps students think critically about college as a viable possibility.
tiny.utk.edu/projectgrad



SPOTLIGHT



NOTEWORTHY

CHILD AND FAMILY STUDIES

The Center for International Education's McClure Scholarship Committee at UT selected **Lauren Bader** to receive an award from the W.K. McClure Scholarship Fund for the Study of World Affairs to support her proposed project, Parent Perceptions and Responses to Infant Emotions among the Gamo People in Southern Ethiopia. Bader investigated the cultural models of parents' perceptions of infant emotions and the beliefs that guide parenting styles and caregiver responses among the Gamo people, an agricultural society in Southern Ethiopia.

Heidi Stolz, co-director of the Center for Parenting, has received more than \$600,000 from the Health Resources and Services Administration, Maternal and Child Health Bureau to support the inclusion and engagement of fathers in home visiting services. This multiyear project will include the development, implementation and evaluation of an eight-module curriculum entitled "Tennessee Dad," which will be co-created by Stolz in consultation with the National Fatherhood Initiative to flexibly augment a variety of existing evidence-based curricula.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Patrick Biddix published, *Understanding and addressing the needs of commuter students*, for the prestigious Jossey-Bass New Directions for Student Services series. He also won a 2015 Fulbright award.

Dorian McCoy co-authored an important monograph, "Critical Race Theory: 20 years of theoretical and research innovations" for the Association for the Study of Higher Education.

Terry Ishitani received a 2015 Chancellor's Award for Excellence in Teaching.

Pamela Angelle and **Kerry Robinson** traveled to England and Ireland in February to continue their research on international school leadership. First, both professors went to Gosport, England, for a meeting of the International School Leadership Development Network (ISLDN). Angelle and Robinson are two members of the social justice leadership strand of the organization that has researchers studying how school principals enact social justice leadership around the world. Angelle and Robinson also traveled to Ireland during this trip to interview

school principals in a variety of school settings in Dublin.

EDUCATIONAL PSYCHOLOGY AND COUNSELING

Ralph Brockett, interim department head, recently published the book *Teaching Adults: A Practical Guide for New Teachers* (Jossey-Bass, 2015).

Jennifer Ann Morrow, Evaluation, Statistics, and Measurement program coordinator, and **Brittany Daulton**, PhD candidate, teamed up to win one of only seven UT Outreach Incentive Grants, which are awarded annually from the Office of Community Engagement and Outreach. Morrow and Daulton's grant will fund a project to partner the Evaluation, Statistics, and Measurement program with the Tennessee College of Applied Technology.

The Community Full-Service Schools Program (now called University-Assisted Community Schools), directed by Professor **Bob Kronick**, was chosen as one of fifty exemplary partnerships by the Carnegie Advisory Committee. UACS also won a three-year \$100,000 grant (totaling \$300,000) from the United Way of Greater Knoxville.

Barbara Thayer-Bacon, Cultural Studies in Education and Learning Environments and Educational Studies program coordinator, was chosen to be editor-in-chief of *Studies in Philosophy and Education*. This marks the first time in the journal's history that a woman has been editor-in-chief.

KINESIOLOGY, RECREATION, AND SPORT STUDIES

Joy DeSensi was inducted as a Fellow by the National Association for Kinesiology in Higher Education. She also received the Southern Sport Management Association Sport Management Scholar Lifetime Achievement Award.

The **Sport Management** program was ranked seventh on the list of "Top 24 Sports Management Degree Programs 2014" by the *Sports Management Degree Guide*.

The first recipient of the Joan Cronan Lady Vol Graduate Fellowship is four-time All-American softball star **Raven Chavanne**, who holds team records for career batting average and stolen bases. She is currently pursuing a master's degree in sport management.

Dixie Thompson, PhD, FACSM, and associate dean for research and academic affairs was named as a Trustee of Basic & Applied Science in the American College of Sports Medicine (ACSM). With more than 50,000 members worldwide, ACSM is the world's largest sports medicine and exercise science organization.

Steven Waller's First-Year Studies class Big Idols, Big Stars was featured on WBIR news. The class looked at athletes through the lens of the media. See the news report at tiny.utk.edu/waller.

NUTRITION

Sarah Colby was awarded a \$4,800,000 federal grant from the United States Department of Agriculture. Last year, this was the highest awarded grant at the University of Tennessee.

Dallas Donohoe published a highly acclaimed research paper, "A gnotobiotic mouse model demonstrates that dietary fiber protects against colorectal tumorigenesis in a microbiota- and butyrate-dependent manner," in one of the top cancer journals in the world, *Cancer Discovery*. He has three more papers coming out in *PLoSOne*, *Cancer Research* and *Journal of American Physiology-Endocrinology*.

