

COLLEAGUE

THE COLLEGE OF EDUCATION & HEALTH PROFESSIONS

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UNIVERSITY OF
ARKANSAS



Tom Smith, Dean

Changes Bring Feelings of Renewal, Excitement to College

The pages of this year's *Colleague* magazine describe many wonderful changes in what will be an incredibly busy year in the College of Education and Health Professions. The articles give facts about new facilities and newly named programs and the success of some of our oldest programs. What's harder to convey, though, are the feelings that come with the progress and renewal we are experiencing.

Many people have put in a great deal of time and effort toward these advancements,

and the results will be stupendous.

Faculty and staff in the department of curriculum and instruction moved back into a restored Peabody Hall this summer, and classes are being taught in updated classrooms this fall. There's excitement in the air as faculty, staff and students return to a familiar, yet different, landscape. Memories in the building seem more alive as we prepare to celebrate the re-opening at a Nov. 4 ceremony with graduates, former training school students, faculty, staff and friends.

The musty, moldy old building was transformed into a modern structure with classrooms, computer labs, a technology and engineering lab, and offices that

were updated to include the latest in technology and comfort. In addition, the entire building's infrastructure has been rebuilt to ensure a safe, comfortable environment. Students feel the welcoming vibes from the care invested in this campus icon.

After the first of the new year, we will open the Lewis and Donna Epley Center as the home of the Eleanor Mann School of Nursing and the communication disorders program. This building will be equipped with the latest technology and equipment, including state-of-the-art simulation labs for student nurses to learn life-saving skills. This will be the first new facility constructed for programs in the college since 1984 when the Health, Physical Education and Recreation Building was finished, although the HPER building serves the entire campus through University Recreation offerings.

We have yet another new addition to get the adrenaline pumping as the university puts the finishing touches on a new satellite fitness center in the Arkansas Union. University Recreation will operate the new center, along with the main fitness center in the HPER, to meet the rapidly growing fitness and recreation needs of students, faculty, staff and alumni.

On top of all this, the college's undergraduate enrollment increased by 12.6 percent for the fall term. This unprecedented growth simply reinforces our commitment to preparing professionals who will make a positive impact on the lives of thousands of people. All of us in the college are working to achieve this important goal.



Benefactors, College Honor Scholarship Winners

Recipients of the John H. and Jane W. Donaldson Endowed Memorial Scholarship are pictured May 25 after a luncheon in their honor at the Janelle Y. Hembree Alumni House on the University of Arkansas campus. They are, left to right, from bottom, Melissa Juneau, Amber Myers, Candice Duncan, Lynnsey Molinaro, Amanda Hargis, Stephanie Talley, benefactor Eileen Donaldson, Dean Tom Smith, Ryan Baggett, benefactor John Donaldson, Alicia England and Rita Reese Whiting. *Photo by Russell Cothren*

Recipients of the Master of Arts in Teaching Endowed Scholarship were honored May 24 at a reception at University House. They are, left to right, from bottom, Jessica Archer, Grant Bearfield, Lydia McClain, Cachet Shorter, Anna Delinger, Allison Sbarra, Dean Tom Smith, Keri Tackett, Cecely Franco, Erin Fehr and benefactor John Brown III. *Photo by Beth Hall*

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

Why We Need You

The College of Education and Health Professions values gifts of all sizes. Only through private support can we ensure academic excellence and continued growth. The University of Arkansas offers three avenues for philanthropy: student support, faculty support and program support. You can establish a scholarship and make gifts to the college or to a particular department in the form of cash, securities,

corporate matching gifts, real estate and personal property. Our development professionals are here to help you find the most productive and meaningful way of assisting our students, faculty and programs.

We look forward to assisting you with any questions you might have. We also thank you for your support of our college.

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FEATURES

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On the Cover: Peabody Hall Across the Ages



Clayton Barnhart attended Peabody Elementary School for first through seventh grades during the 1950s. His father, Ralph C. Barnhart, was a professor of law and later dean of the University of Arkansas School of Law.



Grant Bearfield of Bentonville, a Master of Arts in Teaching student, is doing his teaching internship at Walker Elementary School in Springdale this year. He is a recipient of the Master of Arts in Teaching Endowed Scholarship.



John L. Colbert, an associate superintendent for elementary education for the Fayetteville Public Schools, earned a Bachelor of Science degree in 1976 and a Master of Education degree in 1981. He worked in the library media center housed on the top floor of Peabody in the 1970s.



Whitney Srsen is a graduate of the Master of Arts in Teaching program who worked in Peabody Hall when she was an administrative employee of the department of curriculum and instruction. Her grandfather, John Tunstill, attended the training school in Peabody.



Diana Gonzales Worthen earned a doctorate in curriculum and instruction in 2004. Formerly the ESOL assistant curriculum supervisor for Springdale Public Schools, she now directs the federally funded Project Teach Them All for the College of Education and Health Professions.

Peabody Hall celebrated a rebirth this fall on the campus of the University of Arkansas, two years away from the historic building's 100th birthday. See page 4



Student Awards Honor Weber, Ferrell: Hillary Plummer, from left, Brittany Widman, Kurt Andrews, Taylor Ludy and Jon Hochstetler were the 2010 recipients of the Weber and Ferrell scholarships in athletic training education. The scholarships honor longtime Razorback trainers Dean Weber and the late Bill Ferrell.

College Continues U.S. News Climb

The College of Education and Health Professions continued its climb in the *U.S. News and World Report* rankings of graduate schools of education, leaping 14 places in the magazine's 2012 edition of rankings released in March.

The education graduate programs are ranked 127 on the *U.S. News* list, an improvement of 14 places over the previous year, which was the first time the college was ranked. One of the college's graduate programs, rehabilita-



Above: Leslie and Linda Carnine
Below: Amy and Phillip Rumrill



tion counseling, was ranked No. 16 and has been in the top 20 for the past decade.

Alumni Awards Given First Time

The College of Education and Health Professions honored two of its alumni at commencement exercises May 14 at Bud Walton Arena in Fayetteville.

Leslie Carnine, former Little Rock school superintendent and now a member of the Arkansas Legislature, and Phillip Rumrill, director of the Center for Disability Studies at Kent State University in Ohio, were chosen as the first recipients of the newly established alumni awards.

Alumna Celebrates 100th Birthday



Ruth Haymon

Ruth M. Haymon of Duncanville, Texas, who taught in Arkansas schools for 38 years, celebrated her 100th birthday on Nov. 6, 2010.

She earned a Master of Education degree in elementary education from the University of Arkansas. Her undergraduate degree in home economics was from the University of Arkansas at Pine Bluff.



Cara Osborne with Aiden

Nursing Professor Trains Haitian Midwives

Cara Osborne, assistant professor of nursing, serves as technical adviser for Midwives for Haiti, a Virginia-based organization, and has traveled to Haiti several times to work.

The organization uses an accompaniment model, Osborne said, working alongside Haitians, training nurse midwives to help lower the high rates of infant and maternal mortality in the impoverished Caribbean country.

The Haitian students spend

a year in the Midwives for Haiti program, learning basic emergency obstetric procedures.

Book Guides Universal Design



Brent Williams

Brent Williams, associate professor of rehabilitation education, co-authored *Just Below the Line: Disability, Housing, and Equity*

in the South with Korydon Smith, associate professor of architecture, and Jennifer Webb, associate professor of interior design, and published by the University of Arkansas Press.

The authors were invited to write a chapter for the second edition of the *Universal Design Handbook* published by McGraw-Hill, and *Just Below the Line* won the Joel Polsky Prize from the American Society of Interior Designers Educational Foundation.

Children's Advocate Addresses Campus



Jonathan Kozol

Jonathan Kozol, children's advocate and award-winning author, spoke on the University of Arkansas campus last fall about disparities in the nation's educational system.

