

Public Policy Bulletin

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Welcome New Students!



Kathleen Doody-Ben Ali-Public Policy Management

Kathleen earned her B.S. in Aeronautical Science from Embry-Riddle Aeronautical University. She spent ten years flying professionally as a flight instructor and corporate pilot based in Florida. Kathleen subsequently lived in Jordan for a year before returning to Arkansas to complete her M.A. in Political Science with an emphasis on Middle East Studies through the University of Arkansas King Fahd Center. Kathleen is specializing in Policy Management, with a focus on transportation policy. Kathleen is recipient of a prestigious Doctoral Academy Fellowship from the University of Arkansas. Her planned dissertation research represents the intersection of her academic background and personal interests in aviation, public policy, and Middle East studies. She is especially interested in performing a comparative analysis of U.S. domestic carriers and the Persian Gulf airlines.

David Tolliver-Higher Education Policy

David received a B.B.A. in Marketing from the University of Louisiana at Monroe. While earning this degree, he served as an information specialist in the United States Air Force Reserve. His marketing experience includes development and implementation of brand strategy for both consumer goods and socially-relevant institutions such as the Wisconsin Technical College System. David received an education certification from Grambling State University where he gained experience with multiple grade levels and subjects. He went on to earn an M.Ed. in Educational Leadership from the University of Louisiana at Monroe. David is specializing in higher education policy and is recipient of a prestigious Southern Regional Education Board Fellowship. His research interests include post-secondary access, governance and fiscal management of higher education institutions, student development, diversity, and social inequality. Additionally, he wishes to incorporate social and cultural capital theories into his research. David's post-doctoral plan is to expand on these research interests as a tenure-track faculty member in higher education policy.



New Students (con't)

Clayton (Creed) Tumlinson-Public Policy Management



Creed Tumlinson holds a B.S. in Business Management from Arkansas State University and an M.A. in Political Science from the University of Arkansas. Creed is recipient of a prestigious Doctoral Academy Fellowship from the University of Arkansas. His research interests focus on decision-making among and between policy elites and the general public, with a particular focus on how trust, perceived and actual knowledge, and cultural values influence perceptions of risk as well as policy positions related to a given policy issue. He has presented his research at national conferences including Midwest Political Science Association and the Association of Public Policy Analysis and Management. He has a manuscript accepted for publication in the journal *Risk Analysis*. Creed enjoys spending his free time with his family, particularly teaching his three children about the wonders of the wild outdoors and the proper ways of a Razorback fan.

SPARK News

SPARK (Students in Policy at Arkansas) is the Public Policy Ph.D. student organization (unregistered) and its mission is to enrich the social and educational experience of its students. SPARK is administered by an executive board of students, who are elected by their peers at the beginning of each fall semester. SPARK board members serve one-year terms. SPARK members participate in campus and community service projects, and their attendance at these events counts towards meeting residency requirements.

The first SPARK meeting of the fall semester was held on September 8, from 7:00-8:00 p.m. The initial meeting provided time for new students to form social networks, officers were elected, and plans for events and business in the 2016-17 academic year were discussed.

(Pictured top right, left to right) New SPARK officers are: Larra Rucker- Student Representative to the PUBP faculty, David Tolliver- President, Creed Tumlinson- Secretary/Treasurer.

SPARK will meet on Friday, October 14 from 3:00-4:30 p.m. in Old Main 430 (the Department of Political Science Library). During this meeting, planned topics include increasing SPARK's online presence, organizing a photo shoot for student head shots, increasing participation among students (especially part-time students), and the possibility of registering with the university as a Registered Student Organization (RSO).

Food and refreshments will be available!



Student-Faculty Collaboration



Ms. Larra Rucker and Dr. Jennifer Henk share a mutual interest in early childhood education, particularly the understudied but important role of the early childhood workforce in the quality of early childhood education. They have collaborated on projects on in-service and pre-service teachers of young children.

Ms. Rucker and Dr. Henk collaborate on a nationwide team of scholars that seeks to understand and improve undergraduate knowledge and behaviors in relation to working with infants and toddlers in early care and education settings. This project includes data collected from the Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID), and the National Survey of Early Childhood Education (NSECE). Ms. Rucker and Dr. Henk recently led the analyses of the relationship between career goals, infant and toddler relevant beliefs, and competency between pre-service and in-service teachers, which they recently presented as a poster at the conference for the International Society for Infant Studies. Currently, they are developing these data to determine how professional development activities are related to beliefs and practices with teachers of young children and how different characteristics and beliefs mediate competencies in teaching children birth to 5. Understanding these connections will ultimately help to effectively prepare the early childhood workforce.

