



We constantly struggle to discover who we are and who we want to become. Most importantly we ask, is this what God wants me to do with my life? We are blessed to never have to go through this battle alone. Faculty members open their homes and share stories that guide us through the rest of our lives.

acca



Photo by Ashel Parsons

academics are not
solely
textbooks and tests, but opportunities to live through
Christ by helping others in the community.

— Sara Fahey, academics editor

Painting "life" onto the empty panels of Spruce Street in downtown Searcy, Professor Daniel Adams finishes his fourth panel on Sept 1. Adams hoped space would be available for even more outdoor art. *Ashel Parsons*

Carefully standing on a scaffold, Adams paints the final touches on the panel representing natural gas in White County. Adams was out working on the site almost every morning until noon. *Ashel Parsons*





art & the community

Erma Bombeck famously said, "When I stand before God at the end of my life, I would hope that I would not have a single drop of talent left, and could say, 'I used everything you gave me.'"

Bombeck's words were echoed by faculty who encouraged their students to use every bit of talent they had and not to wait for a diploma before they began bettering the world.

In that spirit, the graphic arts department decided to pool their talents for projects in the White County community, as well as on a larger scale in the nation of Ghana.

Professor Daniel Adams began taking art students overseas to Ghana in 2007, and in preparation for the trip he found projects for the students to do in White County dealing with artistic design and painting.

That was where the North Spruce Street murals began. After speaking to the county judge in the spring of 2010, Adams was given the task of painting the eight blank squares on North Spruce Street in downtown Searcy.

"I love living in Searcy," Adams said. "God has given me the talent to enhance the community through art so I can give something back to the town that does not cost it anything."

For the panels, Adams designed murals that represented different aspects of White County, from agriculture to medicine to oil and gas. Each mural was a specific color with various shades and hues throughout. Adams's goal was to finish two of the murals before the group left for Ghana in the summer of 2011.

"I think that having these specific murals will help people

understand more about what makes White County what it is," senior David Towell said. "I believe that painting on buildings lends a hand to revitalizing the community, instead of having just blank walls. I would hope that more spaces would become available on other parts of Searcy to paint 'life.'"

Searcy residents did not let the artwork go unnoticed.

"We have received tons of encouragement from locals who stopped by as we worked," Adams said. "We even had a policeman come by every so often to photograph the different stages of our progress."

This project also helped those who felt unexperienced in the painting aspect of art.

"I had never painted before," junior Katherine Kilpatrick said. "So this project really prepared me for Ghana. I have a steady hand, so I was able to trace out the black outlines of the murals. The large scale of the painting also gave me an idea of what I would be doing in Ghana."

Towell, who helped with all four murals in 2010, anticipated his trip to Ghana to help out with the Village of Hope again.

"The purpose of the trip is to... paint murals, interact with children and be

a light shining for our Lord," Towell said. "I am really looking forward to this trip because I will get to serve God doing what I love to do: designing work and getting to interact with the kids."

These students not only used their talents to help both nearby Searcy and faraway Ghana, but they used every drop of their gifts and paint buckets to glorify God.

John Mark Adkison



The mural focuses on everything from industry to health care to agriculture and natural gas. Professor of art and music Daniel Adams hoped to help people understand the important aspects of White County. *Ashel Parsons*





Playing for a cause, senior Loghan Lowery, Jordan Brannon, Austin Lowery and Bo Brantley perform at the Hope Cottage benefit concert on Oct. 30. Hope Cottage provided women and children in abusive homes a safe escape. *Ashel Parsons*

Seniors Daysha Clark and Kacey Persaile sell T-shirts in the student center on Nov. 18. All T-shirt proceeds were donated to the White County Children's Safety Center. *Ashel Parsons*

Senior Brittany Riley asks for donations at the Hope Cottage benefit concert at the Underground Coffeehouse on Oct. 30. Senior social work majors worked together in the Social Work Community Practice class to help others in need in the community. *Ashel Parsons*





giving hope & refuge

Instead of paper and pens, they brought helping hands. Instead of textbooks, they brought toys. Instead of a classroom, the students in Social Work 412 met in the community, and their subject was service.

While many senior-level classes had projects that served as "trial runs" for future careers, in the Social Work Community Practice class taught by social work instructor Kathy Helpenstill, students' projects took them into the city of Searcy in order to meet the required 20 hours of community service.

"The goal [of the project] is that we, as future social workers, will learn how to function as a social service provider within the scope of a community," senior Lindsey Turk said.

In Community Practice, each student was assigned to one of three different organizations in order to create service projects and fundraising events. One group worked with Hope Cottage, a women's shelter serving the women and children of White County who were victims of abusive relationships. The group hosted a concert to raise money for Hope Cottage and to raise awareness about domestic violence.

Senior Sunnie Rogers chose to work with Hope Cottage along with six other students. Rogers said she started the Awareness Day by going to Wal-Mart and setting up tables for each of the women who died in Arkansas in 2009 as a result of domestic violence — 20 in all — with information and photos profiling each of the women.

"It was heartwarming to see people come up and say, 'I was a survivor myself. My mom was a 20-year survivor. Thanks so much for your work,'" Rogers said.

Rogers added that she was pleasantly surprised at how giving the Wal-Mart customers were, but she was even more pleased with the reception to the Hope Cottage benefit concert that the group hosted at the Underground Coffeehouse, where over 300 people showed up and the group raised almost \$200.

"It felt wonderful even though it was so much work," Rogers said. "It was good seeing all the people coming in and looking at the posters when so many people don't even know there is a shelter."

Rogers added that the class helped her see how even the tedious details could affect great change.

"A big part of the class is learning to work around your roadblocks and how to work within a community," Rogers said. "In the end, it took ten minutes to go around and hand out flyers, but that could change an entire life."

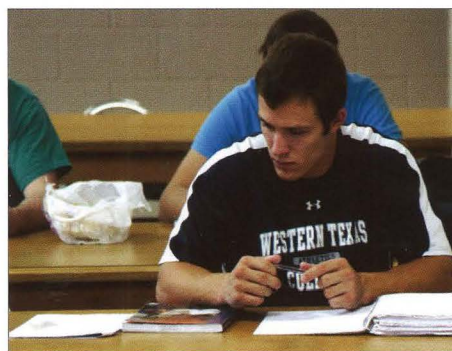
Helpenstill said she wanted her students to see the connection between assessment and application and to learn to complete what seemed like overwhelming tasks.

"I want to take away the stigma of 'getting started' in the community on a grass-roots or organizational level," Helpenstill said. "I want them to know how to network with the community and find partners to make change more effective."

Turk said she learned who really benefited from the charity events.

"I am benefiting, in that I'm learning how much work it is working with a community," Turk said. "This project has taught me how much of a servant you have to be in order to do social work. Your job has to be infused with selflessness."

Nicole Guillo



In an Interview and Interrogation class on Nov. 9, junior Clayton West reviews notes. The class gave students the opportunity to conduct interviews before beginning their careers in criminal justice. *Abby Kellett*



missions & global outreach

In November, 83 students from the Living World Religions Bible class left campus for a weekend in Chicago, where they ate world-famous pizza and explored the city, but more importantly, they visited prominent world religion centers and gained a fresh perspective on their own faith.

The trip included visits to a Buddhist international center, a Muslim mosque, a Hindu temple, a Jewish synagogue, a Baha'i House of Prayer and the Sikh Religious Society.

