

envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Spring 2008

Technology Education Meets Engineering



University of Idaho

envision

Spring 2008

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Letter Policy

We welcome letters to the editor. Correspondence should include the writer's full name, address and daytime phone number. We reserve the right to edit letters for purposes of clarity or space.



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On the Cover:

Elementary Education student Kara Riordan is a student mentor and leader in a variety of activities.

From the Dean

People. Universities and Colleges are essentially people with facilities to support their activities. Whether we're interested in the teaching and learning that occurs in our institution, the research we do, or the outreach and service to the professional communities of the state, our work is focused on people.

Most of our efforts in the College of Education involve preparing people to work with people. We prepare teachers, counselors and administrators to work in schools, we prepare trainers to work in industry as well as public settings, and we prepare recreation and health personnel to work in a variety of public and private settings.

Across all these efforts is a focus on how the skills and knowledge we have helps other people. In this issue of Envision, we look at some of the faculty and how they use their time for renewal to enhance every aspect of their professional work. We also feature alumni who are changing lives through the application of what they learned at the University of Idaho to improve safety and wellness. And, we feature a student who is providing leadership to other students and shaping the college through her service.

The College of Education is proud to be a college of people who are dedicated to changing others' lives through our work with them. Although central to our purpose is the preparation of school personnel, we reach into people's lives through a wide variety of teaching and research activities. We are proud of the students, staff and faculty who make up the College and equally proud of the alumni and friends of the college who join us in being the People of the College of Education. People who have and will continue to change lives.

Best regards,



Paul Rowland, Dean





Kara Riordan thrives on leadership opportunities on campus.

Keeping a Family's *Vandal Tradition*

Kara Riordan of Richland, Washington, comes from a long line of University of Idaho graduates. Her parents and grandparents—all educators—graduated from the University, as well as a few aunts and uncles. “That was a big deciding factor on my coming here,” said Kara. “Not only that, I love the University of Idaho campus.”

Kara was born in Hermiston, Oregon, then moved to Park Rapids, Minnesota and from there to Richland, Washington, where she graduated from Hanford High School in 2005. She finished two years of college while in high school with the Running Start program. She’s always been a leader, and thrives on being at the forefront of any group. “I’m a type A,” she laughed. “I was on student council in high school and team captain of my swim team senior year. I like being a leader.”

Kara has also participated in three Miss Tri Cities pageants, winning academic scholarships two times, Miss Congeniality once and fourth runner up last year.

For her talent in the pageant, she plays the flute. “Last year I played Flight of the Bumblebee,” she said. “A friend of mine arranged the song and changed it from classical to rock and roll. It was so cool.”

Kara is majoring in elementary education and physical education at the University of Idaho, and also is working towards a minor in Sports Science and becoming a certified strength training coach. “My friends tell me I’m an over-achiever,” she said. When she graduates in two years, she wants to teach third grade, coach either swimming or track and also start an after school program for junior high students to promote lifelong fitness.

One thing Kara has done different at the University than her parents, Kim and Dan Riordan, and her grandfathers, James Webster and Ben Riordan, is she joined Pi Beta Phi. “I’m the first family member to go Greek,” she said. “I love it. I like having sixty women to talk with anytime I need something. I’ve met a lot of people that I connect with. The sorority has been a big part of the reason I love it here—I like walking into the house and having 60 best friends.” One thing you can be sure of is that Kara is not a passive member of her sorority. She was academic and scholarship chair during her freshman and sophomore year, vice president of fraternity development, and now she’s standards chair. “That basically means I make sure our lives uphold the standards that our chapter holds,” she said. “It’s kind of a peer mediator thing.”

Kara is also President of the Student National Education Association. “I’ve had a position in the organization since my freshman year,” she said. “I wanted to develop the program more because we had a lot of people show up just for pizza and nothing else.”

The organization supports education students, from promoting liability insurance coverage to providing workshops to helping students pass their exams. As part of her presidency, Kara spoke at a University of Idaho

Foundation meeting recently to acquaint herself with the organization. “I’d always heard about the Foundation, but didn’t realize what they really did,” she said.

As a student leader and mentor, Kara makes things happen wherever she goes. “My grandpa is so funny,” she said. “Anytime I get on the Dean’s List, he says that I’m taking after him.” Her grandfather, James Webster of Weippe, Idaho, served as Superintendent of Schools.

“I’m really close to my family,” said Kara, “particularly my little brother. He hasn’t decided where he wants to go to

school, but he’s thinking music or culinary arts. He’s an amazing cook—he just pulls things out of the fridge and throws them together and it’s so good. He’s fantastic! I probably brag about him more than my parents.”

“If I were talking to a potential University of Idaho student,” said Kara, “I’d tell them they should get involved in all the campus activities. I’d find out about all their interests and tell them about the different clubs they could be a part of. Students can get involved. One of the girls in my sorority started the polo team. I’d also tell them about the teachers I’ve really appreciated, like Karen Guilfoyle, Grace Goc Karp and Elizabeth Miller. They’ve all done such a good job of making their classes applicable to what I’m going to be doing with my life.”

Kara insisted on one last word for her readers. “Go Vandals!” she said. **e**

“If I were talking to a potential University of Idaho student, I’d tell them they should get involved in all the campus activities. I’d find out about all their interests and tell them about the different clubs they could be a part of.”

—Kara Riordan

A Student's Search for Meaning



Sean Burlile is Receiving National Attention for his Dissertation.

After Sean Burlile was injured while on active duty in support of Operation Desert Storm, he was forced to transition to a civilian community that he wasn't prepared to face. He entered the U.S. Department of Veteran's Affairs Vocational Rehabilitation and Employment program to help him prepare for a second career.

"My vocational rehabilitation counselor recommended that I read 'Man's Search for Meaning' by Viktor Frankl," Sean said. "Frankl describes the horrors he faced while imprisoned by the Nazis at Auschwitz. He also explains how he helped other prisoners recover from the torturous conditions in the concentration camps, helping them survive through finding and focusing on the meaning or purpose in their lives," he continued.

Frankl's book had an impact on Sean, and inspired him to pursue a career in the service of other veterans who have experienced trauma and transitioned to the civilian workforce as a result of their injuries. To do so, he began work on a doctoral degree at the University of Idaho, which he completed in December 2007.

Sean's doctoral research has gained local, regional and national attention. "As inspired by Frankl and the many veterans whom I've worked with," Sean said, "I wrote a dissertation titled 'The Experience of Transitioning from the Armed Forces to the

Civilian Workforce as a Result of Service-Connected Disabilities.'" Sean's study brought him closer to the veterans he works with and has had a major impact on the veterans who participated in the study.

"Many of the veterans I interviewed felt powerless over their conditions – my study gave them a voice – it empowered them," said Sean. "Others reported that

**"Many of the veterans
I interviewed felt
powerless over their
conditions – my study
gave them a voice – it
empowered them."**

—Sean Burlile

my study validated their importance as veterans." The study examines the experience of ten participants, and addresses seven major themes that Sean observed in his interviews with them: fear and anxiety, culture shock, disconnect, medical ignorance, uncertainty, loss, and transformation.

Each participant in the study experienced varying levels of hardship, but each also experienced some form of transformative learning, which is valuable information for improving the transition services to disabled veterans. The study also addresses the adult education services provided by the U.S. Department of Veterans Affairs' Vocational Rehabilitation and Employment program, shedding a positive light on their provisions and addressing areas for improvement.

In January, Sean traveled to St. Petersburg, Florida, to interview for the VA News and The Pentagon Channel to broadcast information about his dissertation and findings. In the interview, Sean was asked to share with the radio audience why he chose his dissertation



Sean Burlile and his son, Gage.

topic. "I explained that I am a veteran who transitioned through the U.S. Department of Veterans Affairs Vocational Rehabilitation and Employment program and I wanted to study the phenomenon of transitioning as experienced by other veterans," Sean said. "I also explained that I think it is important to continually study the quality of services provided by the VA in an effort to continually improve the services we provide to the nation's veterans."

