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Education, Health, and Human Sciences

Fall 2011

Accolades, Fall 2011

College of Education, Health, and Human Sciences

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accolades

THE UNIVERSITY of TENNESSEE **UT** COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES FALL 2011
KNOXVILLE

KNOX KICKS

**Harnessing the Universal
Language of Sport**

Enhancing quality of life through research, outreach, and practice



Greetings from the University of Tennessee, Knoxville!

It's hard to believe that we are entering our tenth year as the College of Education, Health, and Human Sciences. I have served as dean for seven of those years, and I am as excited for the start of this academic year as I was for the 2004-2005 year. So much has happened during the recent past—way too much to capture in the current issue of *Accolades*, however we'll do our very best to bring you up to date on some of the exciting things going on in our college.

First, I would like to express my deep appreciation and gratitude to Blue Dean, who served as director of development for CEHHS for the past five years. Blue joined the development team at Duke University—an offer she couldn't refuse—working to raise funds for their cardiology program. Many of you had the opportunity to meet Blue and perhaps even succumbed to her talents and graces in making a gift to our college. We hope her departure doesn't disrupt any future plans you may have to make an initial or additional gift to the college, which can always benefit from your support. In fact, our new director of development, Randy Atkins, may be in contact with you very soon. On that note, you will find an envelope embedded in the center section of this magazine. I encourage you to consider making a contribution to the program or initiative of your choice at this time.

In this issue of *Accolades*, you will learn about some of the wonderful work in which our students and faculty are engaging. As you know, the college motto is “Enhancing Quality of Life through Research, Outreach, and Practice,” and most of the stories contained herein truly embrace this mission. In particular, please take the time to read about how two of our doctoral students in the Department of Kinesiology, Recreation, and Sport Studies are addressing the needs of refugees who have resettled in Knoxville from war-torn Iraq. You will also learn about students who moved their doctoral seminar class to Brussels and Paris. I wish we had this option when I was in school!

You can read about research in the Department of Nutrition that looks at herbs and the role they can play in the relief of certain types of cancer. One of my proudest moments as dean of this great college came when we learned that we were the recipients of a federal grant to implement a post-secondary program for students with intellectual disabilities. The *FUTURE* program will be up and running by the time you read this message. Students with special needs, who heretofore have not had the opportunity to attend college, will do so here at UT. Other stories will profile the work of other faculty and programs in the College of Education, Health, and Human Sciences and will hopefully be of great interest to you, our alumni, friends, and colleagues who share in our efforts to help people live their lives happier, healthier, and with a renewed zest for knowledge.

I want to express my appreciation for your continued support and advocacy for the essential work being accomplished every day by our students, staff, and faculty. I would also like to invite you to contact me if I can be of any assistance to you. Better yet, the next time you're on campus, please stop by my office in the Claxton building so we can meet and get to know each other better. Thank you again for all you do for our college and best wishes for continued success and good health! Go Vols!

Best Regards,

Bob Rider, Dean

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ON THE COVER: A young boy takes a moment out of his play to pose for the camera during the Knox Kicks World Cup tournament. See story, page 12

Garden-Grown Treatment



One-in-six American men will be diagnosed with prostate cancer at sometime during their life. When detected and treated early, the disease has a near 100 percent survival rate.

Unique research being done by Dr. Jay Whelan, head of the department of Nutrition, could have the capacity to change the way doctors and the general public think of nutrition in relation to the treatment of prostate cancer. Whelan hopes his research will eventually make the cancer clinically irrelevant.

Prostate cancer is the number one newly diagnosed cancer in men in the United States, according to the American Cancer Society. One-in-six American men will be diagnosed with the cancer at sometime during their life. When detected and treated early, the disease has a near 100 percent

survival rate, especially when recommendations for annual screenings are followed.

Screenings include simple, digital rectal exams to feel the size of the prostate as well as Prostate Specific Antigen (PSA) blood tests. PSA is a protein produced by prostate cells and is an indicator of the number of prostate cells, cancerous and noncancerous. While increased levels of PSA can be associated with prostate cancer, the majority of elevated levels are associated with age-related prostate enlargement—as men age, their prostate gland has a tendency to enlarge unrelated to cancer.

How Herbs May Help to Relieve Prostate Cancer



CINDY ANDRIE

Whelan takes unique human prostate cancer cells and inserts them under the skin of specially designed mice and allows them to grow. The cells can mimic the progression of advanced phases of human prostate cancer.

cancer. If the time to relapse can be extended by decades, then the disease could become an even smaller threat to the male population.

In his research on prostate cancer, Whelan takes unique human prostate cancer cells and inserts them under the skin of specially designed mice and allows them to grow. The cells can mimic the progression of advanced phases of human prostate cancer. For example, when testosterone is removed, the tumors shrink, and after a certain amount of time the residual tumor cells learn to grow without testosterone and the cancer returns. Whelan's research studies the impact of diet on enhancing the effectiveness of hormone ablation and whether diet can significantly extend the time to relapse.

In preliminary studies headed by Dr. Michael McEntee, head of the Department of Pathobiology at the University of Tennessee Veterinary College, the two researchers first explored the impact of omega-3 fats derived from fish oils on prostate cancer. These results, published in the *American Journal of Pathology* (2008), described how the addition of omega-3 fats in the diet of research mice placed on hormone ablation therapy affected the regression of the tumors and the time to relapse.

The tumors were more responsive with omega-3 fats in the diet, where the length of time to reduce the size of the tumors was cut in half—the tumors appeared to be more sensitive to hormone ablation when omega-3 fats were provided. Furthermore, the average length of time to relapse increased by more than 70 percent, from seventy days to 120 days. The only difference between groups was the type of fat supplemented to the diet.

These experiments inspired Whelan to consider a combination of bioactive nutrients to enhance these effects. Many times the medicinal uses of plant extracts involve combinations. Within that backdrop, Yi Zhao, a PhD student in Whelan's laboratory, has determined that combinations of

bioactive nutrients are more effective in inhibiting cancer cell growth when compared individually (i.e., curcumin+berberine is more effective than curcumin or berberine alone); the extract from where the bioactive is derived is more effective than the bioactive alone (i.e., turmeric, plant extract, is more effective than curcumin); and combining extracts is more effective than each extract alone (i.e., turmeric+goldthread is more effective than each extract individually).

With these preliminary data in mind, Whelan's laboratory tested the combination of ten herbal extracts (Zyflamend®) in his mouse model of prostate cancer. When this combination of ten herbs was added to the diets of mice containing human prostate cancer tumors, tumor growth was cut in half within two weeks in tumors that depended upon hormones for growth and those that could grow without hormones (relapsed tumors).

Whelan and his doctoral students determined this combination of extracts significantly increased the gene expression of tumor suppressor genes (i.e., p21 and p27) by directly modifying the chemistry of the DNA complex in the tumor cells. Furthermore, the expression of protein on the surface of cancer cells to which androgens bind (the androgen receptor) was significantly down-regulated. It is believed that up-regulation and activation of the androgen receptor is a key component of tumor relapse following hormone ablation therapy and counteracting this up-regulation could be a key component in extending the time to relapse.

Based on these experimental data, a preliminary clinical trial is being planned under the joint direction of Dr. Paul Terry, professor of epidemiology in the Department of Public Health, and Whelan. Their research will be done in conjunction with the Department of Surgery at the University of Tennessee Medical Center to explore the molecular mechanisms of Zyflamend® in prostate cancer in human patients.

When prostate cancer is diagnosed, one of the treatments for more advanced forms of the disease is the removal (ablation) of androgens (i.e., male hormones, such as testosterone) because prostate cancer cells grow exquisitely in the presence of androgens. The removal of these androgens (with a combination of drugs) can effectively reduce the growth of the cancer; however, residual cancer cells inevitably learn to grow despite "hormone ablation."

Whelan is looking for noninvasive ways to enhance the effectiveness of hormone ablation therapy and significantly delay regrowth of the

Leading the Way

Technology has become the driving force in the growth of many industries. The retailing industry is at the forefront of technology innovation and integration. Now, students at the University of Tennessee, Knoxville, will be among the best-prepared in the nation to enter the retail work world, thanks to the creation of a minor in Retail Technology and the college's unique access to one of the major software systems used in the industry.

"Our goal is to be the leading university in the retail technology field. When

someone—whether it's a student, another university, or a company looking for employees—thinks of retail technology, we want them to think of UT Knoxville," says Rodney Runyan, associate professor of Retail and Consumer Science (RCS).

One of the first of its kind in the country, the minor will allow students to take specialized computer-based courses that will help them walk into jobs already prepared to use the technology that has been transforming the industry in recent years.

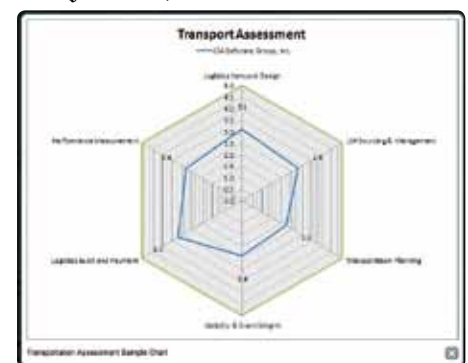
Recognizing the significant increase in technology-based jobs in the industry, the RCS program began investigating the leading technology users and providers in the retail industry. Although there are several large companies providing such technology, Runyan says it was "clear from our research and conversations with stakeholders that JDA Software was far and away the industry leader in this area."

Runyan visited with major retailers including Chico's, Kohl's, and Tractor Supply, as well as JDA Software executives. The result was an initial in-kind software gift from JDA® Software Group Inc., of \$475,000, which was secured by Runyan and colleague Lucy Simpson.

In 2010, as a result of this in-kind gift, the first retail technology course—Retail Planning and Allocation (RCS 435)—was created. Additional interest in JDA-based courses from retailers including Ahold USA, Meijer Corporation, and Sears Holdings prompted the RCS faculty to consider adding more technology-based courses, which led to the development of the Retail Technology minor.

This unique minor blends retailing concepts with practice, using several JDA Software programs. The minor consists of sixteen credit hours and includes the following courses:

- RCS 210 – Introduction to Retail Management
- RCS 310 – Retail Buying and Merchandising
- RCS 376 – Customer Relationship Management and Retail Analytics (SPSS-based)
- RCS 425 – Retail Category Management (JDA-based)
- RCS 435 – Retail Planning and Allocation (JDA-based)



Above: Transport Assessment chart created with retail software. At left: Students pursuing the new minor study retail category management.

New Minor Gives UT Retail Students Competitive Edge

The industry has demonstrated great enthusiasm for the minor and the preparation it provides to future retail employees. This positive reception has led the RCS faculty to deepen their commitment to both technology-infused course offerings and the partnership with JDA Software. Through a combination of departmental and college funds, RCS signed a four-year lease agreement with JDA Software for the server-based versions of the company's proprietary software to be used in RCS classes.

JDA provides software to more than 6,000 companies worldwide to help them with their merchandising, space planning, allocation, and supply-chain systems. Among the companies that use JDA software are Brooks Brothers, Casual Male Retail Group, Charlotte Russe, Chico's, Fred Meyer, Tractor Supply, Ahold USA, and Frito Lay.

Access to the server-based versions of JDA software provides undergraduate students in the Retail Technology minor the opportunity to work on real-world problems and projects, using real data provided by partner companies such as Tractor Supply Corporation (TSC).

"Tractor Supply's partnership with UT and the new Retail Technology minor will give

students real insight into retail's space planning practices," says Sean Brobston, who oversees Tractor Supply's space and store planning team.

Brobston and his team hired Hillary Gibbs and April Patton, two recent UT Knoxville graduates, in May. He indicated that what set these graduates apart from their competition was the coursework they completed using JDA's Space Planning software.

While having a UT degree can be a competitive advantage, Runyan believes that the new Retail Technology minor takes things a step further.

"Employers receive thousands of résumés each year from new college graduates. For many of these employers, a University of Tennessee diploma is no different than one from other outstanding colleges and universities," says Runyan.

"Our students need something that makes their college preparation and résumés stand out—something that provides an advantage. With our Retail Technology minor, graduates have a significant competitive advantage. No other college graduate at this time, or in the near future, will be able to match this combination."



The new minor teaches students about technology's applications for issues like retail allocation.

The industry has demonstrated great enthusiasm for the Retail Technology minor and the preparation it provides to future retail employees.

Building a FUTURE



Participation in the FUTURE program will allow these students to continue their education beyond high school and increase their employment opportunities.

The great disability rights leader Jacobus tenBroek said the most fundamental right for those with disabilities is the right to live in the world. The University of Tennessee's FUTURE Program seeks to develop and enhance opportunities for people with disabilities to live in the world as participants in our nation's civic and economic life.

FUTURE, which is coordinated through the College of Education, Health, and Human Sciences, supports highly motivated, young adult learners who have intellectual disabilities and autism. The two-year, post-secondary certificate program provides individualized academic, social, vocational, and independent living skills to students, 18 to 29 years of age, who have completed high school without earning a

regular high school diploma. Participation in the FUTURE program will allow these students to continue their education beyond high school and increase their employment opportunities.

