

Fall 2006

Colleague, Fall 2006

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THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

COLLEAGUE

THE UNIVERSITY OF ARKANSAS

FALL 2006



Research Improves Student Learning

• College Outreach Starts with Youngest •





Making an Impact, Fulfilling a Vision

By Reed Greenwood, Dean

“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.”

– Jim Collins,
“Good to Great and the Social Sectors”

In a monograph to accompany his book, “Good to Great: Why Some Companies Make the Leap ... and Others Don’t,” researcher and author Jim Collins examines the differences between business and social sectors such as education through the lens of the good-to-great framework. He defines a great organization as one that makes a distinctive impact and delivers superior performance over a long period of time.

The faculty, staff and students of the College of Education and Health Professions make it a great organization. We are

helping fulfill the vision of the University of Arkansas – to be a nationally competitive, student-centered university serving Arkansas and the world. We strive for excellence in teaching, research and service and take pride in many accomplishments over the past eighteen months.

Our graduates teach your children from preschool through college, help deliver your babies and provide comfort for your elderly family members. They direct recreational programs that boost your health and rejuvenate your spirit, and they help those who have been injured and

lost the power of speech to regain it.

One of the people working to improve quality of life through research is Nan Smith-Blair, assistant professor in the Eleanor Mann School of Nursing. She won a National Institutes of Health grant this year for work that could reduce the suffering of emphysema patients.

The National Office for Research on Measurement and Evaluation Systems based in the college developed a new Web portal and expanded its training to school district personnel across the state.

Last summer, the nursing school and department of rehabilitation, human resources and communication disorders took part in initiatives that will increase the diversity of our student enrollment.

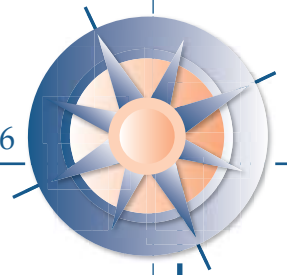
We welcomed a number of new faculty members recruited from our fifty-four benchmark institutions. Many will work on vital research with our established faculty members while also bringing new projects with them.

We assure you we have much we still want to do and must do, and we need your help. We rely on private gifts to supplement state and university funding that supports faculty and students.

Although we have excellent facilities in the Graduate Education and Health, Physical Education and Recreation buildings, we are gradually making improvements to Peabody Hall, a historic building that houses the curriculum and instruction faculty. We also need to create new space for the nursing program and the communication disorders program.

I value the insights of our colleagues in the education and health professions and invite you to share your ideas with me at (479) 575-3208 or mrgreen@uark.edu.





April Boulter, a graduate assistant in the fitness and wellness program, works with a student in the Donna Axum Fitness Center. Between 800 and 1,000 people per day used the fitness center in the Health, Physical Education and Recreation Building during the 2005-2006 academic year.

On the Cover

Michael Daugherty, professor of vocational education, talks with high school students about a class project in which the students build a model of a heart-lung machine. The medical technologies segment is one of eight in a technology education curriculum Daugherty developed with National Science Foundation funding.

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Curriculum, Instruction Department's First Literacy Conference Well Attended

The College of Education and Health Professions' curriculum and instruction department intends to make an annual event of a literacy symposium first held last June in conjunction with the Arkansas Department of Education.

The symposium drew a capacity crowd of 500 teachers from the region to two days of speakers nationally known in their fields and workshops presented by University of Arkansas faculty members, area public school teachers and administrators and faculty members from other universities across the country.

The symposium focused on addressing the diverse needs of today's learners.

Next year's symposium is scheduled for June 14-15 at the Fayetteville Town Center. Confirmed speakers are Carol Ann Tomlinson, a professor of educational leadership, foundations and policy at the University of Virginia; Ted Hasselbring, the William T. Bryan Professor of Special Education Technology at the University of Kentucky; and MaryEllen Vogt, a recently retired associate professor of education at California State University, Long Beach.

Tomlinson, a nationally recognized expert on differentiated instruction, and Hasselbring, the author of Scholastic Inc.'s READ 180, also spoke at the first conference. Vogt created the sheltered instruction observation protocol, a literacy model proven effective with English language learners.

Maureen McLaughlin, professor of reading education at East Stroudsburg University of Pennsylvania and a member of the board of directors of the International Reading Association, will also make a presentation. She served as a volunteer professor for the association with the Reading and Writing Critical Thinking Project in Estonia from 1997 through 2000. She authored numerous books for the association's publication division and has served on the editorial review board of *The Thinking Classroom*. 🌐

College Hires Noted Science Educator

Former USC faculty member assumes Parks family professorship

A former associate professor of science education at the University of Southern California assumed the Parks Family Endowed Professorship in Science and Technology Education this fall.

The appointment of William McComas represents a significant step in the effort by the College of Education and Health Professions to develop a cadre of faculty in science and math. The Parks family of Prairie Grove established the science professorship.

McComas founded and directed the Program to Advance Science Education at USC's Rossier School of Education, where he also served as the vice chair and chair of the Division of Learning and Instruction. He developed a master's program in science education along with science education concentrations within the doctor of philosophy and doctor of education degrees supported by seven new science education courses.

McComas holds a doctoral degree in science education from the University of Iowa, two master's degrees from West Chester (Pa.) State University and two bachelor's degrees from Lock Haven (Pa.) State University.

While at USC, he received the university's highest honor for teaching. McComas serves on the Board of Directors of the Association for Science Teacher Education and is president of the International History, Philosophy and Science Teaching Association. His research interests include work at



William McComas

the intersection of the history and philosophy of science and science teaching, learning science in non-school environments such as museums and nature centers and the effective use of the laboratory as a teaching venue.

Tom Smith, head of the department of curriculum and instruction, expects McComas to have a significant impact on the department's science education program.

"Our goal is to develop a strong Ph.D.-level science education curriculum, and Bill McComas will complement Mike Wavering in our efforts to expand the emphasis on science education at the university and across the state," Smith said.

Wavering, an associate professor of secondary education and member of the UA faculty since 1985, also specializes in science education.

Smith noted the department also recruited a new math educator, Laura Kent, who began the fall semester as an associate professor in secondary education. Kent, who formerly taught and coordinated the middle level education program at the University of South Carolina, earned her doctoral degree from the University of Wisconsin-Madison.

McComas envisions an interdisciplinary effort to advance science education, citing the college's Master of Arts in Teaching program as a cornerstone. 🌐

Athletic Training Education Program Gaining Strength



Jeff Bonacci, left, clinical assistant professor of kinesiology, stabilizes the head of a student volunteer in the athletic training education program as other students learn how to care for an injured athlete during class at the Health, Physical Education and Recreation Building.

The 1979 Razorback football team gave the nationally accredited athletic training education program at the University of Arkansas a boost last summer with the announcement of an endowed scholarship to honor Dean Weber, longtime director of athletic training services at the university.

The College of Education and Health Professions established the graduate-level athletic training program in July 2002. Jeff Bonacci, a clinical assistant professor of kinesiology, directs the program that works in collaboration with the men's and women's athletic programs at the university, local high schools and sports medicine clinics that provide required clinical field base experience.

"In its short history, the athletic training education program counts many achievements – national accreditation, growing and diverse student cohorts, support from the university's athletic programs and now this scholarship," Bonacci said. "This rigorous academic program is fast gaining a reputation as a great place to gain training that will garner graduates many job

opportunities, both with local sports programs and in a broader arena."

The 1979 Razorback football team won the Southwest Conference championship to earn a spot in the 1980 Sugar Bowl, losing to Alabama, the team that went on to win the national championship that year. The student-athletes formed lasting friendships with Weber and wanted to recognize his dedication to them and the university by naming a scholarship for him. They had raised \$30,000 when the gift was announced.

In 2005, the Commission on Accreditation of Allied Health Education Programs granted the athletic training program national accreditation for the full term of five years following a rigorous, three-year accreditation process. The program added a second clinical professor, Gretchen Oliver, this fall.

Enrollment has grown each time a new two-year cohort is admitted. Diversity among students continues to increase, too, with two Japanese students, four African American students and one Native American student in the newest cohort of 15. 🌍

Marshallese Home Learning Literacy Project Receives Funding

The University of Arkansas Women's Giving Circle last spring funded a multidisciplinary project to improve literacy in the area's Marshallese community.

The philanthropic organization that grew from the Campaign for the Twenty-First Century awarded \$4,600 for a project developed by Marta Collier, associate professor of curriculum and instruction in the College of Education and Health Professions; Yvette Murphy, assistant professor in the School of Social Work in the J. William Fulbright College of Arts and Sciences; and Deanna Perez Williams, migrant education program coordinator for the Boston Mountain Educational Cooperative.

The project will provide children's literacy materials that incorporate the Marshallese culture along with home-based learning activities for children of prekindergarten through fourth-grade age. The project's goals are to improve Marshallese children's literacy skills, support the mother's involvement in the process and use literature to instill a sense of pride and well-being in the Marshallese community.

A gap exists in the provision of academic support and resources to address English language needs of Marshallese students in the state, according to the application for the one-year grant. One of the fastest growing Marshallese communities in the country lives in Northwest Arkansas.

The stress of migration can have a negative impact on a child's overall well-being, the health of which is fundamental to a child's success in school. The project will use funds from the Women's Giving Circle for materials to develop about 30 English literacy kits that combine children's picture books and collections of Marshallese legends and stories, primarily written in English. 🌍

Scottish Rite Funds Services for Children at Speech and Hearing Clinic



A cake provided a sweet ending to a luncheon honoring Scottish Rite support of the Speech and Hearing Clinic.

Western Arkansas Scottish Rite representatives visited the University of Arkansas Speech and Hearing Clinic in Fayetteville on June 6 to show continued support of the Rite Care Child Language Program funded by the organization. They brought a check, bringing the total contributed since 2003 to fund services for children to more than \$46,000.

Ashley McCollum, 8, of Fayetteville, who has received services at the clinic for several years and her parents, Gerald and Diane McCollum, were guests of honor at a luncheon at the clinic.

In the 2005-06 academic year, the clinic provided 230 therapy sessions and seven evaluations to needy children using RiteCare funds.

The speech and hearing clinic is a teaching laboratory for graduate and undergraduate students majoring in communication disorders in the College of Education and Health Professions. Each fall, new graduate students are accepted into the program and they work with clients, in both treatment and diagnosis, under faculty supervision.

Problems with hearing and speech-language development can create barriers to social interaction and emotional well-being at a very young age and make it difficult for a child to progress in school. 🌐

Nursing Instructor Wins Hartford Fellowship

Research focuses on preserving dignity of dementia patients

Bill Buron wants to help elderly people maintain personal dignity through the ravages of dementia. The John A. Hartford Foundation of New York wants to increase geriatric nursing capacity and competence while developing leaders in gerontological nursing.



Bill Buron

The two goals coincided with the announcement last spring that Buron, a clinical instructor in the Eleanor Mann School of Nursing at the University of Arkansas, was awarded a predoctoral scholarship of \$80,000 over two years. The scholarship was awarded by the Hartford Foundation and the American Academy of Nursing.

“Bill Buron’s predoctoral scholarship is a great academic achievement,” said Tom Kippenbrock, director of the nursing school. “The John A. Hartford resources will allow Mr. Buron to conduct gerontological research in graduate school and complete his dissertation. This resource will be the springboard to a new professorial position and a research career.”

Buron’s dissertation will feature research under way on interventions to promote personhood during the treatment of dementia. The principle of personhood in dementia care was introduced in the 1980s by Dr. Thomas Kitwood, an internationally renowned dementia researcher. His book, *Dementia Reconsidered*, discussed the concept of personhood as “a standing or status that is bestowed upon one human being, by others, in the context of a relationship and social being. It implies recognition, respect and trust.”

The philosophy mandates that the medical professional honor the individual at all stages of the disease process, focusing on privileges and rights the patient can retain, such as deciding when to wake up, when to go to bed, how to spend time and what to eat. This model helps to preserve whatever abilities and self-identity are left to the patient.

Buron began working on a doctoral degree two years ago at the University of Arkansas for Medical Sciences.

“The scholarship will allow me to devote myself to finishing my education and beginning my research in the field of geriatrics,” Buron said. “I have always been interested in geriatrics. My first job was in long-term care.”

In his dissertation, Buron will look particularly at communication among nursing staff and patients with dementia in a long-term care setting. Dementia affects the sufferer’s ability to interact fully with other people, Buron explained, and conflict results when these patients are treated like children.

Medical professionals expect to see the number of patients with dementia grow as the baby boomer generation ages, Buron said. After he obtains his doctoral degree, Buron plans to teach geriatric nursing while maintaining a clinical practice.

