



# UNIVERSITY OF ARKANSAS<sup>®</sup>

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**College of Education and Health Professions**

**2019-2020 Annual Report**

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## College of Education and Health Professions 2019-2020 Annual Report

### Significant Achievements and Changes

The College of Education and Health Professions (COEHP) welcomed its 2019-2020 academic year with a new leader, Dean Brian Primack, MD, PHD, Professor of Public Health and Medicine and Henry Hotz Endowed Chair. Under his leadership, the College engaged in year-long strategic planning process that involved the work of a core committee as well as feedback from alumni, students, faculty, staff, and community partners. As a result of this planning, the College identified 10 overarching goals. Achievement of Goals 1-3 will provide necessary support to optimally achieve each of the three core areas pursued by a land-grant research university: education, research, and community outreach and engagement. Goals 4-5 will focus on integration, collaboration, and synergy among College units as well as between COEHP and other Colleges at the University of Arkansas. Finally, Goals 6-10 will propel the College to new heights via critical investments in reorganization for efficiency and agility; diversity, equity, and inclusion; student success; and faculty and staff development and morale.

The 2019-2020 academic year was an extremely successful year for the college's programmatic accreditation efforts. The Council for the Accreditation of Educator Preparation (CAEP) reaccredited the educator preparation programs without any stipulations or areas for improvement. The nursing graduate programs also completed a successful site visit from the Commission on Collegiate Nursing Education (CCNE) in January 2020. The Occupational Therapy Doctorate was granted a Candidacy Status by the Accreditation Council of Occupational Therapy Education (ACOTE). Finally, the Commission on Accreditation of Athletic Training Education (CAATE) granted the Athletic Training Program at the University of Arkansas 5 years of Continuing Accreditation.

Despite the challenging times dealing with the COVID-19 pandemic, COEHP has had many significant accomplishments during the year. One of the highlights was the recognition that Eleanor Mann School of Nursing (EMSON) received for their commitment to teaching, faculty development, and student success. EMSON became this year's recipient of the Daniel E. Ferritor Award for Departmental Excellence in Teaching. Another highlight was a partnership agreement signed with Northwest Arkansas Community College to allow students interested in pursuing teacher preparation to transfer to Elementary Education, Special Education, Business Education and Family and Consumer Science Education degree programs in the College. The College also completed its work on all faculty personnel documents both at the college and departmental levels. Additionally, one of the major programmatic developments in the College was the creation of a Master of Public Health degree program. Furthermore, the Department of Occupational Therapy welcomed its first inaugural cohort of 27 students in January 2020 into their entry-level clinical doctoral program offered jointly by the University of Arkansas and the University of Arkansas for Medical Sciences.

The College also continued its strong showing in national rankings and publications. The *U.S. News and World Report* ranked the College's graduate programs, as a whole, as the No. 37 school of education among public institutions and No. 50 overall. Online master's degree

programs in education climbed to No. 42, up from No. 46 in 2019 and No. 56 in 2018. Online graduate education programs were also ranked No. 14 "Best Online Programs for Veterans" by *U.S. News & World Report*. The College's Rehabilitation Counseling program was also included among the "[Best Health Schools](#)." Learn.org ranked the online Ed.D. in Educational Leadership as #9 for Most Affordable Online EdD programs in their 2020 rankings. EduMed.org named the online LPN to BSN and RN to BSN programs among the best for online learning in healthcare.

Finally, the College of Education and Health Professions has fully embraced its slogan of *Making a Difference* during the pandemic. COEHP faculty, students, and staff found ways to help each other as well as people in the community. To learn more about COEHP's response to the crisis, visit the [Resources for Coronavirus Pandemic website](#).

### **Grants, Dollars, Publications, Student Growth, and New Faculty**

The College faculty collectively authored 220 refereed journal articles, 14 books, and 48 book chapters. The College also continued its success with external funding and received a total of \$16,207,354 in grants and contracts. Among these grants were Dr. Marilou Shreve's \$700,000 award from the U.S. Department of Health and Human Services to strengthen partnership for advanced nursing education in Arkansas and Dr. Janet Penner-Williams' \$1,098,532 from the U.S. Department of Education for Project CONNECT and Project SOAR. Dr. Deniece Honeycutt emerged as the PI with the largest total funding of \$3,518,234 for her Early Care and Foundation projects from the Arkansas Department of Education, U.S. Department of Health and Human Services, and Arkansas Community Foundation.

The College raised \$2,231,623 in private gifts for various programs and projects in fiscal year 2020. Additionally, the College surpassed its Campaign Arkansas goal of \$41,500,000 by 22% and raised a total of \$50,744,243.

In Fall 2019, the College enrolled 5,249 students across its six academic departments, offering 50 distinct degree programs. The College continued to enroll the highest number of graduate students on campus with the enrollment of 1,362 students, including 368 doctoral and 807 master's students with the remaining 187 graduate students enrolled in graduate certificate programs or as non-degree students. The largest growth happened in the number of master's students that increased from 719 in Fall 2018 to 807 in Fall 2019. This growth was largely attributed to the launch of the M.Ed. in Educational Equity program that enrolled 63 students in Fall 2019. At the undergraduate level, the B.S. in Public Health and the B.S. in Recreation and Sport Management have experienced a significant growth over the past five years (from Fall 2014 to Fall 2019, enrollments increased from 179 to 309 in Public Health and from 282 to 344 in Recreation and Sport Management).

The COEHP Honors Program continued its impressive growth reaching 407 active students. COEHP Honors students were extremely successful in applying for research and travel grants in 2019-2020; a total of \$143,375 was awarded. Two students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$5,000, and an additional 18 students were awarded Honors College Research Grants totaling \$42,500. Furthermore, five students received a total of \$7,500 as part of the innovative Honors College Research Team

grants, which fund projects with multiple student researchers. Fifteen students received a total of \$13,225 from the Honors College to travel to and present their research at regional and national conferences. Finally, 26 students were awarded Honors College Study Abroad Grants totaling \$75,150.

In the 2019-2020 academic year, the College hired 7 new tenure-track faculty members (Tameeka Hunter - CNED, Lorien Jordan – ESRM, Alissa Blair – TESOL, Abigail Schmitt – EXSC, Page Dobbs – PBHL, Alex Russell – PBHL, and Josh Lens - RESM). Four non-tenure track faculty members also joined the College (Megan Owen – NURS, David Hall – NURS, Craig Schmitt – RESM, and Maria Ball - OT).

### **Achievements of Faculty in Research, Teaching, and Public Service**

- **Dennis Beck**, an associate professor in educational technology, received Best Paper Award from the Immersive Learning Research Network.
- **Freddie Bowles**, an associate professor of foreign language education, was named a distinguished member of the national Association of Teacher Educators.
- **Elsa Camargo**, an assistant professor of higher education, was recognized as a Top 100 Under 50 Emerging Leader by the *DiversityMBA* magazine.
- **Vinson Carter**, an associate professor in career and technical education, was recognized as 2020 ITEEA (International Technology and Engineering Educators Association) Leaders to Watch.
- **Albert A. Cheng**, an assistant professor of education reform, joined Cardus Education, a non-partisan, faith-based think tank, as a senior fellow.
- **Vicki Collet**, an associate professor of childhood education, received a 2019-2020 Fulbright U.S. Scholar Award to Japan and Ireland to study teacher education.
- **Sheri Deaton**, a clinical instructor in career and technical Education, received the 2020 Teacher Educator of the Year Award from the Arkansas Career and Technical Education (ACTE).
- **Jan Emory**, an associate professor in nursing, became the 2019 Academy of Nursing Education Fellow.
- **Rachel Glade**, a clinical assistant professor of communication sciences and disorders, became the first recipient of the Wally Cordes Teaching and Faculty Support Center Excellence in Service to Teaching Award. She was also the recipient of the 2019 Honors College Distinguished Faculty Award.
- **Chris Goering**, a professor of English education, was recognized with the Governor’s Arts Award by the Arkansas Arts Council.
- **Kristin Higgins**, an associate professor of counselor education and supervision, received the Barry Wingfield Counselor Educator and Supervisor Excellence Award from the Arkansas Counseling Association.
- **Claretha Hughes**, a professor of human resource and workforce development, received the Best Book Award for Public and Nonprofit Division from the Academy of Management and R. Wayne Pace Book of the Year from the Academy of Human Resource Development.
- **Brendon McDermott**, an associate professor of exercise science, received the Doug Parker Award from the Arkansas Athletic Trainers’ Association.

- **Kristi Perryman**, an associate professor of counselor education and supervision, was recognized by the Creativity in Counseling Research Award from the Association for Creativity in Counseling. She was also named to the National Association for Play Therapy's board of directors for a three-year term.
- **Peggy Schaefer-Whitby**, an associate professor of special education, was elected vice president of the Council of Exceptional Children, Division on Autism and Developmental Disabilities.
- **Ronna Turner**, a professor of educational statistics and research methods, was named the University of Arkansas Extraordinary Woman by the Chancellor's Commission on Women.
- **Jonathan Wai**, an assistant professor of education reform and endowed chair in education policy, received the Michael Pyryt Collaboration Award from the American Educational Research Association and International Mensa Award for Research Excellence from Mensa Foundation.

### **Achievements of Students and Alumni**

- **Madeline Amos** (Kinesiology) won 1<sup>st</sup> place in the President's Cup Poster Competition at the American College of Sports Medicine's regional meeting.
- **Bailey Bishop** (Nursing) received the Benjamin A. Gilman International Scholarship.
- **Cameron Fagan** (Physical Education) was awarded the Newman McGee Jr. Scholarship at the SHAPE Arkansas conference in Conway.
- **Jessica Gimore** (Kinesiology) received 1<sup>st</sup> place in Arkansas Bioinformatics Consortium Poster Competition.
- **Libby James** and **Lauren Loften** (Public Health) received Stead Scholarships.
- **Ruhee Keshwani** (Communication Sciences and Disorders) was awarded the Zenith Rehab-Asian Indian Caucus Scholarship at the 2019 American Speech-Language-Hearing Association (ASHA) conference in Orlando, Florida.
- **Marcia Smith**, a graduate of the Ed.D. in Educational Leadership program received the Administrator of the Year award from the Arkansas Association of Curriculum and Instruction Administrators.
- **Shalisha Thomas** (Educational Equity) received Arkansas' 2019-2020 Milken Educator Award. Often called the "Oscars of Teaching," the Milken Educator Awards celebrate the American teaching profession. Thomas is the only recipient from Arkansas for the 2019-2020 school year. She's also one of only 40 educators nationwide to receive the recognition this season.
- **Julie Workman** (Educational Leadership) won the Research-in-Progress Award at the Mid-South Educational Research Association conference in New Orleans.
- **Lauren Westervelt** (Kinesiology) was awarded the Outstanding Undergraduate Research Award at the American College of Sports Medicine's regional meeting.

