

# UNIVERSITY OF ARKANSAS®

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## **College of Education and Health Professions**

### **2021-2022 Annual Report**

*This, and past reports, are available on the web [here](#).*

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## Annual report

### Significant Achievements

The Spring 2022 semester had more of a “normal” feeling. The University is operating much like it did pre-pandemic and lessons have been learned. For example, COVID spurred the formalization of increased [course delivery mode options](#) that will help us continue to serve our students in a variety of ways.

The 2021-2022 academic year was another successful year for the college’s academic efforts. A variety of courses, concentrations, and majors were created and modified (see Significant Academic Changes [below](#) for details). The Occupational Therapy Doctorate (OTD) program had a site visit from the Accreditation Council for Occupational Therapy Education (ACOTE), with the accreditation decision expected in August. The Eleanor Mann School of Nursing (EMSON) faculty continued to plan for implementation of new BSN and Graduate Essentials that were approved by the American Association of Colleges of Nursing (AACN). A continuous improvement progress report was submitted to ACCN for the BSN program. The Department of Curriculum and Instruction is preparing for academic reviews of 10 of its programs. Five other programs are also undergoing review this fall in the other departments.

Creative new programs and collaborations occurred throughout the year. For example, the Department of Occupational Therapy partnered with our Boyer Center for Student Success for an “Academic Reboot” program. The program was designed for first-year students who found themselves on Academic Probation the spring term. It was a five-week, intensive initiative where students opted in, and the OTD students provided one-on-one sessions for three weeks. In the final week, advisors, OTD students, and participants met together to see about any academic plans that may need to change. Educational Studies created a concentration called “Para-Professional Transition”. This online concentration is part of the “grow your own” teacher education model which aims to be a starting point for para-pros who are already working in school systems around the state and want to obtain a bachelors degree.

In 2022, COEHP had 90 total students studying abroad in 36+ cities and 16 countries among 37 programs. **Marilou Shreve** and **Hope Ballentine**, from the Eleanor Mann School of Nursing, [began a new study abroad program](#) at the U of A Rome Center. **Paul Calleja**, **Jean Henry**, and **Jack Kern** led a study abroad program in Ireland; **Michelle Gray**, **Rachel Glade**, and **Marilou Shreve** led one in Sweden; **Matt Ganio** led one in Belize.

COEHP programs’ rankings continue to improve. Our online master’s degree programs in education climbed 12 places to the #60 spot among 322 ranked institutions in 2022 by U.S. News & World Report. They were also ranked #19 for Best Online Master's in Education Programs for Veterans. The exercise science program was ranked #24 and #29 in the nation

by two independent ranking systems. Prior rankings had the program at 39<sup>th</sup> or even unranked.

COEHP faculty continue to shine and be recognized at the university, state, and national level. Out of only seven Alumni Association awards, COEHP has two outstanding faculty winning awards. **David Gearhart** was chosen for the Alumni Association's Faculty Distinguished Achievement Award for Outstanding Public Service, and **Hope Ballentine** was chosen for the Alumni Association's Faculty Distinguished Rising Teaching Achievement Award. These faculty will be honored at a ceremony this fall. **Philip Massey** was inducted into the [Arkansas Research Alliance \(ARA\) Academy of Scholars](#), a title held by only nine other U of A faculty members, and 32 faculty across the state. See Achievements of Faculty/Staff in Research, Teaching, and Public Service [below](#) for more faculty/staff accolades.

Likewise, departments are gaining recognition for their great work. The Arkansas Senate passed a [resolution](#) recognizing the Department of Ed Reform's achievements. The Department of Health, Human Performance and Recreation won the [2022 Daniel E. Ferritor Award for Departmental Excellence in Teaching](#).

Centers continue to be the hub for integrating teaching and research in service settings. The Speech and Hearing Clinic [expanded its services](#) to include traumatic brain injury. A new center called "The Center for Public Health and Technology" was created, and it specializes in research aiming to increase understanding of how technologies promote positive health behaviors and reduce disease burden, as well as examine the challenges associated with technology including the propagation of misinformation and promotion of harmful health behaviors. Three new labs were also created. "The Classical Education Research Lab" and the "Molecular Muscle Mass Regulation (M3R) Laboratory" are led by **Albert Cheng** and **Kevin Murach**, respectively. The Augmentative and Alternative Communication (AAC) Research Laboratory is a collaboration between Communication Sciences and Disorders and Special Education, led by **Christine Holyfield** and **Elizabeth Lorah**. This laboratory seeks to study and validate evidence-based best practices for use of AAC for populations with intellectual and developmental disabilities, such as autism spectrum disorder or Down syndrome. Read more about COEHP Offices, Institutes, Centers, and Labs [below](#).

### Significant Academic Changes

- The Educational Specialist degree in Curriculum and Instruction (CIEDES) added four concentrations: Education Examiner, Literacy/Dyslexia, K-12 Online Teaching, and Program Administrator (effective Fall 2022)
- The Bachelor of Arts in Teaching degree now has a Drama Education Major (DREDBA; effective Fall 2022)
- Educational Studies created two concentrations: Mixed Educational Environments (EDST-MXED) and Para-Professional Transition (EDSTBS-PARA; effective Fall 2022).

- The Department of Health, Human Performance and Recreation created an Outdoor Leadership Minor (ODLR-M), which, in part, stems from some recent [funding](#) (effective Fall 2022).
- The Autism Spectrum Disorders Graduate Certificate (AUTSGC) has transitioned to a MicroCertificate (AUSDGM; effective Spring 2022).
- The Master of Education in Career and Technical Education (CATEME) has transitioned (effective Summer 2022), in part, to be an interest area in the Curriculum and Instruction Master's degree program (CIEDME; effective Fall 2023).
- The Arkansas Curriculum/Program Administrator Post Master's Certificate (ACPAMC) and Educational Psychology Graduate Certificate (EDPSGC) have been discontinued (effective Fall 2022).
- The Exercise Science (EXSCMS) and Curriculum and Instruction (CIEDME) master's degrees have created an accelerated master's option (i.e., "4+1") with its respective undergraduate degrees (effective Fall 2023).
- The Eleanor Mann School of Nursing [began a study abroad program](#) at the U of A Rome Center.
- 30 new courses were created in COEHP throughout the year
  - CATE 4443: Teaching Career Development in Public Schools
  - CIED 4483H: Museum Matters: History, Practices, Culture and Controversy
  - CIED 5383: Positive Classroom Structure & Social-Emotional Well Being
  - CIED 5753: Empirically Informed Instructional Development
  - CIED 5883: Survey Research Methodology in Education
  - CNED 6143: Teaching Counselor Education and Supervision
  - EDLE 7413: Problem of Practice Dissertation Methods and Implementation
  - EDST 3313: Trauma Based Educational Practices
  - EDST 4033: Professional Test Preparation I
  - EDST 4043: Professional Test Preparation II
  - EDST 4993: Para-Professional Internship
  - ESRM 5303: Healthcare Analytics Fundamentals
  - ESRM 5823: Healthcare Business Analytics I
  - ESRM 5853: Healthcare Business Analytics II
  - EXSC 5463: Promoting Physical Activity in the Community
  - HHPR 5001: Health, Human Performance and Recreation Seminar
  - NURS 5703: Nurse Educator Scholarly Project
  - PBHL 5173: Multi-Method Data Analysis in Community Health & Prevention  
Social Media Data Analysis in Public Health
  - PBHL 5553: Substance Use, Society, and Health
  - PBHL 566V: Integrative Learning Experience
  - PBHL 584V: Applied Practice Experience
  - RESM 1032: Outdoor Living Skills
  - RESM 1051: Rock Climbing I

- RESM 1061: Rock Climbing II
- RESM 1071: Introduction to Mountain Biking
- RESM 1081: Advanced Mountain Biking
- RESM 3043: Natural Resources and Outdoor Ethics
- RESM 4253: Business of Sport
- RESM 5803: NCAA Governance, Legislation, & Compliance

### Significant Personnel Changes

- The following faculty retired in FY22:
  - **Jean Henry**
  - **Charlene Johnson**
  - **Grace Kerr**
  - **Linda Eilers**
  - **Susan Patton**
- The following individuals began as full-time faculty in FY22:
  - **Sarah Bemis**, Teaching Assistant Professor of Nursing
  - **Aynur Charkasova**, Teaching Assistant Professor of Human Resources and Workforce Development
  - **Laurel Fulgham**, Clinical Assistant Professor of Nursing
  - **Mance Buttram**, Associate Professor of Public Health
  - **Philip Massey**, Associate Professor of Public Health
  - **Kevin Murach**, Assistant Professor of Exercise Science
  - **Amanda Troillett**, Teaching Assistant Professor of Occupational Therapy
  - **Darcy Boultinghouse**, Clinical Instructor of Nursing
  - **Cynthia Lueders**, Clinical Instructor of Nursing
  - **Heather Hunter**, Clinical Instructor of Nursing
  - **Katey Peterson**, Clinical Instructor of Nursing
- [Arkansas A+ hired](#) **Alyssa Wilson** and **Shelby Patterson** as executive director and program director, respectively.
- **Madelyn Jones**, was named the first [director of employer relations](#) for the College of Education and Health Professions.
- **Fran Hagstrom** was named the Interim Associate Dean of International Education.
- **Kate Mamiseishvili** served as the interim Vice Provost of Academic Affairs for the 2021-2022 academic year before returning to COEHP to serve as the interim Dean starting June 30, 2022. **Matthew Ganio** began as interim Associate Dean of Academic and Student Affairs, and **Michelle Gray** replaced him as head of the Department of Health, Human Performance and Recreation.
- At the end of FY22, Michelle Gray resigned as the COEHP Honors Director after 7 years of service; [Rachel Glade](#) is taking her place.

## Grant & Student Numbers

This year marked one of the largest student growths in our college. There were over 1,000 new incoming first-year students who went through New Student Orientation. This amounted to almost a 30% increase in students from the previous year. Our Boyer Center for Student Services advising team held over 1,400 virtual advising appointments for these new incoming students over the course of 6 weeks in the summer of 2021.

In Fall 2021, the College enrolled 5,974 students across its six academic departments. This 10.4% increase since last fall eclipsed the 5.5% increase the University saw as a whole. A significant portion of this growth came from public health which grew 20%. COEHP has the 3<sup>rd</sup> largest total and undergraduate enrollment, relative to the other Colleges. However, we continue to have the largest number of graduate students (n= 1,457). Online programs had a 60% increase in enrollment, primarily stemming from our LPN to BSN nursing program and Human Resource Development.

The Bachelor of Science in Nursing continues to experience unprecedented growth, increasing 27% to 1,915 students since last year. It is the largest major on campus, with over 50% more students than the next largest major on campus. Exercise Science is the 2<sup>nd</sup> largest major in our College and is the 10<sup>th</sup> largest on campus.

The COEHP Honors Program had 150 new freshmen join the program in fall 2021, along with nearly 80 current students who applied to honors during the year. The program reached 504 active students in Fall 2021. Also joining the program were six new Honors College Fellows from diverse backgrounds with majors from across the College. As has become the norm, COEHP Honors students were incredibly successful in applying for competitive funding opportunities during the 2021-2022 academic year; a total of \$189,765 was awarded. Seven students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$16,500, and an additional 11 students were awarded Honors College Research Grants totaling \$34,000. Twenty-three students were awarded Honors College Study Abroad Grants totaling \$126,435. COEHP Honors Students also applied for and were awarded some of the newest grants made available through the Honors College, including Research Team Grants (3 students, \$6,000 awarded), Conference Grants (3 students, \$1,830 awarded), and International Internship Grants (1 student, \$5,000 awarded). Through the various research grants, COEHP Honors faculty were also awarded a total of \$23,750 for mentoring COEHP Honors students.

COEHP received 79 externally funded research awards totaling \$18,530,277 during the 2021 calendar year. The Arkansas Department of Education, U.S. Department of Health and Human Services, and the U.S. Department of Education each awarded investigators in the College more than \$3 million. The National Institutes of Health awarded four grants totaling \$1,668,797. COEHP was also awarded a six-year, \$1,444,960 grant from the National Science Foundation



Robert Teacher Scholarship to provide STEM scholars seeking initial teacher certification with funding to pay for school.

Faculty and students in COEHP combined to publish 239 unique peer-reviewed journal articles in 2021, along with three books, and 22 book chapters (see [Appendix E: Publications by COEHP Faculty](#))

Additionally, the College raised \$2,300,516 in private gifts for various programs and projects in fiscal year 2022.

### [Achievements of Faculty/Staff in Research, Teaching, and Public Service](#)

- Arkansas Teacher Corps won the Staff Senate [Outstanding Team Award](#).
- **Hope Ballentine** was chosen as next year's recipient of the Alumni Association's Faculty Distinguished Rising Teaching Achievement Award.
- **Jennifer Beasley, William F. McComas, and David D. Christian** were inducted as [Teaching Academy Fellows](#).
- **Dennis Beck** received the [Association for Educational Communications and Technology \(AECT\) Champion award](#).
- **Stephen Burgin** was named a [Sinai and Synapses Fellow](#).
- **Vicki Collet**, featured in story: [New Book Serves as Valuable Reference for Literacy Scholars, Educators and Grad Students](#)
- **Robert Ellis** won the [Southern Association of Colleges and Employers' "New Professional Award."](#)
- **David Gearhart** was identified as next year's recipient of the Alumni Association's Faculty Distinguished Achievement Award for Outstanding Public Service.
- **Christian Goering** won a [SEC Faculty Travel Award](#).
- **Michelle Gray** was selected for the [American Kinesiology Association's Leadership Institute](#) class of 2023.
- **Fran Hagstrom**, received the [Arkansas Speech-Language-Hearing Association \(ArkSHA\) Honors of the Association Award](#).
- **Fran Hagstrom** won the [Honors College Distinguished Faculty Teaching and Research Award](#).
- **Erin Howie Hickey** was elected to the Board of Directors for the Arkansas Society of Health and Physical Educators.
- **Christine Holyfield** received the [Arkansas Speech-Language-Hearing Association \(ArkSHA\) Research Award](#).
- **Claretha Hughes**, featured in story: [Professor Talks Ethics on Academy of Human Resource Development's New Podcast](#)
- **Claretha Hughes** received the Academy of Human Resource Development's "[Forward](#)" Award.