Tom Smith, dean of the College of Education and Health Professions, and Paul Hewitt, assistant

professor of educational leadership, co-authored with Brinck Kerr, professor of political science, a proposal to fund Kozol's visit, which was a Winthrop Rockefeller Distinguished Lecture Series event.

Pijanowski Wins Teaching Award



John Pijanowski

John Pijanowski, associate professor of educational leadership in the College of Education and Health Professions, won the University

of Arkansas Charles and Nadine Baum Faculty Teaching Award for 2010.

Students praised Pijanowski for his innovations and creativity, particularly in regard to the use of technology in the graduate programs.

Murphy Honored For Distance Education



Cheryl Murphy

Cheryl Murphy, associate professor of educational technology in the College of Education and Health Professions, won a Gold

Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association.

Murphy was appointed director of distance education for the college in January.



A worker welds outside the building.



Peabody Elementary students play with a cardboard box. Old Main is in the background. *Special Collections, University of Arkansas Libraries.*

Peabody Hall Primed for New Century

Peabody Hall celebrated a rebirth this fall on the campus of the University of Arkansas, two years away from the historic building's 100th birthday.

"This restoration will ensure that Peabody Hall will continue as a visible symbol of a university dedicated to teacher preparation and public education for the next 100 years," said Mike Daugherty, head of the department of curriculum and instruction in the College of Education and Health Professions.

"Faculty and staff began moving back into the building as painters, electricians, plumbers, architects and carpenters wrapped up their work," Daugherty said. "It became clear that, with the exterior paint and decades of wear and tear removed, Peabody Hall is poised for another century of service. It is an outstanding building with a historic past and, now, a great future."

History of Firsts

When philanthropist George Peabody undertook a rebuilding campaign following the Civil War to promote education across the south, he offered a gift of \$40,000 to the University of Arkansas. In 1911, the university's Board of Trustees accepted the gift, and the construction of Peabody Hall was completed in 1913.

That gift was the first private donation to the University

of Arkansas, which years later became one of the first institutions of higher education in the nation to raise \$1 billion in a capital campaign.

Many other educational buildings and programs in the country, such as George Peabody College at Vanderbilt University and the Peabody Institute of the Johns Hopkins University, share the name of Peabody. George Peabody is considered by some to be the father of modern philanthropy.

Peabody Hall is also the only building on the campus to have operated with a single, continual purpose since it opened – teacher preparation. The teacher-training program was a part of the university from its beginning in 1871, with the Department of Education moving from Old Main into Peabody Hall once it was finished.

Training School

Peabody Hall also made history with its training school – made up of Peabody Elementary School and University High School – that operated for more than 50 years to provide practical teaching experience for university students as well as to expand educational opportunities for children in Northwest Arkansas. In the early years, many teens from outlying rural areas traveled to Fayetteville for the superior education offered at University High School.

Calvin Bain of Bella Vista received the opportunity to



With its wooden furniture and chalkboards, the historic classroom offers a glimpse back in time.

George Peabody



Members of the Normal Club are pictured in the 1918 Razorback yearbook. A normal school was a school created to train high school graduates to be teachers. The name came from the school's purpose of establishing teaching standards, or norms. *Special Collections, University of Arkansas Libraries.*



L. J. Roberts of Claremore, Okla., designed Peabody Hall in the Classical Revival style with some Mission influence.



The modern classrooms feature Promethean interactive learning technology.



Irene Burt reads a story to children at Peabody Elementary School. *Special Collections, University of Arkansas Libraries.*

attend University High School when his best friend's father, a doctor in Prairie Grove, wanted a companion for his son at the campus-based school. Bain, a dentist now retired, considers that opportunity one of several lucky breaks he has experienced in his life. Bain and his friend, the late Ronald Riggall, graduated from University High School in 1942.

The late U.S. Sen. J. William Fulbright was undoubtedly the most famous training school student, attending from kindergarten through 12th grade. Following his graduation from University High School, Fulbright stayed on the Fayetteville campus and earned a bachelor's degree in political science in 1925. It was not until he attended Oxford University in England for graduate studies on a Rhodes Scholarship that he left the Fayetteville campus.

The Arkansas statesman is known worldwide for the international student exchange program that bears his name. He served as president of the university from 1939 to 1941 and then in Congress from 1943 through 1974. He was the longest-serving chairman of the Senate Foreign Relations Committee.

Fulbright's friend, renowned architect Edward Durrell Stone, also attended University High School. Stone's work includes the Kennedy Performing Arts Center in Washington.

In the 1965-66 school year, the training school made history again when it enrolled a handful of black students.

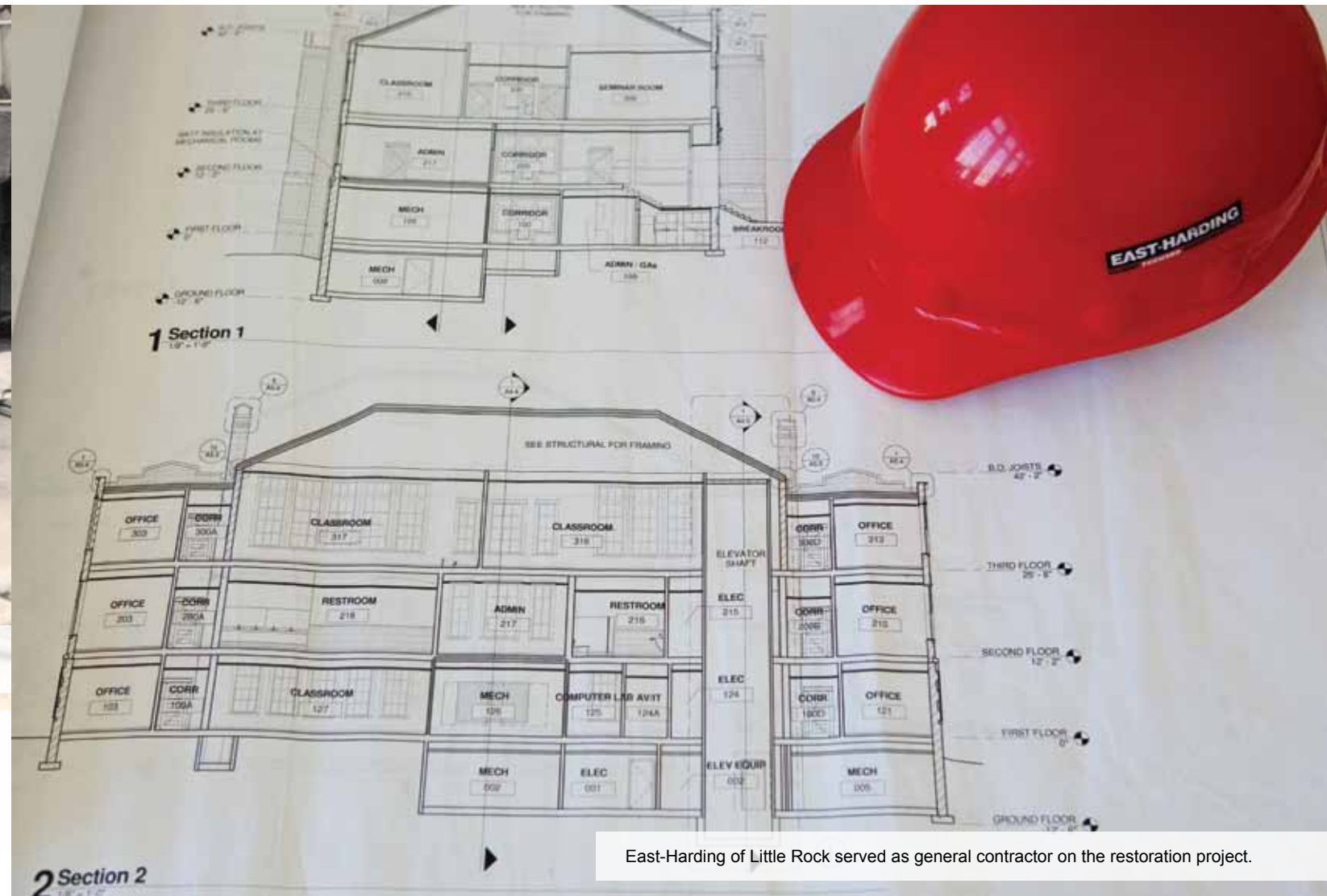
This was the year the Fayetteville School District closed its all-black elementary school and integrated the primary grades. Ocie Fisher of Fayetteville was a student in the combined fifth-sixth grade that year and recalled initial reluctance on the part of her classmates to befriend her. She made a breakthrough after she arm-wrestled some of the boys and her success brought down barriers with both the boys and girls in her class.

