

Fall 2012

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COLLEAGUE

THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

THE UNIVERSITY OF ARKANSAS
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FALL 2012



• **New facility boosts nursing school •**
Speech and Hearing Clinic expands services



UNIVERSITY OF
ARKANSAS

Moving Up in *U.S. News & World Report*

Over the past three years, the College of Education and Health Professions has made significant progress in the *U.S. News & World Report* ranking of graduate education programs.

Prior to 2009, the college was not ranked. In 2010, it was ranked 146th, then 127th in 2011, and 106th in 2012.

Obviously, we have been doing some things that have resulted in our getting some notice among our peer institutions. There are several metrics used to rank graduate colleges of education. These include the perception of other college of education deans about our college, perception of school superintendents about our college, admission standards to our graduate programs, publications in specified journals and research dollars generated and expended.

We have put on a full court press to get the word out about the quality of our preparation programs, research and scholarship. Changing perceptions takes time and, if it were not for our increasingly productive faculty, we would not have anything great to report.

The one area in which we must ramp up our efforts is funding for research. Progress in this area significantly



Tom Smith, Dean

benefits our students and improves our ability to continue to recruit extraordinary students as well as faculty and staff members. Many of our recently recruited faculty will be key players in this effort. In fact, many of them have brought research grants with them or have assisted in our submitting grants already.

As a college, we are greatly expanding the support we are giving to faculty to engage in these activities, whether it's sending them to visit granting agencies, bringing in consultants to assist with grant writing or simply providing the time and reinforcement necessary to encourage faculty to write grants. Our campus vice provost for research has also been a key element in our increasing our grant activities.

In academia, we may put too much emphasis on rankings; however, to attract the best faculty and best graduate students, we must be able to show that we are among the best in the country. And, as a land-grant research institution, it is our responsibility to engage in many activities that are critical to national rankings. As a result, we will continue to emphasize doing the things that help us improve our rankings, because not only are rankings important but they reflect the research and academic soul of our unit.

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Watch Chancellor G. David Gearhart's fall message to campus



Amanda Anderson leads Asbell Elementary students in jumping rope during her student teaching internship at the Fayetteville school.

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Nan Smith-Blair, from left, former director of the Eleanor Mann School of Nursing; Don Bobbitt, president of the University of Arkansas System; benefactor Peggy Parks; Fran Hagstrom, professor of communication disorders; benefactors Donna and Lewis Epley; and Tom Smith, dean of the College of Education and Health Professions, celebrate at the ribbon-cutting for the Epley Center for Health Professions. Read more on pages 4-13. Photos by Russell Cothren and Terry Daniels



Get in Touch:

Send alumni news, questions and suggestions to Heidi Stambuck, director of communications, at stambuck@uark.edu or 302 Graduate Education Building,

University of Arkansas, Fayetteville, AR 72701.

You can also read the *Colleague* online. More news and feature articles about students, faculty, staff and programs are posted at <http://coehp.uark.edu/colleague>.

Graduate Students Honored with Weber, Ferrell Scholarships: Katherine Susskind of Los Gatos, Calif., from left, Mike Sola of Concord, Calif., Alyssa Romasco of Gilbertsville, Pa., Will Baum of St. Louis and Emily Wozobski of Tulsa are the 2011 recipients of the Weber and Ferrell endowed scholarships in athletic training. The scholarships honor longtime Razorback trainers Dean Weber and the late Bill Ferrell. *Photo by Beth Hall*



College Poised to Reach Top 100

The graduate education programs in the College of Education and Health Professions at the University of Arkansas rose 21 places to No. 106 in the latest edition of the *U.S. News & World Report's* Best Graduate Schools.

The rankings are based in part on factors such as teacher/student ratios, the amount of research funds generated by faculty, enrollment in the college and assessments by both peer institutions and school superintendents nationwide. ■

Nursing School Offers Online R.N. to B.S.N.

The Eleanor Mann School of Nursing at the University of Arkansas began offering an innovative distance education program this fall in which students with a registered nurse license can earn a Bachelor of Science in Nursing degree.

The program is expected to substantially expand the number of registered nurses prepared at the baccalaureate level in Arkansas. ■

Autism Support Program Enrolls First Students



Aleza Greene

The new Autism Support Program offering intensive support services to University of

Arkansas students with autism spectrum disorders enrolled its first five students this fall.

The College of Education and Health Professions devel-

oped the program to ensure the success of students with autism. Aleza Greene, who holds a doctorate in psychology from Brandeis University, directs the program. ■

\$1.8 Million Grant Expands ESL Program

The U.S. Department of Education awarded a new \$1.8 million grant that will allow the University of Arkansas to add six school districts to a program that has led to 90 Springdale teachers receiving endorsement in English as a second language.

Another 90 to 100 teachers in the Bentonville, Decatur, Farmington, Fayetteville, Gravette, Prairie Grove and Springdale districts are taking courses leading to ESL endorsement. The courses are delivered in the schools where the teachers work. ■

Grant Funds Career Coaches

The Walton Family Foundation awarded a three-year, \$1.5 million grant to the College of Education and Health Professions to fund a program in which counselor education graduate students will guide at-risk high school students and their families in pursuing the students' best opportunities after high school graduation.

The program placed 15 career coaches in 17 Northwest Arkansas high schools. ■

Costrell Advises GOP Candidate



Robert Costrell

Mitt Romney, Republican candidate for president, named University of Arkansas profes-

sor Robert Costrell, holder of an endowed chair in education accountability, to his advisory committee on education.

Costrell worked with all three governors and the commissioner of education throughout the period when Massachusetts' education accountability reforms, based on exit exams, went into effect. He also helped develop Romney's comprehensive education reform proposal of 2005 to advance accountability to the next level in Massachusetts.

Costrell was also named a fellow in education reform at the George W. Bush Institute last year. ■

ERZ Office Focus on Common Core

The Arkansas Department of Education awarded funding to the College of Education and Health Professions to create an Education Renewal Zone office at the University of Arkansas.

The office focuses on help-



Elizabeth Smith

ing local schools implement Common Core educational standards. Elizabeth Smith,

who holds a master's degree in higher education leadership, directs the office. She formerly served as the college's field placement director. ■

University Launches UTeach Arkansas

This fall, the University of Arkansas started a new four-year licensure program for science and mathematics teachers as part of an initiative launched last year by Arkansas Gov. Mike Beebe.

Beebe and his Workforce Cabinet encouraged Arkansas higher education institutions to consider implementing teacher-preparation programs modeled after the UTeach program begun at the University of Texas at Austin in 1997.

The program designed at the University of Arkansas partners the J. William Fulbright College of Arts and Sciences, where students will earn a degree in mathematics or science, with the College of Education and Health Professions, which will facilitate awarding an Arkansas teaching license. ■



Donna Epley, from left, Lewis Epley and Peggy Parks helped dedicate the new Epley Center for Health Professions on the University of Arkansas campus in March. Photo by Russell Cothren

Epleys, Parks Help Make Facility a Reality

Two of the most in-demand programs at the University of Arkansas found a new home this year, thanks to the generosity of longtime donors to the university.

These programs in the Epley Center for Health Professions are wanted both by students seeking an academic major and future career path and by the health fields in which their graduates are employed. The new building contains new equipment unprecedented at the university in their sophistication and capacity for training scenarios and experiences.

“The communication disorders and nursing programs are among our most sought-after degree programs,” said Tom Smith, dean of the College of Education and Health Professions. “They train professionals for fields that are vitally important always, but even more so as many speech-language pathologists and nurses are reaching retirement age and baby boomers reach the age where they need the services of these professionals. The demand for these professionals is unprecedented in our nation’s history.”

Dedication Ceremony

The building opened to students at the start of the spring semester in January. At a dedication ceremony on an unseasonably bright and sunny March day, Lewis Epley

spoke on behalf of himself and his wife, Donna, to students, faculty and staff gathered for the occasion. The Epleys made a lead naming gift to the building project. The university renovated the former Fount Richardson Student Health Center on Razorback Road on the northwest corner of campus, creating a 45,000-square-foot clinic, classroom and laboratory space for students majoring in communication disorders and nursing.

