



UNIVERSITY OF ARKANSAS®

College of Education and Health Professions

2020-2021 Annual Report

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College of Education and Health Professions 2020-2021 Annual Report

Significant Achievements and Changes

Despite the challenging times dealing with the COVID-19 pandemic, the College of Education and Health Professions has had many significant accomplishments. The 2020-2021 academic year was another successful year for the college's programmatic accreditation efforts. The Athletic Training program was reaccredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Counselor Education and Supervision program received full reaccreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Doctor of Nursing Practice (DNP) and master's degree program in Nursing (MSN) received full 10-year reaccreditation from the Commission on Collegiate Nursing Education (CCNE). The Occupational Therapy Doctorate (OTD) program was engaged in the accreditation self-study process. This was a rigorous process, resulting in realignment of course content and integration between courses, revision of many course learning objectives and learning activities to increase rigor and active learning teaching strategies. The Accreditation Council for Occupational Therapy Education (ACOTE) site visit is scheduled in June 2022.

One of this year's highlights was the strong showing of the Educational Leadership program in the national rankings. Online Educational Leadership programs ranked No. 27 within the "specialties" sub-category "Educational Administration and Supervision" in the *2021 U.S. News and World Report's* Best Online Programs rankings. Another highlight was the 2021 Departmental Gold Medal that the Communication Sciences and Disorders program received from the Office of Nationally Competitive Awards. This award recognizes the program faculty's commitment to and success at mentoring undergraduate students in receiving competitive fellowships and research grants, and only one award is presented each year. The College also received approval for the Master of Public Health (MPH) program that will launch in Fall 2021. It is a 42-credit hour program that offers two concentrations in public health practice and physical activity.

The most noteworthy recognition during the 2020-2021 COVID-19 pandemic goes to the faculty staff, and students in the College of Education and Health Professions. They found creative ways to help each other as well as people in the community. Nursing students participated in COVID screening, contact tracing, and vaccine administration in Northwest Arkansas communities. Faculty had to pivot to online instruction and spent most of their summer learning best practices for online delivery of their courses. The staff in the Boyer Center for Student Services found ways to connect with students remotely and held over 10,000 student appointments in 2020-2021 academic year. It became very challenging to find clinical placements for students to meet the program outcomes and help them progress towards graduation, but faculty found ways to partner with area school districts and health agencies to balance safety and student needs.

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

The College faculty collectively authored 232 refereed journal articles, 7 books, and 40 book chapters in 2020. The College also continued its success with external funding and received a total of \$18,922,841 in grants and contracts in FY21. Among these grants was Dr. Tinting Liu's \$446,268 grant from the National Institutes of Health (NIH) to test the impact of the aerobic exercise program on the brain function of people with Type 2 diabetes. A faculty team of math and science educators led by the PI Dr. William McComas, Parks Family Distinguished Professor of Science Education, received \$1.45 million National Science Foundation Noyce grant to prepare and support science and math secondary education teachers to work in high-need school districts. Additionally, the College raised \$3,081,262 in private gifts for various programs and projects in fiscal year 2021.

In Fall 2020, the College enrolled 5,405 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 1,441 students, including 397 doctoral and 822 master's students with the remaining 222 graduate students enrolled in graduate certificate programs or as non-degree students. The doctoral degree program in Adult and Lifelong Learning experienced the largest growth at the graduate level from 47 students in Fall 2019 to 59 students in Fall 2020. It is noteworthy that this program doubled its enrollment in the past 5 years. At the undergraduate level, the Bachelor of Science in Nursing experienced a significant growth from 1,390 students in Fall 2019 to 1,503 in Fall 2020. During 2020-2021 academic year, the College awarded 898 undergraduate degrees.

The COEHP Honors Program continued its impressive growth in 2020, reaching 514 active students with 250 new students coming to the College's Honors Program. In addition to the increased growth, COEHP also awarded an impressive 64 Honors distinctions to students graduating in spring, summer, and fall 2020. Included among the new first-year students joining the COEHP Honors Program were two 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. COEHP Honors students were extremely successful in applying for research and travel grants in 2020-2021; a total of \$110,550 was awarded. Fourteen students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$32,500, and an additional 14 students were awarded Honors College Research Grants totaling \$28,750. Finally, 15 students were awarded Honors College Study Abroad Grants totaling \$49,300.

In the 2020-2021 academic year, the College hired three tenured faculty members (Kevin Murach – EXSC, Mance Buttram – PBHL, and Philip Massey – PBHL). Six non-tenure track assistant professors also joined the College (Aynur Charkasova – HRWD, Liz Parke – ATTR, Luzita Vela – ATTR, Amanda Troillett – OT; Sarah Bemis – NURS, and Laurel Fulgham – NURS).

Achievements of Faculty in Research, Teaching, and Public Service

- **Albert Cheng**, an assistant professor of education policy, received the Outstanding Faculty Award for 2020-2021 from the Graduate Professional Student Congress and the Associated Student Government.
- **Robert Costrell**, a professor of education reform and 21st endowed chair of accountability/transparency, was honored with the 2020 Steven D. Gold Award from the Association for Public Policy Analysis and Management.
- **Sheri Deaton**, a clinical instructor in career and technical education, was honored as the Region IV Teacher Educator of the Year from the Association for Career and Technical Education. Region IV includes Arkansas, Oklahoma, Mississippi, Louisiana, Texas and New Mexico.
- **Ro Di Brezzo**, university professor in exercise science, was recognized as the recipient of Arkansas Alumni Association's Public Service award.
- **Kimberly Frazier**, an associate professor of communication sciences and disorders, received the 2021 Faculty Gold Medal from the Office of Nationally Competitive Awards at the University of Arkansas.
- **Matt Ganio**, a professor of exercise science and head of the Department of Health, Human Performance and Recreation, was selected as a fellow in the American Kinesiology Association's Leadership Institute.
- **Suzanne Kucharczyk**, an associate professor of special education, received the 2021 Tom E.C. Smith Early Career Award from the Vision on Autism and Developmental Disabilities of the Council for Exceptional Children.
- **Erica Langley**, an academic counselor in the Boyer Center for Student Services, received the Innovative Advising Award from the Academic Advising Council at the University of Arkansas.
- **Robert Maranto**, a professor of education policy and 21st Century Endowed Chair in Leadership, was appointed to the Arkansas Advisory Committee of the U.S. Civil Rights Commission.
- **William McComas**, Parks Family Distinguished Professor of Science Education, was named one of the three 2020 winners of the Friend of Darwin Award by the National Center for Science Education for his impact on evolution education.
- **Josh McGee**, a research assistant professor of education policy, was appointed to a National Academies of Sciences, Engineering, and Medicine panel charged with developing recommendations to the National Center for Education Statistics.
- **Merry Moiseichik**, a professor of recreation and sport management, was appointed to the National Recreation and Park Association's Commission for Accreditation of Park and Recreation Agencies.
- **Guadalupe Rodriguez**, a clinical instructor and assistant coordinator of public health, received the Outstanding New Advisor of the Year Award through the Academic Advising Council at the University of Arkansas.
- **Kevin Roessger**, an associate professor of adult and lifelong learning, was awarded the 2020 Imogene Okes Award for Outstanding Research in Adult Education from the American Association for Adult and Continuing Education.

- **Jonathan Wai**, an assistant professor of education policy and 21st Century Endowed Chair of Education Policy, received the American Educational Research Association (AERA) Michael Pyryt Collaboration Award.
- **Patrick Wolf**, interim head of the Department of Education Reform, distinguished professor, and 21st Century Endowed Chair of School Choice, received the Association for Private Enterprise Education Best Article Award.

Achievements of Students and Alumni

- **Madeline G. Amos**, an exercise science student, received a 2021 Honorable Mention for the 2021 American Kinesiology Association's National Undergraduate Scholar Award.
- **Arleene Breaux**, a graduate of the higher education doctoral program, earned the 2021 E Rogers Sayers Distinguished Service Award from the Department of Educational Leadership, Policy and Technology at the University of Alabama.
- **Kathleen Dorn**, a doctoral student in the adult and lifelong learning program, was selected as a fellow of the State Advocates for Adult Education, sponsored by the Coalition for Adult Basic Education.
- **Seth D. French**, an alumnus of the curriculum and instruction doctoral program, was selected for the International Literacy Association's 30 Under 30 Class for his accomplishments as an educator in the literacy field.
- **Julie Griggs**, a graduate of the MAT in Secondary Teacher Education program, received the 2020 Media Literacy Award from the National Council of Teachers of English.
- **Chelsea Jennings**, an educational leadership program alumna, received both the state and national Assistant Principal of the Year awards.
- **Alyssa Lemon**, a childhood education major, was awarded a \$2,500 grant to pursue teaching through the College Football Playoff Foundation's Go Teach Initiative and the Dr. Pepper Tuition Giveaway Program.
- **Xian Lu**, an alumna from the M.Ed. in Teaching English to Speakers of Other Languages program, was named Teacher of the Year by the Greater Washington Association of Teachers of Foreign Language for her accomplishments at D.C. International School.
- **Mary Skinner**, a graduate of the higher education doctoral program, was recognized as the Southeastern Conference Associated Student Government Advisor of the Year.
- **Jim Rollins**, an educational leadership program alumnus, had a school, Jim D. Rollins School of Innovation, named after him upon retirement.
- **Erica Tempesta**, a BSN student, was awarded the U of A's Humanities Center undergraduate research grant to study the role of ethics education to fight racial disparities in healthcare.
- **James Weese**, a doctoral student in the adult and lifelong learning program, was awarded the 2020 Imogene Okes Award for Outstanding Research in Adult Education from the American Association for Adult and Continuing Education.

APPENDIX A

College/Departmental Awards, Honors, and Recognition

College Faculty Awards

- **Nicholas Greene**, George Denny STAR Award for Outstanding Service, Teaching, Advising, and Research
- **Jonathan Wai**, Rising STAR Award for Outstanding All-around New Faculty Member
- **Tingting Liu**, Significant Research Award
- **Janet Forbess**, Career Faculty Award
- **Leslie Jo Shelton**, Superior Service Award
- **David Christian**, Outstanding Mentoring and Advising Award
- **Kimberly Frazier**, Outstanding Teaching Award
- **Fran Hagstrom**, Outstanding Honors Faculty Award

College Staff Awards

- **Classified Staff Awards**
 - **Elizabeth A. Reaves**, Office Manager, Center for Math and Science Education, service to faculty/staff, service to the College of Education and Health Professions.
 - **Jenn Shipley**, administrative specialist III, service to faculty/staff, service to the College of Education and Health Professions
 - **Shannan Kaye Freeman**, administrative specialist II in the Eleanor Mann School of Nursing, service to faculty/staff
- **Non-Classified Staff Awards**
 - **Guadalupe Rodriguez**, clinical instructor and assistant coordinator of public health, service to students, service to faculty/staff, service to the larger community through research or other means
 - **Hung Pham**, Director of the Center for Children and Youth, service to the College of Education and Health Professions.
 - **Stacy Stuart**, Director of Research, service to students, service to faculty/staff, service to the College of Education and Health Professions, service to the University of Arkansas, service to the larger community through research or other means.