“I want to improve the quality of life of long-term care residents with dementia with increased attention to the communication between the nursing staff and the residents,” Buron said. “It helps to see that communication happening. It helps with perspective.” 🌐

Nursing School Reaches Out

School Nurse Summer Institute, Research Conference,
Health Fair Well Attended



Students at Mathias Elementary School in Rogers look at how smoking damages teeth at the health fair put on in March by seniors in the Eleanor Mann School of Nursing.

The Eleanor Mann School of Nursing provided area nurses several opportunities for professional development this year as well as reaching out to educate local schoolchildren.

The School Nurse Summer Institute in August brought in nearly double the number of nurses as the previous year.

Kathleen Barta, associate professor of nursing who started the institute six years ago with professor Marianne Neighbors, said 110 nurses registered for the institute sponsored by the nursing school and the University of Arkansas for Medical Sciences Area Health Education Center-Northwest. The organizers develop a theme each year for the three-day institute based on evaluations from participants the previous year.

This year, the school nurses, who earned 17.1 hours of continuing education credits, learned about serving as advocates for children.

About 200 area nurses and nursing students attended the nursing school's 15th annual Nursing Excellence in

Research and Practice conference in April at the Jones Center for Families in Springdale.

Janet Bingle, network chief nursing officer for Community Health Network in Indiana, addressed the conference about the clinical nurse specialist's role in health-care settings. The daylong conference sponsored by Pi Theta, the local chapter of Sigma Theta Tau International nursing honor society, also featured concurrent sessions on research by professionals and students. It provided five hours of continuing education credit.

Children at Mathias Elementary School in Rogers enjoyed learning about health, hygiene and safety at the 10th annual health fair presented by nursing students in March. The senior class of 67 taught 500 elementary students about dental health, hand washing, living a drug-free lifestyle, CPR, healthy lungs, nutrition and exercise. The students also donned food costumes to perform health-related skits. 🍌

E-Learning Takes Off in Kenya

Professor F.Q. Gravenir, director of University Advancement and Development at Kenyatta University, visited the University of Arkansas in October as a partnership between the two institutions of higher learning grows stronger.

Kenyatta University began offering master of business administration courses online last spring about a year after establishing a cooperative agreement that allowed faculty members in the UA department of rehabilitation, human resources and communication disorders to visit Nairobi, Kenya, to develop collaborative projects. The UA faculty members assisted in the development of a Blackboard-based education delivery system offered by Kenyatta.

The cooperative agreement offers the faculty and students of both institutions the opportunity for richer learning experiences through scholarly exchanges, technical assistance and joint research projects.

The UA faculty members drew on the department's 10 years of experience with distance learning in Arkansas to suggest staffing and other equipment needs for Kenyatta and to offer guidance on designing courses, allocating resources and facing challenges ahead.

Fredrick Nafukho, UA associate professor of workforce development and adult education, received bachelor's and master's degrees from Kenyatta University.

"The new vice chancellor, Professor Olive Mugenda, still vividly remembers the session that they held with Chancellor John White when they visited the UA," Nafukho said. "The chancellor shared with the visitors important figures and information that any university leader should always seek to have at his or her fingertips to be an efficient and effective leader." 🌍

Researchers Measure Cortisol in Saliva to Study Effect of Stress on Caregivers

The Office for Studies on Aging continued its research into the effect of stress on the health of caregivers. Faculty and staff members of the College of Education and Health Professions took part in a study to measure the amount of cortisol, a stress hormone, in their saliva.



Study participants chew on a piece of cotton so that researchers can measure the amount of cortisol in their saliva.

The participants chewed on a stick of cotton several times a day after which the sticks were analyzed in the Human Performance Laboratory.

Researchers Barbara Shadden and Ro DiBrezzo began studying the health of people who provide care for another adult, primarily parents or in-laws, in 1999. Shadden, a professor and director of the communications disorders program, and DiBrezzo, a University Professor of kinesiology and director of the Human Performance Laboratory, co-direct the office.

Cortisol has been linked to abdominal obesity and resulting health problems.

“It is believed greater exposure or dysregulation of cortisol leads to diabetes and osteoporosis,” said Melissa Powers, a Distinguished Doctoral Fellow in gerontology and program coordinator for the office.

Shadden added, “Cortisol is considered a biomarker, which is any aspect of a person’s biological system that can be measured and linked to psychosocial behavior and adaptation.”

Oman to Fayetteville and Back

Princess completes doctorate, directs school she established in Jordan

A member of the royal family in Jordan donned cap and gown May 13 in Fayetteville to take home a doctoral degree from the College of Education and Health Professions.

Princess – now Dr. – Areej Omar Zawawi walked in the all-University commencement that day. Zawawi came to the Fayetteville campus in 1995 as a teaching assistant in the King Fahd Center for Middle East and Islamic Studies. She audited a course and became interested in curriculum design and instruction.

She spent several years on campus completing coursework for her doctorate before returning home to Oman, where she met and then married Prince Ghazi Bin Mohammed of Jordan. They have three small children. Two of the children attend a school Zawawi created in her home country. The prince is the personal envoy and special adviser to his first cousin, King Abdullah II bin Al Hussein.

Zawawi’s dissertation examined whether the standard social studies curriculum in Jordan could be flexible and challenging enough to be used in a curriculum for gifted and talented students. The school she runs puts special emphasis on language – her bachelor’s and master’s degrees are in linguistics from Georgetown University in Washington – and she describes the school in Jordan as a model school based on American curriculum, specifically differentiated learning. Instruction

is differentiated depending on each child’s needs, she explained.

The school has 78 children from 4-year-olds to fourth-graders. The children work in small groups, learning in English and Arabic. Students also take Spanish and French and can take Chinese as an elective.

As she talked with enthusiasm about these philosophies of learning, Zawawi also described how the people she met in Fayetteville set the University of Arkansas apart for her.

“People say Arkansas is not cosmopolitan. On the contrary, it is cosmopolitan. I have met people from all over the world here. It was truly a pleasure to get to know them and learn from them.”

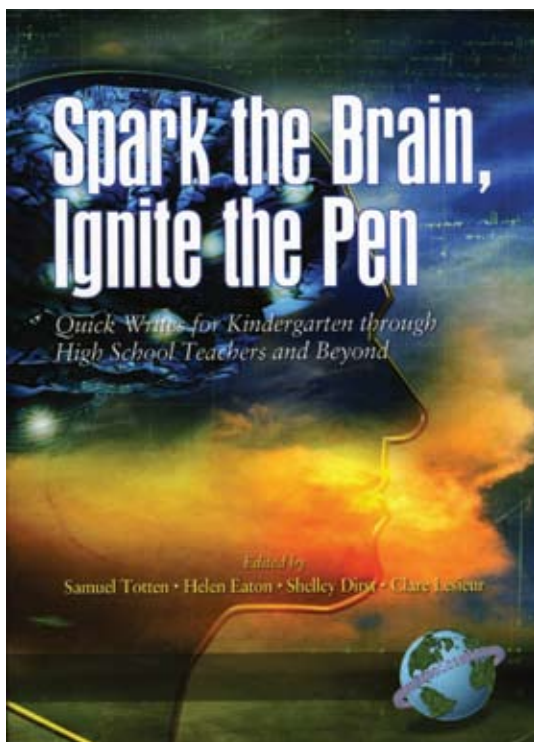


Areej Omar Zawawi talks with family members after the all-University commencement May 13.

Writing Project Produces First Book

Teacher consultants compile anthology of 'quick writes' for colleagues

The Northwest Arkansas Writing Project celebrated its 10th year on the University of Arkansas campus this summer with the release of its first book, "Spark the Brain, Ignite the Pen: Quick Writes for Kindergarten Through High School Teachers and Beyond," published by Information Age Publishing.



Samuel Totten brought the project, a part of the National Writing Project, to Fayetteville in 1997 to give teachers the opportunity to immerse themselves in the science and art of teaching writing. Totten, professor of secondary education in the College of Education and Health Professions, directs the writing project's seven summer workshops including a by-invitation-only session and three for school-age students.

"This book highlights the creativity of our teacher consultants in the program and their dedication to improv-

ing student writing in the classroom," Totten said.

The book serves one of the writing project's primary goals – to extend the project's reach beyond those local teachers who are chosen to participate in the four-week summer invitational. Teachers who participate become fellows, or teacher consultants, who come back in subsequent years to teach others.

"Spark the Brain" compiles "quick writes" created by the project's teacher consultants over the past eight years. Quick writes are a prewriting strategy that provides students a fast, enjoyable way to get ideas on paper. The writing may be crafted later into a polished piece, but the original draft is not intended for evaluation.

Quick writes can start with anything – an advertisement for cereal, a basket filled with rocks or nests, a poem about a teacher's persona, a newspaper story about a man seeking an heir.

Helen Eaton, one of the book's co-editors, teaches fourth grade at Holcomb Elementary School in Fayetteville. She believes other classroom teachers will find the book useful in doing just what its title says – sparking the brain to get ideas flowing.

"It's not a book to teach how to teach writing but to learn to enjoy writing, to give students ideas," Eaton said. "Its purpose is not to start at the beginning of the book and use each quick write but to learn the concept, to see how to use it." 🌍

Graduate Named Brightest Star on Horizon



Tina M. Penhollow received her doctorate in health science from the University of Arkansas on May 13. Less than a week later, Penhollow received a letter from the American Association for Health Education telling her she won the association's prestigious Horizon Award for 2007.

Penhollow, now assistant professor at Florida Atlantic University, charged onto the horizon in 2004 with a study published in the *Electronic Journal of Human Sexuality* about how exercise affects sexual self-esteem and self-perception. She published four additional articles and presented 20 papers at national and international meetings during her time as a doctoral student at the university. The initial study's findings made their way into the popular press, including *Redbook*, *Cosmopolitan*, the *Los Angeles Times*, the *London Times* and on ABCNews.com.

Penhollow reported that college students who exercise frequently and see themselves as physically fit are more likely to rate themselves higher with regard to sexual performance and sexual desirability than those who exercise less and don't rate themselves as fit.

Michael Young, University Professor of health science in the College of Education and Health Professions, nominated Penhollow for the award. 🌍



Improves Student Learning

College's Projects Possess Potential to Change Lives

Eleventh- and 12th-grade students using curriculum developed by a University of Arkansas professor can build a model heart-lung machine like the machine used by a heart transplant patient.

"It's a fantastic learning experience," Michael Daugherty said. "The simulation provides students with a realistic experience."

In the medical technologies segment, students build a model of the human body's circulatory system using plastic tubing, fittings and a fluid pump. In the classroom, an electric pump shows how the blood represented by colored water moves through the system. A heart-lung machine is a device that temporarily takes over the function of the heart and lungs.

On the first day of class, students may not believe it's possible they can complete the projects in each of eight curriculum categories in a program Daugherty developed with a former colleague at Illinois State University.

"They are robust and complex challenges," Daugherty said of the projects that also include building a hydroelectric generator carried in a backpack that can power a radio and constructing a security system that sends a message to a cell phone when a student's locker is tampered with. "Students would not think they have the skills to solve the problems, but the idea is to push them to challenge themselves. They learn to break design problems down into smaller problems, and they use technology to solve them."

The College of Education and Health Professions pursues excellence, not only in teaching, but also in research and service. Faculty and staff members conduct research and operate outreach projects vital to improving public school performance and quality of life around the state, nation and world. The college continues to recruit faculty members nationally known for research in their fields to add to the important work being done by veterans of the college.

Research examines topics from the effectiveness of teaching methods to how to prevent children from being

bullied. Undergraduate and graduate students work side by side with faculty members on these projects that provide another facet to the college's role of preparing professionals who touch people's lives every day.

Total external funding secured through grants and contracts was \$7.67 million in fiscal year 2006, including the college's first grant from the National Institutes of Health, compared to \$5.34 million the previous fiscal year. The college operates 15 externally funded research and service units serving education, health and human service organizations.

Teaching Technology

Daugherty joined the faculty of the department of rehabilitation, human resources and communication disorders in the fall of 2005 to establish and lead a technology education program. The professor of vocational education continues to be involved in a project funded by a National Science Foundation grant of about \$760,000 that he and a former colleague used to create high school curriculum materials based on technological problem-solving.

The curriculum's focus is to get more American children interested in engineering fields by taking a different approach than more traditional secondary-level engineering programs.

"We introduce the math as needed instead of requiring the student to have taken it all up front," Daugherty explained. "We want to get the kids' hands on technology as soon as possible and get them designing as soon as possible. We think those experiences will motivate them to learn the math skills that are a vital part of engineering."