“This building was constructed for the use of the students today and tomorrow to further their education,” Epley said. “I got out my ‘Students First’ lapel pin today, chancellor, because we all need to remember that this is why we’re here today, because of the students. I would just like for all of us to remember that, at the University of Arkansas, students are first.”

Epley, who practiced law in Eureka Springs, served on the University of Arkansas Board of Trustees from 1989 to 1999. He currently serves as a board member of the University of Arkansas Foundation and the University Board of Advisors and formerly served on the Arkansas Alumni Association Board. He is a graduate of the University of Arkansas and an honorary degree recipient. Donna Epley was a registered nurse for 30 years. The couple has a long history of supporting the University of Arkansas.



A nursing student gives Lewis Epley a demonstration of one of the mannequins used in the simulation laboratories. Photo by Russell Cothren



A nursing student takes notes in class. Photo by Russell Cothren



Students majoring in communication disorders take acoustic measures of vocal cord functioning to obtain a multi-dimension voice profile in the computerized speech lab. The process allows them to assess the health of a person’s voice. Read more about clinic services starting on page 10. Photo by Russell Cothren



Students overflow the tent set up for the March 26 dedication of the new Epley Center for Health Professions. *Photo by John Baltz*



Peggy Parks of Prairie Grove also made a lead gift to the facility in honor of her mother, the late Amelia Remes Murphy, who was a World War I-era nurse.

Parks told the people gathered for the dedication about her mother, who worked as a registered nurse at St. Edwards Hospital in Fort Smith during World War I and the flu pandemic that followed in 1918.

“The prospect of enlarging and reorganizing the old health center gave Chancellor David Gearhart the opportunity to allow me to leave a legacy in memory of my mother by helping support this new center where more nurses can be trained for service,” Parks said. “Mother’s attributes of love, responsibility, hard work, and strength in times of trouble or sorrow served as models to her children to raise their children.”

Parks was a teacher for 30 years. She, together with her late husband, Donald, and other family members, established the Parks Family Endowed Professorship in Science and Technology Education, the Peggy and Donald Parks Endowed Scholarship in Nursing and the Peggy and Donald Parks Endowed Scholarship in Teaching.

Also at the dedication ceremony, Gearhart recognized Washington Regional Medical Center and Steve and Paula Millstein of Dallas for their support of the building’s construction, and Dean Smith announced a surprise gift from Gary Blair to name the nursing school director’s office after his wife, Nan Smith-Blair. Smith-Blair served as

director of the nursing school until July, when she returned to the faculty.

Eleanor Mann School of Nursing

The new director of the nursing school, Pegge Bell, said the learning facilities of the Epley Center rival those of any nursing school in this country.

“While all schools have classrooms and lab areas, the environment of the Epley Center was created to promote student learning from the high-tech simulation labs to wireless classrooms and student gathering areas,” Bell said. “The center creates a culture of interactive learning for students that gives them the opportunity to engage with others while learning the theory and clinical components of nursing care.”

The simulation labs provide students an opportunity to practice their clinical skills, videotape their performance, and then debrief with faculty to hone their assessment and intervention skills, Bell explained.

“The simulation experience definitely gives our students an advantage in the clinical setting during their program and when they graduate,” she said. “Not only do our students benefit from the simulation experience, but other health-care agencies in the area are sending their employees here for additional training and maintenance of certification.”

A nursing student describes to Peggy Parks scenarios for practice in the simulation laboratories. *Photo by Russell Cothren*



Instructor Susan Patton observes nursing students working through a scenario she programmed for them in a sim lab. *Photo by Russell Cothren*



Nursing students complete an exercise on a pediatric patient mannequin. *Photo by Russell Cothren*

Speech and Hearing Clinic

For years, a little red brick building at the corner of Arkansas Avenue and Maple Street was the home of Speech and Hearing Clinic. It housed an audiology booth in the basement, a classroom on the main floor and a small therapy room on the third floor. Dr. Don Bersinger, who was hired to establish the clinic, moved it from the original location that was a temporary post-war building on Leverett Avenue. That little building was home to generations of speech-language pathologists who have provided speech, language and hearing services to children and adults over the past 50 years.

The move by faculty and staff into the Epley Center for Health Professions has not been a simple change, said Fran Hagstrom, a professor of communication disorders who also serves as head of the department of rehabilitation, human resources and communication disorders.

“It has been a transformation!” Hagstrom said. “The services offered by the clinic have increased to include hearing and central auditory processing evaluations, full swallowing and voice evaluations, and a fully functioning fluency clinic. Updates to the clinic diagnostic equipment, as well as the integration of this with electronic medical records, is only possible because the university supported updated technology in the Epley Center and, most particularly, the Speech and Hearing Clinic.”

The new facility allows the clinic to provide 25 percent more services to the community and to increase the graduate student clinician count to 36 first-year students, Hagstrom said.

“These are amazing changes,” she continued. “The faculty, staff and clinical teaching practitioners are working to provide next-generation diagnostics and treatment in the areas of hearing, speech, language and cognition across the age span and diagnostic category.” ■

Arkansas Presents Opportunity for New Nursing Director

Pegge Bell considers the state of Arkansas' former nickname, "the land of opportunity," very fitting in her case.

The new director of the Eleanor Mann School of Nursing at the University of Arkansas worked previously at another institution in the University of Arkansas System, spending about 11 years at the University of Arkansas for Medical Sciences in Little Rock. Beginning in 1991, she was an assistant professor there, then was promoted to associate professor of nursing, specialty coordinator of the women's health nurse practitioner track, department chair of nursing practice and associate dean of the College of Nursing. She left UAMS in 2002.

Bell moved on to Barry University in Miami Shores, Fla., where she spent 10 years, initially serving as dean of the School of Nursing and later as dean of the College of Health Sciences.

She and her husband, Tex, were looking for their next adventure when she heard about the opportunity at the Eleanor Mann School of Nursing.

"The more I heard about the program and what we were doing, the more excited I got," she said. "We have resources, the faculty in place, and, while a lot of universities around the country are cutting back, we have community and university support for the program."

Nan Smith-Blair, associate professor of nursing, returned to the faculty this summer after serving as director of the school since 2008. In addition to teaching, Smith-Blair returned to her research on effects of exercise on diaphragm fatigue. In March, Smith-Blair was named co-chair of a new Health Research Initiative on campus.

With the director's position, Bell also was named the holder of the George M. and Boyce W. Billingsley Endowed Chair in Nursing. Mrs. Billingsley and her late husband funded several endowed chairs and scholarships across campus.

"I am inspired by the Billingsleys' vision of Arkansas as the land of opportunity," Bell said. "This will be my second opportunity in Arkansas, and I have seen how important it is to provide educational opportunities to men and women in a rural state. After completing their education, they return to their communities and spend their lives in chosen careers as registered nurses, nurse practitioners, nurse educators, nurse researchers and clinical nurse specialists."

Bell became a registered nurse in 1973 and a nurse educator in 1979. She has spent most of her professional career in the South and earned degrees from the

University of Virginia, the University of Alabama, Georgia Southwestern College and Columbus College. She also completed post-graduate work at the University of Arkansas for Medical Sciences.

During her career, Bell has held numerous faculty leadership positions, chaired the Advisory Council on Policy of Sigma Theta Tau International Honor Society of Nursing, and founded the Independent Colleges and Universities of Florida Nursing Council. She has published research on numerous topics, including the use of technology in clinical settings, academic leadership in nursing and overcoming barriers to research-based practice.

Bell also has made numerous presentations to state, regional and national nursing organizations. During her graduate studies, she discovered how, through research, academics can tell the stories of pioneers in their field and paint a picture of that field during various times in history.

"Since I'm a perinatal nurse, I wrote my first paper on the history of nurse midwives in the United States," Bell recalled. "I focused the next paper on the Tuskegee School for Colored Nurses during World War II. As a native of Alabama, I was proud to learn of Tuskegee Institute's influence on public health and savored my experience going through their archives."

