

Graduate Student Profile



Caroline Lovely
Master's student
Food Science

Graduate student Caroline Lovely is a local woman who has also been a world traveler. A Food Science master's student, she participated in the EU/US Renewable Resources and Clean Technology exchange program last spring. She studied at the National Polytechnic Institute of Toulouse (France), and also attended two 2-week short courses, one in Budapest, Hungary on Food and the Consumer, and another on Biorenewable Resources in Gent, Belgium.

A native of Tulsa, Caroline began her master's program in June, 2005 and chose the U of A Food Science program because of a faculty member she met at the University of Oklahoma. Lovely did her undergraduate work in Clinical Dietetics at OU. She explains, "I had a food science professor in undergraduate who was a U of A Food Science alum. Her class was one of my favorites and left me wanting to study food science more in depth. She talked so highly of the U of A Food Science Dept. that I decided to investigate coming here for graduate school. The University of

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Programs for Graduate Students

The Graduate School is pleased to present several programs designed to assist you throughout your Graduate School career.

GRADUATE STUDENT PROFESSIONAL LEARNING SERIES

Wednesday, March 7, 2007, 3:30 – 5:00 pm

Conducting a Systematic Literature Review

Presented by Dr. Gary Ritter, Assoc. Professor, Chair for Education Policy, Department of Education Reform

Wednesday, March 28, 2007, 3:30 – 5:00 pm

Making the Most of a Professional Meeting or Conference
Panel Presentation

Each interactive session will cover a different topic on the professional development of graduate students. Since the first session was cancelled due to snow, students who attend two sessions will receive a certificate of participation. A meal is provided following each session, paid for by the Graduate School. All University of Arkansas graduate students are invited to attend but participation at each session is limited to 65 students on a first-come, first-served basis. Please register your attendance online at www.uark.edu/grad

Questions: Diane Cook, 575-2350 or DLCOOK@uark.edu

GRADUATE STUDENT WEEKLY LUNCH SEMINARS

From February 8 to April 12, each Thursday in the Arkansas Union Room 305 the Graduate School will present a topic of interest to graduate students. Get your lunch in the Food Court and come for lunch with other graduate students. A great chance to meet grad students from other programs, and the Graduate School will provide dessert.

Here is the schedule of topics (subject to change):

Feb 8 -- Need help with your writing?

Feb 15 - Grad Students supporting each other

Feb 22 - Conflict Resolution

Mar 1 -- Research Data? The Statistics Center is here to help

Mar 8 -- Finding Funding for your Research

Mar 15 --Preparing Future Faculty

Mar 22-- **Spring Break--no meeting**

Mar 29 --Difference between a Resume and a *Curriculum Vitae* (CV)

Apr 5 -- HPER Complex Info

Apr 12 --Drama Dept Activities

For more information, contact Diane Cook at 5-2350 or DLCOOK@uark.edu

Sponsored by The Graduate School

You're busy--you have
too much to do...

But you
gotta eat
lunch!

Caroline Lovely (continued)

Arkansas and Oklahoma State University were the closest schools to my hometown that offered food science. The Food Science Dept. here gives their graduate students many opportunities that I was interested in, so I chose the U of A."

Asked about her program, Lovely

"I always get excited to learn about food and how different products are made. I am excited to be able to have an influence on the food industry and the production of the US food supply – to help make it healthier and safer."

---Caroline Lovely

My passion is nutrition and food – so as long as I can use those two things, I will be happy."

says that she has enjoyed her graduate experience so far. "I have learned a lot from class and from working in the sensory lab at Food Science. It is not any harder than I expected. At times, it can get challenging, balancing classes, work in the lab, and working on a thesis project...but nothing that I can't handle," she said. And, she has definitely chosen the right department. She continued, "I really love the Food Science department. The faculty and staff have been so welcoming and they are close with the students...like a family, really. I know if there's anything I would need, they would try to help."

When asked to explain her research focus, Lovely said, "I guess a way to explain food science is to say it studies the building blocks of food and how you can manipulate, improve, and change them to create new and better foods."

She continued, "My thesis is based in sensory science. Dr. Meullenet, who I work for, has one focus in the optimization of food products. This requires an in depth knowledge of statistics to understand sensory analysis and optimization – so much of my course work and work in the lab is based in statistics. I am studying a method of optimizing food products and I am trying to validate it through optimizing strawberry yogurt. I have spent many hours learning how to make yogurt and produce it on a large scale. I also conduct consumer taste tests and descriptive analysis on the yogurt to obtain my data.