Departmental Faculty/Staff Awards

- **Department of Health, Human Performance, and Recreation**
 - **Janet Forbess**, Outstanding Overall Faculty Member
 - **Nicholas Greene**, Outstanding Research
 - **Josh Lens**, Outstanding Service
 - **Erin Howie-Hickey**, Outstanding Teaching
 - **Bob Davis**, Outstanding Advising/Mentoring

- **Department of Rehabilitation, Human Resources, and Communication Disorders**
 - **Jim Maddox**, Outstanding Teacher
 - **Kimberly Frazier**, Outstanding Researcher
 - **Rachel Glade**, Outstanding Advising and Mentoring
 - **Brent Williams**, Outstanding Service
 - **Kristin Higgins**, Outstanding Commitment to Diversity and Inclusion
 - **Xinya Liang**, Outstanding All-Around Faculty Member

- **Department of Curriculum and Instruction**
 - **Kathleen Smoot**, Outstanding Staff Award
 - **Bonnie King**, Faculty Collegiality Award
 - **Vicki Collet**, Outstanding Research Award
 - **Sheri Deaton**, Faculty Star Award
 - **Heather Young**, Outstanding Teaching Award
 - **Kevin Brady**, Outstanding Mentoring/Advising Award
 - **Kara Lasater**, Rising Star Award
 - **Suzanne Kucharczyk**, Outstanding Service Award
 - **Michael Daugherty**, Faculty Career Award
 - **Charlene Johnson-Carter**, Faculty Career Award

- **Eleanor Mann School of Nursing**
 - **Teaching Awards**
 - **Anna Jarrett**, Tenure/tenure-track
 - **Peggy Lee**, Clinical instructor/clinical-track
 - **Service Awards**
 - **Jan Emory**, Tenure/tenure-track
 - **Lori Murray**, Clinical instructor/clinical-track
 - **Scholarship Awards**
 - **Tinting Liu**, Tenure/tenure-track
 - **Hilary Bowling**, Clinical instructor/clinical-track

Departmental Alumni Awards

- **Eric A. Wood**, Department of Health, Human Performance, and Recreation
- **Kat Grotowski**, Eleanor Mann School of Nursing
- **Jam Khojasteh**, Department of Rehabilitation, Human Resources, and Communication Disorders

Student Awards and Recognition

College Student Awards

- **Nastajae Alderson**, The Henry G. and Stella Hotz Award for the outstanding sophomore
- **Hailey Hopkins**, The Henry G. and Stella Hotz Award for the outstanding junior

- **Sydney Craig**, The Presidential Scholar

Honors Symposium

- **Rylee Atkins** (1st place), Language Abilities of Children who Qualify for Both Speech Therapy and Play Therapy
- **Emily Myers** (2nd place), Noise Exposure and Hearing Protection in Marching Band Students
- **Foster Ellis** (3rd place), The Diffusion of Augmentative and Alternative Communication: A Qualitative Application of Everett Rogers's Theory of Diffusion to AAC Refusal and Abandonment Literature

Outstanding Students in Curriculum and Instruction

- **Josie Vaught**, Outstanding B.S.E. Student in Career and Technical Education
- **Alyssa Graves**, Outstanding M.Ed. Student in Career and Technical Education
- **Parker Evatt**, Outstanding B.S.E. Student in Childhood Education
- **Margaretha Audrey Cahya**, Outstanding M.Ed. Student in Curriculum and Instruction
- **Jennifer Samuelsen**, Outstanding Ed.S. Student in Curriculum and Instruction
- **Stefanie McKoy**, Outstanding Ph.D. Student in Curriculum and Instruction
- **Susan Hill**, Outstanding M.Ed. Student in Educational Technology
- **Brittany Brazell**, Outstanding B.S.E. Intern in Elementary Education
- **Allison Roberts**, Outstanding M.A.T. Intern in Elementary Education
- **Sydney Belt**, Outstanding B.A.T. Student in Secondary Education
- **Blake Carter**, Outstanding M.A.T. Student in Secondary Education
- **Helen Brown** Outstanding B.S.E. Student in Educational Studies
- **Angela Dixon**, Outstanding M.Ed. Student in Educational Leadership
- **Warren Collier**, Outstanding Ed.S. Student in Educational Leadership
- **Alisha Jones**, Outstanding Ed.D. Student in Educational Leadership
- **Dianna Varady**, Outstanding B.S.E. Student in Special Education
- **Leen Abochale**, Outstanding M.Ed. Student in Special Education
- **Aidan Link**, Outstanding Intern, UAteach
- **Shequil Jones**, Outstanding M.Ed. Student in Educational Equity
- **Kassidy Joyner**, Outstanding M.Ed. Student in TESOL

Outstanding Students in Education Reform

- **Bich Tran**, Best Conference Paper
- **Emily Coady**, Outstanding Doctoral Student

Outstanding Students in the Eleanor Mann School of Nursing

- **Lisa Johnson**, Online BSN Expert Leader
- **Tinatra Carr**, Online BSN Emerging Leader
- **Rachel Williams**, Online BSN Exemplary Capstone
- **Benjamin Siu**, The Betty Battenfield Award for Academic Achievement
- **Nadine Gatarayiha**, Clinical Excellence in Nursing
- **Justine Kirschner**, The Future of Nursing Education Award

- **Kim Manges**, DNP Best Capstone Project
- **Kaitlyn Jeffcoat**, Outstanding DNP Student Award

Outstanding Students in Health, Human Performance, and Recreation

- **Kayla Simon**, Outstanding B.S. Student, Public Health
- **Olga Khokhryakova**, Outstanding M.S. Student, Community Health Promotion
- **Nicole Doyle**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Health Behavior
- **Madeline Amos**, Outstanding B.S. Student, Exercise Science
- **Caleb Burruss**, Outstanding M.S. Student in Kinesiology-Exercise Science
- **Megan Rosa-Caldwell**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Exercise Science
- **Fernanda Guitron-Topete**, Outstanding M.AT. Student, Athletic Training
- **Gary Austin**, Outstanding B.S.E. Student in Kinesiology K-12 Teaching, Physical Education, and health
- **Tabitha Browne**, Outstanding M.Ed. Student in Physical Education
- **Alanna Carlton**, Outstanding B.S. Student in Recreation and Sport Management
- **Meredith Johnson**, Outstanding M.Ed. Student in Recreation and Sport Management
- **Ian O'Rourke**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Recreation and Sport Management

Outstanding Students in Rehabilitation, Human Resources and Communication Disorders

- **Robert McCloud IV**, Outstanding M.Ed. Student in Adult and Lifelong Learning
- **Daniel Parker**, Outstanding Ed.D. Student in Adult and Lifelong Learning
- **Jaycie Stunk**, Outstanding B.S. Student in Communication Sciences and Disorders
- **Elizabeth Ashbaugh**, Outstanding M.S. Student in Communication Sciences and Disorders
- **Vinci Chan**, Outstanding M.S. Student in Counseling
- **Cian Brown**, Outstanding Ph.D. Student in Counselor Education and Supervision
- **Andrea Hampton Hall**, Outstanding Chi Sigma Iota Member
- **Nnamdi Ezike**, Outstanding Ph.D. Student in Educational Statistics and Research Methods
- **Haley Boevers**, Outstanding M.Ed. Student in Higher Education
- **Jennifer Edwards**, Outstanding Ed.D. Student in Higher Education
- **Emily Crosskno**, Outstanding M.Ed. Student in Community College Leadership
- **Katheryn Prunty**, Outstanding B.S.E. Student in Human Resource and Workforce Development
- **Elizabeth Easley**, Outstanding M.Ed. Student in Human Resource and Workforce Development
- **Thomas Steele**, Outstanding Ed.D. Student in Human Resource and Workforce Development

APPENDIX B

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

Chilton/Brown/Harding Special Ed Endowed Professorship

Tom E.C. Smith, Texas Tech University

21st Century Chair in Accountability/Transparency

Robert Costrell, Harvard University

21st Century Chair in Education Policy

Jonathan Wai, Vanderbilt University

21st Century Chair in Teacher Quality

Gema Zamarro, Centro de Estudio Monetarios y Fiancieros

21st Century Chair in Leadership

Robert Maranto, University of Minnesota

21st Century Chair in School Choice

Patrick Wolf, Harvard University

Distinguished Professors

Michael Daugherty, Oklahoma State University

Bill McComas, University of Iowa

Patrick Wolf, Harvard University

University Professor

Tom E.C. Smith, Texas Tech University

APPENDIX C

Departmental Reports

Curriculum and Instruction

Overview: According to the Office of Institutional Research data, the Department of Curriculum and Instruction (CIED) enrolled 1,074 undergraduate and graduate students in the Spring 2021 semester within 9 academic program areas that offer 23 different degrees and 7 certificates. This enrollment was an increase from Spring 2020 (1,019).

Productivity: Faculty publication productivity decreased in 2020, with only 55 academic publications. This included 3 books, 10 book chapters, and 42 refereed journal articles. CIED full-time faculty also delivered 71 refereed presentations at state, regional, national, and international conferences.

During 2020/2021 the CIED programs continued to manage in excess of \$17,405,000 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, etc.). Additionally, CIED faculty received over \$1,9644,000 in new funding in 2020/2021.

During 2020/2021 many CIED alumni were recognized for their impact on the field of education. Several alumni from our CHED/ELEL programs received teacher of the year from their districts and states. An EDLE alumna received both the State and National Assistant Principal of the Year, and another EDLE alumna had an elementary school named after him upon retirement. Three PhD students obtained faculty positions at R1 universities. In addition, CIED PhD students produced 14 publications and 28 conference presentations.

Personnel: During 2020/2021, CIED students were served by 48 full-time (29 tenure-track, 15 teaching professors and 5 clinical instructors), 11 graduate assistants, and 5 staff members. The department also houses an additional 14 projects/programs which employ 34 additional personnel. These entities provide education and critical services to constituents across the state and nation.