After completing her degree, she went to UAMS to interview for a position in the College of Nursing and was drawn to a midwife bag displayed in the medical library there. The bag had belonged to Mamie Odessa Hale, a nurse-midwife who graduated from Tuskegee Institute.

"The challenges for a black woman during the 1940s in the South at a time of racial discrimination made her story even more compelling," Bell explained. "She became my heroine and I became her storyteller. I was fortunate to have her story published in the first edition of *Nursing History Review* and have continued to share her story at professional conferences and with students who need to learn how historical research is conducted.

"My experience with Mamie Hale's contributions to Arkansas during a time when medical and nursing staff were compromised by a global war and the rural state relied heavily on elderly, illiterate midwives has contributed to my appreciation of how even one nurse can make an impact on a community," Bell continued. "I challenge students to look for the story behind the experience – it will provide insight into how nurses have continued to shape this nation's health care." ■

Pegge Bell became the new director of the Eleanor Mann School of Nursing in July. *Photo by Russell Cothren*



The Eleanor Mann School of Nursing offers three degree programs: a Bachelor of Science in Nursing, a Master of Science in Nursing and an R.N. to B.S.N. online program. For more information, visit nurs.uark.edu, call 479-575-3904 or email nursing@uark.edu. New students are admitted each semester.



Audiologist Amy Hunter attaches the external piece of a cochlear implant for Evelyn Youngman. *Photo by Russell Cothren*



Hunter tests Youngman's hearing in an audiometric sound booth at the Speech and Hearing Clinic. *Photo by Russell Cothren*

University's Clinic Helps Restore Hearing, Improves Speech

Evelyn Youngman has been hard of hearing all of her life. Cochlear implants changed that.

"I can hear things I don't remember hearing before," Youngman said. "I had never heard people walking across the floor. I didn't know that most doors squeak or grind when opening or closing. I never heard refrigerators and air conditioners running before. I certainly never heard the wind whistling around doors and windows. Now, I can even hear birds singing outside when I am still inside. It is so wonderful to be able to hear all these things."

Youngman, a retired teacher who lives in Springdale with her husband, Dale, received her first cochlear implant, on the right side, in 2010. That's also when she met audiologist Amy Hunter.

Now a clinical assistant professor of audiology at the University of Arkansas, Hunter "mapped" Youngman's first cochlear implant while Hunter was working at a local ear, nose and throat clinic. Mapping is the term for programming a cochlear implant to the specifications and needs of its user. But that comes later.

First, a surgeon places the implant just under the skin behind the ear. A sound processor worn outside the body, behind the ear, captures sounds and converts them into digital code. The sound processor transmits the digitally coded sound through the coil inside it to the implant

just under the skin. The implant converts the digitally coded sound to electrical impulses and sends them along an electrode array positioned in the cochlea, which is the spiral-shaped inner ear. The implant's electrodes stimulate the cochlea's hearing nerve, which sends the impulses to the brain where they are interpreted as sound.

When the new Epley Center for Health Professions opened on campus in January, the University of Arkansas Speech and Hearing Clinic gained an audiology suite with an audiometric sound booth. Hunter has mapped implants for eight patients since the building opened, and the clinic provides follow-up care for another 22 cochlear implant patients. She began the mapping process of Youngman's left implant on July 16 following the surgical procedure on June 29.

"Since I began mapping cochlear implants seven years ago, the implants have improved considerably," Hunter said. "They are more flexible as far as programming. Mrs. Youngman's device comes with a programmable remote control so she can make adjustments herself."

Implant Impact

Multiple ear infections in her childhood eventually destroyed all of Youngman's hearing in her right ear and most in the left. She became an accomplished lip reader and earned bachelor's and master's degrees in education from the

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- 2 The sound processor transmits the digitally coded sound through the coil to the implant just under the skin.
- 3 The implant converts the digitally coded sound to electrical impulses and sends them along the electrode array, which is positioned in the cochlea.
- 4 The implant's electrodes stimulate the cochlea's hearing nerve which sends the impulses to the brain where they are interpreted as sound.



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Fran Hagstrom, associate professor of communication disorders, watches from an observation area as a student demonstrates how to use an assistive communication device. Photo by Russell Cothren

University of Arkansas. She taught for 10 ½ years at Springdale High School and 22 years at Northwest Technical Institute and raised two daughters with her husband, Dale. The couple has six grandchildren.

Before the first implant, Youngman scored 15 percent on a hearing test of her right ear. Afterward, she scored 92 percent. Before the second implant, she scored 19 percent on a hearing test of her left ear.

A person who hears with only one ear can't localize sound, Hunter said. Youngman was excited by the prospect of being able to tell where a sound is coming from.

"I remember one of my granddaughters saying, 'We're going to have to watch what we say because Grandma can hear a lot more,'" Youngman said. "It's amazing to be able to hear. I hadn't been to a movie in 35 years, and I've taken my grandchildren a couple of times since getting my first implant."

When a person has hearing in only one ear, it affects where they sit and how they position themselves, Hunter said. Having cochlear implants on both sides will allow Youngman to function in more complex environments.

Cochlear implant patients are encouraged to wear a medical alert bracelet or something else to inform medical personnel that they have the implant. Patients should be aware that having an MRI or some other procedures may interfere with the function of their cochlear implant or damage the device.

Clinic Services

Marilyn McGehee, instructor of communication disorders, directs the Speech and Hearing Clinic, which provides both fee-based services to the community and educational opportunities for students in the communication disorders program.

The program in the College of Education and Health Professions offers a bachelor's degree in communication disorders and a master's degree in speech-language pathology. The program requires graduate students to complete 400 hours of clinical experience and undergraduates to complete 25 hours of observation in the clinic setting.

In addition to hours put in at the on-campus clinic, graduate students complete a clinical rotation at a school and a rotation at a medical-practice setting for adults.

"Our students receive a lot of intensive training in our clinic," McGehee said. "Not only do they provide direct care to patients, they also learn the paperwork, policies and procedures of our profession."

Students and the clinicians who supervise them provide assessments, therapy and treatment to both children and adults. The people they help include:

- Those with neurogenic disorders that affect speech, voice, swallowing and language, including stroke, Parkinson's disease, amyotrophic lateral sclerosis and

traumatic brain injury. The work is done in close collaboration with physicians and other service providers in the area.

- Those with voice disorders such as vocal cord dysfunction, vocal nodules, vocal fold paralysis and those who have had their larynx removed.
- Those who need augmentative and alternative communication (AAC) devices. One such device allows a patient with a condition such as ALS to record his own voice speaking simple messages and later play those messages to request assistance or express feelings after losing the power of speech. Students and staff consult with schools in Fayetteville, Rogers and Bentonville to complete AAC assessments. An educational team at the schools contributes to recommendations for a child who may benefit from using AAC strategies to communicate and participate in activities with others.
- Children with language delays. Parents may notice a child doesn't begin speaking at about the same time as siblings or preschool classmates did, McGehee said. The clinic also serves school-age children who have difficulty with speech, language or literacy skills and

what she described as "executive function," organizing and planning thoughts and speech.

- Children and adults with fluency disorders such as stuttering.
- Those with speech or language disorders from conditions such as cerebral palsy, developmental disabilities, Down syndrome and autism spectrum disorders. "We see a lot of children with high-functioning autism such as Asperger's syndrome," McGehee said. "They may be having difficulty in school for various reasons and we can help. We also work with them on improving their social skills."
- Adults in the working world who need vocational rehabilitation services.

Amazing Thing

Youngman said many of the people she's talked with about her experience don't know what a cochlear implant is.

"If there was some way to tell people, especially parents of children who can't hear, I would do it," she said. "It is such an amazing thing. I would like for everyone to have it because it is so amazing. I would love for people to know." ■



Brooke Bruton helps screen kindergarten students at Harp Elementary School at the start of her teaching internship at the Springdale school. *Photo by Beth Hall*

At the Core, Philosophy Doesn't Change

New state educational standards dictate some changes in preparing teachers, but the philosophy at the University of Arkansas remains the same: to graduate teachers who know how to assess their students' level of learning and to design a differentiated curriculum to meet their students' needs.