"The United States will graduate approximately 75,000 engineers this year, and China will graduate approximately 1 million. India is also producing vastly more engineers than the United States. We must find ways to engage American kids in highly technological careers, or it is going to cost us."

The curriculum, which has been field tested for four years in 30 high schools across the nation, was developed using four filters, Daugherty said:

- Is the concept important enough to know in 25 years?
- Is the concept often misunderstood?
- Is the concept central to the study of technology?
- Does the concept offer potential for engaging students?

“We built the Probase curriculum on a model called ‘Understanding By Design,’ a sort of backwards design,” said Daugherty, who teaches future teachers of high school technology courses in his role at the university. “It is the idea that you ought to know where you’re going before you start. Sometimes, high school teachers base a course on fun, cool activities that end up teaching trivia. Instead, with this problem-based learning the students have a target.”

“Fun” and “cool” still describe the impressive tasks set out in each curriculum unit. In addition to the heart-lung machine, the students also build a vending machine that dispenses three kinds of liquid soap and record a music CD after building a musical instrument no longer used in modern times.

Strengthening Science Education

An interdisciplinary team of professors from the College of Education and Health Professions and the J. William Fulbright College of Arts and Sciences is studying the effect of placing graduate students with backgrounds in physics, engineering, chemistry, biology and math into local middle school math and science classrooms.

Ronna Turner, an associate professor of educational research and policy studies, and Paul Calleja, an assistant professor of kinesiology, said funding from the National Science Foundation supports the program designed to foster a connection between graduate training in STEM (science, technology, engineering and math) fields and Northwest Arkansas public schools.

Greg Salamo, Distinguished Professor of physics, brought together a team of university professors and kindergarten through 12th grade superintendents, principals and teachers from Fayetteville, Springdale and Winslow to develop the idea of the KIDS (K-12, I Do Science) program. The program, which focuses on advanced math and science concepts through a “learning through doing” paradigm, began in the 2001-02 school year. The university and K-12 schools’ partnership expanded to Farmington and Bentonville this year, placing 11 graduate student fellows into middle school classrooms with 20 math, science, English and social studies teachers.

“Researchers have found that middle school is where students start to lose interest in math and science,” Turner said. “Middle school is also the time when they start to make decisions that will affect their futures. We want to give them an accurate view of what math and science are so that they won’t base their education and career decisions on a feeling that they are not good at math and science, or without accurate knowledge of what it is to be a scientist.”

The National Science Foundation awarded \$1.5 million to the project, with \$1.25 million in matching funds coming from the university. The graduate students receive prestigious \$30,000 NSF fellowships that require them to spend 10 hours a week in the classroom with an additional five hours on lesson preparation.





The purpose of the program is not to train these pre-professional scientists to be teachers but to improve their ability to communicate science to others and to serve as role models of what “being a scientist” is to middle school students, Calleja said.

Susan Grisham, a fourth-year chemistry doctoral student in her second year as a KIDS fellow, believes the teaching experience will help her even before she’s finished with her education, such as when she makes presentations to a faculty panel that will include people from outside her area of study.

“Teaching helps you explain things clearly and in the proper steps,” said Grisham, who plans to conduct clinical research in the medical field after graduation. “It has been a really cool experience. It has also improved my time management skills. You have to be disciplined to develop lesson plans and execute them.”

During a one-month summer workshop and throughout the school year, the fellow/teacher teams develop hands-on activities that explore topics from nanotechnology to crime scene investigations, Calleja explained. Students explore their natural curiosity about their environment through inquiry-based learning while connecting the advanced science and math-related topics to Arkansas K-12 science and math curriculum frameworks.

“An increase in the use of ‘hands-on and minds-on’ learning can significantly increase the degree to which students become active learners in the classroom,” Turner said.

The program’s evaluation includes tracking perceptions of teachers and fellows throughout the year, collecting classroom practices data, surveying K-12 students and their parents regarding students’ interest in math and science and their plans for further study in math and science-related fields, comparing KIDS and non-KIDS’ academic performance on standardized tests, and collecting fellows’ retention and time-to-graduation rates at the university.

So far, according to Turner, KIDS teachers reported more confidence in and greater time spent on inquiry-based instruction and less time spent lecturing. KIDS fellows reported increased confidence in their presentation skills and their knowledge of pedagogy. Standardized test data in math indicate that students in the KIDS classrooms have significantly higher increases in scores from grades 4 to 6 than students not in KIDS classrooms.

John Lilly, a teacher at J.O. Kelly Middle School in Springdale, has witnessed students’ greater interest and improved understanding.

“The kids get so much science background that they would not get otherwise,” said Lilly, one half of a math/science teaching team. “Because it is inquiry-based, their

Nursing student Ryan McSpadden, left, works with Nan Smith-Blair, assistant professor of nursing, on research that could refine the care of emphysema patients.

minds are working the whole time. It allows them to understand scientific processes, better retain the information and apply it to real life.”

Improving Patient Care

Nan Smith-Blair, assistant professor in the Eleanor Mann School of Nursing, won a National Institutes of Health grant of \$200,000 this year that allowed her to continue work to refine the care of emphysema patients. She started her research on the effects of exercise on diaphragm fatigue with funds from the Arkansas Biosciences Institute, which administers the state’s tobacco settlement funds.

The NIH grant allowed Smith-Blair to incorporate into her study the use of dobutamine, a drug that improves cardiac output and is used primarily for congestive heart failure. The research holds the potential to reduce patient suffering along with cost and length of stay in the hospital by examining whether dobutamine can delay the onset of diaphragm fatigue.

“This research is geared toward keeping the emphysema patient off a ventilator or more easily weaning the patient off a ventilator,” Smith-Blair said.

The grant supports an interdisciplinary approach. Co-investigators on the grant project are Charles Riggs, professor of kinesiology, and Sean Mulvenon, professor of educational research and policy studies, both in the College of Education and Health Professions, and Walter Bottje, head of the poultry science department in the Bumpers College of Agricultural, Food and Life Sciences.

Smith-Blair’s previous research showed that exercise can help the diaphragm maintain ability to contract properly. This major muscle used for respiration is normally a dome shape that contracts to pull air into the lungs. In patients with emphysema, the muscle is flattened and that contractility – or ability to contract – is restricted.

“It was remarkable,” Smith-Blair said of findings from her initial studies. “Exercise really does help, but for some people exercise can be difficult. It also can be very hard to get off a ventilator.”

The researchers induced emphysema in 21 rodents and began to exercise some in August. They will be exercised for three months before tests begin to determine whether exercise and/or dobutamine are helpful in delaying the onset of respiratory failure. Nursing and kinesiology students are learning to perform echocardiography on the rodents’ hearts and to examine oxygen consumption.

Analyzing Educational Data

The college unit dubbed NORMES is going way beyond the norm.

The National Office for Research on Measurement and Evaluation Systems started with a \$500 grant in 1996 to professor Sean Mulvenon and now operates with funding in excess of \$1 million annually and is expanding its scope both within the state of Arkansas and nationally.

NORMES is an example of how the university and the college meet their mission of combining research, service and teaching at the state and national levels. In helping to serve the state, faculty and staff members have published numerous research studies, as well as developed national models for analyzing and disseminating educational data. Teaching through professional development for educators is a critical part of the success of NORMES.

The office uses interactive Web technology to identify best educational practices and curriculum interventions contributing to increased student achievement. This year, the office is working with the Michigan Department of Education to provide educational achievement data services for Michigan.

While the services will be similar to those the office provides for the Arkansas Department of Education, NORMES will customize the data delivery system to fit Michigan’s needs, a feature difficult to find in the private sector where generally only one-size-fits-all design systems are available. Although there are similarities between states’ educational data needs, huge differences exist in the way the data are defined, analyzed and required to be made available, explained Charles Stegman and Denise Airola.

Stegman, professor of educational statistics, serves as associate director of NORMES, and Airola is the assistant director and is responsible for training and development. Mulvenon remains involved, although he is in Washington serving as senior adviser to the deputy secretary of education on a 19-month appointment that runs through June 30, 2007. He also holds the George M. and Boyce W. Billingsley Chair in Educational Research and Policy Studies.

One challenge in developing the Michigan system was overcoming the problem of isolated solutions that resist replication in other contexts, called “scale up” from the initial implementation in Arkansas to use in other states such as Michigan.

“Part of our role as faculty members is to do research and learn and share information with a national audience,” Stegman said. “Part of the original NORMES concept was to use federal funds to expand and develop systems. We have a larger role than one state.”

“School districts can’t meet requirements of the federal

No Child Left Behind law without collecting data,” Airola said, “and school personnel want to do more with the data than simply report it.”

Edward Roeber, executive director of the Office of Educational Assessment and Accountability in the Michigan Department of Education, described the situation his agency faced when it discovered the UA office.

“We have lots of individual databases and no way to access the information or link the databases together,” he said. “The people at NORMES were genuinely interested in helping us. I was initially just interested in replicating what they had done for Arkansas, but on our first visit they started with a clean slate. They asked what we wanted, what data sources we had, how we wanted them linked and what reports we wanted to generate, and they drew from their experience to create a system for us.”

Back home in Arkansas this year, the office designed a new Web portal delivery system to give school personnel greater access to the type of information needed to assess school performance. NORMES is developing Web-based training for school personnel to complement the face-to-face seminars on the Fayetteville campus and across the state that give users the data analysis skills needed to generate reports useful in meeting a school district’s needs.

Jo Walker, the K-12 math coordinator for the Ashdown School District in southwest Arkansas, described the training as extremely valuable.

“I have run numerous bar charts to show teachers their performance class scores in all subgroups and then showed them using NORMES information how many students they had on the borderline,” Walker said. “In other words, this training has been put into action!”

Preventing Children from Being Victims

Rebecca Newgent, associate professor of counselor education, spends time in 14 local elementary schools.

Newgent teamed with Tim Cavell, a professor of psychology who shares her interest in children at risk of peer victimization, or bullying, to undertake a peer safety project at four elementary schools. They are in the third year of a program that began with schoolwide assessments including surveys of student perceptions of whether they are victimized, peer perceptions of what is happening to others, and perceptions of parents, teachers, counselors and principals.

“From there, we looked for patterns to determine whether a student was a victim or at risk,” Newgent explained. “When we identified children at risk, we conducted personal interviews with them to gather more information on victimization issues. That was the second phase.”

In the third phase, undergraduate students in psychology go to the schools to eat lunch with selected at-risk elementary students. Other UA students act as observers, and graduate students study the impact of the lunch buddy program.

Newgent described the hypothesis that initial data supports: “Over the course of time, the students with a lunch buddy increase their positive interactions with others, which may in turn lower the risk of victimization. Although much research has been done on bullies, there has been no research on the victimized students. No one knows what works with them, but we do know, if they are not identified at an early age, it can lead to serious problems in the future.”

Newgent also is evaluating a mental health initiative and a social services program offered at 10 elementary schools by Ozark Guidance, a local provider of mental health services.

“I’m using statistical analysis to determine the effectiveness of the interventions,” Newgent said. “Based on the data, they can make programmatic decisions about the most effective services to provide.”

Studying Classroom Methods

The college is partnering with the College of Engineering on a research project that looks at whether middle school students learn more by conducting science experiments than through other teaching methods.

Shannon Davis, director of research in the college, will collect data over a three-year period, working with middle school teachers in Northwest Arkansas who will attend two-week summer seminars on the UA campus to learn hands-on activities to implement in their classrooms.

Davis, who also helps other faculty members prepare and manage grant proposals, secured federal funding awarded through the Arkansas Department of Education – \$103,200 for the first year of what will be at least a three-year project – and forged partnerships among the two UA colleges and the Northwest Arkansas Education Renewal Zone. Davis oversees the Education Renewal Zone, an initiative of the Arkansas Legislature that is itself a partnership that includes 18 middle and junior high schools in the area.

“We will follow up during the school year with the teachers who are implementing the experiments to see if they need assistance,” Davis said. “There will be a Web site teachers can go to for additional experiments and resources.”

Ed Clausen, professor of chemical engineering, provides the expertise for the program and taught the first seminar last July.

He expects the project to be effective in building students’ interest in science and in better preparing them for university courses.

“This gives teachers additional tools they can use in the classroom to help get the students more interested in science,” Clausen said. “Hands-on activities are particularly effective with students who are English language learners. It’s not that they can’t understand the science concepts; they are just struggling with the English.”

Charlotte Earwood, director of the ERZ, helped to ensure that the content of the experiments supports the Arkansas science curriculum frameworks.