The U.S. Department of Education's Office of Postsecondary Education provides funding for the FUTURE Program through a grant under the Transition Programs for Students with Intellectual Disabilities. The program is one of twenty-seven funded programs throughout the United States. Primary investigators for the FUTURE Program are Liz Fussell, program administrator in the Center for Literacy Studies; Melinda Gibbons, assistant professor of counselor education in the Department of Educational Psychology and Counseling; and David Cihak, associate professor of special education in the Department of

Looking Ahead for Students with Disabilities

Theory and Practice in Teacher Education.

While the primary focus of FUTURE is the academic, social, and vocational success of students with intellectual disabilities and autism, the program is also designed to have campus-wide partnerships with academic departments, social programs, and university students. The program is reaching out to establish partnerships with all the colleges on campus. Current campus collaborations include the Korn Learning, Assessment, and Social Skills (KLASS) Center; the Institute for Assessment and Evaluation; Counselor Education Program; Special Education Program; and the Department of Kinesiology, Recreation, and Sport Studies. FUTURE's grant requires that students have opportunities to participate in university classes, activities, and other campus events.

Year One: Planning and Preparing

Year one of the FUTURE project involved planning, implementing programming initiatives, and gathering research to support the goals of FUTURE. Highlights of the program's accomplishments during this past year include:

- creation of an advisory board;
- employment of a program coordinator and graduate assistants;
- partnership with UT Conferences and Non-credit Programs;
- creation of application materials;
- completion of the application and interview process;
- identification of university classes and activities to host FUTURE students; and
- collection of baseline data through a survey administered to UT faculty and students.

This work culminated with our inaugural class of eight students, who arrived in August. During the summer, each student was assessed by conducting person-centered planning and finalizing the core courses for FUTURE students—including Career and Life Planning and FUTURE Skills courses that will be taught by the program's staff.

This fall, in addition to the two FUTURE courses that have been developed, our incoming students also will audit a UT course of their choosing, participate in a UT physical education course, and engage in a work-based internship on campus. Students will learn how to navigate

and participate in campus courses and activities, which will prepare them to navigate and participate in their communities.

Research on Attitudes and Beliefs

FUTURE research is designed to gain a better understanding of the attitudes and opinions of UT faculty and students related to postsecondary education for students with intellectual disabilities and autism. Limited research exists on this subject, allowing the university to make significant contributions to this field while also establishing itself as a leader in postsecondary education for students with intellectual disabilities and autism. This program will help create curriculum standards for postsecondary programs at the national level.

Faculty members across campus were offered an opportunity to participate in an initial survey about their attitudes and beliefs on programs like FUTURE. We received 152 faculty responses, 75 percent of which believe people with intellectual disabilities and autism should

be granted opportunities to learn at the university. Moreover, sixty-three faculty members indicated a strong willingness to participate in the program and host FUTURE students in their classes.

University of Tennessee students will also be critical to the program's success. Due to the large student population, a random sample of 2,100 undergraduates was asked to participate in a similar survey about attitudes and beliefs on programs like FUTURE. Among those participants, 499 (24 percent) responded. Seventy-eight percent believed that students with intellectual disabilities and autism should be granted equal opportunities to learn at UT. Students were also asked if they were interested in becoming educational mentors, to assist FUTURE students as they acclimate to and participate in college life, by providing tutoring, joining them for lunch, and participating in various campus activities.

For more information about FUTURE, visit our website at <http://futureut.utk.edu/>.



FUTURE participants attended advising sessions for help selecting their fall semester classes at the university.

Early Learning Center

The Early Learning Center has advocated for children's rights to beauty, order, and a sense of belonging. The new Early Learning Center facility, located on Lake Avenue and 21st street, has helped to provide these opportunities for children with large windows, attractive décor, and furnishings that include items from the children's diverse cultures.



The ELC has improved its menus to feature more fresh fruits and vegetables, lean meats, and whole food recipes. The new kitchen at Lake Avenue will support this healthy initiative.

The ELC believes that, in addition to teachers and children themselves, the environment is the "third teacher."



The social and emotional lives of children and families are very important at ELC. Spaces are prepared specifically where interpersonal connections can be made.

Envisioning Environments that Educate, Enrich, and Inspire



Natural playscapes provide rich contexts for children to explore, investigate, and learn. Children learn to respect the environment through real experiences, caring for and appreciating the natural world around them.



Knox Kicks



“Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs or economic status.” – Kofi Annan, UN Secretary-General

The Department of Kinesiology, Recreation, and Sport Studies (KRSS) launched the Sport and Community Development service-learning course in fall 2010 to assist the growing number of Iraqi families seeking refuge in Knoxville to become more involved in social and physical activities.

Dr. Sarah Hillyer and Dr. Ashleigh Huffman, both recent graduates of the PhD program in Kinesiology and Sport Studies as well as international sports practitioners in the field of Sport for Development and Peace, developed the course. Because of Hillyer’s and Huffman’s international experiences using sport to encourage cross-cultural dialogue and peace-building efforts, the course was based upon the needs of the local international community, but in particular, refugees from Iraq.

Since the war between the United States and

Iraq began in 2003, more than four million Iraqis have been displaced. Approximately 130 of those families now call Knoxville their home. Because the local resettlement agency, is severely underfunded and understaffed—with only three case workers for more than 3,000 refugees—many of the physical, social, and emotional needs of the Iraqis are unmet.

Most of the Iraqis living in Knoxville are here as a result of their affiliation with the American Army or American companies based in Iraq. They have been threatened, assaulted, and even suffered through the death of family members, who were killed for their “traitorous” acts and allegiance to the United States. Despite their affiliation with America while in Iraq, many of the Iraqis living in Knoxville are often excluded from social programming efforts and face hostility because of their ethnicity or religious beliefs.

After learning of the isolation in which the Iraqi refugees live and the challenges that they face in the local community, Hillyer and Huffman came to believe that a service-learning class utilizing sport and exercise could not only help the Iraqis transition to the area, but could also challenge KRSS students in a meaningful way.

After many conversations with the Iraqis, four primary needs that the service-learning class could help address were identified:

- the need for more social interaction with the larger Knoxville community
- the need for knowledge regarding healthy living in the United States
- fitness and physical activity opportunities designed especially for the women
- a safe space for children to play

Service-learning students used this information to brainstorm and design course projects to meet the self-identified needs of the Iraqis. In order to meet the need for more social inclusion, the students developed three large-scale sporting and recreation events during the semester. In

Using Sport to Build Community



addition, the students conducted weekly fitness routines with the women and used that setting to provide them with educational tips on healthy living and nutritious recipes. During the weekly fitness classes, the students also structured after-school playtime activities for the children so that the mothers could exercise and the children could play in a safe environment.

After offering two semesters of the service-learning class, the idea for the Knox Kicks World Cup emerged. The Iraqis, like most international communities, love to play soccer. The KRSS students capitalized on this notion by creating a multi-cultural soccer event in which people from various religious and ethnic communities could participate as teammates in a one-day soccer tournament.

The tournament grew from Hillyer and Huffman's previous work with Dr. Allison Anders and Dr. Denise Bates (College of Education, Health, and Human Sciences) in the creation of a one-day soccer event for the Burundian refugee population of Knoxville.

By expanding the focus to include members

from a variety of backgrounds, Knox Kicks World Cup became a celebration of the diversity of Knoxville as well as a celebration of sport as a means to transcend cultural barriers and to encourage trust and a deeper bond between individuals.

"The whole day was my favorite memory," says Lisa Polcyn, a senior in Kinesiology. "It was like an 'ah ha' moment for me on how powerful sport can be and how something so simple can break down so many barriers. The skills that I have learned from this class are things I will use the rest of my life. I can't even begin to express how much this class and the Iraqi women have impacted my life."

In addition to providing a great service to the community, students in KRSS were also able to apply their discipline specific skills and knowledge. Students were responsible for fundraising, planning, and marketing the Knox Kicks World Cup event, securing the facility, obtaining food donations, ordering T-shirts, organizing registration, enlisting volunteers, finding participants, and coordinating operations for game day.

"I learned that language barriers and cultural barriers can be broken down through love and time together," says Adrian Wannamaker, a senior in Kinesiology. "I also learned that it doesn't matter where you come from or what hardships you've faced, a common game like soccer can bring a group of people together in unity."

Many of the KRSS students expressed a deep sense of accomplishment and gratitude for the opportunity to make a difference while applying their degree in the community and look forward to the future growth of service-learning in the KRSS department.



A girl gets help with her first pair of soccer shoes.

Higher Ed Abroad



Above: Seminar participants visit the OECD headquarters in Paris. Below: Students and faculty take part in lectures on higher education in the European Union.

It's no secret that a great leader needs a large skill set and a wide base of knowledge. However, it is becoming increasingly necessary for leaders—especially in the world of higher education—to widen their knowledge base with essential information in the realm of global, political, and cultural awareness.

Thirteen doctoral students from the Department of Educational Leadership and Policy Studies had the opportunity to do just that on a recent trip to Brussels and Paris. As part of the Higher Education Administration program, the students spent ten days in a comparative study of higher education heritage, including educational and policies issues between America and countries in the European Union.

The seminar's objectives included:

- identifying heritage distinctions as well as discussion of issues such as mission, governance, quality/accountability, and the challenges of financing higher education in the United States and the European Union;
- learning about European Union political governance arrangements and policy developments in higher education;
- becoming knowledgeable about postsecondary resources, reports, and activities of the Organization for Economic Cooperation and Development (OECD) in Paris; and
- enhancing global awareness and initiative among future postsecondary leaders.

To prepare for the international seminar, students attended a full-day, pre-travel orientation. This meeting explored forms of higher education global initiatives and demographic/economic/educational profiles of many of the European Union nations.

Once students arrived in Brussels, they were led in seminars by Dr. John Thelin, university research professor at the University of Kentucky; and Dr. Grady Bogue,



Doctoral Students Study Global Education

UT professor and chancellor emeritus of Louisiana State University. Presentations were given by the executive officers of the four participating universities, including Chancellor Jimmy G. Cheek, President Karen Bowyer (Dyersburg State Community College), President James Dawson (Lincoln Memorial University), and President Allen Edwards (Mississippi State Community College). The students and executives also held a discussion session moderated by Dean Bob Rider.

Participants attended a session at the European Union Parliament in Brussels, where they learned of the origins, as well as current activities and issues associated with the mission and structure of the Union.

Upon arrival in Paris, students were briefed at the OECD—an international research and policy agency. The agency publishes performance indicators on health, economics, environment, and education on nations around the world. Students and faculty were given an overview of the organization’s statistical databases.

The international study seminar supported the College of Education, Health, and Human Sciences emerging strategic goal of global knowledge, outreach, and service. It also falls in line with the university’s Ready for the World strategic initiative. Plans are being made for future seminars on Global Leadership and Higher Education to take place around the world in locations such as Asia, Africa, and South America.

The international study seminar supported the College of Education, Health, and Human Sciences emerging strategic goal of global knowledge, outreach, and service.



Above: In their free time, students were able to take in the beauty of Brussels and Paris. Below: Participants were also able to take advantage of many networking opportunities.



Teaching Future Teachers



Above: Dr. Williams works with graduate teaching assistants. Below: A graduate teaching assistant instructs students and encourages participation in class discussion.



There is a ripple effect that occurs in the classroom when a professor prepares others to teach. Good instruction on behalf of a professor can lead to better outcomes for future teachers and their future students.

Providing superior learning experiences for students in Educational Psychology 210 is the beginning of the ripple that spreads from Dr. Bob Williams to his graduate teaching assistants (GTAs), down to the undergraduate students who aspire to be teachers themselves.

Williams, a senior professor in the Department of Educational Psychology and Counseling, coordinates the Ed Psych 210 course, Psychoeducational Issues in Human Development. He mentors and supervises the course's graduate teaching assistants using an innovative, tiered, structured model. These GTAs, in turn, mentor and provide instruction to undergraduate students.

All GTAs teaching the course under Williams' guidance and supervision are doctoral students in the Department of Educational Psychology

	Gore	Bush	Kerry	Bush
	%	%	%	%
Total	48	48	48	51
Protestant/Other Christian	42	56	40	59
White Prot/Other Christian	35	63	32	67
Evangelical Born-again	n/a	n/a	23	79
Non-evangelical	n/a	n/a	44	50
Catholic	40	47	47	52
White Catholic	45	52	43	56
Jewish	79	19	74	25
Other faith		28	74	23
Other faith		30	67	31

Classroom Model Enhances Teacher Development

and Counseling. Williams has created a novel preparation program for the GTAs, wherein the students engage in a structured mentoring model that helps to prepare them to become college instructors.

Williams and the GTAs who teach the 210 course provide content related to human development within an educational context to several hundred pre-service teachers each year. The class involves contemporary content that is updated each year in the following areas:

- physical development
- cognitive development
- social development
- psychological development
- values development

The principle objective of the course is the application of critical thinking skills in dealing with all course issues.

Perhaps the most impressive aspect of Williams' highly structured mentoring model for the class is the gathering of data dealing with instructional success. The data collected then guide future delivery of course material.

Novice and advanced GTAs learn to deliver instruction through William's model, with beginning GTAs learning from and being supervised by more advanced students. This takes place under Williams' watchful eye and within his tiered supervisory model. Performance data have shown that students in the course perform as well when the course is taught by GTAs as by the supervising professor.