"We are still trying to do what we have been doing all along: encourage teachers to figure out where kids are and design a differentiated curriculum to meet their needs where they are," said Linda Eilers, clinical associate professor of childhood education. "Teachers must make sure they design lesson plans based on what kids should know and be able to do. That's the underlying philosophy, regardless of what standards are in use. Teachers must also take into account the interests, learning styles and backgrounds of children."

To date, 45 states have adopted the Common Core State Standards for college and career readiness developed in 2009-10 through an initiative of the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Eilers and the rest of the

faculty in the curriculum and instruction department at the University of Arkansas have been working for the past couple of years to equip students preparing to be teachers with what they need to know to implement the Common Core standards. Students majoring in programs in the curriculum and instruction department are prepared to teach grades and subjects from kindergarten through 12th grade. The faculty has also assisted local school districts to help teachers already in classrooms make the changeover.

The new standards cover English language arts and mathematics and are being phased in over several years. In Arkansas, teachers in kindergarten through second grades started using them last year, teachers in third through eighth grades are using them this year and teachers in ninth through 12th grades will use them next year.

"The Common Core State Standards Initiative requires teachers to select, organize and use materials and resources that help each child meet these new, rigorous standards," Eilers said. "We are making sure we do that."



Kindergarteners made a handprint to go on a poem to be sent home with their parents. *Photo by Beth Hall*

Showing Leadership

Michael Daugherty, professor of technology education, directs the curriculum and instruction department. He said professors in the teacher-preparation program have attended national conferences and state sessions on the Common Core state standards, studied resource material for Common Core and adapted their course syllabi to Common Core. They also present their own literacy symposium annually for teachers in Arkansas and surrounding states and this year focused the presentations on the new educational standards.

"I'm proud of the way our faculty have responded and incorporated the standards into their teaching," Daugherty said. "Every departmental meeting, every program meeting, we discuss the standards."

Eilers, one of the organizers of the department's literacy symposium, serves on a committee of the Arkansas Department of Education that is revising state teaching licensure from P-4 to K-6 and reviewing curriculum for that program. At the center of the discussion is Common Core, she said. Her work with the Arkansas Reading Association and International Reading Association has given her additional insight into the English language arts requirements.

Eilers believes the new standards could change the way that some teachers "teach to the test," in which students learn only what they need to know on standardized tests, rather than gaining a deep, lasting understanding of concepts.

"The onus is now on teachers to design appropriate curriculum," she said. "That's very liberating to me. I think teachers can be very creative and teach units that can be longer and more in depth."

What's the Difference?

Most state standards have typically been written as a list of discrete facts students should learn, faculty members said, and Common Core is different. The Common Core standards put more emphasis on learning concepts than discrete facts to allow for deeper learning on some topics, rather than a shallow understanding of a huge range of topics.

"Personally, I think they are very good," Daugherty said. "Most standards in the country have so much detail there is no way to teach them all. They read as if everybody is going to be an expert in everything."

Another difference is Common Core's stronger emphasis on expository text, which is text intended to inform, also called informational text. In fiction, the reader often can learn the meaning of words from the context, but in expository text an unfamiliar term can cause the reader to miss the meaning of the text.

There's also more technical writing and persuasive writing, which Eilers said will boost students' critical thinking skills.

Accepting Change

Jennifer Beasley believes a teacher's openness may be more important than years of experience when it comes to implementing new national educational standards.

"Some teachers have the benefit of years of experience while our graduates are just starting," said Beasley, an assistant professor of childhood education. "It's not how long you have been teaching that makes a difference, I think. It's how open you are to change. I've had students say during their internship experience, 'But this is the way we've always done this,' and I think, 'What, for three weeks?'"

When students learn how to write lesson plans, they can go online and see examples created by other teachers, she said.

"As a teacher, part of what we do is get to know our students," Beasley said. "Plopping in a pre-made lesson plan doesn't always work well, and we can't meet the needs of all learners. We have to know how to adjust instruction. One way doesn't fit everybody."

An integral part of becoming a teacher is learning how to create high-quality curriculum, Beasley said.

"That's always a big part of what we teach here, and it applies whatever the frameworks or standards that teachers are required to use," she said. "For our (university) students, what's at the heart of all this is what they want their students to know, understand and be able to do at the end of a learning experience." ■



A research study by the department of education reform examined what schoolchildren learned from a onetime field trip to Crystal Bridges Museum of American Art. *Rosie the Riveter*, painted by Norman Rockwell in 1943, is included in some of Crystal Bridges' tours for schoolchildren. "You can tell kids that, in the 1930s and '40s, we went to war with Germany and more women entered the work force," said research associate Brian Kisida, "but it's so much different to see the iconic picture of Norman Rockwell's *Rosie the Riveter* and talk to them with that as the backdrop. They may identify with it and remember it longer." *Photo by Russell Cothren*



Jay Greene, left, and Brian Kisida led the research team studying the effect of field trips on children's knowledge of art. *Photo by Russell Cothren*

Museum Opening Allows Groundbreaking Research on Field Trips' Impact

The opening of Crystal Bridges Museum of American Art in Bentonville last fall provided a singular opportunity for research that went largely unnoticed amid the local hoopla, international media attention and intense scrutiny by the art world.

University of Arkansas researchers who usually spend their time poring over student test scores and evaluating education policy saw a chance to contribute to the understanding of art education in a way researchers had never done before.

They won't release the results of their study until they have collected another year's worth of data about the impact of an educational field trip to an art museum, but they promise their research will be groundbreaking.

To understand why this was a unique opportunity, consider that Alice Walton, the daughter of Walmart founder Sam Walton, did something that had not been done before. Instead of locating her museum in a dense metropolis where most major art museums in the country are situated, such as New York, Chicago or Los Angeles, she opened a world-class art museum in what many still consider a

relatively rural area of Arkansas.

On the flip side of the equation was the huge demand from area schools to send their students on field trips to the museum. It meant the researchers could use a randomized experiment design, the gold standard of research, to study the difference between experiences of children who got to go on an immediate field trip to the museum and those who would have to wait.

"No one has ever done a study like the one we are conducting," said Jay Greene, holder of an endowed chair in education reform. "No one has ever done such a large-scale random assignment experiment on how school tours of art museums affect students and their learning."

Without random assignment, it is often hard to know whether any effects observed are really caused by the art museum and not by pre-existing factors, explained Greene, who heads the education reform department at the university. Random assignment clearly isolates the cause of the effects seen in the results, added Brian Kisida, a research associate working on the project.

Dan Bowen, a doctoral student in education policy,



Doctoral student Dan Bowen helped write the survey given to nearly 6,000 schoolchildren in the spring. He and Brian Kisida went on the museum tours several times to fine-tune the survey. It was designed to measure children's knowledge of art and their desire to produce and consume art. The survey for students in third through 12th grades also includes a picture of a piece of art they had not seen at the museum. Students are being asked to write an essay about the painting and are being assessed on the level of critical thinking the essay incorporates. *Photo by Russell Cothren*

makes up the third member of the research team. A former secondary teacher interested in the impact of extracurricular activities and untested subjects on student achievement, Bowen plans to teach and do research at the university level after he graduates next May.

Other university students, staff and volunteers have helped analyze data.

Crystal Bridges' collection spans five centuries of American masterworks ranging from the Colonial era to the current day. More than 450 works are on display, including iconic images such as *Rosie the Riveter* by Norman Rockwell, Asher B. Durand's *Kindred Spirits* and Maxfield Parrish's *The Lantern Bearers*, each reflecting a distinct moment in American artistic evolution. The museum has hosted more than 440,000 visitors since its opening.

A \$10 million endowment established by the Willard and Pat Walker Charitable Foundation of Springdale enables the museum to serve as an educational resource for the entire region. A school visit program funded by the endowment gives schools money to cover the cost of transportation and substitute teachers. The endowment also allows the museum to distribute pre- and post-visit educational materials and provides every participant a healthy lunch.