Joe Frost of Austin, a retired professor who taught at Iowa State University and the University of Texas, taught a class of fourth-, fifth- and sixth-grade children from 1961 through 1964.

"Since teaching in the U of A training school, I observed in hundreds of public and private elementary schools but never one that, in my opinion, was superior in providing for the individual needs of children," Frost wrote recently while reminiscing. "The children in all the elementary classes engaged in cooperative planning, often led by one of the children, personalized or individualized instruction, and experiential learning through special hands-on projects."

Restoration

Constructed of red brick with Carthage stone trim and a clay tile roof, Peabody Hall included elements of the Spanish or Mission Revival Style, according to information in the university's Campus Preservation Master Plan. Along



East-Harding of Little Rock served as general contractor on the restoration project.

with all of the other buildings on campus at the time, Peabody was painted a light cream color in the 1940s so that it would better blend with the light-colored limestone buildings that were part of the 1925 Master Plan for campus.

Removal of several layers of the white paint was part of the restoration project started early in 2010 and directed by Allison Architects of Fayetteville, which led the \$8.8 million project in partnership with a firm that specializes in historic restorations – Schwartz/Silver Architects of Boston. East-Harding of Little Rock was the general contractor.

New windows and doors replicating the original appearance of the building were installed, and the interior was renovated to provide modern academic and office space to accommodate the current and future needs of the college including six general purpose classrooms with Promethean interactive learning technology, a computer lab, a technology education lab, a seminar room, 43 faculty offices and departmental administrative offices, and a café for use

by building occupants and the general campus.

The previously dirt-floored basement was converted to a lobby and loading/unloading area. Building systems, such as heating and air, audio-visual, information technology, electrical, plumbing and fire protection were updated to modern standards, and an elevator made the building completely accessible.

"The new Peabody Hall includes a state-of-the-art science teaching classroom and a technology and engineering laboratory," Daugherty said. "These two spaces will greatly augment the delivery of programs designed to prepare secondary science and secondary engineering educators. These two spaces are designed to serve as models of what a secondary classroom and laboratory should include. The updated environment in Peabody Hall allows us to utilize the latest instructional technology and facilities in the preparation of high quality teacher candidates and graduate students." ■



James R. Childers Architect Inc. of Fort Smith in association with the SmithGroup of Phoenix designed the Lewis and Donna Epley Center on the northwest corner of the University of Arkansas campus. Clark Contractors of Little Rock is serving as the general contractor. *Image courtesy of Childers Architect Inc.*



Far Left: Students at a nursing school in California work with a human patient simulator like the ones that will be used in the laboratories of the new Lewis and Donna Epley Center at the University of Arkansas.

Left: An audiometric sound booth will be installed in the new Lewis and Donna Epley Center to provide hearing evaluation testing in the Speech and Hearing Clinic. *Image courtesy of ETS-Lindgren*

New Facility to Advance Health Programs in College

The new Lewis and Donna Epley Center on the University of Arkansas campus is not only bricks and mortar and equipment. The facility symbolizes a better quality of life for those served by the students who will study there to become nurses, speech-language pathologists and audiologists.

The building is named in honor of Lewis Epley, a former University of Arkansas trustee, and his wife, Donna, who made a generous gift toward its construction.

“The Lewis and Donna Epley Center will allow us to do two things in particular that we are quite excited about: providing expanded services to children and increasing our audiology services to include working with individuals who receive cochlear implants,” said Fran Hagstrom, an associate professor of communication disorders. “This will be possible because the new facility includes a pediatric teaching room and an audiology suite. These features, along with the hiring of an audiologist, will allow us to extend our service to children at risk of speech and hearing impairments and their families. Updated space and equipment will allow us to increase our service to adults following stroke, children with autism, and those in need of augmentative communication.

“Most of all, the new Speech and Hearing Clinic will allow us to meet the needs of the community by increasing the number of graduate students that we can train to be certified speech-language pathologists,” she continued.

For Nan Smith-Blair, director of the Eleanor Mann School of Nursing, the opening of the 45,000-square-foot

facility in January heralds a new era for the nursing program. The nursing school is doubling its enrollment, admitting up to 100 new students each fall and spring beginning with the junior class that entered this fall. Two new faculty members and the addition of clinical instructors made this leap forward possible.

“We hope to make a significant impact on the number of baccalaureate-prepared nurses in Arkansas and the surrounding area from where our students come,” Smith-Blair said. “Research shows that patient mortality and morbidity rates in an area decrease as the education level of nurses goes up. It’s a life-and-death issue.”

The new facility constructed from the former student health center on Razorback Road significantly expands the space formerly allotted to the two academic programs in the College of Education and Health Professions and will contain updated equipment to provide students the highest-quality preparation possible. The nursing school will move from a wing of Ozark Hall. The communication disorders program will close the Speech and Hearing Clinic on Arkansas Avenue.

The Nursing School

Smith-Blair described features of the nursing side of the new building:

- Five high-fidelity simulation labs in which mannequins simulate patient conditions and offer scenarios for nursing students to address. The mannequins simulate

breathing, lung sounds, pulse and pupil dilation and can respond to questions from students such as pain level after medication is administered.

- Five debriefing rooms in which students and faculty can view video footage from the simulation labs to assess the students’ performance.
- Two basic skills labs each with eight mannequins that are more basic than those in the simulation labs. Students can learn skills such as catheterization and dressing wounds in these labs. The work in these labs can also be filmed.
- Two more rooms each with eight examining tables similar to those found in physicians’ offices in which students will perform health assessments of each other such as ear examinations.
- Two classrooms that seat 50 people each.
- A 60-seat computer lab that will be used for classes and standardized testing and by students working on class projects.
- A student lounge off the main entrance and connected to the nursing advisers’ offices.
- A second student lounge on the second floor that offers areas for studying and small group meetings.
- A faculty break area and larger meeting rooms.

The Communication Disorders Program

Students in both the undergraduate and graduate programs gain clinical experience in the program’s Speech and Hearing Clinic, working with clients under faculty supervision. Hagstrom, who is head of the department of rehabilitation, human resources and communication disorders in the college, said the new facility and additional faculty member will allow a 10 to 15 percent increase in the graduate enrollment. She also anticipates an increase in the number of people served by the clinic.

Hagstrom described features in the part of the building serving the communication disorders program:

- An audiology suite in which services such as testing hearing aids and mapping cochlear implants will be offered. Aural rehabilitation services that range from auditory processing to lip reading will also be provided.
- Individual and group therapy rooms for children and

adults.

- A pediatric room in which children can come in groups either because they have similar diagnoses or to receive early intervention services.
- Adult treatment space that will serve clients such as those who have had strokes or have amyotrophic lateral sclerosis, sometimes called Lou Gehrig’s disease.
- An augmentative communication center to serve the needs of children and adults who need to use technology in order to communicate. Augmentative devices must be programmed for an individual’s use after the user’s proficiency is assessed. The center will include an augmentative communication device “lending library” and educational materials for families, users, schools and agencies as well as diagnostic and therapy space.
- A family assessment room with the look of a living room or den for consultations with families to be conducted in a relaxed atmosphere.

Importance of Support

The scope of the project would not have been possible without contributions from donors such as the Epleys, said Tom Smith, dean of the college.