The department celebrated four faculty promotions in 2020/2021 (2 going to Associate Professor with tenure, 1 going for Full Professor, and 1 going for Teaching Associate Professor). Dr. Alissa Blair (PhD-Wisconsin-Madison) joined the CIED faculty in August 2020 as a tenure track Assistant Professor in the TESOL program.

Curriculum: During 2020/2021 CIED has embarked on the approval process for minors in Educational Studies (EDST) and STEM Education (both were approved during 2020/2021), a certificate of proficiency in STEM Education, a micro-certification in Autism Spectrum Disorder, and a new teaching endorsement for K-12 Online Teaching. CIED discontinued 2 graduate certificates due to viability concerns (AUSTGC & ACPAMC); however, the related endorsements for licensure still are in place for the Curriculum Program Administrator and

Education Reform

The Department of Education Reform vigorously pursued its mission to advance education and economic development by focusing on the improvement of academic achievement in elementary, secondary, and higher education. Composed of 10 faculty (seven tenured or tenure-track), three full-time staff, and 15 doctoral students, the Department produces unbiased, data-driven research findings that directly inform policymakers at all levels of government, scholars, parents, teachers, administrators, and the general public to positively influence the future of Arkansas and the nation's schools. Much of its research is issued through its six research initiatives:

- Arkansas Teacher Corps (ATC)
- Charassein: The Character Assessment Initiative
- Choice Regulation Watch
- National Endowment for the Arts Research Lab
- Office for Education Policy (OEP)
- School Choice Demonstration Project (SCDP)

Significant achievements: Members of the Department produced over 100 academic and research publications in 2020-21. They received 13 honorific awards and 11 new research grants totaling \$2,947,673. The Department graduated all three doctoral students in its fourth-year cohort and secured placements for all of them in impressive professional positions.

Achievements in teaching, research, and public service: Faculty taught a variety of virtual and in-person courses during the academic year, with course evaluations above 4.0 in all cases. Faculty research awards included Dr. Robert Costrell's receipt of the Association for Public Policy and Management (APPAM) Steven D. Gold Award for contributions to the field of public finance, Dr. Jonathan Wai's receipt of the American Educational Research Association (AERA) Michael Pyryt Collaboration Award, and Dr. Patrick Wolf's receipt of the Association for Private Enterprise Education Best Article Award. The International School Choice and Reform Conference named its Best Paper prize after Wolf. Dr. Albert Cheng won a University of Arkansas Associated Student Government Outstanding Faculty Award. Dr. Wai was awarded the COEHP Rising Star Award. Drs. Greene and Wolf were recognized by *Education Week* as being among the 200 most influential education scholars in the country. They have received this recognition every year since the ranking was first introduced in 2010.

Members of the Department engaged in extensive public service during 2020-21. For example, Dr. Josh McGee is the Chief Data Officer for the State of Arkansas. Dr. McGee and Dr. Sarah McKenzie serve on the Computer Science and Cyber Security Task Force and co-authored its recent report. Dr. McKenzie also serves as a Governing Board Member for the U.S. Department of Education's Regional Education Lab (REL) Southwest, where Dr. Wolf serves as a Technical Working Group member. Dr. McKenzie is a member of the Arkansas Every Student Succeeds Act (ESSA) Steering Committee, providing insight and technical advice on the state accountability system. The Arkansas Teacher Corps placed 60 teachers in difficult-to-staff schools this past year. Dr. Zamarro served on the expert panel for the U.S. Department of

Education's National Institute of Education Statistics, resulting in the report: *Setting priorities for federal data access to expand the context for education data.*

Members of the Department were actively engaged in informing policymakers and stakeholders regarding effective educational interventions, especially during the pandemic. They published eight op-eds and 27 blog posts, were featured in 20 podcasts, and participated in 10 webinars or data visualizations. Drs. Costrell and Wolf provided legislative testimony. The *Wall Street Journal* editorial page mentioned Dr. Wolf's research twice. Dr. Zamarro's timely research on the unequal effects of COVID-19 has resulted in two working papers, two policy briefs, three blog posts and at least 58 mentions in various television and print media.

Achievements of students and alumni: Our fourth-year doctoral students all graduated and were successfully placed. Dr. Lina Anaya is a Post-Doctoral Research Associate at the University of Bradford in England. Dr. Martha Bradley-Dorsey is a Senior Researcher at the Center for Education Reform. Dr. Matthew Lee is the Director of Research at the Association of Christian Schools International. Our current doctoral students won four awards including First Place at the University of Arkansas Graduate Student Congress Annual Research Colloquium (Bich Tran) and the University of Arkansas Graduate Student Congress Outstanding Mentor Award (Emily Coady). The most significant of many promotions for our alumni included Dr. James Shuls (Ph.D. '13) being named Dean of the College of Education at Southeastern University, Dr. Heidi Holmes Erickson (Ph.D. '19) being hired as Assistant Professor of Educational Leadership at Brigham Young University, Dr. Angela Watson being appointed Assistant Research Professor at Johns Hopkins University, and Dr. Mohammed Danish Shakeel (Ph.D. '18) leaving his Post-Doctoral Fellowship at Harvard University to become Director of the Centre for Educational Entrepreneurship at the University of Buckingham in England.

The numbers of grants, dollars, publications, student growth, faculty advancement, new administrators: The Department received 11 new grants in 2020-21 totaling \$2,947,673. Dr. McKenzie was awarded the two largest grants of \$1,292,500 in support of the Arkansas Teacher Corps and \$904,532 for the Office for Education Policy. The faculty of the Department published two books, 49 refereed journal articles, 16 book chapters and 51 reports or working papers in 2020-21. Most of those publications were co-authored with graduate students as mentoring activities. Publications by the Department's faculty received 2,518 Google Scholar cites in 2020. The Department will enroll three first-year doctoral students in the fall of 2021 and host a total of 14 doctoral students in residence next academic year. Regarding important personnel developments, Dr. Greene, Distinguished Professor of Education Policy, resigned from his faculty position in June. Dr. Greene was the founding Head of the Department and led it for 16 years. The Department is being led on an interim basis by Dr. Wolf, Chair, and Dr. Zamarro, Vice-Chair. Dr. Wolf was renewed as the holder of the 21st Century Endowed Chair in School Choice. Drs. Cheng and Wai both passed their third-year tenure-track faculty reviews.

Eleanor Mann School of Nursing

During the 2020-21 COVID-19 pandemic, The Eleanor Mann School of Nursing (EMSON) was challenged to continue 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.

Faculty made the switch to online class delivery and spent much of their summer vacations learning best practices for online delivery. Most clinical placements were cancelled as agencies complied with COVID-19 restrictions and it became very challenging to find clinical experiences for students to meet the program outcomes and progress towards graduation. Many clinical hours were replaced with simulations. Students also participated in COVID screening, contact tracing, and vaccine administration in Northwest Arkansas communities.

Supported by 32 full time faculty, 53 part time faculty, and five staff members, our programs had 455 students enrolled in the BSN pre-licensure program, 100 enrolled in the RN-BSN program, 153 enrolled in the LPN-BSN program, 21 in the MSN program, 45 enrolled in the doctoral program in 2020/2021. In May 2021, 18 DNP students, 1 MSN students, 105 pre-licensure, and 24 RN-BSN students graduated. Four students were our first graduates of the LPN to BSN program. In spite of the COVID-19 pandemic restrictions, pinning and graduation ceremonies were held and well attended by nursing graduates. In December 2020, 104 students graduated from undergraduate programs.

The enrollment in all programs has increased for fall 2021, with 486 pre-nursing freshman students projected for fall enrollment, an increase over the 362 from fall 2020. One-hundred and two students were accepted into the nursing program for fall 2021. Twenty doctoral students and 12 MSN students were admitted to start summer/fall of 2021. Over 150 new LPN-BSN students have been admitted for summer and fall 2021. This number continues to evolve and grow as more students are admitted but represents more than a doubling of projected enrollment.

The Program Evaluation Committee met each semester in 2020/2021 to evaluate our programs as part of our continuous quality improvement efforts. The Faculty Handbook was revised and the committee began to plan for implementation of new BSN and Doctoral Essentials. These quality improvement efforts by EMSON support our continued growth and improvement of our programs in addition to satisfying requirements for accreditation.

Family Nurse Practitioner (FNP) and Adult Geriatric Acute Care Nurse Practitioner (AGACNP) certificate programs were approved by the University of Arkansas. 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.

Two instructors were hired in 2020, Megan Owen and David Hall. Two new staff members were also hired, Brittney Laney, Administrative Assistant II and Mohammed Abutaleb, Administrative Assistant III.

Assistant Professor Angela Stewart and Clinical Instructors Jane Hentzen and Christopher Young retired in 2021. These positions are being recruited for and hopefully will be replaced with a start date of August 2021. EMSON was also provided with two instructor positions to support the LPN-BSN program and is planning to replace one administrative support position. EMSON continued to focus on faculty development this year. The Ferritor Teaching Award was used to bring Dr. Hedy Wald to the University of Arkansas to deliver a virtual faculty

development program on “Creating a Toolbox for Resiliency”. Plans are to use remaining award funds to support faculty wishing to earn the Certificate in Nursing Education (CNE).

Dr. Liu earned the College of Education and Health professions Significant Research Award based on contributions to her field. Her research is focused on cognitive dysfunction in Type 2 diabetes patients and council members said they were impressed with her industrious scholarship, quality of publications, efforts to disseminate her work, and ability to acquire competitive funding to continue this important line of research.

Dr. Liu earned NIH funding in the 2020 cycle with an R15 Research Enhancement Award of \$446,268. Drs. Jarrett and Shreve continued to serve at principal investigators for the HRSA Advancing Nursing Education Workforce (ANEW) Program. A \$3,899,998 federal grant which was funded July 1, 2019 through June 30, 2023.

Eleven manuscripts were published by EMSON faculty in peer reviewed journals and one book chapter contributed by EMSON faculty was published.

Drs. Patton, Vowell-Johnson, and Shreve achieved tenure and promotion to Associate Professor. Dr. Liu completed a successful third year review for tenure and promotion.

Faculty were nominated and selected for the following awards by the Faculty Affairs Committee:

| | Tenure/Tenure Track | Non tenured |
|-------------|---------------------|----------------|
| Scholarship | Tingting Liu | Hilary Bowling |
| Service | Jan Emory | Lori Murray |
| Teaching | Anna Jarrett | Peggy Lee |

Sydney Craig earned the Presidential Scholar award and the Henry G. Hotz Award was awarded to Nastajae Alderson and Hailey Hopkins.

