

Public Policy Bulletin

Spring 2014
Vol. 7, Issue 1

Welcome New Students!



Cami English- Community Development

Cami English is originally from Greenwood, Arkansas. She earned B.A. degrees in Broadcast Journalism and Communication, and an M.A. in Communication from the University of Arkansas. Since 2011, Cami has taught public speaking in the Communication Department. She also actively serves the Fayetteville community by interning and volunteering for many organizations, including Habitat for Humanity, Ozark Literacy Council, and the OHG Sierra Club executive committee, among others. Cami has presented research on the value of proletariats and their writings. Her research interests include the development of communities through empowerment and education.

Samantha J. Julien - Education Policy

Samantha is a native of the Caribbean island of Dominica. She has spent the last nine years of her life in Wichita Falls, Texas where she completed undergraduate degrees in Spanish and International Studies and a graduate degree in Human Resource Development. She gained a love for public service during her nine-year tenure as a junior officer (civil servant) at the Dominica Ministry of Community Development and Women's Affairs and the Office of the Prime Minister, respectively. It was during that time that she realized that she wanted to make a difference in the lives of others and positively influence their lives.

Samantha was raised by her paternal grandmother and continues to practice many of the lessons that she was taught as a child. She enjoys being a mom to her five-month-old son, Kaiden. He fuels her motivation to be a better person and succeed professionally.

It is her intention to return to her home island and establish a Boys and Girls Club or similar facility where underprivileged children can gain educational, social, and developmental skills to help prepare them for the future.





Teresa Libby - Health Policy

Teresa Libby, originally from Little Rock, Arkansas, is currently living in Fort Smith after an eleven-year hiatus in sunny Florida. Teresa earned her Bachelor of Science in Nursing from Harding University, a Master's of Nursing Science with a specialization in Leadership and Management from the University of Central Florida, and a Juris Doctorate from Florida Coastal School of Law. She has worked in an acute care setting as a Registered Nurse, and in the community as a nurse educator in health facility regulation. Currently, Teresa teaches nursing at the University of Arkansas, Fort Smith. Teresa's research interests include health literacy, disparate health care delivery, and medical error truth disclosure. In her spare time, Teresa enjoys home renovation, reading, exercising, and spending time with her dog Lu.

SPARK News

SPARK kicked off the 2013-2014 academic year by joint hosting a cookout and meet-and-greet with the Public Policy PhD Program faculty. During this event, SPARK members shared "SPARKs of Wisdom" with first year students. SPARK members shared advice ranging from how to deal with the stress of a Ph.D. program to submitting articles for publication. SPARK is looking forward to co-sponsoring more programs with the department as members have been active in submitting proposals for workshops and seminars to benefit the professional and academic development of our membership.

This year, the 2013 Capstone group will be presenting their paper "Type-1 Diabetes on Campus: Students Helping Students" at the Arkansas Political Science Association Conference being held February 28 - March 1st on the campus of Harding University in Searcy, Arkansas. The group members are Dorothea Bartelli, Henry Brooks IV, Michael Flanigan, Noah Pittman, and Everett Smith.

Finally, SPARK will be participating with the Northwest Arkansas Division of the March of Dimes in their annual March for Babies event being held Saturday, April 5th at the Arvest Ballpark in Springdale, Arkansas. This year, we will also participate in the fundraiser via the March for Babies Online Fundraising tool.

This Public Policy Bulletin is edited by Jonathan Langner and Sonia Kapur. Please email any comments or questions to

Dr. Brinck Kerr at jbkerr@uark.edu

Initiated in May of 2013, Age Friendly Fayetteville is a collaborative initiative between the University of Arkansas, the City of Fayetteville and the Fayetteville Chamber of Commerce, utilizing the World Health Organization Age-Friendly Cities model as a strategy to establish Fayetteville as an age-friendly city. Over the summer, doctoral student Tammy Overacker contributed to the project by identifying data sources for the needs assessment, and since August 2013, Jonathan Langner and Samantha Julien, both doctoral students in Public Policy, have been identifying usable data sources and investigating best practices for community engagement. This spring, Sarah Moore, a masters student in community health, has joined the team.

Designation as an age-friendly city means that Fayetteville has committed itself to implementing changes that will improve the ability of the elderly (as well as others) to actively participate in the larger community. This is accomplished through assessment and adaptation of structures and services, within eight established domains, to be accessible to older people with varying needs and capacities. The goal of Age-Friendly Fayetteville is to both identify and improve aspects of the community which facilitate healthy aging. An age-friendly city encourages active aging by optimizing opportunities for health, participation, and security in order to enhance quality of life as people age.