“Philanthropy from our donors was critically important in making this new facility a reality,” Smith said. “This project gave individuals the opportunity to have an impact on the health of people in our state and beyond. They know that we need their assistance to continue to prepare the caring and skilled professionals who will make a difference in people’s lives.

“We invite anyone else who may want to be a part of this exciting new facility to contact our development staff,” he continued. “We’re very proud of our programs that will benefit from the facility, and we’re proud of this addition to the college’s facilities.” ■



The iStan is a lifelike human patient simulator that can present a new medical history and clinical scenario for each training session. The simulator’s cardiovascular, respiratory and neurological features operate in concert to produce realistic responses to clinical treatments. *Images courtesy of Medical Education Technologies, Inc. ©2011 METI*



Bob Costrell's research expertise is pension reform.

Researcher Helps Navigate Pensions Through Stormy Waters

Every day, Bob Costrell visits a website called pensionsunami.com. The University of Arkansas professor rides the turbulent waves with his research into pension systems that public employees, in particular school employees, depend upon for their retirement years.

Specialized sites such as Pension Tsunami – a clipping service based in California – are not the only place to find news about state pension systems, many of which are facing challenges because of unfunded liabilities. The news exploded with the force of a tsunami earlier this year when Wisconsin legislators fled the state to avoid a vote on Gov. Scott Walker's attempt to rein in spending on employee benefits, including pensions. Eventually, the lawmakers returned and Walker prevailed with his reform package that included removing the right of collective bargaining over health insurance and other fringe benefits.

Costrell holds the Twenty-First Century Chair in Education Accountability in the department of education reform. He joined the faculty of the College of Education

and Health Professions in 2006 after a career at the University of Massachusetts and service as then-Gov. Mitt Romney's education adviser and chief economist.

The case in Wisconsin illustrated one of Costrell's contentions.

"When you look at pensions vs. retiree health benefits, pensions are getting more attention, but in many cases the health benefits are far more problematic," he said. "We have known since the 1960s and '70s that retirees would eventually grow far more than active employees. That is why pension plans started to pre-fund, but retiree health plans did not."

Costrell and Michael Podgursky, a professor of economics at the University of Missouri, Columbia, work together on pension research, publishing numerous articles in leading academic journals. Both are fellows at the George W. Bush Institute at Southern Methodist University.

"Contributions made by the employee and the employer during the employee's career should fund that employee's

retirement," Costrell said. "The fact that baby boomers are retiring now should not create a strain on systems, if they are pre-funded, but many of these systems have fallen short."

On the Agenda

Since 2006, Costrell and Podgursky have studied many aspects of pension systems and their effects. They have published findings on both the structure of pension systems and the financing mechanisms.

In a recent *Education Week* article, Costrell and Podgursky proposed two principles for fixing broken pension systems: make the costs and benefits of educator pension plans transparent and clearly tie benefits to contributions. Specifically, they favor cash-balance plans, which look like 401(k) accounts, but without pushing the risk onto teachers.

"Educators and policymakers need to have a clear understanding of the dollar value of these benefits and the possible trade-offs between their current salaries and their deferred benefits," they wrote on the first principle.

Tying benefits to contributions would have important workforce implications, they wrote on the second principle.

"First, it would provide rational incentives for choosing between retiring from teaching and continuing to work," according to Costrell and Podgursky. "Linking benefits to contributions would also eliminate the massive penalties teachers face when they move to school systems in a different state."

The researchers have shown how these principles can relate to teacher quality. They found that the structure of teacher pension plans typically provides strong incentives to follow a specific career path that may be well-suited to some teachers but not others. Some teachers in their 40s may find themselves better suited to a career change but hang on for their pension, while some in their 50s may still

have good years to offer but are penalized financially for staying on, Costrell and Podgursky wrote in a special issue of *Education Finance and Policy* last year.

"Even teachers who feel burned out after 20 years would be crazy to leave so they spend five more years in the classroom until they qualify for early retirement," Costrell said. "Reaching that year can be worth up to five times their salary. Most teachers don't go into the field for the money, but no teacher can ignore the implications worth hundreds of thousands of dollars for retirement."

Reaching Out

Costrell and his fellow researchers around the country have provided information for policymakers in addition to their journal articles. They have worked with educational foundations and action-oriented think tanks on pension-related topics, and they have sponsored several conferences bringing together expertise in the field. They have sent information from their research to legislators and chief state school officers. Costrell has trained several graduate students in teacher pension research to help meet the demand.

"Policymakers are keenly interested in the topic," Costrell explained. "Robert Scott, the Texas commissioner of education, is interested in how pension systems can enhance educational goals, how to get the best teachers into the schools that need them the most, all the while cognizant of the fact that pension systems can eat up the educational budget."

The next phase of his research is studying transition costs and implementation of changing from one type of pension structure to another, Costrell said.

"We know what systems we think make the most sense," he said. "What are the obstacles is the question we want to answer." ■

Making it Into the *Wall Street Journal*

Bob Costrell's op-ed piece published in the *Wall Street Journal* in February drew more than 800 online comments, none of which Costrell read. He did, however, receive numerous emails and even one gift of the newspaper piece framed for his office. There was a common theme in response to "Oh, To Be a Teacher in Wisconsin," Costrell said: "Thank you for putting the facts on the table."

Costrell explained how the piece came to be printed in one of the nation's leading newspapers:

"A friend emailed me during the Wisconsin showdown. She asked how could the average teacher salary in Milwaukee be \$56,000 but more than \$100,000 with fringe benefits. All I did was go online and read the Milwaukee school district's budget. It had a very clear narrative section, explaining its 74 percent fringe benefit rate. It was pretty

easy for someone trained like me to figure out how that broke down among the various health and retirement benefits. I emailed my friend back and explained how these costs added up so that, for every dollar Milwaukee teachers receive, they get 74 cents in benefits.

"I copied (department chair) Jay Greene on the email, and he suggested I write up what I found for the *Wall Street Journal*."

"Jay suggested an edit or two, and I sent the piece in at the end of that day. By 6 a.m. the next morning, I had an email back. The editor said the paper wanted to run the piece the next day if there was space. The *Journal* and I did some more edits by email that afternoon. That evening I was at dinner with my wife and found the piece was already posted online." ■



Faculty who teach and advise students in the community health promotion program are, from left, professor Ches Jones, assistant professor Kristen Jozkowski and associate professors Bart Hammig and Jean Henry. Photo by Beth Hall.

Major Gives Students Opportunities to Make Impact

Students could pick a new major from the academic degree listings for the University of Arkansas this fall – but it isn't new.

The College of Education and Health Professions changed the name of the health science program to community health promotion, but the program mission remains the same: to prepare professionals who will educate people about preventing diseases and injuries and promote the health of community populations.

While professionals in the medical field treat sick and injured people on an individual basis, professionals working in community health promotion educate groups and individuals through programs designed to help prevent chronic and infectious diseases, explained Bart Hammig, an associate professor of community health promotion.

"We train students to work on a community level," Hammig said. "We're not an allied-health degree. Our graduates plan community-based health programs, implement them and evaluate them. They conduct needs assessments in communities to determine the health needs of the population and work with people to address their needs as they relate to the public's health. If you don't involve the people, it's very hard to get the community's attention."

Professor Ches Jones has been on the program's current

faculty the longest at 17 years under his belt.

"Community health promotion has been the focus of our program for a long time," Jones said. "We thought about changing the name several years ago. It better reflects what we are preparing our students to do after they graduate."

Treatment of any disease is significantly more expensive than preventing it, Hammig said.

"For example, obesity and all the accompanying health effects stemming from it cost this nation \$148 billion a year," he said. "Obesity affects quality of life and life expectancy because it is often a precursor to hypertension, heart disease, stroke, some cancers and diabetes."

Big Umbrella

Jean Henry, also an associate professor of community health promotion, said students who choose this major often are what she terms nurturers – "people who are interested in health care and medicine but don't necessarily want to do blood and guts."