While the project has an outreach component, Davis expects it to further the college’s mission of conducting

research that serves Arkansas and the world.

“We will evaluate the project’s effectiveness by comparing teachers who are implementing the experiments to those who are not in the project, looking at their students’ test scores and classroom practices, among other measures,” she said. “We are committed to preparing good teachers, as well as making positive connections with schools. We want to encourage teachers to talk to students about science, engineering and math as majors because of the shortages of qualified people both in applied fields and in teaching.” 🌍

Peer victimization, or bullying, is a research interest of Rebecca Newgent, associate professor of counselor education.



College Outreach Starts With Youngest

Children's Programs Focus on Stimulating Minds, Fostering Physical Activity

- ➔ **First-graders move through learning stations in courses that sound like college offerings – cardiology, malacology (the study of seashells), geology and genealogy. The University of Arkansas Young Scholars can also choose to learn the Elvish language invented by “Lord of the Rings” author J.R.R. Tolkien or study the architectural masterpiece of the bee hive, among other engaging topics.**
- ➔ **Five children of different ages and sizes sit shoulder to shoulder on a large couch, fidgeting just a little as they wait to read their compositions aloud. The short story authors at Kidswrite wove tales of fantasy involving a killer chipmunk and other animals that foil a burglary, accounts of shopping trips or cooking attempts gone awry and stories of great sporting feats.**
- ➔ **Children squirm as they stand at the edge of a swimming pool, taking turns jumping into the water. They also play basketball, pickleball, volleyball, softball and many other sports and games during the four-week federally funded National Youth Sports Program day camp that the campus Intramural and Recreational Sports program has run for the past 25 years.**

“Often, people think young children are not interested or can’t learn about complex subjects, but they can,” said Marcia Imbeau, director of the Young Scholars program and associate professor of special education in the College of Education and Health Professions. “This is advanced content and some little kids won’t have been exposed to it, but that doesn’t mean they can’t understand it. The courses are science based, and the children love to study adult-sounding subjects.”

It’s natural that the college reaches out to children, said Dean Reed Greenwood.

“With few exceptions, our programs serve children and youth in terms of the professionals we prepare,” Greenwood said. “Graduates of the college become teachers, principals, counselors, nurses, recreation directors and speech therapists, among other professionals vital to quality of life. We do research on programs and systems that serve children and youth. Children and youth are at the core of what the college is about.”

Students in the college’s Master of Arts in Teaching program spend a year teaching in local school districts as part of the requirements for the master’s degree.

“It’s like a chemist going into the laboratory,” Greenwood said. “That’s where the student sees things happen – in this case, how children learn. It would be a pretty sterile situation here if we didn’t have any contact with children and youth. These programs give our students and faculty a first-hand opportunity to work with practitioners and children, to see them learn and grow.”

Young Scholars

University students taking classes to earn certification in gifted and talented education design the courses in the UA Young Scholars Program for children in grades 1-5. The program works in collaboration with the Fayetteville School District, operating from a different Fayetteville public school every two years.

Barbara Prichard, director of gifted and talented education for the Fayetteville School District, called the program a “wonderful, collaborative opportunity for the school district and the students. The only negative thing I have ever heard about it is that parents wish it was offered every summer.”

The program helps her find qualified candidates for job openings in the district, which employs 11 full-time gifted and talented teachers, Prichard said.

“It is critical for people like me who are tasked with hiring folks,” she said. “Teachers licensed in gifted education are listed as one of the shortage areas for the state so directors are vying for the same people. The opportunity to observe prospective candidates and see them working with gifted students using curriculum developed for gifted education is very valuable.”

Kidswrite

The Northwest Arkansas Writing Project puts on two summer programs in which children write plays, short stories and poems, presenting them at various venues.

Some older children sprawled on the Old Main lawn at lunchtime one day were attending Kidswrite for the fourth time. They said the program fosters creativity because they don’t have to write about a topic chosen by someone else.

“You can tell from one year to the next how their creativity and confidence in speaking has grown,” said Lynette Terrell, who co-directs the two sessions with Betsy Penix. Lacinda Files is a co-director with the two women on the

Starts With Youngest



Children work together on compositions at Kidswrite.

session for younger children. All three teach in the Springdale School District.

“Some of these students are athletes and some are musicians, but for some this is their niche,” Terrell said. “We see some of them coming out of their shells. They grow bolder and they need that. They also make friends here.”

One walking field trip took the children to Bud Walton Arena to listen to advice from a local newspaper sports-writer and a sports information director for the university.

“The year before, we walked to the Fayetteville Farmers’ Market on the square, and the kids interviewed vendors,” Penix said.

National Youth Sports Program

Janet Forbess clipped a newspaper article on June 26 that told of Wallace Spearmon Jr.’s first U.S. track and field championship. He had won the 200 meters in Indianapolis the day before, the first sprinter in 2006 to break 20 seconds in the 200.

Forbess knew the track standout way back when, before Spearmon turned pro last year, before he became an award-winning member of the Razorback track team, even before he played basketball and football at Fayetteville High School. He is one of thousands of children she has seen go through the National Youth Sports Program since she became the camp’s activity director 25 years ago.

Forbess, who is also a physical education instructor in the college, displayed the newspaper story and photo on a poster at last summer’s camp to inspire the children.

“I want them to see dreams can come true,” she said.

In addition to playing sports, the children attend classes to learn about career options, health and nutrition, math



Students in the Young Scholars program get a close look at a dogfish shark.

and science, and drug and alcohol abuse prevention.

“More so than becoming athletes, we want them to learn to get along with each other,” she said. “I see kids grow and mature. Some have come back as counselors. I have had them in my classes and talked to them at the supermarket or ball games. It’s rewarding to leave your fingerprint on a child.”

The children also receive a free physical examination on campus, and a nurse assigned to the camp full-time makes follow-up calls to parents if a problem was found during the child’s checkup.

The camp serves economically disadvantaged children in Washington County and is in danger of being eliminated next year because Congress has slashed funding. The intramural program operated the camp with \$40,000, half the usual funding, resulting in a decrease from 400 to 250 children attending, fewer camp days and fewer buses running to transport the children.

A local advisory board may challenge local leaders to help with the situation. Local companies have helped in previous years by donating prizes and making other contributions.

“It’s possible the money could come from somewhere else,” Forbess said. “We would hate to see the program end.”

Department Makes Splash in First Year

Endowed faculty members step back to examine education system

Don't expect the spotlight on the University of Arkansas' new Department of Education Reform to dim any time soon.

In January 2005, Chancellor John White said the new department would bring increased attention to the university. White was quoted as saying the education reform department would position its faculty among "the nation's thought leaders in education reform."

CNN's "Lou Dobbs Tonight," ABC's "20/20," the Christian Science Monitor, The Washington Post, Education Week, Wall Street Journal and the Arkansas Democrat-Gazette are only a few of the media outlets across the nation that have quoted Jay Greene, endowed chair and head of the department; Gary Ritter, associate professor and endowed chair for education policy; and Marcus Winters, a doctoral academy fellow in the department. The two faculty members, a couple of graduate students with prestigious doctoral fellowships and a handful of staff members comprised the department in its first year of operation.

"Arguably, the whole College of Education and Health Professions is in one way or another engaged in education reform," Greene said. "Everyone is trying to make the schools better in a very direct way – the training of future educators – and that's very important."

The new department allows some members of the college faculty to step back and examine the systems that shape the behavior and abilities of the educators being trained, Greene explained. The department examines controversial issues such as school voucher programs, merit pay for teachers and calculation of high school graduation rates.

The researchers have disagreed with each other on some issues, Ritter pointed out, and he is hopeful the public will see that such debate can be a useful tool in examining these issues. The department's goal is not to advocate for specific proposals so much as to examine in a scientific way the results of certain reform ideas, he said.

"This research is fun because it is controversial," Ritter said. "Some people hate these ideas and other people love them. We are more interested in the data than in ideology. We gather evidence to determine if an idea is good. If the kids learn more, keep it. If not, don't."

Greene came to the department in August 2005 after five years as a senior fellow with the Manhattan Institute for Policy Research. He was previously a professor of government at the University of Texas at Austin and the University of Houston. Winters also came to Fayetteville from the Manhattan Institute. He assisted in the research and writing of Greene's book, "Education Myths" (Rowman and Littlefield, 2005).

Greene earned a doctorate and master's degree at Harvard University and a bachelor's degree at Tufts University.

Ritter was appointed to the chair for education policy in July 2005. He directs the Office of Education Policy, a research office that aids state legislators, school board members and other policymakers in thoughtful decision-making about K-12 education in Arkansas. He is associate director of the interdisciplinary program in public policy.

Ritter earned a doctorate and a master's degree from the University of Pennsylvania, another master's degree from the University of Manchester and a bachelor's degree from John Carroll University.

Greene, Ritter, Winters and Joshua Barnett, a distinguished doctoral fellow in the public policy doctoral program, released a school performance report in January 2006 that garnered headlines statewide. They devised a School Performance Index to disentangle school quality from student advantages and disadvantages.

"It's an attempt to measure the quality of schools in what we think is a more precise way than using current accountability testing," Greene said. "The difficulty with current accountability testing is that it often tells us more about the demographic characteristics of the students in the school than about the quality of the school itself."

Key findings included that, after controlling for student characteristics and resources, Arkansas students performed slightly higher than the national average. The index also determined that school performance on the Iowa Test of Basic Skills was not substantially affected by the spending of the district or the size of the school or district.

Greene, Ritter and Barnett are evaluating a merit pay plan for teachers in the Little Rock School District. While not a new idea, merit pay is gaining momentum as one possible way to recruit and retain high-quality teachers, Ritter said.

At the same time, there has been little rigorous examination of the effect of merit pay plans, Greene said.

"This study will contribute to our understanding of how to better recognize and reward excellent teachers," he said.

The college filled two more endowed chairs this fall – Patrick Wolf in school choice and Robert Costrell in accountability. The department has two endowed chairs to be filled in teacher quality and educational leadership.

"We are looking for people whose work is both academically rigorous and easily accessible," Greene said. "We want people doing the best, cutting-edge work on these questions, who have an interest and ability in communicating their results to policymakers, educators and the general public."

Wolf was formerly a professor at Georgetown University, where his work focused on education policy. He has authored, co-authored or co-edited more than two dozen scholarly publications on education policy, public management and campaign finance. His most recent book is "Educating Citizens: International Perspectives on Civic Values and School Choice" (Brookings, 2004), which he co-edited.

The U.S. Department of Education selected Wolf to lead the evaluation of the District of Columbia K-12 Scholarship Program, a federally funded pilot program to provide tuition vouchers to low-income D.C. students to attend private schools. Wolf and his research team also are evaluating the Milwaukee school system's voucher program. It has been in place for 15 years, making it the oldest such program in the nation.

Wolf taught public management at Columbia University prior to joining the Georgetown faculty. He completed his undergraduate degree at the University of St. Thomas in St. Paul, Minn., and he earned master's and doctoral degrees from Harvard University.

Costrell was a professor of economics at the University of Massachusetts at Amherst since 1978 and, since 1999, held a series of major policy positions for the commonwealth of Massachusetts. He has published widely on standards-based education reform and school finance in scholarly economics journals and policy journals for the general public.

While chief economist for the commonwealth and director of policy research and development, Costrell worked on issues of state and local revenues, public sector unionism and pension funding, as well as education policy issues such as high-stakes testing. As education adviser to Gov. Mitt Romney, he helped develop the governor's comprehensive education reform proposal of 2005. He led administration initiatives that revamped both the state's district and charter school funding formulas. Costrell provided extensive expert testimony in Massachusetts' 2003 school finance case.

He received his bachelor's degree from the University of Michigan in 1972 and his doctoral degree from Harvard in 1978.

The department does not have its own degree program at this time, but it can offer up to 10 doctoral fellowships of full tuition plus an annual stipend of \$30,000 or \$20,000 to support students who enroll in related degree programs while working in the department. 🌐

In the News



Greene



Ritter



Costrell



Wolf

Education Renewal Zone to Boost Teacher Recruitment, Retention

Second Component Forming to Serve English Language Learners

The Education Renewal Zone embarked on its second year of operation this fall with two major goals: improving recruitment and retention of teachers and establishing a second office that will focus on English language learners.

State legislation in 2003 created zones across Arkansas with the directive of fostering collaboration among public schools, colleges and universities, education service cooperatives, parents and community members.

The Northwest Arkansas Education Renewal Zone office in the College of Education and Health Professions built partnerships across three counties, among a number of colleges on the University of Arkansas campus and drawing in community resources, all aimed at improving student achievement and school performance throughout the region.