Students spent the semester leading up to the trip learning about the specific world religions they would encounter during the trip. They were taught to listen and learn in humility as they prepared to experience religions different from their own.

According to dean of the College of Bible and Religion and course professor Dr. Monte Cox, students were fascinated to see the religions they had read about coming alive in front of their eyes.

"It's one thing to read about someone else's faith in a textbook; it's another thing altogether to meet that person face-to-face on their turf and listen to them tell what their faith means to them," Cox said.

At the Baha'i House of Prayer, the group learned about the belief in the oneness of all religions. Students also had the opportunity to eat a traditionally prepared meal with a group from the Sikh Religious Society.

"The Sikh temple experience was by far my favorite," senior Kayla Maynard said. "Watching the open hospitality of those

believers was very rewarding and humbling. There is hope for those of us with different beliefs to be able to have conversation, sharing our viewpoints in search of a less apathetic humanity."

Other sites included the Soka Gakkai Buddhist International Center, the Balaji Hindu Temple and a Shabbat service with a conservative Jewish congregation.

"Being able to meet people practicing other religions made them real to me as opposed to hearing about them in a classroom," senior Macye Dean said. "I now have faces I can think of when I'm praying for people of other religions to find Christ."

Students gathered at their hostel each night to share in devotion and reflect on what they had experienced.

"I realized that we can learn so much from people practicing other religions," Dean said. "They were kind and welcoming to us even though we didn't believe what they believe. It just made me wonder, how would we respond if a Sikh walked into our church on a Sunday morning? Would we even know what to say to them?"

After all their experiences in different centers of faith, students enjoyed their

Sunday morning worshipping alongside other Christians, according to senior Taelor Aebi.

"Going to church on Sunday morning was an amazing experience," Aebi said. "After spending so much time watching the various worship services, I was just craving to worship my Lord and Savior."

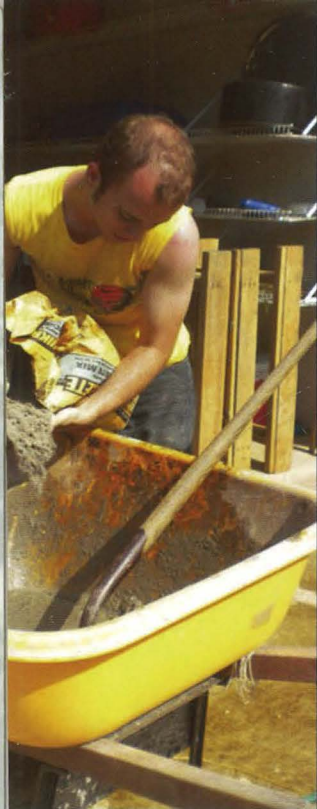
Heidi Tabor



On July 14, junior Michael Maynard helps build a house with members of the Western Hills Church of Christ in Fort Worth, Texas. The community outreach was inspired by Director of Global Outreach Kenneth Graves.

Courtesy of Michael Maynard





Freshman Heath LaFavers mixes cement together at Harding University Camp Tahkohdah (HUT) on May 22, 2010. The development ministries class used HUT's location each May as a learning opportunity. *Courtesy of Karen Jacqueline Hill*

At Camp Tahkohdah, senior Benjamin Graves sell fruits and vegetables Oct. 16. HUT gave students a hands-on training ground for practical Christian service to use in the work of ministry. *Brooklyn Parker*

Students in Monte Cox's Living World Religions class visit a Hindu Temple in Chicago, Ill. on Nov. 13. Throughout the semester, the class learned the history and basic teachings of Zoroastrianism, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, Judaism and Islam. *Courtesy of Michael Maynard*

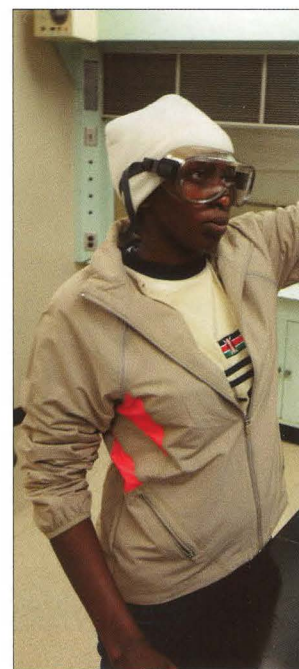
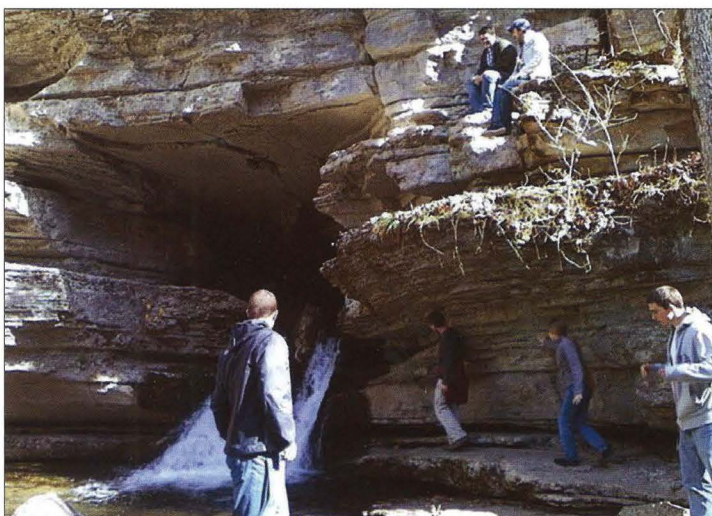





Professor of chemistry Dr. David Goff shows junior Eric Barber the new gas chromatography-mass spectrometry Oct. 20. The GC/MS could detect drugs, identify unknown samples and investigate fires. *Abby Kellet*

In Blanchard Springs Caverns on Nov. 13, chemistry department chair Dr. David Cole's students explore the different rock formations. The geology class observed the unique minerals created from the water dripping on the dry cave rooms. *Courtesy of Jose Banda*

On Nov. 18, in associate professor of chemistry Dr. Keith Schramm's class, junior Mary Samoei measures liquids. The endpoint of the process was when her mixture turned a blue-black color. *Ashel Parsons*





biology and physics

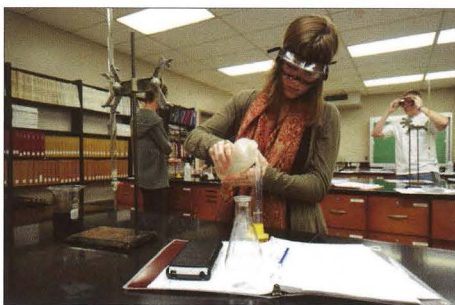
On the weekend

of Oct. 15, a handful of science professors and students attended the INBRE, or Idea Network of Biochemical Research Excellence, in Fayetteville, Ark.

INBRE was an undergraduate conference held at the University of Arkansas that gave students a chance to present any research they had conducted via poster or a ten-minute presentation. Dr. Burt Hollandsworth, professor of chemistry at Harding, was a judge for the conference in the fall of 2010, and seniors Daniel Smith and Andi Hardman and sophomore Constance Lents presented the research they had been studying.

Hundreds of students from all over the state attended the conference.