The training of the GTAs selected to teach the 210 course begins well before they arrive on campus for doctoral studies. They are sent all course materials, including instructor notes, journal articles, class presentations, and discussion questions. GTAs are required to review the course materials and answer all discussion questions before the start of each fall semester. Once on campus, the new GTAs meet weekly with Williams and advanced GTAs to begin discussing issues related to the course delivery.

First-year GTAs begin by observing the instructional management of an advanced GTA

or the supervising professor. Concurrent with this observation, new GTAs are responsible for grading students' written work. As GTAs gain instructional skills, their responsibilities for the 210 courses expand. In contrast to traditional models where GTAs are given total responsibility for course instruction with little or no preparation, GTAs for the 210 course are carefully mentored. First-year GTAs receive feedback on their progress and instruction from advanced GTAs and the supervising professor. The goal is for them to become lead instructors during their second year as doctoral students.

In the last decade, more than forty research studies have been conducted in the Educational Psychology 210 course. This research informs content issues discussed in the course and instructional procedures designed to promote student learning. Additionally, these studies are published in major psychological and educational journals and presented at professional conferences.

Most recently, the research in the course has focused on student participation in class discussions in the relatively large sections (fifty to sixty students) of the course. Although only a small percentage of students typically participate in class discussion in traditionally organized large courses, close to 90 percent of the 210 students participate with some regularity in class discussion.

This discussion quality is primarily linked to student preparation for class sessions—with students preparing and submitting written answers for questions to be discussed in class. Students self-record their class participation and receive credit toward their grade for the quantity and quality of their class comments, as evaluated by course instructors.

The intent of this model for enhancing student participation in class discussions has been to balance participation across students and units in the course. Consistent with this goal, the class credit system has reduced the percentage of non-participants. Additionally it has increased the percentage of students who participate at a level that maximizes their participation credit, and reduced the percentage of students who dominate discussion. To provide time for all students to participate in discussion, students receive participation credit for up to two comments per class period.

Research continues in the 210 course every semester, with the intent to better understand the students and address their developmental needs. All content issues addressed in the course are supported by research findings documenting their importance. The desired outcome for both doctoral students who teach the course, and the prospective teachers who take the course, is to enhance their professional and personal development.



At right: Advanced doctoral students lead class instruction on human development.

Caregiver Connection



A child who has formed an early and strong bond with a caring adult has a much greater chance of experiencing good health outcomes compared to a child who has no such bond.

Imagine a shack made of corrugated metal, 10 feet by 10 feet, with no windows, an open sewer outside, and no available drinking water. A naked bulb burns from an illegally accessed electric wire, and a family of four children—all under the age of 5—lives on the equivalent of one dollar a day. Now, add to this family one or two more children—AIDS orphans from a deceased relative—malaria, malnutrition, no access to primary healthcare, and no one to care for them.

Multiply this scenario by thousands upon thousands and it is easy to see why slum communities, such as the ones outside of Nairobi, Kenya, suffer from an infant mortality rate twenty-five times higher than the United States. However, one multi-disciplinary team from the University of Tennessee believes the most potent “vaccine” to the risks of such abject poverty can come in the form of an attachment between a child and her/his caregiver.

Dr. Hillary Fouts and Dr. Carin Neitzel (Child and Family Studies) along with Dr. Paul Erwin, Dr. Denise Bates, and Dr. Fletcher Njororai (Public Health) are in the first phases of an international research collaborative with Kenyan colleagues to explore cultural variation in caregiving, and how such variation may impact, and be impacted by, extreme poverty.

The power of the child-caregiver attachment has been conclusively demonstrated in research conducted primarily in the United States during the last three decades. A child who has formed an early and strong bond with a caring adult has a much greater chance of experiencing good health outcomes compared to a child who has no such bond. The science on early childhood development was brought together in the Institute of Medicine’s landmark study, *From Neurons to Neighborhoods*, describing not only what happens at the cellular level with positive bonding experiences, but how attachment becomes the foundation for a healthy community.

The UT Kenya Team’s involvement took root approximately two years ago, following a visit to Nairobi by Erwin’s mentor in international health, Dr. John (Jack) Bryant and his wife Nancy. A former dean of the School of Public Health at Columbia University, and most recently emeritus Professor from the Aga Khan University in Karachi, Pakistan, Bryant has been a leader in the international health field for more than half a century. His research has focused on health and healthcare in settings of extreme poverty.

After retirement, the Bryants answered a call from the United Nations Habitat to develop a project for orphans and vulnerable children in the slums outside of Nairobi. The project was designed to build on the international model of primary healthcare, which involves community health workers (CHWs) providing the most basic level of care through nutrition counseling and growth monitoring, assessment for vaccine coverage, and provision of nutrition supplementation.

Researchers Hope to Impact Poverty with Kenya Study

Known simply as the Orphans and Vulnerable Children's Project (OVC), the activities now span four separate slum communities, serving more than 2,500 households. During their visit to UT, the Bryants discussed an assessment of child-caregiver attachment, and asked UT if it would be willing to assist in validating an assessment tool to be used in the field. That request stimulated discussions, which moved quickly beyond Public Health faculty to involve Child and Family Studies faculty with research expertise in the discipline of early childhood development.

What began as initial discussions on the validity of the measures of child-caregiver attachment in slum communities quickly expanded to exploring mechanisms that could support pilot research activities in Kenya. With expert guidance from Bob Cargile and Kelly Steele in the college's research office, the team began to shape a proposal for the National Science Foundation (NSF) focusing on the opportunities of building a collaborative with OVC and involving Kenyatta University, a Kenyan academic institution that could provide much needed Kenyan research perspectives and experience.

The proposal described how the international collaborative could facilitate research on child-caregiver attachment in conditions where cultural variation in caregiving can be explored while holding the confounding effects of socioeconomic status constant. In the slums outside of Nairobi there is rich cultural variation, but everyone is poor. Can variation in caregiving be measured in such settings, and will such measurement lead to a better understanding of how attachment may buffer the negative influence of poverty?

Even before knowing the status of the NSF proposal, the UT team traveled to Kenya for a week in the spring to make initial contacts with Kenyan colleagues, and most importantly, to see for themselves the conditions in which the OVC community health workers engage with families. UT faculty went on home visits with CHWs, sat with staff in small, crowded offices, and discussed how the UT team might be able to conduct research through further training of the CHWs as research participants.

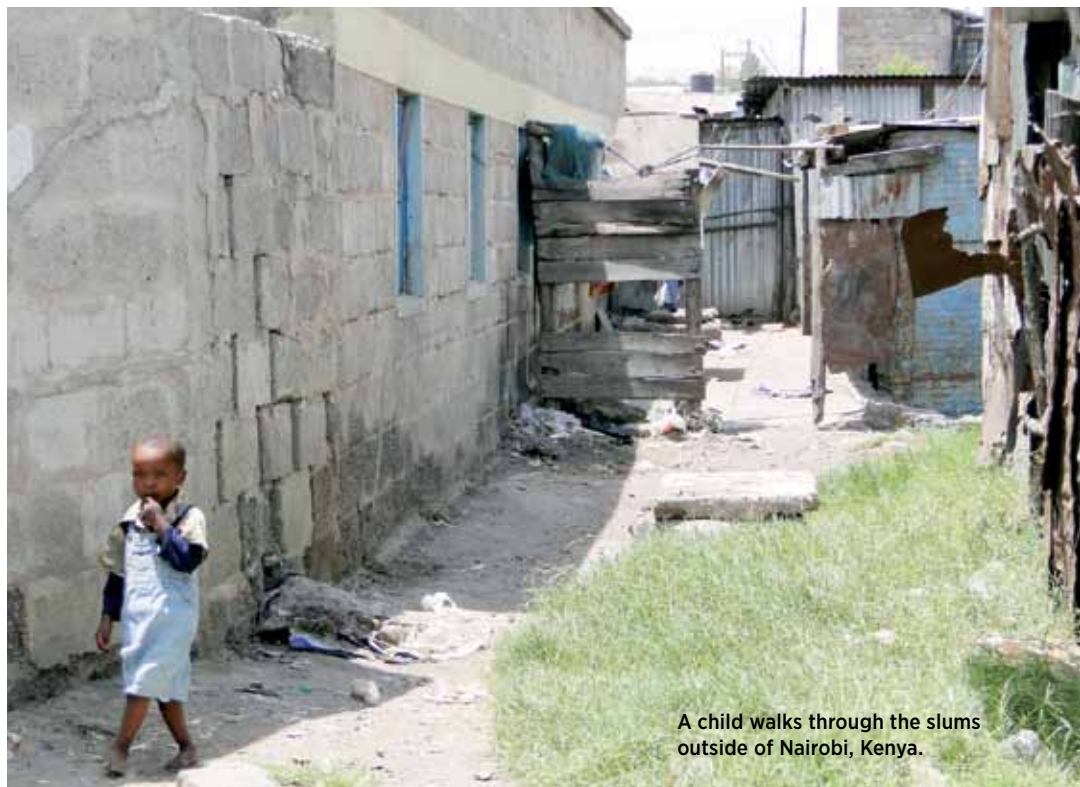
Discussions with Kenyatta University centered on joint UT-Kenyatta student and faculty involvement in the field. The weeklong visit—supported by funds from the college and both departments—solidified the team's commitment to building a mutually beneficial collaborative research and service-learning initiative. The team was awarded \$89,000 from the NSF proposal to support the establishment of the collaborative, but more importantly, to serve as an opportunity to gather pilot data for a much

larger follow-up grant. Fouts and Erwin will serve as co-principal investigators.

Throughout the remaining part of the spring semester and into summer, the UT Kenya Team put together plans for sending students and faculty back to Kenya for an initial assessment of research involving CHWs. Neitzel and students Lacreisha Ejike-King (PhD, Public Health) and Siteiyia Ntete (MPH, Public Health) spent the month of June working with the OVC project.

Njororai joined the students in July to facilitate the process for obtaining a Kenyan research permit. Erwin rounded out the summer activities in Kenya, focusing on the relationships between the partners. Bates and Fouts will return to Kenya in October to further build the service-learning component of the collaborative project and to train CHWs in field data collection. Neitzel will return in November and December with CFS students to begin initial data collection. The full team will return to Kenya in spring 2012 to conduct workshops with OVC and Kenyatta University colleagues to further set the stage for more extensive data collection in summer 2012.

The team hopes to find that assessment of child-caregiver attachment will become a standard component of the international model of primary healthcare, acknowledging that despite all the potentially costly interventions to address child health in the developing world, the strength of the bond between child and caregiver holds great potential for improving child survival.



A child walks through the slums outside of Nairobi, Kenya.

DEPARTMENT OF

Child & Family Studies



Vey M. Nordquist
Department Head

The Department of Child and Family Studies (CFS) prepares students for careers in both public and private domains that focus on children, families, and early learning. Students acquire the necessary knowledge, skills, and professional ethics through undergraduate and graduate coursework, internship opportunities, research projects, and outreach activities.



Bill and Sylvia Moore

Visit our website: <http://cfs.utk.edu>.

POINTS OF PRIDE

There is much that can be said about faculty and student accomplishments during the 2010-2011 academic year, but in this issue we would like to acknowledge the long-standing financial support the department has received from **Dr. Sylvia** and **Bill Moore**.

Bill graduated from UT Knoxville with a bachelor of science in electrical engineering in 1959 and received his master of science in electrical engineering in 1960. Sylvia graduated with a bachelor of science in child development in 1960 and received a master of science in child development in 1961. Both degrees were received from what is now the Department of Child and Family Studies (CFS) at UT. Sylvia received her doctorate in clinical psychology in 1984 from the California School of Professional Psychology at Berkeley.

About eight years ago, the Moores approached the heads of the UT departments where they had received their degrees and said they wanted to learn about research and instructional programs underway in each department. They were considering making a donation to each department. The couple was so impressed by what they saw in Child and Family Studies that they committed to make a substantial donation to the department during a three-year period. At the end of the three years, they continued to make contributions to the department.

As a result of their generosity, the department has been able to make funds available to several faculty members to help them start pilot research projects and seek major funding from a variety of different agencies and foundations. Several of the projects are now funded and are taking place locally and in other countries around the world (see the Faculty Highlights section below).

The phenomenal success that CFS faculty have had during the past two years in securing external funds to support their research would not have been possible without the support of the Moores. Everyone in CFS is grateful for their support and the confidence they have placed in our commitment to use their donations to support research and instructional projects for the purpose of improving the lives of children, youth, and families.

FACULTY HIGHLIGHTS

In this section of *Accolades* we highlight the research accomplishments of CFS faculty members who received external funding from federal and state agencies as well as private foundations in part because of the support of Sylvia and Bill Moore. Each faculty member is the founding director or co-director of a center where research is conceptualized, data are analyzed, and findings are submitted for publication in scholarly journals. The centers provide opportunities for graduate and undergraduate students to participate in local,

national, and international research projects. Our students not only learn about the research process, but also have opportunities to travel abroad and work with scholars and students in other countries.

EARLY EXPERIENCES RESEARCH CENTER

Drs. Hillary Fouts and **Carin Neitzel** are involved in a collaborative project with **Drs. Paul Erwin, Denise Bates, and Fletcher Njororai** from the Department of Public Health. Their research entails working with children and families in slum communities in Nairobi, Kenya (see page 18).