Ling Zhao was just awarded a grant in collaboration with colleagues at Texas Tech University from the National Institutes Health.

Hollie Raynor is the writing chair and lead author of the one-year dietary outcome position paper for the LOOK AHEAD trial. LOOK AHEAD, funded by the National Institutes for Health, is the largest multisite randomized controlled trial that examines the effect of weight loss on cardiovascular morbidity and mortality in individuals with Type 2 diabetes.

PUBLIC HEALTH

As part of the university's successful Carnegie Community Engagement Classification application process, the Office of Research and Engagement recognized the **Academic Health Department**—a formal collaborative relationships between the Department of Public Health and the Knox County Health Department—as one of the fifty best community-campus partnerships. Established in 2011 after decades of informal collaborations, the Academic Health

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NEW FACULTY

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Julia Jaekel
Juli Sams

**Educational Leadership
and Policy Studies**
Lisa Driscoll

**Educational Psychology
and Counseling**
Craig Howard
Casey Barrio Minton
Laura Wheat

**Kinesiology, Recreation,
and Sport Studies**
Jeffrey Graham
Lyndsey Hornbuckle
Jim Sullivan
Joshua Weinhandl

Nutrition
Ahmed Bettaieb
Elizabeth Anderson
Steeves

Public Health
Samantha Ehrlich

**Retail, Hospitality, and
Tourism Management**
Michelle Childs

**Theory and Practice in
Teacher Education**
Erin Crews Adams
Joy Bertling
Joshua Kenna
Michelle Swaney

Department partnership establishes a formal relationship between public health practice and academia, for mutual benefits in teaching, research, and application.

Student **Amanda Letheren** was selected from 300 applicants to participate in the first Disparities Elimination Summer Research Experience (DESRE). This experience involved six weeks of intensive training in Southeast Georgia. She received mentoring, training, research experience, and deeper understanding about health disparities as well as round trip transportation, housing, and a \$4,000 stipend.

The **Department of Public Health** provided its first-ever student awards for excellence, named for four faculty members, who contributed substantively to the success of the program over several decades.

Winners include:

Tyler Dinwiddie—Charles Hamilton Award for Excellence in Health Policy and Management

Kasey Fristoe—June Gorski Award for Excellence in Community Health Education

Amber Donaldson Ford—Betsy Haughton Award for Excellence in Public Health Nutrition

Todd French—John New Award for Excellence in Veterinary Public Health

RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

This year, the **Rocky Top Institute** added a fellowship opportunity with a two-year commitment to highly motivated retail majors entering their junior year. A unique experiential learning opportunity allows the students to manage the real-world multi-category Rocky Top product business. This involves creating new products, working with retail buyers, and promoting the image of the Rocky Top brand. A percentage of the sales go back into the Retail and Consumer Science program area to support student scholarships. The program provides skill sets for students interested in pursuing jobs in related areas such as retail buying, business management, sales analysis, product development, and fashion-focused careers.

Habitat for Humanity Pop-Up Boutique is a service-learning project in which

students take an empty storefront and turn it into a boutique to sell gently used apparel they have collected. The boutique is only open for one weekend. This year's \$28,000 profit went to support the Habitat Educational Programs.

The thirteenth annual **Appalachian Spring Fundraiser**, held on March 28, honored former Tennessee Commissioner of Tourism Susan Whittaker. The evening also included a very special dinner by the award-winning chef Robert Allen of Citico's as well as an exciting silent auction. The students are an integral part of planning, executing, and participating during the fundraiser, which is why it is considered a "for students, by students" event. The evening's profits of \$34,000 go directly to enrich student educational programs and cultural experiences.

THEORY AND PRACTICE IN TEACHER EDUCATION

In a survey of the readers of the International Literacy Association's journal, *The Reading Teacher*, **Richard Allington** was named as one of the two most influential reading researchers on teachers' classroom practices in 2014.

David Cihak was elected president of the Council for Exceptional Children: Division of Autism and Developmental Disabilities (DADD) in 2014. He is currently serving as president-elect.

Susan Groenke was named chair of the Assembly on Literature for Adolescents of NCTE (ALAN) 2015 Award committee.

Anne McGill-Franzen was recognized in May at a University of Albany Alumni Association awards gala with the 2015 Excellence in Education award. The award recognized her stature in the profession and her many national and international accomplishments, which all focused on improving literacy instruction, especially for primary-grade readers.