The faculty members described community health promotion as a broad-based umbrella type of discipline.

"Students can select where they want to get involved," Hammig said. "Whether it involves governmental health agencies, nonprofit organizations, international health

organizations or within the health-care system, there is a lot of flexibility."

Henry said many students in the program have had a family member experience a serious health issue.

"That experience makes them believe something could have been done to make the situation better," she said. "That experience often leads them to think of this profession."

Contributing Research

The varied research agendas of faculty and students bear out the variety of career paths afforded by the community health promotion field. Among them, the three faculty members, plus new assistant professor Kristen Jozkowski from Indiana University, study such topics as injury prevention, health risk behavior, sexual health issues, firefighter wellness and workplace violence.

"It's easy to work with our students on research," Hammig said. "They come to us with all types of projects."

One student's topic was how body image impacts sexual behavior, he said, and another student looked at drinking behavior among college students, the risks to them from drinking and ways to prevent alcohol abuse.

"Kindi Stone's dissertation examined communication about sexuality between fathers and daughters and how it impacts the sexual health of daughters," Hammig said.

Stone graduated in May with a doctorate in health science, before the program name change went into effect. In July, she became executive director of Northwest Arkansas Rape Crisis Inc.

Practical Experience

Students in both the undergraduate and master's programs are required to complete internships. The program faculty and students are also building partnerships with local groups in other ways, Hammig said. He and four interns performed a needs assessment for the local Susan G. Komen for the Cure chapter to determine how the poverty levels of women affect their breast cancer screening rates.

"It's important to get our students out and involved in community," he said. "We do that through partnerships and internship. Hands-on experience is the cornerstone of our program."

Students have to understand the concept of getting buy-in from the community, Jones said, and an internship can help with that.

"There are individuals who will get involved in a community-based health organization such as Susan G. Komen or the Juvenile Diabetes Research Foundation because they have a family member affected by a disease," he explained. "That's the individual focus, but students also need to learn how to reach out to a community in order to promote awareness and change to an entire population. They need to learn communication skills, too."

Apple Seeds Inc. welcomed its first intern from the program



Students at Owl Creek School in Fayetteville plant seedlings as part of an after-school gardening club sponsored by Apple Seeds Inc., a Fayetteville-based organization that is working with its first intern from the community health promotion program this semester. Courtesy of Apple Seeds

this semester. The Fayetteville-based organization provides education and tools to enhance local food systems and support better nutrition for people in Northwest Arkansas.

"I think this is a really great fit between our programs," said Lucy Kagan, Apples in the Classroom coordinator. "Community health promotion is what Apple Seeds is all about. We have received a very positive response from the community, and we think our intern will be able to help with planning, organizing programs and raising funds. She will get a broad spectrum of experience with us."

Stone also welcomed an intern at Northwest Arkansas Rape Crisis Inc. this fall.

"They can be engaged in service-learning in the trenches here," she said. "They can decide if they love it or if they don't. In the helping professions, you do it because you want to give back, you want to make a difference." ■



Arkansas Program Suits Student From Maine

Jessica Harris of Windham, Maine, earned an undergraduate degree in community health education from the University of Maine at Farmington. She learned about the University of Arkansas when she served on a faculty search committee and an Arkansas doctoral candidate was one of the applicants interviewed.

"My faculty adviser at UMF has a 'just do it' mentality, and he urged me to consider moving to Arkansas," Harris recalled. "I plan to continue for a Ph.D. at Arkansas."

Her dreams are to work at the Centers for Disease Control and Prevention in Atlanta and to become a university professor.

In Maine, Harris worked on projects that included Me First, which is a wellness program for Maine state employees that targets obesity, and mentoring a middle school girl with a partial hearing impairment.



Kayla Moore, from left, and Kali Buckley check patient records on a mobile computer system while Sarah Barnes looks over instructions at a nurses' station in the intensive care unit of Washington Regional Medical Center in Fayetteville. The three are students who took assistant professor Ellen Odell's critical care course this summer in the Eleanor Mann School of Nursing at the University of Arkansas. *Photos by Beth Hall*

School to Prepare Twice Previous Number of Nurses

Nursing students work some 12-hour shifts alongside experienced nurses caring for some of the most medically fragile patients at a local hospital. The students check vital signs, dispense medication and record every interaction with their patients on a computerized system. The work is part of a course focusing on critical care.

In less than six months from the end of this particular clinical rotation, these students will enter the job market.

The Eleanor Mann School of Nursing at the University of Arkansas doubled its enrollment this fall and will continue to admit up to 100 students each fall and spring semester. The growth was planned to increase the supply of nurses to fill jobs in the state and nation and is one of several exciting developments in the nursing school.

"The nursing school is extremely proud of the strides we are making to improve the health of people in Arkansas and beyond," said Nan Smith-Blair, director of the nursing school. "We have some of the top students in our region, and now we will be able to elevate their preparation with a new facility, equipment and additional faculty. We are poised to make a significant impact on the nation's nursing shortage with baccalaureate-prepared nurses at a time when

health-care needs of an aging America will continue to rise."

The school added four tenure-track faculty members and additional part-time clinical instructors. These instructors, such as Melody Galusha at Washington Regional Medical Center in Fayetteville, supervise students during their clinical rotations.

"We are also expanding our clinical sites to encompass the expanded role of the baccalaureate nurse," Smith-Blair said. "Nurses function in a variety of settings, which has created a deficit. There is a deficit of nurses in Arkansas and regionally, from the states our students represent."

The doubled enrollment is intended to address that shortage in a way that also raises the education level of practicing nurses. Research shows that, the higher the education level of nurses in a region, the lower the rates of mortality and morbidity, Smith-Blair said.

"Studies in the *Journal of the American Medical Association* show that the nurses' education level makes a difference," she said. "Having the best-educated nurses possible can be a matter of life and death. We expect to dramatically increase the number of nurses with baccalaureate degrees."



Melody Galusha, left, served as clinical instructor for Odell's students. Here, she watches as Meredith Bryant prepares an injection. Practicing nurses, many of them graduates of the UA nursing school such as Galusha, work as clinical instructors, supervising the university students.

New Facility State-of-the-Art

In January, the nursing school will move to a new facility, the Lewis and Donna Epley Center on the northwest corner of campus, a 45,000-square-foot facility it will share with the communication disorders program in the College of Education and Health Professions. The nursing school will move from a wing of Ozark Hall. Classes were held in Ozark Hall along with rooms in the Graduate Education Building and other buildings on campus.

The new facility includes five high-fidelity simulation labs in which mannequins simulate patient conditions and offer scenarios for nursing students to address, debriefing rooms in which students and faculty can view video footage from the simulation labs, two basic skills labs, two examining rooms, two large classrooms, a computer lab, two student lounges and office and meeting space for faculty members.

Growing Faculty and Options

New assistant professors Karla Larson and Anna Jarrett join the faculty composed of Smith-Blair, Carol Agana, Kathleen Barta, Kelly Vowell Johnson, Tom Kippenbrock, Peggy Lee, Teri Malm, Bettie Miller, Marianne Neighbors, Ellen Odell, Cara Osborne, Susan Patton, Allison Scott, Lepaine Sharp-McHenry, Wendy Sisson, B. J. Wallis and Don Wleklinski. Doug Talbott Jr. advises students, and administrative staff are Shannan Freeman, Felicia Garner and Todd Walters.

"The two new assistant professors complete our expansion of tenure-track faculty," Smith-Blair said. "We also added some master's-prepared nurses this fall as clinical

instructors and will add more in the spring and next year to complement our current clinical instructors. This will allow us to reach the level we need to instruct and supervise students during their clinical rotations. Our students gain experience in many areas of nursing while in school, and having many types of clinical sites makes that possible. We could not prepare nurses at the level we strive for if it were not for our many partners in the community."