Senior nursing student, Erica Tempesta, was awarded a grant from the U of A Humanities Center to investigate how ethics education among nursing students can be used to fight racial disparities when providing health care.

Health, Human Performance, and Recreation

Significant achievements and changes of programs/department, including progress related to strategic priorities, program reviews, accreditation, etc.

- Our Recreation & Sports Management program has had tremendous growth (20% in masters students) and is looking for ways to further partner with athletics.
- Our 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.
- Our online M.Ed. 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.

- Our Master of Public Health (MPH) has been approved by the Board of Trustees and is starting its first class this fall 2021. We have gotten approval from the accrediting body to apply for accreditation, which is a two-year process.
- Our Athletic Training program was successful in obtaining re-accreditation. The next re-accreditation will occur in 2026-2027.
- Athletic Training renewed a scholarship contract with Athletics to help support athletic training students.
- We welcomed Page Dobbs, Josh Lens (Tenure track), Alex Russell, Abigail Schmitt, Craig Schmitt.
- We have increased our mentorship initiatives by being a part of the University Bridge Program and also formed the “HHPR Pre-Tenure Faculty club”.

Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance.

- Professor **Angela Smith-Nix** was named to the board of directors of the Gay, Lesbian and Straight Education Network's (GLSEN) Arkansas chapter.
- 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 is Medicine is led by Assistant Professor of Exercise Science, **Dr. Erin Howie Hickey**.
- The Exercise is Medicine program collaborated with the Division of Agriculture's Center for Human Nutrition to create the Diet, Food, Exercise and Nutrition During social distancing (DFEND) program.
- **Dr. Merry Moiseichik** [Appointed to Commission for Accreditation of Park and Recreation Agencies](#)
 - a. The 15-member commission is the accrediting body for park and recreation agencies, ensuring high standards of practice in quality of operation, management and service to the community.
- **Ro Di Brezzo** (faculty emeriti in Exercise Science) won the [Arkansas Alumni Association 2020 Distinguished Faculty Achievement in Service](#).

Achievements of students and alumni or former students, especially those of national, regional, or statewide significance.

Alumni Career Updates

- [Alumnus Leverages Coding Skills to Make Cars Safer, Uncover Unique Insights in Sports](#)
 - Ethan Douglas, a 2017 kinesiology graduate, uses a bit of code to turn data into insight and numbers into strategy, from making cars better to charting how NFL teams will fare in competition.
- [Recent Graduate Perseveres Through Pandemic as a New Teacher](#)
 - Alumnus Cameron Fagan said starting his teaching career during a pandemic was not ideal. But the first semester in his own classroom does have a silver lining: he doesn't feel like the new kid.

Alumni in the News

- **Megan Rosa-Caldwell**, Exercise Science PhD Alumni wins competitive NASA post-doctoral grant:

[NASA Selects 18 Space Biology Research Proposals to Advance Scientific Knowledge of Life in Space and Foster Human Space Exploration](#)

University of Arkansas Seniors of Significance Award this year from HHRP:

- Madeline Amos — Jackson, Tennessee
- Lizeth Martinez Lopez — Prairie Grove
- Alexia Sebghati — Olathe, Kansas
- Aysia Nguyen — Fort Smith

Significant Student Achievements:

- [Fulbright Scholar Creates Platform to Connect People With and Without Disabilities](#) : Olga Khokhryakova, a graduate student in community health promotion, is already contributing to her field in the way a young faculty member might.
- American Kinesiology Association (AKA) Student Award- **Madeline G. Amos** has been named the **2021 Honorable Mention for the 2021 AKA National Undergraduate Scholar Award.**

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

- **Total Research grants \$3,577,252 which includes:**
 - 10 Internal Research Grants Awarded for a total of \$217,147
 - 2 recipients of the Chancellor's Innovation Fund
 - 12 External Research Grants Awarded for a total of \$3,360,105
 - Includes an NIH R01, R15, and SBIR, along with a sub-award from a DOD grant.
- 68 Presentations in a variety of settings (Digital Measures does not break them out into types of presentations).
- 64 Peer-Reviewed Publications
- Student numbers stayed relatively flat with a decrease of 69 to 1,590 total students (4.2% decrease from last academic year). Relative to last academic year, at the undergraduate level, Public Health saw the greatest growth (8.4%); at the masters level Recreation & Sports Management saw the greatest growth (20.5%).
- We have the following new faculty start in fall 2021: Dr. Kevin Murach (Exercise Science), Dr. Philip Massey (Public Health), Dr. Mance Buttram (Public Health), Dr. Guadalupe Rodriguez (Public Health), Dr. Luzita Vela (Athletic Training), and Dr. Elizabeth Parke (Athletic Training).

Awards

- HHPR Department Awards:
 - Outstanding Teaching - Erin Howie-Hickey
 - Outstanding Research - Nic Greene
 - Outstanding Service - Josh Lens
 - Outstanding Advising/Mentoring - Bob Davis
 - Overall Outstanding Faculty - Janet Forbess
- Jenn Shipley won the 2021 College of Education and Health Professions Staff Superior Service Award.
- Janet Forbess, Instructor of Physical Education, won the 2020-2021 College of Education & Health Professions *Faculty Career Award in Recognition of a Career that Exemplifies Outstanding Performance*.
- Nicholas P. Greene, Associate Professor of Exercise Science and Director of the Cachexia Research Laboratory, won the 2020-2021 College of Education & Health Professions *George Denny STAR Award*

Occupational Therapy

Significant achievements and changes of programs/department, including progress related to strategic priorities, program reviews, accreditation, etc.

- **Accreditation:** The Occupational Therapy Doctorate (OTD) is engaged in the Self-Study process, due July 1, 2021. This has been a rigorous process, resulting in realignment of course content and integration between courses, revision of many course learning objectives and learning activities to increase rigor & active learning teaching strategies. ACOTE accreditors will be on-site in June, 2022.
- **Admissions:** Our department has continued to refine our holistic admissions process, with an admissions team of interprofessional faculty and community occupational therapists reviewing applicants and completing multiple mini-interviews (MMIs) on-line in 2020 due to COVID. We admitted our second cohort of 26 students (2 above goal) during a global pandemic, when applicant numbers are down dramatically across the nation. We are currently analyzing our standardized admissions tools (CASPer & HSRT) in relation to current student performance in didactic & clinical experiences.
- **Curriculum:** The OT faculty reviewed & revised 20 first year courses based on qualitative & quantitative measures and have created & delivered an additional 18 courses for the second year of the OTD program to date.
- **Students:** The second cohort of 26 students began coursework on January 2, 2021. We have retained 100% of the first cohort (professional year 2s – PY2s) & they have completed two Level 1 Fieldwork experiences. The feedback from clinical instructors has been overwhelmingly positive, with most commenting on the strong clinical knowledge & excellent professional behaviors of our students. The PY2s will enter their first Level 2A Fieldwork, a 12-week emersion experience in the Fall, 2021.

Achievements in teaching, research, and public service, especially those of national, regional, or statewide significance.

- **Public Service:**

- The OT Department helped to organize a statewide Arkansas School-Based Therapy Conference Advancing Inclusion through High Leverage Practices, Easterseals Arkansas: Outreach Program and Technology Services, (2020).
- Several faculty have been guests of KUAF's "Ozarks at Large" radio program promoting health & wellness programs for various age groups.
- All faculty have volunteered to facilitate multiple Interprofessional Education (IPE) learning experiences through UAMS to increase knowledge of occupation therapy and build bridges between UA and UAMS.
- Dr. Mark Koch continues to serve on the Magdalene Serenity House Board of Directors where he provides staff development, technical assistance, and residential programming. He created a student-resident project called Securing the Shadow, which was displayed at a local art show.
- Dr. Kandy Salter continues to facilitate a Stroke Support Group.
- Dr. Anna Harris continues to facilitate a Dementia Caregivers' Support Group.
- Dr. Maria Ball continues as a member of the School-Based Practice Committee, a workgroup to develop OT school-based practice guidelines, Arkansas Occupational Therapy Association. (March 2018 - Present).
- Dr. Jeanne Eichler is an active member of an international workgroup to promote occupational therapy on college campuses.
- Dr. Sherry Muir is an active member of a national workgroup to promote occupational therapy in primary care. She is also a volunteer fire fighter & emergency medical responder for the Saint Paul, AR Volunteer Fire Department.

- **Teaching:**

- Three faculty received University of Arkansas-Fayetteville with New Faculty Teaching Commendations in 2020.
- The faculty are still developing the final 5 semesters of courses (of 9 total) for this new clinical doctorate program.
- Students have participated in two Level 1 fieldwork experiences, receiving feedback that they were well prepared and professional.
- The program has developed multiple "Culminating Assessments" to assess student synthesis & application of learning across multiple courses in each semester. These culminating assessments are being analyzed as a portion of the program evaluation.

- **Publications:** Faculty published 7 articles and one book chapter.

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 2020-2021 academic year. The department consists of seven academic programs, awards 13 degrees, operates the Speech and Hearing Clinic. With 38 full-time faculty, 2 50% appointed instructors, and 5 staff members, our programs enroll nearly 900 degree-seeking students each academic year, including a large number of graduate students (i.e., 170 doctoral, 345 master's, and 370 bachelor's students in Fall 2020).

The strength of our department remained our faculty during this difficult pandemic year. RHRC faculty demonstrated an active commitment to their research agenda through many publications and presentations. Collectively, RHRC faculty published 59 articles, 12 book chapters, 1 book, and 1 edited book in 2020. In the 2020 fiscal year, the department generated \$1.1 million in external funding. Kevin Roessger and James Weese (ESRM PhD candidate), along with Elizabeth Roumell from Texas A&M University, received the 2020 Imogene Okes Award for Outstanding Research in Adult Education during the American Association for Adult and Continuing Education 2020 Annual Conference.