Going **NATURAL**



Photography by Dani Rose ('08)

This summer, the Early Learning Center hosted its first annual Early Learning Institute, Cultivating Our Natural Learning Community. During the two-day institute, more than one hundred educators from across the country participated in sessions and workshops, focusing on natural learning initiatives. Sessions were hosted at the L&N Stem Academy and World's Fair Park.

Classroom teachers, nature enthusiasts, researchers, and program directors comprised the varied group of presenters who covered a diverse range of nature-themed topics. Sessions about mud play, gardening with very young children, inquiry-based learning practices, and the benefits of spending time outdoors with children were among the sessions and workshops offered. Richard Louv, nature enthusiast and author of *The Nature Principle* and *The Last Child in the Woods*, gave the keynote address on building nature-rich communities in an effort to curb “nature deficit disorder” amongst children. Participants were also invited to tour the two Early Learning Center schools and the UT Gardens, giving them time to ask more questions and fully experience what a focused emphasis on nature-based learning looks like in practice.

Hosting the institute to share innovative ideas and approaches toward nature-based learning enabled the ELC to fulfill part of its mission to provide outreach and advocacy to the field of early care and education. The topics shared arose from work by the ELC educators as part of natural learning initiative that began three years ago as they fully embraced the benefits of nature-based learning across program. The staff at the ELC believed that by sharing their own challenges, triumphs, and experiences, they could help others begin or strengthen their practices in nature-based learning.

If you would like information about next summer's institute (June 3–4, 2016), visit elc.utk.edu/early-learning-institute.





OUR ALUMNI

NORM WITEK

('68 & '69)

Degrees: BS and MS in Education

Hometown: Western Springs, Illinois

Fun Fact: Witek is the only nonprofessional athlete to have an athletic shoe named after him by a major shoe company.

About his career: I retired this year from forty-seven years as a professor and coach at Brevard College. I started as an instructor and head track/cross country coach. We won Brevard College's first national title, in the marathon, followed by four straight national cross country championships beginning in 1982. I spent eight years as dean of students. Then, in 1993, I returned to the classroom as a professor of exercise science, in charge of physical education licensure and a coaching minor.

How he got to UT: I ran track at Lyons Township High School and was recruited by Coach Chuck Rohe. I ended up getting a full scholarship to UT. I have six brothers and sisters, and I was the first to attend college. It was a wonderful opportunity for me.

How UT prepared him: I never planned to go to college. But UT gave me the opportunity to go to school and run. It gave me a chance to get my education, which I would have never done otherwise. It also gave me a chance to fulfill my career goals. My goal was to be a college coach, and I was able to get a job at Brevard College with help from Coach Rohe and the contacts he had.

Having a shoe named for him: One of my runners at Brevard, Mikal Peveto, worked as the senior product manager for Adidas. He developed and marketed running shoes worldwide. He brought his team to my running camp, which is the largest running camp in the US. Mikal and five vice presidents came for a retreat and to develop new technology for a women's running shoe. They named the shoe "Brevard." After four or five years, they wanted to retool the shoe and honor my coaching career. Though the "Witek" women's running shoe was only available in Europe, I was able to get a pair when I visited my son in Germany.

About the family: I'm married to Nancy Williamson. I have three sons, Steven (High Point, NC), Berry (Australia), Kyle (Boston), one daughter, Wendi (Greenville, SC) and three grandchildren.

Retirement: I never read any of the classics when I was young, so I'm working on a list of "100 books to read in your lifetime" that gives you the equivalent of a liberal arts education. I've read eight so far. We also plan to travel, and I am cleaning out my basement to put up my collection of 1954-57 American Flyer trains.

“UT GAVE ME THE OPPORTUNITY TO GO TO SCHOOL AND RUN. IT GAVE ME A CHANCE TO GET MY EDUCATION, WHICH I WOULD HAVE NEVER DONE OTHERWISE.”



BROWN NAMED TOP PHILANTHROPIST

Tony Brown ('00), executive director of Heart of Los Angeles after-school program, was named to *Town & Country's* list of the fifty biggest philanthropists of 2015. Others making the list include influential donors, nonprofit heavyweights and thought leaders, including Bill and Melinda Gates, Micheal Bloomberg, Apple's Tim Cook, and Facebook founder Mark Zuckerberg. Brown was recognized for giving more options to underserved kids in Los Angeles.

The magazine wrote, "Under Tony Brown's leadership, HOLA has added three buildings—offering classes in the visual arts, film and TV, and the performing arts—and expanded its enrollment to 2,400. The success rate is staggering: 100 percent of HOLA's students have graduated from high school, and 98 percent have gone one to college."

See the entire list at tiny.utk.edu/t&c.



Tony Brown, executive director
of Heart of Los Angeles
Photo by Jon Rou

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