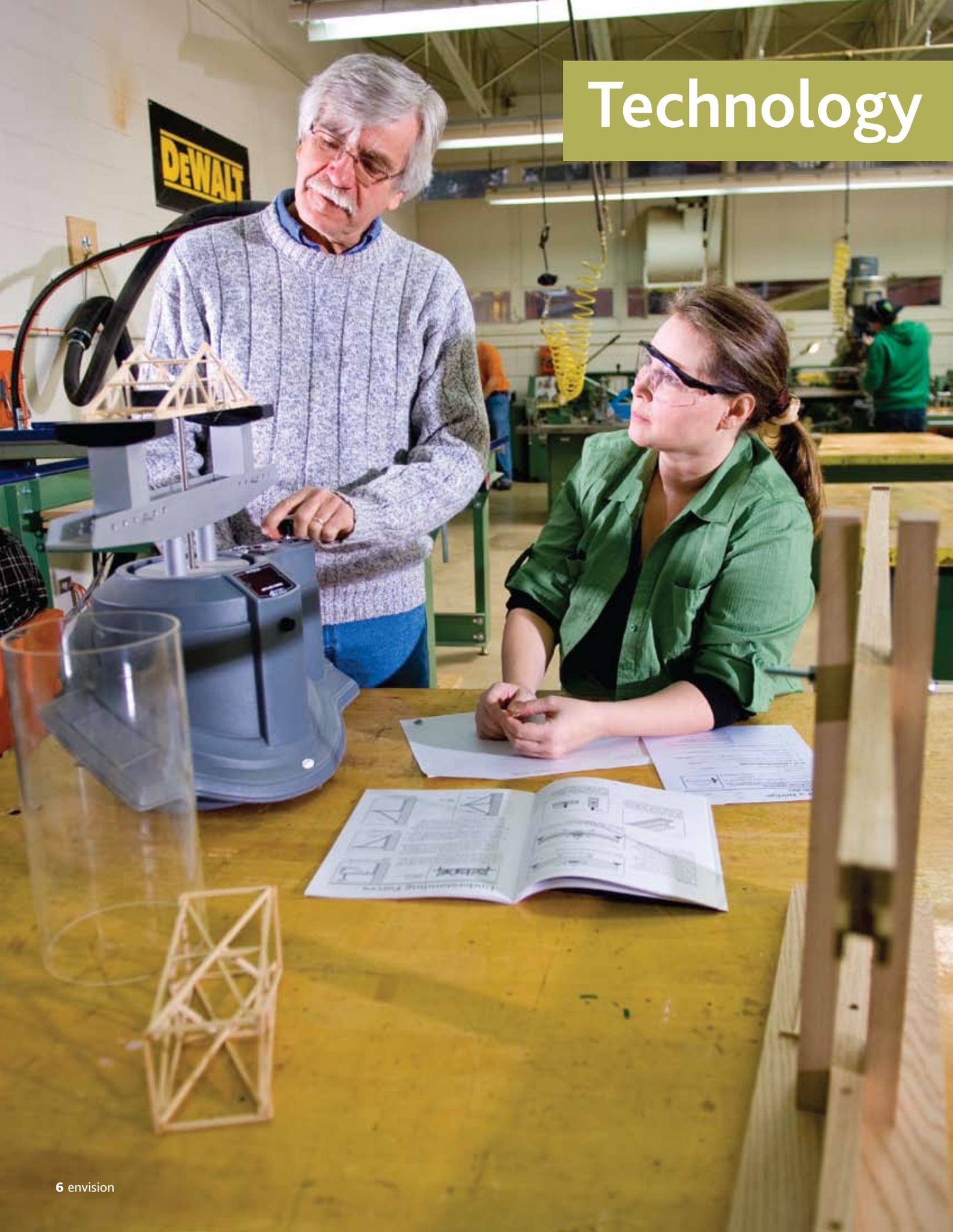
Sean was then asked about the findings of his dissertation study. "I explained that there were some positive findings regarding services delivered by the VA, but an area that needs to be studied further is the level of services provided to members of the National Guard and Reserves," he said. Sean explained that the best way for America to support veterans is to support the employment of veterans. He also explained the efforts the University of Idaho has taken through Operation Education to make sure wounded soldiers are taken care of.

Operation Education is a scholarship program at the University of Idaho designed for veterans who have been wounded in action, and their spouses, who are seeking a college degree. Sean is an avid supporter of the program, and his dissertation has gained the attention of the program founder, University of Idaho First Lady Karen White.

Sean's dissertation has also been recognized by the Spokesman Review and the Kennedy School of Government at Harvard University in their Innovations in Government publication. On January 25, Sean was the distinguished speaker at the Idaho Counseling Association Annual Conference, where he presented the findings of his study.

Sean is a vocational rehabilitation counselor for the U.S. Department of Veterans Affairs in Boise. Veterans who are interested in services can obtain more information at www.va.gov or by calling 1-800-827-1000. **e**

Technology



Education Meets Engineering

A new engineering technology curriculum poised to begin in fall 2008

What do you think of when you hear the word “technology?” Most people think of computers—but really technology refers to all types of human-built environments, from highways, canals, and buildings to high-tech electronic equipment. Thus, technology education now involves far more than the old metal, machine, and wood shop classes we used to call the industrial arts. In the mid 1980s, industrial arts became the new technology education, and with the new name came a new focus. Students no longer took industrial arts classes to learn a vocation, but instead to learn everyday technical skills.

Along with the shift in focus came a decline in interest. With the No Child Left Behind legislation, schools began to emphasize the basics, leaving elective classes like technology education in the dust—for good reason. If schools fell short on test scores, they were penalized. All of a sudden, programs in schools that did not reinforce science, math and literacy were marginalized. And instead of searching for a different context in which to teach students the basics, administrators forced students into more of the same basic core classes to boost test scores.

Technology educators realized that, in order for their programs to survive, they needed to find a way to integrate science, engineering and mathematics into their curriculums. The University of Idaho, which has the only technology education teacher education program in the Northwest, began exploring ways to teach teachers new methods of integrating basic skills into professional-technical courses. Recognizing a need for a major program overhaul, the College of Education hired Brian Rutherford, a doctoral student who was studying at Utah State. Brian had taught technology education to middle and high school students in Canada for 26 years prior to pursuing his doctoral degree.

“The idea of putting engineering education into the K-12 system is a national interest,” said Brian. “So the University of Idaho saw a national need and looked for someone to fill it. As a high school teacher, I had tried to find a way to integrate engineering into my classes, so I was a good fit for the position.”

Brian was hired to revitalize the University of Idaho’s technology education teacher education program, bring it up to date, and make it more appealing to students. That was just over one year ago. As an Idaho newbie and a non-engineer, Brian began to explore what he thought needed to be done by first talking with the engineering department. Over several months of talk and collaboration, a whole new model for teaching technology came into focus. It’s called “engineering and technology education,” which basically means technology classes will no longer be just about designing and building. Now they’ll include a third, important element called “analyze.”

Dr. Charles Gagel, Chair of the Adult, Career and Technology Education Department, explained the new curriculum this way. “In technology education classes we’ve been building model bridges for years and having competitions to

see whose bridge would hold the most weight. The projects involved designing and building, which is fine, but it’s not engineering. Engineering says we’re going to design a bridge to hold a specified weight and know prior to construction it will work. That way, we need to understand how the forces travel throughout that bridge and design it accordingly. We weren’t doing that—we were just testing the structures. If engineers did that, it wouldn’t work. That was always the part that was missing. We could design and build, but didn’t know how to analyze. Back in the old industrial arts days, we built beautiful things. When we brought in technology education, we could then design them. In the last 10 years, the element of analyze has come in. Now we’re looking at a complete program of design, build, and analyze.”

Engineering Collaboration

“When I first started working here,” said Brian, “I very humbly wrote to the Dean of Engineering, expecting to get no response, or a ‘who are you?’ Instead, I got a very welcome response. The Dean of Engineering, Aicha Elshabini, has a real interest in K-20 engineering education. From the beginning, she opened many doors for us.”

“I’ve been in education for more than 30 years, and I’ve never seen a collaboration work like this one.”

—Dr. Charles Gagel



Instructor Eric Rimel works with students on a CNC gantry mill.

“Those doors opened so fast, it scared all of us,” said Gagel. “I’ve been in education for more than 30 years, and I’ve never seen a collaboration work like this one.” Because high schools don’t really have an effective means to recruit students to engineering, by combining engineering into the technology education courses at the University level, teachers can help students be more prepared to enter college engineering programs as well as engineering technology education programs. Not only that, Brian believes the new College of Education curriculum will prepare high school teachers to make engineering technology even more interesting for high school students because it’s so hands-on. And, with the new math component that will teach students analysis, professional-technical classes should gain more respect and energy from administrators.

The education and engineering departments are designing a program for technology educators that will have a build component, a design component that includes some analysis, and a way to evaluate the solutions. “We’re trying to make everything algebra based,” said Brian, who has been writing curriculum, developing courses, and working with Moscow School district. Engineering faculty Joe Law and Edwin

Schmeckpeper are working with Brian to infuse the engineering concepts into the curriculum particularly the type of math that high school students need to analyze structures. The new curriculum includes about 62 course revisions. Very few courses escaped being revised or dropped—and at least 20 new courses have been added to the program.

“The Engineering Technology program is the next step in the evolution of what many of us knew as industrial arts,” said Dean Paul Rowland. “It represents a huge leap into the future for workforce training and for preparing the workforce trainers. The collaboration between the College of Engineering and the Technology Education faculty is occurring because there is a need for an interface between the engineers and the technicians of industry.”

High School Reform

The reform doesn’t stop at the University of Idaho. Monti Pittman, state program manager of Technology Education for the Idaho Division of Professional Technical Education, is looking at incorporating engineering content into the entire state of Idaho technology education curriculum. “With the tireless

efforts of Brian, Joe, and several technology education teachers in the state, we have made great strides in integrating engineering concepts into the technology education curriculum” said Monti. “The technology education teachers in Idaho are really excited about the possibilities of this collaboration between the College of Engineering, the Teacher Education program, and the Idaho K-12 Technology Education system.”

As a former high school teacher, Brian is aware of the reform that needs to take place at the high school level beginning now. Following the impetus provided by Dean Elshabini, he’s been working on four dual enrollment pre-engineering high school classes that will earn students one college credit per class while preparing them to enter college engineering or engineering technology education programs at the university level.

“These classes are in the final stages of approval,” said Brian. “They should be implemented next fall at the high school. Every high school in Idaho could write an articulation agreement with the University of Idaho so that students can earn four elective credits for the work they do in high school.” Pre-service teachers in the Technology Education program at the University have already been teaching students at Paradise Alternative School—a connection that seems to be working well.

Preparing for the Future

If you look in the Northwest, including Alaska, technology education teacher education programs have closed or been reduced to nonfunctional levels. Brian has begun discussions with Alaska, Oregon, Washington and Montana about a Northwest Center for Technology Education that could be centered at the University of Idaho. The idea involves online coursework and summer on-site workshops. “We’re poised to make a real splash,” said Gagel. “This could be a huge opportunity for the College of Education.”

But to meet the needs of the new curriculum, the Technology Education building needs to be modernized with new tools and equipment. Some equipment has already been donated from Engineering and from the Idaho Falls campus, but to offer high-quality

engineering technology education, infrastructures and equipment need to be brought up to the 21st century. “One major hindrance to modernizing the building and equipment is the money it would take,” said Gagel. “The ITED building is 40 years old and there’s asbestos in it and things like that that need to be corrected. The lab was built from the old industrial technology model. So we’re looking at ways to remodel,” he said.