RHRC faculty remained committed to student success in 2020. Kimberly Frazier received a Faculty Gold Medal from the Office of Nationally Competitive Awards, which recognizes faculty members who consistently and successfully mentor undergraduate students applying for external fellowships and competitive research grants. Likewise, the Communication Sciences and Disorders Program received the 2021 Departmental Gold Medal from the Office of Nationally Competitive Awards. This award recognizes the program faculty's commitment to and success at mentoring undergraduate students in receiving competitive fellowships and research grants, and only one award is presented each year. Indeed, the CDIS faculty mentored 10 of the 45 UA undergraduate students who received Student Undergraduate Research Fellowships from the Arkansas Department of Higher Education. The department nominated seven outstanding faculty members for college awards, and three of these faculty members received the award: Dr. David Christian (Outstanding Mentoring and Advising), Dr. Kimberly Frazier (Outstanding Teaching), and Dr. Leslie Jo Shelton (Superior Service).

This year's accomplishments also included the successful launch in August 2020 of the new online post-master's certificate advanced school-based speech language pathology. Additionally, the Counselor Education and Supervision Program had a very successful accreditation site visit and received an 8-year accreditation from the Council for the Accreditation of Counseling and Related Educational Programs. The CNED Program also established a virtual counseling clinic to help meet community mental health needs and the educational needs of CNED students in light of the pandemic.

APPENDIX D

Reports from Centers, Research Labs, and Offices

Adventure Therapy Lab

Like many facets of the University of Arkansas, the Adventure Therapy Lab (ATL) had limited activity during the 2020-2021. Regarding research, Dr. David Christian, ATL Director, in collaboration with CNED doctoral students and recent alumni published 2 AT related articles and has 3 AT related articles in press in peer-reviewed journals. One of the manuscripts was published in *Journal of Constructivist Psychology* (JIF 1.04) and describes how to adapt AT techniques for teaching graduate level helping professionals in an online format. This article is currently the third most read article in the history of *JCP*. In addition to the 5 articles Dr. Christian published or has in press with CNED students/alumni, he also co-authored a peer-reviewed article with an RESM student, Rebecca Irvin that explored what barriers women experience to participating in mountain biking. Assistant Director, Cian L. Brown, successfully defended his dissertation exploring the use of an AT mountain biking group at a local middle school and accepted a tenure track position as an Assistant Professor at the University of Oklahoma. The ATL and the counseling program at OU are in initial discussions about expanding the UA study abroad program to New Zealand to include students from OU. Drs. Christian and Brown had a research presentation accepted at the Western Association of Counselor Education and Supervision's annual conference, but it was cancelled due to COVID-19. In addition, Dr. Danny McCarty, a recent CNED alumni who was active with the ATL, started a tenure track position as an assistant professor at the University of South Alabama. Drs. Christian and McCarty were interviewed by *High 5 Adventure Learning*, a leading authority on AT and experiential education for the Vertical Play Pen podcast ([LINK TO PODCAST](#)). Dr. Christian continued to provide AT supervision to 3 local Licensed Associate Counselors and serve as a consultant to various schools and in-patient mental health and substance abuse facilities in NWA. CNED students working with the ATL continued limited community engagement by conducting AT groups at a variety of elementary, middle, and high schools around Northwest Arkansas during the 2020-2021 school year. Finally, Dr. Christian partnered with Dr. Merry Moiseichik in RESM to teach CNED 5533 – Introduction to Adventure Therapy for 8 CNED and 4 RESM students during the May 2021 intercessions. During this course, students learned AT facilitation skills as well as basic technical skills related to canoeing, kayaking, mountain biking, rock climbing, hiking, and orienteering. Now that we appear to be emerging from the COVID-19 pandemic, the ATL is currently in the discussion/planning phase for 3 facilitation activities in the 2021-2022 school year and Dr. Christian is already scheduled to provide a 3 hour training at a facility that uses AT with teenaged boys struggling with substance use/abuse.

Arkansas A-Plus Schools

During the pandemic, Arkansas A+ Schools continued its work with seven partner institutions across the state: Allbritton Elementary, Barling Elementary, Clear Springs School, Hamburg Middle School, Noble Elementary, Philander Smith College, and Portland Elementary.

Professional development was adjusted to provide for completely virtual PD facilitation and follow-up support.

In a new initiative, Arkansas A+ joined representatives from Louisiana A+, North Carolina A+, Oklahoma A+, and Africa A+ for the first-ever All Fellows Virtual Meetup. The purpose of the event was to bring Fellows from all members of the National A+ Schools Consortium (NASC) plus Africa together to build relationships and ongoing collaborative opportunities among Fellows like those enjoyed by State Directors during NASC director meetings. In addition to continuing the virtual meetups on a quarterly basis, plans are underway to organize an in-person All Fellows Symposium, where A+ Fellows will be able to share and demonstrate their practice with their national peers.

This year, six veteran educators serving students ranging from elementary to post-secondary have been selected as new Arkansas A+ Apprentices. After successful completion of a yearlong process, these Apprentices will become new A+ Fellows, joining our current Fellows in providing summer and school-year professional development trainings for our partner schools.

In May 2021, Arkansas A+ participated in an online community panel hosted by Arkansas PBS. The panel discussion, held in conjunction with a screening of the PBS *Reel South* documentary “Rap Squad,” examined the impact and importance of the arts through in-school and out-of-school programs, particularly in under-resourced communities.

Finally, and most notably, Arkansas A+ Schools, in partnership with the City of Little Rock and Little Rock School District, secured a three-year, \$650,000 grant award from the Windgate Foundation to offer arts-integrated after-school programming at four LRSD elementary schools. Of that grant, the University of Arkansas A+ Schools will receive a sub-award of \$530,000 to provide skilled arts facilitation to students that strengthen curricular learning and positive youth development. Arkansas A+ will also provide professional development for school staff to bridge in-school and out-of-school learning. The four schools are part of the Community Schools Model (CSM) initiative currently undertaken by LRSD and City of Little Rock.

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.

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 2020, 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 was updated to align with the state accountability system. This will provide a clear guide of evidence-based accountability to the designation process.

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.

The goals of the Executive Leadership Collaborative, in its fourth year, 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.

Desire to attend the Teacher Leadership Institute remains high. The number of applications received from teachers continues to outnumber the available resources. Technology use continues by utilizing Google drive and classroom instead of hard copies and three ring binders. The Leadership Team 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.

Interest in Facilitation of Adult Learning 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.

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. In 2020 OD/SSP had ten agreements for services. 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.

The ALA utilizes a variety of surveys to collect data on all programs and institutes. This data is collected and then analyzed to ensure the needs of the participants are being met. Needed adjustments are made based on perceptual data during the institutes as well as the compiled survey data.

Autism Support Program

The University of Arkansas' Autism Support Program had a successful year in spite of COVID-19 obstacles. There were 14 students enrolled in the spring semester, one of whom graduated in May with a degree in Communication. Eleven of the remaining students returned to the ASP in the fall semester. We added three new students giving us a total of 14 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 2020, ASP staff included full-time director and one Academic Coach. Because of the pandemic, the director took on almost all student services in addition to typical responsibilities of serving as case manager for all students which includes designing their coaching and mentoring 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.

The ASP director provided face-to-face services for students who were living in Fayetteville, and remotely for students who chose to remain at home this year. We look forward to migrating back to in-person services for the 7 returning students and the 10 new students.

The Autism Support Program will aspire to maintain an average of 15 enrolled students each semester. In addition to the academic, independent living, and social skill support we offer, I hope to further enhance our pre-employment services and increase the number of students who hold volunteer positions and jobs

Boyer Center for Student Services

The 2020-2021 academic year marked the third year in the College with centralized undergraduate recruitment, advising, career counseling, and student services. The Boyer Center serves students from orientation through graduation. We faced most interesting year by pivoting to remote advising for the entire academic year and we did so with great results.

This year we were able to implement and use Microsoft Teams. We were able to keep our face to face appointments through a virtual medium which allowed for the personal interaction that can be missing from written email responses. The academic advising team did modify the number of appointments for students offered, just to allow for technical challenges or if appointments ran long.

One of the biggest changes this year was with our nursing advising group. This is still one of the largest populations in the college, but we shifted some positions around with our new hires in November 2020. This hiring process was a huge accomplishment of the year as we onboarded two new advisors remotely. While it took longer and was more time intensive, this training process was thorough.

Erica Langley transitioned into our Nursing Academic Success Coordinator position to work with students who are admitted into the nursing program. She also facilitates the nursing application meetings, and correspondence with nursing faculty and ATI. We were able to hire two new advisors where one primarily focused on our new LPN-BSN student population and then other filled Erica's previous position. This nursing advising team still advise the largest number of students at about 1500 pre-nursing and 400 in program, however due to the centralized office, we were able to bring in our face to face nursing advisors to support the unprecedented influx of new online students. This was a great opportunity to cross train our advising team.

During the course of the 2020-2021 school year, our Office served students by hosting the majority of academic advising appointments. We held under 11,000 student appointments through the scheduled and walk-in advising appointments. While we were still virtual, we did utilize our walk-in kiosk during priority advising/enrollment strategically for high priority weeks, the first week of the semester, first two weeks of priority enrollment and during finals week.

We also were able to pull off two graduation ceremonies in both December 2020 and May 2021. These ceremonies filled with pandemic protocols were still some of the best moments of the year, when our college can recognize and celebrate our student's accomplishments. While the ceremonies were condensed, they were just as meaningful for our students.

Due to the COVID-19 pandemic we were not able to keep our Career Counselor position, however, we still connected students to the centralized Career Development Center. Our team continues to support students in their next steps, especially for graduate school preparation. Additionally, we continued to adapt to new innovative way to connect with students through virtual career webinars and fairs.

Our application sessions were well attended this year, even though they were virtual, and sparked future discussion on keeping these in a virtual offering. Students were very engaged in the chat and asked more questions than in the face to face sessions. A new initiative was brought about through the addition of a Graduate Assistant who will help students who are exploring, specifically. This will allow our office to partner with the central Student Support Services grant/office where 33% of this population are housed in COEHP. This will be a key initiative we begin to expand on as we move into the next academic year. Another initiative that was established during the pandemic was connecting all our colleges through a Retention Team group. This group met twice a month to help organize and strategize outreach initiatives. This even connected our housing colleagues with the academic staff members.

Finally, we had two wonderful advisors receive university recognition. Guadalupe Rodriguez was honored as our New Academic Advisor of the Year and earned this award through our National Association, NACADA. Secondly, Erica Langley was recognized as Innovative Advisor across the campus. It is always rewarding to have team members nominated and recognized by peers for the excellent and hard work they continue to do each day. I couldn't be more pleased with these two members.

Center for Children and Youth

Despite the challenging circumstances posed by the pandemic, the UA Center for Children & Youth continued its work developing programs for learners and educators in the areas of literacy, arts integration, and pro-social student action. All programs during the 2020-21 school year were delivered virtually, providing opportunities for CCY to meet its mission in new and innovative ways.