I always get excited to learn about food and how different products are made. I am excited to be able to

have an influence on the food industry and the production of the US food supply – to help make it healthier and safer. My plans after completing the program are to get a job, number 1! I would like to work in the health food sector of the food industry because it is a way that I will be able to use my undergraduate and graduate work.

Lovely hopes to work in Northwest Arkansas for the short term after she finishes her degree this summer. She became engaged this Christmas, and her fiancé, Patrick Sullivan, is completing his law degree. After that, they will likely move to a more metropolitan area, as they both are "city people." "However, I have really enjoyed the small town atmosphere of Fayetteville," she said. "People are so friendly here, and I like that. I can appreciate both types of city."

Asked what one piece of advice she would give to a beginning graduate student, Caroline said, "I would let them know that being a graduate student takes a lot of self-discipline to research and study. There is a lot of work involved that you have to do on your own and through your own motivation to learn and understand your area of research. I would also tell them that your thesis is a big deal, but don't get to stressed about it. That is easier said than done, but the key would be to pick a topic that will keep you interested – you spend a lot of hours learning about it, working on it, and writing about it – make sure you like it!"

Graduate School Calendar

Feb 8 - April 12

Each Thursday 11:30 - 1:00
Graduate Student Lunch Seminar
Meet other grad students, learn about a topic -- Room 305 in Arkansas Union

Feb 23, 2007--Deadline to apply for graduation for a May 2006 diploma

March 7--Graduate Student Professional Learning Series. Topic: **"Conducting a Systematic Literature Review"** To sign up, go to www.uark.edu/grad and click on Graduate Student Professional Learning Series--complete online reservation form.

March 19 - 23 -- Spring Break

March 28--Graduate Student Professional Learning Series. Topic: **"Making the Most of a Professional Meeting or Conference"** To sign up, go to www.uark.edu/grad and click on Graduate Student Professional Learning Series--complete online reservation form.

March 30--Last day to drop a full semester course with a mark of "W." No full semester courses may be dropped after this date unless the student officially withdraws from all courses.

April 2 - April 10--Priority Registration for Summer and Fall 2007

May 4---final copies of thesis or dissertation due for a May 2007 diploma
May 4--Dead Day

May 5 - 11--Final Exams

May 12--Commencement

Preparing Future Faculty program in planning stages

A committee of faculty and staff is working on the creation of a Preparing Future Faculty (PFF) program on our campus. The goal of the Preparing Future Faculty program will be to enhance doctoral students' preparation to enter their careers as faculty members.

So far, two courses have been created: GRSD 5001 *Introduction to Preparing Future Faculty* will be a one-hour course that will provide the student with an introduction to the program through a series of seminars. GRSD 5003 *Teaching in Higher Education* will be a three-hour course designed to help graduate students and post-doctoral fellows become more effective at promoting learning within a diverse student body across a variety of disciplines. When the program is ready to begin, the Graduate School will provide more details to the campus.

MANRRS Students Host Science Night for local elementary school

Recruiting minority students is one of the objectives of the University of Arkansas chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS), says president Jeremiah Wilson of Oklahoma City, a graduate student in agricultural business.

The club was recently recognized in connection with its co-sponsorship of a Dr. Martin Luther King Celebration speaker for Dale Bumpers College of Agricultural, Food and Life Sciences.

The speaker, Dr. Handy Williamson, vice provost for international programs at the University of Missouri in Columbia, spent Thursday evening with the MANRRS students on a service project. He was put to work along with the UA students tutoring children and their dads during a "Math, Science and Technology Night" at Apple Glen Elementary School in Bentonville.

"I was very impressed with your MANRRS chapter," Williamson said. "They are helping to build bridges between Bumpers College and the university and the community while developing their leadership and communication skills."

"Agriculture is not a very popular major for minority students," said MANRRS vice president Sherea Dillon, a graduate student in agricultural economics from Merrillville, Ind. "Everybody thinks it's just farming; they don't know about all the other opportunities."

Bumpers College Dean Greg Weidemann said most graduates have non-farm careers in business, public service, research, education and communications. Popular career paths include the apparel and fashion industry, human nutrition and the food and hospitality industries, agribusiness, and diverse facets of the meat and poultry and food and fiber commodity industries.