The school also added a second option for students pursuing a Master of Science in Nursing degree. The new nurse

educator track is designed to help address another shortage in the health field – that of instructors and professors of nursing. The educator track will begin this fall with a cohort of 12 students. The nursing school graduated its first class of clinical nurse specialists, the other track available, in 2007.

"We hope the students in the new nurse educator track will join the ranks of university-level programs or any nursing program that is educating future nurses," Smith-Blair said. "There's actually a wide variety of roles a nurse with a master's degree in the nurse educator track can take. There are opportunities in various clinical and community settings for nurse educators in addition to the traditional role within nursing schools."

The nation's aging population not only explains the need for more nurses, it also accounts for the shortage of nurse educators and researchers, she explained.

"The average age of nurses coming out of Ph.D. programs is 52," Smith-Blair said. "Although some nurses who would have retired at a certain age have stayed in the work force longer because of the economy, that will change as the economy gets better again and add to the shortage. Nurses will also play an important role in solving the health-care crisis and providing care to underserved individuals and communities.

"Most schools are turning away students because they don't have enough faculty to teach them," she continued. "It is imperative that both aspects of the shortage are addressed to solve the problem. The university administration recognizes the importance of this effort, not just for today, but to ensure our future health-care needs." ■



Kate Mamiseishvili, assistant professor, advises Amanda Finch. A master's student, Finch serves as president of The Higher Education Organization, a registered student organization that helps students in the program make connections on campus and provides scholarships for travel to professional conferences. Photos by Beth Hall

Higher Education Program Marks Half Century

Fifty years ago, the higher education program at the University of Arkansas awarded its first doctoral degree.

Professor Jim Hammons wasn't on campus at the time but he has been here for 35 of those 50 years. He had earned a doctorate from the University of Texas and was teaching at Pennsylvania State University, after stints at two community colleges, the National Laboratory for Higher Education in Durham, N.C., and the Center for the Study of Higher Education at Penn State.

"We had a viable program when I arrived," Hammons said, reflecting back to 1976. "When I came here to interview, I asked for two hours with the students, alone. The time I spent with them convinced me that there was a good base to build on, especially the quality of students. Since then, we have had many really, really good students over the years. That has been a constant."

Hammons talks like a proud father of the program's graduates, with more than a dozen holding presidencies or chancellorships of colleges and universities. That includes G. David Gearhart, chancellor of the University of Arkansas.

Another graduate, Fitz Hill, serves as president of Arkansas Baptist College in Little Rock.

"Fitz Hill has worked miracles there," Hammons said

of his student who earned a doctorate while working as an assistant football coach for the Razorbacks. Arkansas Baptist College, a historically black liberal arts school that struggled with enrollment and financial issues in the past, has made tremendous strides under Hill's leadership, Hammons said.

Other graduates are professors, deans and directors at higher education institutions all over the country.

High Expectations

A rigorous program attracts good students, according to Hammons, and good students spread the word about a good program.

"We raised our standards gradually, received special funds to build the library collection and instituted a screening process for applicants," he said.

The program required applicants to supply an autobiographical sketch and writing sample before many other programs did, Hammons said. A longtime member of several national organizations, he found a core group of people from around the country with which to share ideas and discuss issues over the years.

One of the early changes Hammons guided was a simple one of scheduling classes to be held one night a week to accommodate working professionals commuting to Fayetteville. More late afternoon and evening classes were



Professor Jim Hammons greets students at a welcome meeting.

also scheduled with a three-year rotation published so that students could order their work and personal lives to fit their academic pursuits. A cohort program better served the needs of the state.

One highlight of the 1990s was the addition to the faculty of Lyle Gohn, who had served the university as vice chancellor for student affairs.

"I asked him to build the master's program," said Hammons, who coordinated the higher education program for 20 years. "First thing I knew, we had 40 to 50 master's students every year. Before that, it was 10 to 15."

Vital Experience

With 120 programs around the country producing graduates, placement is very competitive, Hammons said.

Faculty members believe one reason the master's graduates have been so successful is the importance placed on gaining practical experience while in the program. Students are required to complete one internship, and they are encouraged to complete two if possible.

"Our students become members of the unit where they are doing an internship," said John Murry, associate professor. "We don't want them filing papers or answering phones. We tell the units on the front end, use this student as one of your employees. Coach them, try to help them become professionals."

Students complete internships on campus and at other institutions. They also hold graduate assistantships in various offices all over campus. Support from the Division of Student Affairs has been substantial, Hammons said.

"In this program you will get a combination of a degree and experience," Murry said at a meeting to welcome new master's students before the fall semester. "It's absolutely critical that you have experience working in higher education before you leave here."

Murry, who earned his doctorate from the program in 1993, introduced the other faculty members in the program at the welcome meeting. Mike Miller, who taught in the program for six years before being appointed as associate

dean for academic affairs in the College of Education and Health Professions, offered advice.

"Don't panic if you don't know now where you want to be in 10 years," Miller said. "The practical experience you get here will help you decide."

Focus on Practitioners

The doctoral program, which focuses on the two broad areas of administration and faculty leadership, offers a Doctor of Education degree, not a Doctor of Philosophy degree in which research is emphasized.

"We make it very clear our program is oriented toward the practitioner," Hammons said. "We don't pretend to be anything else. Our goal is to produce graduates who go out in the workplace and make a difference in higher education."

Coursework focuses on good writing, effective speaking, critical thinking and problem solving, skills graduates will need to succeed in a rapidly changing world.

"We also teach our students to utilize their human skills, the soft side of management," Murry said. "That's what drives institutions. If you can't win over people's hearts, how can you win over people's minds?"

Danny Pugh, vice provost and dean of students; Suzanne McCray, vice provost for enrollment management and dean of admission; and Adam Morris, a graduate of the program who holds a staff position in the College of Engineering, also teach classes, advise students, supervise internships and sit on dissertation committees.

Global Perspective

Ketevan Mamiseishvili, assistant professor, provides an international perspective for students. A native of the Republic of Georgia, "Dr. Kate" came to teach in the program three years ago after earning her doctorate from the University of Missouri.

"I think my academic career path is a good testament of how much the global landscape of higher education has transformed," she said. "We are witnessing growing worldwide opportunities for increased student and faculty mobility and international collaborations. These opportunities have opened the door for me to study and work in the United States, and I have been enjoying and embracing every minute of this journey."

Graduates of the program must be able to work and function in the global society if they are to become leaders in higher education, Mamiseishvili said. Faculty foster in their students the ability to effectively communicate across cultures, lead in a variety of educational contexts and approach issues from a global perspective, she said.

"For me, as an international faculty member, it is exciting to see our students embracing the need to become globally competent leaders and seeking out opportunities for international involvement," she said. ■



University Recreation offers 25 club sports, including lacrosse.



Students hike in Great Sand Dunes National Park last spring on their way to the Grand Canyon. They were on a trip sponsored by the Outdoor Connection Center operated by University Recreation.



University Recreation maintains an Olympic-size pool for lap swimming, instructional programs, group exercise, special events, group rental and high school and collegiate swim meets and practice.



An architectural rendering shows the reception area in front of equipment in the satellite fitness facility under construction in the Arkansas Union.

Department Reaches New Heights, Becomes University Recreation

The department of intramural and recreational sports came to serve the University of Arkansas in so many ways that the department simply outgrew its name.

University Recreation is the new name of the department that served an average of 2,200 people each day in its recreational facilities last spring semester. The name change was effective July 1.

Programming offered to students, faculty, staff and alumni of the university is divided into eight areas: accessible recreation, facility management, fitness and wellness, instructional programs, intramural sports, the Outdoor Connection Center, special events and club sports.

“The name Intramural/Recreational Sports has become outdated and does not capture all the offerings of the department,” said Jeremy Battjes, director of the department. “The change to University Recreation describes a more global representation of all eight diverse program areas offered.”

The department is using the abbreviation UREC to brand itself, emphasizing the broad scope of its activities.