- The **ARTeacher Fellowship** continues to be one of CCY's flagship initiatives, with Fellows achieving great successes through arts integration. Fellows received a full slate of online arts-integrated professional development trainings. Of particular note were

trainings by Teachers College - Columbia University and the Metropolitan Museum of Art. Fellows Martha Sandven, Penny Springmann, and Nathan Windel, along with CCY Director Hung Pham, presented at the 2020 National Council of Teachers of English's virtual Annual Convention. Their session, entitled "Connecting Arts Integration: Bringing Students Together at the *Confluencia* of Digital Memory Books, Experiential Theatre, and Infographics," was one of a select few invited to present their session live online rather than pre-recorded. Additionally this year, ARTeacher alumni Fellows Julie Griggs and Heather Hooks, both teachers at Bentonville HS, received the 2020 Media Literacy Award from the National Council of Teachers of English for their online "Art and Empathy" educator website. Griggs and Hooks received their introduction to arts integration through the ARTeacher Fellowship, and from there have continued to pursue professional opportunities, culminating in this well-deserved national recognition.

- For the first time ever, the annual **ARTful Teaching Conference** was held completely online. The two-day event, which introduces pre-service teachers and college professors to arts integration, required extensive planning and organization (with crucial assistance from CIED instructor and ARTeacher Fellow Martha Sandven), and the end result was one of the highlights of the year. Leaning into the affordances of online facilitation, the ARTful Teaching Conference was able to host over 150 participants and 40 presenters, nearly twice the usual attendance from previous years. In addition, the ARTful Teaching Conference was able to draw presenters from New York, Illinois, and even Ecuador—a geographic reach that would not have been possible in-person. Finally, CCY is proud of the conference's ongoing effort to provide diverse and culturally rich experiences in arts integration. Over one-third of the conference's 21 sessions featured artists/educators of color, including Keynote Presenter Dr. Linda Humes. This year, CCY received additional support from the Faulkner Performing Arts Center, the UA Department of Music, Fulbright College of Arts and Sciences, UA School of Art, and Walton College of Business. Their support helped make the expanded scope of the 2021 ARTful Teaching Conference possible.
- **Online Statewide Arts Integration Workshop.** In collaboration with the Walton Arts Center, CCY produced a hybrid synchronous (zoom meeting) and asynchronous (video on demand) professional development series. The PD was led by Melanie Rick of Focus5, Inc. arts consulting, centered on the topic of teaching visual analysis to elementary students. Due to CCY's financial support, the training was offered free of charge to all educators in the state of Arkansas.
- Director Hung Pham and Faculty Director are currently editing a collection of teacher-authored book chapters to be compiled into a **Primer on Arts Integration**. Drawing upon the wealth of direct experience from the last ten years of ARTeacher Fellows, this practitioner-focused book will offer both key concepts as well as concrete projects as shared by seasoned arts-integrated teachers to give readers an understanding of what the ARTeacher Fellowship's vision of arts integration really looks like in the secondary classroom.

- CCY continues to work with the **Facing History and Ourselves** national organization to develop young people’s alertness to history and a readiness for informed civic engagement. With the country’s growing awareness of issues of race, equity, and justice, the Center for Children & Youth, the UA Multicultural Center, and Facing History, are currently planning a yearlong workshop series on the topic of race and education, with a focus on turning knowledge into meaningful action.
- In June 2021, CCY Director Hung Pham helped organize and facilitate a online **National Endowment for the Humanities Summer Institute for Teachers**. Working with Summer Institute Co-Directors Sean Connors (CIED) and Lissette Lopez Szwydky-Davis (ENGL), Pham served as Arts Integration Specialist for the two-week conference on “Remaking Monsters and Heroines: Adapting Classic Literature for Contemporary Audiences.”

All in all, 2020-21 was a trying but fruitful year for CCY. In recognition of his contributions, Director Hung Pham received the 2021 Staff Superior Service Award for the College of Education and Health Professions. The Center for Children & Youth continues to grow, improve, and adapt to the ever-evolving educational landscape.

Center for Mathematics and Science Education

The 70th Annual UA Northwest Arkansas Regional Science and Engineering Fair was held virtually the week of March 5, 2021. We had 30 projects enter, and one student qualified and entered the International Science and Engineering Fair.

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

- **CMASE Workshop:**
 - Virtual Rice Genetic Variation High School Student Workshop – worked with Dr. Andy Pereira, Crop, Soil and Environmental Sciences, Bumpers College to fulfill the educational outreach component of his NSF grant – 5/18-19/2021
- **Funded State Grant:**
 - Arkansas STEM Coalition Commitment to Excellence in Science, Technology, Engineering and Mathematics (STEM) Grant (License Plate Funds): CMASE and Dr. Yi-Jung Lee worked with three local elementary schools to write grants to award \$3000.00 worth of STEM equipment to each school: Butterfield Elementary and Holcomb Elementary Schools in Fayetteville and Harp Elementary School in Springdale. \$9900.00
- **Funded NSF Grants:**
 - Project/Program/Curriculum Specialist for RET Site: Arkansas Data Analytics Teacher Alliance (AR-DATA), Shengfan Zhang, Electrical Engineering, College of Engineering, \$600,000.00.
 - Project/Program/ Specialist for Collaborative Proposal: Beyond lithologic control of bedrock valley width: Investigating the role of persistent valley cover in

bedrock valley width development, Buffalo River, AR, Jill A
Marshall, Geosciences, Fulbright College of Arts & Sciences, \$160,820.00.

Cachexia Research Laboratory

The Cachexia Research Laboratory (CRL) seeks to utilize pre-clinical models to understand diseases of altered muscle metabolism while training postdoctoral fellows, graduate students and undergraduate students in the use of molecular biology techniques to understand pathophysiological conditions. Specifically, we use these models to understand onset of muscle wasting conditions such as cancer-induced cachexia and means by which these conditions may be prevented or attenuated. 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 the CRL began work in the Fall of 2013, 29 peer-reviewed original research articles, 4 review articles and one editorial have been published. The CRL has been consistently funded through funding bodies including the Arkansas Bioscience Institute and the National Institutes of Health.

Over the past fiscal year (since July 1, 2020) the CRL has achieved multiple varying accomplishments. On July 1, 2020 work began on the laboratory's first NIH R01 award from the National Institute of Arthritis and Musculoskeletal and Skin Diseases. CRL alumnus Dr. Megan Rosa-Caldwell has moved on to a postdoctoral fellowship at the Beth Israel Deaconess Medical Center at Harvard Medical School where she has received a postdoctoral fellowship supporting her work from the NASA Space Biology research program. In this time period the CRL, in conjunction with the EMBL, has published 7 original research articles and 1 review article. Highlights among these publications include one manuscript in the *Journal of Cachexia, Sarcopenia and Muscle* with a current impact factor of 9.8, and one article co-first authored by doctoral student Seongkyun Lim and previous masters student Kirsten Dunlap which jointly represented their first article as first author. Dr. Greene has presented findings from the laboratory at the University of Arkansas for Medical Sciences Center for Musculoskeletal Disease Research Lecture Series and the York University Muscle Health Research Center Seminar Series. Furthermore, recent honors student Madeline Amos was honored by the American Kinesiology Association as a 2021 National Scholar Award Honorable Mention Recipient. Dr. Greene was named the recipient of the College of Education and Health Professions George Denny STAR Award and the Department of Health, Human Performance and Recreation Outstanding Research Award, has served twice on NIH grants review panels and was named to the editorial board of the prestigious *Journal of Applied Physiology*. The CRL over the past year welcomed new members Dr. Will Deaver (postdoctoral fellow), Ms. Francielly Morena da Silva (doctoral student) and Ms. Regina Cabrera (masters student). The CRL looks forward to an exciting new year upcoming as work continues on our R01 funded projects.

CURRENTS

UA CURRENTS provided a variety of consulting, technical assistance, and continuing education services in 2020. It developed and delivered Leadership Team training and consultation to Connecticut Bureau of Rehabilitation Services and teambuilding with Zoom

virtual training to WIRED (Women in Rehabilitation Education Driven) networking group. It also provided event management/conference coordination projects for Arkansas Rehabilitation Association including planning meetings with conference organizers, provided virtual support for registration and other conference logistics and follow up evaluation and development. Finally, it also provided event management and conference coordination and planning for National Council of State Agencies for the Blind. Coordinated planning meetings with conference organizers, provided virtual support for registration and other conference logistics and follow up evaluation and development.

In partnership with CSAVR and Southern University, CURRENTS developed and delivered the Project E3 2020 virtual Leadership Academy 2.0. The national training academy for 80 participants from 12 states focused on creating provision of services in a virtual environment, strategic planning, maximizing social media, addressing issues of inclusion virtually, and sustainability.

Finally, CURRENTS developed and launched the ABCs of Inclusion for Vocational Rehabilitation Counselors, which builds upon the national conversation around awareness of race, bias, inclusion, and civility.

Early Care and Education Projects

Early Care and Education Projects (ECEP) achieved many of its goals despite the pandemic in 2020. ECEP has continued collaborating with community colleges, state and national leaders in the early childhood field. There is a list of the colleges on the ECEP website. ECEP collaborated on multiple funding opportunities. Collaborating partners: ADE Division of Elementary and Secondary Education, DHS Division of Child Care, Dale Bumpers College School of Human Environmental Sciences (Laura Herold, Ph.D.) and Arkansas Community Foundation.

When COVID-19 began in March 2020 we shifted the work of the staff to creating online courses: ECEP went from a zero online presence to thirteen synchronous and five self-paced courses. Shifting our focus caused us to fall behind on some of the goals below. ECEP started coaching cohort 4 and 5 in calendar year 2020 but because of COVID-19 we did not finish those until January and March 2021.

Education Renewal Zone

This last year, due to the pandemic, created many obstacles in regard to the outreach that **Educational Renewal Zone (ERZ)** would typically accomplish. It was through this pandemic that ERZ was able to rebrand ourselves as an even stronger support for our schools than in the past. This has been accomplished by being more intentional with our communication, ensuring that all meetings and workshops are available online, and offering support in a variety of methods. Our most noticeable focus has been to work collaboratively within our regions to provide statewide resources and support.

The ERZ rather than hosting a few workshops now collaboratively host multiple workshops and PD provided statewide. During the past year we have hosted 21 virtual workshops focused on ERZ key topics of Professional Learning Communities and Highly Effective Schools.