For many students, their only exposure to culture is

through school-based field trips, said Anne Kraybill, who was hired to direct school programs for Crystal Bridges. The endowment's premise was that, through education and exposure to art, the museum can affect an entire generation to be cultural consumers, children who as adults will seek out cultural activities, she said.

"When I started this position, in the back of my mind was the question, 'How are we going to measure the impact this is going to have on this generation?'" Kraybill recalled. "Aren't we the perfect petri dish because we are a community that has never had this before? I talked with people here, and they recommended I contact Jay (Greene)."

Kraybill told Greene and Kisida the museum had three times the number of applicants for field trips than it could accommodate.

"Instantly, we thought award trips by lottery," Kisida said. "Not only is it fair but it allows us to evaluate differences between going on a field trip and not going. Opportunities for true random assignment are so rare as to be almost non-existent. We got excited."

In the short term, the research is helping the museum make sure its curriculum is sound, Kraybill said.

"We can tell whether students are actually learning from the instruction we're offering them," she said.



Anne Kraybill, director of school programs for Crystal Bridges, helped design the research study. *Photo by Russell Cothren*

In the bigger picture, many museum officials around the world are unsure where to put their limited resources, she said, and the University of Arkansas research will help them see the benefit of onetime visits and whether to spend money on trained educators who develop and deliver these programs. The same information will also help teachers and school administrators decide whether to spend time and money taking children to art museums, Kisida said.

Students who took the field trip filled out a paper survey a few weeks later.

"Our study looked at students' desire to consume and produce art and whether the trip increased their knowledge of art and American history," Greene said. "We usually spend a lot of our time researching math and reading achievement because that's what states most commonly measure. The fact that students are not tested about their knowledge of art doesn't mean art is not important, but it makes it harder to measure how students learn about art and how we can improve that."

Kisida said the research is timely because of cuts to art education programs.

"Sometimes, schools can seem like factories," he said. "They can be oppressive and institutional. There are a lot of claims that kids are overworked and stressed in school. These field trips are an opportunity for kids to get out of that institution and learn in a non-traditional setting. It's a way for them to learn about art, history, sociology and anthropology in an exciting format. This research can assess the impact of learning in such an environment and whether such experiences foster an intrinsic desire to learn more."

"Crystal Bridges will be seen, by both the academic community and the museum community, as a champion, a leader in helping the field learn more about the effect of cultural institutions," Kisida continued. "It's yet another way the museum is distinguishing itself from its peers." ■



This 1797 portrait of George Washington by Gilbert Stuart includes ships in the background that represent peaceful trade between the United States and Great Britain guaranteed by the Jay Treaty of 1794. Some children who filled out the research survey mentioned this aspect of the painting, said Jay Greene, University of Arkansas professor. *Courtesy of Crystal Bridges*



University Recreation offers several types of yoga at both of its fitness facilities. Here, an instructor leads a class in the group exercise room at the UREC Fitness Center in the Arkansas Union. Photo by Russell Cothren.

New Fitness Center Gives Campus Additional Access to Equipment, Group Exercise

Stories by Lindsay Smith

The University of Arkansas opened the University Recreation Fitness Center in the Arkansas Union on March 5. The department of University Recreation operates the facility in addition to its main facility in the Health, Physical Education and Recreation Building.

"I enjoy working out early in the morning at the UREC Fitness Center," said Trey Toller, senior economics student. "The equipment is state-of-the-art and the staff members are very nice."

The University Recreation Fitness Center occupies a section of the second-floor space in the Arkansas Union adjacent to the treasurer's office. The Fitness Center features almost 6,000 square feet of fitness floor space, a 1,500-square-foot group exercise room, and men's and women's locker and shower facilities.

The UREC Fitness Center is available to students, faculty, staff, alumni and members' families. This new facility features state-of-the-art equipment, including 57 cardio machines of which 43 of the cardio machines have personal televisions, and 42 selectorized and free weight pieces.

Free amenities include day lockers and Wi-Fi. All group exercise classes (with the exception of group cycle) that are offered at the HPER Building are offered at the UREC Fitness Center.

UREC memberships include access to both the HPER building and the UREC Fitness Center. Cost of University Recreation operations are covered by students and individual memberships purchased by faculty, staff and alumni.

"The new facility at the Union has great equipment for every kind of exercise, from aerobics to strength training to stretching," said Melissa Blouin, senior director of academic communications in university relations. "The new group exercise room is a great space for an energizing Zumba class or a Pilates workout. We are lucky to have such a great space for exercise in the heart of campus."

Student memberships for both the HPER and the UREC Fitness Center are included in tuition. Students may also purchase a family membership for \$25 per semester.

University faculty and staff may purchase a one-year UREC membership to access both the HPER and UREC Fitness Center for a discounted rate of \$202.50. Members may also add family members for \$40 per semester to use both the HPER Building and UREC fitness centers. Alumni may purchase a membership at \$125 per semester or a discounted price of \$337.50 per year to use both the HPER and UREC Fitness Center. Alumni members may add family members for \$55 per semester. ■



Visit urec.uark.edu to learn about class offerings, membership fees, hours of operation and other services.

University of Arkansas Selected to Host Regional Flag Football Tournament

The University of Arkansas has been selected to host the National Intramural Recreational Sport Association Regional Flag Football Tournament on Oct. 26-28.

“This is the first time an extramural tournament of this magnitude has been hosted on the University of Arkansas campus,” said Bill Mock, associate director of intramural sports for University Recreation.

A NIRSA Regional Flag Football Tournament presents an opportunity for intramural teams from different schools across a region and the country to play other teams from other schools after their own campus championships.

“Having the chance to host a regional tournament is an honor because it is an opportunity to show off our university and the UREC intramural program to so many students

and staff from across the country,” said Seth Davis, graduate assistant for Intramural Sports. “It is also an opportunity to help develop our student staff and players into professionals while also allowing the U of A intramural program to become more recognized among other recreation programs across the country.”

Intramural student officials come from all over the region to officiate these games. There are eight regionals across the country overall.

Champions from each regional receive stipends to travel and participate in the National Flag Football Tournament at the University of Central Florida in Orlando, Fla. The top student officials also get selected and receive stipends to work the national championships. ■



Students play flag football on the intramural fields. Photo courtesy of University Recreation.



Amnol Bhatia, far right, plays Goalball at the HPER building. Photo courtesy of University Recreation.

Visually Impaired Student Pitches Goalball for Accessible Recreation

University Recreation’s accessible recreation program partnered with the National Federation of the Blind to host “Goalball” during spring 2012 in honor of National Recreational Sports and Fitness Day.

Goalball is a highly competitive sport that was originally designed for blind athletes. Participants compete in teams of three, indoors on the gym floor.

The objective is to roll a three-pound Goalball past the opposing team without them stopping the ball. If all three players miss the ball and it goes past them and into the net, it is considered a goal. The team with the most goals at the end of two 10-minute halves wins the game.

“There’s a catch to the game, you must stop the ball while you are blindfolded,” said Jessica Graham, graduate assistant for University Recreation’s Fitness/Wellness program.

The University Recreation staff decided to host Goalball after Amnol Bhatia, a visually impaired graduate student,

pitched the idea to Graham. Bhatia originally wanted UREC to host the game for him and his friends, but he decided to make it a larger event and open it up to everyone.

“I want to show how fun, challenging and competitive this game is because I don’t think many people know much about the game,” Bhatia said.

“We wanted to put on an event that would be not only fun, but accessible to everyone, regardless of fitness level,” Graham said.

The second annual Goalball event will be held from 6 to 8 p.m., Nov. 12 in the Health, Physical Education and Recreation building, gym 1. This event will be free and open to the public. All equipment will be provided.

The University Recreation accessible recreation program is for anyone who wants to gain knowledge of modifying fitness and recreational programs, or competing in the programs themselves. Programs can be adapted for those with permanent or temporary disabilities. ■



Members of the kinesiology exercise science faculty are, front row, from left, Brendon McDermott, Matthew Ganio and Stavros Kavouras; back row, Inza Fort, Michelle Gray, Jeff Bonacci and Tyrone Washington. Photo by Russell Cothren

Hydration, Muscle Function Pose Questions for Researchers

When you're building a great team, you recruit from the best schools. That's true from basketball to biomechanics.