**College/Departmental Awards, Honors, and Recognition****College Faculty Awards**

- **Chris Goering**, professor of English Education, George Denny STAR Award for Outstanding Service, Teaching, Advising and Research
- **Christine Holyfield**, assistant professor of Communication Sciences and Disorders, Rising STAR Award for Outstanding All-around New Faculty Member
- **Xinya Liang**, assistant professor of Educational Statistics and Research Methods, Significant Research Award
- **Fran Hagstrom**, associate professor of Communication Sciences and Disorders, Career Faculty Award
- **Michelle Gray**, associate professor of Exercise Science, Superior Service Award
- **Kit Kacirek**, associate professor of Adult and Lifelong Learning, Outstanding Mentoring and Advising Award
- **Vicki Dieffenderfer**, teaching assistant professor of Human Resource and Workforce Development, Innovative Teaching Award

**College Staff Awards**

- **Denise Bignar**, Director of Academic Student Services, Superior Service Award
- **Elizabeth McKinley**, Director of Academic Student Initiatives, Superior Service Award
- **Gina Hardin**, Financial Systems and Scholarship Manager, Superior Service Award
- **Myra Haulmark**, Director of Teacher Licensure, Superior Service Award
- **Courtney Vaughn**, Fiscal Analyst, Superior Service Award
- **Haley Carney**, Administrative Support Supervisor, Superior Service Award

**College Alumni Awards**

- **Andrew Young**, Outstanding Young Alumni Award
- **Erica Boughfman**, Outstanding Alumni Award in Health and Human Services
- **Jim Rollins**, Outstanding Alumni Award in Education

**Departmental Faculty/Staff Awards**

- **Department of Health, Human Performance, and Recreation**
  - **RJ Elbin**, Outstanding Overall Faculty Member
  - **Brendon McDermott**, Outstanding Research
  - **Kaitlin Gallagher**, Outstanding Service
  - **Amanda Sullivan**, Outstanding Teaching
- **Department of Rehabilitation, Human Resources, and Communication Disorders**
  - **Allison, Ames Boykin**, Outstanding Teacher
  - **Xinya Liang**, Outstanding Researcher
  - **Kimberly Frazier**, Outstanding Advising and Mentoring
  - **Kenda Grover**, Outstanding Service

- **Leslie Jo Shelton**, Outstanding Commitment to Diversity and Inclusion
- **David Christian**, Outstanding All-Around Faculty Member
  
- **Department of Curriculum and Instruction**
  - **Haley Carney**, Outstanding Staff Award
  - **Bonnie King**, Faculty Collegiality Award
  - **Christine Ralston**, Outstanding Service Award
  - **Vicki Collet**, Outstanding Research Award
  - **Kevin Brady**, Outstanding Research Award
  - **Kara Lasater**, Outstanding Research Award
  - **Karmen Bell**, Outstanding Teaching Award
  - **Sean Connors**, Outstanding Mentoring/Advising Award
  - **Stephen Burgin**, Rising Star Award
  - **Suzanne Kucharczyk**, Faculty Star Award
  - **Linda Eilers**, Faculty Career Award
  
- **Eleanor Mann School of Nursing**
  - **Teaching Awards**
    - **Michele Kilmer**, Tenure/tenure-track
    - **Kelsey Gilmet**, Clinical instructor/clinical-track
  - **Service Awards**
    - **Kelly Vowell-Johnson**, Tenure/tenure-track
    - **Jane Hentzen**, Clinical instructor/clinical-track
  - **Scholarship Awards**
    - **Marilou Shreve**, Tenure/tenure-track
    - **Jaye Henderson**, Clinical instructor/clinical-track

#### **Departmental Alumni Awards**

- **Marcia Smith**, Associate Superintendent for Curriculum and Instruction for Springdale Public Schools, Department of Curriculum and Instruction
- **Ethan Douglas**, Senior Policy Analyst for Consumer Reports, Department of Health, Human Performance, and Recreation
- **Molly Milborn**, BSN, RN, Eleanor Mann School of Nursing
- **Marquita Smith**, Assistant Dean for Graduate Programs and Associate Professor, School of Journalism and New Media, the University of Mississippi, Department of Rehabilitation, Human Resources, and Communication Disorders

#### **Student Awards and Recognition**

##### **College Student Awards**

- **Maddox McIntire**, The Henry G. and Stella Hotz Award for the outstanding sophomore
- **Emily Smith**, The Henry G. and Stella Hotz Award for the outstanding junior
- **Grace Murphy**, The Presidential Scholar



### **Honors Symposium**

- **Olivia Covin** (1<sup>st</sup> place), Validity and Reliability of Temperature Sensing Devices During and Following Exercise in the Heat
- **Anna Gookin** (2<sup>nd</sup> place), The Association of Cognitive Function Assessments among Older Women
- **Sarah Schwartz** (3<sup>rd</sup> place), An Analysis of Perception vs. Reality in Physical Fitness and the Effect of Fitness Testing on Physical Activity in College Students

### **Outstanding Students in Curriculum and Instruction**

- **Ashlynn Sorrells**, Outstanding B.S.E. Student in Career and Technical Education
- **Mackenzie Anderson**, Outstanding B.S.E. Student in Childhood Education
- **Tancredo Tivane**, Outstanding M.Ed. Student in Curriculum and Instruction
- **Seth French**, Outstanding Ph.D. Student in Curriculum and Instruction
- **Johnny Allred**, Outstanding Ph.D. Student in Curriculum and Instruction
- **Adam Peterson**, Outstanding M.Ed. Student in Educational Technology
- **Ashley Aitken**, Outstanding B.S.E. Intern in Elementary Education
- **Lexi Woodward**, Outstanding M.A.T. Intern in Elementary Education
- **Julianna Tidwell**, Outstanding M.A.T. Student in Secondary Education
- **Tamara Kuykendall**, Outstanding B.S.E. Student in Educational Studies
- **Caitlin Bennett**, Outstanding M.Ed. Student in Educational Leadership
- **Meleah Hoskins**, Outstanding Ed.S. Student in Educational Leadership
- **Zenovia Frazier**, Outstanding Ed.D. Student in Educational Leadership
- **Tatum Lawson**, Outstanding B.S.E. Student in Special Education
- **Shelby King**, Outstanding M.Ed. Student in Special Education
- **Kailee Kyger**, Outstanding Intern, UAteach

### **Outstanding Students in Education Reform**

- **Matthew Hyunsoo Lee**, Best Conference Paper
- **Lina Anaya Beltrán**, Outstanding Doctoral Student

### **Outstanding Students in the Eleanor Mann School of Nursing**

- **Judy Kuharick**, R.N.-B.S.N. Expert Leader
- **Kristin Danaher**, R.N.-B.S.N. Emerging Leader
- **Lane Davenport**, RN-BSN Exemplary Capstone
- **Margaret Temofeew**, The Betty Battenfield Award for Academic Achievement
- **Spencer Jerome**, Clinical Excellence in Nursing
- **Alaina Watkins**, The Future of Nursing Education Award
- **Sharonda Randle**, DNP Best Capstone Project
- **James Patton**, Outstanding DNP Student Award

### **Outstanding Students in Health, Human Performance, and Recreation**

- **Jennifer Padron**, Outstanding B.S. Student, Public Health
- **Hannah Dia**, Outstanding M.S. Student, Community Health Promotion

- **Brooke Bouza**, Outstanding Ph.D. Student of Health, Behavior, and Health Promotion
- **Lauren Westervelt**, Outstanding B.S. Student, Exercise Science
- **Ashton Human**, Outstanding M.S. Student in Kinesiology, Exercise Science
- **Natalie Amrhein**, Outstanding M.S. Student in Kinesiology, Adapted Movement Science
- **Megan Rosa-Caldwell**, Outstanding Ph.D. Student in Exercise Science
- **Samantha Thomas**, Outstanding M.AT. Student, Athletic Training
- **Anna Johnson**, Outstanding B.S.E. Student in Kinesiology K-12 Teaching, Physical Education, and health
- **Robert D'Alessio**, Outstanding M.Ed. Student in Physical Education
- **Mark Bjornsen**, Outstanding Ph.D. Student in Kinesiology Pedagogy
- **Meredith Fleming**, Outstanding B.S. Student in Recreation and Sport Management
- **Devin Clark**, Outstanding M.Ed. Student in Recreation and Sport Management
- **Ali Fridley**, Outstanding Ph.D. Student in Recreation and Sport Management

#### **Outstanding Students in Rehabilitation, Human Resources and Communication Disorders**

- **Daniela Kidd**, Outstanding M.Ed. Student in Adult and Lifelong Learning
- **Julie Galliard**, Outstanding Ed.D. Student in Adult and Lifelong Learning
- **Ashton Robbins**, Outstanding B.S. Student in Communication Sciences and Disorders
- **Madilyn Littlefield**, Outstanding M.S. Student in Communication Sciences and Disorders
- **Jamie Miller**, Outstanding M.S. Student in Counseling
- **Brittany Massengale**, Outstanding Ph.D. Student in Counselor Education and Supervision
- **Amy Broadwater**, Outstanding Chi Sigma Iota Member
- **Aaron Myers**, Outstanding Ph.D. Student in Educational Statistics and Research Methods
- **Angelique Price**, Outstanding M.Ed. Student in Higher Education
- **Brett Rankin**, Outstanding Ed.D. Student in Higher Education
- **Lance Keen**, Outstanding B.S.E. Student in Human Resource and Workforce Development
- **Alexandra Yount**, Outstanding M.Ed. Student in Human Resource and Workforce Development
- **Ty Ryburn**, Outstanding Ed.D. Student in Human Resource and Workforce Development

#### **Distinguished Doctoral Fellowships**

- **Jonathan Allred**, Ph.D. in Curriculum and Instruction
- **Seth French**, Ph.D. in Curriculum and Instruction
- **Jessica Miller**, Ph.D. in Curriculum and Instruction
- **Molly Beck**, Ph.D. in Education Policy
- **Martha Bradley-Dorsey**, Ph.D. in Education Policy
- **Katherine Kopotic**, Ph.D. in Education Policy
- **Jessica Goldstein**, Ph.D. in Education Policy

- **James Paul**, Ph.D. in Education Policy
- **Nathan Hutchens**, Ph.D. in Health, Sport and Exercise Science
- **Toby Klein**, Ph.D. in Health, Sport and Exercise Science
- **Megan Rosa-Caldwell**, Ph.D. in Health, Sport and Exercise Science, Kinesiology Pedagogy
- **Julia Conroy**, Ph.D. in Counselor Education and Supervision

#### **Doctoral Academy Fellowships**

- **Mathew Dingler**, Ph.D. in Curriculum and Instruction
- **Stefanie McKoy**, Ph.D. in Curriculum and Instruction
- **Jennifer Penafiora**, Ph.D. in Curriculum and Instruction
- **Ian Kingsbury**, Ph.D. in Education Policy
- **Bich Tran**, Ph.D. in Education Policy
- **Camie Wood**, Ph.D. in Education Policy
- **Nnamdi Ezike**, Ph.D. in Educational Statistics and Research Methods
- **John Linde**, Ph.D. in Educational Statistics and Research Methods
- **Brouke Nouza**, Ph.D. in Health, Sport and Exercise Science, Health Behavior and Health Promotion
- **Tiffany Marcantonio**, Ph.D. in Health, Sport and Exercise Science, Health Behavior and Health Promotion
- **Malachi Willis**, Ph.D. in Health, Sport and Exercise Science, Health Behavior and Health Promotion
- **Evi Addoh**, Ph.D. in Health, Sport and Exercise Science
- **Charles Bell**, Ph.D. in Health, Sport and Exercise Science
- **Natalie Bird**, Ph.D. in Health, Sport and Exercise Science
- **Ashton Human**, Ph.D. in Health, Sport and Exercise Science
- **Tomothy Schoonover**, Ph.D. in Counselor Education and Supervision
- **Faith Briggs**, Ph.D. in Counselor Education and Supervision
- **Amy Broadwater**, Ph.D. in Counselor Education and Supervision
- **Kaitlin Harvison**, Ph.D. in Counselor Education and Supervision
- **Margaret Hindman**, Ph.D. in Counselor Education and Supervision
- **Brittany Massengale**, Ph.D. in Counselor Education and Supervision
- **Amanda Stuckey**, Ph.D. in Counselor Education and Supervision
- **Rachael Crofford**, Ph.D. in Counselor Education and Supervision
- **Charles Thompson**, Ed.D. in Higher Education

**Chairs, Professorships, Distinguished Professorships, and University Professorships****Chairs and Professorships**

Henry G. Hotz Endowed Chair

Brian Primack, Emory University and University of Pittsburgh

Parks Family Endowed Professorship in Science and Technology Education

Bill McComas, University of Iowa

Billingsley Endowed Chair

Susan Patton, University of Arkansas

21<sup>st</sup> Century Chair in Education Reform

Jay P. Greene, Harvard University

21<sup>st</sup> Century Chair in Accountability/Transparency

Robert Costrell, Harvard University

21<sup>st</sup> Century Chair in Education Policy

Jonathan Wai, Vanderbilt University

21<sup>st</sup> Century Chair in Teacher Quality

Gema Zamarro, Centro de Estudio Monetarios y Fiancieros

21<sup>st</sup> Century Chair in Leadership

Robert Maranto, University of Minnesota

21<sup>st</sup> Century Chair in School Choice

Patrick Wolf, Harvard University

**Distinguished Professors**

Bill McComas, University of Iowa

Jay P. Greene, Harvard University

Patrick Wolf, Harvard University

**University Professors**

Ro Di Brezzo, Texas Woman's University

Tom E.C. Smith, Texas Tech University

## Departmental Reports

### Curriculum and Instruction

*Overview:* According to the Institutional Research data, the Department of Curriculum and Instruction (CIED) enrolled 1,072 undergraduate and graduate students in 2019 within 9 academic program areas that offer 23 different degrees and 9 certificates. This enrollment was a slight increase from 2018 (1,001), with the largest enrollment increase being in the Academy Educational Equity M.Ed. program with increased enrollment from 7 students in 2018-2019 to 57 students in 2019-2020. Other areas of notable growth were in ICEP graduate certificate and endorsement programs (a total growth of 25 students as of Spring and Summer 2020). Slight growth was realized in the CIEDME (+3) and CIEDES (+6) programs. The CIEDES program increase is attributable to the addition of EDLE graduate certificate option (Arkansas Curriculum Program Administrator) that is now available as part of the options for the CIEDES program of study.