- **Marcia Imbeau** earned the [Arkansans for Gifted & Talented Education Presidential Award](#).
- **Kelly Johnson, Allison Scott, Albert Cheng, Stephen Burgin, and Mohammad Haghighi** where part of three different teams that won [Provost's Collaborative Research Grants](#).
- **Madelyn Jones** won the Arkansas Association of Colleges and Employers' "[President's Award](#)."
- **Jack Kern** and **Yi-Jung Lee** won Wally Cordes Teaching and Faculty Support Center [Teaching Improvement Grants](#).
- **Suzanne Kucharczyk**, PI of a multi-disciplinary team, received a \$1.1 million grant from U.S. Department of Education ["Teaming for Transition, Preparing Youth in Transition to Community and Work"](#)
- **Robert Maranto**, featured in story: [C-SPAN Asks U of A Faculty Member to Rank U.S. Presidents; Results Released](#)
- **Philip Massey** was inducted into the [Arkansas Research Alliance \(ARA\) Academy of Scholars](#).
- **Philip Massey** was appointed to the Board of Directors for the American Academy of Health Behavior
- **William F. McComas** was named a [Linnean Society of London Fellow](#).
- **Josh McGee** was featured in: [Department of Education-Funded Panel Shares Proposals in 'Roadmap for Education Statistics'](#)
- **Kevin Murach**, featured in story: [Prior Training Can Accelerate Muscle Growth Even After Extended Idleness](#)
- **Kevin Murach** featured in the [New York Times](#).
- **Kevin Murach** featured in [Short Talks from the Hill](#).
- **Elizabeth Parke** was elected as a Member of the Southwest Athletic Trainers' Association LGBTQ+ Advisory Committee to help advance diversity with the profession of Athletic Training.
- **Alex Russell's** research on TikTok and underage drinking was featured [on Good Morning America](#).
- **Alex Russell** received the 2021 Junior Investigator Award from the Research Society on Alcoholism.
- **Abigail Schmitt** was elected as a Program Organizer for the American Society of Biomechanics Early Career Faculty Affinity Group.
- **Leslie Jo Shelton** was named a [College Student Educators International Emerging Scholar](#).
- **Luzita Vela** was elected as a member of the task force for the National Athletic Trainers Association and the World Federation of Athletic Training and Therapy. For her long service in Athletic Training, Dr. Vela was also the recipient of the Bob & Lynn Caruthers Service Award by the Commission on Accreditation of Athletic Training Education.
- **Patrick Wolf**, featured in story: [Researchers Report on Disparities in School Spending for Students With Disabilities](#)
- **Gema Zamarro** featured in: [Professor's Research on the Gender Effects of COVID-19 Informs Policy at Federal, State Level](#).

## Achievements of Students

- **Madeline G. Amos**, an exercise science student, received a 2021 Honorable Mention for the 2021 American Kinesiology Association's National Undergraduate Scholar Award.
- [Communication Sciences and Disorders Students Shine at State Convention](#)
- [Communication Sciences and Disorders Students and Faculty Shine at National Convention](#)
- **Eric Ball, Jenna Brittingham, Kennedy Fuller, Jadyn Heinle, Amy Hill, Lauren Grace Lumpkin, Mackenzie Martin, Britney McGloflin, Margaret Molli, Elizabeth Oliver and David Stancil** awarded [John H. and Jane W. Donaldson Endowed Memorial Scholarships](#).
- **Bryce Daniels** was selected to serve on the national Exercise is Medicine On Campus committee as the student representative.
- **Meredith Dauria** was selected as the New Student & Family Programs' [Student Leader of the Month](#).
- **Alexandria Emberson**, featured in story: [U of A Public Health Major Helps Launch Northwest Arkansas Community Needs Survey](#)
- **Parker Evatt**, featured in story: [Student in U of A Teaching Program Is Already Elevating the Profession](#)
- **Nadine Gatarayiha** featured in story: [Eleanor Mann School of Nursing Student Earns Clinical Excellence Award](#)
- **Kayla Gussy** featured in: [Master's Student Helps Children Thrive Through Applied Behavior Analysis](#)
- **Emma Hulbert**, featured in story: [Nursing Student, Razorback Cheerleader Seeks to Uplift](#)
- **Beverly Jordan**, featured in story: [Nursing Student's Initiative Increases Preventive Health Care for Veterans](#)
- **Cindy Landeros**, featured in story: [Benjamin Franklin Lever Fellowship Awarded to Future Speech-Language Pathologist](#)
- **Cindy Landeros, Melissa Leffel, and Sydnie Morgan** won the [Communication Sciences and Disorders awards](#) for Emerging Excellence, Outstanding Clinician, and Outstanding Student, respectively.
- **Chulyndria Laye** featured in: [Counselor Education Graduate Student's Research Focuses on 'Strong Black Woman Schema'](#)
- **Abbie Luzius**, featured in story: [Public Health Doctoral Student at Helm of New, Visionary Research Center](#)
- **Stefanie McKoy** was selected to attend the inaugural [SEC Emerging Scholars Career Preparation Workshop](#).
- **Stefanie McKoy** was the COEHP winner for the University of Arkansas [Three Minute Thesis](#); **John Emett** was a honorable mention.
- **Stefanie McKoy** featured in: [Doctoral Fellow's Research Focuses on TikTok's Role in Classroom Management for New Teachers](#)
- **Summer Meadors** featured in: [Occupational Therapy Student Runs Marathons to Honor Her Mother, Friends](#).

- **Quinn Owen** featured in: [Nursing Student, Track Athlete Finds Her Fit Through Tiny Tusks Program](#)
- **Brett Polaski**, featured in story: [Occupational Therapy Doctoral Student Receives Benjamin Franklin Lever Fellowship](#)
- **Addy Posey** featured in story: [Graduate Student Puts Occupational Therapy Skills to Work Following Hurricane Ida](#)
- **Brenna Ramirez**, featured in story: [Occupational Therapy Doctoral Student Inspired to Innovate](#)
- **Molly Bess Rector**, featured in story: [Graduate Student Uses Poetry and Writing Exercises to Help Therapy Clients Heal](#)
- **Corey and Alexis Rees**, featured in story: [Students Assume Ownership of CrossFit Fayetteville, Mentor U of A Interns](#)
- **Kyra Resende** was awarded a [National Student Speech-Language-Hearing Association's Undergraduate Scholarship](#).
- **Marilyn Rhames** was selected for a [Pahara Institute Fellowship](#).
- **Holly Sheppard Riesco** co-wrote a book "[Adolescent Realities: Engaging Students in SEL through Young Adult Literature](#)".
- **Lacey Simpson** and **Emma Villanueva**, featured in story: [Students Analyze Spelling Tests to Help Deaf Children Overcome Writing Challenges](#)
- **Patrice Sims** was selected as the inaugural [assistant director of justice, equity, diversity and inclusion \(JEDI\)](#) for the College of Engineering.
- **Bernard Smith** featured in: [Teaching Fellow Feels Called Daily to Grow and Challenge the Status Quo](#)
- **Grace Stoops** was selected as a [Harry S. Truman Scholarship finalist](#).

### Achievements of Alumni

- The following COEHP students and alumni were semi-finalists for the Fulbright U.S. Student Program:
  - **Alyssa Busbee** (2020, childhood education; 2021, M.A.T.)
  - **Kylie Stancliffe** (2021, social studies education, summa cum laude)
  - **Rebecca Yeager** (2019, childhood education, summa cum laude; 2020, M.A.T.)
  - **Catherine Casey** - M.A.T. student in teacher education; B.A. in English, '21 -
  - **Charles Rodgers** - B.S. in exercise science, '21, summa cum laude (selected)
  - **Lexi Scott** - senior, Spanish education
- **Megan Brazle** featured in: [Alumna Recognized for Strengthening Intercultural Understanding Among High School Students](#)
- **Heather Coats**, featured in story: [Nursing Alumna's Research Shows That Learning Patients' Life Stories Leads to Improved Health Outcomes](#)

- **Nnamdi Ezike**, featured in story: [Doctoral Student's Research Helps Improve Standardized Test Accuracy](#)
- **Kristy Harter** won the “Team That Makes a Difference” [award from the Arkansas Association of Middle Level Education](#).
- **Yuri Hosokawa** featured in: [Athletic Training Alumna Is One of Japan's Leading Experts on Exertional Heat Stroke](#)
- **Alison Karnes** was named president of the [Arkansas Association for Behavior Analysis](#).
- **Hannah LaReau-Rankin** selected to participate in the [ARTeacher Fellowship](#).
- **Tobey McCutcheon**, featured in story: [Alumna Teaches Healthy Body Image Alongside Dance Steps](#)
- **Chimdera Nzelu** featured in story: [Alumna Reflects on Her First Two Years in Nursing](#)
- **Hillary Plummer** featured in: [Athletic Training Alumna's Research Helps Keep Army Aviators Safe](#).
- **Alyson Rawlings** was named Communication Sciences and Disorder’s [Mentor of the Year](#).
- **Kobe Rose** featured in: [Exercise Science Alumnus Kobe Rose Uses Training to Help Children With Heart Issues](#)
- **Afton Schleiff** was [selected to participate in the international “Educator’s Neighborhood” learning community](#), part of the Fred Rogers Center.
- **TJ Schoonover** won the [Outstanding Humanistic Dissertation Award](#) from the Association for Humanistic Counseling.

## APPENDIX A: Awards, Honors, and Recognition

### College Faculty Awards

- **Suzanne Kucharczyk**, George Denny STAR Award for Outstanding Service, Teaching, Advising, and Research
- **Allison Boykin**, Rising STAR Award for Outstanding All-around New Faculty Member
- **Kara Lasater**, Rising STAR Award for Outstanding All-around New Faculty Member
- **Gema Zamarro**, Significant Research Award
- **G. David Gearhart**, Career Faculty Award
- **Charlene Johnson**, Career Faculty Award
- **Michael Miller**, Outstanding Mentoring and Advising Award
- **Jim Maddox**, Outstanding Teaching Award
- **Renee Speight**, Outstanding Honors Faculty Award

### College Staff Awards

- [Classified Superior Service Staff Awards](#)
  - **Joe Hamilton**
  - **Sandra Ward**
- [Non-Classified Superior Service Staff Awards](#)
  - **Deborah Henderson**
  - **Cindy Folsom**
  - **Jackie Micheletto**
  - **Brandon Lucius**

### College Alumni Awards

- Outstanding Young Alumni
  - **Angela Chang Chiu**
- Outstanding Alumni in Health and Human Services
  - **Sara Hensley**
- Outstanding Alumni in Education
  - **Lynn Meade**

### Departmental Faculty Awards

- **Department of Health, Human Performance, and Recreation**
  - **Page Dobbs**, Outstanding Overall Faculty Member
  - **Kaitlin Gallagher**, Outstanding Research
  - **Guadalupe Rodriguez**, Outstanding Service
  - **Craig Schmitt**, Outstanding Teaching
  - **Bob Davis**, Outstanding Advising/Mentoring
- **Department of Rehabilitation, Human Resources, and Communication Disorders**

- **Lisa Bowers**, Outstanding Teacher
- **Yuanlu Niu**, Outstanding Researcher
- **Kevin Roessger**, Outstanding Advising and Mentoring
- **Jessica Danley**, Outstanding Service
- **Lorien Jordan**, Outstanding Commitment to Diversity and Inclusion
- **Mike Miller**, Outstanding All-Around Faculty Member
  
- **Department of Curriculum and Instruction**
  - **Laurie Brigham**, Outstanding Staff Award
  - **Kristi Mascher**, Outstanding Dissertation Award
  - **Vinson Carter**, Faculty Collegiality Award
  - **Suzanne Kucharczyk**, Outstanding Research Award
  - **Vicki Collet**, Faculty STAR Award
  - **Sean Connors**, Outstanding Teaching Award
  - **John Pijanowski**, Outstanding Mentoring/Advising Award
  - **Renee Speight**, Rising STAR Award
  - **Rhett Hutchins**, Outstanding Service Award
  - **Tom Smith**, Faculty Career Award
  
- **Eleanor Mann School of Nursing**
  - **Teaching Awards**
    - **Allison Scott**, Graduate
    - **Lori Murray**, Online BSN
    - **Hope Ballentine**, On-campus BSN
  - **Service Awards**
    - **Callie Bradley**, Graduate
    - **Hilary Bowling**, Online BSN
    - **BJ Garrett**, On-campus BSN
  - **Scholarship Awards**
    - **Jan Emory**, Graduate
    - **Ginger Holloway**, Online BSN

#### Departmental Alumni Awards

- **David Hall**, Eleanor Mann School of Nursing
- **Billy Satterfield**, Department of Rehabilitation, Human Resources, and Communication Disorders
- **Malachi Nichols**, Department of Education Reform

#### Student Awards and Recognition



### College Student Awards

- **Macie Koeppen**, Henry G. and Stella Hotz Award for the outstanding sophomore
- **Reagan Swindell**, Henry G. and Stella Hotz Award for the outstanding junior
- **Juliana Sweet**, Presidential Scholar
- First-ranked Senior Scholars:
  - **Leen Abochale**
  - **Sophia Bodishbaugh**
  - **Annabelle Brock**
  - **Savannah Busch**
  - **Celee Cannon**
  - **Madeline Cates**
  - **Sydney Craig**
  - **Eryn Eagar**
  - **Lillian Fogleman**
  - **Mary Haggard**
  - **Lindsey Hernandez**
  - **Hailey Hopkins**
  - **Lauren Hughes**
  - **Lauren Lagan**
  - **Madeline Lanciani**
  - **Addison Littrell**
  - **Morgan McGrath**
  - **Maddox McIntire**
  - **Jentry Myers**
  - **Anna Nieman**
  - **Haley Owens**
  - **Emily Pennell**
  - **Elizabeth Price**
  - **Brianna Purser**
  - **Sophia Reiss**
  - **Sydney Schmidt**
  - **Lacey Simpson**
  - **Kristin Smith**
  - **Meghan Underwood**
- Senior Scholars:
  - **Kit Adderholt**
  - **Cassandra Allen**
  - **Isabelle Burke**
  - **Olivia Glasgow**
  - **Jadyn Heinle**