There’s no doubt that engineering technology education is the way of the future as a means to revitalize professional technology education in schools and integrate basic academic skills that can improve test scores. High school students stand to benefit from integrating engineering concepts into professional-technical education, and with the help of the College of Education, teachers will be well prepared for the demand. Much of the planning and prep work for the engineering technology education has been done, but attracting college students to the program requires good facilities, equipment, and an innovative curriculum. The impact the new program will have on the future of engineering and technology education is a vision that the College of Education and the College of Engineering sees clearly, which is why they’ve spent hours creating a curriculum that appeals to students.

“The integration of the engineering curricula into technology education and vice versa is a critical initiative for improving education in Idaho,” said Mike Rush, Interim Executive Director of the Idaho State Board of Education. “It will improve the quality of curricula at the high school and college level as well as greatly expand the pool of students participating in engineering technology and pre-engineering programs. It will enhance academic performance while encouraging students to continue with their education. It is the perfect marriage of theory and practice that enhances both, creating motivated students, improving test scores, facilitating better high school/college transitions and producing a better-educated workforce. The faculty and administration at the University are to be commended for their efforts.” **e**



An ink painting from the Chiayi Series by Sally Machlis.

Reconnect with your purpose. Reinvent your life. Immerse yourself in a different environment. Take a break from your high-stress routine. Relax. Re-discover what is really important. Make internal changes to find true happiness. Sound like euphoria? It could be. It's called Sabbatical, and four College of Education faculty took advantage of it this year. Here are their stories.

Sabbatical: Taking Time to Reinvent

Sally Graves Machlis

Sally Graves Machlis teaches elementary and secondary art methods for the College of Education as well as world art and culture for the College of Art and Architecture—a large class of about 180 students. When she decided to take sabbatical last year, she determined that it would be a real mental break for her. “When I left in May,” Sally said, “I wanted to combine my summer and fall to get the full nine month sabbatical, and really take a break from teaching. I went to Italy in the summer, then went to Taiwan in the fall, then to Belize and Puerto Rico after that.”

Having previously traveled to Florence and Rome to study Renaissance art and architecture, Sally decided to focus on Roman mosaics while in Rome, Naples and Pompeii for the summer. “I decided upon this focus to influence my own artwork and as a more in-depth look at Roman art and architecture as it related to teaching Art 100, World Art and Culture,” she said. In addition to taking hundreds of photos, Sally spent plenty of time using her inspiration to paint.

“The Pompeii ruins were incredible,” she said. I have a good record of photos of mosaics, architecture



Sally Machlis (blonde), stands next to Tsong-Ming Lin, President of National Yunlin University of Science & Technology (left), and other artists and art supporters.

and food that I can use in my work. In Italy I would walk to the market, buy food, and then paint pictures of it," she said. "My husband would say, 'I'm getting hungry, are you almost done with that drawing of bread and olives?' He was there writing a book."

At the end of summer, Sally returned to her studio to work for a time, then traveled as a visiting artist to National Chiayi University and National Yunlin University of Science and Technology in Taiwan. Her goal was to learn about Asian art and culture, create new work, and make potential contacts for future exchanges with the University of Idaho. She also hoped to create and profile her own artistic work there. Ming-Jen Lee, the President of National Chiayi University, is a University of Idaho graduate and interested in having more interchange between the two universities.

"I taught Sociology of Art there because it's very similar to the Art 100 class I teach here," said Sally. "But the most important thing I wanted to do was work on my own art and learn about the Chinese culture and art. I took Chinese painting and a Chinese calligraphy class. It truly was an opportunity for me to learn new things. Calligraphy is very difficult because in China and Taiwan people study it all their lives starting at a very young age. Its not only a form of communication, its an art form. I had to really work! It was hard, but fun." She was also able to organize two solo exhibitions of her art while there, and guest lectured at four different universities.

Sally's Taiwanese art students and faculty escorted her all over the island to see temples, markets, art museums and galleries. "I also read a lot," she said. "The

nicest thing was being able to focus on my artwork. Any global exposure is also very important for teaching art. For some reason, most art textbooks have been slow to include Asian art, so I took pictures that I'm now using in my classes. The trip made an impact on my teaching and on my own creative activities."

Sally exhibited some of her artwork at the faculty exhibition at Prichard Art Gallery when she returned, and now is sending a solo exhibition to the Herrett Center for Arts and Science in Twin Falls that includes 35 pieces. "What I've done over the last 10 years is mixed media and collage, and what I had the opportunity to do in Taiwan was be introduced to ink painting. I've added a lot of new techniques to my work, which is the purpose of sabbatical," she said.

After visiting Italy, Taiwan, and then Belize for a short time, Sally began to see an interesting connection in some of the ruins she visited, and is now working on a new series of art based on those findings. "When I went to Belize after my two months in Taiwan, I visited some of the Mayan ruins," she said. "So, I'm doing a series of paintings on the end of great empires. I wasn't expecting the three trips to be connected, but when I was there the Empire connections became very interesting to me. One of my upcoming exhibitions will be about the fall of the Roman Empire, the Mayan Empire, and the Ming Dynasty."

Sally's sabbatical proved to be an inspiration and an opportunity to expand her artistic horizons. The connections she made, the new techniques she learned, and the inspiration she received, will all benefit her teaching here at the University.



Izvor area, București, România

“I have a room facing the Black Sea, which I can see is very stormy with strong winds. I’m on the water and can look for miles across the sea, so I’m happy.”

—Carolyn Keeler

Carolyn Keeler

Carolyn Keeler, Professor in the College of Education’s Educational Leadership program in Boise, was awarded a J. William Fulbright Foreign Scholarship to Romania for 2008. As a representative of the U.S. in Romania, Carolyn will help fulfill the mission of the Fulbright program to increase mutual understanding between the people of the United States and other countries. Fulbright Scholars lecture and conduct research within their academic fields for the extent of their programs. Carolyn’s research interests include statistical reasoning, statewide assessment, consequential validity, score reliability, and leadership issues in supervising for the improvement of learning through data use.



Carolyn Keeler

On February 3rd, Carolyn left for Bucaresti (the Romanian spelling), Romania for an orientation to the Fulbright Scholar Program. The orientation to Romania included a tour of Bucaresti and official speeches

from Fulbright Commission members. She met Mihai Moroiu, of the Fulbright Commission, who has been a source of information and encouragement for Carolyn. After the orientation and tour, she traveled by train to Constanta on Friday, February 8, where she was met by one of the Dean’s former students.

“The train ride to Constanta was 5 hours, instead of the 2 advertised, and it was grey and bleak the whole way,” said Carolyn. “I was picked up by one of the Dean’s former students, Corina, who speaks excellent English and who took me to my hotel,” said Carolyn. “I have a room facing the Black Sea, which I can see is very stormy with strong winds. I’m on the water and can look for miles across the sea, so I’m happy.”

Carolyn is keeping a blog with plenty of pictures of her travels and work while in Romania, which readers can access at <http://web.mac.com/carolyn.keeler/Site/Welcome.html>.

“Although the term has its roots in the idea of resting it appears to me that a better way to think about a sabbatical is as a renewal — it renews not only the individual but the institution.”

—Dean Paul Rowland

Mary Gardiner

Mary Gardiner, a professor in Educational Leadership at the Boise Center, didn't travel for her sabbatical, but stayed home from August through December, 2007 to finish her book, "Latino Dropouts in Rural America: Realities and Possibilities," with co-authors Carolyn Hondo, Assistant Principal at Burley High School, and Yolanda Sapien, ESL teacher at Burley High School. The book, which is Mary's fourth, was published in March 2008, by SUNY Press.

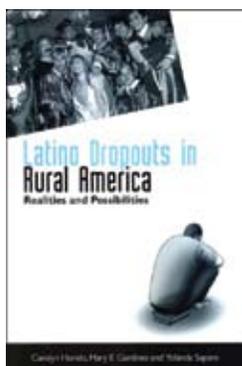
"This sabbatical was an essential renewal for me," said Mary. "Year after year of teaching, advising, researching, serving on numerous doctoral committees, and service work had all taken a toll on my ability to feel energized and committed to the work. The sabbatical represented to me the opportunity to renew, read, reflect, and be creative. It was a semester block of time that was golden."

Mary's book affords Latino high school dropouts from rural communities in Idaho the opportunity to tell their stories in their own words. It candidly reveals nine students' school experiences, explores why students leave school, and looks at the impact of the No Child Left Behind Act. The book presents a systematic approach for addressing a lack of cultural responsiveness in school curriculum, instruction, policies, and practices. The leadership plan recommended by the authors will help educators understand the lives of rural Latino youth and to critique their own schools.

Co-author Carolyn Hondo was one of Mary's students in her multicultural diversity and educational leadership class. She completed a mid-semester paper on the issue of high school dropout rates, followed by her doctoral dissertation. The book project was a natural outgrowth of this interest, and was both Carolyn and Yolanda's first.



Mary Gardiner



"I liken it to the 'tennis shoe in the dryer' phenomenon. The sabbatical lets you take the shoe out of the dryer and have some fresh air."

— Mary Gardiner

When Mary moved from Washington to Idaho in 2001, she was struck by the fact that the majority minority was Latino, and that their high school dropout rate was significant. "I did some research and found that the Latino dropout phenomenon was also a trend nationally, that each year almost one third of all high school students—and nearly one half of all African Americans, Latinos and Native Americans—fail to graduate from public high school with their class," she said. When students leave school before

graduation, their chances of living a life of poverty increase. The authors wanted to know more about the unique experiences of individuals to see how they could improve the graduation rates.

"We cannot speak for the Latino dropouts in this study, but we listened to their stories, and tried to represent them in ways that allow administrators and

teachers to develop empathy for these students," said Mary. "One of my sons is African American, and I know the importance of advocacy for minority students in school by those in the majority."