Ms. Rucker and Dr. Henk are also working on a project involving the experiences, beliefs, and practices of infant and toddler teachers using University of Arkansas' Jean Tyson Child Development Study Center. They have collected data on teachers of infants and toddlers including the development of the children in their care. The role of teacher characteristics and beliefs in relation to the implementation of continuity of care and subsequent child outcomes was recently presented at the National Institute for

Early Childhood Professional Development. The results of this study concluded that teachers' developmentally supportive beliefs were related to the successful implementation of continuity of care within their classroom. Children's development was found to vary by teacher experience.

Additionally, Ms. Rucker and Dr. Henk are collecting qualitative data to further understand the beliefs that this population of teachers holds. In the future, they plan to collect data from a wider range of centers within the community. They are currently developing a manuscript regarding the beliefs and characteristics of University lab school teachers as

mentors of pre-service teachers. These data have revealed unexpected patterns of connections between teacher beliefs, child outcomes, and pre-service teacher mentoring, underscoring the importance of continued study of the teachers of our youngest children. They have plans to address these findings in a manuscript.

Ultimately, this research sheds light on the difficulties in training teachers and the multitude

of characteristics that interact to influence teacher's perceived abilities and actual competencies. Of particular interest in this research is the concept of continuity of care as a practice implemented in infant and toddler programs. Specifically, the role that teachers play in the implementation of continuity of care and the impact this practice has on teacher beliefs. To fully understand the impact of policies designed to increase the quality of infant and toddler care, the role teachers play and how they interact must be more fully explored. With the varying policies and programs that exist to address professional development and enhance early childhood teacher practices, it is paramount that we fully understand this population. As they further this research, Ms. Rucker and Dr. Henk seek to better understand the role of this workforce in creating quality early experiences for children.



Ms. Larra Rucker and Dr. Jennifer Henk

Dr. Everett Smith graduated from the Public Policy Ph.D. program with a specialization in higher education policy in the fall 2014. He was the recipient of the Southern Regional Education Board Doctoral Award, and while a student, Everett had seven papers published in a variety of journals including *Community College Journal of Research and Practice* and *Journal of Higher Education Theory and Practice*.



Dr. Everett Smith

Ph.D. in Public Policy (Higher Education Policy), University of Arkansas, Fayetteville (2014).

M.S. in Leadership and Policy Studies, University of Memphis (2008).

B.A. in Psychology, Middle Tennessee State University (2006).

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

I am an Assistant Professor in the College of Education, Human Services, and Criminal Justice at the University of Cincinnati, where I teach graduate courses in higher education finance and higher education governance and policy.

What are your research interests?

While at the University of Arkansas, my dissertation examined state funding for public research universities during billion dollar capital campaigns. My current research agenda has grown out of my experience as a college student on a scholarship, my work in public education, and my work in higher education, both as a college recruiter and student affairs administrator. My agenda is framed around three distinct themes: policy and governance, finance and fundraising, and student success in higher education.

What are some interesting facts about you?

I enjoy playing the drums, traveling, learning new languages, and am developing into somewhat of a running “enthusiast.” I plan to join a running club, and have also picked up tennis. Some people know that I studied and taught high school Spanish, but I am working on a third language, Italian. Most excitingly, I am somewhat of a newlywed. My wife, Amy, and I have been busy finding civic and professional organizations to join in the city, as well as a puppy to adopt.

Research and Professional Development (RPD) Series

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.

In the Spring of 2016, two RPD sessions were held:

On February 5th Professor Steve K. Boss, presented his research, “The Case for Gun-Safe Colleges.”

On April 8th Professor Margaret Reid conducted a professional development session for PUBP students on how to find a non-academic job.

We are very grateful to the presenters as well as to those who attended!

2 New RPD Sessions for Fall 2016

Friday, October 28 from 11:30 a.m. – 1:00 p.m. in Old Main 523

Conference Paper warm-up for our students:

Paper 1: Value Predispositions, Affect-Driven Semantic Expressions, and Benefit-Risk Perceptions of Hydraulic Fracturing Practices

Authors: Rachael Moyer and Geoboo Song, University of Arkansas

Paper 2: The Impact of Agency Actors’ Value Predispositions on the Perceived Effectiveness of Water Conservation Policies in Arkansas

Authors: Rachael Moyer and Grant West, University of Arkansas

Paper 3: LGBT Contact and Policy Positions: Exogenous Shock or Self-Fulfilling Prophecy? Examining the Roles of Ideology and Religiosity on the Relationship Between LGBT Contact and LGBT Policy Positions

Authors: Briana Kordsmeier, Creed Tumlison and Geoboo Song, University of Arkansas

Friday, December 2 from 12:00 – 1:00 p.m. in Old Main 422

Professors Andrew Dowdle, John Gaber, Brinck Kerr, and Margaret Reid will talk about “Choosing a Dissertation Topic.”

Food and refreshments will be available at each session

This Public Policy Bulletin is edited by Jonathan Langner.

Please email any comments or questions to

Dr. Brinck Kerr at jbkerr@uark.edu