MANRRS faculty sponsor Daniel Rainey and a former graduate student, Melvin Landry, started the UA chapter in 2001. Rainey, an associate professor of agricultural econom-



University of Arkansas graduate student **Jeremiah Wilson**, president of the U of A chapter of MANRRS, shows elementary school children how to make invisible ink from lemon juice during the Apple Glen Elementary School Math, Science and Technology Night Jan. 18, 2007

University of Arkansas graduate student **Tiffany Ellison** shows elementary school children (and parents) how to work Sudoku puzzles during the Apple Glen Elementary School Math, Science and Technology Night Jan. 18.



ics and agribusiness, helped draft the new Bumpers College diversity plan.

"We felt like MANRRS was needed as a support group for minority students and could also help us with recruiting," Rainey said.

Dillon said the club is important to her as a social group and because she shares the goal of recruiting more minority students. "I would like to see a much more aggressive program to let minorities know what we have to offer them," Dillon said.

Rainey said the primary goals of MANRRS are to promote leadership and increase job and educational opportunities in addition to social and service activities for the members. The national MANRRS organization helps members network with each other and with partner organizations and companies that provide job opportunities.

Rainey said, "Membership is open to anyone with an interest in promoting diversity and inclusion in agriculture, natural resources and related sciences." Membership categories include student, professional, associate, affiliate and business.

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Consider Scholarship in Sustainability

By Leisha A. Vance
Ph.D. Student, Environmental Dynamics

You've probably heard the word "sustainability" quite a bit in the media and across campus these days. It's usually mentioned in reference to environmental and/or global issues. And yes, it is true that sustainability deals with the environment, but it actually goes quite a bit further than that. Sustainability is a deep philosophical ideal and a challenge posed to all humanity. There are opportunities for significant scholarship in the emergence of sustainability studies that will redefine human institutions and behaviors.

An often cited United Nations report¹ defines sustainability as a "philosophy and practice of meeting the needs of the present generation without compromising the abilities of future generations to meet their own needs." An admirable definition, but as a result, much debate about how to best achieve this objective has transpired. According to the Chronicle of Higher Education, "[f]or a process to be sustainable, it must preserve the

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Graduate Student Profile

Vanessa Rouse Ph.D. Candidate Kinesiology

If you had met Vanessa Rouse when she was in high school, you would not recognize her as the accomplished, independent Ph.D. candidate, wife and mother she is today. (You will remember Vanessa as the creative student who was recently featured in the Traveler for coming in 2nd in the national Super Bowl commercial contest.) According to Vanessa, "As the youngest daughter in my family, my mom and dad took very good care of me; I was quite sheltered. When I



came to the U. S. to begin my college career, I had never done grocery shopping or laundry or the many other things that I needed to take care of myself."

A native of Brazil, Vanessa came to the U.S. in 1995. When she was in high school, Vanessa thought she would become an architect, like her father. But after working in his company during the summers, she realized she didn't like it at all. A talented tennis player, Vanessa received a tremendous opportunity when a tennis coach at North Central Texas College contacted her tennis club owner to see if she had any players that would like to come to the U.S. on a tennis scholarship. Vanessa's father insisted that she come, and within months Vanessa found herself in a Texas college, struggling to become fluent in English and to become accustomed to this new way of life (and doing laundry.)

She finished her undergraduate at Texas Women's University and began working on her master's in Adapted Physical Education, at the same time working as the Head Tennis Coach there at TWU. When the tennis program was canceled, Vanessa began looking for another university. She already had an ally in Fayetteville, her future husband. He contacted the Health Science, Kinesiology, Recreation and Dance (HKRD) department, and soon Vanessa was in the master's program here at the University of Arkansas. She explains, "The HKRD department offered me a graduate assistantship to teach physical education in the Springdale elementary schools. I also had an opportunity to be the project coordinator for the Special Olympics Unified Teams program in Arkansas in 2002/2003. Currently, I am pursuing my doctorate degree in Kinesiology/Adapted Physical Education at the U of A. I teach Physical Education (PEAC) undergraduate level courses at the U of A as part of my graduate assistantship. I am on track to graduate in December 2007."