- **Lila Hernandez Rivas**
- **Macy Highfill**
- **Madelaine Kwong Hing**
- **Courtney Moitz**
- **Abby Parker**
- **Glory Parrish**
- **Jaimison Peckham**
- **Kayla Ruopp**
- **Carol Shupert**
- **Kate Turpin**
- **Haley Ulowetz**

#### Honors Symposium

- **COEHP:**
  - **Savannah Busch** 1st place "Social Determinants Associated with Prenatal Visits among Women at a Community Health Center"
  - **Kathleen Bridgforth** 2nd place "Speech-Language Pathologists' Academic Preparation for Transition Services"
  - **Lauren Doyel** 3rd place "Language Sample Analysis: A Tool for Monitoring Language Growth"
- **Honors College:**
  - **Madeline Kelly** 1<sup>st</sup> place (Group 1) "Assessment of Tinnitus in Marching Band Members"
  - **Meghan Underwood** 1<sup>st</sup> place (Group 2) "Effects of Estrogen and Progesterone on Fluid Retention and Perceived Thirst"
  - **Brittany Martin** 3<sup>rd</sup> place (Group 2) "Correlation Between Circulating Inflammatory Biomarkers, DOMS, and Self-rated Function in Lean and Obese Populations After a Heavy Lifting Protocol"

#### Outstanding Students in Curriculum and Instruction

- **Emma Riemenschneider**, Outstanding B.S.E. Student in Career and Technical Education
- **Jessica Nyden**, Outstanding B.S.E. Student in Childhood Education
- **Walkiris Mejia Ortega**, Outstanding M.Ed. Student in Curriculum and Instruction
- **Lena Alsup**, Outstanding Ed.S. Student in Curriculum and Instruction
- **Holly Riesco**, Outstanding Ph.D. Student in Curriculum and Instruction
- **Brennan Kummer**, Outstanding M.Ed. Student in Educational Technology
- **Chantel Lively**, Outstanding B.S.E. Intern in Elementary Education
- **Mackenzie Anderson**, Outstanding M.A.T. Intern in Elementary Education
- **Lila Hernandez Rivas**, Outstanding REACH Intern in Elementary Education
- **Lexi Scott**, Outstanding B.A.T. Student in Secondary Education
- **Mattie Boyett**, Outstanding B.A.T. Student in Secondary Education

- **Allison Wertz**, Outstanding B.A.T. Student in Secondary Education
- **Melissa Corvera**, Outstanding M.A.T. Student in Secondary Education
- **Sarahi Zamarripa**, Outstanding B.S.E. Student in Educational Studies
- **Shara Coffelt**, Outstanding M.Ed. Student in Educational Leadership
- **Melissa Fink**, Outstanding Ed.S. Student in Educational Leadership
- **Aron Dody**, Outstanding Ed.D. Student in Educational Leadership
- **Gabrielle Acosta**, Outstanding B.S.E. Student in Special Education
- **Jennifer Sackett**, Outstanding M.Ed. Student in Special Education
- **Bernard Smith**, Outstanding M.Ed. Student in Educational Equity
- **Juan Alex Velazquez**, Outstanding M.Ed. Student in TESOL
- **Alyssa Lemon**, Outstanding Elementary STEM Student in STEM Education
- **Sarah Rose**, Outstanding Secondary STEM Student in STEM Education

#### Outstanding Students in Education Reform

- **Andrew Camp**, Best Conference Paper
- **Jessica Goldstein**, Outstanding Doctoral Student

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

- **Temple Roberts**, R.N.-B.S.N. Expert Leader
- **Beverly Jordan**, R.N.-B.S.N. Emerging Leader
- **Ginny Saylor**, R.N.-B.S.N. Exemplary Capstone
- **Lillian Fogleman**, The Betty Battenfield Award for Academic Achievement
- **Quinn Owen**, Clinical Excellence in Nursing
- **Megan Turner**, The Future of Nursing Education Award
- **Erin Stavrakas**, DNP Best Capstone Project
- **Erin Stavrakas**, Outstanding DNP Student Award

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

- **Samuel Purser**, Outstanding B.S. Student, Public Health
- **Plangkat Milaham**, Outstanding M.S. Student, Community Health Promotion
- **Abbie Luzius**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Health Behavior and Health Promotion
- **Charlie Rodgers**, Outstanding B.S. Student, Exercise Science
- **Landen Saling**, Outstanding M.S. Student in Kinesiology-Adapted Movement
- **Whitley Atkins**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Exercise Science
- **Adam Nebel**, Outstanding M.AT. Student, Athletic Training
- **Kayla Gill**, Outstanding B.S.E. Student in Teaching K-12 Physical Education and Health
- **Lee Clasby**, Outstanding M.Ed. Student in Physical Education
- **Kimberly Loy**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Kinesiology Pedagogy

- **Christian Cheetham**, Outstanding B.S. Student in Recreation and Sport Management
- **Taylor Crabtree**, Outstanding M.Ed. Student in Recreation and Sport Management
- **Sydney Hammit**, Outstanding Ph.D. Student in Health, Sport and Exercise Science: Recreation and Sport Management

Outstanding Students in Rehabilitation, Human Resources and Communication Disorders

- **Kendra Ide**, Outstanding M.Ed. Student in Adult and Lifelong Learning
- **April Taylor**, Outstanding Ed.D. Student in Adult and Lifelong Learning
- **Cassie Price**, Outstanding B.S. Student in Communication Sciences and Disorders
- **Ashton Robbins**, Outstanding M.S. Student in Communication Sciences and Disorders
- **Stephanie Carcamo**, Outstanding M.S. Student in Counseling
- **Rachael Crofford**, Outstanding Ph.D. Student in Counselor Education and Supervision
- **Hailey Thomas**, Outstanding Chi Sigma Iota Member
- **Ji Li**, Outstanding Ph.D. Student in Educational Statistics and Research Methods
- **Rachel Kremer**, Outstanding M.Ed. Student in Higher Education
- **Jacob Hertzog**, Outstanding Ed.D. Student in Higher Education
- **Bryan Fulton**, Outstanding M.Ed. Student in Community College Leadership
- **Krista Gray**, Outstanding B.S.E. Student in Human Resource and Workforce Development
- **Mark Sanchez**, Outstanding M.Ed. Student in Human Resource and Workforce Development
- **Justin Luebker**, Outstanding Ed.D. Student in Human Resource and Workforce Development

## APPENDIX B: Departmental Reports

## Department of Curriculum & Instruction

### Overview:

According to the Office of Institutional Research data, the Department of Curriculum and Instruction (CIED) enrolled 1,142 students (739 undergraduate & 403 graduate) in the Spring 2022 semester within 9 academic program areas that offer 23 different degrees (11 undergraduate & 12 graduate) and 6 graduate certificates. This enrollment was an increase of 68 students from Spring 2021 (1,074).

### Productivity:

Faculty publication productivity increased in this reporting period, with 75 academic publications. This included 3 books, 13 book chapters, 57 refereed journal articles, and 2 creative scholarly publications. CIED full-time faculty also delivered 87 scholarly presentations at state, regional, national, and international conferences.

CIED programs continued to manage in excess of \$17,000,000 in already established externally funded projects (e.g., Teaming for Transition Grant, Academy for Education Equity M.Ed. program, the IMPACT Arkansas Fellowship program, etc.). Additionally, CIED faculty received over \$1,859,970 in new funding from federal and state grants in FY22 which, according to UA Office of Sponsored Programs, ranked fifth (5<sup>th</sup>) of all academic departments on campus. In addition, CIED faculty submitted 16 additional grant proposals over the past year.

During the past year, CIED current students and alumni continue to find employment as teachers and leaders throughout Arkansas and beyond. Evidence of the success of our graduates can be seen in various awards and recognitions such as *New Teacher of the Year for Jefferson Parish Schools* in New Orleans; and the *Presidential Award in Science Teaching*. Many of our current students are being recognized for receiving scholarships and grants from both private donors and university initiatives. In the academic scholarship area, CIED graduate students have been quite productive over the past year with activity ranging from presenting at national and state conferences (55), publishing peer reviewed articles and book chapters (18), another 15 manuscripts accepted for publication, and one Ph.D. student who co-authored a book that was published this past year.

### Personnel:

During 2021/2022, 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 special projects/programs provide education and critical services to

constituents across the state and nation.

The department did not have any faculty up for promotion/tenure this past year; however, there were 5 successful faculty searches CIED during the 2021-2022 academic year (4 non-tenured track, 1 tenure track) in. Three searches were result of three faculty retirements as of the end of Spring 2022. The other two searches were filling unfilled positions from either prior searches or past non-reappointment. In addition, there is one spousal hire that was done in collaboration with Bumpers College. As a result, there will be 6 new faculty starting in Fall 2022 increasing the faculty workforce to 51 starting Fall 2022.

As of May 5, 2022, there was one announced tenured-track faculty resignation as of December 2022, and one announced tenure-track faculty retirement as of May 2023.

### **Curriculum:**

During the 2021-2022 academic year, there were several initiatives that supported one of the departmental goals of creating a broader identity that goes beyond traditional teacher preparation programs. Educational Studies proposed an online program for the B.S.E. which was approved by the U of A Board of Trustees and ADHE in Spring 2022. This degree will enable individuals in the rural parts of the state to complete a bachelor's degree without having to leave home and then go into an alternative licensure program to become a fully licensed teacher. It is a model that aligns with the Arkansas Teacher Residency Model and follows the theory of grow-your-own teacher workforce where people already living in the community will be more apt to stay in the community if they can become a teacher without leaving the community.

There were several endorsement and licensure programs that were designed or redesigned to meet new state requirements during the past year:

- Gifted and Talented Endorsement
- Special Education Resource Endorsement
- Online Teaching Academy (supports the K-12 Online Teaching Graduate Certificate)

Further work on two innovative degree structures occurred during 2021-2022: the CHED/ELED 2 + 2 initiative and the CIED 4 + 1 initiative. The CHED/ELED 2 + 2 initiative saw the first students applying for the B.S.E. in the spring of 2022. These students were completing an associate's degree at the Northwest Arkansas Community College and are now applying to enter the ELED program as juniors. The CIED 4 + 1 saw its first class of 8 students enroll in the Secondary Education B.A.T. program during 2022.

## Department of Education Reform

The Department of Education Reform once again vigorously pursued its mission to advance education and economic development by focusing on the improvement of academic achievement in elementary and secondary schools. The department produces unbiased research findings leading to direct intervention programs in public schools. It is committed to providing research that will directly inform policymakers at all levels of government, scholars, parents, teachers, administrators, and the general public to positively influence the future of Arkansas's and the nation's schools. The department awards a Ph.D. in Education Policy that prepares scholars for careers in academia, think tanks, and public service in the field of K-12 Education Policy.

The department advances much of its mission through six research initiatives:

- Arkansas Teacher Corps
- Charassein
- Choice Regulation Watch
- Classical Education Research Lab
- Office for Education Policy
- School Choice Demonstration Project

Through these initiatives and other efforts by faculty, students, and staff, the department had an impressive year in terms of research. The department generated nearly \$1 million in external funding across 8 awards in 2021. So far in 2022, the department has received 7 new awards totaling \$1.77 million. Drs. Albert Cheng and Jonathan Wai received grants that will fund multiyear postdocs in classical education and gifted and talented education, respectively. During the 2021 calendar year, department faculty published 27 journal articles and delivered nearly 70 presentations. Also in 2021, publications by the department's faculty received an impressive 2,326 Google Scholar citations. Dr. Gema Zamarro received the COEHP Significant Research Award for her timely research into the disparate effects of COVID-19, including its influence on teachers, and Dr. Patrick Wolf received the Best Paper Award from the Association for Private Enterprise Education.

Teaching and student success remained a high priority in 2021-22. The faculty and students successfully transitioned back to on-campus/in-person instruction. The two graduating doctoral students received jobs whose functions directly relate to the goals of the department and the Ph.D. program: Emily Coady was hired as a consultant to Mass Insight School Improvement Team and Bich Tran was hired as a research and evaluation associate for Dartmouth's Institute for Health Policy and Clinical Practice. Two additional students were recognized at the COEHP Student Awards Ceremony: Jessica Goldstein (Outstanding Student Award) and Andrew Camp (Outstanding Paper Award). Three new doctoral students were admitted and will begin next



fall. Another key development that promoted student success this year was the hiring of Dr. Tom Bennett as the department's chief of staff. Dr. Bennett has quickly become a vital resource for students.

Faculty members remained engaged in informing policymakers and stakeholders. They published numerous op-eds and blog posts and were interviewed by a variety of media. Indeed, Dr. Wolf was once again recognized by *Education Week* as being among the top 100 most influential education scholars. He has received this recognition every year since the ranking was first introduced in 2010.

Members of the department engaged in extensive public service during 2021-22, especially to the state of Arkansas. Dr. Josh McGee continued to serve as the state's chief data officer. Dr. Robert Costrell served as an expert witness in a school finance case. Dr. Sarah McKenzie served on the board of the U.S. Department of Education's Regional Education Lab (REL) Southwest, evaluated an after-school arts program in the Little Rock School District, served as the faculty director of Arkansas Teacher Corp., and evaluated the academic outcomes of a trauma-informed charter school in Northwest Arkansas. Drs. McKenzie and McGee also began a multiyear evaluation of pre-Kindergarten accesses, assessment, and efficacy in Arkansas. Dr. McGee, Dr. Zamarro, Dr. McKenzie and graduate student Andrew Camp started a new collaborative project between EDRE, OEP, Arkansas Department of Education (ADE), and ARData Team to study the Arkansas Teacher Pipeline and help support efforts to better recruit, develop, and retain quality teachers across the state. Dr. Jonathan Wai mentored a doctoral student to produce a research report that offered a longitudinal analysis of gifted and talented education in Arkansas. A highlight of the year occurred when the faculty shared their expertise with the Arkansas Senate through testimony in February. The Senate acknowledged the accomplishments of the department with a resolution.