“The concept of ‘University Recreation’ connotes a more diverse and inclusive service provision,” said Katie Helms, assistant director of the fitness and wellness program. “Our hope is that the new name will reflect our goal of

contributing to the education of University of Arkansas students with rich and long-lasting recreation experiences in a variety of areas that will continue to serve them long after graduation.”

University Recreation will continue to provide more than 30 intramural activities throughout the year, organized into team sports, dual sports and individual sports. The Outdoor Connection Center will offer more than 45 day, weekend and weeklong off-campus trips. University Recreation will also continue to offer a variety of active club sports including men’s rugby, women’s lacrosse, bass fishing, bowling and racquetball.

“We feel that this name change will help to better brand the department and allow us to sell the programs that meet our students’ needs and wants,” said Battjes. ■

HPER building
Hours of operation
6 a.m.-11:50 p.m. Monday-Thursday
6 a.m.-10:50 p.m. Friday
9 a.m.-10:50 p.m. Saturday
1-11:50 p.m. Sunday

New Fitness Facility Offers More Options for Campus

by Lindsay Smith

University of Arkansas students, faculty and staff will have a new place to exercise when the department of university recreation opens a satellite fitness facility in the Arkansas Union this fall.

University Recreation will operate the satellite facility in addition to its main facility, the Health, Physical Education and Recreation Building in the southwest part of campus.

The university’s Division of Finance and Administration and the department of facilities management are helping to establish the satellite facility, which will be part of the College of Education and Health Professions. The facility is scheduled for a late fall opening.

“We are excited about the opportunity to increase programming efforts for students, staff, and faculty at the University of Arkansas through the addition of the satellite facility,” said Jeremy Battjes, director of University

Recreation. “The additional square footage is extremely beneficial to the campus community as we work to meet the programming needs, as well as facility needs, for a campus the size of the University of Arkansas.”

According to the Centers for Disease Control and Prevention, the obesity rate in Arkansas in 2010 was higher than 30 percent.

“It is important that we provide opportunities to educate our students, staff and faculty on ways to learn and practice long-lasting recreational experiences,” Battjes said.

The new fitness facility will occupy the lower floor space that was vacated by the University of Arkansas Bookstore on the second floor of the Arkansas Union. The planned facility will feature 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. ■

Faculty Awards



Rising STAR
David Deggs
workforce
development



Rising STAR
Stephen Dittmore
recreation and
sport management



STAR
Christian Goering
secondary education



Innovative teaching
Paul Hewitt
educational
leadership



Superior Service
Susan Riggs
childhood education



Faculty Career
Samuel Totten
curriculum and
instruction



Significant Research
Brent Williams
rehabilitation
education



Significant Research
Patrick Wolf
education reform

Faculty Awards

Faculty and Staff News

Gregory Benton, assistant professor of recreation, presented results to the National Association for Interpretation of a survey that illustrated the benefits of a collaborative effort between academia and state park employees to help park managers in better meeting the needs of visitors while upholding the mission of the park.

Jeff Bonacci, coordinator of the athletic training education program was selected as an item writer for the Board of Certification that certifies individuals with education and experience in the practice of athletic training.

Sean Connors, assistant professor of English education, was named a runner-up for the 2011 M. Thomas Inge Award for Comics

Scholarship for his paper, "Reading Images: Deconstructing the Visual Design of Graphic Novels."

Robert Costrell, holder of the Twenty-First Century Chair in Education Accountability, co-edited a special issue of the journal *Education Finance and Policy* that focused on teacher retirement benefit systems.

Ro Di Brezzo, University Professor of kinesiology and director of the Human Performance Lab, was named interim vice provost for academic affairs.

David Deggs, assistant professor of workforce development, was elected to a division director position on the board of directors of the Eastern Educational Research Association.

Christian Goering, assistant professor of secondary education, was elected to the Secondary Section Committee of the National Council of Teachers of English.

Jay P. Greene, holder of an endowed chair and head of the department of education reform, published research, with Marcus Winters, in *Educational Evaluation and Policy Analysis* that found vouchers for special education students decrease the likelihood that a student was diagnosed with a mild disability. He also wrote *Why America Needs School Choice* published by Encounter Broadside.

Bart Hammig, associate professor of community health promotion, and Ches Jones, professor of community health

promotion, published a study of injuries from snow blowers in *Academic Emergency Medicine*.

Fran Hagstrom, head of the department of rehabilitation, human resources and communication disorders, was named a fellow of the Southeastern Conference Academic Consortium Academic Leadership Development Program.

Lynn Hehr, director of the STEM Center for Mathematics and Science Education, and Cathy Wissehr, assistant professor of science education, were elected to the Arkansas Environmental Education Association Board of Directors.

Claretha Hughes, associate professor of workforce development, was named director of the college's Honors Program.

Sharon Hunt, professor of

recreation, was named University of Arkansas faculty athletics representative to the NCAA and the Southeastern Conference.

Marcia Imbeau, associate professor of special education, co-authored with Carol Ann Tomlinson *Leading and Managing a Differentiated Classroom* published by ASCD.

Laura Kent, associate professor of secondary education, co-chaired a national conference on Cognitively Guided Instruction in Little Rock that drew 400 elementary teachers from around the country.

Gretchen Oliver, assistant professor of kinesiology, published a case study of an NCAA Division I football player's fractured collarbone in the February issue of the *Journal of Athletic Training*. Oliver and her students conduct research in the University of Arkansas

Sport Biomechanics Group and have presented their findings nationally and internationally.

John Pijanowski, associate professor of educational leadership, co-wrote *Professional Responsibility for Educators* and the *Arkansas Code of Ethics* published by Omni Publishers.

Richard T. Roessler, University Professor emeritus of rehabilitation education and research, was awarded the National Distinguished Service Award from the National Rehabilitation Counseling Association.

Angie Smith-Nix, a clinical assistant professor in the department of health, human performance and recreation, was elected as vice president-elect of the Southern District of the American Alliance for Health, Physical Education, Recreation and Dance.

Sandra Stotsky, holder of the Twenty-First Century Chair in Teacher Quality, organized with Jay Greene a manifesto opposing a national education curriculum, initially signed by more than 100 leaders in education and other fields. Stotsky also spoke out against the Common Core standards in English language arts and reading in several forums, including the Texas state legislature and a panel discussion in Washington.

Samuel Totten, professor

of curriculum and instruction, co-edited *We Cannot Forget: Interviews With Survivors of the 1994 Genocide in Rwanda* published by Rutgers University Press. He also edited *An Oral and Documentary History of the Darfur Genocide*, a two-volume series published by Praeger Security International. He also received the Teachers College Distinguished Alumni Award from Columbia University.

Patrick Wolf, holder of the Twenty-First Century Chair in

School Choice, co-authored a paper with Julie Trivitt that found the Catholic school “brand” is attractive, familiar and generally accurate. The paper was published in *Education Finance and Policy*. The School Choice Demonstration Project led by Wolf also released findings from the fourth year of an evaluation of a school voucher program in Milwaukee. The team found that vouchers increased students’ chance of graduating from high school and enrolling in college.

Alumni Notes

Sherrill Lou Bishop B.S.B.A. '70 M.ED. '81 of Harrison was awarded the Text and Academic Authors Association’s 2011 “Texty” award for her textbook “Adobe Dreamweaver CS5 Revealed” in the Computer Science/Engineering category.

Victor Dreier M.A.T. '02, a technology and engineering teacher at Ramay Junior High School in Fayetteville, received the Teacher Excellence Award from the International Technology and Engineering Educators Association.

Jack Revelle Fay M.E.D. '60 PH.D. '76, professor of accounting at Pittsburg State

University, completed his 50th year of teaching.

Flo Johnson M.ED. '97 was named executive director of University Housing at the University of Arkansas.

Judy Gregson Schwab M.ED. '79 was inducted into the Fayetteville Public Education Foundation Hall of Honor for her contribution to education and her success in life as a graduate of Fayetteville High School.