Vanessa is enjoying her Ph.D. training and research very much. "It is challenging; however, because I am studying subjects related to my professional field, it makes the classes more interesting and enjoyable. I am always learning new facts, ideas, and theories," she explains. "I love learning about new methods to improve my teaching skills and techniques. As a future teacher, I recognize and am absorbing the many tools we need to help impart learning to others. The vast amount of information has given me the realization that learning never stops and that knowledge is limitless. I believe that as graduate students

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Scholarship in Sustainability (continued)

environment, stimulate economic growth, and advance society through equity, beneficence, and justice." ²

Most organizations' sustainability plans, whether they are educational, corporate, government, country, etc., tend to address 3 main areas: social/cultural, economic, and environmental. For instance, a company whose transportation fleet depends even partially on petroleum products is not environmentally sustainable—these products are derived from fossil fuels which are a finite planetary resource. Worldwide, inadequate health care and diminishing sanitary water resources are not socially or economically sustainable. Worldwide, agricultural practices which do not deplete or pollute the environment must be developed.

Additionally, how will humanity quantify the measurement of an entity's sustainability efforts? A number of sustainability indices attempt to evaluate institutional sustainability. Some are based on the amount of energy used per capita, such as the demotecnich index³, while others are based on multiple indicators representing social, economic and environmental variables (e.g., Environmental Sustainability Index⁴, or the Ecological Footprint of Nations⁵).

So what can you do, as an individual in terms of sustainability? Think about how sustainability scholarship might enhance your own research, thesis, or dissertation. There are opportunities for not only interdisciplinary but really transdisciplinary research on sustainability. Take the initiative and build a practical sustainability knowledge base regarding your area of study. Below are some useful web

More Affordable Child Care, Easier Access Sought

The Graduate Deans Student Advisory Board is researching possible solutions to the child care issues that many graduate students face. Topics being explored include gaining access for graduate and Law students to DHS child care vouchers; finding a way to increase affordable child care close to campus; and having a University of Arkansas child care facility with greater accessibility and lower cost than is available currently.

A subcommittee of the GDSAB is working on these issues. If you would like more information, or to volunteer in this effort, please contact June Anteski, 3L Law Student, at jantesk@uark.edu

Vanessa Rouse (continued)

we become more independent when it comes to reaching the next plateau of learning. Our professors certainly help us build the bridges between increasingly elevated plateaus of knowledge. Our professors help us span the ravines with support and guidance on our journey, but it is ultimately up to us to traverse the bridges, trusting and sometimes reinforcing the trusses that are ahead of us.”

Her program, Adapted Physical Education, is a new one focused on the areas of health and physical education. Vanessa explains the focus, “With the process of inclusion in the public schools, we see more and more children with special needs participating in regular physical education. My field

explores different teaching methods or adaptations a regular physical education teacher can provide so all children with and without disabilities can participate successfully. It is unacceptable to see children with disabilities in a corner of a gym, watching, while the other children without disabilities are actively participating in a physical education class.”

The satisfaction she receives from the work she is doing is evident. “I love working with children with disabilities because just by smiling at them it makes a difference in their lives. Children with disabilities are pure and sincere, and they have their unique

way to show appreciation by hugging you, holding your hands, smiling at you, or even by looking at you with light in their eyes.” She continues, “This profession does require a lot of patience and understanding. Sometimes we have to teach the same lesson for several weeks to see a small improvement in a child’s skill. But even this small improvement is a great accomplishment for this child.”

Asked about her future, Vanessa said, “My future plans are to finish my PhD and acquire my teaching license in Special Education this year. I would like to teach Special Education in an elementary public school in Northwest Arkansas for a few years before applying for a professorship.”

“It is challenging; however, because I am studying subjects related to my professional field, it makes the classes more interesting and enjoyable.”

—Vanessa Rouse

Asked for the one piece of advice she would give

a beginning graduate student, Vanessa says, “Sometimes, during the most stressful moments in your graduate career, you will feel that you want to give up and find another path for your life, especially if you have other priorities in your life, such as your children, your spouse, your job. During those moments, stop and think how much you have achieved already. Stop and think how proud you will feel and your family will feel when you receive the diploma. Perseverance will result in a personal victory. You are proving to yourself that it doesn’t matter how difficult things become, you will be able to overcome them.”

Graduate Students Helping Each Other

Do you ever wish you could just talk with someone who would understand what you are going through as a graduate student? Maybe just vent a little? Talk through a situation or problem?

An idea generated by the Graduate Deans Student Advisory Board (GDSAB) is coming to fruition, as the Graduate School and the GDSAB are forming support groups for graduate students. The groups are forming according to where the student’s degree program is housed. Groups will form for the Bumpers College of Agricultural, Food and Life Sciences; the Fulbright College of Arts & Sciences; the College of Education; the College of Engineering; the Graduate School of Business; and Interdisciplinary Programs housed in the Graduate School.