## Eleanor Mann School of Nursing

Supported by 34 full time faculty, 16 part time faculty, over 50 clinical adjunct faculty, and five staff members, our programs had 1,968 students enrolled as of Fall 2021, including 967 in both online and on campus Bachelor of Science in Nursing program, 835 in on campus pre-nursing, 113 in the online pre-LPN to BSN program, 22 in the Master of Science in Nursing (MSN) program and 31 in the online doctor of nursing practice (DNP) program.

Ten DNP students graduated in May 2022. Two MSN students graduated. Sixteen RN-BSN students graduated, 29 LPN-BSN students graduated, and 96 on-campus BSN students graduated in May.

The Program Evaluation Committee met each semester in 2021/2022 to evaluate our programs as part of our continuous quality improvement efforts. Faculty continued to plan for implementation of new BSN and Graduate Essentials approved by the American Association of Colleges of Nursing (AACN). A continuous improvement progress report was submitted to ACCN for the BSN program. These quality improvement efforts by EMSON support our continued growth and improvement of our programs in addition to satisfying requirements for accreditation.

Three instructors were hired in 2021 to replace retiring faculty members: Terria Hawley, Emily Richardson, and Darcy Boultinghouse. Lauren Fulgham was hired as Assistant Clinical Professor to replace Angela Stewart. Two new staff members were also hired, Vallee Salamon, Administrative Assistant II and Andrea Crawford, Administrative Assistant II. Nine manuscripts were published by EMSON faculty in peer reviewed journals and one book chapter contributed by EMSON faculty was published.

Drs. Lee, Ballentine, and Murray are being considered for promotion to Associate Professors, NTT. Dr. Michele Kilmer successfully completed 3<sup>rd</sup> year review for tenure and promotion. Faculty were nominated and selected for the following awards by the Faculty Affairs Committee:

	Graduate	On line BSN	On campus BSN
Scholarship	Jan Emory	Ginger Holloway	
Service	Callie Bradley	Hilary Bowling	BJ Garrett
Teaching	Allison Scott	Lori Murray	Hope Ballentine

Hope Ballentine was awarded the ***Alumni Distinguished Rising Teacher Award for Assistant or Associate Professor.***

**Student awards:**

The Henry G. and Stella Hotz Award was awarded to Reagan Swindoll. Sixteen of our BSN graduates were recognized as first-ranked senior scholars.

The EMSON faculty also nominated and awarded the following to students:

Online BSN Expert  
Leader

- Temple Roberts

Online BSN  
Emerging Leader

- Beverly Jordan

Online BSN  
Exemplary Capstone

- Ginny Saylor

The Betty Battenfield  
Award for Academic  
Achievement

- Lillian Fogleman

Clinical Excellence in  
Nursing

- Quinn Owen

The Future of  
Nursing Education  
Award

- Megan Turner

DNP Best Project

- Erin Stavrakus

Outstanding DNP  
Student Award

- Erin Stavrakas

David Hall was awarded the Departmental Alumni Award.

Angela Chang was awarded the COEHP Young Alumni Award.

Department of Health, Human Performance and Recreation

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

- a. The Public Health program experienced a tremendous amount of growth in 2021, increasing graduate enrollment by 20%. With the addition of two new faculty and the development of the Center for Public Health and Technology, further progress toward community engagement is expected.
- b. The Recreation and Sport Management program successfully recruited a new faculty member (Molly Harry, PhD). Her research interests complement our existing faculty.
- c. The Master's of Athletic Training program has added 11 new summer immersion sites for AT students. The Athletic Training program welcomed a new Program Director (Luzita Vela, PhD) and Clinical Coordinator (Liz Parke, PhD) in summer 2021.
- d. Exercise Science continues to modify their program requirements to ensure desired student outcomes.
- e. The Physical Education program completed its self-study and is preparing for a site visit with external reviewers in fall 2023.
- f. First year and pre-tenured faculty continue to be involved in the UA Bridge Mentoring Program.

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

- a. **Professor Joshua Lens** had three law reviews that were among the Top Ten Download List in 2021, according to Social Science Research Network.
- b. **Dr. Erin Howie Hickey** was elected to the Board of Directors for the Arkansas Society of Health and Physical Educators.
- c. **Dr. Elizabeth Parke** was elected as a Member of the Southwest Athletic Trainers' Association LGBTQ+ Advisory Committee to help advance diversity with the profession of Athletic Training.
- d. **Dr. Abigail Schmitt** was elected as a Program Organizer for the American Society of Biomechanics Early Career Faculty Affinity Group.
- e. **Dr. Luzita Vela** was elected as a member of the task force for the National Athletic Trainers Association and the World Federation of Athletic Training and Therapy. For her long service in Athletic Training, Dr. Vela was also the recipient of the Bob & Lynn Caruthers Service Award by the Commission on Accreditation of Athletic Training Education.
- f. **Dr. Kevin Murach's** article "[Epigenetic evidence for distinct contributions of resident and acquired myonuclei during long-term exercise adaptation using timed in vivo myonuclear labeling](#)" was featured as a APS Select Article from the American Physiological Society. Additionally, Dr. Murach was featured in [Discover Magazine](#).

- g. **Dr. Alex Russell's** research on TikTok and underage drinking was featured [on Good Morning America](#).
- h. **Dr. Philip Massey** was appointed to the Board of Directors for the American Academy of Health Behavior and received the Arkansas Research Alliance Scholar Award from the Arkansas Research Alliance.

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

Alumni in the News

- [Kobe Rose](#), Exercise Science BS Alumni is helping children with heart issues as a clinical exercise physiologist
- [Yuri Hosokawa](#), Athletic Training graduate is the Safety and Performance Optimization Lab Director at Waseda University.
- [Hillary Plummer](#), Athletic Training graduate now helps keep Army aviators healthy and performing well in her role as a researcher with the U.S. Army Aeromedical Research Laboratory

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

- Savannah Busch, Fayetteville
- Michael Durgach, Bryant
- Jacob Reitnauer, Bentonville

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

- **Total Research grants \$9,424,651 which includes:**
  - 16 Internal Research Grants Awarded for a total of \$144,568
  - 40 External Research Grants Awarded for a total of \$9,290,083
    - Includes an NIH R01, R15, and SBIR, along with a sub-award from a DOD grant.
- 91 Presentations in a variety of settings
- 142 Peer-Reviewed Publications
- Student numbers stayed relatively flat with a decrease of 15 students from 1,592 to 1,577 total students (<1% decrease from Fall 2020). Relative to last academic year, at the undergraduate level, Physical Education saw the greatest increase (2.5%); and the Master's of Public Health saw the greatest growth (20%).
- We have the following new faculty start in fall 2022: Dr. Molly Harry (RESM); Director of

Public Health (TBD); Director of Outdoor Leadership (TBD); Clinical Instructor of Outdoor Leadership (TBD).

**Awards**

- HHPR Department Awards:
  - Outstanding Teaching – Craig Schmitt
  - Outstanding Research – Kaitlin Gallagher
  - Outstanding Service – Guadalupe Rodriguez
  - Outstanding Advising/Mentoring - Bob Davis
  - Overall Outstanding Faculty – Page Dobbs
- Joe Hamilton won the 2022 College of Education and Health Professions Staff Superior Service Award.

## Department of 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) program continues to progress through the Self-Study process with the Accreditation Council for Occupational Therapy Education (ACOTE). The Self-Study was submitted on June 28, 2021, and in December was approved for the next step in the accreditation process, the onsite review. Two accreditors were onsite June 12-15<sup>th</sup> 2022; they reviewed additional documents, interviewed faculty, students, administrators from both UA and UAMS, and clinical supervisors. They identified only one area of concern, the need for additional core faculty, while also acknowledging that the program has multiple positions currently posted. The ACOTE Board will vote on our accreditation status at the next board meeting in August 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) online in 2021, as we found this to be an effective interview mechanism that also saves applicants travel expenses.
- **Students:** The third cohort of 26 students began coursework on January 2, 2022, with a current total of 73 OTD students across three cohorts. Our professional year 3 (PY3) students completed two Level 2 fieldwork experiences (12 weeks each) and will complete their 14-week Doctoral Capstone Experience in Fall 2022 and be our first graduating class in December 2022.
- **Strategic Priority:** A strategic priority for the OTD program is to prepare our students to meet the needs of Arkansans and expand occupational therapy (OT) services into emerging areas of practice. In 2021, our students were the first OT students to complete a full week clinical (Level 1 Fieldwork) in in-patient mental health facilities across the state, thanks to a partnership with Arisa Health. We hope this exposure to OT and experiences for our students will lead to ongoing programs with this important mental health provider.

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

- **Public Service:**
  - Dr. Kandy Salters serves on the Advisor Council for Tulsa Community College (TCC) Occupational Therapy Assistant program. The TCC Foundation has been awarded a Hardesty Foundation Grant that will provide the OTA program with the DriveSafety, Inc CDS-200 Drive Simulator. Megan Korn with The TCC Foundation recognized Dr. Salter, OTD, OTR/L, Capstone Coordinator for Univ. of Arkansas and a Driver Rehabilitation Specialist (DRS) for providing significant leadership in the

development of the driving program that will launch Fall 2022. Dr. Salter will serve as a consultant to the driving program.

- The University of Central Arkansas chapter of Pi Theta Epsilon invited Dr. Kandy Salter to speak about Driver Rehabilitation during their February 25, 2021 meeting. Dr. Salter is a DRS and active member of the Association of Driver Rehabilitation Specialists. Pi Theta Epsilon is a specialized honor society for occupational therapy students and alumni, with a mission to promote research and scholarship among occupational therapy students.
- Dr. Kandy Salter continues to facilitate a Stroke Support Group and is now serving as a contributing editor *News Brake*, the official publication of the Association of Driver Rehabilitation Specialists
- Dr. Jeanne Eichler worked with multiple community agencies and organizations across two courses during the summer, 2021. In OTH 5541: Integrating Creative Arts as a Modality in Treatment included community partners Steve Marzolf (UA Theater) and LaKisha Bradley (My-T By Design Therapeutic Art Studio) and covered the modalities of music making, storytelling, resourceful creativity, theater games, and projective art for PY-2 students preparing for Fieldwork. In OTH 5221: Community Wellness, community partners included Hope Academy (Trauma informed charter school- Jake Gibbs), Devil's Den (Tim Scott), My-T By Design (LaKisha Bradley), and the Ozark Nature Center Overnight Program (Renee Valentine). PY-1 Students composed and presented six unique proposals to an in person and virtual audience that included community partners, students from both cohorts, and community members.
- Dr. Jeanne Eichler was also invited to present the DISC workshop Taking Flight! to the Iraqi Young Learners Exchange Program (IYLEP) on July 28, 2021. The workshop was held virtually and received positive comments, even making it into the final speech of the program closing.
- Dr. Eichler and Dr. Amanda Troillett, in collaboration with members of the University of Arkansas nursing faculty, worked with Razorback Stadium officials designing and developing a potential sensory room pilot. The group secured IRB approval for a pilot study on sensory space impacts in UA sports venues with an aim to make attending sports events more accessible to the community.
- All faculty have volunteered to facilitate multiple Interprofessional Education (IPE) learning experiences through UAMS to increase knowledge of occupational therapy and build bridges between UA and UAMS.
- 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. Sherry Muir is an active member of a national workgroup to promote occupational therapy in primary care, the Primary Care Learning Collaborative (PCLC). She presents on this topic for multiple OT programs across the nation.



- Dr. Muir continues to serve on the Advisory Council for the Saint Louis College of Health Careers Occupational Therapy Assistant Program.
- Dr. Muir is also a volunteer fire fighter & emergency medical responder for the Saint Paul, AR Volunteer Fire Department and is now undergoing Search & Rescue certification training.
- **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.
- **Scholarship**
  - Dr. Muir is part of a team of editors producing the first book on Occupational Therapy in Primary Care – A Quick Reference Guide. Kandy Salter, Jeanne Eichler, and Anna Harris have contributed chapters to this book, which is *in press* with Springer Publishing, for a 2023 printing.

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

- Professional Year 3 student Adeline Posey traveled to Kenner, LA with Convoy of Hope, a faith-based non-profit organization, to assist with disaster service efforts. You can read more about Adeline <https://news.uark.edu/articles/57782/graduate-student-puts-occupational-therapy-skills-to-work-following-hurricane-ida>
- The Benjamin Franklin Lever Tuition Fellowship was awarded to four new (Jan. 2022) Occupational Therapy Students: Luis Colon, Liliana Pleitez, Krysha Lee, and Judith Romero. This Fellowship is designed to increase diversity in the graduate student population and within graduate degree programs by providing financial assistance to graduate students from underrepresented groups. Learn more [here](#)

Our OTD students became the first OT students in Arkansas to participate in week long in-patient mental health fieldwork in locations across the state with Arisa Healthcare. Learn more [here](#).

## Department of 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 2021-2022 academic year. The department consists of seven academic programs, awards 13 degrees, and operates the Speech and Hearing Clinic. With 34 full-time faculty, two 50% appointed instructors, and four staff members, our programs enroll over 850 degree-seeking students each academic year, including a large number of graduate students (i.e., 183 doctoral, 324 master's, and 350 bachelor's students in Fall 2021).

The strength of our department remained our faculty during another year affected by the COVID-19 pandemic. RHRC faculty demonstrated an active commitment to their research agenda through many publications and presentations. Collectively, RHRC faculty published 67 articles, 7 book chapters, 1 book, and 1 edited book in 2021. In the 2021 fiscal year, the department generated \$1.5 million in external funding. In particular, Dr. Kristin Higgins (PI) and colleagues received a four-year, \$2 million grant from the Health Resources and Services Administration to increase knowledge, skills, and providers for behavioral healthcare in Northwest Arkansas. In addition, Dr. Clarethia Hughes received the Forward Award from the Academy of Human Resource Development, the flagship scholarly association in human resource development. This award recognizes “significant, pioneering, landmark, and/or boundary-spanning efforts in the field of human resource development. Dr. Kevin Roessger concluded his three-year term as an editor of *Adult Education Quarterly*, the flagship research journal in adult education.