"Getting the opportunity to see just how many research projects are going on in one small area is awe-inspiring," Lents said. "The conference as a whole was, in a way, an



On Nov. 18, freshman Breana Josephson carefully pours triiodide to determine the level of vitamin C in chemistry class. Students were analyzing vitamin C content by a redox titration with iodine. *Ashel Parsons*

encouragement: it brought new meaning to what I am learning in my classes."

Lents was not the only one who thought this was a successful fieldtrip.

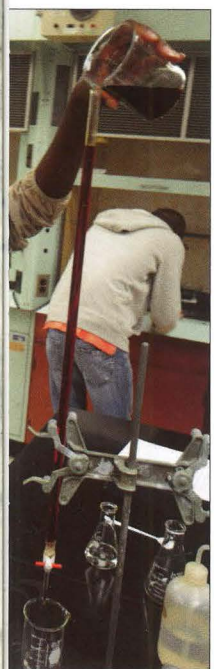
"I think I probably gained a greater appreciation for those spending a lot of time and energy on doing research that could potentially be very useful," junior Eric Barber said.

Barber did not present any research at the conference this year but planned on presenting in years to come.

"Personally, I probably liked the keynote speakers' presentation on 'The Quantum Internet' best," Barber said. "It was really interesting to hear about the possible future of the Internet using quantum networking, and it was pretty mind-blowing."

After all the research had been turned in and discussed, the students were ready and willing to go back.

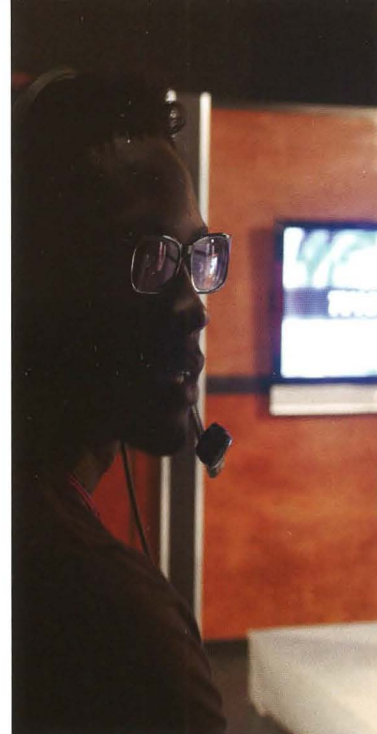
Caitlin Caldwell



Sophomore Joshua Little and senior Kellee Dejbakhsh sit camera ready for TV-16's "Live at Five" Sept. 25. The news studio was upgraded during the summer with a new set and multiple television screens. *Jon Yoder*

Junior Michael Antonio Jones listens intently for directions regarding where to position his camera. The TV-16 daily rundown was a detailed list of the order of the stories, what camera was being used and what anchor would read them. *Jon Yoder*

In the Harding University Speech Clinic on Oct. 21, Dr. Rebecca Weaver says she is excited for all the changes in the department. Weaver served as chair of communication sciences and disorders for two years before becoming dean of the College of Communication. *Ashel Parsons*



big changes & big rewards

After being established

in 2008, the College of Communication experienced some dramatic changes within the first few years.

Dr. Beckie Weaver, who had served as chair of the department of communication for two years, was named the new dean of the College of Communication in 2010. The college housed three different departments: mass communication, communication sciences and disorders (CSD) and theatre with an oral communication division. These changes, Weaver believed, made the college "more in line with other universities."

"Now we more accurately reflect who we are, what we do and have delineated out areas of study," Weaver said.

Such changes helped realign the duties of professors and staff within the College of Communication. Many had to broaden their interests as they worked together to maximize the students' experiences.

"As we grow, we are working to celebrate and collaborate on our differences, and at the same time we cherish the long-standing communication principles that we share," Dr. Jack Shock, chair of the department of mass communication, said. "I feel like I have the best job in the world."

Weaver noted that each department boasted some incredible accomplishments within the college. According to Shock, the mass communications department focused on the "career arc of each student." Allowing students to get involved early with programs such as the TV-16, KVHU 95.3 or the Bison and the

Petit Jean staff was a unique opportunity most universities made students wait to join until they reached upperclassman status. The CSD department prided itself on its involvement in Zambia, as it had been asked to present their program internationally.

"Our Harding University in Zambia – Speech-Language Pathology Program (HIZ-Path) is drawing national attention,"

Dr. Dan Tullos, chair of the CSD department, said. "Few other CSD academic programs in the world can offer such an experience."

The theatre department had its share of successes as well. From programs such as Spring Sing to The Pied Pipers, an internationally touring improvisational children's theatre company, the department was a strong asset to the college. In fact, students often paired their interest in theatre with a heart for ministry.

"One of the factors that makes our department unique compared to other theatre departments is our focus on helping students create a life, not just a career," Professor Robin Miller, theatre department chair, said. "Our greatest concern is in the whole person."

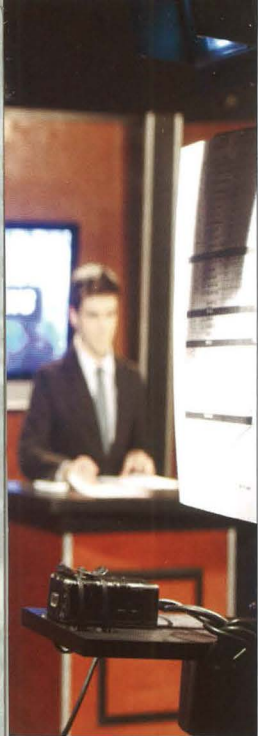
Ultimately, the College of Communication with all its changes was focused simply on helping students reach their potential as they prepared for the work environment.

"My vision is to make sure that the whole group of the faculty are able to adequately convey the opportunities to students that are going to be coming up in the 21st century," Weaver said.

Gabrielle Pruitt



Dr. Weaver plays a game of Candy Land while working the speech clinic Sept. 28. The speech clinic gave students an opportunity for a hands on experience with students in need. *Caleb Rummel*

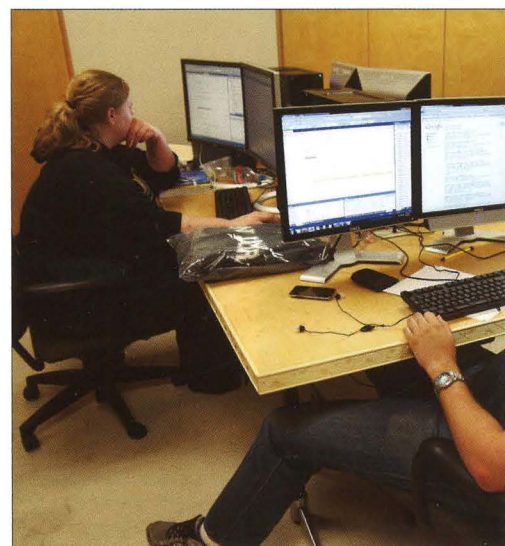
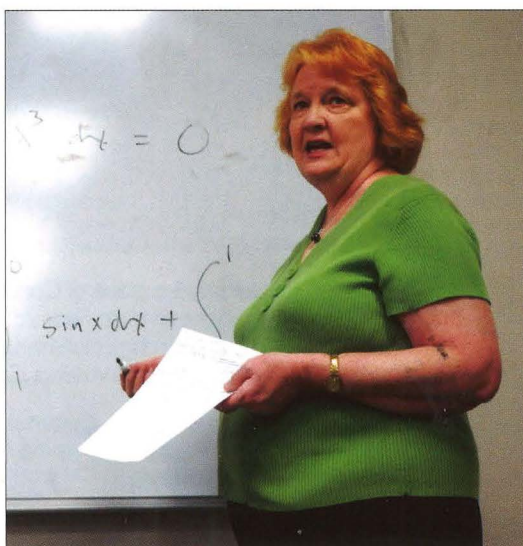