ERZ expects to add several new partners to the 13 middle schools and five junior high schools in Washington, Benton and Madison counties that were its partners in the first year.

Charlotte Earwood, a former middle school teacher and administrator hired to direct day-to-day operations of the office, works with Shannon Davis, director of research for the college, who secured funding for the office and guides its development. ERZ directors statewide decided to target teacher recruitment and retention this year, Earwood said.

“In Northwest Arkansas, we have no problem with recruitment,” she said, “but retention is an issue because of the challenges teachers face. We want to provide support pre-service – while future teachers are still in college.”

Earwood’s base of public school contacts dovetailed with Davis’ network of college and university contacts to create professional development opportunities for area teachers and administrators, the focus of the first year’s activities.

“An important part of the legislation addresses the idea that universities and public schools are not connected in enough meaningful ways,” Davis said. “There are resources available on the UA campus that public schools are often not aware of. It is the goal of our ERZ to make sure they are connected to resources that can be useful to them in meet-

ing their school’s goals.”

The first year’s strategic plan also included activities designed for English language learners, Earwood said, and this year a second office concentrating on this population will work under a separate strategic plan with a second director but will be closely linked to the original office.

In addition to the growing population of people from Spanish-speaking countries in Northwest Arkansas, Hmong and Pacific Islanders have also increased in number. By concentrating on English language learners, the ERZ office contributes to an important part of the mission of the college and the university – increasing diversity on campus. Davis



Charlotte Earwood, second from left, director of the Education Renewal Zone, helps students in the gifted and talented program at Helen Tyson Middle School in Springdale during a joint project with the UA College of Engineering. “Introduce a Girl to Engineering” featured a contest to see who could build the tallest tower made of marshmallows and toothpicks.

Stone Ridge Photographers

and Earwood are also developing College Connections, a special effort to reach these students, and their parents, to be sure they know college is an option for them.

“We want them to make connections to higher education,” Davis said. “The program will reach Latino children and their parents at the middle school level so that they start thinking early of college as an option and take appropriate curriculum when they reach high school.”

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Human Resource Expertise Spanning Globe

Team Works With Heifer Project International to Meet Leadership Challenges

Adult education faculty members' expertise in the field of human resource development is spreading around the world in a partnership with Heifer Project International, an organization devoted to alleviating hunger and poverty and ensuring a sustainable environment.

The organization was founded more than 60 years ago to promote self-sufficiency by providing livestock to people in developing nations. Heifer opened a \$17.5 million world headquarters in Little Rock in March.

"Heifer Project International's incredible success naturally creates challenges for leadership," said Fredrick Nafukho, one of four faculty members in the College of Education and Health Professions who have been part of a collaborative leadership project with Heifer.

Because Heifer is a nonprofit, humanitarian organization, its leadership needs are not the same as those for a strictly for-profit business, said Nafukho, associate professor of workforce development and adult education and assistant department head.

"They want to maximize benefits to the countries involved, as opposed to making a profit," he said. "They have been very successful so far, which leads to more demands and more challenges."

And because Heifer operates in 51 countries and has more than 600 projects around the world, it must be keenly sensitive to the variations in culture, said Kit Brooks, assistant professor of workforce development and adult education.

Because of cultural and topographical differences associated with the diverse regions in which Heifer operates, its field operations staff must be part of the leadership deci-

sions with officials at headquarters, or in some cases have a measure of autonomous authority for the programs to work, Brooks said. In some countries, for example, cattle production is not feasible, but earthworms could be useful in enriching the soil so that crops will grow.

"Policies developed in the United States may not always work well in other countries," she explained. "Those making decisions must know how each country's infrastructure works so that barriers are not inadvertently created."

Brooks described an example where Heifer is helping promote the raising of a native animal called a grasscutter, or "king rat," in Ghana. The grasscutters' meat is of higher protein and lower fat content than domesticated farm meat and is appreciated for its tenderness and taste.

Brooks learned when she visited Ghana with the team that many people's primary goal is eating. If they can find a consistent source of food and income, then they can think about education, which is not free. The third goal is a permanent home.



A cow is presented to its new owner in Honduras.



Ukrainians in native dress welcome UA faculty members.

Political and regional differences must also be taken into account, Brooks said. Heifer sets rules governing ownership of the animals that it provides. However, in some countries rules regarding transfer of ownership must be modified to reflect local custom. For example, in some countries, it is socially acceptable for a man to have multiple wives, making ownership issues more complex.

"Heifer's leaders work within the framework of the customs," Brooks said. "They do not change the customs."

Nafukho and Brooks are working with colleagues Jules Beck and Penina Mungania, both assistant professors of workforce development education, and Greg Fike, associate director of executive education for the Center for Management and Executive Development in the Sam M. Walton College of Business. Fike received his doctorate in adult education with an emphasis on human resource development in 2002.

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Rehabilitation Counselor Education Re-Accredited

Team wants to know program responds to student, employer feedback

The Council on Rehabilitation Education looks closely at how well an academic program is educating its students, judging both by interviewing students and graduates and by talking with employers who have hired those graduates. At the University of Arkansas, the accrediting team liked what it saw.

The master's program in rehabilitation counselor education in the College of Education and Health Professions earned accreditation through academic year 2013-14. The accrediting team placed no conditions on the accreditation, and the team leader described the program as exemplary.

The accreditation represents the latest in a string of achievements for the program. *U.S. News and World Report* ranked it as No. 15 in the nation among university programs in 2003, the last time the magazine announced rankings in the category, and last year the program received the No. 1 ranking in scholarly publications in the field of rehabilitation. Richard T. Roessler, University Professor of rehabilitation education and research, won two notable national awards in 2004, the Distinguished Career Award in Rehabilitation Education from the National Council on Rehabilitation Education and the James F. Garrett Award for a Distinguished Career in Rehabilitation from the American Rehabilitation Counseling Association.

More good outcomes for the program are expected with the addition of Lynn Koch to the faculty. Koch received her doctoral degree in rehabilitation psychology from the University of Wisconsin and taught in the rehabilitation

counseling program at Kent State University prior to her appointment as program coordinator of the UA rehabilitation program, beginning this fall.

Brent T. Williams, UA assistant professor of rehabilitation education and former program coordinator, led the program through the accrediting process in preparation for the team's visit last March. Long before the interviews and inspection took place, Williams began collecting and creating 1,587 pages of documents covering all aspects of the program in addition to completing a self-study of the program and conducting a survey of graduates from the past two years.

Williams and Roessler explained that the council accredits programs based on 127 standards, including curriculum content, teaching techniques, adequacy and supervision of internship and practicum sites, adequacy of resources and student assessments. Service providers and employers in Arkansas, Missouri and Texas also answered questions from the accrediting team.

"CORE (the Council on Rehabilitation Education) wants to know from employers who hire our graduates whether the graduates are prepared and well-trained for their jobs," Williams said. "They also want to know if we listen to the students and the internship supervisors about changes we should incorporate into the curriculum to keep it up to date. They don't want our program to be static. In the world of service providers, laws change, the environment changes, needs change. The whole point is to make sure we stay in touch with the outside world."

Rehabilitation counselors must be certified by the National Commission on Rehabilitation Counselor Certification to work in the field, and they must have a degree from a CORE-accredited program to receive that certificate. Most graduates of the program work as vocational counselors with people with disabilities or chronic illnesses, Roessler said.

"The clients may be people re-entering the world of work or going to work for the first time," he said. "They may be people in the midst of a career who become disabled or experience a chronic illness and want to return to work or they may be young people in high school bridging to the world of work or post-secondary education.

"Some graduates take independent living roles where they assist people with disabilities to address all types of personal life-care needs so that they have control of their lives to the maximum amount possible. In the process, they may build their vocational capacity," Roessler said.

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Richard Roessler, left, University Professor of rehabilitation education and research, receives the 2005 career award from Reed Greenwood, dean of the College of Education and Health Professions.

Professor Updates Curriculum in Arabic

Fulbright fellowship allows research on Syrian system

An occasional short string of English letters interrupts the flowing Arabic characters in the latest editions of social studies textbooks published by the Jordanian Ministry of Education under the supervision of Mounir Farah, professor of curriculum and instruction. They are Web addresses added to the texts when they were updated to include information technology.

Farah began consulting in the Middle East in 1993. He directed a World Bank project writing history, geography and civics textbooks and teachers' guides for the Jordanian Ministry of Education and has also done extensive research on education in Saudi Arabia.

He spent the 2004-05 academic year in the Middle East on a senior Fulbright fellowship, conducting research on reform and change in the Syrian education system. He lectured at the University of Damascus in Syria, worked with faculty and students at other Syrian educational institutions and consulted with officials of the Syrian Ministry of Education.

Last summer, Farah worked on updating the Jordanian textbooks. During two months spent in Jordan, Syria and the United Arab Emirates, he also gave several public lectures on education.

"Once people know I can speak and discuss the topic of education in both English and Arabic, there is a lot of demand," Farah said. "I spoke to a different group almost every week."

The teachers in Middle Eastern countries are not as familiar with most recent information technology as in the United States, where for several decades now children start learning on computers as young as kindergarten.

"Here at the University of Arkansas, our interns by the time they go into the Master of Arts in Teaching program have been working on computers for 10 to 15 years," Farah said. "They are already very literate in information technology. In the Middle East, a whole generation of teachers was trained in the 1970s and 80s when they did not have this access to technology. The school systems do training workshops for them so that they can tie information technology to the subjects being taught."

The technological competency of teachers is improving rapidly, he said.

"Exercises in the updated texts refer students to Web sites," Farah said. "The Jordanian government over the last five to six years has networked all public schools with broadband reception. There are computer labs where students have access to information technology. There is an Arabic Google."



Besides updating the content and the methodologies, Jordanian civics textbooks have also incorporated units on economics, Farah said.

"The subjects of history and civics in the Middle East are very, very sensitive politically," he explained. "I try to be as objective as possible. Basically, the books explain systems of government and how they work."

Farah also is senior author of two widely used social studies textbooks written in English. Working in the Middle East adds a global dimension to teaching back home in Fayetteville, he said.

"It's a great experience to work with different educational systems," he said. "You see the different patterns of education structure and organization, and it helps us here when working to prepare students. Methods classes can focus on non-Western cultures and add an international education dimension to what our students learn." 🌐

Arkansas Leadership Academy Offers New Institute for Superintendents

Legislature also gives academy charge in helping districts improve

The Arkansas Leadership Academy launched a new institute this year, inviting 28 superintendents from the largest and smallest school districts across the state to take part in facilitated work groups, web conferencing and other events throughout the academic year. Drawing on the best practices in education, business and the social sciences, the institute focuses on systems thinking.

The institute will examine issues such as how leaders get all systems within the school district working together and how those systems interact with systems outside the schools – such as family and political systems – that affect children and their performance in school, said Beverly Elliott, academy director and Springfield Professor in Education Administration in the College of Education and Health Professions.

“The question may be how to impact several systems concurrently,” Elliott explained. “If the child can’t learn because of needs outside of school, how do you use resources to help that child?”

The leadership academy – a collaborative partnership of educational and professional associations, universities and corporations housed at the University of Arkansas – will bring the superintendents together with the best resources from around the country to think and act on how to ensure the creation of strategies, systems and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities, and urging student success.

The academy, established in 1991 by the Arkansas Legislature and funded by the Department of Education, was charged with improving public education by developing leadership. The superintendents’ institute opened in July with a three-day session at the Tyson Management Development Center in Russellville. Tyson Foods is one of the academy’s partners, providing facilities, staff, board and food from two to six weeks each year at no cost to the academy.

Since the academy’s inception, more than 10,000 people have participated in academy capacity-building programs



Stone Ridge Photographers

Principals from around the state gathered in October last year at Winrock Conference Center for a session of the Master Principal Institute. Each master principal candidate has an individual performance coach throughout the year.



Stone Ridge Photographers

for teachers, school teams, principals and superintendents.

Collaborative Communications Group and the Council of Chief State School Officers in Washington designed the program for the superintendent institute. Bobby New, superintendent of the Fayetteville School District, said the

reference to systems training caught his eye when he received his invitation to “Advancing Systems Change: Superintendent Institute.”

“The superintendents’ opening session gave me a new vision of professional development for CEOs,” New said. “It showed the power of building the collective capacity of a staff to achieve the system’s goals.


“The Arkansas Leadership Academy is absolutely on the right track with this new paradigm of professional development applied to systems. The institute increases the capacity of the system by placing issues of teaching and learning at the center of the dialogue within the entire system. People within the school system must work together, not independently, not individually, but collectively.”