During 2019-2020, students in all CIED programs were served by 51 full-time and 17 part-time faculty members, 11 graduate assistants, and 5 staff members. The department also houses multiple projects/programs (i.e. EMPOWER, SOAR, REACH, RISE, CONNECT, IMPACT, Teaming for Transition, Autism Support Program, Autism Symposium, Camp Connect, Clinic for Literacy, National Writing Project, Summer Literacy Camp, Young Scholars Program, ESL Institute, ARTeacher Fellows, the Center for Children and Youth, and the Academy of Education Equity) which employ more than 30 additional personnel. These entities provide education and critical services to constituents across the state and nation.

*Productivity:* Faculty publication productivity increased in 2019/2020, with 122 academic publications. This increase over the past year included 8 books, 33 book chapters, and 81 refereed journal articles. CIED full-time faculty also delivered 98 refereed presentations at state, regional, national, and international conferences. CIED's 11 graduate assistants presented 13 scholarly papers and published 11 peer reviewed articles.

During 2019/2020 the CIED programs continued to manage in excess of \$14,756,000 in already established externally funded projects (e.g., Teaming for Transition Grant, Academy for Education Equity M.Ed. program, and the IMPACT Arkansas Fellowship program). Additionally, CIED faculty received over \$2,684,000 in new funding in 2019/2020. This included funding for a new PhD program focused on transition that is a collaborative effort between the ICEP program and the University of Oklahoma.

*Personnel:* The department celebrated six faculty promotions in 2019/2020. Four promotions (1 Full Professor, 1 Distinguished Professor, and 2 Teaching Associate Professors) were done through the traditional tenure and promotion process while the other two promotions were from Instructor positions to Teaching Assistant Professors. Of the 21 non-tenure track faculty in CIED, 8 were given 3-year reappointments starting in August 2020.

Three new faculty members began in fall 2019 (Dr. Faythe Beauchemin-CHED Literacy from

The Ohio State University; Dr. Yi Lee-CHED Mathematics from University of Georgia; and Dr. Christy Smith-EDLE, University of Arkansas). Dr. Beauchemin and Dr. Lee have both completed their first year as tenure-track faculty members while Dr. Smith has completed her first year as CIED's only Professor of Practice.

Dr. Alissa Blair (PhD-Wisconsin-Madison) will be joining the CIED faculty in August 2020 as a tenure track Assistant Professor in the TESOL program. Dr. Blair's arrival will help fill a void left in the TESOL program by prior faculty departures and will ensure adequate personnel is available to support the TESOL M.Ed. program as well as the SEED, BAT, and SPED undergraduate licensure programs which rely on TESOL faculty to provide ESL and multicultural coursework required by the Arkansas Department of Education.

Starting in Summer 2020, the STEM-LEAD program became part of CIED. The three former UAteach faculty members (i.e., Dr. Peggy Ward, Dr. Kim McComas, and Ms. Michelle Childress) are now non-tenure track professors in the SEED program. With the addition of Dr. Blair, Dr. Ward, Dr. McComas, and Ms. Childress, CIED will start the Fall 2020 semester with 50 faculty members (29 tenure track and 21 non-tenured track); 11 graduate assistants; 6 administrative staff, and 33 special program support personnel.

*Curriculum:* In the Fall 2020 semester the educator preparation programs at the University of Arkansas received a site visit from the Council for the Accreditation of Educator Preparation (CAEP). This program review involved several of the programs housed in CIED (i.e., ELED, CHED, CATE, SEED, SPED, and EDLE). Later, in Spring 2020 it was announced that the University of Arkansas educator preparation programs are now fully accredited according to CAEP standards. This includes both initial licensing programs as well as advanced programs.

The EDLE program started, and is currently going through a review of the re-design of the EDLE M.Ed. program by the Arkansas Division of Elementary and Secondary Education (DESE). It is anticipated that due to the fact that the EDLE M.Ed. program is now fully accredited by CAEP, it will also be approved by DESE as a legitimate redesigned licensure program for building-level leaders.

During the 2019-2020 academic year, CIED has been working with the UAteach program in the planning and executing the redesign of the UAteach program including renaming it STEM-LEAD. The curriculum for STEM-LEAD will offer opportunities for students in the STEM fields to explore education as a profession and provide a pathway to earning a certificate in STEM education, a minor in education, or a teaching license in a STEM field. STEM-LEAD will be a collaborative effort with the Fulbright College, similar to the SEED BAT in the areas of Social Studies; however, STEM-LEAD is not a dual-degree program.

Over the past academic year, CIED's undergraduate programs have met the University Core requirements. In addition, over the past academic year, all licensure programs in CIED have been working on meeting the DESE requirements surrounding the identifying pathways to awareness of the Science of Reading statewide initiative for their students.

Finally, The Arkansas Department of Education recently approved an additional area of certification for K-12 Online Teaching. The ETEC program faculty are in the process of evaluating demand for this teacher credentialing area to determine if it would be a viable option to add to the current Graduate Certificate in K-12 Online Teaching.

## **Education Reform**

*Significant achievements:* The Department Education Reform generated more than \$3.5 million in external funding, and published more than two dozen peer-reviewed articles, three books, and more than 70 non-peer-reviewed articles during the past year. This research productivity and ensuring we have the resources to complete projects successfully is a top priority for our Department. Another main priority is to train and successfully place doctoral students. This year we graduated two students who were placed in good jobs and recruited out largest-ever entering class of 8 new students for next year.

*Achievements in teaching, research, and public service:* In addition to our success in research and mentoring our students mentioned above, a third priority for our Department is providing service to the education system in Arkansas. The Office for Education Policy (OEP) plays a large part of this role for us, with regular policy briefs and discussions with policymakers over a variety of education issues. In addition, Dr. McGee, was named as the state's Chief Data Officer to help the state develop integrated education data systems to improve research and practice.

*Achievements of students and alumni:* Despite our young doctoral program having existed for less than a decade, our former students have already begun to achieve important positions of leadership in our field. Our former student, Lynn Woodworth, currently serves as the Commissioner of the National Center for Education Statistics in the U.S. Department of Education. Another former student, Marcus Winters, was named Chair of the Department of Educational Leadership & Policy Studies at Boston University. Two of our former students were just awarded tenure, Anna Egalite at North Carolina State University and James Shuls at the University of Missouri – St. Louis. Shuls has also been named Graduate Program Director of Educational Leadership and Policy Studies. Many of our former students have also had leading roles in foundations. Our alum, Stuart Buck is the Vice-President of Research at the Arnold Foundation. Marc Holley is the Vice-President of Strategy and Planning at the Hilton Foundation.

*The numbers of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors.*

*Grants:* During the current academic year, our department received gifts or grants to support 19 different projects totaling more than \$3.5 million. The Office for Education Policy (OEP) generated \$1.5 million of that sum. The largest award for OEP supported the Arkansas Teacher Corps. This was followed by more than \$800,000 raised by Dr. Greene and another \$800,000 by Dr. Wolf. Dr. Greene's externally funded projects included grants from the National Endowment for the Arts and Walton Family Foundation for studying arts interventions. Dr. Wolf's largest externally funded project focused on studying different state systems for funding charter schools. Dr. McGee raised more than \$300,000 for a large, nationally representative survey of teachers regarding their compensation and pensions preferences. Drs. Cheng and Wai

received smaller amounts to support the study of religious education as well as gifted education, respectively.

*Publications:* In total, we published more than two dozen peer-reviewed articles, three books, and more than 70 non-peer-reviewed articles. Many of these works were co-authored with doctoral students. We presented our work to academic conferences, policymakers, and general audiences more than 60 times, again most of the time including students in the presentations. In total our Department's research was cited more than 2,000 times during the past year, according to Google Scholar.

*Student Growth and Awards:* We recruited our largest entering class for the Ph.D. program for next academic year, with eight new students enrolling. Reversing a decline in graduate student enrollment was a top priority and we were glad to have such a large and strong entering class. Two of our faculty, Drs. Greene and Wolf were recognized by *Education Week* as being among the top 100 most influential education scholars. They have received this recognition every year since the ranking was first introduced in 2010.

### **Eleanor Mann School of Nursing**

The Eleanor Mann School of Nursing (EMSON) continued its mission to transform lives through nursing education and inspire leadership in nursing practice and academics to improve the health and well-being of society. Supported by 32 full time faculty and five staff members, our programs had 376 students enrolled in the BSN pre-licensure program, 141 enrolled in the RN-BSN program, 25 enrolled in the LPN-BSN program, 16 in the MSN program, 57 enrolled in the doctoral program in 2019/2020.

In May 2020, 18 DNP students, 5 MSN students, 101 pre-licensure, and 28 RN-BSN students graduated. Due to the COVID-19 pandemic, pinning and graduation ceremonies were cancelled. However, EMSON produced a virtual pinning ceremony for the undergraduate students. In December 2020, 99 undergraduate students and one MSN student graduated.

The enrollment in the graduate programs has increased for summer 2020, with 15 doctoral students and 5 MSN students admitted. Thirty-seven RN-BSN students have been admitted for summer and fall 2020 and 28 LPN-BSN students have been admitted for summer and fall 2020. The Program Evaluation Committee met monthly this year to evaluate our programs and to complete the self-assessment process for accreditation of the Masters and DNP programs. These self-assessments by EMSON support our continued growth and improvement of our programs in addition to satisfying requirements for accreditation. A site visit from CCNE was completed in February of 2020 and the program met all of the standards for accreditation and will receive a 10-year accreditation when the CCNE Board meets in Fall of 2021. In addition, EMSON applied to be a provider of continuing education for nurses. The self-study and site visit were successfully completed and we plan to be offering educational opportunities for nurses this fall.

In keeping with the University of Arkansas' strategic goal to reaffirm our land grant mission and the Institute of Medicine directive to increase the percentage of nurses with a baccalaureate



degree, EMSON admitted the first 25 students to the new LPN to BSN option in the Fall of 2020. Fifty students were admitted in Spring of 2020, double the number anticipated.

EMSON submitted a proposed program change to the MSN program that would provide a nurse educator certificate. We are also in the process of submitting proposals for a FNP and Ag-ACNP certificate programs. These certificate programs will not require additional courses or resources until the enrollment necessitates additional adjunct faculty. The ability for nurses to obtain these certifications will enhance the health and well-being of Arkansans and beyond. We began planning for an accelerated BSN program for second-degree students and currently have one student piloting the plan.

Assistant professor Cara Osborne and Clinical Instructor Cathy Hale retired in 2020. The clinical instructor position will be replaced with a start date of August, 2020. EMSON was also given one instructor position to support the LPN-BSN program and one administrative support position.

EMSON continued to focus on faculty development this year. Eighteen presentations were delivered at local, state, national, and international conferences. A 2.8 million dollar grant was awarded from HRSA ANEW to support DNP education in Arkansas. Drs. Jarrett and Shreve serve at PIs. Twenty-five manuscripts were published by EMSON faculty in peer reviewed journals. EMSON won the Daniel Ferritor Award for teaching excellence in 2020, a tribute to the commitment to excellent teaching.

EMSON is also proud of our excellent students. Several of our students hold office in the State and national chapters of The Student Nurses Association. One of our students, Payne Colton, received the Sigma Theta Tau scholarship and also published an article with Dr. Liu. The personnel committee worked diligently this year to revise the EMSON Personnel Document. The document was approved by faculty in May, 2020. Dr. Allison Scott was promoted to Associate Professor with tenure, effective August, 2020. Drs. Lee, Ballentine, Murray, Stewart, and Young were recommended to receive 3-year appointments.