In an Analytics and Calculus class on Nov. 5, students take notes while listening to professor of mathematics Deborah Duke. The class also worked with the essentials of geometry. *Ashel Parsons*

Professor of mathematics Debbie Duke teaches her calculus class on Nov. 5. Along with teaching classes, Duke served as a sponsor of the women's social club Zeta Rho for a number of years. *Ashel Parsons*

Seniors Weston Castleberg and Rae Melton get real-world experience working on the software program for the Alabama and Arkansas state police on Oct. 13. A number of undergraduate computer science students assisted with the new software. *Ashel Parsons*



keepers of peace & protectors of safety

Computer science

students learned where the rubber met the road with Dr. Dana Steil's Cooperative Education class. Using a software program Steil designed, student learned how their computer programming abilities made a difference in the real world — in fact, their work on a computer could save lives on the highway.

Steil, who conducted his dissertation research at the University of Alabama on police patrol routing, worked to maximize police response time to crashes. By finding segments of highway that had a high frequency of crashes, called "hot spots," Steil developed a program that defined police patrol routes and then evaluated the actions that took place along those routes for patrol flexibility. Steil also worked closely with the Center for Advanced Public Safety (CAPS) at the University of Alabama, assisting in the implementation of a completely paperless electronic crash reporting system.

Returning to Harding, Steil brought his research with him and continued working on the program full time with six students in the CS department. Students wrote software for police officers and administrative offices of the courts for a variety of purposes, including background checks for people pulled over, traffic safety analysis and crash data analysis.

"I went to graduate school at the University of Alabama because I was very interested in doing research that could be applied and [doing] something that people could actually use quickly," Steil said.

In Steil's Cooperative Education class, students received valuable practical experience that would ultimately "bolster their marketability once they graduate," according to assistant professor of computer science Frank McCown. One of the students on the team, senior Andrew Boyd, worked specifically on the AVL tool (Available Vehicle Location), a part of the mapping

portion of the program to track vehicles. Officers sent updates every 15 seconds to the server so that Boyd could locate where each officer had been and could plot the coordinates to display them on a map, keeping track of citations given along the way as well as the crashes that officers handled.

"Working on this project has given me a lot of experience with very large, corporate style programs," Boyd said.

Such experience provided Boyd with what he described as "great knowledge for the real world." With this type of program, the students learned about organization and putting their concepts into action with web programming. It also required them to work directly with the Alabama Department of Public Safety, sending information across the network back and forth within the database. Such work had to be updated constantly and performed in "real time."

Steil said the work taught students to take initiative on projects.

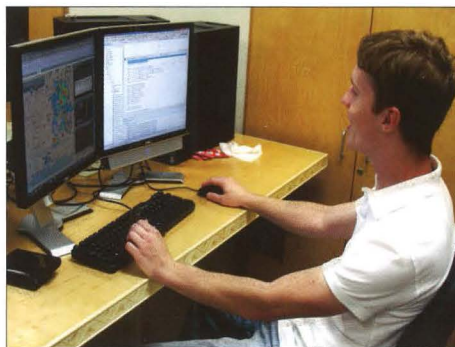
"My students are benefited by experiencing the software development process first hand," Steil said. "Their contribution is meaningful and necessary. They have real deadlines and real users of their software. They also get to work as a team and learn to be accountable

for their work. This experience will help them when looking for a job after graduation."

Interest among groups such as Arkansas State Police and Arkansas Crime Information Center had grown since Steil's return to the state, so he began developing the same software used for the Alabama DPS in Arkansas in hopes of having it ready for use by the beginning of 2011.

"I'm excited that Dr. Steil has been successful in receiving funding for a project that I think will benefit the people of Arkansas by using the state resources more efficiently," McCown said.

Gabrielle Pruitt



On Oct. 13, senior Paul Sherrod observes an Alabama map showing car crashes that have occurred in the past 30 days. The program was created by Dr. Dana Steil as part of the advanced web application designed and used by the Alabama state police. *Alex Shelton*

nuevo & high tech

At the beginning of the school year, students were surprised to find the foreign language department with upgraded technology.

The department was the first on campus to introduce a collaborative technology-enhanced classroom, which opened up a world of in-class opportunities that were not available before. Unlike any other classroom or computer lab on campus, the lab allowed students to collaborate with each other and with the teacher.

While students were usually doing individual work in other computer labs, the NetOp technology allowed students to connect their computers and share information, enabling them to work on projects together.

Professor Ava Conley, the chair of the foreign language department, had the opportunity to teach a class with this new technology. Conley said she liked having this classroom setting better because it allowed the students to be more active in creating in-class projects. She also appreciated that the new circular tables allowed for more student interaction.

"This is student-centered learning facilitated by a teacher," Conley said.

In each classroom there were four desks, and each desk allowed for six students to work together. There were also net books for the students to use, as well as outlets on the tables for personal laptop use. Above each of the tables were television screens that served as projection screens, allowing teachers to instruct group exercises with ease. Students could also

display information pulled up on their computers in this way.

According to Conley, the opportunity for a new lab arose when Paula Kirby, the director of E-learning and information systems, walked past her old classroom, saw how little room Conley was working with and asked her if she wanted a new classroom. At first, Conley had no idea what a collaborative classroom was. Students and teachers alike had to learn as they went, but they caught on quickly.

Both French and Spanish classes were able to use the new facilities to help them have a better authentic learning experience. They were even able to pull up videos of Spanish speakers as examples after which to model their own speaking.

"Our departmental opening session was inaugurated with a 'high tech' presentation using the new facilities and with the theme," Conley said.

In keeping with the department's theme, "Embracing the Vision," faculty were able to listen to a Spanish speaker via the Internet during this session.

Students as well as teachers were excited about the new lab and looked forward to the new opportunities

available to them because of it.

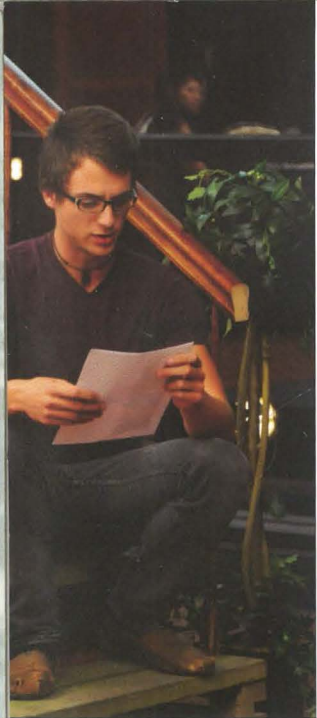
"It's a great tool to get students to actually have conversations with each other in Spanish or French," junior Sarah Adams said. "The setup of the room gives students more opportunities to practice speaking with each other, and that is the best way to learn a foreign language."

Kaylee Swayne



Lending a helping hand, Spanish Professor Ava Conley looks over the students' work on Sept. 13. The high tech room featured four plasma televisions that were able to connect to each student's laptop. *Ashel Parsons*





Overlooking a story, freshman Drew Smith prepares to read out loud to students at the literary festival on Sept. 23. The literary festival was hosted by the English department and all students were welcome to attend.