These workshops have examined foundation PLC practices, assessment and growth, curriculum, New Art and Science of Teaching, social and emotional learning, and student engagement.

The Arkansas Department of Education asked ERZ to look at Social Emotional Learning programs within our state. I was appointed lead for this project. The ERZ directors under my guidance examined social emotional learning programs, collected data on programs used within our state, visited their websites and gathered information. I developed a table to identify what I felt were the best categories for program comparisons. This information is currently being used by ADE on their website and available to all schools.

The Education Renewal Zone was appointed by the Arkansas Department of Education to lead ENGAGE Arkansas. ENGAGE Arkansas is a statewide program funded by the Division of Elementary and Secondary Education in partnership with the six Education Renewal Zones, the Department of Human Services, the Division of Child and Family Services, and Graduation Alliance. This attendance and academic recovery program was offered to Arkansas local education agencies to assist schools and families disrupted by the COVID-19 pandemic by providing intensive outreach, engagement, and enhanced support for struggling students in K-12. In order to sustain this program for the future, the Education Renewal Zone Directors have developed a strategic plan, and train-the-trainer training sessions have been provided for the ERZ by Graduation Alliance.

The Education Renewal Zones established opportunities for on-going, collaborative conversations (the P-20 ACT PLC.) High school counselors, as well as representatives from the education service cooperatives and two and four-year colleges/universities, were invited to join the ERZ at the table to discuss current ACT data and develop strategies for better preparing students in Arkansas for the ACT Exam. As a result of these conversations, P-20 ACT PLCs were established.

The Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) and the Education Renewal Zones have established a partnership to develop and expand the Marzano Resources High Reliability Teacher Certification process with selected teachers. These teachers served as part of a cohort as a working laboratory, conducting action research and sharing best practices with other teachers throughout the state.

Highly Effective Schools (HES) Accreditation is built on the foundation of the Professional Learning Communities at Work® (PLC at Work) process and is monitored through the High Reliability Schools™ (HRS) framework. It is an accreditation and improvement plan to be utilized annually by individual schools that ensures schools are planning for the right work. The Educational Renewal Zones sponsored/supported the following cohort of 27 Arkansas schools in the process of seeking HES Accreditation during the 2020-2021 school year.

In addition to the accreditation process and support given by Solution Tree, this project also involved additional resources and communication facilitated by the Education Renewal Zone. These resources and communication included: Kickoff presentation with Solution Tree, small

group discussions, electronic check-ins and updates, as well as press releases for reaching Full Accreditation.

Exercise is Medicine

Exercise is Medicine (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 via Zoom. Due to COVID-19 health concerns, in-person fitness assessments were not conducted in 2020-2021. However, 460 surveys were completed to assess the effect of COVID-19 on physical activity and health. In 2020-2021, EIM data was used as honors undergraduate research theses (3) and presented at a national virtual conference.

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 via Zoom, during which they planned further partnerships with Pat Walker Health Center and hosted campus partners to give educational workshops (Healthy Ramen cooking and Meditation). The RSO hosted an Obesity Awareness Run in March, following all COVID protocols. In recognition of its efforts, EIM at the University of Arkansas renewed its silver level honors from the American College of Sports Medicine for its efforts and received a special “COVID Conqueror” designation for persistence through COVID-19.

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, 2020. 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: 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; and Tyrone Washington, Ph.D.; CSCS.

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 2020 a total of 12 class sections and 182 students were taught in the ESRC.

In 2020, the ESRC facilitated EXSC 4903 – Internship in Exercise Science. This involves facilitating the class logistics and ensuring that the quality of the internship sites is kept high. In 2020 we sent 129 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 \$5,546.

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 2020, the exercise science faculty had 49 peer-reviewed scientific publications. Investigators had 33 research presentations at various scientific conferences and meetings. A total of \$681,154 (13% increase from 2019) was obtained in 2020 with ~\$450,000 research dollars expended by the exercise science faculty as principal investigators or co-principle investigators.

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.

Challenges: The 2020 calendar year included several challenges. In March 2020, the University of Arkansas stopped all research for a period of two months while we navigated the COVID-19 global pandemic. Despite the continuing to success fulfill our research obligations during a global pandemic

Honors Program

The COEHP Honors Program continued its impressive growth during in 2020 reaching 514 active students with 250 new students coming to the COEHP Honors Program. In addition to the increased growth, COEHP also awarded an impressive 64 Honors distinctions to students graduating in spring, summer, and fall 2020. Included among the new first-year students joining the COEHP Honors Program were two 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. Eight 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.

In 2020, we continued to have eight students serve as 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 virtual (due to COVID) events during Spring and Fall 2020. 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.

COEHP Honors students were extremely successful in applying for research and travel grants in 2020-2021; a total of \$110,550 was awarded. Fourteen students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$32,500, and an additional 14 students were awarded Honors College Research Grants totaling \$28,750. Finally, 15 students were awarded Honors College Study Abroad Grants totaling \$49,300.

Sixty-four students graduated the COEHP Honors Program in spring, summer, and fall 2020. This represents a new record of graduates for the COEHP Honors Program during a single calendar year. A virtual (due to COVID) Honors Commencement Ceremony was held for graduating seniors in May and December 2020.

National Lab for the Study of the College President

Despite changes to plans due to Covid precautions, the Lab undertook several activities during the 2020-2021 academic year. In the Fall 2020 semester, the Lab hosted, virtually, a Senior Research Fellow, Dr. Daniel P. Nadler from St. Thomas University in Florida. A major part of his assignment was assisting with the publication of the fourth volume of the *Journal of Research on the College President*. Under Dr. Gearhart's leadership, the Lab also edited and published the *Handbook of Research on the Changing Role of College and University*

Leadership, published in April 2021. Highlights of the book were presented virtually at the Education Policy and Reform conference sponsored by the Academy of Science. The Lab also hosted a visit from Dr. Arleene Breaux, an Associate Professor from the University of Alabama, who was awarded an SEC Travel Grant to consult with the Lab and be interviewed and recorded for course content specifically on trends in the community college presidency.

Office for Education Policy

The Office for Education Policy (OEP) provides national, state, and regional education research to inform decision-making concerning PK-20 education. Since 2003, OEP has helped 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.

During the 2020-21 school year, OEP faculty, staff, and students conducted research on a variety of topics including:

- Arkansas's Academic Challenge Scholarship: Examination of the effect on student outcomes of changes to the timing of disbursements.
- Arkansas's district consolidation policy. Examination of the effect of Arkansas Act 60, passed in 2004, which requires the consolidation of all districts with enrollment of less than 350 students for two consecutive years, on student and financial outcomes.
- Arkansas' Gifted and Talented program: Examination of the identification processes and longer-term academic outcomes for high achieving students identified as G/T.
- PreK Outcomes: Examination of the longer-term academic outcomes for students who enroll in state-sponsored Pre-Kindergarten programs.
- PreK Outcomes for English Learners: Examination of the longer-term academic and language proficiency outcomes for ELL students who enroll in state-sponsored Pre-Kindergarten programs.
- School Discipline: Ongoing analysis of discipline prevalence and disparities throughout the state.
- K-5 discipline policy: Examining the effect of Arkansas Act 1059, which limited out of school suspension for K-5 students, on the demographic gaps in exclusionary discipline.
- Corporal punishment in Arkansas and how it is used varies by student and district characteristics.
- Arkansas' English Learners: Examining academic growth by linguistic sub-group
- Arkansas' Marshallese student achievement and school experiences
- Arkansas' School Based Health Centers: An examination of the association between school-based health centers and student attendance and academic achievement.
- Computer Science: OEP conducted a survey of Computer Science teachers throughout the state.
- The relationship between Advanced Placement Course Taking and ACT Outcomes in Arkansas.

- Arkansas' high school graduation rate and associations with school characteristics.
- Teacher burnout: With Arkansas Teacher Corps, a study of the relationship between concepts of place attachment to enhance commitment to teaching in high-needs areas of the state and to alleviate the threat of teacher burnout.

In addition to research, OEP develops solutions to address persistent challenges facing schools. McKenzie works with Arkansas Teacher Corps (ATC) staff to place approximately 60 teachers in Arkansas districts that have the most difficulty recruiting educators. To reduce hiring barriers for teachers and districts, McKenzie continues to develop and promote ARteachers.org, a free common application site for teachers.

OEP faculty are also invested in providing support for students and school through service activities. During the last school year:

- McGee continued his work as Chief Data Officer for the State of Arkansas; a large part of his work in that role is bringing together workforce and education data to develop and strengthen pathways between the two.
- McKenzie advises charter schools regarding lotteries and conducted 5 enrollment lotteries for open-enrollment charter schools.
- McGee and McKenzie served on the Computer Science and Cyber Security Task Force and co-authored the report.
- McKenzie served as Subject Matter Expert for USDOE Network Report Card Learning communities.
- McGee serves on an ad hoc panel for the National Academies of Sciences, Engineering and Medicine titled “A Vision and Roadmap for Education Statistics in 2030 and Beyond”, funded by the U.S. Department of Education, 2021-present.
- McKenzie provided Individualized assistance on State Report Card development to the Bureau of Indian Education for USDOE.
- McKenzie serves on Arkansas' ESSA Steering Committee, providing insight and technical advice on the state accountability system.
- McKenzie serves as a Governing Board Member for the U.S. Department of Education's Regional Education Lab (REL) Southwest.
- McGee is a Member of the Arkansas K-12 Computer Science Standards Review Committee, 2020.

Office of Innovation for Education

The Office of Innovation for Education (OIE) had a successful calendar year. Our accomplishments are driven, in part, by our grant requirements—but certainly not limited by them. We have sought and been awarded additional funding to enhance our research and support functions which are congruent with the mission of the University of Arkansas. Collectively, our work involves “utilizing research, discovery and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy, and contributing service and expertise through outreach, engagement and collaboration.” We do this by supporting the transformation of education in Arkansas.