Each group will decide when and where they will meet, and how often they will meet.

sites to assist you in your endeavor:

International Journal of Sustainability in Higher Education, <http://www.emeraldinsight.com/info/journals/ijshel/ijshel.jsp>

Journal of Life Cycle Assessment, <http://springerlink.com/content/1614-7502/>

International Journal of Sustainable Development and World Ecology, <http://www.ingentaconnect.com/content/sapi/ijstd>

Sustainability: Science, Practice, & Policy, <http://ejournal.nbii.org/>

International Journal of Environmental, Cultural, Economic and Social Sustainability, <http://ijs.cgpublisher.com/>

Environment, Development and Sustainability, <http://www.springerlink.com/content/1573-2975/>

Sustainability isn’t a cause, it’s a responsibility. For us, life is good; let’s take some responsibility and make it better for the rest, now.....and in the future.

Citations

¹UN General Assembly, The Brundtland Report, A/42/427, (1987). http://www.are.admin.ch/are/en/nachhaltig/international_uno/unterseite02330/

²The Chronicle of Higher Education, Volume 53, Issue 9, Page A8, (10/20/06). <http://chronicle.com/free/v53/i09/09a00801.htm>

³Mata, Francisco J., Larry J. Onisto, J. R. Valleryne, (1994). Consumption: The Other Side of Population for Development, Paper prepared for the International Conference on Population and Development. <http://www.sci.sdsu.edu/salton/MataConsumption.html>

⁴Esty, Daniel C., Marc Levy, Tanja Srebotnjak, and Alexander de Sherbinin (2005). 2005 Environmental Sustainability Index: Benchmarking National Environmental Stewardship. New Haven: Yale Center for Environmental Law & Policy. <http://sedac.ciesin.columbia.edu/es/es/>

⁵Wackernagel, M., Onisto, L., Linares, A. C., Falfán, I. S. L., García, J. M., Guerrero, A. I. S., & Guerrero, G. S. (1997). Ecological Footprints of Nations: How Much Nature do they use? - How much nature do they have? <http://www.rprogress.org/publications/2006/Footprint%20of%20Nations%202005.pdf>



Left, monarch butterflies carpet a mountain meadow while feeding during the day



Warmed by the morning sun, monarchs explode from the trees and move down the mountain to feed.



Blizzard of Life

U of A faculty and graduate students observed massive winter gathering of monarch butterflies in Mexico's central mountains



Monarchs spend the freezing nights clustered in mountain fir trees for warmth. The morning sun warms the clusters until the butterflies explode in a swarm of color to spend the day feeding in meadows.

The U of A group that toured the monarch butterfly preserves in Mihoacan, Mexico included, front row from left, Robin Verble, Becky Trout, Jackie McKern and Stephanie Hebert. Back row: Lauren Fryxell, John Riggins, Matt McKern, Rob Wiedenmann and Craig Shelton. Not shown are Tara Wood and Michelle Gardner.

Standing in the midst of swarming monarch butterflies, high in the central volcanic mountains of Mexico, Robert Wiedenmann said he felt like he was in a blizzard.

"But the snowflakes were four inches across and black and orange," Wiedenmann said. "It was nearly disorienting because of the sheer numbers flying by and hitting you in the face and mouth."

Wiedenmann, head of the entomology department of the University of Arkansas Division of Agriculture and Dale Bumpers College of Agricultural, Food and Life Sciences, with colleagues from Purdue University, the University of Kentucky and the Illinois Natural History Survey, led a group of entomology graduate students Jan. 3-7 to two mountain preserves where millions of monarchs from the U.S. and Canada spend the winter.

The butterfly preserves are near Angangueo in the state of Michoacan, about 150 miles west of Mexico City. The group visited the Chincua preserve, located at an elevation of about 11,000 feet, and El Rosario, between 12,000 and 13,000 feet.

The trip was funded in part by the Graduate School. To read the full monarch butterfly story, go to <http://www.uark.edu/depts/agripub/Publications/Agnews/agnews07-3.html>

Currents is published twice each academic year (once in the fall and spring) for the use of graduate students at the University of Arkansas.

Articles are welcome!

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**THE GRADUATE SCHOOL
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