Ashel Parsons

Junior Hope Rice and sophomore Emily Stone discuss Conley's notes in her Spanish literature class on Sept. 13. The new classroom allowed each student access to his or her own laptop.

Ashel Parsons

Juniors Kathleen Cavender and Amber Roe and senior Josh Nason put their minds together to solve a literary game on Sept. 23. The literary fair featured student poetry, literary games and a musical performance.

Ashel Parsons



living & experiencing history

A group of students with a passion for European history found a way to travel back in time to the Middle Ages during the fall of 2010. This journey back in time, however, did not take them very far. Students in Dr. Julie Harris's Medieval European History class, Phi Alpha Theta members and others traveled to Lead Hill, Ark., to see the Ozark Medieval Fortress in order to learn more about architecture and lifestyles during the Middle Ages.

After finding out about the castle, which was undergoing a 20-year construction process, Harris, her husband and assistant professor of history Dr. Jared Dockery took a scouting trip to Lead Hill to find out more about it. After surveying the site, they decided the castle was worth a field trip in spite of the 3.5 hour drive.

The website for the Ozark Medieval Fortress described the entire process as "an outdoor laboratory, a living history book."

According to Harris, those on site were working to recreate an entire fortress from the ground up using only medieval methods as "a generational project." Most workers hired were local craftsmen, but a few experts from France came to show proper techniques as needed. From blacksmiths to carpenters to weavers, this unique scene gave an authentic feeling of medieval Europe and helped people relive the culture. There were also on-site stone carvers, rope makers and potters making tiles and shingles.

Senior Jane Messina participated in the stone carving, which she described as one of her favorite parts of the trip.

"It was interesting to see the tools and techniques people from the Medieval Europe used in building," Messina said. "Let's just say, I'm very thankful that someone else built my house, and it didn't take 40 years to build."

Talking to the workers was a special part of the experience, especially for junior Max Bertini. He said he loved hearing about how the workers had to start with a poor excuse of a tool and use it to make a better one in order to do their jobs. Bertini also enjoyed talking to many of the workers, including the potter making bricks, the carpenter making tools, the rope maker designing the rope and the laborers who were "grateful to have a job for the next 20 years."

The building project took place year-round, except when the weather conditions were too cold and the mortar would not set. It was otherwise open to the public to show anyone interested how such a construction site in the Middle Ages would have worked.

"It is very much an educational process," Harris said. "They have models of the different levels of development."

On the way to the castle, Harris had students draw from options in a bowl, determining what their fates would most likely have been when living in the Middle Ages. Only two in the group would have survived their 20th year.

"It's fun and sobering all at the same time," Harris said.

Such an activity made students realize that conditions as simple as a broken leg during that time period could have been fatal.

"I'm fascinated with medieval Europe because their world was so different from ours," Bertini said. "It keeps life in perspective when I sit in class and think how awesome it is to live in 21st century America instead of having been born just some nameless peasant who amounted to just a hill of beans."

In the end, students realized they only had to travel down the road in order to discover a newfound appreciation for life in the 21st century.

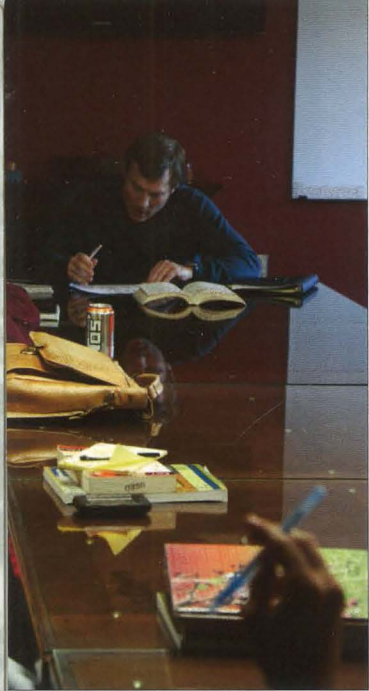
Gabrielle Pruitt



Sophomore John Scol and junior David Cameron lift chain links weighing 20 pounds each on the Oct. 30 Civil War field trip. History students also visited the homes of Presidents Ulysses Grant and Abraham Lincoln and a history museum.

Courtesy of Dr. Haynie





Students carefully listen to professor of history Jared Dockery as he lectures his Introduction to Research and Writing class on Nov. 9. The class learned effective communication skills used for social sciences. *Abby Kellett*

History professors Kevin Klein and Steven Breezeel make lunch for students at the annual history cookout on Oct. 16. History professor Lori Klein held this year's event at her home. *Alex Shelton*

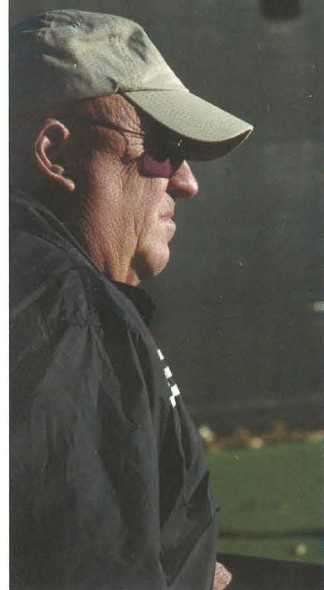
On an educational field trip on Sept. 18, professor of history Julie Harris and her Medieval Europe class pet lambs. The Ozark Medieval Fortress was built using only 13th century methods and tools. *Courtesy of Professor Harris*

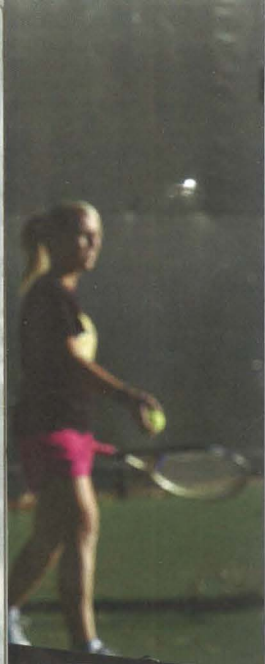


On Oct. 25, participants stretch at "Camp for a Cause," an exercise bootcamp led by kinesiology instructor Sarah McCaha. All money raised during the rigorous one-hour workout went to a fellow community member, Lori Newby, who passed away from breast cancer in Nov. 2010. *Caleb Rummel*

Professor of kinesiology and head tennis coach David Elliott watches the women's tennis team on Nov. 4 at practice. Elliott was the longest serving coach in Harding's athletics history. *Caleb Rummel*

Runners get ready for the shot-gun to fire on Nov. 6 for the Bison Stampede Race. Senior Frank Bolling finished first for men coming in at 17:03. *Alex Shelton*





perseverance & going the distance

Coach David Elliott welcomed his 42nd year teaching at Harding in 2010, making him the longest-tenured coach in the university's history. Elliott began his career in the kinesiology department in the fall of 1969 and

continued to coach both the men's and women's tennis teams in addition to his teaching job all the way to the present.

So what was it that gave Elliott the lifelong dedication to coaching and teaching his students over the decades?

"I have a strong interest in young people, and sports in particular," Elliott said. "I liked it as a major in college, so I decided that's what I wanted to do."

While teaching and coaching could often be tied together, Elliott found doing both could be a challenge at times.