Jim Rollins of Springdale served as superintendent host for the opening event. Rollins described himself as a “strong, strong” advocate for the leadership academy and the institute for superintendents.

“We need to come together to discuss the issues of the day and continue to grow and be learners ourselves,” Rollins said.

The academy also worked this year with public schools that had been placed in School Improvement status by the education department. Middle schools in Manila, England, Fordyce and Gentry were chosen in a random drawing from completed applications of schools that wanted to participate in the Arkansas Leadership Academy School Support Program. In 2005, the legislature created the support program, through which schools in Year 1 or Year 2 of School Improvement may apply for academy services:

- Building the leadership capacity of the school and district personnel.
- Training a diverse school leadership team including, but not limited to, the school principal and teachers.
- Providing a cadre of highly experienced, trained performance coaches to work in the school on a regular basis.
- Working with the school and school district staff, school board members, parents, community members and other stakeholders as necessary to provide a comprehensive support network.

The schools committed to participate in the program for at least three consecutive school years. Chuck Leverett serves as school support leader for the program. 

Research and Service Units

College of Education and Health Professions

- ❖ Great Expectations of Arkansas, (479) 575-5404, www.geaonline.org
- ❖ Arkansas A-Plus Schools Network, (479) 575-5404, www.aplusnetwork.org
- ❖ Northwest Arkansas Writing Project, (479) 575-6677, cied.uark.edu/2692.htm
- ❖ Education Renewal Zone, (479) 575-5092, erz.uark.edu/index.htm
- ❖ Research Advocacy Network, (479) 575-8465, elcf.uark.edu/1547.htm
- ❖ Arkansas Leadership Academy, (479) 575-3030, www.arkansasleadershipacademy.org
- ❖ National Office for Research on Measurement and Evaluation Systems, (479) 575-5593, normes.uark.edu/
- ❖ Office for Education Policy, (479) 575-3773, uark.edu/ua/oeop
- ❖ Human Performance Laboratory, (479) 575-6762, www.uark.edu/admin/hplweb
- ❖ Intramural/Recreational Sports, (479) 575-4646, imrs.uark.edu
- ❖ Office for Studies on Aging, (479) 575-5262, www.uark.edu/misc/aging/
- ❖ Early Care and Education Projects, (479) 575-6637, uark.edu/depts/aweccc/
- ❖ Hot Springs Rehabilitation Continuing Education Center, (501) 623-7700, www.rcep6.org
- ❖ National Research and Training Center for Persons who are Deaf or Hard of Hearing, (501) 686-9691, uark.edu/depts/rehabres/
- ❖ Speech and Hearing Clinic, (479) 575-4509, www.cdiss.uark.edu/1229.htm



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Distance Education Program Celebrates 10 Years of Improving Lives

Linda Willie, left, and Ruthie Pride attend the University of Arkansas human resource development degree-completion program at Phillips Community College in Helena-West Helena. They were part of a group of students from all 10 cohorts of the program who celebrated its 10th anniversary in March.

Nursing Student Displaced By Hurricane Thanks UA Community

Morgan Harper, a senior in the Eleanor Mann School of Nursing, speaks Aug. 29 at a memorial she organized to honor victims on the first anniversary of Hurricane Katrina and to thank the University of Arkansas for welcoming her and other displaced students from the Gulf Coast.



Stone Ridge Photographers

University Honors Clark with Silas Hunt Award

Margaret Clark of Fayetteville, professor emerita in the College of Education and Health Professions, is congratulated by professor Gary Taylor for winning a Silas Hunt Legacy Award at the University of Arkansas in April. Clark was one of the first African American faculty members when she arrived in 1969. She taught French and added teacher education in 1972 before earning a doctorate in education in 1978. She has continued teaching one class a semester since her retirement and has won many awards for her involvement in civic and academic organizations.

Scott Flanagan, UA Division of Student Affairs

EDUCATION

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Last year, ERZ helped develop programs for students and teachers with several university faculty members across the Fayetteville campus. On this year's agenda, a November meeting of all the ERZ partners across the state will feature a keynote address by Dr. Barnett Berry, founder and president of the Center for Teaching Quality Inc. in Chapel Hill, N.C.

A middle-level institute is planned for next June to examine academic practices found most effective in those schools. Linda Morrow, UA associate professor of middle-level education, is part of a group helping plan the institute.

"This is going to give middle level teachers the research that supports recommendations for middle level education," Morrow said. "If you look at the history of middle schools in Northwest Arkansas, many of the teachers do not have middle level credentials because the state didn't offer the licensure until 2002. Most have elementary or secondary licenses.

"This institute will give them the opportunity to learn middle level philosophy and best practices, which are distinctly different from the philosophy and practices of teaching at other levels," Morrow continued. "It is critical that teachers know the developmental levels of early adolescents and use that knowledge to enhance academic achievement. Because early adolescents vary widely in physical, cognitive, and social/emotional development, we often say that what they have in common is how different they are." 🌐

HEIFER

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Work began with partnership development and needs assessment in the summer of 2005, followed over the next 10 months with leadership workshops for community leaders and Heifer country officials in Honduras, Ghana and the Ukraine.

The UA team submitted reports after each of the three leadership workshops and recommended in its final, comprehensive report in June the creation of a dynamic leadership curriculum that would meet Heifer's growth needs. The UA team also plans to submit research papers to academic journals based on the findings from this project to support both Heifer Project International's and the university's commitment to share outcomes with broader communities, both academic and international.

"A tremendous amount of research will come out of this," Brooks said.

Heifer's goals dovetail with United Nations goals to cut hunger, extreme poverty and disease by half or more by the year 2015, Nafukho explained.

"Heifer International's cornerstone values focus on passing on gifts – animals," he said. "Their vision is to end hunger and poverty and promote a sustainable environment. This is quite consistent with the United Nations' Millennium Development Goals for Developing Countries." 🌐

REHAB

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Program graduates work for non-profit agencies, national organizations, the private sector and state agencies as well as in academic settings. Graduates from the program, for instance, serve as directors of centers for disabled students at both John Brown University in Siloam Springs and at the University of Central Arkansas at Conway.

"The major strength of this program rests in the faculty," the accrediting body's report said. "Faculty are current in their field, active with community service and engaged in scholarly activity. They have created a culture that respects diversity and provides a collegial, collaborative approach to learning. The faculty have extended the collaborative attitude to the field, reaching out to employers and supervisors in a way that has gained them high regard from practitioners and employers in the field."

The summary also referred to state-of-the-art facilities and technological resources that offer unusual opportunities for students to learn. 🌐

Professor Spends Week Clearing Hurricane Damage

Gary Ritter wasn't sure how much help spending one week in New Orleans would be in a city still reeling from the devastation of last year's Hurricane Katrina.

He discovered what he described as abnormal gratitude for his small team's efforts to strip the damaged interior from an elderly woman's home, leaving the structure to be evaluated as to whether the home could be rebuilt. The workers were required to wear white safety suits and masks because of the potential for the abundant mold to cause sickness.

Ritter, associate professor of education reform and endowed chair in public policy, in the College of Education and Health Professions, traveled to New Orleans at the end of July to work with a group organized by the Jesuit Volunteer Corps. He had worked a year for the domestic volunteer organization before attending graduate school.

"I learned you really can do some meaningful volunteer work in a short amount of time," he said. "A priest and nun who have worked there since October said if people from outside didn't come in and help, even for a short time, the residents would feel abandoned. They would give up hope." 🌍



Gary Ritter, left, stands with other volunteers who spent a week last summer helping with recovery efforts in New Orleans. They removed the damaged belongings from a home before stripping the interior.

Faculty/Staff/Students Research and Recognition

The University of Minnesota chose **Phil Besonen**, professor of secondary education, as one of its College of Education and Human Development's 100 Distinguished Alumni. Besonen took part in two days of special events on the Minneapolis campus in May.

Active Years magazine in Little Rock chose **Beverly Elliott**, associate professor of educational administration, as one of 12 women who have used their talents to benefit others. Elliott directs the Arkansas Leadership Academy. The magazine celebrates the power of Arkansas women in its March issue each year.

The Sport and Recreation Law Association presented its "Honor Award" to **Merry Moiseichik**, asso-

ciate professor of recreation, for the work she has done in expanding the association through student involvement. In addition to taking students to the conference consistently, Moiseichik was instrumental in starting a student association and successfully lobbied to have a student member on the association's Board of Directors.

Palgrave publishers released a revised edition of "American Higher Education" by **Christopher J. Lucas**, professor of higher education and educational foundations. The 1994 text traces the history of American higher education from its beginning at the dawn of recorded history through recent developments such as the infusion of market values into academia.

LaVonne Kirkpatrick, assistant professor of elementary education, published a book outlining treatments for attention deficit/hyperactivity disorder that can be used in conjunction with or as an alternative to traditional medicines and behavioral therapy. Kirkpatrick wrote "The ADD/ADHD Revolution: Treatments That Work" with her husband, Rick Kirkpatrick, a licensed clinical social worker.

The Morale, Welfare and Recreation Division of the U.S. Navy awarded internships on military bases to recreation students **Brittany Peters** and **Susan McLeod**. The division provides recreational and leisure programs to Navy personnel in 24 states and 13 countries. Peters

spent the summer in South Korea and McLeod in Japan.

The close of the spring 2006 semester saw the retirement of four longtime faculty members: **Barry Brown**, University Professor of kinesiology, came to the university in 1969 and served as director of the human performance laboratory from 1969 to 1984; **Lyle Gohn**, associate professor of higher education, came to the university in 1982 as an associate professor and vice chancellor, moving to a full-time faculty position in 1998; **Ok Park**, associate professor of vocational education, came to the university in 1980 and served as graduate coordinator for the department of rehabilitation, human resources and communication disorders; **Fred Wills**, instructor of vocational and adult education, came to the university in 1999 and directed the performance-based teacher education program through the Arkansas Department of Workforce Education.

Personnel changes in the college for the fall semester 2006 included the appointment of **Barbara Hinton** as associate dean for academic affairs; **Michael Daugherty** as head of the department of rehabilitation, human resources and communication disorders; **Mike Miller** as head of the department of educational leadership, counseling and foundations; and **Barbara Goodman** as director of the Boyer Center for Student Services.

Glenda Lawson, clinical associate professor in the Eleanor Mann School of Nursing, was an invited speaker in the summer of 2005 at the Oxford Round Table, a public policy forum

convened yearly at the University of Oxford, England. She talked about screening for peripheral arterial disease in the elderly, a topic for which she also wrote an article in the *Journal of Vascular Nursing*.

A team of Texas researchers gave an abstinence education program developed by **Michael E. Young**, University Professor of health science, and researcher **Tamera Young** the highest rank for excellence in overall accuracy and effectiveness in 2005. The "Sex Can Wait" curriculum for older elementary students was the subject of extensive favorable academic and professional review.


Two faculty members of the college presented lectures in January as part of university events celebrating the memory of Martin Luther King Jr. **Charlene Johnson-Carter**, associate professor in the curriculum and instruction department, gave a lecture titled "Dr. Martin Luther King, Whose Hero is He?" and **Glenn Anderson**, professor of rehabilitation education and research, gave a lecture titled "Dr. King's Legacy and Influence Among People with Disabilities."

Jennifer Bearden, a nursing student mentored by **Nan Smith-Blair**, assistant professor of nursing; **Sarah Evans**, a kinesiology student mentored by **Charles Riggs**, professor of kinesiology; and **Katherine Post**, a communication disorders student mentored by **Fran Hagstrom**, assistant professor of communication disorders, won 2005-2006 State Undergraduate Research Fellowships.

The **National Office for Research**


on Measurement and Evaluation Systems helped the Arkansas Department of Education win a No. 12 national ranking by *Education Week*, a national trade newspaper, in May. *Education Week* also highlighted Arkansas for developing compatible data systems to manage student and teacher information. The systems allow educators easy access to the resulting information to analyze and use to improve instruction for students, the trade paper found.

Ronna Turner, associate professor of educational research and policy studies, won the college award for teaching for 2005. **Marianne Neighbors**, professor of nursing, was named the year's outstanding researcher. **Inza Fort**, professor of kinesiology, won the award for outstanding service, and **Jean Hughes**, assistant professor of recreation, was honored for advising. The all-around faculty awards went to **Barbara Gartin**, professor of special education, and **Lori Turner**, associate professor of health science.