RHRC faculty remained committed to student success in 2021. Doctoral graduates in Higher Education and Counselor Education and Supervision received faculty positions at the University of South Carolina and the University of Kentucky, respectively. A doctoral student in Educational Statistics and Research Methods received a highly-competitive internship from the Educational Testing Service. An undergraduate student in Communication Sciences and Disorders was one of only 10 recipients of the National Student Speech-Language-Hearing Association's Undergraduate Scholarship.

RHRC faculty were once again recognized for their strength in teaching, with Dr. David Christian being inducted into the Teaching Academy and Dr. Jim Maddox receiving the college's Outstanding Teaching Award. Three additional faculty members received college awards—Dr. Allison Ames Boykin (Rising STAR Award), Dr. David Gearhart (Faculty Career Award), and Dr. Michael Miller (Outstanding Mentoring and Advising)—which continued a trend of RHRC faculty earning an outsized proportion of these awards. At the end of the year, David Gearhart was identified as next year's recipient of the Alumni Association's Faculty Distinguished Achievement Award for Outstanding Public Service.

## Appendix C: Offices, Institutes, Centers, and Labs Reports

## Adventure Therapy Lab

After multiple years of restricted activity due to COVID-19, the Adventure Therapy Lab (ATL) was able to get back to a higher level of activity during the 2021-2022 school year. Regarding research, Dr. David Christian, ATL Director, in collaboration with CNED recent alumni, published 5 AT related articles and has 3 AT related articles under review 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 8 articles Dr. Christian published or has under review with CNED students/alumni, he also gave 2 AT related refereed presentations at the Association for Specialists in Group Work's national conference and is completing a research project exploring the effects of AT on the SEL of middle school students in collaboration with a CNED and ESRM professors. 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. The ATL welcomed a new Assistant Director, Nicolas Bellegarde, who began his doctoral studies under Dr. Christian. Nic is also a CNED graduate assistant and received the Doctoral Academy Fellowship. CNED students working with the ATL ramped up community engagement by conducting AT groups at a variety of elementary, middle, and high schools around Northwest Arkansas during the 2021-2022 school year. At the invitation of school counselors and principals, Dr. Christian and a group of students facilitated back to school team building workshops for an elementary and middle school in Rogers Public Schools. A CNED doctoral student and 2 masters students co-facilitated an after-school AT group for underrepresented and minority youth at the Yvonne Richardson Community Center (YRCC). CNED students have been invited back during the fall 2022 to continue facilitating at the YRCC. Dr. Christian and a group of CNED students facilitated spring 2022 orientation for the Office of International Students and Scholars, hosted a team building program for the Spring 2022 TEA Scholars through SILC, and led a nature walk at Lake Atalanta for these same scholars. Finally, Dr. Christian partnered with Dr. Merry Moiseichik in RESM to teach CNED 5533 – Introduction to Adventure Therapy for 11 CNED and 9 RESM students during the May 2022 intercession. 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. The ATL is currently in the discussion/planning phase for various facilitation activities in the 2022-2023 school year and Dr. Christian is already scheduled to provide a second 3-hour training at a facility that uses AT with teenaged boys struggling with substance use/abuse as a follow up to a workshop provided in fall 2022.

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## ARKANSAS A+

January 2021 – December 2021



## School Development

Arkansas A+ transforms education by integrating THE ARTS with CURRICULUM to engage learners, inspire curiosity, and expand horizons. We strive for this mission through continually growing and enhancing the quality A+ programming that we offer to schools, teachers, and students across the state of Arkansas.

» Served **200+ educators** in **7 schools and educational organizations** through professional development sessions and workshops

» Mentored **6 schools** through implementation stages creating the opportunity to reach and impact **1400+ students** through A+ practice

## Whole School Implementation

By the end of the summer, six schools concluded their A+ whole school implementation and celebrated their well-earned designation as A+ Member Schools.

- Five schools sponsored by the Arkansas Department of Education (ADE): Barling Elementary School, Hamburg Middle School, Albritton Elementary School, Noble Elementary School, and Portland Elementary School (*SPECIAL NOTE: Portland Elementary was selected to be a National Blue Ribbon school in 2021. Final reports were submitted to ADE to conclude this grant project.*)
- Clear Spring School, supported by an individual grant. *Final reports will be submitted in early 2022.*

## Member School Maintenance

Two member schools reached out to A+ for additional programming to maintain A+ practice:

- Carl Hill, principal at Barling Elementary, requested that a mini-institute be offered for his teaching faculty. Two-thirds of his faculty are new to Barling, so a plan was developed to simultaneously introduce the new faculty to A+ and refresh and spark new ideas with the returning faculty. *Program planned for February 2022.*



- Cristy West, principal at Portland Elementary, met with A+ Staff to begin planning a Parent Night that will serve as a celebration for their A+ Designation and offer the parents and community an understanding of what it means to be an A+ School. *Program planned for March 2022.*

## Philander Smith College

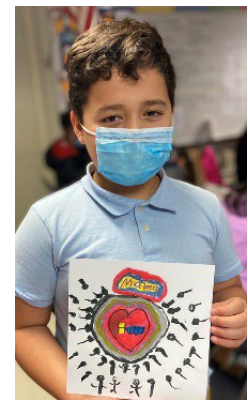
This partnership, supported by an individual grant, continued in 2021 with a professional development opportunity for ten new faculty members. This partnership will evolve in 2022 to include peer coaching opportunities where A+ fellows and faculty are paired for a semester.



New A+ Programming & Recruitment

## New! Arkansas A+ & Little Rock Community Schools After School Programing

Under the new direction of the Arkansas A+ leadership team (Executive Director, Alyssa Wilson, and Program Director, Shelby Patterson), the pilot after school program for Little Rock Community Schools is moving forward. The three-year grant was approved in the spring of 2021, and the planning for a pilot program at Watson Elementary in spring of 2022 started to come together in the fall. Martha Sandven, who has an extensive background working with and building after school programs, was consulted to work with the A+ team and interested fellows on this project.



In keeping with the A+ philosophy, it was important to include the Watson Elementary students in the planning phase of this program, specifically in developing the Overarching Concept (OAC). A special session was held with Watson fourth grade students on December 3, 2021. Patterson and visiting artist, Sally Ball, worked with the students to develop word art inspired by Robert Indiana's *LOVE* and *AMOR* artworks. Following the visit, the team had a reflective dialogue about the students' ideas and developed the Overarching Concept for the pilot program: **Belonging**. The student driven OAC also inspired the name of the program:

### *PARTNERS After School.*

Wilson and Patterson recruited an after-school team consisting of a program lead, program assistant, and three visiting artists who will offer two-week art modules during the eight-week program. This after-school team went through professional development training in February of 2022 that introduced them to A+ practice and aided them in collaboratively designing the program. The after-school pilot launched on March 15, 2022.

### New! A+ Teacher Recruitment

Arkansas A+ has begun efforts to recruit individual teachers who would benefit from individual A+ training. The team plans to launch **three** programs in the fall of 2022 that reach out specifically to individual teachers within school districts that are not ready to take on a three-year A+ implementation. These programs will also impact teachers maintaining and growing their A+ practice from within A+ member schools. The recruitment effort began in December of 2021 with a booth at the Arkansas Art Educators conference in Little Rock and will continue in 2022.

### Whole School Recruitment

Due to staff changes and the disruption caused by COVID-19, recruitment has been significantly hindered. Superintendents and principals continue to express that they are not able to seriously consider three-year whole-school professional training. With that said, A+ staff continues to recruit schools with the goal of attracting two to three new schools to begin implementation in the summer of 2023.



- The partnership continues between Little Rock Community Schools and Arkansas A+. Wilson and Patterson continue to meet regularly with Chief Education Officer, Jay Barth, as well as other individuals involved in the project. This team will continue to meet regularly to ensure the

success of the pilot and addition of more schools in the summer of 2022.

- The final report was submitted for the Arkansas Department of Education’s “A+ Schools Training Grant,” which included three-year professional development for Barling Elementary, Hamburg Middle, Portland Elementary, Noble Elementary, and Albritton Elementary schools. Wilson has opened the conversation about another grant to support new schools. This conversation continues with a tentative plan for the A+ staff to present to one or more of the state educational cooperatives.



## Fellows Development

### Retreats for Fellows

Safety concerns surrounding the global pandemic caused A+ Staff to pivot to virtual events for the mid-winter and spring retreats. Some highlights from those and other programs:

#### Mid-Winter Retreat

Louisiana A+ Fellows, Kelly Stomps and Melanie Alexander, presented Music 101 with activities related to Chrome Music Lab. Friday evening’s Music 101 workshop set the stage for deeper collaborative work on Saturday.

#### Spring Retreat

Focusing on an overarching concept of GROWTH, this program included activities that encouraged fellows to learn and grow together as collaborative teams to embrace new tools and strategies.

#### In-Person Fall Retreat

The overarching concept for this program was *RESET*. Prior to the retreat, Wilson hosted one-on-one meetings with the fellows, getting to know them but also seeking their ideas for a theme for this retreat. All Fellows agreed that it was time to reset and return to the basics. They wanted to re-build their A+ team and refresh what it means to be an A+ Fellow. During the retreat among other activities, fellows collaboratively



created a new mission statement for Arkansas A+:

*Arkansas A+ transforms education by integrating THE ARTS with CURRICULUM to engage learners, inspire curiosity, and expand horizons.*

## Apprentice Fellows join as A+ Fellows

In 2020, six educators were selected by application process to begin a year of training and mentorship as apprentice fellows. From that initial group, four fabulous individuals completed their training and will begin 2022 as A+ Fellows.



Carol Corning



FaBion Lloyd



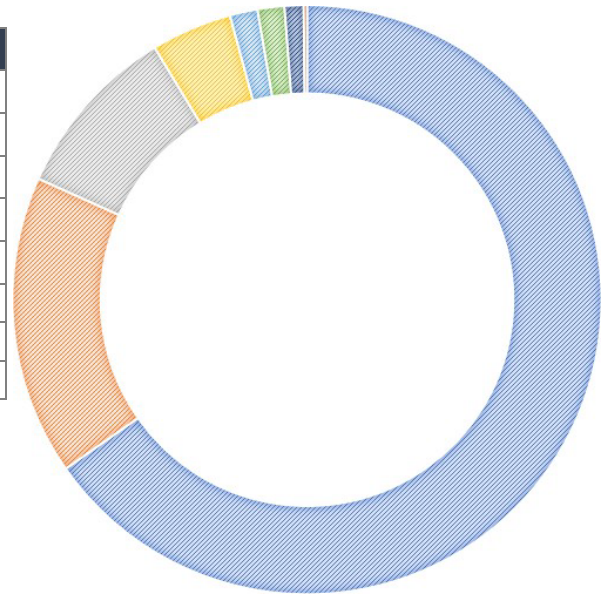
Kenya Windel



Tammy McKissic



Total Expenses 2021		\$245,842.73
Salaries	65%	\$160,482.50
Fringe	16%	\$40,469.44
Honorariums & Stipends	10%	\$23,637.56
Travel	4%	\$10,900.74
Administrative	2%	\$3,739.27
Supplies	2%	\$3,616.95
Food Purchases	1%	\$2,561.54
Educational Licenses	<1%	\$434.73



**NOTE:** Expenses in 2021 were approximately 10% lower than anticipated. The largest contributing factor was the global pandemic, which limited travel and forced much of the training from in-person to virtual sessions. Roll-over funds will be used to create new programs and custom-fit offerings to the current needs of educators and schools in 2022.



## NASC Meetings & Connections

- Wilson and Patterson have been excited to join the NASC quarterly meetings. These meetings continue virtually with the hope of in-person gatherings in 2022.
- Several collaborative meetings were held between the Oklahoma A+ and Arkansas A+ leadership teams. Wilson has traveled to Oklahoma to meet with the Oklahoma A+ leadership team and has attended an Oklahoma A+ mini-institute as well as an application meeting. These meetings were so productive that they have evolved into a monthly meeting (mostly virtual but occasionally in-person) between Wilson and the Oklahoma A+ Executive Director, Sandra Kent. These meetings will continue in 2022. Wilson has also had the opportunity to meet several times with Jean Hendrickson, Educational Consultant and Director Emeritus for Oklahoma A+ Schools. These opportunities are a huge benefit to Arkansas A+ as they make plans for the future.



- Hung Pham continued as interim Executive Director through August of 2021 when Alyssa Wilson was hired to take on the leadership role.
- Rachel Belmon left the role of Program Director in August to move to Texas and return to classroom instruction. Wilson led a team of staff and fellows to launch a search for this position, and they welcomed Shelby Patterson into the role in November.
- Angela Hicks continues in her role as Operations Coordinator.
- The team is currently evaluating processes and procedures for fellows and staff. New meeting structures and project management procedures will be implemented in early 2022 to help this already amazing organization grow and work to meet the needs of the educators and schools across the state.
- **The Arkansas A+ team looks forward to reaching out to the Windgate Foundation in 2022 to discuss future support of Arkansas A+ and its programs.**

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## Augmentative and Alternative Communication Research Laboratory

The Augmentative and Alternative Communication (AAC) Research Laboratory is a collaboration between Communication Sciences and Disorders and Special Education, led by Drs. Christine Holyfield (CSD) and Elizabeth Lorah (SPED). The laboratory seeks to study and validate evidence-based best practices for use of AAC for populations with intellectual and developmental disabilities (IDD), such as autism spectrum disorder or Down syndrome. Founded this year (2021), the laboratory has been limited in its ability to conduct research and engage in public service based on restrictions related to the COVID-19 pandemic. That said, we have achieved several meritorious accomplishments this year.

Dr. Christine Holyfield received the state-wide award for research in 2021 from the Arkansas Speech-Language-Hearing Association (ArkSHA). This honor is awarded to one researcher a year in the state of Arkansas for their research contributions in the field of communication sciences and disorders. Dr. Lorah was elected president of the Arkansas Association for Behavior Analysis (ArkABA).