While on sabbatical, Mary was also able to complete scholarly manuscripts and submit research proposals, but more importantly connect with people on a personal level, take time to be in public schools, and immerse herself in reading and writing. "Everyone

should apply for a sabbatical when they're eligible," she said. "A sabbatical is a privilege and not a right, but it is a privilege worth seeking.

"The key word is time," Mary continued. "Time is something we never have enough of. Lack of time to meet the many competing demands we put on ourselves increases stress. A sabbatical is an essential renewal to be more effective. I liken it to the 'tennis shoe in the dryer' phenomenon. The sabbatical lets you take the shoe out of the dryer and have some fresh air."

Cherie Major

Cherie Major, a Curriculum and Instruction professor in Coeur d'Alene and a specialist in middle school education and reform, traveled to Australia and New Zealand for sabbatical from May to October, 2007 to study teacher education, school-university partnerships, and middle school organization and structures that support adolescent development. Cherie had previously participated in a professional and cultural international exchange with three universities in the United Kingdom. "The innovation in teacher education internationally, specifically Australia and New Zealand, and the deep significance of my previous international experience prompted my need for further study abroad," said Cherie.

Australia and New Zealand are in the beginning phases of developing school-university partnerships. A decade and a half of research in the U.S. found that school-university partnerships resulted in higher-quality teachers and increased achievement of school children in partner schools. "Most of my work resulted in a series of presentations and discussions with university faculty, graduate students, school based partners and university administrators around developing and sustaining a Professional Development School model," said Cherie. "I was pleased to be able to provide research, processes, contacts and assessment tools to help them with their respective teacher education reform initiatives."

Through a connection with the national Middle Years Schooling Association and three universities in Australia, Cherie was invited into 20 middle level schools in four different Australian states including an outback and aboriginal school. In New Zealand, she visited five different middle schools including a Maori intensive school. "This incredible experience provided opportunities to observe many practices that will be informative to U.S. educators," she said. "I've been invited to submit an article for publication to both the Australian and New Zealand national middle level journals."

Cherie also collected data for research on advisory and advocacy, or character education programs, for young adolescents. Small communities where stable, close, mutually respectful relationships with adults and peers are considered fundamental for middle school children's intellectual development and personal growth

in Australia and New Zealand. The two countries have "care" programs in all middle level schools in which each child is assigned an advisor. Cherie's school visits resulted in observing and gathering models of advisory/care programs that she'll incorporate in her upcoming book on International Models of Advisory and Advocacy, which has been accepted for publication through a middle school grant.

"Every student has a right to be known by one adult," said Cherie. "In an advisory program, every child is given an advisor who keeps track of the student. If somebody is paying attention, they can make a difference."

The advisory program in Australia and New Zealand is called "pastoral care," which means shepherding. They have a formal national values curriculum with a goal of developing civil children. The older children referee the younger children and form committees in which they work on various projects, such as building for habitat. "The children have a work ethic," said Cherie.

"My sabbatical leave was an outstanding professional and personal experience," said Cherie. "I'm thankful to the University of Idaho for the opportunity of a lifetime. The substantial gift of time to focus on scholarship allowed me to collect large amounts of data, to observe different cultures in depth, and to begin writing on a significant body of work that would be difficult if not impossible

without the sabbatical. If the work that comes out of this project gives teachers ideas, provides schools with useable models, or helps provide a safe caring school climate for young adolescents, then it will have been an important investment in our future."

Faculty sometimes hesitate to take sabbatical, thinking they're too busy and can't afford the time away. But according to Dean Paul Rowland, sabbaticals are a critical part of the professional development of faculty. "It changes how and what they teach, it changes their scholarship, it changes the conversations they have with others in the profession," he said. "Although the term has its roots in the idea of resting it appears to me that a better way to think about a sabbatical is as a renewal — it renews not only the individual but the institution." **e**



"My sabbatical leave was an outstanding professional and personal experience. I'm thankful to the University of Idaho for the opportunity of a lifetime.

—Cherie Major



Leading With Love

A Program on Servant Leadership Attracts Coaches

Sharon Stoll walked into the Anaheim Convention Center to give her presentation at the American Football Coaches Association and realized she was the only female in the midst of 6,000 football coaches. “It was an eerie feeling,” she said. “I had no concept of the magnitude of this convention.” It’s not that Stoll is uncomfortable around males; she’s been around sports and athletes nearly her entire life, and even spent time in the military around men. She just wasn’t expecting the convention to be so big—and to be the only female in the crowd.

Sharon was invited by legendary coach and AFCA executive director Grant Teaff to present at the convention on servant leadership—a program that she and her team of graduate students have been working on in the Center for ETHICS* at the University of Idaho College of Education.

The AFCA focuses on promotion, legislative matters, ethics and professional standards related to

the game of football. Stoll had met Teaff years earlier when she spoke with him about character education for coaches, and her connections with coach Mark Richt through *Winning With Character*—the company that markets Stoll’s curriculum that teaches character, ethics, and leadership training to high school and college athletic programs—provided the credibility she needed to be a part of the convention.

What is Servant Leadership?

The Servant Leadership program idea began when College of Education doctoral student David Brunner was looking for a project. Since he was a graduate assistant with the University of Idaho football program and a former high school football coach, Sharon suggested he do a project on servant leadership that would help coaches understand what it’s all about. “We have some good role models in football right now with Tony Dungy, coach of the Indiana Colts and

Lovie Smith, coach of the Chicago Bears, who advocate leadership from a servant position,” Stoll said. “These models use the terminology regularly. You wouldn’t believe how many times the word “love” came up at the conference, which was interesting in a room full of coaches.”

After developing the idea of offering servant leadership training to coaches, Stoll and Brunner contacted the Winning with Character staff in Georgia, who then contacted Teaff. He suggested Stoll’s Center for ETHICS* develop a program for coaches in which they could earn a Servant Leadership Certificate. Thus the journey began. Stoll and her staff began developing a curriculum that they hope will assess whether or not the program can change a coach’s perspective on leadership.

“We want to know if we can affect thinking,” said Stoll. “We’re hoping that with the skills and tools, coaches can implement a servant leadership style. Dungy and Smith have helped develop this language of the moment, so words like serving, loving, fellowship and leadership are all becoming a part of the football culture.”

Teaff invited Brunner to present his servant leadership program at the AFCA, and asked Stoll to speak on a panel with Bill Curry and Mark Richt about character. Richt was the first client to use Stoll’s curriculum on moral education—a program that was initially developed by Stoll for the University of Georgia football team and is marketed through Winning with Character.

Originally Stoll hadn’t planned to go. “You don’t need me there. They won’t really appreciate me,” she said. But they insisted that she lent credibility to the program. “I had no notion of what I was getting myself into though,” Stoll said. “I knew it was a convention, but never even thought about it being a convention with no women.”

Sharon and 6,000 Men

It wasn’t just the multitude of coaches at the convention that took Stoll aback—it was the magnitude. “Just the size of these men was amazing,” she said. “And the programs were all about the Xs and Os of football.” Given that, she thought that maybe 30-40 men would show up for the presentations on character education and servant leadership.

“When we walked in to the room, we immediately saw that it held about 500 people. By the time we started, there was standing room only,” she said. There were two sessions back to back on the servant leadership program. Later, when Stoll was part of the panel discussion with

Richt and Curry, she was again astonished. “There were probably 2500 people in the room,” she said. “There were bright lights, TV cameras, and we were up on a huge stage. This was big-time stuff.”

What was really interesting to Stoll, however, and somewhat disturbing, was the assumptions most of the football players had about her before they knew she was there as a presenter. “They were not rude—they were very kind,” she said. But it was repeatedly assumed that I was married to whomever I was standing next to. I tended to hang around one of the men from Winning with Character who is about 77 years old. Everyone thought I was married to him. I shouldn’t have been offended by that, but it felt weird because he was a generation removed from me.”

But one of the funniest assumptions was when she was “hooked up” with a very short, elderly custodian that happened to be in the elevator at the same time as she was. “I see your husband there dragged you along to this football thing,” one of the coaches in the elevator said. “It was the oddest feeling,” Stoll said. “Maybe my ego got in the way, but in my travels, I’ve never been asked if I’m married to somebody so many times in such a short period of time. I like to think if I chose a husband, I’d pick somebody better than they kept hooking me up with.” **e**

Servant Sport Leadership Program

The Servant Sport Leadership Program helps coaches and teams develop a sense of unity built upon a foundation of character. The program will help define servant leadership and distinguish it from the more traditional styles of coaching. “Servant leadership is not about being the most important person, it’s about the followers becoming better because of leadership,” said Stoll

Assessment and evaluation of the lessons, which are not graded, will be important to the Center for ETHICS* in understanding whether or not the curriculum can help change the way coaches think. “We want to know if coaches are open to a different way of thinking,” said Stoll.

The cost for the program is \$50.00 and participants will earn 3.0 continuing education credits upon completion. To register, click on www.conferences.uidaho.edu and click on “on-line registration” and choose the course “Sport Servant Leadership.”

The Benefits of National Board Certification

Meet Four Idaho National Board Certified Teachers, and How it Changed Their Lives.

National Board Certification for a teacher means validation of their teaching skills. As in any profession, teachers like to know and somehow measure their level of accomplishment and how it stacks up against the highest standards. That's what National Board Certification provides for teachers through an extensive series of performance-based assessments including teaching portfolios, student work samples, and videotapes and analyses of classroom teaching and student learning. Teachers also complete written exercises that demonstrate their depth of knowledge of their subject matter, ultimately demonstrating that they are highly knowledgeable teachers who know how to teach and how to reach children. Thus—they are highly accomplished teachers.