Faculty members Jane Hentzen and Jaye Henderson were selected as top 100 nurses of Arkansas!

## **Health, Human Performance, and Recreation**

### *Significant achievements and changes*

- Recreation and Sports Management program went through an important initiative to now provide a degree with two concentrations (Recreation Administration & Sports Administration concentrations). This will help clarify to students on what to expect while allowing a track that is conducive to their long-term career goals.
- Exercise Science program continues to provide more electives and allow flexibility for students to pursue classes that help them get into the professional schools they desire.
- Online Master's in Physical Education program continues to have a national presence and increased enrollment that is having us look at how we can get more instructors to meet this demand.

- Master's in Public Health (MPH) proposal is going through final approvals with the hope to recruit our first class for fall of 2021. This program is a critical part of how the University can meet the increasing demand for this important field.
- Athletic Training program had a site visit for re-accreditation which seems to be successful, with final word coming this summer.
- Teaching K-12 Physical Education & Health program, as part of Teacher Education, was re-accredited.
- We continue to also examine how we can best provide graduate education in all of our Master's and Doctoral programs. This has led to all PhD students creating an annual report that provides a launching point for our students and their faculty mentors to regularly discuss degree progression.

#### *Achievements in teaching, research, and public service*

- Our department has joined the [American Kinesiology Association \(AKA\)](#). “AKA members work together as a unified entity to advance the development of all academic interest, research opportunities and professional development of all those involved in the study and practice of kinesiology, human movement and related professional fields.”
- Our undergraduate degree in public health has been accredited by the [Council on Education for Public Health](#). “CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners.”
- Our Online Master's in Physical Education Program has been ranked the #12 most affordable program in the nation. Read more [here](#).
- The Exercise is Medicine program has been awarded the Bronze Status. The University of Arkansas is one of only 166 universities and colleges around the world to be honored by the American College of Sports Medicine [Exercise is Medicine](#) initiative for its efforts to create a culture of wellness on campus.
- Exercise Science Ph.D. Student, **Megan Rosa-Caldwell's** (co-authored Dr. Nic Greene) review “Muscle metabolism and atrophy: let's talk about sex” in *Biology of Sex Differences* was one of the most downloaded journal articles in physiology for 2019. See more [here](#).

#### *Achievements of students and alumni*

##### Alumni Career Updates

- **Michelle E. Myers** MED'88 EDD'90, Provost, Park University. Parkville, Missouri
- **Sally Paulson**, PHD'06, ATC, CSCS\*D, Associate Professor at Mount St. Joseph University; Cincinnati, OH
- **Nicole Wilkins**, EdD, LAT, ATC'07, Coordinator of Athletic Training Clinical Education/Chapman Clinical Assistant Professor at The University of Tulsa; Tulsa, OK
- **Lem Brown** PHD'16; Postdoctoral Research Fellow, University of Michigan
- **Jacob Brown** PHD'18; Postdoctoral Fellow, Oklahoma City, OK
- **Matthew S Stone**, PhD'18; Director of Scientific Development & Strategic Partner for Gexin Consulting; Texas
- **Ricky Perry** PHD'19; Teaching Faculty, Colorado State University, Fort Collins, CO

- **Lisa Jansen** PHD'19; Postdoctoral Research Fellow Endocrinology with Boston Children's Hospital; Boston, Massachusetts
- **Ashley Binns** PhD'19; Faculty/College & Academic Advisor at Haas Hall Academy; Arkansas

#### Alumni in the News

- [Former UA Football Player Dowell Loggains Joins the New York Jets](#)
- **Michael Smith:** [Middle school adding archery.](#)
- U of A Alumna **Jessica Cohen** [Among Select Few Female Athletic Trainers in the NBA](#)
- University of Arkansas Alum **Jake Smith** [Expands Baseball Non-Profit for Kids](#)

#### *The number of grants, dollars, publications, and awards/honors*

- 7 Internal Research Grants Awarded for a total of \$34,588
- 9 External Research Grants Awarded for a total of \$788,833
  - **Total Research grants \$823,421**
    - Avg. \$57,561 per faculty with research FTE
- 116 Presentations in a variety of settings (Digital Measures does not break them out into types of presentations.
- 56 Peer-Reviewed Publications
  - Up to an average of 5.2 publications per faculty with research FTE from 3.1 in 2018
- Student numbers stayed relatively flat with a decrease of 24 to 1,659 total students (1.4% decrease from last academic year). The undergraduate in Recreation & Sports Management saw the greatest growth with a 9.9% increase.
- We have the following new faculty start in fall 2020: Dr. Abigail Schmitt (Exercise Science), Dr. Alex Russell (Public Health), Dr. Craig Schmitt (Recreation & Sports Management), and Dr. Page Dobbs (Public Health).

#### *Awards*

- HHPR Outstanding Teaching – Amanda Sullivan
- HHPR Outstanding Research – Brendon McDermott
- HHPR Outstanding Service – Kaitlin Gallagher
- HHPR Overall Outstanding Faculty – RJ Elbin
- Michelle Gray won the [2019-2020 College of Education & Health Professions Superior Service award.](#)
- Henry, Leah J. - International Culture Team Partnership Commendation, Office of International Students and Scholars
- Nic Greene became an American College of Sports Medicine Fellow. ACSM Fellowship is an elite member status for long term Professional Members, who have provided significant service to ACSM.
- Langsner, Steve J.- Faculty Commendation for Teaching Development, Wally Cordes Teaching and Faculty Support Center, University of Arkansas,
- Lens, Joshua J.- Golden Tusk, University of Arkansas Division of Student Affairs
- McDermott, Brendon P.- Christine Bonci Athletic Training Scholarship Award; Southwest Athletic Trainers' Association; Thomas J. Pike Athletic Training Alumni

Award, University of Connecticut; Dr. Doug Parker Award, Arkansas Athletic Trainers' Association

- Stokowski, Sarah E. - Outstanding Registered Student Organization (RSO) Program, Student Organization Outreach and Involvement Experience (SOOIE)

## Occupational Therapy

### *Significant achievements and changes*

- **Accreditation:** The Occupational Therapy Doctorate (OTD) was granted **Candidacy Status** by the Accreditation Council of Occupational Therapy Education (ACOTE) in August, 2019. This status allowed us to admit students.
- **Admissions:** A complex admission process was developed that included a team of interprofessional faculty and community occupational therapists reviewing applicants and completing multiple mini-interviews (MMIs)
- **Curriculum:** The OT faculty reviewed, revised, and submitted for approval improvements for the first two semesters of OTD courses. Course content was developed and delivered for the first time.
- **Students:** The first cohort of 27 students began coursework on January 2, 2020.

### *Achievements in teaching, research, and public service*

- **Public Service:**
  - The OT Department hosted local occupational therapists at UAMS Northwest campus in collaboration with the Arkansas Occupational Therapy Doctorate Consortium, which sponsored a statewide Patient Driven Payment Model (PDPM) workshop for community occupational therapists.
  - Dr. Kandy Salter spoke on KUAF's "Ozarks at Large" about how Occupational Therapy can help older adults maintain an active and well lifestyle as they age. You can listen to her interview here: <https://www.kuaf.com/post/occupational-therapy-explained>.
  - Dr. Jeanne Eichler presented an invited workshop on November 15, 2019 at Washington Elementary School in Fayetteville, entitled "Sensory Preferences and Sensory Tells: What is Behavior Telling You?"
    - Jeanne was quoted in this Thrive Global article about occupational therapy and student mental health: <https://thriveglobal.com/stories/occupational-therapy-an-untapped-resource-in-student-mental-health-and-wellbeing/> Jun 2019
  - Dr. Sherry Muir was interviewed about her ground-breaking work in primary care for the podcast *How to OT*. The podcast series is the capstone project of Washington University OTD student Matt Brandenburg.
    - Sherry was an invited speaker for the second year in a row to the Oklahoma Occupational Therapy State Conference on September 21. The title of her presentation was "Occupational Therapy in Primary Care: a New Frontier."
  - Dr. Mark Koch continues to serve on the Magdalene Serenity House Board of Directors where he has provided staff development, technical assistance, and residential programming.

- **Teaching:**

- In August 2019, all faculty completed a two-week intensive instructional design course based on the work of Dee Fink (Fink's Taxonomy of Significant Learning.) We are using this model to review and revise all courses in the curriculum to improve the depth of the learning outcomes and activities.
- In May, 2020, all faculty participated in the Center for Occupational Therapy Education (COTE) Summer Institute 2020, a course to improve understanding and implementation of the Subject Centered Integrated Learning for Occupational Therapy (SCIL-OT) Model of teaching/learning. This SCIL-OT model is the basis for the OTD curricular design and participation by all faculty will enable unified adherence to the tenets of the model during course design and delivery.
- Dr.s Mark Koch and Jeanne Eichler were recognized by the University of Arkansas-Fayetteville with New Faculty Teaching Commendations on September 23, 2019
- Dr. Kandy Salter successfully completed a series of 7 courses to earn the Quality Matters Teaching Online Certificate on March 5, 2019
  - Kandy participated in the UAMS Northwest Leadership Institute, from April to December.
- Dr. Jeanne Eichler presented at the National Resource Center's Students In Transition Conference in Orlando, FL from 10/12/19-10/14/19
  - Jeanne attended the 8 hour workshop Academic Life Coaching 1.0 taught by John Andrew Williams of Coach Training EDU through UA Student Success on Tuesday August 20.
- Dr. Anna Harris was featured by the Alzheimer's Association Arkansas Chapter for her partnership and volunteerism. Dr. Harris facilitates the Alzheimer's Association Caregiver Support Group in Rogers and is a community educator for the association. June 2020
  - She also received **Dementia Care Specialist & Behaviors Certification** (Nov 2019)
  - Completed **Dementia Capable Care: Foundations & Behavior training** (Nov 2019)

- **Research**

- Dr. Jeanne Eichler's "Packing Your Comfort Zone for Success" video was distributed to over 5000 entering UA undergraduates through the Destination Arkansas Blackboard Activities (DABA) orientation course along with a survey defining the sensory preferences of these students Aug 2019. Data analysis is in process.

### **Rehabilitation, Human Resources, and Communication Disorders**

The Department of Rehabilitation, Human Resources, and Communication Disorders continued its commitment to advancing knowledge and preparing highly qualified diverse professionals in both health and education fields in the 2020 academic year. The department consists of seven academic programs, awards 13 degrees, operates the Speech and Hearing Clinic, and houses Arkansas PROMISE, the largest external award in the history of the University of Arkansas with a goal of providing teens with disabilities the skills to be employed throughout their lifespan. With 37 full-time faculty and 5 staff members, our programs enroll over 800 degree-seeking

students each academic year, almost evenly split between graduate and undergraduate students (i.e., 165 doctoral, 316 master's, and 366 bachelor's students in Fall 2019).

The strength of our department is its faculty. RHRC faculty demonstrated an active commitment to their research agenda through many publications and presentations. In the 2019 fiscal year, the department generated \$3.1 million in external funding. Dr. Kevin Roessger became the lead editor of *Adult Education Quarterly*, the flagship journal in the field of adult education. The department nominated seven outstanding faculty members for college awards, and five of these faculty members received the award: Dr. Christine Holyfield (Rising STAR), Dr. Kit Kacirek (Outstanding Mentoring/Advising), Dr. Fran Hagstrom (Faculty Career), Dr. Xinya Liang (Outstanding Research), and Dr. Vicki Dieffenderfer (Innovative Teaching).