During the fall and spring semesters the laboratory provided behavior analytic services to a total of seven children with autism spectrum disorder, working on communication development using iPad speech-generating devices.

In terms of mentorship, the laboratory fostered student research from two doctorate students, two graduate students, and two undergraduate honors students. Collectively, this has led to two referred publications with student authors, one regional presentation for the Arkansas Association for Behavior Analysis, one national presentation for the American Speech-Language Hearing Association, and one international conference for the Association for Behavior Analysis International.

Finally, in terms of grantsmanship, the laboratory has secured two internal grants. One from the College of Education and Health Professions for a pilot study and one from the Chancellors Office for Interdisciplinary Research. Collectively these grants total \$15,000. Additionally, one of the lab leaders (Dr. Holyfield) received a five-year sub-award as a research collaborator for the Rehabilitation Engineering Research Center on AAC, funded by NIDILRR, totaling \$125,000 (2020-2025).

Contact Dr. Holyfield or Dr. Lorah for details about:

- 2021 Publications from the Lab Team
- 2021 National/International Presentations

*Points of Contact - Christine Holyfield (ceholyfi@uark.edu) and Liz Lorah (lorah@uark.edu)*



## Autism Support Program (ASP)

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, three of whom graduated in May. Seven of the remaining students returned to the ASP in the fall semester. We added nine new students giving us a total of 17 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 the spring of 2021, ASP staff included one full-time director and one Academic Coach and, in the fall, one director, five Academic Coaches, and five Peer mentors. Because of the pandemic, during the spring 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. In the fall semester, Coaches and Mentors took back many of their usual responsibilities.

The director worked to develop relationships with companies who have started autism-friendly hiring programs (Microsoft, Hewlett Packard, Honeywell, and Kimberly Clark), as well as with organizations who serve as liaisons between companies open to hiring a neurodiverse workforce and prospective employees who have autism (Lime Connect, SourceAble, Integrate, and Mentra). The director became an active member of the College Autism Network's consortium of directors of university autism programs and participates in their monthly meetings and idea sharing sessions.

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## Boyer Center for Student Services

2021-2022 academic year marked the fourth year in the College with centralized undergraduate recruitment, advising, career counseling, and student services. The Boyer Center serves students from orientation through graduation. This year we were able to add two additional full-time advisor positions to our team which allowed the team to have a change in caseloads and allow a more balanced case load to our growing enrollment in COEHP. We welcomed eight new team members across our department and are finally fully staffed.

The fall term saw a 60% increase in enrollment for our online programs which resulted in shifts in our advising structure to branch our online undergraduate programs under Denise Bignar, Director of Academic Services, to provide a focused effort on this unique population for our college. This restructure allowed for an additional online advisor position to support our Online Nursing Programs and Human Resource Development undergraduate programs as we are anticipating growth in these and new online undergraduate programs for the future. Currently, our online nursing programs are the 'crown jewel' of diversity according to Global Campus with over 50% of their enrollment being students of color.

An additional adjustment to our structure was to join our Assistant Director for Graduate Recruitment with the on-campus advising team. This position will lead the pre-professional advising plans and Graduate Recruitment. The official working title is Associate Director of Graduate School Readiness, which combines preparation and recruitment. The additional team members allowed our office to shift our advisors to allow there to be small, focused sub-groups by majors. Each team has three advisors working across at least two majors; Pre-Nursing and Public Health, Exercise Science and Recreation and Sport Management, and our education majors with our Communication Disorders and Sciences major. This brought the advising loads down to 370-400 across the team.

This year marked one of the largest student growths in our college. There were over 1,000 new incoming first year students who went through New Student Orientation. This amounted to almost a 30% increase in students from the previous year. Our advising team held over 1,400 virtual advising appointments for these new incoming students over the course of 6 weeks in the summer of 2021. Due to the pandemic all Orientation Advising was conducted virtually, while also our office offered a college session for parents and students when they came to campus, as part of the hybrid model.

This 2021-2022 academic year we held both virtual and in-person advising sessions. The fully virtual appointments started the summer and continued into the fall semester. We transitioned into opening in-person appointments, for staff members who chose to offer those, and then fully opened back up in the spring 2022 semester. The spring 2022 semester also brought a change, when our office moved physically to the new Cordia Harrington Center for Excellence.

The advising team remained flexible during this year, and we continued to use some of our virtual appointments, specifically for our “walk-in” appointments. Making the change to virtual appointments during our peak and busy times during the semester was positive for both our advisors and our students. Students did not have to wait in line for the advisor and they could continue with their day or work on something else, while waiting to speak to their advisor. We held over 1200 virtual walk-in appointments during these virtual walk-in periods; the first week of each semester, the second two weeks of advance registration periods, and finals weeks.

During the 2021-2022 academic year, the BCSS advising team held just under 13,000 academic advising appointments, ranging from change of major from another college (639), general questions (598), new transfer student (170), graduation check (133). Of these appointments there are some for our online programs (815), where 765 were the online nursing programs and 50 were the online undergraduate Human Resource Workforce Development program.

We continue with our academic initiatives. The first one each year is the partnership with Student Affairs, and we held our first “open house” for new students. This was a great event where we had roughly 150 students pop by the GRAD patio office during A-week for a meet and greet. Another continued initiative was the override process for HHPR classes. We continue to refine this process and this year continued to provide a better process for faculty and students. We added more defined dates and were able to put the ownership on the student to complete the request. It was a collaborative process between the BCSS office and the HHPR department. We plan to continue this for the next year but need to work ahead to get the class needs anticipated, as enrollment continues to grow. The newest initiative was a partnership with the Occupational Therapy program, where we did an “Academic Reboot” for first-year students who found themselves on Academic Probation the spring term. This was a five-week, intensive initiative where students opted in and if completed, would receive a \$250 scholarship. The OT students provided one-on-one sessions for three weeks in a row where students were able to reflect on their first semester and possible needs. The fifth week, advisors, OT students, and participants met together to see about any academic plans that may need to change or to work through any needs academically for program planning. Overall, we were happy to learn about the needs of the students but will continue to work on results.

Lastly, some of the advisors who teach UNIV 1001 have really taken on developing topics in the fields they work and specializing the topics for that major population. We look forward to seeing how this helps students connect with their academics and their advisor more to help continue to improve student retention.

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## 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, 35 peer-reviewed original research articles, 4 review articles and 2 editorials 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, 2021) the CRL has achieved multiple varying accomplishments. On July 1, 2020 work began on the second year of funding for the laboratory's first NIH R01 award from the National Institute of Arthritis and Musculoskeletal and Skin Diseases. On May 12, 2022 CRL student Seongkyun Lim successfully defended his doctoral dissertation and has accepted a postdoctoral position at UCLA. Ms. Regina Cabrera successfully defended her Master's Thesis and stayed with the CRL beginning her PhD studies in the Fall of 2021. In this time period the CRL, in conjunction with the EMBL, has published 8 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 12.910, and on May 11, 2022 an article by doctoral student Francielly Morena da Silva was accepted for publication in *Applied Physiology, Nutrition and Metabolism* marking Francielly's first article as a first author.

Dr. Greene has presented findings from the laboratory at the University of Kentucky's Center for Muscle Biology Muscle Forum, Metabolism in Health and Disease Symposium: A UARK-UAMS Research Collaboration, Texas A&M University's Kinesiology Seminar Series, and will present findings at the 15<sup>th</sup> International Conference on Cachexia, Sarcopenia and Muscle Wasting in Lisbon, Portugal in June 2022. Furthermore, trainees in the laboratory have presented data at the American Physiological Society's Integrative Physiology of Exercise Conference, the American Physiological Society's New Trends in Sex and Gender Medicine Conference, the 2021 Metabolism in Health and Disease Symposium: A UARK-UAMS Research Collaboration, 2021 Annual Arkansas Integrative Metabolic Research Center Symposium, and the Annual Meeting of the Central States Chapter of the American College of Sports Medicine. Trainees are also currently set to present at the Annual Meeting of the American College of Sports Medicine, the 18<sup>th</sup> International Biochemistry of Exercise Conference and 15<sup>th</sup> International Conference on Cachexia, Sarcopenia and Muscle Wasting. Among these presentations Ms. Francielly Morena da Silva received the "Flash Talk Award for her presentation at American Physiological Society's New Trends in Sex and Gender Medicine



Conference and Seongkyun Lim won the Doctoral Student Research Award at the Annual Meeting of the Central States Chapter of the American College of Sports Medicine.

The CRL over the past year welcomed new member Dr. Stavroula Tsitkanou (postdoctoral fellow). The CRL looks forward to an exciting new year upcoming as work continues on our R01 funded projects.

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## Center for Children & Youth

The Center for Children & Youth (CCY) completed a successful 2021-22 year, furthering its mission of providing learning opportunities to students and educators in the area of arts, literacy, and pro-social development.

The **ARTeacher Fellowship**, CCY's arts integration professional development program for secondary teachers, continues to serve as a flagship program for the Center.

- Fellow Lyndsey Randall of Bentonville High School was recognized as her school's social studies Teacher of the Year.
- Fellows Suzanne Murphy and Hailey Robinson of Farmington HS presented at the National Science Teaching Association conference in Houston, sharing arts-integrated strategies for the secondary science classroom
- Fellow Katie Hackett-Hill was published in *The English Journal* on podcasting in ELA. Hackett-Hill and CCY Director Hung Pham also presented at the National Council of Teachers of English on photography integration in ELA.
- The Fellowship partnered with a number of nationally recognized presenters, including Dr. Kim Sheridan, co-author of *Studio Thinking 3: The Real Benefits of Visual Arts Education* as well as multiple teaching artists from the Kennedy Center for the Performing Arts.

In Spring 2022, CCY Director Hung Pham was elected as **co-chair of the Commission on Arts and Literacies** for NCTE's English Language Arts Teacher Educators. As COAL co-chair, Pham will have a national platform to further the professional conversation on where and how the arts, multimodality, and new literacies intersect with traditional, print-based literacies.

This past year, CCY established a partnership with Arts Grow SC. Working with Kim Wilson (Director of South Carolina's Arts in Basic Curriculum Project and 2012 Arkansas Teacher of the Year), **CCY will work closely with Arts Grow SC to develop an arts integration teacher fellowship modeled after CCY's highly successful ARTeacher Fellowship**. Wilson has secured three-year grant funding totaling over \$300,000 to implement the program. The Center for Children & Youth and ARTeacher alumni will provide Wilson with institutional knowledge based on our ten years of Fellowship experience and will also present at the Palmetto State Arts Education Conference in the fall.

This year, CCY collaborated with CIED Professor Jason Endacott and the UA Center for Multicultural and Diversity Education to complete the first annual **Common Ties Project**. The project brought together pre-service teachers from Dr. Endacott's Social Studies Methods course along with University Student Affairs staff to examine how personal and cultural histories influence their current and future work. The project kicked off in February with the three-day Common Ties Conference. Using the pedagogical framework developed by the nationally recognized organization Facing History and Ourselves, the conference centered on

the theme of “Belonging” and used the city of Tulsa’s complicated history as a case study. After the conference, participants devised projects to put their learning into action, culminating in a trip to Tulsa, where they shared their projects and took a living history tour of the city. In addition to Pham and Endacott, the Common Ties Project organizers included Leslie Yingling, Adrain Smith, Bryan Hembree, Katie Hackett-Hill, Ben Ramirez, and Jacob Warren.

*Point of Contact: Hung Pham - ccy@uark.edu*

## Center for Mathematics and Science Education (CMASE)

The goals of CMASE are to provide K-16 education outreach to the home, private and public Northwest Arkansas education community, quality professional development for pre-service and in-service teachers at local, regional, state and national levels, an access point for dissemination of educational materials, resources and information, and provide links to common education allies throughout the state and nation. Due to lifted COVID restrictions, local schools, teachers, and community stakeholders were able to use our educational materials and resources. A total 84 individual teachers, parents, preservice teachers, and other community stakeholders checked out over 300 resources from July 2021-June 2022.

The Center for Mathematics and Science Education hosted the 71st Annual UA Northwest Arkansas Regional Science and Engineering Fair. The original fair was slated for March 11, 2022, but was canceled due to snow. We set new dates for the Middle Division (5<sup>th</sup>-6<sup>th</sup> grades) and the Senior Division (9<sup>th</sup>-12<sup>th</sup> grades). The Middle and Junior Division was held at CMASE on April 1, 2022, with 88 projects and 99 students entered. The Senior Division was held virtually on April 4<sup>th</sup> and 5<sup>th</sup>, with 74 projects and 94 students entered. Three students qualified and entered the International Science and Engineering Fair in Atlanta, which was held May 8-13, 2022.

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

1. 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
2. Funded State Grant: Arkansas STEM Coalition Commitment to Excellence in Science, Technology, Engineering and Mathematics (STEM) Grant (License Plate Funds) #12: Shawn Bell worked with four local elementary schools to write grants to award \$3000.00 worth of STEM equipment to each school: Holt Elementary School, Fayetteville School District, R. E. Baker Elementary School, Bentonville School District, Central Park Elementary School, Bentonville School District, and Mary Mae Jones Elementary, Bentonville School District. \$12,000.00
3. 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. From June 14-July 23, 2021, Shawn Bell, as the curriculum specialist, worked with 10 high school teachers from Arkansas on developing and implementing lesson plans based on professors' research in data analytics.
4. On May 6, 2022, we held a hands-on science and mathematics manipulatives workshop for 20 education vision consultants, teachers, and students from the Educational Services for the Visually Impaired (ESVI) program from around the state.

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## Center for Public Health and Technology

In August 2021, the University of Arkansas established the Center for Public Health and Technology (CPHT), a hub for interdisciplinary research in the Department of Health, Human Performance and Recreation within the College of Education and Health Professions. The CPHT received Board of Trustee approval in March 2022, a marked expression of the U of A's continued commitment to the field of public health and programming on the Fayetteville campus. The Center is located on the third floor (Suite 317) of the West Avenue Annex (WAAX) building, just off campus on the corner of Lafayette and West Ave.