"Sometimes it's difficult, but I try to give each equal importance," Elliott said. "I never want to shirk my classes in any way, even though the demands of the season sometimes make it difficult to be at every class, but we make every effort to be there."

Furthermore, Elliott believed that coaching has helped in his classroom teaching abilities by keeping him close to his students. He appreciated the lessons he had learned and continued to learn from both teaching and coaching.

"I think it helps you stay younger," Elliott said. "You stay in contact with kids; you have to if you're going to be effective. Being around kids in a coaching situation helps you relate even better in a classroom."

Karina Swindle, former Harding tennis player and current assistant coach, said she had learned many lessons from Elliott and was thankful for the numerous opportunities he gave her as a foreign student from Brazil.

"He taught me that it doesn't matter what mood you are in, when you get out on the tennis court, you do your best," Swindle said.

According to Elliott, one of the best parts of his job at Harding was the people he worked with and the Christian attitudes of other faculty members.

"Coming to a place like Harding, where everybody has a very similar philosophy about life in general," Elliott said. "It just makes it great. You know, we're close down here as a department, as a coaching staff. And I've got great kids to work with, and we try to recruit great kids; that's our number one priority.

If you do that part correctly, then the coaching part is much easier."

Carrie Martin



Professor of Kinesiology and head tennis coach David Elliott listens to students' opinions of the training practice on Nov. 4. Elliott believed in recruiting the best possible person and player he could find - in that order. *Caleb Rummel*





Former HealthSouth CFO Bill Owens shares his side of the HealthSouth scandal to business students on Oct. 11. Owens served 43 months in prison after participating in creating a fake earnings report to match Wall Street expectations. *Ashel Parsons*

Participating in the COBA Etiquette Dinner on Sept. 23, sophomore Alex O'Neill concentrates on using proper silverware. The dinner taught business students everything from how to mix and mingle in a crowd, to which silverware to use at a meal. *Alex Shelton*

In Charlotte, N.C., accounting and finance students listen intently to Harding business alumni on Oct. 22. The business department used fall break to allow more time for business tours and networking. *Courtesy of Phillip Brown*



business & ambitious desire

The College of Business Administration

(COBA) helped students get ahead in their careers after graduation, but the real business of COBA was to prepare its students for their future as Christians in the workplace. COBA's Big Cedar Seminar, held annually in Branson, Mo., since 2004, provided the kind of leadership training for business students that would do just that: allow students to develop Christian ethics in a world that dealt mostly in under-the-table exchanges and behind-the-back schemes.

The COBA Leadership Seminar was a three-credit-hour class geared toward senior business students and directed by Allen Frazier. Twenty-five students attended the 2010 seminar.

"The students are nominated by our faculty with an attempt to select students who have strong potential for leadership," Dr. Bryan Burks, the current dean of COBA, said. "I have always been impressed by these students."

The students heard from several speakers, ranging from directors of banks and corporations to President David Burks.

"The Big Cedar Seminar is particularly good because it allows students in a short period of time to focus in on the leadership strategies that work as they listen to alumni who have been very successful," Dean Burks said.

The group focused on church leadership during the worship service on Sunday and continued the afternoon sessions until

Tuesday night, when the students returned to Searcy.

"This is a unique opportunity for our students to learn from the successes and failures of those who are in the business world right now," Frazier said. "We really strive to make the seminar a place where students can pose challenging questions

in hopes that the answers will help them navigate the business world as a Christian and servant leader."

Senior Marcy Hammons said the seminar helped her feel plugged into a larger community of alumni before she ventured out into the wide world of business and marketing.

"The leadership seminar was an amazing opportunity for us students to access Harding's most valuable asset, its alumni base," Hammons said. "We were able to connect with some remarkably successful individuals who more importantly care enough to come back and share their experiences and pride in Harding University."

Harding offered valuable global networking opportunities, but what was unique about Harding's business program was the faculty's commitment to Christianity and their keeping the business concepts "grounded in the

Word of God," according to President Burks.

"The real difference is the intentional effort to tie Christian ethics, or the Christian world view, with the world of business," Burks said. "I think the two go hand in hand."

Gabrielle Pruitt



Networking, accounting and finance students meet with Harding business alumni in Charlotte, N.C. on Oct. 22. The Charlotte trip was a new event for the business department this year.

Courtesy of Phillip Brown

through love & guidance

On the first day of school, elementary students got excited about lunch boxes, cubbyholes, colorful classrooms and Dr. Seuss. Starting with "I before E except after C," children began learning to read.

But for the kids who had trouble decoding the first page of *The Cat in the Hat*, there were students ready to give them the individual attention they needed through the America Reads program.

"America Reads is a national government-sponsored program that is designed to help kids enhance their reading skills and comprehension levels," Desarae Smith, the director of the America Reads program for the past three years, said. "It gives kids in our schools some one-on-one attention and a focused time of improving their reading."

This program, sponsored by the College of Education, sent students to tutor elementary and middle school level students in reading and comprehension.

"The students simply help the kids with the basics of reading," education professor Ken Stamatis said. "You do not have to be an education major to be a part of America Reads. It is open to all majors."

Junior Allie Clay, an English major, was a part of America Reads in spring 2010 and helped tutor at Westside Elementary. Studying to become an English teacher, Clay came across some unexpected challenges that changed her view on educating.

"The biggest thing I learned was just how difficult the English language is — especially to a first grader," Clay said. "I worked

one-on-one with kids who needed help with reading, and I had a lot of trouble explaining the differences in two, to, and too, the different uses of the word 'rose,' and so many other oddities."

This bump in the road did not hinder Clay's plans for being an educator, however. In fact, this "bump" did quite the opposite. "America Reads helped me realize more deeply why I want

to be a teacher," Clay said. "It's rewarding to help kids learn how to do something that is so important and that will create opportunities for them for the rest of their lives."

Smith said her favorite aspect of the program was giving special attention to children.

"My favorite part of [America Reads] was watching the kids' faces light up when they got to a new level in their reading," Smith said. "Being able to stay with one kid or a small group of kids for a semester and see the progress they make is really encouraging."

Not only were the tutors teaching the kids; they were also making a difference in their lives.

"A lot of the kids are starving for some love and attention and affirmation," Smith said. "Even though my first job was to tutor for reading, it was a huge priority to show love to some kids who need it."

With programs such as America Reads, Harding students once again were able to go out into their communities, take the hand of someone in need of guidance or a good role model and lead them down a path to a better future.

John Mark Adkison



At Westside Elementary, senior Kendra Smith flips flashcards to help a student in Mrs. Raney's kindergarten class on Nov. 18. The average classroom had one teacher per 25 students.
Abby Kellett





Junior Courtney Wagner assists students in Mrs. Droan's class at Sidney Deener Elementary Sept. 28. Wagner also assisted the students of Kensett Elementary School through the America Reads program. *Ashel Parsons*

On Nov. 18, senior Kendra Smith helps a kindergarten student improve his reading skills at Westside Elementary. America Reads was a national government-sponsored program that assisted children in need of extra assistance. *Abby Kellett*

Junior early childhood education major Courtney Wagner provides one-on-one tutoring while the teacher goes over the lesson Sept. 28. Wagner helped out at both Sidney Deener Elementary and Kensett Elementary. *Ashel Parsons*



body, mind & spirit

With the nearest free health care clinic in North Little Rock, a group of Harding students and faculty decided to take matters into their own hands to give relief to the poor of the Searcy community.