The University of Arkansas in the past two years hired three professors who are graduates of the University of Connecticut, the top-ranked kinesiology program in the nation for 10 years in a row. The three new hires and two other young professors with impressive early research productivity combine with veteran faculty members for an exercise science program with the potential to make a big impact, particularly in the area of hydration.

The Connecticut alumni are Matthew Ganio, who joined the College of Education and Health Professions faculty in the fall of 2011, and Brendon McDermott and Stavros Kavouras, who joined the faculty this fall. Ganio and McDermott earned their doctoral degrees from Connecticut in 2009, and Kavouras earned his in 1997.

Michelle Gray, who earned her doctorate from the University of Arkansas in 2007, and Tyrone Washington, who earned his from the University of South Carolina in 2008, round out the five-person kinesiology roster. Gray is in her third year on the faculty, and Washington is in his second year.

Inza Fort is the veteran of the exercise science faculty. She came to the university in 1983 and is currently serving as co-director of the university's Wally Cordes Teaching and Faculty Support Center and as program coordinator for

exercise science.

Jeff Bonacci, clinical assistant professor, directs the athletic training education program, one of 27 entry-level master's programs in athletic training education in the United States and the only accredited program in the Southeastern Conference.

"This team and the work they are doing is extraordinary," said Tom Smith, dean of the College of Education and Health Professions. "They are learning new things every day in the areas of hydration, thermoregulation of the body, strength and fitness as we age, and in general what is going on inside our bodies when we move. We're talking about everyone from marathon runners to older people who carry their own groceries and make their beds. The information this talented group of faculty discovers in their research will improve lives across the board."

The National Academy of Kinesiology ranked Connecticut's doctoral program in kinesiology No. 1 in the nation. The five-year ranking in effect through 2015 was based on data from 2005 through 2009 and took into account nine performance metrics involving faculty and seven measures involving students.

Ganio and McDermott serve on the Medical and Science Advisory Board of the Korey Stringer Institute, a research and advocacy institute based at UConn whose goal is to prevent sudden death and illness in sports. Kavouras

serves as a European adviser for the Gatorade Sports Science Institute, which also uses research and education in hydration, as well as nutrition science, to help athletes optimize their health and performance.

Ganio, Kavouras and McDermott have worked together and gotten to know each other at research conferences since leaving Connecticut.

"We are all interested in the area of thermoregulation and hydration," Kavouras said. "Of course, each one of us sees the same picture but from a slightly different point of view. I am thrilled working with these great scientists. We know very well that working together will make all of us more productive."

Hydration Information

No other issue may be as important in athletic performance as proper hydration of the body, but researchers are discovering that even mild levels of dehydration also may affect cognitive function, not just at the gym or playing field, but in the classroom or boardroom.

"Even though water is the most important nutrient, we tend to forget it," Kavouras said. "A significant percent of people tend to under-drink and so are chronically mildly dehydrated. This phenomenon happens because we don't feel thirsty until we are already dehydrated."

"We have found that a mild degree of dehydration has detrimental effects both in health and exercise performance," he continued. "I believe that scientific knowledge on hydration and health is approximately where smoking research was in the 1970s. There are still many things to learn."

During the past several years, Kavouras, a native of Greece, has taught and conducted research at Harokopio University of Athens, where he has been working on a basic but important question: Is there a benefit of maintaining optimal hydration, or should we should drink based on our thirst?

"In a series of studies, we have found that even a mild degree of dehydration can decrease exercise performance both in kids and adults while augmenting the risk of heat injuries," Kavouras said. "In a separate study, we found that this same small degree of dehydration makes arteries stiffer, an effect that has been observed following cigarette smoking."

Performance Issues

A certified athletic trainer, McDermott focuses on exertional heat stroke and how hydration relates to aspects of heat illness. He is interested not just in how these issues affect athletes but how they affect people who work in physically strenuous jobs, such as construction or firefighting, who also must perform in extreme weather conditions.

"I love working with athletes who are motivated and driven people, but there are forgotten athletes I want to work with – soldiers, firefighters, law enforcement officers,"

McDermott said. "All of these people have to deal with heat in the performance of their work. A lot of times the job they do can affect life and death."

In human performance laboratories such as the one at Arkansas, which Ganio directs, researchers use various scientific methods to study hydration status of the body, including measures of blood plasma volume, skin blood flow and sweat.

"For me, the challenge is that, you control as much as you can in a field setting, but extraneous variables come into play more than they will in a laboratory," McDermott said. "We also have to design studies that are feasible and don't hinder what a coach is trying to achieve with a team."

Some of his research at the University of Tennessee at Chattanooga showed that symptoms of dehydration can be similar to those experienced by people with a concussion.

"You get a headache, you feel nausea and fatigue with both, we found," McDermott said. "Reaction time also was slowed when a person was dehydrated."

He also plans to conduct future research about how heat affects sudden cardiac death.

"In the lab, it will be great to start to figure out the interplay between heat, hydration and cardiac stress," he said.

Muscle Mass

Gray's research focuses on physiological changes as people age. Specifically, she's studying how muscular strength and muscular power relate to functional fitness in people over 70. She would like to come up with a measure of functional fitness for older adults that is easy to assess in the community.

"As we age, it is less important how much weight we can lift or how many repetitions we can do," Gray said. "The focus has been shifted away from physical fitness to functional fitness; it's about having the strength to live independently and take care of themselves," she said.

She studies a condition called sarcopenia, which is age-related loss of muscle.

"Is sarcopenia actually caused by aging or is it lack of activity?" she asked. "This question has yet to be answered adequately."

Fort and Gray work together in the college's Office for Studies on Aging, which Gray co-directs. The office submitted a grant proposal to the National Institutes of Health for funding to support research into functional fitness in elderly that focuses on high-velocity exercise, Fort said. If funded, the research would draw in elements of community, she said.

"We have proposed using people affiliated with a faith-based organization such as a church to see whether that affiliation enhances their ability to get the benefits of exercise," Fort said.

Washington studies how skeletal muscle changes when

subjected to different stimuli. He particularly wants to learn how muscle regenerates after it is damaged by overuse, injury or disease.

“I’m looking at what’s happening at the cell level, what genes are being turned on, what pathways are activated, what proteins are expressed,” said Washington, who is a molecular biologist. “We know that inflammation plays a role. Many diseases are associated with low, chronic systemic inflammation that damages tissue. Inflammation sets the stage for the regeneration process, but when it lasts too long that’s when damage occurs.”

Body Heat

Ganio’s research centers on how the cardiovascular thermoregulatory system works in human beings.

“Together, the cardiovascular and thermoregulatory system allows you to continue working in extreme environments, like the heat,” he said. “They serve an extremely important function in every human, but we don’t know a lot about how they specifically do their job.”

There’s very little research on thermoregulation in the older adult population that Gray studies.

“If we are going to prescribe exercise to older adults - especially when the temperature outside is in triple digits like it was this summer with 70 to 80 percent humidity - we

have to bring them into our lab in a controlled environment to determine physiologically what is going on in their bodies,” she said.

Exercise Barriers

Ganio is also interested in learning why people don’t exercise to the degree they should and whether there are physiological barriers to blame. Fewer than half of adults meet the minimum exercise requirements set by the American College of Sports Medicine. This lack of exercise results in serious health problems such as obesity and diabetes. He has been doing studies about how body size influences body temperature response to exercising in high temperature environments.

“Does adipose fat impair blood flow and sweating in such a way that it affects our ability to exercise?” he asked. “In the lab, we can detect sweating even before it is visible to the naked eye.”

Washington is also interested in how obesity affects the cellular processes he studies.

“Is an obese individual’s muscle growth impaired?” he asked. “What’s going on there? What makes an obese person more prone to muscle damage? Is it some sort of cross-talk between fat and muscles?” ■



University of Arkansas Ranks High for Board-Certified Teaching Graduates

The National Board for Professional Teaching Standards ranks the University of Arkansas in the top 20 among institutions whose graduates go on to earn national board certification.