The CPHT specializes in research aiming to increase understanding of how technologies (i.e., online, digital, social, wearable, among others) promote positive health behaviors and reduce disease burden, as well as examine the challenges associated with technology including the propagation of misinformation and promotion of harmful health behaviors.

Activities of the CPHT's inaugural year centered on strategic planning and growth, promoting a culture of collaboration and interdisciplinary research, supporting faculty and student development, and cultivating relationships with university and community-level partners. Since August, the CPHT has grown to include 15 active Center Affiliates - 5 Faculty, 2 Staff, and 8 Students (3 Doctoral, 1 Masters, and 4 Undergraduates). The CPHT will also welcome a Postdoctoral Fellow in Summer 2022. Three external colleagues joined center meetings as guest lecturers. Future goals for the CPHT include establishing a steering committee, engaging interdisciplinary departments, supporting innovative research proposals, developing training initiatives for junior faculty, creating a communications campaign and social media strategy, and building trusted community partnerships.

**Research:** In 2021, a total of \$1.4 million was obtained. The CPHT faculty had 10 peer-reviewed scientific publications. Investigators had 13 research presentations at scientific conferences including at the American Public Health Association, American Academy of Health Behavior, Research Society on Alcoholism Annual Meeting, and the International Communication Association; and 3 invited keynotes including at the Texas HPV Coalition and Promoting Research in Social Media and Health Symposium. CPHT research also had 7 media features, including in PsyPost and Good Morning America.

Three grant proposals were submitted by Faculty Affiliates in 2021/22, including a \$11.5 million grant submission to the National Institute of Health's (NIH) Centers of Biomedical Research Excellence (COBRE), led by Dr. Philip Massey; an NIH Career Development (K) Award submitted by Dr. Alex Russell; and an Arkansas Biosciences Institute proposal led by Dr. Page Dobbs and supported by CPHT Faculty Affiliates. In addition, the CPHT also conducts research from a subcontract with the Bill and Melinda Gates Foundation and an unfunded study on rural cancer prevention and vaccination.

**Service:** The CPHT prioritizes community engagement at all phases of research and explores opportunities for community-based participatory research approaches with community-level partners. The CPHT connects community partners with public health experts and resources, both internal and external to the University. The CPHT Faculty Affiliates have

ongoing conversations with the Northwest Arkansas's Community Clinic, Fayetteville's City Board of Health, and the Black Action Collective.

**Awards/Honors:** In addition to accomplishments in research and service, the CPHT would also like to recognize the following honors bestowed upon Affiliate members: Dr. Philip Massey received the honor of Arkansas Research Alliance Scholar in August 2021; Dr. Alex Russell received the 2021 Junior Investigator Award from the Research Society on Alcoholism. He also had the 3rd most downloaded article in *Journal of Studies on Alcohol & Drugs* published in 2021; Shawn Chiang, a Graduate Assistant and doctoral candidate received the U of A Doctoral Academy Fellowship and was accepted to the 2022 Summer Institute in Computational Social Science at the University of Pennsylvania, and; Matthew Hayhurst, an undergraduate student in Public Health was accepted to the Future Public Health Leaders Program at the University of Michigan School of Public Health.

The CPHT looks forward to growing over the next few years to support more faculty, students, and staff.

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## The Classical Education Research Lab

Residing in the Department of Education Reform, the Classical Education Research Lab was established this academic year on January 11, 2022 by Dr. Albert Cheng. Within only a few months of its founding, it has produced one working paper of a study conducted in collaboration with a local classical school, received a \$150,000 grant from the Kern Family Foundation to hire a postdoctoral research fellow, been awarded the University of Arkansas's 2022 Provost's Collaborative Research Grant, and produced an essay now published in *National Affairs*. Dr. Cheng has additionally presented research conducted through the Lab at one regional and one national conference to provide professional development for teachers. Dr. Cheng has also appeared on The Classical Learning Test's Anchored Podcast to feature the work of the Lab. Two new research projects—one in collaboration with University of Arkansas faculty from multiple disciplines and another in collaboration with classical charter schools in Texas—are underway. Cassidy Syftestad, a PhD student in education policy on a University of Arkansas Graduate Assistantship, joined as a research the lab in May 2022.

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## COEHP Honors

During the 2021-2022 academic year, the COEHP Honors Program continued to make significant progress in engaging honors students, fostering a sense of community, and promoting student success. Over 150 new freshmen joined the program in fall 2021, along with nearly 80 current students who applied to honors during the year. The program reached 504 active students in fall 2021. Also joining the program were six new Honors College Fellows from diverse backgrounds with majors from across the College. Honors College Fellowships are the most prestigious awards given to undergraduate students at the University of Arkansas and include \$80,000 in funding for each student.

In addition to welcoming an increasingly talented and diverse group of incoming students, the COEHP Honors Program also celebrated the achievements of 80 graduating students. Honors Commencement ceremonies were held in both fall 2021 and spring 2022 to recognize the outstanding accomplishments of these graduates and to award honors regalia to the graduates. Parents, family, friends, and faculty mentors were all invited to the ceremonies to join the students as they concluded their undergraduate careers – with well over 300 guests attending between the fall and spring ceremonies.

In the fall, four sections of University Perspectives were targeted specifically for first-year COEHP Honors students. Select sections were designed specifically for certain majors, with one for Pre-Nursing students and another for Pre-Communication Sciences & Disorders students. These major-specific sections were taught by Honors faculty, allowing students to connect with program faculty early on. This faculty connection was appreciated by students and allowed them to learn more about their intended careers and the application process for their majors. Eight current COEHP Honors students served as University Perspectives Peer Mentors, leading class activities and sharing their personal experiences with the incoming students.

As has become the norm, COEHP Honors students were incredibly successful in applying for competitive funding opportunities during the 2021-2022 academic year; a total of \$189,765 was awarded. Seven students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$16,500, and an additional 11 students were awarded Honors College Research Grants totaling \$34,000. Twenty-three students were awarded Honors College Study Abroad Grants totaling \$126,435. COEHP Honors Students also applied for and were awarded some of the newest grants made available through the Honors College, including Research Team Grants (3 students, \$6,000 awarded), Conference Grants (3 students, \$1,830 awarded), and International Internship Grants (1 student, \$5,000 awarded). Through the various research grants, COEHP Honors faculty were also awarded a total of \$23,750 for mentoring COEHP Honors students.

For the 5<sup>th</sup> consecutive year, the COEHP Honors Program solicited nominations from students for the COEHP Outstanding Honors Faculty Award. The winner was Dr. Renee Speight, Teaching



Assistant Professor of Special Education in the Department of Curriculum & Instruction. Dr. Speight was nominated by Leen Abochale, a senior Special Education student.

In April 2022, the COEHP Honors Research Symposium returned to an in-person format after twice being held virtually. Students and faculty all appreciated the opportunity to learn about the exciting research conducted by COEHP Honors students, network with peers, and recognize the top three student presenters. The top presenters were Savannah Busch (Public Health, 1<sup>st</sup> place), Kathleen Bridgforth (Communication Sciences & Disorders, 2<sup>nd</sup> place), and Lauren Doyel (Communication Sciences & Disorders, 3<sup>rd</sup> place).

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## Committee for Diversity, Equity, and Inclusion

The College of Education and Health Professions Committee for Diversity, Equity, and Inclusion (COEHP DEI) continues to focus on creating a culture of inclusiveness and belonging. The committee's work centers around enhancing the culture of diversity and inclusion by creating a space for our college community to interact in ways that foster growth, creativity, support, and stimulate ideas that directly contribute to the enrichment of culture within the college and the university experience.

Associate Dean for Administration and Diversity, Dr. Lewatis McNeal, leads the COEHP DEI Committee. Over the past year, the committee's focus centered around providing opportunities to increase awareness of key issues related to DEI while also providing resources to support faculty, staff, and students in the college.

During the 2021-22 academic year, the COEHP DEI committee provided guidance to academic and administrative units within the college regarding diversity, equity, and inclusion. These units developed plans that identify strategic, reasonable, and measured outcomes that work toward their identified DEI goals.

During the past academic year, the college's DEI committee collaborated on strategies that:

- Implemented strategic initiatives aimed at increasing the number of diverse faculty in the college (both tenured and non-tenured)
- Provided workshops on DEI topics that educate and guide the college community to increase cultural awareness.
- Provided professional development opportunities to improve the cultural competency of students, faculty, and staff.
- Focused on campus facility improvements that improve or enhance use for all campus members
- Connected faculty, staff, and students in the college with university-wide DEI initiatives and programming.

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## CURRENTS (Center for the Utilization of Rehabilitation Resources for Education, Networking, Training & Service)

CURRENTS collaborated with staff and consultants to successfully deliver the ABCs of Cultural Competence and Humility virtual training and community of practice to more than 600 vocational rehabilitation professionals and educators. These participants represented 25 states from across the nation. Among those were 370 employees from Minnesota Vocational Rehabilitation Services. A thematic analysis of vocational rehabilitation training participants who completed the ABCs training was conducted. CURRENTS also developed and launched the ABCs Toolkit, presenting the findings from the thematic analysis and providing an overview of the toolkit at the fall 2021 Council of State Administrators of Vocational Rehabilitation (CSAVR) conference, which had a registration of 796 participants.

CURRENTS launched the first cohort of LeadVR, with 28 participants completing the training, which was supported by building a strong network of nationally recognized subject matter experts and advisory board members who provide training, facilitation, and coaching through the program. Through the training, CURRENTS provided group and one-on-one coaching to program participants. CURRENTS collaborated with Southern University Baton Rouge to coordinate and facilitate monthly community of practice meetings for 12 states who participated in the Project E3 Targeted Communities RSA-funded grant. Developed and delivered statewide supervisory training for Connecticut Bureau of Rehabilitation Services staff. A bid proposal for statewide supervisory training and future leaders training for employees with the Texas Workforce Commission was also accepted in 2021.

CURRENTS supported staff in the provision of the Bridgeworks online training series, with topics provided on Ethics, Writing Vocational Evaluation Reports, Employment Support, VR Outcomes, and Substance Use Disorders. Partnered with Arkansas Rehabilitation Services to provide event planning and conference organizing for two on-site camps (Youth Leadership Forum and Film Camp) and one virtual Career Competition. Provided conference planning and support for the National Council of State Agencies for the Blind (NCSAB) spring and fall virtual conferences, and for the Arkansas Rehabilitation Association (ARA) spring and fall virtual conferences. Presented at the Kentucky Rehabilitation Association fall 2021 conference (Diversity, Inclusion, and Cultural Awareness) and the CSAVR Fall 2021 Conference (ABCs of Cultural Competence and Humility Training and Toolkit).

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## Early Care and Education Projects (ECEP)

Strategic planning was started and completed, and the findings were presented to the stakeholders on Friday, December 17, 2021. We started the implementation of the five-year plan in 2021.

We will continue implementing the five-year strategic plan which will include hiring full-time trainers, further developing the Family Child Care Network, and managing the content. We will continue to work on goals for transitioning duties, reorganization, and budget planning to Dr. Kathy Pillow-Price, managing director hired on July 1, 2021.

Two hundred plus trainers have been reached through various means (social media, the ECEP website, and training). Additionally, we have launched the AReceResource.org website, a centralized resource hub for early childhood professionals who provide childcare and education for Arkansas' youngest children.

We reached 2,078 providers who had never taken an ECEP course, according to course records. ECEP increased followers by 40 percent on Facebook and 62 percent on Instagram. The staff continues to look for ways to increase our presence.

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## Education Renewal Zone (ERZ)

The ERZ worked collaboratively with other state ERZs to host multiple workshops and PD virtually statewide. During the past year we have hosted 72 virtual workshops focused on ERZ key topics of Professional Learning Communities at Work 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 (ADE) and the Office of Education Renewal Zones announced the launch of the Arkansas Tutoring Corps to serve the academic needs of students across the state. The goals of the Arkansas Tutoring Corps are to:

- Build a system of recruiting and training tutors who are equipped to meet the academic needs of students in their geographic area.
- Expand the Arkansas Tutoring Corps across the state.
- Connect tutors with organizations serving students with academic needs in Arkansas for employment as tutors.
- We currently have 873 pre-approved tutors and 573 tutors actively in training which has exceeded our initial goal of 500 tutors by the end of the first year.

Each ERZ hosted regional ACT Bootcamps for Arkansas students in grades 9 -12. UA ERZ hosted Chad Cargill on August 27, 2021. We had 47 high school students from NWA attend this session. We are still collecting data on test score improvements, but this workshop has shown to have increased scores on average by 4-5 points.

The 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 serve as part of a cohort as a working laboratory, conducting action research and sharing best practices with other teachers throughout the state. We currently have 3 cohorts of teachers from across the state and will continue to grow this in the upcoming year.

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 27 Arkansas schools in the process of seeking HES Accreditation during the 2020-2021 school year. During the 2021-2022 school year we have added 24 schools. This year the target goal of 20 schools was exceeded with 22 schools already receiving recognition and the others are on target to receive accreditation during 2022.

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## Exercise is Medicine

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

The Exercise is Medicine (EIM) research team conducts the EIM cohort research study, comprised of surveys and in-person fitness assessments of University of Arkansas students, faculty and staff. In the past year, undergraduate and graduate students were involved in research group meetings and data collection. After receiving the inaugural Barry & Linda Franklin Microgrant, the team piloted an exercise referral scheme through student mental health services. This year, the findings were presented at regional and national conferences and published in 3 peer-reviewed publications. The EIM team also conducted research on physical activity children including the effects of exercise on cognition, and the effects of recess on student health, wellness, and academic achievement, with 6 honors students completing their theses on these topics.

Through teaching, EIM was integrated into Intro to Exercise Science and Exercise Applications for Special Populations with small group assignments, reaching over 120 students.