The design of the project is grounded in the tenets of Community Based Participatory Research; utilizing this model, the voices of seniors and community members are integral throughout the process. The initial phase of this project involved gauging community interest and a preliminary analysis of age-friendly features that are currently in place. Once community support was established, an application was submitted

to the AARP and WHO for status as an age-friendly city.

In December of 2013, an initial assessment model to guide the needs assessment and planning phase of the AFF initiative and a plan for community engagement was completed. In January 2014, Fayetteville was accepted as a member of the AARP Network of Age-Friendly Communities, an institutional affiliate of the WHO's Global Network of Age-Friendly Cities and Communities.

With acceptance into the Age-Friendly Network, a new phase of the project has begun.

Spring of 2014 will involve the formation of an Advisory Board composed of multidisciplinary professionals who will help identify the priorities of the aging community specific to Fayetteville. This group will be composed of the elderly as well as those who plan to stay in Fayetteville after retirement.

Community engagement will begin with focus groups and interviews, conducted with the various stakeholders, to identify

what the "ideal" Age-Friendly Fayetteville would look like. Data collection will begin in the eight primary domains of interest. Utilizing both qualitative and quantitative data, the Age-Friendly Fayetteville team will then design a process through which Fayetteville can strive, over a 5-year period, to improve its age-friendly nature.

The initiative is intended to be a true University-Community collaboration. A key element of its design is the provision of opportunities for U of A faculty, students, and staff members to contribute to the improvement of quality of life in Fayetteville.



From left to right: Samantha Julien, Sarah Moore, and Dr. Jean Henry

Dr. Kristopher Copeland graduated from the Public Policy Ph.D. Program in 2013 and is currently an Assistant Professor at Northeastern State University (NSU), Tahlequah, Oklahoma.



Dr. Kristopher Copeland with his wife Ranee and daughter Lennox

Dr. Kristopher Copeland

Ph.D. in Public Policy (Higher Education specialization), University of Arkansas, Fayetteville (2013)

Master of Arts, University of Arkansas (2003)

Bachelor of Arts, Northeastern State University (2001)

In which department are you presently working and what is your role?

I am an Assistant Professor of Communication Studies at Northeastern State University (NSU), Tahlequah. Within the department I teach the introductory communication course as well as some upper level and graduate courses. In addition to my responsibilities in the classroom, I coach the competitive speech and debate team. The type of debate in which our team participates is policy debate. Therefore, my public policy studies have been very helpful in broadening my focus as a coach. For instance, my debate coaching now incorporates the application of public policy theory within central arguments. Currently, the team is applying the Punctuated Equilibrium Model by Baumgartner and Jones (2009) to refute arguments when opposing teams advocate for drastic policy change within debates. The Agenda Setting course was instrumental in changing the way I thought about policy debate.

What are your current research interests?

Lottery policies caught my interest early into my studies in the program. I just finished my dissertation on the Arkansas Lottery Policy. My dissertation research focuses on the social construction of target populations in policy design. My dissertation chair and I are currently working on an article-length manuscript.

What are some other interesting facts about you?

I began my career in higher education as a staff member in an Upward Bound Program at Carl Albert State College in Sallisaw, Oklahoma and I was an instructor at Florida State College at Jacksonville, Florida for 3 years before I began at NSU in 2007.

My wife, Ranee, and I have a 2 1/2 year-old daughter, Lennox. She is fully of energy and her curiosity about life is really fun. We enjoy spending free time traveling. This past May, my wife and I travelled to Amsterdam and Paris for 8 days. It was a wonderful experience to travel abroad and experience new cultures.

Distinguished Dissertation Award

Dr. Daniel Chand and Dr. Caleb Rose were the recipients of the 2013 University of Arkansas Public Policy Program Distinguished Dissertation Award.



Dr. Bill Schreckhise and Dr. Daniel Chand

Dr. Daniel Chand won the award for his dissertation research entitled, *Interest Group Scorecards and Legislative Satisfaction: Using Ratings to Explore the Private Bias in Public Policy*.

The study employs interest group “scorecards” (ratings of members of Congress) to examine interest groups in a generalizable manner. Scorecards are used to test the pluralist assumption that policies will reflect an equilibrium of competing interests. The legislative satisfaction of four types of organizations were examined over six terms of Congress to determine if there is any relationship between the resources and political activities of an organization (e.g., its campaigning and lobbying) and its overall satisfaction. While the layperson may assume that groups with popular missions and lots of money may be more satisfied with Congress, this study finds no relationship between group satisfaction and those factors.