Physicians, pharmacists and students had provided free primary care to the uninsured, low-income community of Arkansas through the Christian Health Ministry since 2001, when a group of nursing students did a community assessment and found there was a lack of aid for Arkansas residents between the ages of 18 and 65 years old and decided to do something about it. A board of directors stepped in, and the project turned into an official non-profit organization depending solely on voluntary services and the support of local churches.

"While Downtown Church of Christ and Harding weighed in heavily on the board of directors and volunteers, the focus of the ministry was Christ, not a public organization," Assistant Professor of Nursing Karen Kelley said.

Most student volunteers came from the College of Nursing, College of Education, the pre-physician's assistant program and the College of Pharmacy. Some volunteered in order to fulfill a class requirement or clinical rotation, while others counted it as service learning.

"We are Christians coming together to each use our skills in serving others. The focus is on showing Christ," Kelley said. "I want the students to see how easy and rewarding it is to

volunteer, and to continue doing it."

The ministry mostly served patients with long-term illnesses every Sunday from noon to 5 p.m. They served around 30 patients and refilled roughly 17 prescriptions per day. At times there was a much higher demand than the volunteers could accommodate, but they did everything possible with the time, space and funding given them.

"The part that makes me saddest is that people living in poverty always have poorer health outcomes," Kelley said. "They die earlier and they die sicker."

Most patients were chronically ill, suffering with anything from diabetes to depression, but did not qualify for health care assistance. A significant number of the patients that visited the clinic had jobs but worked less than full time, exempting them from any full-time benefits. Some patients, for a variety of reasons, did not work at all or could only find seasonal jobs, forcing them to jump from position to position without a steady income. While patients were encouraged to donate five dollars for treatment, some gave more and some could not afford to give anything.

"These are working people who are just down on their luck," Rebecca Rozear, a 2007 alumnus, said. "It hurts their pride to ask for a handout, but they have no other option. They don't need judgment, they don't need censure; they need the support of a Christian community."

Monique Jacques



The Christian Health Ministry treats patients who do not qualify for health care assistance. The clinic encouraged clients to give a donation of \$5 for treatment. *Ashel Parsons*





Assistant Professor of Nursing Karen Kelley discusses the day with seniors Lindsey Mondrich and Elizabeth Beazley on Sept. 19. The Downtown Church of Christ's goal was to turn the Christian Health Clinic into a non-profit organization. *Ashel Parsons*

Mondrich and Beazley look through a client's medical history. College of Nursing and Pharmacy students could volunteer at the clinic to fulfill a class requirement. *Ashel Parsons*

College of Pharmacy students Je Pak and Ankita Desai prepare to fill prescriptions for the day. The mission of the health clinic was to serve God by serving others. *Ashel Parsons*

As a part of the professional counseling graduate program, student Jake Brownfield counsels and discusses majors with a freshman on Nov. 16. Graduate students of professional counseling spent time advising various students on future career choices. *Alex Shelton*

Pharmacy student Todd Johnson and physicians assistant student Abiola Adams take time off from studying and play a game of basketball on Feb. 7. The pharmacy students got involved on campus with their basketball team that competed in intramural sports. *Ashel Parsons*

On Feb. 17, physicians assistant students Jividen McCoy and Joseph Mahaffey practice stabilizing an injured leg. The PA students had the opportunity to get beneficial hands-on practice during their labs. *Ashel Parsons*





rigorous & rewarding

Throughout the year,

graduate students in the College of Pharmacy endured rigorous classes and training, packed semester schedules and disciplined social lives. On Sept. 16, their hard work and dedication were rewarded at a banquet held in their honor, where 28 scholarships and a total of \$28,000 was awarded to the students for their efforts.

The banquet was a new event for the two-year-old College of Pharmacy, and more than 70 people were present in the Founders room of the Heritage building to watch and support the honored recipients.

"Each scholarship or award had specific requirements regarding excellence in a particular type of pharmacy practice, recognition of leadership, specific academic requirements, etc.," Dean of the College of Pharmacy Dr. Julie Hixson-Wallace said.

Scholarships included the Board of Visitors Scholarship, the HUCOP Faculty-Staff Scholarship and the Deans' Scholarship for the top 10 percent of the class, among various other scholarships presented by businesses and pharmaceutical companies.

"Some scholarships were based on academic achievement," the College of Pharmacy's director of admissions, Carol Jones, said. "Others were designed specifically for students who intend to enter into community pharmacy or into hospital pharmacy. Others were based on service and leadership."

The scholarships were intended to be a motivating form of encouragement to help students continue their hard work.

"Scholarships are a way of saying 'your hard work is being noticed,'" Jones said. "It is a tangible way to reward the

incredible focus and commitment required at this academic level. Honors, awards and scholarships allow us to recognize not only academic performance but also qualities in students such as commitment to service, integrity, honesty, leadership and demonstrating a Christ-centered life."

The awards encouraged students to work harder and grow academically as the College of Pharmacy itself continued to grow.

"The College of Pharmacy accepts approximately 60 students into the incoming class each year," Hixson-Wallace said. "It is a four-year program, so it will eventually have 240 students in it. We have just admitted our third class, so we currently have 180 students."

The College of Pharmacy offered the doctor of pharmacy degree, but its biggest mission was also to equip students to use their careers to be able to serve others.

"We are known for our service," Associate Dean for Academic Affairs Forrest Smith said. "We serve within the community not only with regard to health areas but with regard to community service."

Hixson-Wallace agreed.

"We emphasize service aspect of the profession of pharmacy," Hixson-Wallace said. "We have weekly joint chapel between pharmacy and physician

assistant students, staff and faculty, to try to emphasize how God's principles can figure into not only our everyday lives, but our lives as health professionals. We attempt to provide a pharmacy education with an emphasis on Christian service — using the profession of pharmacy to serve our fellow man and to address both his physical and spiritual needs."

Mackenzie Lee



On Nov. 16, professional counseling student Ian Bradshaw counsels freshman Kimberly Hollaway on choosing a major. The master of science in professional counseling required students to be proficient in eight courses. *Alex Shelton*



Freshman David Mayes laughs with friends at the Honors College's weekly event on Nov. 30. The Honors College offered student activities, opportunities for service and interdisciplinary studies. *Abby Kellett*

Freshman Meredith Whitman writes a pink letter to a professor on Sept. 28. The critical thinking and communication class asked each professor to grade his or her papers in pink ink in honor of National Breast Cancer Awareness Month. *Ashel Parsons*

On Sept. 28, freshmen Abby Stillwell and Max Michael begin writing 300 letters to faculty members for October's National Breast Cancer Awareness month. Mass communication department chair Dr. Jack Shock called the service project "Think Pink." *Ashel Parsons*





a pen & a cause

"The best ideas come from the most unexpected places," mass communication department chair Dr. Jack Shock said as he sat in the Sears Honors House living room surrounded by his class of freshmen honors students. Sitting on couches, in chairs, on the floor, on a piano bench or wherever comfortable space could be found, the students were diligently writing 300 letters, each one in pink ink.

The month of October was National Breast Cancer Awareness Month, which was dedicated to raising awareness of the dire necessity for women to frequently receive mammograms. In order to give this important month a helping hand, Shock and his Honors 201 critical thinking and communication class, hand-wrote 300 letters and mailed them to every professor on campus, asking each professor to grade their papers in pink ink.