National Board Certification is a voluntary process. The National Board's mission is to advance the quality of teaching by maintaining high rigorous standards for what accomplished teachers should know and do, and to advocate for education reforms that capitalize on the expertise of National Board Certified Teachers. In essence, the National Board wishes to recognize and reward teachers for excellence, and provide standards that all teachers should aspire to attain. Since its inception in 1987, the National Board for Professional Teaching Standards (NBPTS) has been able to document the positive impact certification has had on the teaching profession. Certified teachers inevitably bring new skills into their classrooms, share what they've learned with other teachers, and move into leadership positions in their schools and districts. Not only that, most states offer financial rewards to teachers who become certified. In Idaho, Nationally Certified teachers earn an extra \$2,000 per year for five years.

The University of Idaho College of Education, under the guidance of retired Moscow teacher Sue Hovey and University faculty Jerry Tuchsherer, offers assistance to teachers who wish to pursue NBPTS Certification. The program began in 1999, and to date has helped 97 Idaho teachers become certified. Teachers earn six University of Idaho professional development credits in the process of working toward certification, which takes 200-250 hours of work. The \$2500 fee to become certified is offset by a scholarship from the



State Farm Foundation and the program is funded by the College of Education.

To find out how National Certification changed the way teachers teach, we talked with four North Idaho teachers—all who have followed different pathways since becoming certified.

David Knapp, Orofino Junior and Senior High Schools

Dave Knapp, M.Ed, originally from Rose Lake, Idaho, became Nationally certified in November 2005 and is teaching all core subjects for grades seven through 12 at both Orofino Junior and Senior High Schools. He's been teaching for seven years plus a one-year internship in the Coeur d'Alene school district when getting his M.Ed.

“Certification has made me much more reflective of my own practice,” David said. “Rather than reflect on what I did, I now reflect more on why I did it. Certification has also made me more of a leader. I don’t think it’s myself being more of a leader as much as others’ expectations of me that contribute to this leadership. I feel that educators who understand what NBCT is place higher expectations on those that have achieved certification and respect their practice more.”

The certification process took David roughly fifteen months. “It wasn’t easy, but I learned that I have a dogged determination to succeed as long as it’s in the best interest of my students and my profession as a whole,” he said. “What I took back to my school was an ability to reflect more deeply before I act and to focus more on student background and culture before deciding on a course of action with a student. For example, if I have a student who has a habitual behavior problem, before certification I would react using the standard punitive ladder that exists in schools. Now I look more closely at the student’s whole background for the cause of the misbehavior, and collaborate much more with others to help the student before moving in a punitive direction.”

Mike Nelson, Coeur d’Alene High School

Mike became Nationally certified in 2006 and is now the Assistant Principal at Coeur d’Alene High School. Because of his positive experience with certification, he’s made it a goal to help other teachers pursue National Certification and to date has worked with several local businesses to completely fund certification for six candidates from his school.

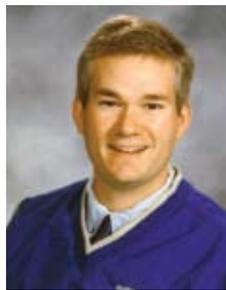
From his own experience, Mike believes that National Board Certification raises the quality of the teaching profession. Although an arduous process, it creates a high standard for the profession and the process itself offers high quality professional development. It is uniquely based on teacher self-reflection and inquiry, linked to a teacher’s own teaching situation and practice without indoctrinating.

“To me, being a National Board Certified Teacher provides accomplished teachers true knowledge and leadership, which is central to any effort to educate students to high academic standards,” he said.

Mike says his career has been enhanced greatly



Dave Knapp



Mike Nelson



Wendy Seley



Jeanette Rogers

because of his National Board Certification, which has given him a greater focus. “I am able to analyze student work and how to pedagogically prepare lessons that engage all learners,” he said. “I don’t believe that it changed my style, but my students were immediately engaged more than ever before. I strongly believe that without the mentorship of Sue Hovey and Elinor Michel as well as the collaboration and financial assistance from the University of Idaho, I would have not been successful,” he said.

As one of the original pilots of certification, Mike says he failed twice before receiving a passing score in 2006. “I learned how to be more clear, concise and convincing in my writing style,” he said. “My perseverance was tested, but it’s a process that provides personalized opportunities for improvement that are unheard of in education today.”

Wendy Seley, University of Idaho

Wendy is from Bonners Ferry, where she taught 9th and 10th grade language arts for 14 years. She is now pursuing a doctoral degree and has been teaching at the University of Idaho for over two years.

To Wendy, National Certification is an accountability measure for public school teachers that requires substantial time. “The requirements pushed me to modify my teaching techniques to search for deeper meanings, both from myself and from my students,” she said. “During the process, my life was consumed with the process: if I wasn’t planning or filming or consulting with University of Idaho professors, I was writing or rewriting. The most invigorating aspect of being a part of the process was the introspection into my teaching pedagogy and how I carried out those foundational beliefs in my teaching.”

Prior to certification, Wendy says she was engulfed in the rigorous, daily routines of public school teaching. “I didn’t think I had more time for anything. I could hardly survive a school day, coupled with four to six hours nightly of grading papers. But what I discovered was myself amid the teaching cycle; my influence in the classroom, my strengths and weaknesses as an influence

in children's lives. I knew I taught with care at the core of my classroom, but until National Board Certification, I didn't realize how the love emulated itself. I had never researched its basis and its influence. Now I know how my beliefs about education influence and enhance classroom instruction and atmosphere."

NBPTS was the springboard Wendy needed to realize her life as an educator. She desired to be more influential in teaching and become more of a teacher-advocate. "I had always been a student advocate, but I realized that the power of self-perception in teaching had the capacity of wide-spread influence. If I could help other teachers discover their personal pedagogical beliefs, to make those the centerpiece instead of the grind of the school day, teachers could be more likely to teach from the heart, from their core, and love their jobs."

Wendy says that the College of Education held her hand every step of the way. Prior to submitting papers, for instance, an instructor would edit her writing and push her to find deeper meaning in how and why she practiced as she did. "They helped me open my eyes," she said. "The absolute highlight of NBPTS was Sue Hovey and Jerry Tuchsherer, who were the competent and gentle guides through the process. They were the cheerleaders of encouragement. They were the ears for disgruntlements. They were the eyes for insight. Today, they are friends whom I cherish."

Since National Board Certification, Wendy has become a Wright Fellow and earned her master's degree. Currently, she's rewriting her dissertation that is based on No Child Left Behind influence in Idaho, and will defend in spring 2008, earning a Ph.D. in education.

"If a teacher is interested in self-discovery, in re-ignition, in improving his or her practice, and is willing to work hard, then NBPTS is worth the effort," Wendy said.

Jeanette Rogers

Jeanette is a native of Potlatch, Idaho, and University of Idaho B.S and M.Ed. graduate. She's been teaching more than 30 years. When she decided to pursue National Board Certification, she was teaching 12th grade English and was the district's certified media/library specialist. She continues to do the same, but is now also teaching 7th grade study skills and ISAT remediation for 9th through 11th grade.

"The certification process was difficult," she said. "I believe the work was more intense than my master's degree. Sue and Jerry are absolutely the best! Sue is so knowledgeable and an incredible cheerleader to the

candidates. As a matter of fact, if it weren't for Sue and Elinor Michel, I probably would have never attempted National Board Certification in the first place. They were so sure that I could be successful. Jerry, Sue, and Elinor made us work, made us think, and encouraged us at every step of the way. I believe that the real plus of going through the process was the opportunity to work with these excellent people."

Since certification, Jeanette has been asked to be part of more school committees, such as School Improvement, and has been part of many teacher interview committees. "The process didn't change my way of teaching, since I followed NBPTS guidelines before," she said. "It was an extreme amount of work, and I have the personal satisfaction of knowing that I was capable of completing such an intense task on the first attempt."

Key findings of NBPTS indicate positive outcomes from National Board Certification. Several major studies argue that students of Nationally Certified teachers perform better on standardized tests and that they improve in terms of higher-order thinking. Nationally Certified teachers demonstrate more in-depth knowledge of teaching skills and subject content and routinely seek out better educational strategies. They also stay in the classroom longer and gain new enthusiasm, become leaders in their communities and better mentors. **e**

As one of few Universities nationwide that offers a National Board Certification facilitation program, the University of Idaho places value in improving the state's education.

For more information on the program, contact Jerry Tuchsherer at jerryt@uidaho.edu, or Sue Hovey at sueh@uidaho.edu.



Chris McNeil instructs elementary school students on all-terrain vehicle safety.

On the Go Safety

Chris McNeil is all about safety—particularly when it comes to ATVs and snowmobiles. With over 850 ATV related accidents last year in the U.S., his concern is not unfounded. “Everyone thinks it won’t happen to them,” he said.

As the Wyoming State Trails Safety and Educator Coordinator, it’s McNeil’s job to teach safety. With an M.S. degree in Industrial Technology in 2004 from the University of Idaho in Idaho Falls with an emphasis in disaster management and emergency management and planning, Chris is well qualified for the work he began nearly two years ago for the State of Wyoming. The position was created to help curb the high number of injuries and fatalities to riders of off-road vehicles.

Last year McNeil started a new school outreach program for youth using an ATV Safety Simulator he invented and built—the only one in the nation. He also designed an interactive safety trailer command center that not only houses him when he’s on the road, but contains materials and computer games that teach safety.

According to the ATV Safety Institute, a child should have the physical development, visual perception, motor development, social/emotional development and reasoning and decision-making ability

to operate an ATV. Once these criteria are met, the child should receive a safety training course that teaches the fundamentals of posture, turning, traversing hills, and riding over obstacles, as well as learning to control the levers and controls of the ATV.