Dr. Caleb Rose won the award for his dissertation research entitled, *The Academic Impacts of Attending a KIPP Charter School in Arkansas*.

A statewide, longitudinal student-level data set was used to compare first time KIPP students (who began attending the school in their 5th grade year) with a set of traditional public school peers who were matched on academic and demographic variables from their 4th grade year (that is, the year PRIOR to ANY of the students attending KIPP). A KIPP-treatment and comparison group were compared in order to track academic achievement through the students’ 8th grade year. The study found that attending a KIPP charter school for at least one year suggests statistically significant academic gains in math and literacy as compared to peers in the surrounding traditional public schools.



Dr. Caleb Rose

The 2013 PUBP Distinguished Dissertation Award Committee is composed of Valerie H. Hunt, JD, Ph.D. (Chair), Andrew Dowdle, Ph.D., and Patricia Koski, Ph.D. The Award Committee receives nominations from Dissertation Committee Chairs, who may nominate dissertations in public policy from the previous academic year for this award. To be eligible, all degree requirements, including acceptance of the dissertation by the Graduate School must be completed by June 30. The Award Committee evaluates each submission for methodological and substantive quality, and scholarly significance.

The Fall 2013 Capstone course analyzed the effectiveness of current services for students with Type 1 Diabetes to explore the possibility of adopting a collaborative approach between students, faculty, and off-campus services, to better serve these populations.

The Capstone course is intended to integrate various policy interests in a specific community-based project. An intrinsic component of this course is the appreciation of interdisciplinary factors affecting policy research and decisions. The course integrates various policy interests in a specific community-based project. Students in this course identify stakeholders and a policy issue of interest to them and to the community. They research the issue, and in consultation with classmates and the community, propose a range of policy options, implementation strategies, and evaluation tools. Students are expected to integrate relevant theory from their core and specialization coursework into the capstone process and into the outcome of their work.

The Fall 2013 Capstone project was on Type 1 Diabetes on Campus: "Students Helping Students." There are issues with managing Type 1 diabetes (T1D) in campus settings that challenge students and administrators alike. In coming years, the number of T1D students on the University of Arkansas campus is likely to increase. University of Arkansas diversity recruiting goals may bring more T1D students to campus because the desired student populations also tend to be at higher risk for T1D.

The recent surge in diabetes prevalence across Arkansas has increased by 44% in the last decade. This will naturally bring more students with diabetes to campus. The literature identifies several services necessary to assure a positive college experience for students with T1D including: peer communication about health status with other T1D students or parents, peer identification with other students with T1D, good discipline toward diabetes self-management regimens, and a medical safety net, preferably as on-campus services. With the needs of T1D students in mind, the research team conducted a service-learning project with the goal of identifying what the University of Arkansas can do to better serve this particular student population.

Interviews were conducted with both internal and external stakeholders to learn about feasible options that could be implemented. A survey was also distributed to students who are identified as having diabetes through the University of Arkansas's Center for Educational Access. The research team concluded that the most effective option would be for the university, with the support of a national organization, to create a registered student organization for students with T1D.

For more information on this project please contact Dr. Valerie Hunt (vhunt@uark.edu).



Capstone group members (left to right): Noah Pittman, Henry Brooks, Michael Flanigan, Dr. Valerie Hunt, Everett Smith, and (center) Dorothea Bartelli

The Research and Professional Development (RPD) series includes research presentations as well as discussions/presentations on professional development, both inside and outside of the academy. These sessions are organized as faculty and student panel discussions, or in the alternative, as research presentations.

Two RPD sessions were held in Fall 2013. The first was a student-led session for post-candidacy students to discuss the trials and tribulations of putting together a dissertation committee, working on a proposal, defending the proposal, working on the dissertation, time-management, etc. At the second session, Deborah Brown, Sonia Kapur, and Rodica Lisnic led a discussion on the “three articles” dissertation format. They presented and discussed their experiences about the advantages and disadvantages of this format. Dr. Anna Zajicek was in attendance as primary faculty advisor for the three article dissertation format and Camille Ferguson answered questions regarding the university’s dissertation submission requirements.



From left to right: Sonia Kapur, Deborah Brown, and Rodica Lisnic

Upcoming RPD Session

Camille Ferguson and Joni Teddleton with the Graduate School and International Education (GSIE), will preside over the first Spring 2014 Research and Professional Development (RPD) session.

Title: “Preparing your Thesis or Dissertation for submission to GSIE”

When: Friday, February 28th, 12:00-1:00 pm

Where: Old Main 523.

****Lunch will be served.**

Since all program candidates must go through this submission process, we are thankful for Camille and Joni’s presentation and we expect this seminar to be well attended.