TEACHER RESEARCH AND DOCUMENTATION CENTER

The professional development of early childhood teachers' inquiry-based practice and content knowledge has been the focus of three research projects awarded to **Dr. Mary Jane Moran** and funded by the Tennessee Higher Education Commission (\$75,000), the Office of Head Start (\$71,000), and CFS Moore funds (\$5,000). Seventy-five teachers in rural, urban, and cross-cultural contexts (Anderson County, Knoxville inner city, the UT-CFS Early Learning Center, and University of Milan, Italy) have participated in professional learning communities utilizing their daily classroom experiences as the focus of extending and deepening their pedagogical knowledge and skills.

Mathematics instruction for teachers of children with and without disabilities was the content focus in Anderson County. This professional development initiative resulted in improved mathematics knowledge among 4-year-old children and their teachers. Selected teachers in the Knoxville-Knox County Head Start program participated in a one-year intensive experimental pre-k to kindergarten teacher licensure program approved by the Tennessee Department of Education. This project resulted in eleven HeadStart teachers completing coursework for licensure, providing them with new opportunities to seek employment in public school settings.

In on-going international research projects under the direction of Moran, infant-toddler teachers at the CFS Early Learning Center completed their second year in a longitudinal cross-national research project with teachers at the University of Milan Child Development Laboratory School. This research has been funded for several years by CFS Moore funds. The comparative analysis of practice in these cultural contexts has informed the practice of teachers at both sites and led to new considerations for modifying daily routines, staff-child ratios, curricula foci, and the degree to which teachers intervene in children's learning.

CENTER FOR PARENTING

The Center for Parenting (C4P), a joint venture between the Department of Child and Family Studies and UT Extension Family and Consumer Sciences, was funded by Prevent Child Abuse Tennessee (PCAT) to evaluate three projects. The Shaken Baby Prevention Project is in its second, and final, year of implementation and evaluation. PCAT has trained hospital employees and childcare providers to deliver a brief intervention to approximately 15,000 parents emphasizing the dangers of shaking an infant.

The Parent Leadership Initiative, which just completed the second year of a three-year contract, promotes parental inclusion and empowerment in family service organizations across the state. Finally, the Safe Child Project just completed its second, and final year, providing intensive, collaborative, wrap-around services to forty high-risk pregnant or parenting mothers. **Dr. Heidi Stolz** and **Dr. Denise Brandon**, co-directors of the Center for Parenting, were responsible for all three projects and received total funding of nearly \$100,000. They consulted on project design, assisted with instrumentation, and are now preparing Year Two reports. Moore funds provided seed money to underwrite the preparation of the grant proposals, including pilot data collection.

CENTER FOR THE STUDY OF YOUTH AND POLITICAL CONFLICT

Funds provided by Sylvia and Bill Moore also helped **Dr. Brian Barber** secure support for the creation of the UT Center for the Study of Youth and Political Conflict. Barber is the founding director of the center and recently received funds from the Jacobs Foundation in Switzerland to support the two projects described below.

The Impact Of Political Conflict On Youth: Assessing Long-Term Well-Being Via An Event History—Resource Model.

What becomes of young people who spend their youth immersed in political conflict? How do these intense experiences shape their future opportunities and perspectives? Such questions are being asked in the PAL project, a study of Palestinian adults who were youths during the first Intifada (1987-1993). This is a four-year, million dollar study funded by the Jacobs Foundation under the guidance of Barber and the Center for the Study of Youth and Political Conflict. The PAL project is the first-ever comprehensive, long-term follow-up of a population of youth who have experienced substantial political conflict. To date, the PAL project has involved intensive interviews with eighty Palestinians in the West Bank, East Jerusalem, and the Gaza Strip in order to determine how to measure quality of life for a people living under occupation and continual conflict. A major finding of this

phase of the project has been that a critical domain of well-being for Palestinians is the political realm (i.e., issues of constraint of movement, freedom of expression, factional disputes, satisfaction with governance, etc.).

From Rally to Revolution: Analyzing the Transformations of Youth During the 2011 Egyptian Revolution.

The recent revolution in Egypt stands as a remarkably swift and successful revolution that has set a powerful example to the Arab world of the possibilities of reforming their governments and societies. Youth played a key role in these revolutions—particularly in Egypt. Barber spent a month in Egypt just after the first successes of the revolution, observing and interviewing young Egyptians from various walks of life. He, along with center associate faculty **Clea McNeely** and James Youniss of Catholic University of America, succeeded in achieving a \$450,000 grant from the Jacobs Foundation in June to do a serious study of the youth of the Egyptian revolution.

STUDENT HIGHLIGHTS

The following graduate and undergraduate students are involved in one or more of the above research projects:

NAIROBI, KENYA (EARLY EXPERIENCES RESEARCH CENTER)

Swapna Purandare (doctoral student)
From Gangaware (master's student)
Carole McAteer (master's student)
Lacreisha Ejike-King (doctoral student)
Chelsie Scansen (undergraduate student)
Siteiyia Ntete (master's student)

TENNESSEE (CENTER FOR PARENTING)

Eliza Smiddy (master's student)
Patricia Roberson (doctoral student)
Teri Henke (doctoral student)
Elizabeth Atchley (undergraduate student)
Allie Serpass (undergraduate student)

MILAN, ITALY (TEACHER RESEARCH AND DOCUMENTATION CENTER)

Nancy Carow (doctoral student)
Robyn Brookshire (doctoral student)
Milicia Tedder (doctoral student)
Kim Davidson (master's student)
Kara Rice (undergraduate student)
Alexandra Ingram (undergraduate student)
Jennifer Hammond (undergraduate student)

PALESTINIAN TERRITORIES AND EGYPT (Center for the Study of Youth and Political Conflict)

Carolyn Spellings (doctoral student)
Ben Dotty (undergraduate student)
Amy Richardson (master's student)
Mingzhu Xia (doctoral student)
Rhett Billen (master's student)
MinJung Jung (doctoral student)

OUTREACH ACTIVITIES

Outreach has always been central to the mission of the Early Learning Center for Research and Practice. Construction of a new childcare facility on Lake Avenue was recently completed and families with toddlers and preschool-age children transitioned to the new center in July. The new facility is adjacent to the infant/toddler center that was built three years ago. With the addition of the new center, enrollment of infants will double during the coming year and the number of toddlers also will increase substantially. In addition, the ELC will be in a position to serve more at-risk and disabled children, which has always been a very important part of its mission. (See page 10).

NEW FACULTY

Child and Family Studies is fortunate to have a new colleague join an already exemplary group of faculty members. **Dr. Cara Moore** began her tenure in the department on August 1. Moore received her doctor of philosophy degree at Temple University in May 2011. She studied urban education in the Department of Education Leadership and Policy Studies and was honored as a Future Faculty Fellow. In her dissertation entitled, *Why Do Teachers Quit? An Investigation of the Influence of School Environment and Teacher Characteristics on Discontent and Attrition*, she examined the role of different factors, such as classroom environment, school environment, school climate, and teacher characteristics on public school teachers' decisions to transfer, stay at their current positions, or quit. Moore has three years of classroom teaching experience at the primary grade level. Her current research interests include teacher induction, teacher transfer, and connections between teacher staffing and student achievement.

STAFF RECOGNITION

Sonja Spell recently joined our main office staff. We are very pleased to acknowledge Spell's successful passage of the Certified Professional Secretary Examination. Congratulations!



Dr. Moore



Sonja Spell

DEPARTMENT OF

Educational Leadership & Policy Studies



Vincent A. Anfara, Jr.
Department Head

The Department of Educational Leadership and Policy Studies (ELPS) views leaders as stewards and servants of organizations; designers of the social and cultural climate in which they work; teachers who facilitate and encourage human growth and development; change agents who continually examine the purpose and performance of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which policy and practice are built. We are pleased to share the following departmental highlights from the 2010–2011 academic year.

Visit our website: <https://elps.utk.edu>.

POINTS OF PRIDE

The Niswonger Leadership Preparation Program and the Leadership Academy offer cutting-edge principal preparation with the use of practitioner partners and instructional partners. Special thanks to the Niswonger Foundation, the Cornerstone Foundation, and an anonymous donor for continued support of these initiatives and programs.

The Leadership Academy graduated its first cohort of school leaders and started cohort two on their journey in June 2011. Students admitted to the second class include: **Jessica Birdsong, Joe Cameron, Tammi Campbell, Windy Clayton, Keith Cottrell, Wendy Hansard, Jessica Holman, Nadriene Jackson, Mark Jones, and Kristi Woods**. Additional information about the activities of The Center for Educational Leadership can be found at <http://cel.utk.edu>.

The department's first international seminar on Globalization and Higher Education Leadership convened in Brussels and Paris in May 2011. Faculty and graduate students from ELPS traveled to Europe to take part in this seminar. (See page 14)

FACULTY HIGHLIGHTS

Dr. Pam Angelle was promoted to associate professor and tenured. She also was named a University Council for Educational Administration (UCEA) Barbara Jackson Scholar Mentor. The Jackson Scholar program was created to mentor minority students in the field of educational administration. Her two mentees are doctoral students at Fordham University and the University of Cincinnati. **Dr. Michelle Young**, executive director of UCEA, appointed Angelle to the association's Barbara Jackson Advisory Board.

Dr. Autumn K. Tooms, director of The Center for Educational Leadership, was tenured as a full professor. Tooms also received the 2011 William J. Davis award for outstanding research in educational administration. Established more than thirty years ago, this is the most prestigious award for research in the field of educational administration. It is bestowed annually to the author(s) of the most exemplary article published in *Educational Administration Quarterly*—the premier scholarly journal in the field.

Dr. Ernest Brewer, professor, currently serves as the principal investigator for five federal grant programs, including:

Academic Enrichment Upward Bound (AEUB) The AEUB project provides essential support to low-income Tennessee high school students in Knox and Anderson counties who will potentially represent the first member of their family to attend college. The project provides opportunities for participants to succeed in their pre-college performance, offers assistance in all facets of the college admissions process, and ultimately prepares students for success in their higher education pursuits.

Educational Opportunity Center (EOC)

With its outreach sites in Tennessee, Georgia, and North Carolina, the EOC provides counseling and information on college admissions to eligible adults who want to enter or continue a program of postsecondary education. The center's goal is to increase the number of adult participants who enroll in postsecondary education institutions.

Math and Science Center (MSC)

MSC is designed to strengthen the math and science skills of low-income Tennessee high school students who demonstrate a high degree of interest and aptitude in science, technology, engineering, and math (STEM) fields. The goal of the project is to assist participants in recognizing and developing their potential and to encourage them to pursue postsecondary degrees in the fields of math and science.

Pre-College Upward Bound (PCUB)

The PCUB project reaches out to Tennessee high school students in Blount, Knox, and Sevier counties in an effort to enrich their academic opportunities and experiences. Participant services include development of skills leading to success in their pre-college performance and assistance in all facets of the college admissions process.

Veterans Pre-College (VPC)

The VPC project is designed to motivate and assist veterans who have no baccalaureate degree to develop academic and other necessary skills for acceptance and success in a program of postsecondary education. The primary goal of the project is to increase the rate at which veterans enroll in and complete postsecondary education.

Dr. Jason Huff traveled to Ft. Lauderdale, Florida, as part of an ongoing research project funded through the National Center for Scaling Up Effective Schools and the Institute for Education Sciences. Data analyses will be ongoing during the upcoming school year.

Dr. E. Grady Bogue and students **Julie Longmire, Leigh Anne Touzeau, Keith Carver,** and **Jason McNeal** co-authored *Presidential Derailment*, which was published by the Association of Governing Boards of Colleges and Universities.

Dr. Vincent Anfara completed his tenure on the American Educational Research Association's Special Interest Group Executive Committee. For the past three years he has worked on this committee providing oversight and governance to more than 160 special interests groups focused on a wide variety of research topics.

STUDENT HIGHLIGHTS

Ginger Teague was selected as a David Clark Scholar for the University Council for Educational Administration (UCEA) and attended a series of workshops at the annual meeting of the American Educational Research Association conference in New Orleans, Louisiana.

LaTonya Lundy was selected as a Southern Regional Education Board (SREB) Scholar. **Cedelle Niles** was honored as a Barbara Jackson Scholar for UCEA.

Ginger Teague, Nicole Wilson, Cherie Gaines, Jennifer Beavers, Tori Henley, and Corey Dehart from the Leadership in Education doctoral program presented at regional and national conferences. We are extremely proud of our students who have published research articles this past year. Wilson and Teague published in the NCEA Educational Leadership Review. Additionally, Niles was awarded a scholarship from the Association of Doctoral Women.

Andrew Morse recently completed his term as president of the university's Graduate Student Association (GSA). He served a three-month internship this summer with the Tennessee Higher Education Commission (THEC). Doctoral students **Les Fout** and **Edee Vaughan** were co-presenters at the Southern Association of Colleges and Schools (SACS) meeting. **Crystal Diaz, Julee Flood, Les Fout, David Key, Julie Longmire, Ferlin McGaskey, Ryan Otto, Shanna Pendergrast, David Smith, Elizabeth Smith, Jamia Stokes, Leigh Anne Touzeau,** and **Matt Varga** participated in the first international seminar on Globalization and Higher Education Leadership in Brussels and Paris.