McNeil’s ATV simulator has been a huge success in teaching safety training to children in schools and other events, and is patent pending. Since one of every 100 ATV operators is in an accident every year, and half of those are youth under 16 years old, safety training is important. Seven of the 17 lessons McNeil teaches on ATV safety and ethics are taught using the simulator, which is a Honda 250 four-wheeler rigged to a complex hydraulic system on a moveable platform. An equal amount of time is spent teaching riding ethics using Tread Lightly® and 4H principles through fun-filled lessons.

The youth do not forget what they learn on the simulator, and the response to Chris’s training has been overwhelming. Throughout the summer, he guided 3,000 school children through the course. “Everyone should learn to operate their ATV in a protected situation so they can really learn to handle it before taking it out on the road,” said McNeil. Next summer he anticipates working with 10,000 students.

McNeil came up with the idea of an ATV simulator when he began considering how to keep ATV-riding children safe with the objective of reaching the masses. Although there were already courses available, they were designed to teach only six to eight students at a time. He'd taken several safety and engineering courses with

Professor Lee Ostrom at the University of Idaho as well as an adult learning styles course, which guided his design strategy. "I have to express that without Lee Ostrom's courses on risk assessment and Cheryl Welhelmsen's teaching techniques in safety, I wouldn't be where I am today," he said. "The whole safety program in Idaho Falls is remarkable. Ultimately, I have to chalk my ideas and design up to my University of Idaho education," he said.

"It thrills me that Chris found a position that combined the education and skills he attained during his master's program and his love for motor sports, the outdoors, and mechanical systems," said Ostrom. "Chris contributed greatly to classroom discussions because he had a broad range of experiences attained over his lifetime."

A Sobering Lesson

Many of the accidents by ATV riders are caused by improper operation of the driver. It's also important that the ATV is the right size for the driver and that the driver wear appropriate gear. Young drivers need to be supervised and taught to respect the environment. Safety training on the simulator helps riders learn to stand up and lean forward going up hills, to lean into a slope when turning on a hill, and to feel the limits of their machine. "Most children who ride ATVs don't even know they're supposed to shift their weight," said McNeil.

When he arrives at a school with his simulator, 20-23 students at a time come out of the school during their P.E. classes to attend the training. Most days there are five to six classes that receive training—up to 160 students total. "About sixty percent of those students ride ATVs," McNeil said. "And about half of those students don't wear helmets and almost all ride double—which is really unsafe."

As students gather around the ATV, McNeil hands



them each a red, blue or white poker chip. "There were 23 ATV accidents on Memorial Day," he says to the students. "The chip you hold in your hand represents one of those ATV riders who was in an accident, and the color of your chip represents the type of injury they sustained. What do you think the blue chip represents?"

Students' hands shoot up.

"These are the riders who died," says one student.

"Wrong," says McNeil. "The blue chip represents the children who were injured, but not seriously. The red chips represent the children who were seriously injured. Some were paralyzed and can't walk now. So, what do the white chips represent?"

"The kids who didn't survive," the students chimed.

"Right," says McNeil. "Tomorrow you'll be attending their funeral."

The students holding the white chips are selected to get on the ATV and demonstrate safe riding to the others. The subdued students don't argue the decision.

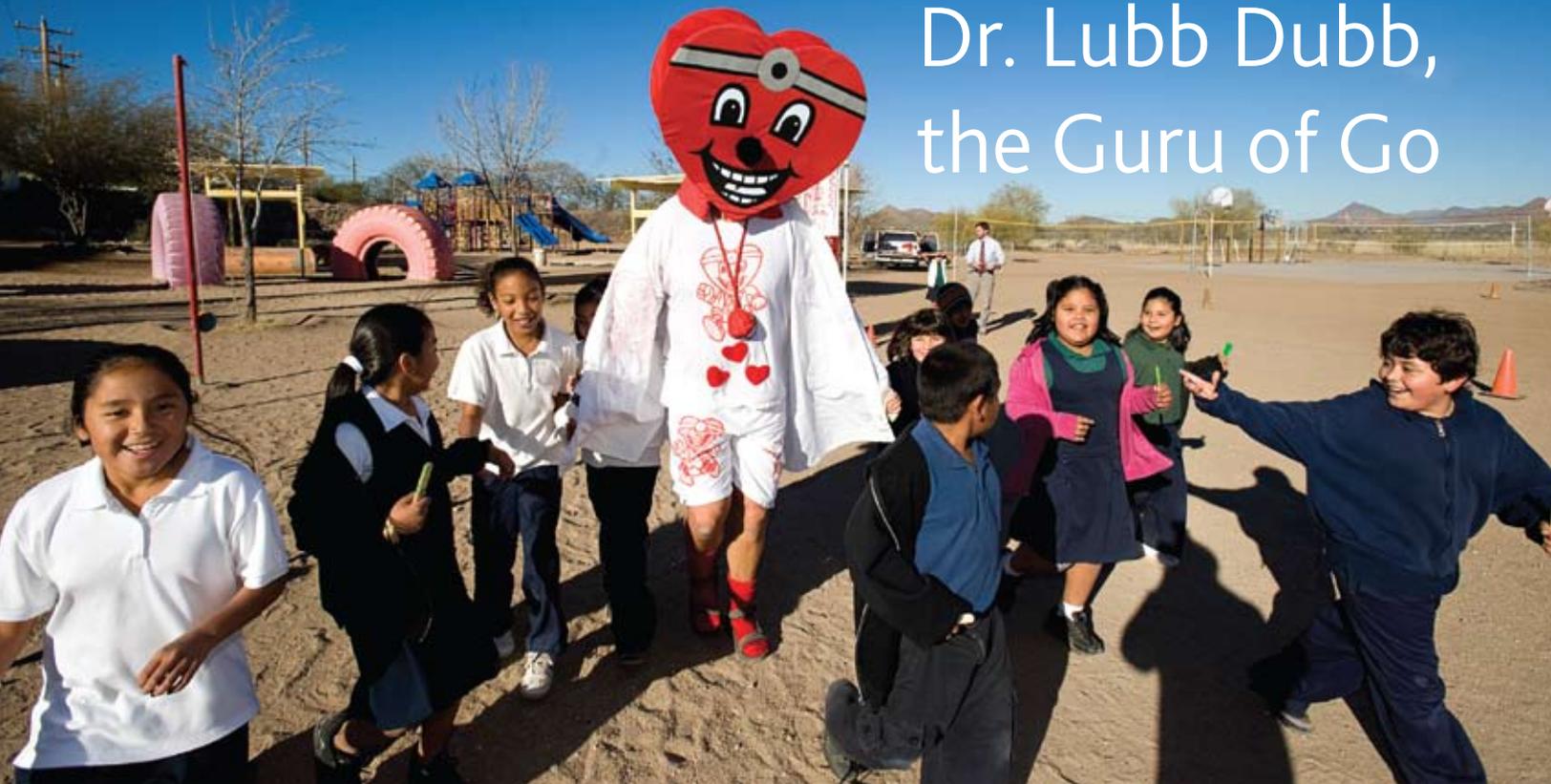
"I really stress safety gear," said McNeil. "Also, 98 percent of the children riding ATVs do not ride the appropriate size machine. Their machines are way too big. I also stress that they take an actual training course to learn more about safety."

In addition to traveling to schools, McNeil also sets up demonstrations at state and county fairs. This way, parents have the opportunity to go through ATV safety training with their children. The simulator has been so popular that other states have taken interest, including Idaho, Utah, Maine, West Virginia, and Kentucky. He's also been awarded another grant to build a simulator for snow machines—which have similar motion, angles, and leans as the ATV. The new simulator was demonstrated at the Wyoming State Snowmobile Association's annual conference and fun days in March, where clubs from all over the state gathered. The association has donated the snow machine for the simulator. McNeil is also working on building a smaller ATV simulator better fitted to children.

"The program is getting so big," said McNeil. "But it gives kids a head start."

If you want to learn more about the ATV Simulator, or to contact Chris McNeil, you may e-mail him at cmcnei@state.wy.us. **e**

Dr. Lubb Dubb, the Guru of Go



Tom Vosberg helps Native American children get fit.

What do you get when children shovel down bowls of sugar-sweetened cereal, ride a bus to school for 45 minutes, and then sit in a classroom for seven hours with no physical outlet? The answer is a classroom filled with hyperactive, unhealthy children and a generation on the brink of becoming a national health crisis.

How do we resolve the problem? According to Tom Vosberg of Tucson, Arizona, you get the students running. “Kids are like ponies,” said Vosberg, a P.E. teacher from Tucson, Arizona. “If you open the gate and loosen the reins, they’ll run.”

Vosberg is deeply concerned about children’s health. He created a program in 1995 on the Salt River Maricopa Indian Community called Dr. Lubb Dubb—named after the sound of a beating heart—to motivate and reward children for running. Prior to starting the program, he taught at Indian Oasis Primary School in Sells, Arizona for 12 years, where children had only 25 minutes of P.E. twice a week. After he got the students running an extra 10 minutes a day with his program, teachers reported that the students were more alert in the classroom.

“Children are not designed to sit all day,” Vosberg said. “Kids should have P.E. five times a week, but it isn’t happening because of budget and personnel constraints.”

Obese children make up about 17 percent of all U.S. children, while two-thirds are overweight, putting them at risk for diabetes, heart disease, high cholesterol, and high blood pressure—to name a few potential ailments. Vosberg, a six foot five inch former free agent with the Washington Redskins and a 1979 M.Ed. graduate of the University of Idaho College of Education, worries a lot about these statistics.

“Highly intelligent, highly educated and highly trained and devoted physicians have attempted to tackle Type II Diabetes and childhood obesity,” said Vosberg, “But the problem only grows alarmingly worse. Maybe someday someone somewhere will listen to a sweaty old P.E. teacher.”