The College of Education and Health Professions offers teacher-preparation programs at the University of Arkansas.

The top 20 institutions awarded undergraduate degrees to 40 or more teachers who became National Board Certified Teachers this year, according to the director of higher

education initiatives and research for the national board. The board certified 6,266 new teachers in the 2011 class for a total of nearly 100,000 nationwide.

Arkansas was one of three states, plus the District of Columbia, that tripled its number of nationally board certified teachers in the past five years, moving from 600 to 2,000.

Nationwide, these teachers have had a positive impact on student achievement, according to a congressionally mandated report by the National Research Council. ■

Faculty Awards



Innovative Teaching
Sean Connors
English education



Rising STAR
Karee Dunn
educational statistics
and research methods



Faculty Career
Mounir Farah
secondary education



Superior Service
Christian Goering
secondary education

Faculty Awards



Significant Research
Jay Greene
education reform



Mentoring and Advising
Marcia Imbeau
special education



STAR
Kate Mamiseishvili
higher education



Superior Service
Gary Ritter
education reform

Staff Awards



Service to Faculty and Staff
Laurie Brigham
curriculum and instruction



Service to Students
Lori Foster
dean's office



Overall Performance
Jonah Kronenberger
computer support



Service to Faculty and Staff
Jackie Micheletto
dean's office

Faculty and Staff News

Kathleen Barta, professor of nursing, received a Certificate of Excellence from the Association for Prevention Teaching and Research, in association with the Association of American Colleges and Universities, for a course she teaches on health disparities.

Ed Bengtson, assistant professor of educational leadership, was selected as a researcher for a national study of the redesign of the educational doctorate supported by the Carnegie Program on the Educational Doctorate.

Gregory Benton, assistant professor of recreation and sport management, presented his research at the National Association of Interpreters International Conference showing that park interpreters can design programs and educate visitors to minimize

negative effects of an influx of outsiders to a region. Benton also reported on the results of another study that showed students who took a series of seven field trips to a state park improved their test scores in science.

Freddie Bowles, an assistant professor of foreign language education, was elected to the board of directors of both the Association of Teacher Educators and its state affiliate, the Arkansas Association of Teacher Educators.

Kathleen Collins, professor of special education, was elected to the Special Interest Group Executive Committee of the American Educational Research Association.

Ro Di Brezzo, University Professor of exercise science, was

named vice provost for academic affairs. She was also named a fellow of the American College of Sports Medicine.

Steve Dittmore, an assistant professor of recreation and sport management, was elected to a two-year term as a member-at-large for the executive committee of the North American Society for Sport Management.

Matthew Ganio, assistant professor of exercise science, was named to the Medical and Science Advisory Board of the Korey Stringer Institute, and Ganio serves as the institute's chief statistical officer.

Michelle Gray, an assistant professor of exercise science, was named co-director of the Office for the Studies on Aging.



Overall Performance
Joyce Patrick
health, human performance and recreation



Service to Faculty and Staff
Christy Wear
academic counselor



Service to Faculty and Staff
Shari Witherspoon
Human Performance Laboratory

Not pictured:
Service to students
Hillary Palmer
University Recreation

Jay P. Greene, who holds the Twenty-First Century Chair in Education Reform, co-authored a global report card based on research that found even the most elite suburban school districts in the United States often produce results that are mediocre when compared to student achievement in other countries.

Susan Mayes, an instructor of kinesiology, was elected to the National Dance Association Board of Directors. She will serve as the vice president-elect of science and somatics on the 13 member national board.

John Pijanowski, an associate professor of educational leadership,

was inducted into the University of Arkansas Teaching Academy. The academy is made up of faculty members who have established a record of outstanding teaching and a mission to promote and stimulate an environment of teaching and learning excellence on the university campus.

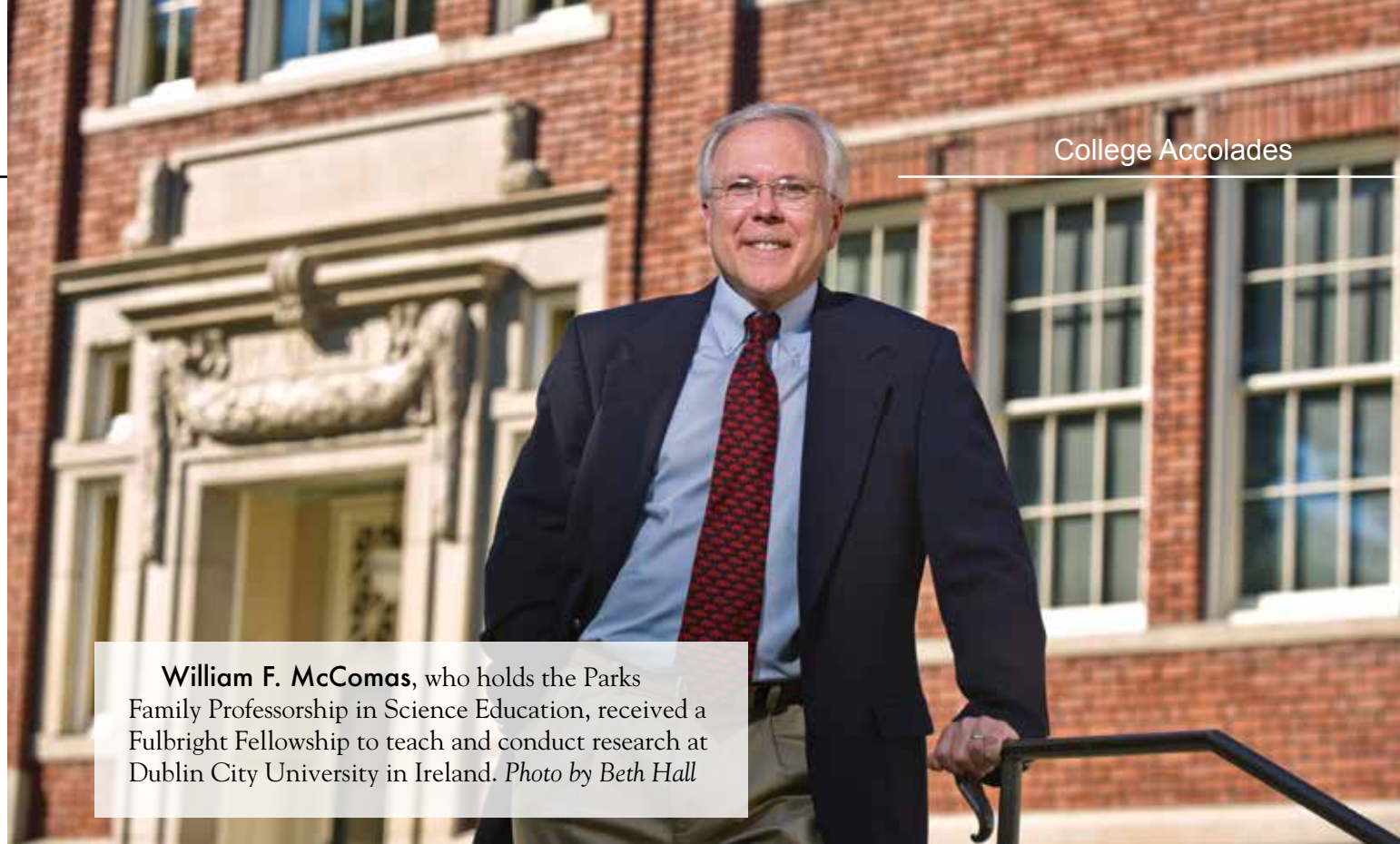
Gary Ritter, who holds the Twenty-First Century Chair in Education Policy, received the Faculty Distinguished Achievement Award for service from the Arkansas Alumni Association.

Lepaine Sharp-McHenry, assistant director of the Eleanor Mann School of Nursing, was elected chair of the Arkansas Virtual Academy's Board of Directors.