Students in the College Student Personnel (CSP) program were particularly active and successful in presenting and participating in important conferences in the field. **Ryan Provost** and **Courtney Holder** won the Graduate Case Study Competition this year at the Southern Regional Orientation Workshop.

Kacie Hutson and **Kasey Robinson** won second place overall in the Graduate and Professional Education Sessions. **Erica Roland** and **Steve Jenks** presented a well-received paper, *Crossing the Color Line: Cross-Racial Membership in Greek Life*, at this year's National Association of Student Personnel Administrators (NASPA) conference. CSP students won four of the six awards for the Graduate Student Case Competition at the National Orientation Directors Association. **Dan Stypa** received the Golden Key Honors Scholarship from NASPA, **Justin Burns** received a scholarship from the Association of Fraternity/Sorority Advisors Foundation, and **Erica Roland** received the William J. Brennan Graduate Assistant Award for the Order of the Omega for her service to Panhellenic.

OUTREACH ACTIVITIES

The ELPS department is pleased to announce the creation of the College Access and Persistence Services (CAPS) Outreach Center, directed by **Dr. Ernest Brewer**. The purpose of the CAPS Outreach Center is to provide outreach services designed to support, increase, and enhance the rate of college bound low-income and first-generation indi-

viduals. Within this target population, CAPS Outreach Center places special emphasis on underrepresented minorities. Through the activities and programs of the center, a parallel purpose will establish internships and professional development opportunities in grant management, career and academic counseling, and research for university students and practitioners. The research component of the center provides opportunities for faculty from across CEHHS and in other colleges to develop research collaborations. The center will also function as an important venue for developing educational resources for partnerships with school systems, community colleges, state and federal entities, private sector groups, foundations, and community agencies and organizations.

NEW FACULTY

Dr. Mary Lynne Derrington joins the faculty as an assistant professor of educational administration and supervision. A former school superintendent and principal, Derrington brings administrative experience along with an established record of academic scholarship. She received her doctorate in policy, governance and administration from the University of Washington. Derrington comes to us from Western Washington University where she served as assistant professor. She is co-author of the book *Leadership Teaming: The Superintendent-Principal Relationship*. Her research focuses on the evaluation of principals, female superintendents, and ethical leadership practices. Derrington was awarded the Washington

State Phi Delta Kappa Distinguished Service Award in April.

Dr. J. Patrick Biddix joins the department as an associate professor in college student personnel and higher education administration. He comes to Knoxville from Valdosta State University where he was associate professor and coordinator for the Higher Education/Student Affairs program. His PhD is in educational leadership and policy analysis (higher education) from the University of Missouri, St. Louis. Prior to the professorate, he was a student affairs professional (fraternity/sorority affairs) at Washington University in St. Louis, Missouri. His research interests include civic engagement and student involvement, student activism, technology use and implications, career development in student affairs, and research methodology. UT Knoxville is a homecoming for Biddix, who completed his undergraduate degree here in 2001 (classical civilization). He was involved on campus as an orientation leader, fraternity president, TeamVols volunteer, and writer for the Daily Beacon.

STAFF HIGHLIGHTS

Constance Honorable (fifteen years), **Janie Young** (twenty-five years), and **Karen Crumley** (six years) continue to do a fantastic job serving the faculty and graduate students in the department through their respective administrative roles. Together they have nearly fifty years of experience navigating the various dimensions of the University of Tennessee. The ELPS faculty and students truly appreciate their professionalism and hard work.



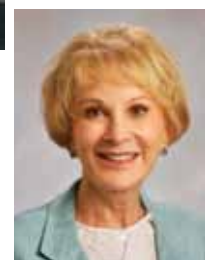
Math and Science Center poster session



Dr. Biddix



Participants of the Pre-College Upward Bound program



Dr. Derrington

DEPARTMENT OF

Educational Psychology & Counseling



Steve McCallum
Department Head

Faculty, students, and staff of the Department of Educational Psychology and Counseling (EPC) are pleased to share with you some of the accomplishments within EPC this past academic year. As you will see from these highlights, we continue to work hard to prepare the best students we can, and to make you, our alumni and supporters proud!

Visit our website: <https://web.utk.edu/~edpsych>.

POINTS OF PRIDE

The University of Tennessee's FUTURE Program received funding for five years under the Transition Program for Students with Intellectual Disabilities by the U.S. Department of Education's Office of Postsecondary Education. The program is a two-year certificate program for students with intellectual disabilities or autism who do not earn a regular high school diploma. **Dr. Melinda Gibbons**, assistant professor, **Dr. David Cihak**, associate professor from the Department of Theory and Practice in Teacher Education, and **Dr. Liz Fussell**, program administrator, administer and service the grant. (See page 8)

A new distance education master's degree program was approved this past academic year. The master of science in Applied Educational Psychology is designed for professionals working as K-12 teachers in Tennessee and instructors in community colleges, literacy education programs, correctional education, and related areas. Courses will be completed online and often presented in a learner-centered, collaborative format. If students choose, they may also take some courses for this graduate program on campus. **Dr. Kathy Greenberg** coordinates the six-semester program and can be contacted for additional information at khgreen@utk.edu.

EPC faculty maintained their strong commitment to scholarship in 2010-2011 by serving on sixty-four journal editorial/review boards and authoring eight books and nine book chapters. The value they place on collaborative activities with their students resulted in forty-eight student/faculty authorships in refereed journals and more than sixty presentations at professional conferences.

A new graduate certificate in Grief, Loss, and Trauma is being coordinated by **Dr. Tricia McClam** and is intended for currently admitted graduate students who wish to acquire knowledge and develop skills to work with individuals who have experienced or are experiencing grief, loss, or trauma. Other certificates offered by the department are Evaluation, Statistics, and Measurement, coordinated by **Dr. Jennifer Morrow** and Qualitative Research Methods in Education, coordinated by **Dr. Trena Paulus** and **Dr. Allison Anders**. For additional information on these certificate programs, visit our website at <http://web.utk.edu/~edpsych/grad-certificates.html>.

FACULTY HIGHLIGHTS

Dr. Gary Skolits, assistant professor in Evaluation, Statistics, and Measurement has been tenured and promoted to associate professor. Skolits also serves as director of the Institute of Evaluation and Assessment.

The Grief Outreach Initiative pairs university students with grieving children and youth in the community. Coordinator **Dr. Tricia McClam** received two grants this past year to sup-

port initiative activities. Research to Expand Services to Children Coping with Grief, Loss, or Trauma supported the analysis of evaluative data in order to document project outcomes. The second grant, Developing Multimedia Applications to Engage Grieving Children, provided funding to purchase iPads for mentors to use in their work with children.

Dr. Jeannine Studer, professor in Counselor Education and coordinator of the School Counseling program, received the 2010 Dr. Charles Thompson Counselor Educator of the Year award from the Tennessee Association for Counselor Education and Supervision. Thompson was a professor in Counselor Education at UT and the author of *Counseling Children*, a much-used textbook in counseling theory courses.

Dr. Bob Kronick, professor in Counselor Education, was the recipient of two honors this past year. He received the Martin Luther King Jr. Commemorative Commission's Education Award for his contributions to children in the community. Additionally, Kronick was one of five educators inducted into the college's Educators Hall of Honor—a recognition of professionals who have already established themselves in their respective fields and are committed to preparing students to follow. He is also the co-author of a new book, *Experiencing Service Learning*, published by UT Press.

Dr. Amy Skinner was selected as the YMCA "Tribute to Women" Honoree Finalist in the Equality category. This event recognizes women for their contributions related to the mission of the YMCA.

Dr. Chris Skinner was one of four highly productive scholars invited to attend the School Psychology Research Collaborative Conference. A prolific scholar himself, Skinner provided advice and training to forty young school psychology faculty on conducting and publishing research.

Three faculty members were recognized as Quest Scholars of the Week: **Jason Caudill**, **Tricia McClam**, and **Marianne Woodside**. EPC has a strong history of faculty recognition in this manner. Four EPC faculty were recognized during the previous academic year.

Dr. Patrick Dunn was recently named editor of the *Rehabilitation Professional*, a peer-reviewed journal of the International Association of Rehabilitation Counselors.

STUDENT HIGHLIGHTS

Dr. Nicolas Mariner, a spring 2011 graduate of the doctoral program in Learning Environments and Education Studies, along with his doctoral dissertation chair, **Dr. Barbara Thayer-Bacon**, were recognized at the annual College Awards Ceremony with the award for Outstanding Dissertation. Mariner's dissertation was entitled *People Who Look Like Me: Community, Space, and Power in a Segregated East Tennessee School*.

Susanne Kaesbauer (Evaluation, Statistics, and Measurement), **Jessica Lester** (Applied Educational Psychology), and **Katharine Sprecher** (Cultural Studies) received Chancellor's 2011 Extraordinary Professional Promise Awards at the Chancellor's Honors Banquet in April.

We are especially proud of the following students who have been awarded competitive Graduate School Fellowships for 2011-2012:

Eric Heidel (Counselor Education)—Yates Dissertation Fellowship

Brian K. Sohn (Learning Environments and Education Studies)—Seaton Fellowship

Brian Russ (Counselor Education)—Seaton Fellowship

Audrey J. Kasting (Mental Health Counseling)—Shipleigh-Swann Fellowship

In October 2010, **Debra Lee**, a doctoral candidate in Instructional Technology, traveled to Egypt to act as an English language specialist for the U.S. Department of State. During her visit, she worked with faculty members on uses for her co-authored book, *American Legal English: Using Language in Legal Contexts*, which had recently been translated into Arabic in a dual language format. She was also invited to speak to senior judges at the Court of Cassation (one of the highest courts in Egypt) after a court vice president attended one of her sessions on legal English.

OUTREACH ACTIVITIES

Allison Anders, assistant professor, is one of two faculty members in the college who has received the W.K. Kellogg Outreach Scholarship Award for the partnership they have built among university and community agencies that assist Burundians relocated to East Tennessee by the U.S. State Department. Anders, along with Denise Bates from the Department of Public Health, helped develop Healthy Transitions, an organization that works with Burundians in Knoxville. Healthy Transitions established a Burundian community organization, youth programs, English language programs for adults, and a job skills development program. Since 2007, the project has involved nine faculty, seventy-one graduate students, and thirty-two undergraduates who invested more than 2,000 hours in direct engagement and outreach.

The REACH Project, under the direction of Associate Professor **Dr. Jeff Cochran**, has completed its second year of funding from the Tennessee Commission for Children and Youth. The project provides child-centered play therapy, peer-to-peer conflict resolution, parent skills training and family therapy, and teacher training and consultation for children and families at high risk of juvenile delinquency. Early results are suggesting positive outcomes.

Crissy Haslam, Tennessee's first lady, visited the Center for Literacy Studies (CLS)

in May to discuss the online literacy resource collection CLS staff are developing in collaboration with the Tennessee Department of Education's Division of School Readiness and Early Learning. The ReadTennessee.com website was launched in July and features an Early Grades Reading Toolkit designed for pre-kindergarten through third-grade teachers, parents of young children, and community members working with early-grade students. CLS staff provided the first lady with an overview of the extensive work they have done with family/school partnerships, including resources, workshops, and family guides. She expressed interest in and commitment to promoting family involvement in children's education and offered suggestions for the content of the website. She also agreed to record a welcome video to be featured on the homepage of ReadTennessee.com.

Faculty and students from the KLASS Center provided tutoring services for at-risk children from the community during the summer, along with the help of faculty and students from the Special Education Program in the Department of Theory and Practice in Teacher Education.

NEW FACULTY

We are pleased to welcome **Dr. Lisa Yamagata-Lynch** who joined EPC as an associate professor on August 1. She will work with the Instructional Technology master's and Educational Specialist programs, and the Learning Environments and Educational Studies doctoral concentration. Her research interests include activity theory and social network analysis. She holds a PhD in both Educational Psychology and Instructional Systems Technology from Indiana University with a minor in Library Information Science. She also holds a master of science in Instructional Systems Technology from Indiana University. Yamagata-Lynch earned her bachelor of arts in psychology from the University of the Sacred Heart in Tokyo, Japan. Prior to joining the faculty in EPC, she was at Northern Illinois University.

Dr. Scott Ellison has joined the Cultural Studies program as a clinical assistant professor. He received his PhD in Cultural Studies in Education in 2009 with a specialization in Philosophy of Education. Ellison will be teaching, supervising CSE 200 instructors, and supporting the online applied Educational Psychology program.

STAFF RECOGNITION

Joy DuVoisin joined EPC in August. She provides administrative support for the following degree programs: EdS in School Counseling, the PhD in Counselor Education, and three master's counseling concentrations. Her office is located in Claxton 453.

IN MEMORIAM

EPC faculty, staff, and students were saddened to learn of the death of Dr. Denise Harvey on June 17, 2011. Harvey joined EPC in 2009 and taught both undergraduate and graduate courses in Cultural Studies. She was a particular favorite of students for her quick wit and multicultural expertise. Prior to joining EPC, she held UT central administrative positions.