Somebody is starting to listen. The Center for Disease Control and Prevention (CDC) awarded Vosberg a three-year \$87,000 grant to operate his program. He can now spend a few days a week with students in several schools throughout the Tohono

O'odham Nation, a Native American reservation in southern Arizona that is the second largest in America.

The CDC recognizes the serious problem the United States is facing with child obesity and states that the percentage of overweight young people has tripled since 1980. During that same timeframe, the number of Americans diagnosed with diabetes has doubled. As a result, it began Steps to a Healthier Us, which funds community programs like Vosberg's that are focused on reducing physical inactivity, poor nutrition and tobacco use.

"Dr. Lubb Dubb is a perfect example of how Steps funding supports the development of tools and resources that are unique to local circumstances," says CDC director Julie Louise Gerberding. "Improving the health and fitness of our children today helps save money, avoid unnecessary suffering, and advance quality of life in the future."

Dr. Lubb Dubb's Healthy Heart Running Club rewards children for miles they run. Vosberg, dressed in running shorts, red knee-high socks, a lab coat, and a heart-shaped over-sized head made of cardboard, meets children before school to run 10 minutes with them. He gets students hyped up by chanting his "Lubb-Dubb chant" beforehand, and ends each run with a verse from a rap song he wrote. The club's goal is to make physical activity an integral part of each student's daily routine, with the hope that exercise will become a lifelong habit.

Club participants receive a reward once they've run 10 miles and another for every 10-mile increment after that. At 50 miles, students get a Lubb Dubb t-shirt and at 90 miles they receive a Lubb Dubb baseball cap. "But just by moving they're winners," says Vosberg, who would like to see every child in America run at least 10 minutes every day.

Maureen Taylor, assistant athletic director at the U of I, met Vosberg when he worked as a graduate assistant in the U of I athletics department in 1977. The two became friends and have kept in touch ever since.

"Tom first showed me some of his materials for his program about five years ago," said Taylor. "He's done most of his teaching with Indian children on reservation schools and he really loves seeing them achieve and get



Vosberg hopes to establish his Healthy Heart Running Club on playgrounds across America.

excited about fitness. He's seen serious health problems on the reservation and wants to do something to help the children learn good health and fitness. He has a special connection with the younger kids in particular."

Tackling childhood obesity is a big calling, but Dr. Lubb Dubb, the Guru of Go and the world's only "heartiologist," is making a difference. With the help of his catchy mascot, Vosberg hopes to establish his Healthy Heart Running Club on elementary playgrounds across America.

"Tom is a good-hearted guy," said Taylor. "His goals are not for money or possessions, but to make a positive difference in some kids' lives." **e**

ACTE

Department of Adult, Career & Technology Education

Professional Technical Education

James Pullen, a Professional Technical and Art Education student won the Best in Show Award for the University of Idaho Juried Undergraduate Art Show February 11-15. James also works as a Shop Assistant in the College of Art and Architecture Wood Shop and has a background in outdoor recreation through the Outward Bound Wilderness School.

The works that James selected for the Juried show, titled Infrastructure (2007) and Tools (2007) are both an artistic exploration of his work as a PTTE student; his interest in traditional tools and techniques in the trades, and a fascination with utility. "I am a tinkerer, a hands-on worker and a creator by nature and find a powerful aesthetic in the utility of tools," James said.

James's work references the utilitarian and addresses our modern understanding of energy and material use, while at the same time eschewing immediate identification of an object for a particular use.

The initial concept for his sculpture was to combine objects that evoke both the old and the new, in the creation of artifacts that embody a sense of timelessness, familiarity and utility while at the same time being unusual and fantastical. "In seeking out materials, I felt that tools and hardware when combined and altered would allow for a palpable sense of the familiar and utilitarian yet offer endless



James Pullen's sculpture won Best in Show.

possibilities in the creation of objects of undefined purpose," James said.

As he acquired objects for his sculpture; an old iron, a tire pump, a magneto-powered bike light, he realized there was a deeper relationship to explore in these objects, that of their relationship with the energy that powered them as well as the origin of that energy. "It struck me that in this day and age the relationship between the tools that drive society, and the power that these devices use in turn bears exploration," said James. "We live in a climate of continued rampant industrialization, yet at the same time we recognize that the industry and production systems of our past are unsustainable, inefficient, and must be addressed to meet our modern understanding of the impact we have on the world around us."

James views Professional Technical Education and Art Education as a way to blend the hands on, skills-based teaching/learning techniques of outdoor education with a more traditional classroom environment.

The College of Art & Architecture Undergraduate Juried Exhibition is an annual exhibition hosted by Ridenbaugh Hall Galleries open to all enrolled majors on campus. This year's exhibition was juried by Ray Esparsen, Professor at Lewis & Clark State College, and Kathleen Burns, Art Director, Moscow Arts Commission.

"Adjudicating an exhibit such as this one is partly subjective," said University of Idaho Art Collections Manager Julie Galloway. "It reflects the tastes of the jurors, their experience and vision. The jurors consider the level of the student, the quality of the craft, innovation, and conceptual virtuosity. Also considered is competitiveness of the work in the broadest sense as the jurors view the work against its counterparts at other universities and schools of art. The Best of Show award takes into consideration how the artwork would compete against the best of our peer institutions." The prize for Best of Show is a \$50 gift certificate to Michaels, a national arts and crafts store.

University of Idaho Graduate Organizes Family Wellness Day in Coeur d'Alene

Jeneille Branen of Post Falls, a 2007 University of Idaho Coeur d'Alene College of Education graduate, organized a Family Wellness Day on February 23 for children up to 5 years old in Kootenai County. The event was hosted by Dr. Geoff Emry of the Ironwood Family Practice in Coeur d'Alene and focused on children and young families in the area. The event was part of Branen's and Emry's larger mission to enhance the wellness of young families by encouraging proactive solutions for the educational, nutritional and medical needs of pre-school and early elementary school children.

Family Wellness Day was funded by a "Make Your Mark" grant from Starbucks, which Branen applied for as part of her master's project entitled "Kindergarten Readiness," and numerous donations from local businesses. A portion of the grant money was used to purchase 300 high quality books to be given to children who visit Dr. Emry for a wellness visit along with information for parents about reading to their child.



Jeneille Branen promotes literacy to Coeur d'Alene children.

"My program approach is to volunteer time to provide information, materials and support to enhance early literacy development, nutritional awareness, and prompt and adequate medical check-ups," said Branen. One of her goals is to team with area businesses interested in supporting her program. "We've recently teamed with Starbucks in Post Falls to achieve over 60 volunteer hours at designated high need, low-income pre-schools in our local community," Branen said. "We wanted to provide these schools with literacy-rich experiences, so we

read books aloud and incorporated phonemic and phonological lessons that complimented the books. In addition to the lessons, we also helped teachers provide age-appropriate, research-based literacy lessons to prepare these children for kindergarten."

Family Wellness Day is another way for Branen to promote her program and on-going work to benefit local community children. Community response to Branen's request for donations resulted in an outpouring of support.

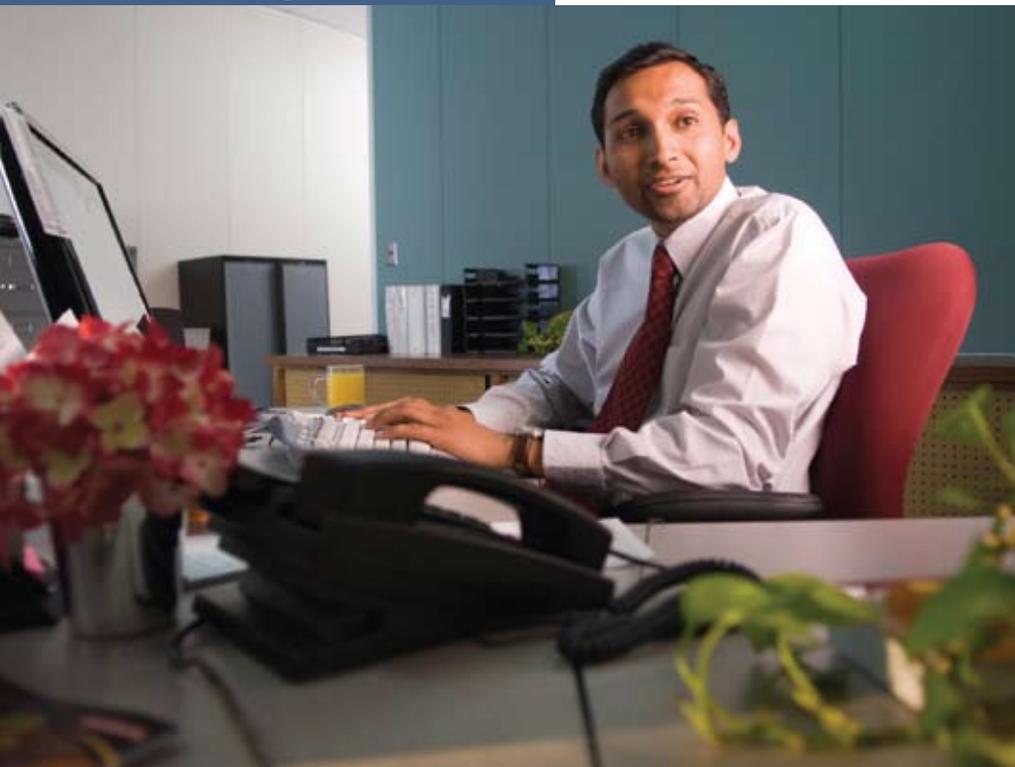


After School Programs Improve Test Scores

Cherie Major, Curriculum and Instruction faculty in Coeur d'Alene, is preparing future social studies teachers by having them teach an after school enrichment program in Post Falls, Idaho, that will help fourth graders understand government and elections.