Nan Smith-Blair, associate professor of nursing, was named co-chair of the university's Health Research Initiative. She also received an Honors College Distinguished Leadership Award.

Judy Stephen, instructor of counselor education, received the Outstanding Counselor Educator Award from the Arkansas Counseling Association.

Patrick J. Wolf, holder of the Twenty-First Century Chair in School Choice, produced a pioneering study of the demand for school choice among families in Detroit that found 71 percent of parents in Detroit enrolled a child in an alternative to their assigned public school. Wolf's research team also found that a school voucher program in Milwaukee increased the chances of students graduating from high school and going on to college.



William F. McComas, who holds the Parks Family Professorship in Science Education, received a Fulbright Fellowship to teach and conduct research at Dublin City University in Ireland. *Photo by Beth Hall*

Student Notes

Kathryn Allison, a childhood education major, was named Presidential Scholar in the College of Education and Health Professions.

The College of Education and Health Professions announced the winners of the inaugural COEHP Honors Student Research Symposium and Workshop: **Corrie Bailey**, a kinesiology student, won first place; **Jessica Roy**, a childhood education major, won second place; **Emily Gilliam**, a recreation and sport management major, won third place; and **Rebecca Braun**, a childhood education major, received honorable mention.

Alexandra Boyd, doctoral student in education policy, was elected president of the Black Graduate Student Association.

Synetra Gilmer, a doctoral

student in workforce development education, received the Nonprofit Management Track Award from the North American Management Society for her paper titled "Human Resource Capacity Building and Nonprofit Organizations: Addressing Potential Leadership Shortages."

Meredith Green, master's student in nursing, was selected to participate in the Maternal-Child Health Leadership Academy conducted by Sigma Theta Tau International, the honor society of nursing.

Feng Jiang, a doctoral student in science education, was awarded a \$10,000 grant from the American Educational Research Association.

Shannon McCarthy, a doctoral student in recreation and sport management, was elected to serve a two-year term as the student

director on the Commission on Sport Management Accreditation Board of Directors.

Caitlyn Rutledge, a childhood education major, and **Heather Toombs**, a nursing major, won the Henry G. and Stella Hotz Awards.

Mallory Scheurer, a nursing student, was named a Morris K. Udall Scholar.

Scott Williams, master's student in athletic training education, was awarded the Professional Football Athletic Trainers Society Ethnic Minority Scholarship to work with the New England Patriots.

Arlis Young, a doctoral student in rehabilitation counseling, was named counselor of the year by the Rehabilitation Counselors and Educators Association, a division of the National Rehabilitation Association.

Alumni Notes

Joshua Barnett, Ph.D., '07, won the Outstanding Young Alumni Award. He teaches in the Mary Lou Fulton Teachers College at Arizona State University. **Kieran Fogarty**, Ph.D. '97, won the Outstanding Alumni Award in Health and Human Services. He teaches in the interdisciplinary health sciences doctoral program in the College of Health and Human Services at Western Michigan University.

Marjorie Marugg-Wolfe, Ed.D. '93, Ed.S. '82, won the Outstanding Alumni Award in Education. She founded the Single Parent Scholarship Fund of Benton County and helped found the Arkansas Single Parent Scholarship Fund.

Fred Bonner, Ed.D. '97, was named the Samuel DeWitt Proctor Chair in Education at Rutgers Graduate School of Education.

Jessica Fay Sliger, M.A.T. '08, was awarded the Héroes de Corazón Award given in primary and secondary education. Sliger teaches at Rogers High School.

An endowed scholarship in nursing was created in honor of the late **Tonya Terry**, A.S.N. '91, by her husband, Bill Smith.

Friends Notes

Roderick McDavis, president of Ohio University and former dean of the College of Education and Health Professions, received a Silas Hunt Legacy Award from the

University of Arkansas.

Tina Wright, a kindergarten teacher who mentors University of Arkansas students, was named

Outstanding Mentor Teacher for 2011 by the Arkansas Association of Teacher Educators. Wright teaches at George Elementary School in Springdale.

Visit <http://coehp.uark.edu/colleague> for more news.



A recipient of the John H. and Jane W. Donaldson Endowed Memorial Scholarship shows her delight at a luncheon honoring recipients. *Photo by Russell Cothren.*

Giving Simply Works

Philanthropic decisions in times of economic uncertainty are understandably complex, but the effect of philanthropy at an institution such as the University of Arkansas is as clear as the smile on a student's face.

There's a simple way to support students in their drive to earn a degree, fund research projects in which faculty members collaborate with both graduate and undergraduate students and strengthen outreach services that improve the lives of people in Arkansas.

"Private gift support has played a vital role in the past successes of our college," said Tom Smith, dean of the College of Education and Health Professions, "and it is critical to our promise of continued excellence. It provides necessary funding that allows us to reach new heights through our students, faculty and facilities."

Alumni and benefactors are constantly seeking ways

to establish or continue their giving to the college.

"They also want to ensure they have the means necessary to provide for themselves and their loved ones," said Jamie Banks, senior director of development and external relations. "Charitable gift annuities are one such simple arrangement that have become increasingly popular with many of our benefactors."

"The ability to provide a guaranteed income stream for yourself or a loved one is a rare opportunity in today's market," Banks continued. "But, that is exactly what this instrument provides. This is a simple, safe and effective way to support the College of Education and Health Professions that also provides valuable benefits for you. The college can provide a personalized illustration of how your gift can provide you income while improving the college with private resources." ■

Quiz: Which of these is guaranteed not to change?

- a. price of gasoline
- b. president of the United States
- c. Dow Jones industrial average
- d. an Arkansas charitable gift annuity

ANSWER:

d. an Arkansas charitable gift annuity

Sample Charitable Gift Annuity Rates

Age: Individual	Rate	Ages: Couple	Rate
65	4.7%	Both 65	4.2%
70	5.1%	70 and 65	4.4%
75	5.8%	75 and 70	4.8%
80	6.8%	80 and 75	5.3%
85	7.8%	Both 80	5.7%

We know most everything changes and we can't reliably predict the future prices of gas, groceries or homes. We know our political leaders will change. A charitable gift annuity, however, will not change as long as you live.

A University of Arkansas gift annuity is a simple way to make the future brighter. You can have the satisfaction of knowing your decision will one day create a gift supporting our college, our students and our community in a way that you decide. For more information, contact Jamie Banks at 479-575-3126 or jbanks@uark.edu.



Recipients of the John H. and Jane W. Donaldson Endowed Memorial Scholarship are pictured May 16 after a luncheon in their honor at the Janelle Y. Hembree Alumni House on the University of Arkansas campus. They are, from left, Rachel Story, Laura Carlsen, Jon Starr, Katie Lewandowski, Bryan Harris, Jana Ulaga, benefactor John Donaldson, Amy Moua, Dean Tom Smith, Kristy Stolz, Sara Lawhorn and Randa Wright. *Photo by Beth Hall*

Benefactors, College Celebrate with Scholarship Winners

Recipients of the Master of Arts in Teaching Endowed Scholarship are pictured after being honored at a reception May 15 at University House. They are, left to right, from bottom, Anne-Marie Moore, Makayla Jorgensen, John Brown III representing benefactor Windgate Foundation, Crystal Clark, Jennifer Carter, Jessica Roy, Cassie Glidewell, Dean Tom Smith and Rebecca Braun. Kathryn Stonesifer is not pictured. *Photo by Beth Hall*



Contact Us

For more information about giving, please contact our office.



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Former students at University High School and Peabody Elementary School were among the 300 people who celebrated the re-opening of Peabody Hall on Nov. 4, 2011. The building, constructed in 1913 on the University of Arkansas campus, was closed for 18 months for renovation before it was re-opened to continue serving as the home of the curriculum and instruction department. *Photo by Russell Cothren*



The Historic Preservation Alliance of Arkansas presented an award for Excellence in Preservation Through Rehabilitation to the University of Arkansas for the Peabody Hall project. Allison Architects of Fayetteville and Schwartz/Silver Architects of Boston designed the project with East-Harding of Little Rock as the contractor.