The bulk of the work we accomplished in 2020 was on behalf of the Arkansas Department of Education Division of Elementary and Secondary Education (ADE DESE) and the Division of Career and Technical Education (ADE DCTE) in support of the vision to transform Arkansas to lead the nation in student-focused education (\$1,375,045). After an initial cut in funding due to COVID19, ADE DESE and DCTE came back and awarded us an additional position for ADE DCTE programming and data support in addition to allowing us to carryforward unused travel funds due to travel restrictions in the spring 2020 semester. OIE was awarded \$2,057,011 in grant funding in 2020 which includes the 5-year award for the Arkansas State Personnel Development Grant (SPDG) for total of \$486,966 or \$97,393 per year. Maintaining funding for existing staff and expanding staff, especially during a pandemic, is truly an accomplishment. Our innovation work was elevated in 2020 by the COVID19 Pandemic. We provided planning and implementation support, along with just-in-time coaching, to educators across all regions in Arkansas to enable them to pivot from in-person schooling to remote learning. We served four times the number of schools in 2020 (18.0%) than in 2019 (5.5%) due to COVID19 Pandemic needs. Proportionately we have served all regions in Arkansas (range is 14% in SW to 22% in Central).

Office of Play Therapy Research and Training

The Office of Play Therapy Research and Training is in its seventh year as a nationally accredited center for play therapy and continuing education. For the last four 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 training offered through our first ever virtual conference and coursework offered students and professionals from the community an opportunity to obtain their national certification as Registered Play Therapists. We had the 7th annual conference June 2021 with 168 people registered from 16 states with Dr. Garry Landreth as speaker.

During the 2020-2021 academic year play therapy dissertations were successfully defended with one being nominated for a national research award. This dissertation study conducted by Brittany Massengale was published in April 2021 in the International Journal of Play Therapy.

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, was successfully defended in May 2020 and has been accepted for publication in the International Journal of Play Therapy for the fall 2021 edition: *The Adult Public's Perception of the Utility of Play Therapy*. The Association for Play Therapy cited her research recently and is using it to improve their marketing and education related to play therapy.

A third play therapy dissertation by T.J. Schoonover will be defended June 2021 and was conducted at Hope Academy Charter School in Bentonville, one of the first trauma focused schools in the U.S: *Child-Centered Play Therapy's Impact on Externalized Behaviors of Children who Have Experienced Trauma: A Single-Case Research Design*.

Additionally, 3 play therapy related articles were published in 2020 in peer reviewed journals as well as a chapter, co-authored by Ph.D. and masters counseling students:

Office of Teacher Education

The Office of Teacher Education (OTE) has continued to be focused on accreditation, licensing, and field placement this academic year. This year has been an unusual challenge for our office as we balance safety initiatives due to the pandemic while trying to serve our faculty, students, and school districts. Our office has worked in partnership with fourteen different programs across three colleges to advance teacher preparation at the University of Arkansas. In this report, we identify our most significant accomplishments as well as the focus for the coming academic year.

One of our most significant accomplishments this year was providing access to professional development in the area of racism. We helped plan two successful faculty events to discuss racism and upcoming steps to create inclusive programs and classrooms. In August, we hosted an event with past graduates and faculty to discuss how we examine our own racism. Faculty met in small groups to think through next steps and resources needed to create inclusive classrooms. As a result of that workshop, we partnered with educational consultant Krystal Allen who shared ways we could begin to inventory our programs for signs of racism. The faculty were invested in the conversations and although we are still in the “learning” phase of this journey, we started the conversation. Our office purchased books on higher education and diversity and equity and many of the faculty have started to check them out. Our work as faculty is not finished, but this has been a good start. We will continue to partner with Diversity, Equity, and Inclusion committees.

Another significant accomplishment was our work with area school districts and faculty during COVID 19. As this year was marked by a pandemic, many of our students were not allowed to visit classrooms. Our office purchased access to online classroom videos for faculty and students to use in lieu of classroom observations. Our students reacted positively to this resource. Some students indicated that the classroom videos helped them to think more deeply about the decisions a teacher makes each day (Example reflection from a CIED 1013 student https://flipgrid.com/s/92xdMur-1_Tz). Our office also purchased Swivl cameras for faculty to use when they were teaching in a hybrid classroom or if they were remotely observing an intern. Finally, we worked to partner with area school districts as policies were changing when it came to allowing interns in the buildings. We had to pivot multiple times and make sure everyone was getting information quickly.

We continued to hold meetings with mentor teachers, faculty, and students in a virtual setting. Our yearly Teacher Induction Convocation had one of the highest attendance (over 300) and was truly honoring of our new admits in teacher education. We also saw high attendance

with all school partnerships and mentor teacher meetings. The ease of the virtual meeting led to many more of our stakeholders being able to meet with our faculty. We hope to include this type of meeting in the coming academic year.

Finally, we continue to collect and organize information designed for continuous improvement. Our faculty received two bi-annual reports of data aligned with accreditation standards. The conversations and improvements the faculty have made in their programs have resulted in more students feeling prepared for their first teaching job.

Our **Director of Licensure** recommended 209 completers for teaching licenses and 149 endorsements during the 2020-2021 academic year. In addition, our Director of Licensure provided fingerprinting services for 472 candidates. These services are key for students as they apply for teacher education programs and for their teaching license. During the 2020-2021 academic year the background check equipment received a software and hardware upgrade and the Office of Teacher Education Clearance Application was redesigned in collaboration with IT specialists in the Office of the Vice Chancellor of Financial Affairs. Many of the webpages on the licensure area of the website were redesigned to include more licensure information including checklists and instructional videos.

Our **Director of Field Placement** helped place our students in about 400 placements across the Northwest Arkansas area despite COVID 19 restrictions causing a pause in observation and practicum placements. Additionally, Mr. Jennings helped plan our 5th annual Career Readiness Seminar in collaboration with career services as well as the annual career fair. Both events were virtual this year. This spring we held the UA Teacher Education Partnership meeting where we discussed critical issues such as field placements and accreditation. Mr. Jennings is working closely with area schools to return all teacher candidates into buildings for their field experiences moving forward. Finally, Mr. Jennings is serving on a campus-wide working group to help successfully launch Razorlink, which is the University's new outreach platform to connect students with alumni and friends.

We continue to respond to our yearly exit interviews with students and faculty. This year we heard from many students that the teacher orientation meetings that we held virtually helped them get the “just in time” information they needed. We will continue to host these events and continue to partner with all departments to help students get the information they need to apply and to graduate from their teacher education programs.

We know that next year will continue to be a challenging year when it comes to field placements. Our work with area school districts will be more important than ever, and with a new Director of Field Placement, this work can continue to grow.

The initiatives we started in 2020-21 with diversity and inclusion will continue to grow. We hope to host small groups to discuss recruitment and retention of diverse teaching candidates. It will be essential for our programs to move from knowledge-building to practice in this area.

Our office will continue to work on continuous improvement. This next year we are launching a new way to collect data for accreditation. In response to feedback and budgetary concerns, we

are moving our data collection to Blackboard. This next year will be busy as we train and transition to a new data collection method.

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 2020, OSA received two contracts from outside agencies to support two graduate students through 2021. The agencies are Butterfield Trail Village and Mercy Health System. These contracts and research grants more than \$124,000. In addition, OSA published 8 peer-reviewed manuscripts and presented 5 abstracts either regionally or nationally. OSA also continued a 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 2020 and completed the Walk to End Alzheimer’s. 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.

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.

Osher Lifelong Learning Institute

During the 2020/2021 academic year, the Osher Lifelong Learning Institute offered hundreds of activities, including classes, lectures, hikes, field trips, tours, and social events. Classes and activities were held in a variety of formats including in person, via Zoom, and a hybrid model combining students in the classroom with those at home. This allowed the institute provide a safe and comfortable learning environment for all to enjoy at any level they desire.

OLLI members, community members, and students volunteered time to help sustain programming during a global pandemic. These individuals volunteered hours facilitating courses, supporting class attendees and instructors, moderating virtual programs, developing courses, coordinating events and helping with outreach.

In September 2020, the institute received a fourth year renewal of the Bernard Osher Capacity Building Grant. This grant provided \$25,000 in support to fund membership growth and fundraising initiatives.

Staff and volunteer leaders of the organization participated in the Osher Lifelong Learning Institute National Conference that was held virtually in Oct. of 2020. As a result of the conference being held virtually, it allowed for additional participants from the institution to attend.

Despite an ongoing global pandemic that had a direct impact on membership and enrollment, the institute saw steady growth throughout the year. With enhancements classes and the development of alternative programming, OLLI is on a path to build back to a capacity prior to COVID as we go into the new year.

Partners for Inclusive Communities

Partners for Inclusive Communities (Partners), Arkansas' University Center for Excellence in Developmental Disabilities Education, Research & Service (UCEDD) had a very productive year even with the impact of the pandemic. Since Partners' staff have been located in eleven (11) sites around the state for years, we were accustomed to using home offices and could shift to 100% remote work without down time for set-up. The training and technical assistance with our various grants and projects shifted to virtual platforms with relative ease.

Partners' had 19 different grants and contracts that address topics including autism spectrum disorders, early childhood inclusion, leadership training for graduate students in neurodevelopmental disabilities, ESL/cultural humility, digital access, ADA access, health and disabilities, preventing victimization of people with disabilities and the elderly, and COVID-19. Our total budget for these projects was \$4,097,810, with a federal/state split of 62%/38% respectively. 2020 was a successful year for Partners' efforts in competing for new grants. Four new grants were funded this year, as shown in the table below:

| Project Title | Funding Agency | Funding Total |
|--------------------------|-----------------------|----------------------|
| COVID 19 Rapid Response | ACL | \$455,454 |
| Roadmap Initiative | DOJ | \$499,996 |
| COVID Vaccine Initiative | ACL | \$236,836 |
| COVID Vaccine Project | CDC | \$59,701 |
| | TOTAL: | \$1,251,987 |

2020 also brought increased collaboration with other departments within the COEHP:

- Two graduate students from the special education program of CIED received stipends to participate as trainees in our Leadership Education in Neurodevelopmental Disabilities (LEND) Program, a collaboration between Partners and UAMS. Next year this will be expanded to add two additional graduate students from the applied behavior analysis track.
- A collaborative project with faculty of Partners, ESRM and CIED conducted secondary data analysis on Partners' autism early intervention program and several resulting publications are in process. Partners funded two of the GAs from ESRM to participate in this research.
- Partners developed an ongoing collaboration with staff of the Early Childhood Education Project (ECEP). Two of the ECEP faculty are on an early childhood inclusion project *Design Team* for Partners and Partners' staff provided training for ECEP audiences. The partnership increased the quality/impact of activities for both groups.

Partners' corporate offices in Little Rock relocated from the downtown area to smaller space in West Little Rock to enable more funds to be directed toward programmatic outreach, as opposed to infrastructure costs. While it was a difficult process to relocate during a pandemic, the outcome was what we needed, a more accessible and welcoming space that is less costly. Staff, administration, and consumers of our services are pleased with the outcome.