The 2005 Outstanding Staff Awards for the college were presented to **Anna Betts**, secretary in the department of rehabilitation, human resources and communication disorders, as best new employee; **Sherrie Starkey**, administrative office supervisor for the department of educational leadership, counseling and foundations, for leadership; **Dianne Stout**, director of information services for the college, for crisis management; and **Nancy Milmon**, then-secretary in the Boyer Center for Student Services, as best all-around employee. 

Education Reform Department Schedules Events

The department of education reform hosted its first conference in October, featuring ideas for improving public schools submitted by members of the department's Technical Advisory Board, which is made up of some of the leading education researchers nationwide. An edited book will follow.

A lecture series by the department will feature Alan Bersin, California secretary of education, who will speak Jan. 19 and David Ferrero, director of research and evaluation for the education division of the Bill and Melinda Gates Foundation, who will speak on Jan. 26. 

1940s

Harry Vandergriff (BSE '48) of Fayetteville was inducted into the Van Buren High School Hall of Honor.

1960s

Judy Byrd Brittenum (BSE '66) of Fayetteville was elected vice president of communication for the American Society of Landscape Architects.

Robert S. Honea (EDD '69) of Tontitown was named Distinguished Graduate of the UA Department of Animal Science.

Jim Lindsey (BSE '68) of Fayetteville was inducted into the Arkansas Golf Hall of Fame.

Edward Renfrow (MED '65, BSE '64) of Siloam Springs was inducted into the Arkansas Track and Field Hall of Fame.

Charles E. Tadlock (MED '67) of Sheridan was inducted into the Arkansas Track and Field Hall of Fame.

1970s

Martha Agee (DAS '72, MED '65, BSE '54) of Fayetteville was honored



A Kidswrite participant performs at a poetry slam in Fayetteville.

at the Washington County Women's History Banquet for being one of the "Women Who Make Local History."

Margaret Clark (EDD '78) of Fayetteville received a UA Silas Hunt Legacy Award.

Ed Coulter (EDD '71, MED '66) of Mountain Home was elected chairman of the board of the American Association of Community Colleges.

Kimball Sudderth Ford (MED '76) of Memphis won the 2004 NCTEA Richard W. Halle Award for middle level educator.

Marilyn Liles Johnson Heifner (MED '78, BSE '69) of Springdale won a Pillar Award from the Fayetteville Chamber of Commerce.

Nikki Gahr Sells (BSE '76) of Oklahoma City won the 2004 Bonny LeVine Award that recognizes female franchisees(ors) who have demonstrated ability in franchising, contributions to the community and volunteer work.

1980s

Jane Boyd (BSE '84) of Grapevine, Texas, received National Forensic League 3rd Diamond Key Coach Recognition.

John R. Clark (PHD '83) of Fayetteville won the John W. White Research Award for horticulture and coordinator of a highly productive fruit breeding and genetics research program.

John L Colbert (MED '81, BSE '76) of Fayetteville was named the 2005-2006 Outstanding Alumni Brother of the Year by Alpha Phi Alpha Fraternity Inc.

Carolyn Bassett Madison (EDD '85, MED '75) of Fayetteville joined Metropolitan National Bank's mortgage division in Fayetteville.

C. Joyce Taylor (MED '87) of Fort Smith was named the Arkansas Teacher of the Year in the 10th annual Wal-Mart Teacher of the Year program.

Gene Tweraser (MED '88) of Fayetteville was honored at the Washington County Women's History Banquet for being one of the "Women Who Make Local History."

1990s

Kandis Croom (EDD '97, MED '75) of Russellville was named Counselor Educator of the Year by the Arkansas School Counselor Association.

Sara B. Ford (EDS '95, MED '85, BSE '83) of Springdale was named the 2006 Arkansas Middle School Principal of the Year by the Arkansas Association of Middle Level Administration.

Fitz Hill (EDD '97) of Little Rock was named president of Arkansas Baptist College.

Steven R. Hinds (MED '92) of Fayetteville was named the president of Paschall Strategic Communications' new office in Fayetteville.

James Thomas Yurwitz (BSE '95) of Fayetteville was named the Middle School Physical Education Teacher of the Year by the Arkansas Alliance for Health, Physical Education, Recreation and Dance.

2000s

Derrick Gragg (EDD '04) of Ypsilanti, Mich., was named athletic director at Eastern Michigan University.

Monica Deann Holland (MS '03) of Springdale was honored by the Association for Student Judicial Affairs with its New Professional of the Year Award.

Dick Spigner Johnson (EDS '00, MED '94, BSE '72) of Fayetteville received the Service Above Self award from the Rotary Club of Fayetteville for heading the project to improve Fayetteville High School's football field.

Gigi Secuban (MS '01) of Fayetteville was named a Coca-Cola National Scholar.

1930s

Anna Wood Butler (BSE '34) Harrisburg, May 21, 2006.

Florence Falls (BSE '39) Fort Worth, Texas, Feb. 9, 2005.

Katherine Lucy Finger (BSE '35) Henniker, N.H., June 29, 2005.

Ocie M. Fletcher (BSE '38) Fort Smith, April 30, 2000.

Virginia Skillern Fletcher (BSE '38) Fort Smith, May 3, 2003.

Agnes Soule Garrett (BSE '35) El Dorado, March 18, 2005.

Fern Garner Sisk (BSE '30) Savannah, Ga., 2005.

Anna Rose Coleman Tarkington (BSE '39) North Little Rock, July 17, 1998.

1940s

Mortimer Barr (BSE '40) Merritt Island, Fla., Dec. 12, 2004.

Minnie Morgan Cain (BSE '40) Overland Park, Kan., July 27, 2004.

M. Ed Henderson (BSE '49) Surprise, Ariz., Jan. 9, 2006.

Owen E. Humphrey (MS '49) Granite City, Ill., Oct. 16, 2005.

Joe C. Prater Jr. (BSE '48) Pueblo, Colo., Aug. 1, 2004.

Corinne Pratt (BSE '48) Minneapolis, Minn., July 20, 2001.

James M. Rankin (BSE '47) Fordyce, Oct. 31, 2004.

Havis L. Stewart (BSE '40) Middletown, Pa., June 13, 2001.

Gloria Rae Tyron (BSE '48) Marshall, Texas, July 2, 2005.

Sidney R. Worob (BSE '48) Austin, Texas, Aug. 30, 2005.

Annette Collier Yocum (BSE '43) El Dorado, June 10, 2006.

1950s

Dovie Arnold (MS '50, BSE '44) Piggott, June 27, 1992.

Lamar Q. Barber (MED '57, BSE '50) Palestine, Oct. 25, 2005.

Kaye Thompson Bracken (BSE '55) Hot Springs, Jan. 11, 2005.

Elmo C. Craig (MED '56) Camden, June 6, 2006.

William Arthur Davis, Jr. (BSE '51) Little Rock, Feb. 23, 2005.

Loran Ebarb (MED '56) Noble, La., Feb. 26, 2000.

George Eckert Jr. (BSE '51) Brentwood, Tenn., March 19, 2006.

Artie J. French (MS '54) March 9, 1999.

Eloise M. Grigg (MED '59) Shreveport, La., July 27, 2003.

John R. Hargrove (MED '55) De Queen, Jan. 4, 2002.

Lucille Faye Hoffman (BSE '51) Texarkana, Texas, Jan. 19, 2005.

W.L. Kearns (BSE '53) Tucker, Ga., June 1, 2005.

Jerry Wadill Laughinghouse (BSE '52) Jackson, Tenn., Nov. 9, 2005.

Bertha Louise Lewis (BSE '50) Fayetteville, Nov. 29, 2005.

Sterling McBee (BSE '53) Fort Smith, 1993.

Valda Montgomery (MED '59) April 11, 2001.

Kenneth B. Moody (MED '56, BSE '53) Fayetteville, Feb. 25, 2005.

Bette Mooty (BSE '59) Little Rock, June 26, 2005.

Dan K. Nall (MS '51) Sheridan, March 4, 2005.

Virginia Payne (MED '57, BSE '54) Anderson, Mo., Jan. 13, 2000.

Opal Pinson Phelps (MED '55) Little Rock, March 31, 2006.

Ralph E. Ritchie (MSE '52) North Little Rock, Dec. 17, 2005.

J. Hal Robbins (MS '50) North Little Rock, Oct. 13, 2005.

Rufus G. Russell, Jr. (MED '55) Ruston, La., Nov. 8, 2004.

Winnie Lamons Russell (MED '55) Siloam Springs, Jan. 2, 2006.

Beulah L. Shinpaugh (MED '55)

Gravette, Aug. 12, 2005.

Bobbie J. Sorrells (BSE '56) West Paducah, Ky., Oct. 16, 2005.

Mary Johnson Thompson (MED '55) Germantown, Tenn., Jan. 14, 2006.

Mary A. Wimberly (MS '53) Lafayette, La., June 15, 2006.

Helen Woods (BSE '53) Springdale, June 1987.

Jo Ellen Carlisle Zembsch (BSE '51) Berkeley, Calif., April 26, 2005.

1960s

Jo Anne Bowman Berglind (BSE '65) Scottsdale, Ariz., May 2003.

Dr. John L. Berton (PHD '65) Shreveport, La., May 9, 2006.

Sula Brashears (MED '61) Ozark, April 15, 2004.

Dr. Anthony T. Chandler (MED '66) Monticello, May 14, 2006.

Davey L. Cook (BSE '60) North Little Rock, Jan. 10, 2005.

Helen D. Cyrus (MED '65) Little Rock, Feb. 13, 2006.

Lonnie Moore Dean (MED '67) Little Rock, Jan. 29, 2006.

Elda Fae Dumas (MED '68) Fayetteville, June 3, 2005.

John Alvin Eason (MED '69) Marianna, Dec. 19, 2005.

Bruce L. Edington (BSE '63) Houston, Texas, March 7, 2002.

Judith Ann Frick (MED '66) Fayetteville, Dec. 23, 2005.

Jack E. Glass Jr. (BSE '69) Cordova, Tenn., March 30, 2006.

Maxine Graham (BSE '60) Springdale, Dec. 15, 1995.

Virginia C. Hamner (BSE '66) Bradley, April 23, 2004.

Jaynell Holmesley (BSE '62) Springdale, May 5, 2006.

Robert C. Hope (MED '61) Little Rock, Dec. 30, 2005.

Carolyn Mullins Jones (BSE '66) Freeland, Wash., Jan. 12, 2006.

Fransan A. Logan (BSE '66) Little Rock, Feb. 16, 2005.

Hazel B. McCollough (BSE '62) Huntsville, April 22, 2005.

Helen L. Moseley (BSE '68) Fayetteville, Feb. 4, 2004.

Homer W. Neal (MED '61) North Little Rock, Jan. 12, 2006.

James R. O'Quin (MED '64) Garden City, Kan., Sept. 11, 1998.

Dr. A. D. Parsons (DAS '65) Benton, Oct. 30, 1998.

Delores Petree (BSE '60) St. Paul, 2005.

Elmer Eugene Rich (MED '65, BSE '62) May 26, 2005.

Clarice Maguire Salsbury (MED '60, BSE '54) Taylor, Wisc., June 5, 2006.

Virginia C. Tuck (BSE '66) Little Rock, Feb. 22, 2006.

Robinson C. Tutt (MED '68) Little Rock, June 2005.

Linda Burroughs Tyrone (BSE '68) Bossier City, La., April 8, 2006.

Molly Unruh (MED '61) Cave Springs, Oct. 22, 2005.

Drew Velvin Jr. (BSE '61) Little Rock, March 1, 2006.

Geneva Waterman (BSE '65) Springdale, July 20, 2001.

Phyllis Wagner Wayl (BSE '69) Fayetteville, Jan. 4, 2006.

Dr. John R. Webb (EDD '62) Emporia, Kan., May 19, 2005.

Erna E. Wilson (MED '69) Magnolia, Sept. 6, 2000.

Mary Lou Young (MED '64) Greenwood, April 6, 2005.

1970s

Joan Marie Acton (BSE '78) Fort Collins, Colo., Aug. 21, 2003.

Suzanne Futrell Barker (BSE '71) Little Rock, April 12, 2005.

Ivan O. Brown (MED '78, BSE '77) Prairie Grove, June 22, 2005.

Joye E. Bush (AND '72) Tulsa, Okla, Aug. 12, 1997.

Dr. Timothy Carter Jr. (EDD '74) Pine Bluff, May 3, 1997.

Linda K. Cooper (MED '76, BSE '65) Miami, Fla., Oct. 6, 2003.

Paul L. Devenas (MED '73) Newark, Ohio, Dec. 10, 1998.

Beverly J. Hendricks (ADN '77)

Garfield, March 28, 2006.