Dr. Kronick



Dr. Yamagata-Lynch



Dr. Anders



Dr. Gibbons



Dr. Skolits

DEPARTMENT OF

Kinesiology, Recreation, and Sport Studies



Dixie Thompson
Department Head

The Department of Kinesiology, Recreation, and Sport Studies (KRSS) enjoyed a productive and busy 2010-2011 academic year. We are a large, diverse department with more than 400 undergraduate students and more than 200 graduate students. We appreciate the opportunity to share our departmental highlights with you.

Visit our website at <http://krss.utk.edu>.

POINTS OF PRIDE

The faculty and staff take great pride in the many accomplishments of our students, but we also take great pride in our alumni. A great example of a graduate who is making an important impact is **Jenny Moshak**, the associate athletics director for Sports Medicine for the Lady Vols. In 2011, Moshak was recognized with the UT Notable Woman Award and the LGBT Advocate Award at the Chancellor's Honors Banquet. Not only is she making a major impact in her profession, but she is also making a real difference in our community.

KRSS continues to build collaborative relationships across the world. In 2010, we hosted nineteen NEST (NExt generation Sports Talent) students from South Korea. These students spent the fall semester taking English language classes and learning about the sports industry in the United States. The goal of this program, supported by the Korean government, is to train those who will become the sports leaders of the future. A new group of sixteen NEST students will train with us in fall 2011.

We hosted two professors and three students from Dong-A University in Busan, Korea. They spent ten days learning about the educational and athletic opportunities for students attending American universities. In addition, we have visiting scholars engaging in research with our faculty. These visitors are **Dr. Xiuli Zhang** (biomechanics), **Dr. Haifeng Ma** (biomechanics), and **Dr. Jianhui Dai** (sport management) from China; and **Dr. Cassio Meira** (motor behavior) from Brazil.

FACULTY HIGHLIGHTS

Dr. Craig Wrisberg has retired and is now a professor emeritus. He joined the UT faculty in 1977 and has served the institution and the profession with distinction. One of Wrisberg's most notable contributions has been the emergence and growth of our sport psychology graduate program. UT is now considered one of the premier programs for training doctoral students in applied sport psychology. In addition to conducting research and training graduate students, Wrisberg has been an important practitioner in the field. This year marks the twentieth anniversary of his formal collaboration with the UT athletic department, during which he has enhanced the lives of many athletes and coaches. We wish him a wonderful retirement.

Dr. Clare Milner and **Dr. Steven Waller** were tenured and promoted to the rank of associate professor. Milner is a biomechanist who focuses her research on movement in the lower body—particularly the knee. She is interested in finding ways to prevent the development and/or attenuate the impact of knee osteoarthritis. She was elected to Fellow status in the American College of Sports Medicine and received an invitation to deliver a keynote lecture at the International Conference on Biomechanics in Sports held in Limerick, Ireland.

Waller examines the interface of religion with sport and recreation. His collaborative efforts with others in the department on sport chaplaincy are producing groundbreaking findings. He is also interested in learning how policies, such as the "Guns in Parks" legislation, impact our communities. Waller also won the George F. Brady Award for Excellence in Teaching.

Dr. David Bassett and **Dr. Dixie Thompson** were inducted as Fellows to the National Academy of Kinesiology. The academy is an honorary organization composed of Fellows who have made significant and sustained contributions to the field of kinesiology through scholarship and professional service.

STUDENT HIGHLIGHTS

Scholarships given during a spring reception honoring student contributions to Partners in Sports totaled more than \$13,000. The Partners Service Award went to **Kate Powell** and **Laurie Mitchell**. Named for the founder of the organization, The Buck Jones Award was given to **Dianna Rafferty** and **Hunter Baddour**. Also recognized with scholarships were **Jonathan Terrell**, **Khristen Dial**, **Chris Franchetti**, and **Whitney Schoenfeld**. Partners in Sports is a student organization aimed at promoting professionalism and creating job experiences for Recreation and Sport Management students.

In April, six outstanding students were recognized at the Chancellor's Honors Banquet. **Matthew Goff** (kinesiology and nutrition) received the Extraordinary Academic Achievement Award. **Chase Woodfin** (recreation and sport management) and **Julia Fenton** (kinesiology) received the Extraordinary Professional Promise Award. Two kinesiology majors, **Jena Murphy** and **Molly Delk** were recognized as Scholar Athletes. **Ashleigh Huffman**, doctoral student in socio-cultural studies, earned the Extraordinary Graduate Student Teaching Award.

The departmental awards celebration, held in April, highlighted extraordinary contributions by our students. This year's honorees included: **Jenny Flynn** (Patsy Crockett Boroviak Award); **Erica Jo Thompson** and **Lucas Baumgartner** (A.W. Hobt Memorial Teaching Award); **Jeremy Steeves** (Edward K. Capen Award); **Channara Tep** and **Mark Britnell** (Samuel A. Venable Award); **Rebekah Noe**, **Chase Fellon**, and **Nathan Williams** (Ben Plotnicki Award); **Lindsay Webster** and **Haley Fields** (Martha Peters Award); **Lisa Elder** and **Jaye Phillips** (Edith Jessop Award); **Helen Porter** and **Laura Hendrix** (Camp Koinonia Scholarship Award); and **Scott Conger** and **Jeremy Steeves** (Andy Kozar Graduate Research Scholarship).

OUTREACH ACTIVITIES

KRSS offered its first ever Service-Learning: Sport and Community Development course during the 2010-2011 academic year. This class gave undergraduate students in our department an opportunity to put discipline-related knowledge into action while working with Iraqi

refugee families living in Knoxville. Read about the culminating event of this class, Knox Kicks World Cup, on page 12.

Camp Koinonia was held again this past spring at the Clyde M. York 4-H Training Center in Crossville. **Dr. Gene Hayes** began the camp in 1977 to enhance the lives of children with disabilities. Since then, more than 2,000 students and 1,200 campers have attended. The weeklong outdoor education program plays host to children ages 7 to 22 from Knox, Blount, and Anderson county schools' special education programs. The camp serves young people with a variety of disabilities including mental retardation, hearing and vision impairments, cerebral palsy, muscular dystrophy, and autism. With an individual counselor assigned to each camper, Camp Koinonia provides opportunities for children who are often unable to experience many of the activities offered by other camps. This year, the camp hosted 151 campers and was staffed by 202 University of Tennessee students.

Dr. Steven Waller and **Dr. Fritz Polite** led another successful Project GRAD Summer Institute in 2011. Project GRAD (Graduation Really Achieves Dreams) gives high school students from the local community an opportunity to spend a week in residence at UTK with the hope of giving them the encouragement, skills, and confidence they need to complete high school and advance to college. While on campus, students learn about the expectations of higher education and are given access to academic work in an area of their choosing. These high school students are also given the opportunity to meet and learn from former Project GRAD students who have found success as college students.

NEW FACULTY

Dr. Rebecca Zakrajsek will be teaching courses in sport psychology. She earned her PhD from West Virginia University and has been teaching at Indiana State University. She focuses much of her research on the impact that sport psychology consulting can have on coaches.

STAFF RECOGNITION

Margy Wirtz-Henry is an invaluable member of our department. She has a number of duties, perhaps one of the most important is advising undergraduate students. Since joining our department five years ago, she has become the go-to person for students with questions. She goes out of her way to assist students and is friendly and extremely approachable. Wirtz-Henry understands the balance between demanding academic rigor and giving flexibility for students to learn in their own way. Her energy and enthusiasm is contagious. Her years of professional experience in the fitness/wellness industry give her background knowledge to provide students sound, practical advice about career opportunities. Because of the exceptional work she does with our undergraduate students, she was a finalist for the 2011 Chancellor's Advising Award.



Above: More than 150 campers and 200 UT Knoxville students took part in this year's Camp Koinonia.



Dr. Zakrajsek

DEPARTMENT OF
Nutrition



Jay Whelan
Department Head

The Department of Nutrition has grown into one of the top research and preparatory programs in the country focusing on preventive health, acute and chronic care, and identifying those cellular and genetic mechanisms that are the basis for health and disease. Our faculty and students are the foundation for our ability to translate the impact of diet on health and well-being and it is with great pride that we are able to present some stories that exemplify where our program is and where it is going.

Visit our website: <http://nutrition.utk.edu>.

POINTS OF PRIDE

The Public Health Nutrition program continues to be a leader on campus and nationally in improving cultural competency and diversity of students, professionals, and academic units. **Drs. Betsy Haughton**, and **Marsha Spence** along with Maternal and Child Health Leadership trainee, **Shannon Looney**, have coordinated diversity recruitment and retention collaborative projects with faculty and students in the Department of Nutrition at UT and in the Public Health Program at Morgan State University in Baltimore, Maryland.

Dr. Jason Collier, assistant professor, has initiated a unique program targeting research opportunities for undergraduates from the general student population called "Train-to-Retain." This program is designed to give students real-life professional experiences in cellular and molecular research. This program has resulted in peer-reviewed publications in high impact scientific journals and new grant applications totaling more than \$4 million.

Under the direction of **Dr. Guoxun Chen**, assistant professor, the Department of Nutrition has established international relationships with universities in China. These relationships have led to a research project by graduate student **Zixin Lou**—advisor **Dr. Katie Kavanagh**—with collaborators at Sichuan University to investigate infant feeding practices in China.

We are the only known department in Nutrition in the United States that houses its own genomics research facility, which provides services to the university population. Under the direction of **Julia Gouffon**, the Affymetrix Gene Array Core facility is able to monitor the expression of virtually all genes in the human genome simultaneously, or identify an array of gene mutations responsible for any number of diseases.

When most individuals think of diet and disease, they think of the dietitian. We had a record number of undergraduates in our growing program this past academic year. We now have the largest undergraduate preparatory program in dietetics in the state of Tennessee. Under the direction of **Dr. Melissa Hansen-Petrik**, academic program director, and **Karen Wetherall**, director of the dietetic internship program, our students are among the most highly competent professionals to enter clinical dietetics.

FACULTY HIGHLIGHTS

Dr. Katie Kavanagh, assistant professor, is a national leader in research on infant feeding. She has also established international research initiatives with collaborators in China as part of our American and Chinese academic relationship.

Dr. Hollie Raynor, associate professor, runs the Healthy Eating and Activity Laboratory (HEAL) where she investigates lifestyle changes in promoting healthy weight. This past year she has published fourteen papers and two book chapters, and served as the

associate editor for a special issue on sedentary behaviors for the *Translational Behavioral Medicine: Practice, Policy, Research* and lead guest editor for the *Journal of Obesity*.

Dr. Michael Zemel, professor, has successfully utilized micronutrients to alter the function of fat cells, stimulating them to secrete a more beneficial profile of hormones and help promote cardiovascular health. His research attracted three new grants this past year, and he works actively with the Office of UT Research to promote commercial application of his work.

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

Dr. Ling Zhao, assistant professor, was invited to present at the First World Congress of Endocrinology and Metabolism 2011 Conference held in Xiamen, China. She also was awarded the Ralph E. Powe, Junior Faculty Enhancement Award from Oak Ridge Associated Universities (ORAU) with a proposal entitled Environmental carcinogen induced-adipocyte dysfunction: A link between obesity and cancer? Her undergraduate advisee **Anna Lavender**, who is working with her on this project, was also awarded the undergraduate summer research internship from the UT Knoxville Chancellor's office.

Dr. Jason Collier, assistant professor, has focused his research on new therapeutic strategies to help treat Type I diabetes.

Dr. Marsha Spence, assistant professor, was elected the 2011-2012 chair of the Food and Nutrition Section of the American Public Health Association. She was also selected as the Tennessee "Let's Move!" dietitian for the American Dietetic Association. She works collaboratively to plan, implement, and evaluate community-based projects to improve the health of children and families in Tennessee and provides leadership training and education to strengthen the national public health nutrition workforce.

Dr. John Biggerstaff, associate professor, is a leading authority in biomedical imaging techniques. His sophisticated imaging methodology allows researchers to peer directly into cells and view cellular activities in real time as if a camera were monitoring cellular events.

Dr. Melissa Hansen-Petrik, assistant professor, studies childcare feeding practices and the impact of early childhood education on feeding practices.

Dr. Hollie Raynor received the Chancellor's Award for Professional Promise in Research and Creative Achievement, the Mary Helen Byers Research Award, and was chosen as a prestigious UT Beamon Professor in Nutrition.

She is also the newly appointed interim director of the Public Health Nutrition program.

Dr. Antje Bruckbauer (post-doctoral fellow with Dr. Michael Zemel) received one of the top ten research awards in energy and micronutrient metabolism at the national research conference for experimental biology.

STUDENT HIGHLIGHTS

Shannon Looney received a nationally competitive research grant and scholarship from the American Dietetic Association Foundation.

Benjamin Curry, Renee Stancliffe, and Nisahan Kalupahana each received one of the top ten research awards in energy and micronutrient metabolism at the National Experimental Biology research conference.

Ann Wells received the Promise Program for Excellence & Equity in Research (PEER) Award, a prestigious three-year academic merit award.

Sarah White received a research award from the Tennessee Dietetic Association.

Amanda Arthur received the Ellen Neal Memorial Scholarship from the Knoxville District Dietetic Association.