This is the fourth year Cherie has offered after school enrichment programs. Last year her students taught science to fifth graders that included photosynthesis, global warming, and rocks and minerals. Upon completion of the program, fifth graders scored near the top in science on their ISATs, indicating a significant impact on learning. "At the end of the program, we put on a three hour exhibition," said Cherie. "We created posters, had dramatizations and songs and let the children teach the younger students."

This year, because of elections, the students will learn about presidential elections and the three branches of government. Cherie's pre-service teachers are also tutoring the children in math, resulting in a significant increase in their math scores.



Sachin Jain

CASPEL

Department of Counseling and School Psychology, Special Education, and Educational Leadership

Hollywood, Bollywood and the Value of Story

By Donna Emert

One of the goals of counseling and counselor training programs is to enhance self awareness. That process begins by telling our stories.

It seems then that Hollywood has provided a form of collective therapy for years, giving viewers a window into their own and other cultures, and the opportunity to study individual “case scenarios,” suggests Sachin Jain, professor of Counseling and School Psychology at University of Idaho Coeur d’Alene.

As an assistant director in Hollywood, David Ascher worked on the telling of some blockbuster stories, including “The Cell,” “Lethal Weapon 4,” “Con Air,” “Stuart Little,” and many others. Now, as a student in the University of Idaho Coeur d’Alene Counseling and Psychology program,

Ascher is shaping and examining his own story, preparing to help others make sense of theirs.

“Giving personal experiences the structure of story allows us to examine them from a safe distance. From that fresh vantage point, we can see their significance,” Ascher explains.

“The goal of counseling is to increase self awareness in our clients,” said Jain. “To become better counselors, we need to become self aware so that we can create that awareness in clients. The case scenarios offered in films provide an opportunity for analysis that might help us create that awareness in our clients.”

Jain shares India’s cultural fascination with moviemaking and story telling, and invited Ascher to tell his tale at the International Conference in Applied Psychology held at Purvanchal University in Jaunpur, India, this winter.

“When I met David he was having difficulties drawing upon his experiences in Hollywood and applying what he found there to counseling,”

said Jain. “I started working with him to draw connections between his family background, his work in Hollywood and counseling.”

Ascher confessed that as a student in a master’s degree program, it was a little intimidating to present at an international gathering of counseling professionals and mental health, counseling, and mass communications students. His unique contribution was his story.

“I might be considered an expert on my own life, my own story,” said Ascher. “Counseling students may have been interested to hear how one person’s journey to counseling occurred. India has a very strong motion picture industry, so mass communications students might want to compare that to my slice of experience in Hollywood.”

As a counselor, Ascher hopes to continue to meet the individual and collective need to shape stories, to hear the stories of others and to better understand their significance. He sees some parallels between his role in Hollywood and his role as a counselor.

“My style as an assistant director was to lead from the middle, not pushing from behind or setting the agenda,” he said. “The same is true in a counseling session. That will be very collaborative, working from within.”

Ascher and Jain were interviewed during the December conference at an Aligarh Muslim University studio. The interview appeared on Indian television channels Sahara and ETV.

Ascher currently is working on an article on the role of counseling in Hollywood for future submission to the College Student Journal.

HPERD

Department of Health, P.E.,
Recreation and Dance

Coeur d'Alene Faculty Chosen for Idaho Humanities Council

Kathy Canfield-Davis, faculty at the Coeur d'Alene Center, was recently appointed as a community member to the Idaho Humanities Council. The IHC is a private, non-profit organization dedicated to increasing the awareness, understanding, and appreciation of the humanities in Idaho. It accomplishes this by supporting educational programs for the general public and various target audiences. The Council plans and conducts projects on its own and in collaboration.

Kathy is an Assistant Professor of Educational Leadership in the Department of Counseling, School Psychology, Special Education, and Educational Leadership at the University of Idaho Coeur d'Alene. Prior to working for the University of Idaho, she was a special education teacher in Post Falls and later Superintendent of the Post Falls School District. She holds a Ph.D. in Educational Leadership from Gonzaga University.

The IHC board meets three times a year to review council-conducted humanities projects and programs and award grants to organizations throughout Idaho to promote greater public awareness, appreciation, and understanding of literature, history, cultural anthropology, law, and other humanities disciplines.

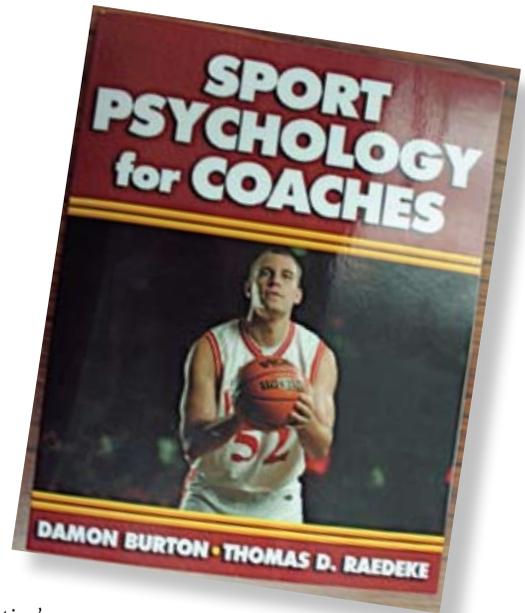
A New Sports Psychology Book

Damon Burton, professor of sports psychology, has co-authored a book titled *Sport Psychology for Coaches*, published by Human Kinetics of Champaign, Illinois. The book was co-authored with Thomas Raedke of East Carolina University and was published in January. Raedke received his M.S. from the University of Idaho.

Human Kinetics Publishers is the largest sport exercise and physical activity publishers in the world and was founded by Rainer Marten, Damon's doctoral advisor at the University of Illinois. This book is one of five texts being written for Human Kinetics' intermediate level coaching program, designed primarily for high school coaches.

The book is a revision of Marten's classic text *Coaches Guide to Sport Psychology* and reflects the two authors' 45 years of teaching, coaching, research and consulting experience. It serves as the text for the American Sport Education Program Silver Level course.

Sports Psychology for Coaches is aimed at helping coaches understand how athletes think, act and feel when they practice and compete. It provides coaches with critical information to help athletes develop mental toughness and achieve excellence in sport and



in life. The fourteen chapters in the book cover how to develop a coaching philosophy and become an effective communicator; how to help athletes master mental training tools; and guides to develop mental skills for improving life and enhancing performance.

Damon will be using the text in his undergraduate sport psychology course at the University of Idaho. "I wrote this for my undergraduate course," he said. "It reflects the way I teach, and now I have a text designed to give my students information."

Damon has co-authored one other book called *Competitive Anxiety in Sport*, co-authored with Rainer Marten and Robin Vealey, published in 1991.

Doctoral Student Receives Dissertation Award

Bernie Holliday, a recent Ph.D. graduate in Sport Psychology, has won an award from the American Alliance for Health, Physical Education, Recreation and Dance for his dissertation titled "Hitting Past the Block: Examining how a Periodized Mental Skills Training Program Can Overcome Mental Training Obstacles and Maximize Volleyball Mental Toughness." The award is sponsored by Fitness Information Technology, West Virginia University, and was presented to Bernie at the annual AAHPERD Conference in Fort Worth, Texas, in April.

Bernie finished his doctoral studies at the University of Idaho last July and is working at West Pointe U.S. Military Academy in upstate New York. "For consulting with coaches and athletes, that's the premier job in the country," said Bernie's doctoral professor, Damon Burton. "Winning this award will give Bernie a chance to present his research at the national conference."

Looking back...

In 1939, University faculty addressed a memo to the 1989 Faculty of the University of Idaho as part of their 50 year centennial celebration. Here is a section of the memo:

Dear Colleagues:

In attempting to talk to you, our successors of fifty years hence, we have asked ourselves with some amusement what you would find most entertaining from the facts of our existence. Eliminating what can readily be gleaned from our catalog, we have sorted out the following data in the hope that they will in some small way throw light upon the history of your community, your University, or your profession.

Moscow, as we write this, is a growing city with a resident population estimated as between 6200 and 6500. The connecting highways are, for our needs, reasonably straight and wide, and are bituminous-surfaced. A few years ago they were winding, narrow, and at best, surfaced with gravel. The north-south highway is now being partially re-located and improved. The climate in winter is almost unpredictable: in past years snow has sometimes blocked our highways for days; this year a few of the earliest bulbs are blooming in January. Our summers, we say without exaggeration, are ideal for Summer Sessions. The average rainfall for 1937-38 was 16.45 inches, about 5 inches below the normal mean.

That the Palouse region is primarily agricultural in its interests is reflected in our two large grain elevators for the storing of wheat and our four large plants for the processing of field peas. An old brick plant still operates in the flats between the University and the business district. A new high school is nearing completion and will be opened for the 1939 Commencement exercises. Characteristic of the community are the thirteen churches of varying creeds, some of the congregations small and dwindling. New among the church buildings are those of the Episcopal, the Baptist, and the Seventh Day Adventist denominations. Largest in membership are the Methodist, Presbyterian, and Roman Catholic.

Sincerely yours for the University Faculty,

Jay Glover Eldridge, Professor of Modern Languages, Head of the Department of Modern Languages, and Dean of the University Faculty (at University of Idaho since 1901)

Cuthbert Wright Hickman, Professor of Animal Husbandry, and Animal Husbandman, Agricultural Experiment Station (at University of Idaho since 1914)

Lester Lorentz Schuldt, Assistant Professor of English, (at University of Idaho since 1927)

Margarete Louise Sargent. Professor of Modern Languages (at University of Idaho since 1920)

John Houston Cushman, Professor of English, and head of the Department of English (at University of Idaho since 1919)



Top, University of Idaho Administration Building 1922; bottom, Spanish-American War Parade, group leaving for Philippines parading down Main Street in 1898. University of Idaho Special Collection and Archives.





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