Chase Stoudenmire M.Ed. '10 received a Fulbright U.S. Student Grant to teach English for 10 months in the Republic of Georgia.

Michael Thomas B.S.E. '94, a drama teacher at Ramay Junior High School in Fayetteville, was named 2011 Arkansas History Teacher of the Year by the Arkansas chapter of the Daughters of the American Revolution.

Jeffrey Christian Wasem M.ED. '04 of Rogers was named Arkansas assistant principal of the year.

Kelvin Wyrick B.S.E. '59 was chosen by the Texarkana Young Lawyers Association as attorney of the year.

Student Notes

Kurt Andrews, Kevin Kikugawa and Adrian Pettaway completed athletic training internships with professional sports teams, the San Diego Chargers, Buffalo Bills and L.A. Galaxy, respectively.

Justin Bentley, a master’s student in recreation and sport management, received a yearlong internship with ESPN Wide

World of Sports in Orlando, Fla.

Stuart Buck, a doctoral student in education policy, testified before a hearing of the U.S. Commission on Civil Rights based on his book, *Acting White* published by Yale University Press.

Anthony Parish, a doctoral student in kinesiology, co-edited

Case Studies in Coaching with alumnus Timothy Baghurst Ph.D. '08, published by Holcomb Hathaway.

Helen Snead, a nursing student, was honored by the staff of Brooke Army Medical Center in San Antonio for completing more than 175 hours of rotation time on the center’s Burn Intensive Care Unit.

Staff Awards



Service to Faculty & Staff
Vickie Duncan
curriculum & instruction



Service to Students
Linda Fricke
university recreation



Overall Performance
Joyce Patrick
health, human performance and recreation



Service to Faculty & Staff
Danielle Sexton
rehabilitation, human resources & communication disorders



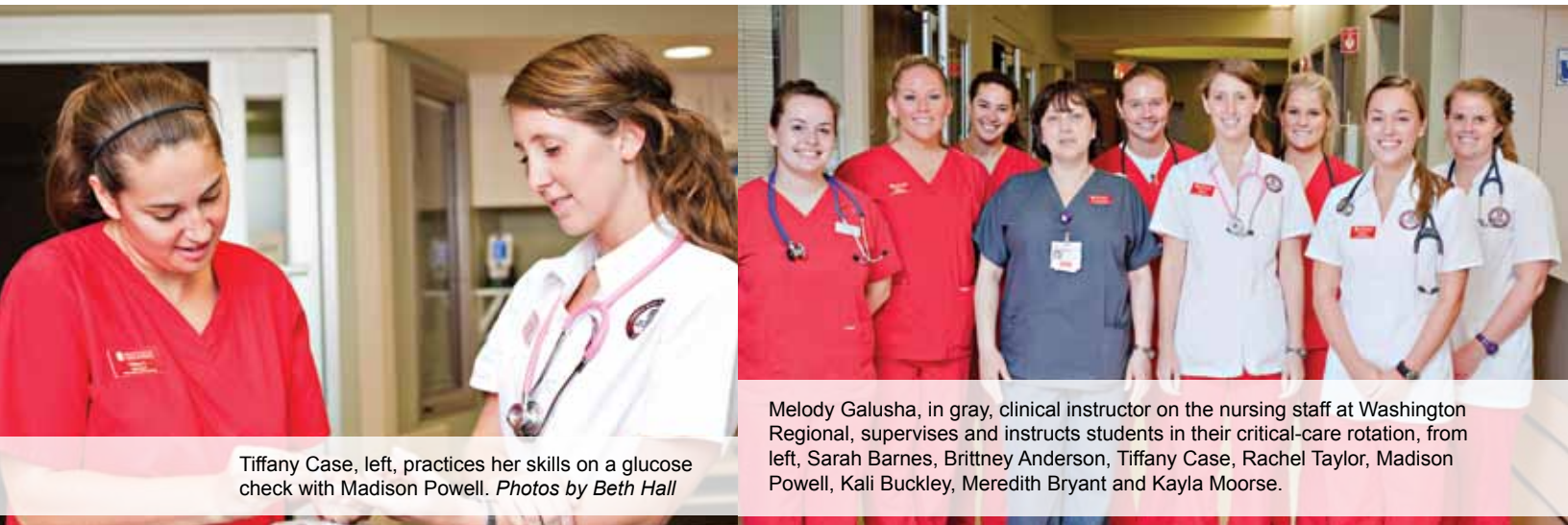
Overall Performance
Cathy Weaver
curriculum & instruction

Not pictured: Service to faculty and staff, **Kenetheia Reed**, office for administration

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.



The Colleague is online, too. You can keep up with the students, faculty, staff and programs of the College of Education and Health Professions by visiting <http://coehp.uark.edu/colleague>. Send an e-mail to stambuck@uark.edu if you would like to be notified when the site is updated every two months with new articles, photographs and other information.



Tiffany Case, left, practices her skills on a glucose check with Madison Powell. Photos by Beth Hall

Melody Galusha, in gray, clinical instructor on the nursing staff at Washington Regional, supervises and instructs students in their critical-care rotation, from left, Sarah Barnes, Brittney Anderson, Tiffany Case, Rachel Taylor, Madison Powell, Kali Buckley, Meredith Bryant and Kayla Moore.

Washington Regional Helps Nursing Program Rise to New Level

Washington Regional Medical Center in Fayetteville already works closely with the University of Arkansas to help train nurses. Now, the leader in health care is helping build the future of nursing education in Arkansas.

The hospital pledged \$500,000 over five years toward construction of the new Lewis and Donna Epley Center on the University of Arkansas campus.

“Our partnership with Washington Regional is extremely important to the success of our nursing school graduates and, ultimately, to the quality of the health-care system in Arkansas and beyond,” said G. David Gearhart, chancellor of the University of Arkansas. “Nurses are the cornerstone of the health-care system, and the hospital has for several years provided a clinical setting for our nursing students to gain practical experience. Now, Washington Regional officials have taken a leadership role in helping to fund this new facility.”

The Lewis and Donna Epley Center under construction in the northwest corner of campus is scheduled to open in January, providing 45,000 square feet of space for classrooms, laboratories, offices and study areas. The Eleanor Mann School of Nursing will move into the building in advance of the start of the spring semester.

“We are proud of our relationship with the University of Arkansas,” said Steve Percival, vice president of human resources for Washington Regional. “We rely heavily on quality nurse graduates to staff our hospital. Through our close relationship with the Eleanor Mann School of Nursing, we have found that we can help the school understand what we need in the way of staffing.”

Washington Regional’s support of the College of Education and Health Professions has come in several forms over the years. The hospital has provided funds for student scholarships, for faculty needs and for operational costs.

“This is the hospital’s first contribution to us in the form of a gift that will go toward bricks and mortar,” said Tom Smith, dean of the College of Education and Health Professions. “We are very appreciative of all of the support from Washington Regional over the years and look forward to the hospital’s name being a part of our new facility.”

The new building will allow the nursing school to double its enrollment, admitting up to 100 new students each fall and spring beginning with the junior class that entered this fall. The nursing portion of the building contains five high-fidelity simulation labs in which mannequins simulate patient conditions and offer scenarios for nursing students to address. It also features five debriefing rooms in which students and faculty can view video footage from the simulation labs to assess the students’ performance.

The facility has two basic skills labs each with eight mannequins that are more basic than those in the simulation labs, two more rooms each with eight examining tables similar to those found in physicians’ offices, two classrooms that seat 50 people each and a 60-seat computer lab.

Portions of the communication disorders program in the College of Education and Health Professions will also move into the new building in January. ■

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Treopia Washington, center, shakes hands with Alan Sugg, president of the University of Arkansas System, with her son, Todd, behind her. The Washingtons attended the May 14 commencement exercises to accept the master's degree in education that Treopia Washington's mother, Lothaire Scott Green, earned 60 years earlier. Because she was black, Green was told not to attend the commencement of 1951.



Photo by Russell Cothren