Matthew Goff and Renee Stancliffe received the Knoxville District Dietetic Association Outstanding Student Award. **Goff** also received the Jessie W. Harris Scholarship and the Bruce Painter and Eva Woody Seaton Fellowship.

Barrett Updegraff and Renee Sapp were recipients of the Chancellor's Undergraduate Summer Research Internship Award.

Megan Johnstone earned top honors at the university's EURECA (Exhibition of Undergraduate Research and Creative Achievement) awards and received a university undergraduate fellowship to continue her research during the summer of 2011.

The following students had research papers published in collaboration with faculty advisors in high impact research journals: **E-Chu Huang, Yi Zhao, Kylie Weldon, Brian Rett, Dr. Susan Burke** (postdoctoral fellow), **Carlie Frydman, Barrett Updegraff, Rachel Bellich, Renee Sapp, and Jessica Bachman.**

The following students presented their research at professional conferences and research meetings: **Jessica Bachman, Andrew Carberry, Kristen Eppig, Ashely Schoch, Sarah White, Adriana Coletta, and Alice Hobing.**

NEW FACULTY

It is a great pleasure to introduce two new faculty members to our department, **Dr. Lauren Gellar** and **Dr. Sarah Colby.**

Gellar comes to us from The University of Massachusetts Medical School, Wooster, Massachusetts, where she focused her research on clinical and population health. She has already collaborated with **Dr. Holly Raynor**, associate professor, as they have coauthored two grant applications—one targeted for obesity

prevention in youth and the other for obesity treatment in adults.

Colby was a faculty member at East Carolina University in Greenville, North Carolina, and is an expert in human behavior on health issues and nutrition education. We are delighted that she decided to relocate to Knoxville. She has submitted grant applications through UT prior to the start of her appointment.

STAFF RECOGNITION

Brenda Hart is the department's senior administrative assistant who has been working at UT for twenty-five years. Hart oversees all aspects of the undergraduate and graduate programs.

Kathy Dobbins, with ten years of service, is the department accountant and is responsible

for maintaining more than sixty accounts, most of which are related to research grants and contracts. Her pre- and post-award support is critical for the success of our research faculty.

Marylenna Honeycutt, with twenty-five years of service, manages all personnel issues. Her job is vital in maintaining a stable workforce that supports both research and teaching within the department.

Pam Grimes, who has been with UT for twenty-five years, coordinates purchasing for the department. She works with Katy Dobbins on budget issues within the department. She keeps a watchful eye on procedures/protocols to ensure resources are spent most appropriately.



Students at work in the college's Nutrition Lab under the guidance of Dr. Jason Collier.



Dr. Colby

DEPARTMENT OF

Public Health



Paul Erwin

Department Head

The mission of the Department of Public Health is to foster the development of pre-professional competencies for individuals with career interests in the disciplines of health, education, public health, or safety. The faculty is committed to research, scholarship, and creative work that together result in superior teaching and in service to the community and to the profession. Public Health draws on the talents of a variety of professional disciplines to collectively address the changing threats to the health of the community. The highlights shared here provide an overview of our accomplishments during the 2010-11 academic year.

Visit our website: <http://publichealth.utk.edu>.

POINTS OF PRIDE

The greatest point of pride for the Department of Public Health (DPH) from the 2010-2011 academic year was a single birth from a forty-year gestation. After having an established Master of Public Health (MPH) degree for forty years, the programs in Public Health became the eighth department in the college as the Department of Public Health. The year was filled with the task of building an infrastructure, from establishing by-laws, to putting up new signage, to getting new business cards, and letterhead.

Along with a stronger, more focused MPH curriculum—one of the few in the country to require a course in program evaluation—the PhD in Education with a concentration in Health Behavior and Health Education has been completely revamped under the leadership of **Dr. Clea McNeely**.

In an effort to build a pathway for improving faculty diversity, the DPH has connected with Jackson State University (Mississippi) through a memorandum of understanding. This arrangement targets JSU's accredited MPH and DrPH programs for faculty recruitment efforts.

Another memorandum of understanding with the Knox County Health Department was put in place to formalize a long-standing relationship by establishing the Academic Health Department—the public health corollary of a teaching hospital for medical and nursing students. This will strengthen our capacity to provide field-based experiences for students, access to public health and population data for faculty, and opportunity for the Knox County Health Department leadership staff to have direct input on curriculum in order to increase the applicability of the academic program to workforce needs.

FACULTY HIGHLIGHTS

Faculty in the Department of Public Health continue to be on the leading edge of research and service on a number of fronts.

Dr. Clea McNeely's book, *The Teen Years Explained: A Guide to Healthy Adolescent Development*, was published in 2010. McNeely is actively engaged in research on the impact of war and other forms of violence on the health of adolescents through her joint appointment with the Center for the Study on Youth and Political Conflict.

Dr. Denise Bates was recognized for her work with the major outreach and service-learning project known as Healing Transitions, focusing on the refugee populations in East Tennessee—with a particular emphasis on the Burundian refugees. In April, she received the Dean's Award, and in May, the Healing Transitions project (as a major initiative within UT's Ready for the World initiative) was selected

as one of four regional winners of the 2011 Outreach Scholarship/W.K. Kellogg Foundation Engagement Award. Winners of the Outreach Scholarship Awards each received a prize of \$5,000 and qualified to compete for the 2011 C. Peter Magrath University Community Engagement Award presented annually by the Association of Public and Land-grant Universities.

As he has done for past iterations, **Dr. Charles Hamilton**, professor of Health Planning and Administration, steered the MPH Program through follow-up reports to the public health program's accrediting body, gaining full accreditation through 2015.

New teaching assignments for **Dr. June Gorski** (Introduction to Public Health—our only undergraduate course) and **Dr. Greg Petty** (Biostatistics) provided the DPH with the full complement of course offerings in the core disciplines of Public Health.

Dr. Paul Erwin, professor and department head, was named a co-PI (principal investigator) with the University of Kentucky on a Robert Wood Johnson Foundation-funded project concerning public health systems and services research. Erwin was also included as a co-PI on the Public Health Training Center initiative being led by East Tennessee State University. Through his direction of the Center for Public Health, Erwin was also heavily involved in holding the first Public Health Law Colloquium and the Healthy Homes Conference, along with colleagues from throughout the university.

STUDENT HIGHLIGHTS

As with the department in general, the 2010-2011 academic year was a building one for students as well. An ad hoc group of student leaders—both MPH and PhD students—established the Public Health Graduate Student Association, which is now an official student association with organized governance. Guided by faculty member **Dr. Margaret Knight**, the GSA held a student-led orientation for new students in the fall, complete with a "meet-and-greet" with the DPH faculty and staff.

The DPH graduated twenty-four students with the MPH degree and four students who had completed the PhD during the 2010-2011 academic year.

OUTREACH ACTIVITIES

Both outreach and its newer formulation as service learning have been at the heart of the Public Health program at UT for many years. Whether the outreach is through Dr. June Gorski's health education class projects with various local agencies and organizations; Dr. Knight's course in health planning, which involved the Knox County Health Department staff; or Dr. Bates' highly recognized work with the Burundian refugee community

in Knoxville, the DPH has been a leader in engaging students in the field where they experience first-hand how to apply what they have learned in the classroom. Even the required nine-week field placements for MPH students are in many respects service-learning activities.

NEW FACULTY

New faculty members have significantly expanded the breadth and depth of the department's scholarly activities.

Three new faculty members joined the Department of Public Health in its inaugural year. **Dr. Jiangang Chen**, assistant professor (Environmental Health) came to us from the University of California-Davis. Research in Chen's laboratory is focusing on investigating the potential adverse effects of synthetic chemicals in our daily lives that may change the trajectory of physiological development later in life. In collaboration with faculty from the College of Veterinary Medicine, Chen's group is using a rodent research model to evaluate the impacts of antimicrobial ingredients in personal care products on the onset of puberty. Chen received a major grant award of \$199,109 from the National Institute of Environmental Health Sciences to support his research.

Dr. Margaret Knight, assistant professor (Health Planning and Administration) completed her PhD at the University of Texas, Dallas, having earlier received an MPH from Tulane University. She has developed a research project with colleagues at the University of Tennessee Medical Center studying hospital-acquired medical complications including ventilator-associated pneumonia, surgical site infections, catheter-associated urinary tract infections, and blood stream infections.

Dr. Paul Terry, associate professor (Epidemiology) joins the UT faculty following several years as an assistant professor at Emory University. His educational background includes an MPH from Connecticut, PhD in Epidemiology from Columbia University, and a doctoral degree from the Karolinska Institute in Sweden. Terry has established UT as one of nine centers (under the leadership of Duke University) conducting rapid case ascertainment of ovarian cancer cases in African American women as part of a large, multi-center, case-control study to determine risk factors and factors related to survival. He also has current projects focused on the metabolic syndrome (with Emory University) and has just initiated a clinical trial of prostate cancer treatment with colleagues in the Department of Nutrition (Dr. Jay Whelan) and at the University of Tennessee Medical Center. In addition to professional service through grant reviews and editorial boards, Terry is also

chair of the East Tennessee Cancer Coalition. In April, he received the college's Frances Speight Clark Award to be used for faculty enrichment and development in research and other activities.

Also joining the DPH for the 2010-2011 academic year is **Dr. Fletcher Njororai**, a post-doctoral fellow who is working with Dr. Bates on refugee-focused outreach and research. She is also participating on a National Science Foundation-funded project in Kenya (see page 18).

STAFF RECOGNITION

Judy Reed, who managed the DPH's budgets and accounting activities, retired at the end of the academic year after many years of service to the university.

Wendy Smith completed a thirty-two-hour certificate in communications through the Employee and Organizational Development program.



Dr. Chen



Dr. Terry



Dr. Knight



Public Health students attend the International Festival at the University Center. The students' exhibits highlighted their work with Burundian refugees.

DEPARTMENT OF

Retail, Hospitality, & Tourism Management



Nancy Rutherford
Department Head

The hard-working faculty and the bright, energetic students in the Department of Retail, Hospitality, and Tourism Management (RHTM) have placed our programs at the forefront of their disciplines. It is our pleasure to share the following highlights from the 2010-2011 academic year with you.

Visit our website: <http://rhtm.utk.edu>.

POINTS OF PRIDE

The 2011 Retail, Hospitality, and Tourism Management fundraiser was a great success! **Dr. Carol Costello** and **Dr. Lucy Simpson** provided outstanding leadership to the student leaders from Hotel and Restaurant Tourism 435 and Retail Consumer Science 495 classes, and to the many student volunteers. Knoxville restaurateur Bill Regas was honored with the inaugural Legends of the Industry Award for his many contributions to the restaurant industry. The event raised \$82,903, which will be used to support student research, travel awards, and provide student scholarships.

Costello was named the 2010 Tennessee Hospitality Educator of the Year. The award was presented at the annual industry conference of the Tennessee Hospitality Association.

Dr. Steve Morse received a special Shining Example Award from the Southeast Tourism Society, a professional association that promotes travel in a twelve-state region.

Dr. Wanda Costen received the Dean's Award for Exemplary Service for her leadership of the college's strategic planning process at the annual College of Education, Health, and Human Sciences Recognition Ceremony.

Dr. Nancy Rutherford received The Jacky DeJonge Award for outstanding service at the annual College of Education, Health, and Human Sciences Recognition Ceremony.

In May, **Dr. Youn-Kyung Kim** received second place in the Best Paper Award at the ITAA-Korean Academy of Marketing Science Joint Symposium, held in Seoul, Korea. Her paper, *The Effect of Brand Consciousness on Susceptibility to Interpersonal Influences and Consequent Response on Brand Equity and Purchase Intention: Cases for American and Korean College Students*, was co-authored with RHTM doctoral graduates, **Kiseol Yang** and **Hyunjoo Lee**.

Dr. Rachel Chen was selected by the university to attend the 2011 Higher Education Resource Services (HERS) Institutional Leadership program.

FACULTY HIGHLIGHTS

Drs. Wanda Costen, Heejin Lim, and Rodney Runyan were tenured and promoted to associate professor this year.

Costen's research program focuses on human resources issues, with an emphasis on diversity and training. Costen was one of nine UT female faculty members selected to participate in the second class of the UTK Women's Leadership Program this year. She is the incoming chair of the College of Education, Health, and Human Sciences faculty senate and incoming president of the Southeast Council on Hotel, Restaurant, and Institutional Education.

The primary focus of Lim's research is on consumer behavior and the influence of technology. She and RHTM doctoral students, **Hyejune Park** and **Jewon Lu**, received a grant for \$6,200 from the Marketing Science Institute

for the project, *Consumers' Brand Experience in Online Social Networking: The Phenomenon of Brand Building through Facebook Pages*.

Runyan has focused his research on small retail business strategies and methods and scale development in entrepreneurship. He led the initiative to develop a Retail Technology Minor for undergraduate students. This included obtaining a major gift of in-kind software from JDA Software Company, gaining university support to purchase additional JDA software, and integrating content into the Retail Consumer Science curriculum. The new Retail Technology minor has been finalized and is being offered this semester. (See page 6)

The Center for Sustainable Business and Tourism (CSBT), directed by **Rachel Chen**, and the Center for Business and Economic Research (CBER) co-hosted the Conference of Sustainable Business and Tourism Leadership, March 29-April 1 on the UT Knoxville campus. Events included sessions with leaders from the public and private sectors and student activities.