Freshman Jonathan Crews explained that his class was not like other classes.

"It is primarily discussion-based," Crews said. "We discuss the truths, warrants and reasons of the issues of the day. [Dr. Shock] teaches us to be passionate in whatever we care about. We do whatever we can for [that issue], and we do it for God."

The students learned that in order to be passionate about something, you must be active about it.

"Dr. Shock wants us to find our passions," freshman Sarah Denton said. "We then form deeper, more solid opinions on our passions, and we find our cause to fight for."

As their teacher and mentor, Shock gave them just such a cause; that was where the pink pens came in.

Shock explained to the class that his inspiration for the service project came to him as he was leaving Sam's Club. When he handed his receipt to the female receipt-

checker at the door, the woman drew a ribbon in pink ink across the receipt instead of a simple slash to signify his items had been checked. The pink ribbon was an iconic symbol for breast cancer awareness. The symbol was so well-known that even the color pink became synonymous with breast cancer awareness.

From this simple act, Shock felt a surge of inspiration to create a new service campaign. He called it "Think Pink."

"It just goes to show how powerful the simplest message can be," Shock said.

Students described just how the process would work.

"Students definitely look at their grades, and not always fliers, so it will grab their attention," Denton said.

Every student from the class, male and female, participated in the service project and said they were excited about the results of raising awareness.

"We all jumped on board and loved it," freshman Max Michael said. "With the written word, potentially thousands of eyes will see the pink ink, and know what it means since pink is a symbol for breast cancer awareness."

Shock expressed his hopes that the project, while simple, would grow exponentially and reach as many people as possible, one person at a time.

"This service project is a spring board, or a jumping off point, to create a ripple effect," Shock said. "By raising awareness for 300 professors, that awareness can spread to 6,000 students, and from there on."

Professor of communication Dr. Jim Miller said the pink pens were a perfect way to show support.

"I told all my classes that the pink ink was to remind us to be thoughtful and prayerful for the victims of breast cancer, as well as those who are working on a cure," Miller said. "I think it was a great project for Dr. Shock's honors class."

John Mark Adkison



On Nov. 30, Honors College students get together for "Chili Tuesday." The purpose of "all you can eat for a dollar" was to get students and faculty into the house and engage in conversation. *Abby Kellett*

learn & lead

In the classroom everything had seemed to make sense. Later, however, the words on the pages and pages of notes seemed to blur and were no longer coherent. Thankfully, there was a better way to deal with these late-night study sessions: SI.

Supplemental Instruction, or SI, allowed students to come together and compare notes, study and reason together on like subjects.

A program provided by academic services for students who were enrolled in selected on-campus courses known to be difficult, SI was conducted entirely by students.

Senior Jeb Bell, a history major with a political science minor, was an SI leader. He worked at least 10 hours a week assisting other students in his area of expertise. After passing a few courses and acquiring the knowledge at an advanced level, Bell was asked to become a student leader.

"SI is a peer-led session for a specific class," Bell said. "We discuss the lectures and cover material and get the main purpose. It allows the student to develop skills to learn the subject on their own."

Bell said the program provided helpful reviews and was not remedial, so anyone could join. According to Bell, the meetings had scheduled times and met three days a week. The instructor's job, along with the other students' assistance, was to help individuals gain a better grasp on the particular subject and develop the skill to learn how to do this on their own.

Bell said the best way to learn a subject was to have to teach it to others.

"It's a really cool thing because it's like a step between being a teacher and still being a student and learning the material myself," Bell said. "It helps me develop the skills that I will need to be able to comprehend a subject to be able to teach it."

Harding graduate Stephanie O'Brian was currently the SI supervisor after being an observer for one semester and a leader for four semesters. O'Brian said that she had witnessed the program mature in many positive ways since she had worked there.

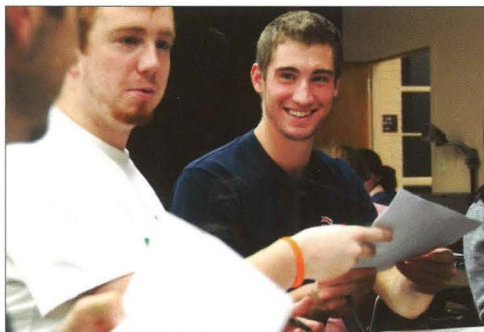
"More students and faculty are becoming aware of SI and its benefits not only to the students but the faculty as well," O'Brian said.

According to O'Brian, SI helped students in more ways than one. She said that the peer-led study sessions enabled students to really discuss the material covered in class, while talking and doing hands-on activities helped the students not only academically, but also socially.

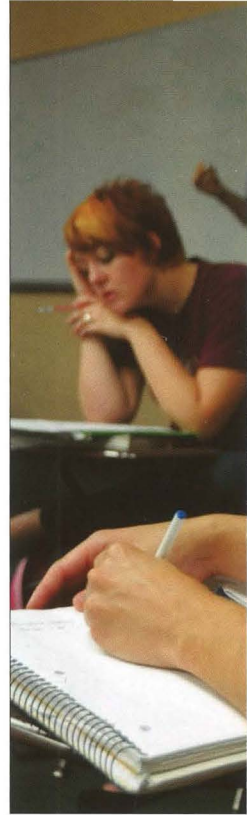
Having SI for a class was also beneficial to professors, as it was the incentive for their students to excel. SI leaders had to have previously done extremely well in the class they wanted to teach. Not only that, but they also had to have great personalities to attract students to their sessions.

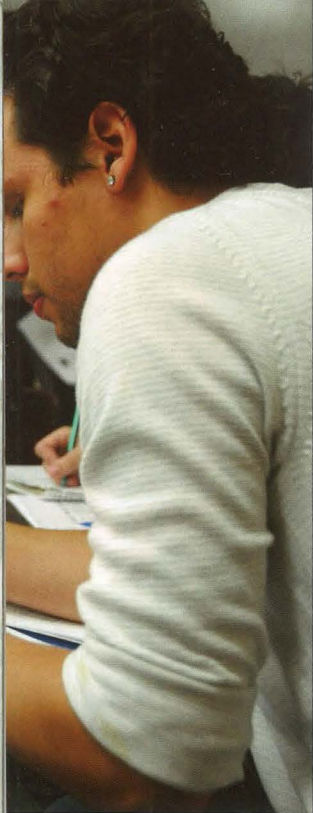
"I had one SI leader this semester who had 72 students come to a session one night," O'Brian said. "That is 72 students taking time out of their busy college life to go study government with their peers for an hour. To me, that is awesome!"

Elumba Ebenja



Sophomore **Justin Horschig** learns about International Relations during a Supplemental Instruction session on Nov. 11. SI sessions were times students could be tutored in group settings. *Ashel Parsons*





During the Nov. 11 Supplemental Instruction session, sophomore Joshue Davila concentrates on the material currently being reviewed. SI sessions allowed students to discuss various classroom materials on a deeper level.

Ashel Parsons

Sophomore Nick Doores and senior Meghan Derryberry laugh while studying for a test during an SI session on Feb. 3. The session, led by senior Jeb Bell, offered students additional help for upcoming tests that they could not get in the classroom.

Ashel Parsons

Senior Jeb Bell tutors a class full of students on Feb. 3. Bell was a history major with a political science minor who assisted students with work in classes that he had previously taken.

Ashel Parsons