S. L. Inlow (DAS '70) Amity, Jan. 17, 2005.

Donnell James (MED '76) North Little Rock, Oct. 22, 1996.

Nancy L. Ferranti Kempf (BSE '77) Little Rock, Dec. 24, 2005

Nancy Sue Kline (BSE '71) Little Rock, May 21, 2006.

Lydia Bell Lemser (MED '74) Oklahoma City, Okla., Jan. 8, 2005.

Matta Jean McDonald (MED '72, BSE '58) Siloam Springs, April 24, 2004.

Cynthia McGrew (BSE '73) Fort Smith, May 10, 2005.

William R. Mills (MED '72) Boonville, June 16, 2004.

Bryden E. Moon Sr. (EDD '78, MED '65) San Antonio, Texas, June 17, 2005.

Dr. Jerry R. Moss (EDD '74) Bryant, July 17, 2005.

Dr. Georgia Matthews Napier (EDD '70, MED '62) Petal, Miss., March 16, 2006.

Roger L. Phillips (MED '77) Hot Springs, Jan. 16, 2006.

Betty Catlett Pullam (MED '72, BSE '67) North Little Rock, Jan. 7, 2006.

Beverly J. Rains (BSE '72) Fort Smith, Feb. 20, 2006.

Dr. William O. Robinson (EDD '71) Jacksonville, Fla., 1994.

Anna Mae Searles (MED '71) Rogers, Feb. 26, 2005.

Terry L. Sears (BSE '78) Neosho, Mo., Feb. 6, 2004.

Stanley A. Smith (MED '75) Siloam Springs, May 8, 2005.

James E. Speering IV (BSE '78) Dallas, Texas, June 14, 2005.

Dennis Lee Whittaker (BSE '74) Prairie Grove, Feb. 16, 2006.

Dr. Earl R. Williams (EDD '71) Siloam Springs, May 15, 2000.

Dr. Edna I. Yarbrough (EDD '73) Shreveport, La., March 29, 2005.

1980s

Sheila L. Berlau (MED '80, BSE

'77) Katy, Texas, March 10, 2006.

Rebecca Lea Daters (MED '82) Little Rock, March 30, 2001.

Joyce Flasco DeSalvo (MED '89) Lawrence, Kan., July 20, 2005.

Marie B. Fowler (MED '80, BSE '70) Fayetteville, March 19, 2005.

Mary Lou Kahler (MED '87) Little Rock, Feb. 24, 2006.

Marian Cleveland Lester (MS '88, BSE '69) Texarkana, Texas, Oct. 25, 2005.

Janet Myhand (MED '80) Monticello, Oct. 28, 2003.

Joanetta Nichols (MED '84) Jacksonsville, Sept. 26, 2005.

Margaret Cleveland Pennington (MED '88, MED '73, BSE '73) Fayetteville, Oct. 9, 2005.

Van E. Pennington Jr. (MED '82) Rogers, Nov. 27, 2005.

Joanne F. Petri (ADN '84) Eads, Tenn., Jan. 20, 2006.

Kenneth L. Rice (MED '82) Montrose, May 2, 2004.

Dan Ben Rickett (MED '85) Anderson, Mo., Nov. 8, 2005.

Dr. Jane L. Robinson (EDD '83) Fayetteville, May 15, 2005.

1990s

H. V. Billings (BSE '94) Farmington, Feb. 27, 2006.

Vernon O. Bumpass (BSE '96) Star City, May 15, 2004.

Paul David Guinn (BSE '93) Fayetteville, Dec. 28, 2004.

Pamela Ann Norton (BSE '96) Fayetteville, Feb. 16, 2006.

Mary Jane Webb (BSE '91) Rogers, Jan. 2, 2006.

Chelle Cooper Williams (MS '99, BSE '98) Fayetteville, March 23, 2005.

2000s

Leah A. Brokermann (MAT '01, BSE '00) Fayetteville, Aug. 13, 2005.

Bethany Danielle McClendon (MS '02) Fayetteville, March 12, 2005.

Nursing Student Leads Recruitment Effort

Countdown to graduation no impediment to educating high school students

Shayla Barr was a matter of weeks away from graduation from the University of Arkansas' Eleanor Mann School of Nursing, but she wasn't simply wrapping up activities and concentrating solely on her own future. Barr and other nursing students spent time last spring with area high school students talking about the profession of nursing.

"We will answer questions about the University of Arkansas, too, but our goal is to educate students about nursing in general," Barr said a few days before one of the first school visits. "Nursing is a profession that has an impact on people's lives, directly and by example. That's what I like to do, provide leadership and promote nursing in a positive way."

Barr served as chairwoman of the Breakthrough to Nursing committee of the nursing school's Student Nurses Association. Breakthrough to Nursing, a nationwide program, promotes the development of the skills needed to be responsible, accountable members of the nursing profession.

Also the single mother of a preschooler, Barr put time and energy into the local effort, researching the wide range of jobs available to nurses to show the students they have many opportunities in addition to working in a hospital or as a school nurse. She took a video camera onto campus, stopping students on campus to ask their impressions of

nurses. She uses the video as an ice-breaker when talking to high school classes.

Teresa Briggs jumped at the chance to have the nursing students visit her medical professions class at NorthWest Arkansas Community College Regional Technology Center (formerly West Campus) in Fayetteville.

"Teenagers often learn better from others closer to their own ages," Briggs said. "I teach a general introduction to medical professions – nurses, doctors, physical therapists, even mortuary sciences – and the more information I can give my students the better they are able to make decisions for themselves."

Barr did a good job organizing the events and motivating others to take part, said Teri Malm, a nursing instructor who served as faculty advisor for the group.

"It's important for our students to get into the high schools to show the new image of nursing," Malm said. "We are no longer the white-stockinged, white-cap wearing women. We have more men than ever, more diversity, and we need all of these people in the profession to make it complete. Also, what nurses learn today is far more technologically advanced than in the past. High school students today are also technologically advanced, but they may not see that aspect of nursing." 🌐



Anthony Reyes / Northwest Arkansas Times

Shayla Barr hugs her father, Mark Barr, at the May 12 pinning ceremony for the Eleanor Mann School of Nursing at the Northwest Arkansas Convention Center in Springdale.



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Eleanor Mann School of Nursing, Thomas Kippenbrock, (479) 575-3907, tkippen@uark.edu



John Brown III, back row, far right, executive director of the Windgate Foundation, congratulated winners of the Great Expectations of Arkansas Master of Arts in Teaching scholarships in May 2006. The students are from left, front row, Emily Gunn, Julie Hudgens, Cassandra Deaton and Lauren Eide; back row, from left, Renee Deshommnes, Holly Cunningham and Angela Young. Ashley Pierce is not pictured.



John Donaldson of Bentonville, center back, celebrated with recipients of the scholarship honoring his uncle and aunt at a luncheon in May. The winners of the John H. and Jane W. Donaldson Endowed Memorial Scholarship who attended the luncheon are, from left, Jennifer Kauffman, Carly Weatherford, Mary Lassiter, Alana Galloway, Meredith Asbury, Christin Rippy, Roxanne Lott, Lea Ann Wise, Bradley James, Suki Highers, Troy Sonnen, Abigail Hunsberger and Ashton Thurman.

Gifts Help Meet Ever-Growing Need for Scholarships

By Jamie B. Banks, Director of Development

Traveling across the state of Arkansas, visiting with alumni and friends of the College of Education and Health Professions, I field a lot of questions about scholarships. Given that the scholarship process has undergone tremendous change in the recent past, these questions are certainly to be expected. The answers reveal an interesting reality about philanthropy and higher education today.

Endowments are the premier type of scholarship assistance. Endowed scholarships provide a permanent source of income for the institution and consequently our student recipients. Endowments are accounts that generate an annual stream of revenue that is offered to students each year, while maintaining the bulk of the account in perpetuity.

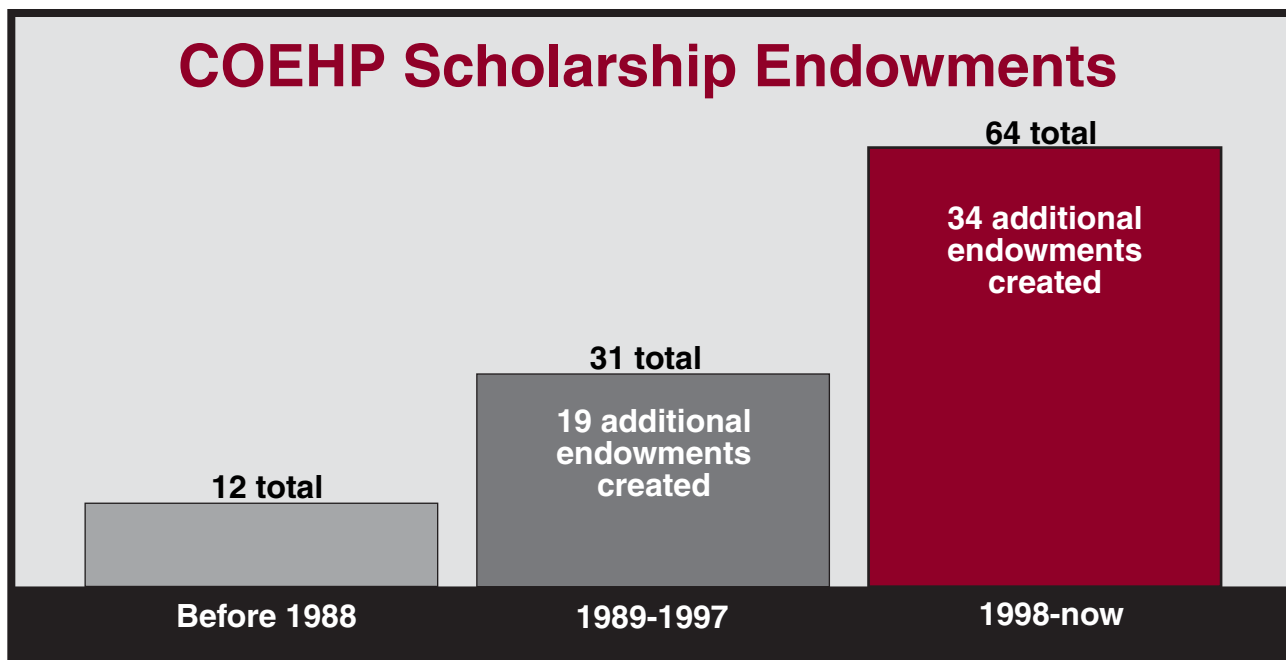
In taking a look at endowed accounts in the college, we see impressive growth. Prior to the start of the University of Arkansas Campaign for the Twenty-First Century, the College of Education and Health Professions had 31 endowed scholarship accounts. Since the campaign began in 1998, the number of endowed scholarship accounts more than doubled to 64. That is a 110 percent growth in only seven years, and it enabled the college to award scholarships to more than 150 students this year. The single biggest factor in this growth is the unwavering generosity of our alumni and friends who created these endowments. Private giving to institutions of higher education continues to be a major factor in modern day philanthropy.

By total coincidence, the College of Education and

Health Professions implemented an electronic application for our collegewide application process in the spring of 2006, the first application cycle since the completion of the Campaign for the Twenty-First Century. We were amazed to find that the total number of student applicants skyrocketed as a result of this change. Under the old paper system, the college typically had 250 applicants for scholarships. Under the new electronic system, more than 800 students applied.

You can see from the numbers that student need still outpaces available assistance, despite the substantial growth in our scholarship program. Increasing tuition, books, and cost of living force more and more students to seek additional help from a variety of sources.

It is our pledge to do all we can to meet this increased demand. We have seen, given the great success we have had in the past seven years, there are friends and alumni who want to help. If you would like to learn more about creating an endowment, please do not hesitate to contact me at (479) 575-3126 or jbanks@uark.edu. Together, we can make the University of Arkansas the best it can be. 🌎



Reaching Across Arkansas



The College of Education and Health Professions reaches to all corners of the state in Arkansas.

★ In addition to six departments on the Fayetteville campus, the college operates 15 research and service units that include faculty working in research, training and continuing education centers in Hot Springs and Little Rock.

● The human resource development concentration allows working adults to complete a bachelor's degree from any of 16 distance learning sites at community colleges across the state.

The college reported record enrollment figures for the fall 2006 semester. Total enrollment is 2,991 students, a 6 percent increase over the previous year. The figure breaks down into 2,053 undergraduate students and 938 graduate students, giving the college the largest graduate enrollment on the Fayetteville campus. Total enrollment of the college is third largest among colleges on the Fayetteville campus.

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