Carol Costello received an award from the UT Outreach and Engagement Council for the project, Development of a Culinary Curriculum to Improve the Diet and Behaviors of Children that Participate in Second Harvest's Kid Café Program.

Youn Kyung Kim was on professional development leave during the fall semester conducting research and developing content for her proposed textbook on branding.

Donetta Poisson was elected director of education for the 2010-2011 U.S. Southeast International Council on Hotel, Restaurant, and Institutional Education Federation Board.

With the retirement of **Nancy Rutherford**, **Dr. Ann Fairhurst** has been named interim department head for the 2011-2012 academic year.

STUDENT HIGHLIGHTS

RHTM doctoral students continue to obtain outstanding academic positions. During 2010-2011 our graduates accepted positions at the following institutions: **Archana Kumar**, Montclair State University; **Sarah Wilhoit**, Harding University; **Vertica Bhardwaj**, University of Texas-Austin; **Jeesun Park**, Hanyang University, Seoul, South Korea; **Jeffrey Campbell**, the University of South Carolina; and **Hyejune Park**, State University of New York, Oneonta.

RHTM hosted the annual Southeast Graduate Consortium with more than twenty-five graduate students attending and presenting papers on a wide range of research topics.

Target sponsored a case-study competition in Ann Fairhurst's Retail Strategies class last fall. Student teams were given two problems to address—Surfing the Digital Wave and Courting the Cross Channel Shopper. The winning team focused on courting the cross channel shopper and developed a comprehensive

strategy to improve the integration between Target's retail stores and online shoppers to drive additional sales. Ideas to "connect the unconnected" included search engine optimization, social media usage, intelligent kiosks, and in-store access.

A program on intergenerational issues in the workplace was held for RHTM students and advisory board members in conjunction with the RHTM Advisory Board meeting in October. The Millennial Panel began with introductory remarks about demographic groups in today's workplace by board member, **Janice Taylor**. Roundtable discussions between teams of board members and RHTM students followed. Observations and summaries were shared at the wrap-up reception for panel participants.

The RHTM Student Enrichment Fund provides critical support to students, enabling them to participate in study tours, attend professional meetings, and participate in unique internship opportunities. With support from the RHTM Student Enrichment Fund, seven Hotel and Restaurant Tourism students, who were accompanied by **John Antun** and **Dean Aaser**, attended the International Hotel/Motel and Restaurant Show (IHMSR) last November in New York City. The IHMSR is the world's largest showcase and exchange of the hotel industry, attracting every segment and faction of the industry. The trade show includes more than 700 exhibitors' products and services and draws more than 30,000 attendees each year.

Twenty-two Retail Consumer Science (RCS) students visited New York City in March to participate in the Fall Market by shadowing buyers from Belk's. The students followed twelve buyers from several women's apparel divisions of Belk's on their visits to various showrooms around the city. The students observed how buyers negotiate with vendors, select merchandise for the upcoming season, create private label products, and utilize selling reports to make informed decisions. The students also met RCS alumnae who are living in New York City. The former students talked about their jobs and served as mentors to our current students who are interested in pursuing internships/careers in the city. RHTM student enrichment funds provided scholarships for eleven of the students taking this study tour.

Ann Fairhurst and **Dean Aaser** took a group of nine RHTM students to Costa Rica in May. This trip provided an overview of the retail and hospitality industries in Costa Rica and exposure to many different facets of Costa Rican culture through seminars and site visits. Areas visited included San Jose, Sarapiquí, Arenal Volcano, Guanacaste, and the tourism-focused towns of La Fortuna and Tamarindo. The trip focused on eco-friendly practices and how they have been incorporated into the tourism and retail industries. The RHTM student enrichment fund helped support the travel of all nine students on the trip.

OUTREACH ACTIVITIES

This past fall, fifty Pellissippi State students began their culinary classes at the UT Culinary Institute. Last year, officials from the University of Tennessee, Knoxville, and Pellissippi State Community College cut a giant "ribbon cake" to celebrate the new partnership which allows Pellissippi State culinary arts students to do their kitchen lab work at the UT Culinary Institute.

Students from the Culinary Institute evening programs and Pellissippi State Community College participated in Second Harvest's East Tennessee Chili Cook-Off on November 7, 2010, at the World's Fair Park. The students won two awards. Additionally, the same groups won an award in the Chef's Auction event held at the Knoxville Convention Center for the benefit of the March of Dimes.

Ann Fairhurst, **Chris Sneed** (PhD student), **Ann Berry** and **Dena Wise**, both from UT Family and Consumer Sciences Extension received an AgResearch and Extension Innovation Grant for \$25,000. The project, *An Integrated Approach to Solving the Local Foods Puzzle: Perceptions of Consumers, Producers and Restaurateurs*, assesses consumer and restaurateur attitudes and purchasing behavior of locally produced food products. Producers' attitudes toward and participation in direct marketing of their products also is being examined. Results from the study will be used to help lay the groundwork for a more efficient market structure for locally grown food products and for increased profitability for Tennessee farms producing food products for the local market.

Last spring, Retail Consumer Sciences students in Ann Fairhurst's Professional Development class created a pop-up boutique that sold gently used merchandise to benefit Habitat for Humanity. Students had to seek donations, find an empty storefront, plan the store interior, create displays, price merchandise, and promote the event. The director of Knoxville Habitat for Humanity said, "the pop-up looked great—a real testament to the skill and creativity that the students have for merchandising and display." During one weekend, the students worked, sold merchandise, and generated a \$4,000 profit.

STAFF RECOGNITION

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

IN MEMORIAM

John Antun, associate professor, died July 11, 2011, after a six-month battle with pancreatic cancer. Antun came to UT in 2004 and founded the Culinary Institute. He leaves a void that will be impossible to fill. He was a visionary who had a passion for working with students.



John Antun



The 2011 Retail, Hospitality, and Tourism Management fundraiser honored Knoxville restaurant legend Bill Regas.

DEPARTMENT OF

Theory & Practice in Teacher Education



Sherry Mee Bell
Department Head

The Department of Theory and Practice in Teacher Education (TPTE) seeks to develop innovative, research-based programs for teachers, teacher educators, and educational interpreters; to work in close harmony with schools and educators across the university, the region, the state and the nation for the improvement of education and interpreting. TPTE also seeks to develop leadership in scholarly research and writing and to participate and assume leadership in professional organizations.

Visit our website: <http://web.utk.edu/~tpte>.

POINTS OF PRIDE

TPTE faculty continued to have a strong international/national professional presence. In addition to making numerous international, national, and regional scholarly presentations, TPTE faculty authored numerous empirical and theoretical manuscripts which were published in prestigious venues such as *Educational Researcher*, *Journal of Curriculum and Instruction*, *Journal of Educational Research*, and *Reading and Writing Quarterly*.

Several faculty members authored or edited books that were published in 2010-2011: **Dr. Richard Allington**, **Dr. Jeffrey Davis**, **Dr. Susan Groenke**, **Dr. Anne McGill-Franzen**, and **Dr. Blanche O'Bannon**.

Several faculty served as editors of professional journals: **Dr. Susan Benner** and **Dr. Amos Hatch**, *Journal of Early Childhood Teacher Education*; **Dr. Amy Broemmel**, *Journal of Curriculum and Instruction*; **Dr. Jo Ann Cady**, *Tennessee Association of Middle Schools Journal*; and **Dr. Pattie Davis-Wiley**, *Tennessee Foreign Language Teachers Association Journal*.

FACULTY HIGHLIGHTS

TPTE celebrated the promotions of two faculty members. **Dr. Jeffrey Davis** in Deaf Education and Interpreting was promoted to full professor. **Dr. Lynn Hodge** in Mathematics Education was promoted to associate professor and awarded tenure.

Dr. Pattie Davis-Wiley in Foreign Language and ESL Education received the University's Alumni Teaching Award. **Dr. Deborah Wooten** received the TPTE Teaching Award, and **Dr. Sherry Mee Bell** received the TPTE Service Award.

Dr. Lynn Cagle, a TPTE faculty member and longtime associate dean for Professional Licensure, retired in December 2011. Cagle's leadership was instrumental in the reforms that have made our teacher education programs among the most respected in the nation. We miss Dr. Cagle's wisdom and humor and wish him and his wife Linda the best.

Three other colleagues also announced their retirement: **Dr. Gina Barclay-McLaughlin** of Urban Multicultural Education; **Dr. Mary Ann Blank**, Elementary Education; and **Dr. Sharon Barkdoll**, Special Education. Their contributions have been invaluable to the department and they will be missed!

Dr. Anne McGill-Franzen was elected to the International Reading Association's Reading Hall of Fame.

Dr. Rita Hagevik and **Ms. Patty Stinger-Barnes** received the National Technology Leadership Initiative award for the best research paper and presentation on technology in science teacher education at the Association for Science Teacher Educators (ASTE) national meeting.

Former TPTE department head, **Dr. Susan Benner** was appointed associate dean for Professional Licensure and director of the college's Graduate School of Education (GSE)

in January 2011. Benner provided skillful and energetic leadership that has contributed to the robustness of TPTE and will certainly be pivotal in promoting the GSE.

STUDENT HIGHLIGHTS

Two graduate students received Chancellor's Honors Awards: **Shannon Graham**, a doctoral student in Teacher Education (Science); and **Ashlee Cornett**, a master's student in Special Education.

Shannon Graham, a doctoral student in Science Education, who is also deaf, received the NARST (National Association for Research in Science Teaching) Equity Scholarship.

Tami Russell, a 2010 graduate and current teacher at Knox County's Hardin Valley, received the National Association for Research in Science Teaching (NARST) Teacher Scholarship to present her work at the annual NARST meeting.

Two recent interns from the TPTE Track II Master's program were named Teacher of the Year in their schools in Knox County: **Bill Cameron**—Fountain City Elementary, kindergarten; and **Sherrie Young**—New Hopewell Elementary, fifth grade.

OUTREACH ACTIVITIES

Dr. Susan Benner continues to serve as principal investigator for a state-funded special education development grant (SpDG) that provides professional development and technical assistance to numerous school districts across the state as they strive to implement effective instruction and assessment practices to increase student achievement and decrease the need for special education services. **Kandy Smith**, **Gail Cook** and **Sarah Robbins** provide on-the-ground support across the state with consultative support from TPTE faculty **Dr. Anne McGill-Franzen**, **Dr. Sherry Mee Bell**, and **Dr. JoAnn Cady**.

Connections for Education Outreach, directed by **Dr. Tara Moore**, continues to provide professional development and technical assistance to school districts in East Tennessee as they implement school-wide positive behavior supports.

Project FUTURE, a multiyear grant project designed to provide postsecondary education on college campuses to students with significant disabilities, is in its initial year. Principal investigators include **Dr. David Cihak** from TPTE as well as **Dr. Melinda Gibbons** and **Liz Fussell** from Educational Psychology and Counseling. **Cate Smith**, a doctoral student in TPTE (Special Education) is serving as a project coordinator.

TPTE Special Education faculty and advanced doctoral students, in collaboration with the KLASS Center in Educational Psychology and Counseling, led a team of graduate students in Modified Special Education to provide assessment and tutoring of nine school-age students in July 2011. The project

was done in conjunction with TPTE's Summer Institute in Modified Special Education.

Dr. Susan Groenke, English Education, was awarded the UT Academic Outreach and Engagement Incentive Grant (up to \$1,500) for her proposal "I am a Reader."

Dr. Sharon Barkdoll (Special Education) and **Dr. Stephanie Cramer** (Art Education) once again recruited students and devoted time and energy to the annual Very Special Arts Festival, held in April at Knoxville's West High School in conjunction with the annual Dogwood Arts Festival. Originally brought to Knoxville by **Dr. Susan Benner**, VSAF is a culminating day of art, music, dance, and fun for hundreds of students with disabilities in Knox County Schools.

FACULTY RECOGNITION

TPTE has had a very successful year in terms of recruiting talented new faculty to our department. Four tenure-line and one clinical faculty will be joining us in August.

Dr. David Smith, University of Nebraska, will assume a position as associate professor in Deaf Education and Interpreting and as director of UT's Center on Deafness.

We also welcome three new assistant professors: **Dr. Chonika Coleman-King**, University of Pennsylvania, Urban Multicultural Education; **Dr. Barry Golden**, Florida State University, Science Education; **Dr. K. Stewart Waters**, University of Central Florida, Elementary and Social Science Education.

Finally, **Dr. Tara Moore**, Vanderbilt University, will assume a position as clinical faculty in Special Education and will continue involvement in professional development grants with the Center for Education Outreach—affiliated with TPTE.

IN MEMORIAM

Sadly, TPTE lost a valued and distinguished colleague when **Dr. C. Glennon Rowell** passed away in November 2011. Rowell was a professor, former dean and associate dean of the College.



Dr. Rowell



Drs. Cramer and Barkdoll helped coordinate the annual Very Special Arts Festival.



Students and participants at the annual Very Special Arts Festival.



Dr. Waters



Dr. Smith



Dr. Benner

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Office of the Dean
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