This year's accomplishments also included the successful launch in January 2020 of the new online master's degree in Community College Leadership, a collaboration between the Higher Education and Adult and Lifelong Learning faculty. Additionally, the Office of Play Therapy Research and Training directed by Dr. Kristi Perryman held its fifth annual conference in June 2019 that was attended by professional counselors and students and led by Dr. Bonnie Badenoch. Under the auspices of the Adventure Therapy Lab, Dr. David Christian collaborated with HHPR faculty to lead a second successful study abroad to New Zealand and completed a cultural exchange between UA students and 17 Senegalese leaders to implement a sports education model funded by a \$150,000 grant from the U.S. State Department. Dr. Kristin Higgins received the Barry Wingfield Counselor Education and Supervision Excellence Award from the Arkansas Counseling Association. Communication Sciences and Disorders faculty were especially active on campus, with Dr. Fran Hagstrom serving as chair of Faculty Senate, Dr. Lisa Bowers receiving a Faculty Gold Medal from the Office of Nationally Competitive Awards, and Dr. Rachel Glade receiving a Distinguished Faculty Member Award from the Honors College and the first ever Excellence in Service to Teaching Award from the Wally Cordes Teaching and Faculty Support Center. Dr. Kenda Grover was selected to be the Program Chair for the American Association of Adult and Continuing Education 2021 Annual Conference, and Dr. Leslie Jo Shelton was elected as chair-elect of the Commission for Professional Preparation of ACPA: College Student Educators, International.

## APPENDIX D

### Reports from Centers, Committees, and Offices

#### Adventure Therapy Lab

While continuing to provide local, regional, and state workshops as well as conduct a variety of research projects related to adventure therapy (AT), the Adventure Therapy Lab (ATL) had a number of major events occur over the past year. In January 2020, as part of the SAY HEY Senegal project, a \$153,000 external grant to work with Senegalese Youth Sport Workers, Dr. David Christian (CNED), Dr. Merry Moiseichik (RESM), and Dr. Jean Henry (PBHL) took 13 UA students to Dakar, Senegal, where they engaged in sports activities with youth participating in the SAY HEY! program. During their time in Senegal, students also engaged in what proved to be very emotional cultural activities such as visiting the historic Goree Island (a significant port used during the slave trade), museums and monuments celebrating the beautiful heritage of Africa (particularly West Africa and Senegal), and cohosting a sports development program with the Senegalese youth sports workers who had visited NWA for two weeks in 2019. As a step to continue using adventure therapy across cultures, Dr. Christian and 3 RHRC faculty, Drs. Higgins (CNED), Williams (CNED), and Ames Boykin (ESRM), submitted a sport diplomacy grant proposal to the U.S. Bureau of Cultural and Educational Affairs, requesting \$550,000 to promote inclusion of people with disabilities in sport in New Zealand, Taiwan, South Korea, and Malaysia. This grant was submitted in February 2020 and they are awaiting a decision in the upcoming days. During the Fall 2019 semester, Dr. Christian presented with a CNED doctoral student, Cian Brown, on adventure therapy at the Association for Counselor Education and Supervision's national conference in Seattle, WA. They presented on the use of study abroad and service learning to teach adventure therapy concepts and promote ecowellness. This presentation was a collaboration with Dr. Ryan Reese, the developer of the ecowellness model, at Oregon State University. Dr. Christian also published a manuscript with a CNED doctoral student titled *Using an Adventure Therapy Activity to Assess the Adlerian Lifestyle*. This theoretical article presented a unique way to use a specific adventure therapy activity, UBUNTU cards, to explore how clients are approaching life and help them make desired changes. During the spring 2020 semester, Dr. Christian established CNED 5533 Introduction to Adventure therapy as a course to be offered in future semesters at the UA. Students from the ATL organized fall student orientation for the Office of International Students and Scholars at Devil's Den State Park where they facilitated team building activities and led international students on hikes throughout the state park. Also, during the fall semester, Dr. Christian and students working with the ATL lead students and scholars from across the globe on a canoe trip down the Elk river in collaboration with Spring International. This has become an annual event for the ATL and saw an increase in international participants from approximately 12 in 2019 to approximately 66 in 2020. In total, ATL students guided 33 canoes, many paddled by first time canoers, safely down the river. In August, Dr. Christian was invited to Denton, TX where he presented on using adventure therapy in schools to school counselors. Finally, CNED students working with the ATL continue community engagement by conducting AT groups at a variety of elementary, middle, and high schools around Northwest Arkansas during the 2019-2020 school year.

## Arkansas A-Plus Schools

During 2019, Arkansas A Plus continues working with current and former A Plus schools. The unit secured grants from the Arkansas Department of Education and the Windgate Foundation to support current and new projects. Among the new initiatives were projects with Philander Smith College and Clear Spring School. The organization formed a Fellow's Advisory Council (FAC) to address Fellow's concerns and to support their work. Arkansas A Plus took lead with National A Plus Schools Consortium (NASC) in planning Arts Education Partnership (AEP) Conference presentation in the Fall. They helped NASC create a new website, along with a revised website for Arkansas A Plus.

## Arkansas Leadership Academy

The Arkansas Leadership Academy continues to be the leader in educational leadership development in Arkansas. Our programs and institutes continue to grow and adapt to the ever-changing landscape of the educational environment in the state. Below you will see the recent accomplishments of the ALA as listed per program and/or institute.

### Master Principal Program:

The Master Principal program continues to be the standard bearer for principal training in Arkansas. The program continues to grow in the development of current research and implementing state expectations into programming. Through collaborative work with DESE during 2019, all three phases of MPP have been updated to include the High Reliability Schools school reform model as well as updates to the Professional Learning Communities model currently supported by DESE.

In addition, the designation process is being updated to align with the state accountability system. This will provide a clear guide of evidence-based accountability to the designation process. The new application will be ready for July 2020 applicants.

### Assistant Principal Institute:

Strengthened and expanded the Assistant Principal institute to include updated HRS model language, updated PLC language, and expanded the institute to include all practicing assistant principals who show a desire to attend.

### Executive Leadership Collaborative:

This is the third year of the ELC. The goals of the ELC continue to be collaborative in nature, with just enough structure to provide participants learning experiences and growth. In addition, we schedule legislators for roundtable discussions at each session to keep the lines of communication open between public school and political leaders.

### Teacher Leadership Institute:

Desire to attend the Institute remains high. The number of applications received from teachers continues to outnumber the available resources. Based on



superintendent and principal feedback, we are in the process of establishing a cost structure for future institutes in order to grow the program.

#### Leadership Team Institute:

This Institute has evolved and we continue to address the current realities of the Institute and adjust as needed. Adjustments are informed by several factors including institute facilitator reflection, participant feedback, and feedback from ALA Performance Coaches, desire to better align the content with the ALA Performance Strands and Skills Rubric and our increased understanding of best practice in group development.

#### Facilitation of Adult Learning:

Interest in this work continues to grow allowing us to offer separate sessions in the fall and spring. It has become more common for schools/districts to send a team instead of just one or two people. We also have participants from the Co-Ops, ADE and other organizations/agencies including ASBA, colleges/universities and UAMS. We are currently in the process of negotiating with DESE to include FAC into the beginning administrator program.

#### Student Voice Institute:

Student voice continues to offer a collaborative learning culture among teachers and students to schools across the state. Participants have developed action plans to improve their existing school culture. This institute is poised to grow in many areas and we are working to greatly expand institute offerings by developing on-site options for schools and districts.

We are currently in the process of expanding the institute to include a year two. Feedback from all current and past participants have shown a great interest in expanding this institute.

#### Organizational Development and School Support:

In 2019-2020 OD/DDP is successfully serving nine schools and six districts under SSP/OD contracts and two districts through a DESE grant. We have worked to develop a clearer budget document for clients, increased client relations through increased communication, offered professional development to our PCs, and have encouraged relationship building among SSP/OD program employees.

### **Autism Support Program**

The University of Arkansas' Autism Support Program had an extremely successful year. There were 15 students enrolled in the spring semester, four of whom graduated in May. All four earned degrees from Fulbright College. Nine of the remaining students returned to the ASP in the fall semester. We added three new students giving us a total of 12 students enrolled in the fall semester. At this level of enrollment and with the extra fee students pay for our services, the ASP covers all of its expenses and generates a surplus that is held in reserve for the future.

In 2019, ASP staff included full-time director, six Academic Coaches, and six Peer Mentors. The director served as case manager for all of ASP students which includes designing their coaching, mentoring, and study hall schedules, meeting with each of them a few times every week to discuss academics, professional goals, social issues, etc., communicating with students' parents as needed, and providing support for the faculty who teach their classes.

ASP worked to improve the unit's website by editing the text, making the application more easily accessible, and adding both a list of students' majors and extracurricular activities as well as a section of testimonials written by former students and parents of students.

We continue to expand our services to include more pre-employment support. We help students write resumes and practice interviewing skills, and assist them to search and apply for internships and summer jobs. We have also helped students find volunteer positions both at the university and in the community. In the Spring we helped place a student in Microsoft's Autism Hiring Program and in December, we supported three students in their application to the HP Spectrum Support Program and all three were selected to participate.

### **Center for Children and Youth**

The Center for Children and Youth (CCY) continued in its mission to serve area K12 teachers and students, focusing on the areas of arts integration, literacy, and socially-engaged learning. Among this year's notable successes, ARTeacher Fellow Martha Sandven was recognized with the Governor's Arts Award for the "Breakfast Club" after-school program at Ramay Jr. High School, which she founded. This follows on the heels of CCY winning the award last year for our overall work. ARTeacher Fellow Celine Simpson was selected as the 2019-20 State Foreign Language Teacher of the Year by the Southern Conference on Language Teaching. Fellow Ashley Grisso received a scholarship from the Qatar Foundation to present at the National Council for the Social Studies annual conference. She presented on her AP World History arts integration project entitled "Putting a Face on Islam," which she developed during her time in the ARTeacher Fellowship.

Sadly, the coronavirus shutdown forced us to cancel many key events, including the annual ARTful Teaching Conference and a scheduled collaboration with Facing History and Ourselves. We are already in the planning stages of rescheduling those events, possibly online. Last year's Facing History campus workshop on "Facing Ferguson" seems all too topical today, as the nation continues to confront issues of systemic racism, policing, and civic protest. We are working with the UA Multicultural Center to develop programming to foster learning and facilitate challenging conversations directed toward positive social change regarding these issues.

Finally, CCY continues to expand its network of collaborative partners, both on campus and across the state. We are working with UA School of Art professors Chris Schulte and Injeong Yoon to develop collaborative projects between the Department of Art Education and CIED. We are also working with faculty from the University of the Ozarks and UA Fort Smith to strengthen their arts integration offerings in their teacher licensure programs.

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**Center for Mathematics and Science Education**

Mathematics and Science Specialists' Professional Development was provided to the following schools: Pea Ridge Intermediate, Root Elementary, Vandergriff Elementary, and West Fork Middle School. From January-June, the math specialist conducted 21 in-service PDs with 591 participants; 51 one-on-ones; and 6 preservice PDs with 108 participants and 16 one-on-ones. During the same period, the science specialist held 40 in-service PDs with 510 participants, and 40 one-on-ones; as well as 8 preservice PDs with 60 participants, and 22 one-on-ones.

The 68th Annual UA Northwest Arkansas Regional Science and Engineering Fair was adjusted to accommodate a snow day on the originally scheduled event date.

CMASE collaborated with colleagues from UA Colleges in the following ways:

- Health Science Leadership Career Tech Day, 3/30/2019 – Grant from AR STEM Coalition (\$5,550.00) to bring 100 8th grade students to the UA Campus to improve STEM Health Sciences opportunities and services for Arkansas students, to show students an application of the STEM concepts learned in school, and to provide role models to encourage students to pursue careers in underrepresented STEM- related health occupations.
- Collaboration with: UA College of Education and Health Professions: Education Renewal Zones (ERZ) – Lindsey Swagerty, Eleanor Mann School of Nursing: Tabatha Teal and BJ Garrett – Nursing, Rachel Glade – Audiology; UA Dale Bumpers College of Agriculture, Food, and Life Sciences: Laura Hill - Dietitian and Nutritionist; UA Fulbright College of Arts and Sciences: Dr. Ruth Ross - Physical Therapy and other professions; and NWA Education Service Cooperative CTE Coordinator: Cheryl Pickering
- GLOBE Soils Teacher Workshop – Greg Dumond NSF Grant 5/18
- Rice: Genetic Variation Student & Teacher Workshop – NSP grant funded by Andy Pereira - 7/21-24
- Five Day STEM Camp for grades 1-6 – collaboration with the Food Science Department, Plant Science Department, Engineering Department, UA Museum, and the Arkansas Archaeological Survey. 7/29 - 8/2/2019
- Science Café – March 26 – Vaccines. Sigma Chi dissolved the Science Cafés for the 2019-20 year.

**Cachexia Research Laboratory**

In 2013, Dr. Nicholas Greene began the Cachexia Research Laboratory (CRL), formerly named the Integrative Muscle Metabolism Laboratory, with a mission to utilize pre-clinical models to understand diseases of altered muscle metabolism while training graduate and undergraduate students in the use of molecular biology techniques to understand mechanisms of pathophysiological conditions. The CRL works closely with the Exercise Muscle Biology Laboratory (EMBL) under Dr. Tyrone Washington and most of the listed accomplishments are in joint efforts with the EMBL. Since its inception the CRL has published 25 peer-reviewed manuscripts (21 with student first authors) with 4 currently under review as of this writing as either the primary or a collaborating laboratory. These publications include 2 manuscripts in the

*Journal of Cachexia, Sarcopenia and Muscle* with a current impact factor of 10.754 (ranked #1 out of 53 journals in Geriatrics and Gerontology) with 1 of these totaling to date 43 citations (16<sup>th</sup> most cited of out 393 journal published items since its year of publication (2017: source Web of Knowledge). The laboratory has received research grant support totaling approximately \$1,000,000 with \$700,000 as the principal laboratory from funding sources including the National Institutes of Health (NIH), American College of Sports Medicine (ACSM) and Arkansas Bioscience Institute (ABI). Additionally, Drs. Nicholas Greene and Tyrone Washington received an R01 award of \$1.6 million from the National Institutes of Health (NIH) to study cachexia in cancer patients. Further support has come from the College of Education and Health Professions in 2014 in the amount of \$175,000 which was utilized to renovate the primary space utilized by the CRL, HPER 321M/K. Since the opening of the CRL 3 doctoral students have graduated under Dr. Greene who have since moved forward to postdoctoral fellowships at Harvard University, Duke University and the Oklahoma Medical Research Foundation (OMRF) with numerous additional Masters and Undergraduate Honors graduates. The EMBL has further graduated two doctoral students with one a current postdoctoral fellow at the University of Michigan and one a teaching faculty member at Colorado State University.

The CRL's studies in cancer cachexia began under ABI funding in 2015 which has since become the central concern of both our ongoing NIH R15 award and our pending R01 award. From 2015 on the CRL's research mission has focused on identifying the pre-cachectic signature of skeletal muscle in cancer cachexia to identify therapeutic targets to enable the prevention and attenuation of this condition for which no current efficacious treatment currently exists.

In the past fiscal year ,the CRL has published 5 peer-reviewed manuscripts not including those currently under review. Among these one was selected among the Springer Nature 2019 Highlights as one of the most downloaded papers in 2019 in the field of Physiology among all Springer Nature journals, despite first publication of the article on August 28, 2019. Three students in the CRL have received awards for their research in 2019 including: Lauren Westervelt, Outstanding Undergraduate Research Award at the Central States Chapter of the ACSM Annual Meeting; Madeline Amos, President's Cup Poster Winner, at Central States Chapter of the ACSM Annual Meeting this award was among all presentations (undergraduate, masters and doctoral) at the meeting and sends student to compete at the ACSM Annual Meeting for the President's; and Megan E. Rosa-Caldwell received the Charles M. Tipton Student Research Award from the ACSM. While Ph.D. student Mr. Seongkyun Lim received a Graduate Professional Student Congress research grant to support his ongoing projects. Finally, Dr. Greene received additional funding from the Center for Musculoskeletal Disease Research (CMDR) COBRE Award at UAMS under Dr. Charles O'Brien, Dr. Greene will be presenting research to the CMDR in July 2020.

## **CURRENTS**

The Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Service (CURRENTS) has a long-standing nationwide reputation as a leader in creating opportunities for people with disabilities. The unit is completely soft funded. Our goal at UA CURRENTS is to make the world more inclusive for people with disabilities. This is

accomplished by providing customized training and technical assistance, research on best practices and customized support to organizations who work with people who are disabled.

Activities in 2019 included:

- Developed and delivered Cultural Diversity training for frontline counselors and support staff in Region 6 of Arkansas Rehabilitation Services.
- Coordinated and delivered the WIRED (Women in Rehabilitation Education Driven) for Success business networking lunch.
- Developed and delivered two in a series of Leadership Development trainings for field services managers and supervisors at Arkansas Rehabilitation Services. Presented leadership development training to agency new directors during the Council of State Administrators of Vocational Rehabilitation (CSAVR) during the spring 2019 Conference in Bethesda, Maryland.
- Presented Customer Service Training at the Arkansas Community Action Agencies Association annual conference.
- Provided event management/conference coordination projects for statewide and national conferences, in partnership with Arkansas Rehabilitation Association, Arkansas Waiver Association and National Council of State Agencies for the Blind. Coordinated planning meetings with conference organizers, provided on-site support for registration and other conference logistics and follow up evaluation and development.
- Developed and delivered two trainings on Hidden Rules of the Workplace for business engagement staff at Arkansas Rehabilitation Services.
- Provided planning and on-site support for a week-long camp for 50 youth with disabilities in partnership with the Youth Leadership Forum. Provided coordination of facility management, delivery of staff development and orientation and coordinating program operations, including speakers, supplies, transportation, schedule and activities and staff support. Provided leadership development classes to youth participants.
- In partnership with CSAVR and Southern University, developed and delivered the Project E3 2019 Leadership Academy in New Orleans. The national training academy for 80 participants from 12 states focused on creating collaborative relationships, emotional intelligence, unconscious bias, leadership development, business engagement and sustainability.
- Provided on-site leadership development and organizational consulting to the leadership team at Connecticut Department of Aging and Disability Services.
- Supported continued development of the Vocational Rehabilitation Supervisor Academy.

## **Diversity Committee**

The diversity committee finalized the diversity mission statement for COEHP:

As preparers of future professionals, the College of Education and Health Professions is committed to fostering an environment of inclusivity and diversity. Diversity refers to all the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; and secondary characteristics such as education, income, religion--or the absence thereof--and spiritual

traditions, work experience, language skills, geographic location, and family status. We respect one's right to self-identify and hold ourselves responsible for promoting access and equity to enhance the learning and development among all students, faculty and staff.

In November 2019, an open-ended survey on the climate in COEHP was distributed. The survey resulted in 58 responses. The COEHP Diversity committee completed unit-specific diversity and inclusion plans for submission to the Vice Chancellor's office by February 10, 2020. We are in the process of evaluating and incorporating feedback. The COEHP Diversity committee sponsored several events with the University:

- Black Graduate Student Association and Graduate School and International Education's the Attracting Intelligent Minds (AIM) Conference
- NWA League of United Latin American Citizens (LULAC) at their 2019 Scholarship Gala
- Dr. Martin Luther King, Jr. Holiday Banquet
- 2019 Celebrity Winter Fundraising Gala (Tea Rose Foundation).

Diversity committee sponsored two COEHP specific events in the fall:

- 10/1-Tomika Ferguson lecture "Considerations of safe space in the classroom"
- 10/19-Ryan Pettengill lecture "Addressing homophobia and transphobia in the classroom"

### **Early Care and Education Projects (ECEP)**

ECEP offers sustained professional development opportunities for early childhood practitioners across Arkansas through primarily two-year colleges. The ECEP website (<http://ecep.uark.edu>) has a full description of each course. In FY20, ECEP began the process of converting two of its face-to-face courses (CCOT and FCCP) into an online format. ECEP will pilot the two online courses in FY21 to determine the feasibility of using this format for other courses. The operations at ECEP is lean. Nine full-time staff provide the oversight of 162 part-time trainers.

During the calendar year 2019, ECEP oversaw and maintained a statewide delivery system for the project with collaboration agreements signed with 15 two-year colleges, 1 four-year college, 2 independent agencies, and 1 adult education center. These collaboration agreements set up the terms of responsibility for ECEP and the agency. The funds which are allocated pay for the trainers, benefits, materials, supplies and other items for the courses. ECEP works in partnership with early childhood experts to write curriculum, conduct training and carry out trainer inservice and observations. ECEP delivered 363 courses, enrolled 5,327 students/participants, with 3,724 graduating or completing all lessons of the course. Classes were delivered in 47 counties with participants attending those courses representing all 75 counties in Arkansas. ECEP held 8 train-the-trainer workshops, 5 regional trainer meetings, and 1 inservice for ECEP Trainers for a total of 272 staff/trainers attending and 266 completing. ECEP trainers also facilitated 19 individual coaching sessions (47 unique individuals).

ECEP entered into two contracts, which were competitively bid request for proposals (RFP). The bid notice and RFP were announced in FY19 but legislative approval and execution of the work

were conducted in FY20. One contract was the writing of an Early Childhood Inclusion Curriculum and the other for Early Child Care and Education Internal Coaching Skills Training.

### **Education Renewal Zone**

Lindsey Swagerty is the director of the University of Arkansas Education Renewal Zone (ERZ), one of six such units housed at universities statewide. She was appointed to the role on September 14, 2015. ERZ is funded through an annual grant from ADE at around \$170,000.

ERZ participated in all Leading a High Reliability School and A Handbook for High Reliability Schools book studies facilitated by ADE. This initiative is a part of the ERZ 2019-2020 objectives and focus. ADE encouraged the ERZ directors to be present at all of the DESE High Reliability Schools Level 1 and Level 2 Survey Data Work Sessions. This involvement has proved to be critical to not just gathering exposure of ERZ within the state, but also in regard to our cooperation and involvement in ADE major initiatives.

ERZ made a conscious effort into supporting our campus Office of Teacher Education (OTE) office with any of their events, programs, etc. During the 2019 year, ERZ assisted OTE with the following projects: Career readiness seminar, Teacher Education Career day, Partnership meetings, CAEP data and ERZ program descriptions, CAEP panel. ERZ also continued to serve as the faculty advisor for UA's student Educators Rising RSO.

### **Exercise is Medicine**

Exercise is Medicine ([exerciseismedicine.uark.edu](http://exerciseismedicine.uark.edu)) at the University of Arkansas, established in 2018, is part of the Exercise is Medicine-On Campus initiative of the American College of Sports Medicine. Through research, teaching and service, EIM at the University of Arkansas works to promote physical activity as a vital sign by making movement a part of the daily campus culture, assessing physical activity, providing tools, and connecting campus partners. It is supported by the Department of Health, Human Performance, and Recreation and the Exercise Science Research Center.

The Exercise is Medicine (EIM) research team conducts the EIM cohort research study, comprised of surveys and in-person fitness assessments of University of Arkansas students, faculty and staff. Over 30 undergraduate and graduate students were involved in weekly research group meetings and data collection. Prior to ceasing data collection due to COVID-19, the team conducted 67 in-person fitness assessments and 900 surveys. In 2019-2020, 6 honors students successfully conducted their honor's theses within the EIM cohort ranging on topics from cholesterol to perceptions of fitness. This year, the first EIM abstracts were accepted for regional and international presentations. In fall of 2019, the EIM research survey was expanded to include over 3,000 students, faculty and staff at the University of Arkansas for Medical Sciences through a partnership with UAMS faculty, staff and administration. The EIM team also conducted research on physical activity children including the effects of exercise on cognition, and the effects of recess on student health, wellness, and academic achievement.

Through teaching, EIM was integrated into Intro to Exercise Science and Exercise Applications for Special Populations with small group assignments, reaching over 130 students. The EIM Registered Student Organization (RSO) held student-led monthly meetings, during which they planned further partnerships with Pat Walker Health Center, expanded communication channels on campus, and planned future campus events. The RSO hosted its 3rd campus-wide field day on October 31, 2019 which promoted recess games as a fun way to promote physical activity. It has created and shared several fitness videos to promote the organization and physical activity. In recognition of its efforts, EIM at the University of Arkansas received silver level honors from the American College of Sports Medicine for its efforts.

### **Exercise Science Research Center**

The Exercise Science Research Center (ESRC) is part of the Department of Health, Human Performance and Recreation within the College of Education and Health Professions at the University of Arkansas, Fayetteville, Arkansas. It is housed in the HPER building and consists of Rooms 321, 322, 323, and 326A (and their subsets) for a total of ~6,000 sq ft.

The primary purpose of the ESRC is to support the research, teaching, and service activities of the Exercise Science faculty. Each member of the Exercise Science faculty has their individual research, teaching, and service goals. Thus, the laboratory director serves to facilitate and advocate for these activities.

This report summarizes the ESRC activities that have occurred in order to facilitate research, teaching, and service from January 1st to December 31st, 2019. It also covers the collective activity that has occurred with the support of the ESRC by the Exercise Science Faculty. This report covers the individuals that were active members of the Exercise Science faculty during the year: Jeff Bonacci, D.A., ATC; R.J. Elbin, Ph.D.; Kaitlin Gallagher, Ph.D.; Michelle Gray, Ph.D.; Nicholas Greene, Ph.D.; Erin Howie Hickey, Ph.D.; Amanda Sullivan, Ph.D.; Brendon McDermott, Ph.D.; ATC; Tyrone Washington, Ph.D.; CSCS, USAW; Lesley Vandermark, Ph.D.; ATC, and Ro Di Brezzo, Ph.D.

#### *Teaching*

The following classes were conducted utilizing the resources of ESRC:

- EXSC 3423 – Principles and Theories of Strength and Conditioning
- EXSC 3533 - Laboratory Techniques (with association Honors sections)
- EXSC 5593 – Practicum in Laboratory Instrumentation

These lab classes primarily utilized rooms 321 J (Teaching Laboratory) and 321 W. In 2019 a total of 17 class sections and 233 students were taught in the ESRC.



In 2019, the ESRC facilitated EXSC 4903 – Internship in Exercise Science. This involves facilitating the class logistics and ensuring that the quality of the internship sites are kept high. In 2019 we sent 145 students to ~30 different internship sites in Northwest Arkansas.

### *Service*

The ESRC provides numerous service activities to the University and Community. These activities include providing outreach in the form of fitness testing and seminars/talks throughout the community. Our primary outreach service component is our Fitness For Fun Program and maximal aerobic exercise testing for Rogers Firefighters. Combined gross income for these services was \$26,718.

In addition, the ESRC has service contracts for specific outreach events/jobs. The ESRC facilitated one outside contracts (total \$53,205) which helped fund two master's-level graduate assistantships at local community partners (Butterfield Trail Village and Mercy Hospital).

### *Research*

In 2019, the exercise science faculty had 41 peer-reviewed scientific publications. Investigators had 66 research presentations at various scientific conferences and meetings. A total of \$602,565 was obtained in 2019 with \$457,626 research dollars expended by the exercise science faculty as principal investigators or co-principle investigators. Additionally, our faculty applied for \$6.3 million in funding in 2019. Additionally, 1 edited book chapter was published, and 3 invited lectures were presented locally, nationally, and internationally.

The ESRC facilitated the costs of students and faculty to attend the annual meeting of the Central States American College of Sports Medicine which occurred in Broken Arrow, OK. Five exercise science faculty and 12 students attended and made presentations.

Given the continued growth in research-related activity, we will have to continue to provide the resources required to sustain and further increase productivity. External reviewers recently evaluated our program as part of the 7-year program review process. The official report stated that we have accomplished a lot relative to our resources.

### **Honors Program**

The COEHP Honors Program continued its impressive growth during in 2019 reaching 407 active students with 174 new students coming to the COEHP Honors Program. In addition to the increased growth, COEHP also awarded an impressive 59 Honors distinctions to students graduating in spring, summer, and fall 2019. Included among the new first-year students joining the COEHP Honors Program were six Honors College Fellows. Honors College Fellowships are the most prestigious awards given to undergraduate students at the University of Arkansas and include \$72,000 in funding for each student. These incoming Honors College Fellows are a diverse group that represented both education and health-related majors.

In the fall, four sections of University Perspectives were targeted specifically for first-year COEHP Honors students. For the first time, two sections were designed for specific majors, with one for Pre-Nursing students and another for Pre-Communication Sciences & Disorders students. These major-specific sections were taught by Honors faculty in these programs, allowing students to connect with faculty from the very beginning of their undergraduate career. Eleven current COEHP Honors students served as University Perspectives Peer Mentors, leading class activities and sharing their personal experiences with the incoming students. Based on positive student feedback, these four sections will continue to be offered going forward.

2019 served as the inaugural year for the COEHP Honors Student Advisory Board. The Board was composed of two Honors students from each undergraduate department within the College. Conceived during Spring 2019 as a way to increase student engagement, the Board hosted monthly events during Fall 2019. Events included social activities for students, as well as information sessions with guest speakers from the Office of Study Abroad and the Office of Nationally Competitive Awards. Based on feedback from Board members and students, the Board will continue its activities during the 2020-2021 academic year.

COEHP Honors students were extremely successful in applying for research and travel grants in 2019-2020; a total of \$143,375 was awarded. Two students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$5,000, and an additional 18 students were awarded Honors College Research Grants totaling \$42,500. Furthermore, five students received a total of \$7,500 as part of the innovative Honors College Research Team grants, which fund projects with multiple student researchers. Fifteen students received a total of \$13,225 from the Honors College to travel to and present their research at regional and national conferences. Finally, 26 students were awarded Honors College Study Abroad Grants totaling \$75,150.

COEHP Faculty members also received grants totaling \$21,750 for their mentorship of COEHP Honors students. Two faculty mentors received a total of \$2,000 for mentoring SURF grant recipients, and 16 mentors were awarded a total of \$16,000 for mentoring Honors College Research Grant recipients. Finally, two faculty mentors received a total of \$3,750 for leading student teams that were awarded the Honors College Research Team grant

Forty-six students graduated the COEHP Honors Program in spring and summer 2019, and an additional 13 students graduated during the Fall 2019 semester, for a total of 59 graduates during the 2019 year. This represents a new record of graduates for the COEHP Honors Program during a single calendar year. An Honors Commencement Ceremony was held for graduating seniors in May and December 2019, with COEHP Dean Brian Primack and Honors College Assistant Dean for Enrollment Noah Pittman congratulating graduates for their achievements and wishing them well in their future endeavors.

### **National Lab for the Study of the College President**

The National Lab for the Study of the College President is a research unit within the College of Education and Health Professions that opened in 2017 with a mission of conducting research and exploration on the contemporary American college president. During the past academic year,

Lab-affiliated faculty published three research journal articles on issues related to the college presidency and presented a series of papers at the Annual Meeting of the Mid-South Educational Research Association in New Orleans. Faculty also published the book *Case Studies in College Leadership, The American College President*. The Lab also sponsored the publication of its third volume of the *Journal of Research on the College President* with eight articles and began planning an international comparative session on college presidents to be held in Paris, France in Fall 2020.

### **Office for Education Policy**

The Office for Education Policy (OEP), created in 2003, serves as a resource to state lawmakers, educators, administrators, and other leaders, providing them with current national, state, and regional research in education to support them in thoughtful decision-making concerning PK-20 education in the State of Arkansas. The OEP strives to help Arkansas' education leaders and lawmakers bridge the gap between research and practice by providing them with newsletters, policy briefs, web-based resources, data, and consultation about current education policy issues. Under the direction of Executive Director Sarah McKenzie and Associate Director Joshua McGee, the OEP staff includes research associates and graduate students who specialize in education research and policy.

Throughout the past year, the Office for Education Policy published data visualizations, Arkansas education reports, policy briefs, blog posts, and opinion pieces. OEP has published annual Report Cards for the Northwest Arkansas region and Pulaski County and staff present to Arkansas Education Committees, Arkansas State Board of Education, Arkansas Department of Education, and other educational entities. In 2020-2021, OEP will continue to research current topics in education policy and provide resources to educational stakeholders. In addition, OEP launched ARteachers.org, a free 'common application' system that matches Arkansas teachers seeking positions with the districts that need them.

Issues researched and published this year include:

- Public School Accountability
- Teacher salary and retirement
- School spending
- Charter school enrollment trends
- Student assessment and achievement
- English Language Learners in Arkansas
- Class Size

### **Boyer Center for Student Services**

2019-2020 academic year marked the second year in the College with centralized undergraduate recruitment, advising, career counseling, and student services. The Boyer Center serves students from orientation through graduation. We were able to establish caseloads for our advising team and provide professional advisors for students in all four years of their study.

This year we were able to work on refining our internal operations of student files where we are working on building a consistent method of file saving of student degree plans and other documents. We focused on the Education majors this year, as we cross trained both education advisors across all education majors. This proved beneficial especially when other advisors or the advising director would need to meet with a student when their main advisor was out of the office or during Athletic Advising in the Jones Center. This consistency makes cross training across other majors more feasible in the future.

Our nursing advisors still advise the largest number of students at about 500-550, however due to the centralized office, we were able to add a third advisor to work with the Exercise Science, Public Health, and Recreation and Sport Management majors. We consolidated online student advising to one academic advisor, who will now serve both Human Resource and Workforce Development and Nursing students, as this population has similar needs across the two disciplines.

During the course of the 2019-2020 school year, our Office served students by hosting the majority of academic advising appointments. We saw just under 10,000 students through the scheduled and walk-in advising appointments. We continued to see an increase in our walk-in appointments, meeting with just under 1300 students during these times. We strategically placed our walk-in appointments for high priority weeks, the first week of the semester, first two weeks of priority enrollment and during finals week.

Another area that continued to be utilized was the COEHP Career Counselor. This position saw just over 400 students in just the fall 2019 semester, through individual resume reviews, mock interviews, and graduate school application preparation meetings. Additionally, the career counselor supported the Pre-PA, Pre-PT, and Pre-OT clubs as the advisor.

We continue with our academic initiatives and added a few new ones. In the fall 2019, we teamed up with Student Affairs and held our first “open house” for new students. This was a great event where we had over 135 students come checkout our OASIS office during A-week. Another new initiative was implementing an override process for HHPR classes. This started in the fall semester and continued in the spring. We added more defined dates and was able to put the ownership on the student to complete the request. It was a collaborative process between the Center and the HHPR department and was a success. We plan to continue this for the next year.

Due to the COVID-19 pandemic and moving to remote locations for work, our team swiftly moved to remote advising sessions and completely overhauled the New Student Orientation process. This was a great accomplishment and the advisors were able to provide more detailed advising appointments for new students. While, we are not sure how this will look like for future Orientations, we do think the use of technology has improved our service to students moving forward.

We continued with two of our initial initiatives from the first year of the Center. First, we held our exploring health professions path seminars to help our pre-nursing and pre-communication disorders students before the application cycle. The 3 sessions were attended by over 150 students who were able to discuss application processes for our nursing and communication

disorders program and other pre-professional routes. Second, we continued outreach to our students who received academic probation and implemented the student success plan meeting through UA Success. Again, by utilizing the technology to build in a template for advisors to use with students allowed the advisors to prepare for the conversations about tough situations. This template provided support for both the advisors and students to outline an action plan to remove academic probation for the future.

### **Office of Innovation for Education**

OIE's goal is to spearhead, support and promote innovation in education to cultivate and support a teaching and learning culture that will increase students' readiness for success in a continually changing college and career landscape. Innovation requires change. Change means risk. We are here to help you manage that risk by connecting you to ideas and people interested in innovating to enhance student and adult learning.

The bulk of the work OIE accomplished in 2019 was on behalf of the Arkansas Department of Education Division of Elementary and Secondary Education (ADE DESE) in support of the vision to transform Arkansas to lead the nation in student-focused education (\$1,334,295). We have developed a talented team of professionals who serve schools interested in transforming learning. We have developed a synergy with leaders in the DESE's Divisions of Learning Services and Educator Effectiveness by collaborating on initiatives and development. Highlights from our innovation work include supporting educators' access to research, discovery and creative learning design through:

- [\*Fifth Annual Education Innovation Summit\*](#),
- [\*Arkansas Student-Focused Study Tours\*](#),
- Onsite and web-based coaching and consultation with Schools of Innovation,
- Completion of [\*Schools of Innovation Case Study\*](#), and
- Development of web-based applications for digital support
  - The [\*Designing for Innovation Framework\*](#)
  - *Schools of Innovation [\*Web-based Application, Designation, and Renewal system\*](#).*

In addition to the work with the ADE we received and completed several smaller grants that allowed us to expand on our work to push the boundaries of education innovation. These grants included renewal of our Innovation Lab Network of States grant, completion of the Walton Family Foundation project A Learning Journey: Global Perspectives to Ignite Innovation, as well as new grants from the Assessment for Learning Project, and 2Revolutions' LearnNext Project. We have developed a national reputation for leading and supporting student-centered learning and education innovation among similar organizations that resulted in these opportunities.

### **Office of Play Therapy Research and Training**

The Office of Play Therapy Research and Training is in its sixth year as a nationally accredited center for play therapy and continuing education. For the last three years we have had a record number of students enrolled in the Intro to Play Therapy course from counseling, social work and human development, and family science majors as well as post degree mental health professionals from the field. The hours offered through the conference and coursework offer

students and professionals from the community an opportunity to obtain their national certification as Registered Play Therapists.

During the 2019-2020 academic year two play therapy dissertations were successfully defended with one being nominated for a national research award. Brittany Massengale's dissertation, *Long-Term Impact of Child-Centered Play Therapy on Academic Achievement: A Longitudinal Examination of Academic Success in At-Risk Elementary School Students* received an honorable mention and was highlighted in the Play Therapy magazine in June 2020. It was the first longitudinal play therapy study of its kind and utilized data gathered through a partnership between the Office of Play Therapy and Turnbow Elementary school in Springdale for the last 4 years.

A second play therapy dissertation by Margaret Hindman, *The Adult Public's Perception of the Utility of Play Therapy*, was also successfully defended and is being prepared for publication. Dr. Hindman worked closely with the National Association for Play Therapy to research ways to educate the public about play therapy.

Additionally, 3 doctoral students and 4 masters students attended the national play therapy conference last November in Dallas, TX, with 4 of them serving as volunteers.

### **Office of Teacher Education**

The Office of Teacher Education (OTE) has been focused on accreditation and the process of continuous improvement this academic year. This process is one that requires a shared vision and collaboration with fourteen different programs across three colleges. Without this partnership with programs as well as district educational leaders, our office would not be able to function. In this report, we identify our most significant accomplishments as well as the focus for the coming academic year.

*Significant Accomplishments:* One of our most significant accomplishments this year was helping coordinate an accreditation visit on November 10-12, 2019. Our office worked with faculty, staff, students, and stakeholders to provide a schedule for the site visit that would allow our university to present information on how we prepare our candidates for their roles as educators and administrators. We provided materials and support throughout the process and helped organize data needed for the additional reports. It is part of the work of our office to gather and organize actionable data for all programs. We were proud when all teacher education programs were granted full accreditation without areas for improvement or stipulations. Our office continues to organize data and this year submitted our first Bi-Annual EPP Report in February for all teacher education programs.

In addition to assisting with accreditation, we help facilitate teacher education program-wide initiatives. One of our initiatives this year has been to celebrate education in order to recruit students in the field. We hosted our 2<sup>nd</sup> annual Teacher Induction Convocation in October. We celebrated 200 new teacher candidates by hosting a convocation for faculty, students, parents and our district partners. All programs in education were present for this celebration.

Another initiative was to work on two areas for improvement in teacher education: diversity and technology. In August, our office hosted the 3rd annual Teacher Education Summit. We brought in speakers from the multicultural diversity center on campus and provided an inventory for all faculty on intercultural competence. All teacher education faculty had the opportunity to meet with facilitators about their inventory. As a result, programs met to talk about their goals in the area of diversity. Some programs even began to find ways to integrate discussions about diversity within their courses and currently a cross-program research project is taking place to provide training for our candidates. In addition to diversity, our office provided faculty and district speakers on Google Classroom and found ways to provide support to programs in this area. We met with university IT services to make sure all faculty could have access to Google Classroom during the year. The results from our exit survey this year exhibited an increase in candidates feeling prepared in the area of technology.

Our office also helped implement the new Teacher Candidate Support System. We organized the first Teacher Candidate Professional Review Committee in order to support students who may have academic, skill, or dispositional challenges. We helped organize training in the support system and provided training to new faculty on our Educator Dispositional Assessment. As a result of our support system, 12 candidates were submitted to receive support, with two candidates being counseled into another degree.

*Office Reports:* Our Director of Licensure recommended 226 candidates for teaching licenses and 96 endorsements during the 2019-2020 academic year. In addition, our Director of Licensure provided fingerprinting services for 294 candidates. These services are key for students as they apply for teacher education programs and for their teaching license. Students have been very appreciative of these services and this provides another touchpoint for our office to advise students as they proceed through their programs. Spring 2020 was incredibly challenging in that we had to close our offices starting in mid-March which meant our fingerprinting services were closed at that time. Dr. Haulmark found ways to contact students through emails and virtually through Zoom and Microsoft Teams. She received the 2020 Superior Staff Service award in part due to her extraordinary efforts in the spring semester.

Our Director of Field Placement helped place our students in around 600 placements across the Northwest Arkansas area. Mr. Ayo works closely with our partners and helped to coordinate our two official partner meetings with the area school partners. This past year we held two UA Teacher Education Partnership meetings where we discussed crucial issues such as accreditation and field placements. In addition, he helped plan our 4<sup>th</sup> annual Career Readiness Seminar in collaboration with career services. The annual career fair was not held this year due to the pandemic. Mr. Ayo worked with area school districts when the university went remote in March and will continue to work closely with area schools as the fall semester begins.

*Response to Feedback and Next Steps:* Finally, in response to our yearly exit surveys that we conduct with each cohort in teacher education, we have been setting up Teacher Candidate Orientation Meetings with any programs that requests one. Last year seven programs requested an orientation meeting. Our candidates this year told us that those meetings were incredibly helpful to them. Programs such as music and art usually do not have a chance to meet with our

office until their internship year, so these orientation meetings have provided connection with our office and with their teaching faculty.

This next academic year will continue to be challenging as we build upon the continuous improvement process that we have put into place. We will be continuing to develop a strong support system for students who are needing help in the area of dispositions, skills, and academics. We will also continue work on the system we use for collecting data for programs. Whether we continue to work with programs virtually, or face to face, we want this data to inform the decisions they make each year.

Diversity and technology are still key areas for improvement, and we are currently planning a virtual Teacher Education Summit in August to continue the discussion as we seek to recruit and retain teacher candidates who look like the students that we are teaching in the state of Arkansas. This is important for our programs and for our field.

### **Office for Sport Concussion Research**

The University of Arkansas created the Office for Sport Concussion Research in 2014, with the mission of improving the standard of care for athletes with sport-related concussion by providing continuing education and outreach activities to sports medicine stakeholders (e.g., athletes, coaches, medical professionals, and parents) and conducting clinical research that transforms and advances clinical care. Under the direction of Dr. R.J. Elbin, Associate Professor in HHPR, strategic partnerships with local/regional high schools, youth sport groups, state/local organizations (Arkansas Activities Association: AAA), and medical institutions (University of Arkansas for Medical Sciences and Inova Sports Medicine Concussion Program in Washington, D.C.) are on-going and comprise the current research programs of the office. An overview and summary of progress for the current research programs within the office are described below.

#### *The UofA Sport Concussion Surveillance Program*

This research and outreach program enrolls adolescent athletes from four high schools in the Northwest Arkansas area and gathers prospective data from athletes that sustain a sports-related concussion. UofA researchers are connected with sports medicine professionals and provide continuing education to these stakeholders on the best practice for assessing, managing, and treating sport-related concussion. Moreover, in 2019, 240 incoming freshman athletes were enrolled in the surveillance program, which currently has more than 3,000 athletes enrolled to date. A total of 62 athletes sustained a concussion during the 2018-2019 academic year. UofA researchers are conducting several studies from these data.

#### *The UofA Office for Sport Concussion Research/Inova Sports Concussion Program Collaboration*

In 2018, the UofA Office for Sport Concussion Research established a collaboration with the Inova Sports Concussion Program (Fairfax, VA). The Inova Sports Concussion program is a physician-based team of experts that are trained in the assessment, management, and treatment of



concussion. This specialty clinic provides care for more than 1,000 patients per year and is committed to producing clinical research on sport-related concussion. The UofA Office for Sport Concussion Research is now serving as a remote research arm to this clinic. This collaboration has enabled UofA researchers and students to observe specialty clinicians and therapists and create research pathways for enrolling patients for collaborative studies between these institutions. To date, more than 2,500 patients have been enrolled by UofA researchers into a patient research registry at the Inova clinic, and several collaborative studies have been completed or are currently in progress (see below).

*Research Production and Highlights for 2019 -2020:*

- **Grants:** The research grant (Brainscope, Inc.) awarded in 2019 was on track for completion by the contract end date (AUG 30). However, COVID-19 suspended all face-to-face research activities. This project is scheduled to resume in the Fall 2020. A three-year, multi-site grant with the UofA, University of Pittsburgh, and Inova was funded in 2020 by the Department of Defense. This project is a randomized clinical trial that will examine the effectiveness of concussion treatments for chronic post-concussion syndrome. This project will also support doctoral funding for the next three years. In addition, Katie Stephenson obtained an internal HHPR doctoral grant that will fund research that will qualitatively investigate the training and preparation of pediatricians for managing concussion.
- **Publications:** Fourteen manuscripts were published in several high impact sports medicine journals that include: Neurosurgery, Clinical Journal of Sports Medicine, and Journal of Head Trauma, Rehabilitation. These publications showcase several new findings in concussion that include: new recovery time estimates, the validation of a new assessment tool to better identify concussion sub-types, and the reliability of video review of the on-field signs of concussion in National Football League players.
- **Presentations:** Four professional presentations were made by members of the Office for Sport Concussion research during the 2019-2020 academic year. Of note, many of the professional conferences were cancelled due to COVID- 19.

### **Office for Studies on Aging**

The Office for Studies on Aging (OSA) is an interdisciplinary Office founded in 1999 in response to the ‘graying of America’ as a collaboration between the Graduate School and the College of Education and Health Professions at the University of Arkansas. OSA reports directly to the Dean of the College of Education and Health Professions; however, has no physical space or location dedicated for its use. In 2019, OSA received two contracts from outside agencies to support two graduate students from 2019-2021. The agencies are Butterfield Trail Village and Mercy Health System. These contracts and research grants more than \$124,000. In addition, OSA published 5 peer-reviewed manuscripts and presented 11 abstracts either regionally or nationally. OSA also started a new Registered Student Organization – Hogs End ALZ – this organization has grown from six initial students to a membership more than 30 strong, to date. Hogs End ALZ met monthly in 2019 and completed the Walk to End Alzheimer’s in June 2019. Additionally, OSA hosted an event at Butterfield Trail Village to provide functional fitness testing and cognitive assessments for their 400 residents free of charge. To date, approximately 150 residents have been tested with results provided to them to share

with their healthcare provider. The event was such a success, another event was scheduled for April, but has been postponed due to COVID-19.

### **Osher Lifelong Learning Institute**

During the 2019/2020 academic year, the Osher Lifelong Learning Institute offered nearly 200 activities, including classes, lectures, hikes, field trips, tours, and social events. Over 200 OLLI members, community members, and students volunteered time to the institute, including facilitating courses, working on committees, staffing events and helping with outreach.

In August 2019, the institute received a third year renewal of the Bernard Osher Capacity Building Grant. This grant provided another \$25,000 to support membership growth and fundraising initiatives.

Josh Raney, OLLI director, was invited to present on the institutes intergenerational programs, at the Osher Lifelong Learning Institute National Conference that was scheduled for April 2020.

Throughout the global pandemic, despite the cancellation of many activities, the OLLI staff and instructors have worked diligently to convert courses to an interactive, virtual format. Class sessions were recorded and shared with those unable to attend in real time and we developed alternative programming that was shared online. The ability of OLLI to transition and adapt to new realities was a highlight of our year and a confidence builder as we move ahead.

### **Partners for Inclusive Communities**

Partners achieves its mission by assessing the needs of individuals with disabilities, then addressing those needs through research, education, community service, training, technical assistance and collecting and sharing information.

Partners funds projects through a core infrastructure grant as part of the national network of University Centers on Disabilities (UCED). This grant totals more than \$500,000. Partners actively writes grants to fund projects. Its total in 2019 was more than \$3.7M. A current list of projects can be found at <https://uofapartners.uark.edu/projects/>