The EIM Registered Student Organization (RSO) held student-led monthly meetings, during which they planned further partnerships with Pat Walker Health Center and campus events. Officers and staff from Pat Walker and UREC hosted Dr. Carrie Davidson from the University of Kentucky, the co-chair of the national Exercise is Medicine On Campus committee to visit the University of Arkansas. She met with the team and discussed how the organization could reach gold-level status. The RSO hosted a campus-wide field day in the Fall and planned an Obesity Awareness Run in April which was cancelled due to weather. Bryce Daniels was also selected to serve on the national Exercise is Medicine On Campus committee as the student representative. 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.

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## Exercise Science Research Center

### Executive Summary

From January 1<sup>st</sup> to December 31<sup>st</sup>, 2021 the 12 exercise science and athletic training faculty (9 tenure/tenure track) of the Exercise Science Research Center (ESRC) had 67 peer-reviewed scientific manuscripts published. Investigators had 21 research abstract and 23 invited presentations that were made at scientific regional, national, and international conferences and meetings. During 2021 ESRC faculty and students received a total commitment of \$2,047,072 in new grant funding to go with \$6,654,940 in committed continuing funding including multiple NIH sponsored awards (R00, R01, R15, R44). Several students additionally won grants through the Student Undergraduate Research Fellowship (SURF) and Honors College research grants.

There were 17 sections of classes (239 students) taught within the ESRC. In 2021 we sent 126 students to ~40 unique internship sites. The ESRC facilitated one outside contract in 2020 continuing through (total \$26,602 for second year) which helped fund one master's-level graduate assistantships at local community partners (Mercy Hospital). The ESRC provided testing services and facilitated the Fitness for Fun Program, combined gross earned income for these services was \$43,113 (some funds realized in CY 2022).

The ESRC additionally added one new tenure-track faculty member during 2021, Dr. Kevin Murach. As a part of Dr. Murach's arrival the HPER 321M "wet-lab" space has been under plans for expansion. This space is now the primary operational space for Drs. Murach, Washington and Greene's research groups. Construction on this expansion began in Spring 2022.

### INTRODUCTION

The Exercise Science Research Center (ESRC) is part of the Department of Health, Human Performance and Recreation (HHPR) 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.

Notably during the 2021 Calendar Year the ESRC, along with our home department HHPR, experienced an unexpected change in leadership. Dr. Michelle Gray assumed the role of Interim Department Head of HHPR, while Dr. Greene assumed the role of Interim Director of the ESRC. These leadership changes officially began on the first day of the Fall academic semester.



This report summarizes the ESRC activities that have occurred in order to facilitate research, teaching, and service from January 1st to December 31st, 2021. 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.; Kevin Murach, 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 3421L – Principles and Theories of Strength and Conditioning Laboratory
- EXSC 3533 - Laboratory Techniques (with associated Honors sections)
- EXSC 5593 – Practicum in Laboratory Instrumentation

These lab classes primarily utilized rooms 320, 321 J (Teaching Laboratory) and 321 W. In 2021 a total of 17 class sections and 239 students were taught in the ESRC.

In 2021, 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 2021 we sent 126 students to ~40 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 earned income for these services was \$43,113 (some funds realized in CY 2022).

In addition, the ESRC has service contracts for specific outreach events/jobs. The ESRC facilitated one outside contract in 2020 continuing through (total \$26,602 for second year) which helped fund one master's-level graduate assistantships at local community partners (Mercy Hospital).

In 2021, the ESRC began a collaboration with the Olympic Development Academy with USA Cycling we look forward to future reports on this partnership for our service and one day research efforts.

## **RESEARCH**

In 2021, the exercise science faculty had 67 peer-reviewed scientific publications. Investigators had 21 research abstract and 23 invited presentations that were made at scientific regional, national, and international conferences and meetings. During 2021 ESRC faculty and students received a total commitment of \$2,047,072 in new grant funding to go with \$6,654,940 in committed continuing funding including multiple NIH sponsored awards (R00, R01, R15, R44).

With the additions in 2020 of Dr. Abigail Schmitt and in 2021 of Dr. Kevin Murach the ESRC currently houses the research activities of 9 research active faculty. Current productivity is then approximately 7.5 manuscripts published per research active faculty member in 2021. For reference the 67 publications in 2021 is an increase from 49 reported manuscripts among ESRC faculty in the 2020 ESRC Annual Report. For comparison the 2021 Shanghai Global Ranking of Sport Science Schools and Departments, whose ranking system is based upon research productivity, ranks UAF as the #24 kinesiology program in the United States. In 2016 when those ranking systems began UAF was unranked globally. The National Academy of Kinesiology (NAK) ranked us 39<sup>th</sup> among American Kinesiology programs in 2020 but 29<sup>th</sup> when adjusted for faculty size. For comparison, the prior rankings in 2015 listed us a 47<sup>th</sup> overall and 39<sup>th</sup> adjusted for faculty size. These metrics demonstrate a clear upward trajectory in research productivity in the ESRC with regularly improving rankings, publication numbers, grant funding. Data from the NAK also demonstrate that our faculty and student researchers have consistently outperformed expectation relative to the size of our faculty.

With the addition of Dr. Kevin Muarch to our faculty the adjustments of our spaces became necessary. During 2021 plans were developed and agreed to for expansion of the 321M “wet-lab” space. This will increase this space from ~1,000 ft<sup>2</sup> to ~1,700 ft<sup>2</sup>. The 321M space is now the primary operational facility for the research efforts of Drs Murach, Washington and Greene. This renovation follows the addition of the 326A gait biomechanics space during the 2020-2021 academic year to enable the research of Dr. Abigail Schmitt. These efforts have greatly expanded our ability to perform high level research within the ESRC.

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 2021 calendar year included several challenges. In March 2020, the COVID-19 global pandemic created a temporary stoppage for all research and has changed the way in which research and other operations of the ESRC had to be conducted. Aside from those functions, some efforts such as cardiac stress testing programs with Rogers Fire had to be put on hold as well as re-envisioning how teaching and research procedures would occur. Additionally, unexpected changes in leadership of HHPR and ESRC could not help but impact operations. Despite challenges, some of which continue to affect us today, research productivity and activity

has continued to steadily rise in the ESRC leading to enhanced international recognition of our researchers and further successes.

Please contact the Exercise Science Research Center Director for details about the Center's:

- Manuscript Production
- Grants & Contracts
  - Currently Under Review
  - Funded
  - Mentored Student Grants
- Lectures & Invited Presentations
- Abstract Presentations

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## Molecular Muscle Mass Regulation (M3R) Laboratory

The mission of the Molecular Muscle Mass Regulation (M3R) Laboratory is to improve muscle performance across the lifespan. To accomplish this goal, we utilize human muscle samples, primary cell culture and genetically modified mouse models to understand the molecular cues that drive exercise adaptations and aging, and the interaction between these two (among other things).

Since arriving at the University of Arkansas, the M3R published manuscripts in the *FASEB Journal*, *Function* (twice), the *American Journal of Physiology – Cell Physiology*, and *Aging Cell* (5 total manuscripts). Two of these articles were awarded the journal cover. Work featuring the laboratory was also profiled in *The New York Times* and the *Philadelphia Inquirer*, as well as *Short Talks from The Hill* at the University of Arkansas. In addition to being supported by an R00 from the National Institutes of Health (AG063994) that was awarded in the Fall of 2021 (\$249,000/year for 3 years), funding from the Arkansas Integrative Metabolic Research Center was also procured to purchase a 10X Chromium Controller for single cell -omics work (\$75,000). The lab also obtained funding from the Nathan Shock Center at the Oklahoma Medical Research Foundation (OMRF) to support a pilot project. Finally, Dr. Murach was invited to give in person and/or virtual lectures at OMRF, The University of Melbourne, McMaster University, Marquette University, and by the journal *Function* (flagship journal of the American Physiological Society) (5 invited lectures). Dr. Murach also presented a poster at the Experimental Biology meeting in Philadelphia.

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## National Lab for the Study of the College President

During the past academic year, the National Lab for the Study of the College President provided the leadership to publish the book *The Changing Role of College and University Leadership* as well as two articles focused on different aspects of the college presidency. The Lab published the fifth volume of the *Journal of Research on the College President* with a 31% acceptance rate of articles. The Journal also filed appropriate materials to be indexed with Google Scholar, and working with the UA Library, has now successfully assigned doi numbers to all current and past articles.

Due to Covid considerations, the annual speaker series was suspended until 2022, but the Lab did appoint Dr. Daniel P. Nadler from the HBCU West Virginia State University as a Senior Research Fellow. His appointment is for a two-year period from 2021-2023.

With the pending retirement of Chancellor Emeritus G. David Gearhart, Dr. Michael Miller was named the new Director of the Lab effective May 1, 2022 and assumed the editorship of the Journal effective January 1, 2022.

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## 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. OEP is a member of the National Network of Education Research-Practice Partnerships. 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 2021-22 school year, OEP faculty, staff, and students conducted research on a variety of topics including:

- K-12 Student achievement post-COVID
- Arkansas' Ninth-Grade GPAs and long term outcomes including graduation and college-going rates
- Trends in Academic Value-Added Growth by Student Population
- Trends in 11<sup>th</sup> grade ACT scores in Arkansas
- The relationship of School Transition and Value-Added Growth in Arkansas
- Changes in academic proficiency 2018-2021
- Schools demonstrating high academic growth with high poverty populations
- 2021 Report Card on Northwest Arkansas Schools
- 2021 Report Card on Pulaski County Schools
- State of Pre-Kindergarten in Arkansas
- Identification of Arkansas schools with Outstanding Educational Growth
- Ongoing analysis of school discipline prevalence and disparities throughout the state
- OEP conducted a survey of parents regarding attitudes about education-related issues.
- Examination of how local norms could impact the diversity of GT students in Arkansas
- Student achievement and growth in Delta Area schools
- An analysis of the state of Pre-Kindergarten in Arkansas
- Examination of the teacher pipeline in Arkansas- high school to workforce

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 schools through service activities. During the last school year OEP faculty:

- Expanded Research-Practice partnerships with several school districts examining the English Learner path to English proficiency, the effectiveness of intervention programs, and the benefits of arts programming
- Conducted a pilot of high-quality Pre-Kindergarten assessments
- Conducted an evaluation of a trauma-informed charter school
- 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
- Partnered with the Department of Elementary and Secondary Education to improve collection of survey information for Novice teachers
- McKenzie advises charter schools regarding lotteries and conducted 5 enrollment lotteries for open-enrollment charter schools
- McKenzie and McGee both served as members of the Winthrop Rockefeller Education Policy Initiative
- McGee served 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 served on Arkansas’ ESSA Steering Committee, providing insight and technical advice on the state accountability system
- McKenzie served on the evaluation program committee for Arkansas’ Master Principal Program
- McKenzie served 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

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## Office for Sport Concussion Research

The University of Arkansas established the Office for Sport Concussion Research in 2014 with the mission of improving the standard of care for athletes with sport-related concussion. These goals are achieved through continuing education and outreach activities involving 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 Community Outreach and Research Initiative***

This program conducts outreach and research activities from local and regional high schools and sports leagues in the Northwest Arkansas area. UofA researchers are connected with sports medicine professionals, teachers, coaches, and parents and provide continuing education to these stakeholders about sport-related concussion. This program has gradually restarted this past year. These partnerships helped secure a NIH SBIR grant that is focused on identifying a saliva biomarker for concussion. This funded project has jumpstarted outreach and research activity in the community that was occurring prior to the pandemic.

### ***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 Medicine 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 4,500 patients per year and is committed to producing clinical research on sport-related concussion. The UofA Office for Sport Concussion Research is continuing to serve 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. Moreover, this collaboration exposes UofA students to clinical research that is taking place in both in- and outpatient settings. To date, more than 4,000 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 2021-2022:***

**Grants:**

- Data collection for an industry sponsored study (Brainscope, Inc.) that was focused on validating a new vision test for concussion was completed in Spring of 2022.
- A three-year, multi-site grant with the UofA, University of Pittsburgh, and Inova that was funded in 2020 by the Department of Defense is ongoing and successfully enrolling patients. This project is a randomized clinical trial that will examine the effectiveness of concussion treatments for chronic post-concussion syndrome. This project supported a doctoral student for the academic year.
- A two-year NIH SBIR grant, including UofA, Pitt, and Gaia Medical Institute, was funded and is enrolling participants. This project is focused on identifying a saliva biomarker for concussion and is utilizing research partnerships in local UofA community. This project funded a master's student for the academic year.
- Katie Stephenson, a fourth year PhD student, obtained an internal HHPR doctoral grant that supported her dissertation examining the effects of aerobic fitness level on a concussion physical exertion test.

**Publications and Presentations:**

- 15 manuscripts were published in several high impact sports medicine journals which include: *American Journal of Sports Medicine*, *Clinical Journal of Sports Medicine*, and *Journal of Head Trauma, Rehabilitation*. These publications showcase several new findings in concussion including: the use of ambulatory assessment methods to measure how concussion behaves in daily life, considerations for telemedicine approaches for concussion management and treatment, predictive accuracy of new concussion tools for recovery outcomes.
- 8 professional presentations were made by members of the Office for Sport Concussion lab.

**Students:**

- Katie Stephenson successfully defended her dissertation and has accepted a joint post-doctoral research position at the University of New England and Harvard Medical School
- Kori Durfee is a new incoming PhD student and will start late spring 2022

*Point of Contact: R.J. Elbin – [rjelbin@uark.edu](mailto:rjelbin@uark.edu)*

## Office for Studies on Aging (OSA)

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 2021, OSA received one contract from Mercy Health System, to support a graduate assistant in their facility. The two-year contract was \$64,000.

Additionally, OSA faculty published 13 peer-reviewed manuscripts and presented 7 abstracts either regionally, nationally, and internationally. 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 2021 and hosted a memory wall in the AR Union to bring awareness of Alzheimer's Disease to college-aged individuals. 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.

*Point of Contact: Michelle Gray – [aging@uark.edu](mailto:aging@uark.edu)*

## Office of Innovation for Education (OIE)

**Innovation.** We provided planning and implementation support, along with just-in-time coaching, to educators across all regions in Arkansas to enable them to continue to innovate their practices to serve the needs of their students in another Pandemic-impacted year. We increased the number of schools served to 23.7% of all schools in Arkansas compared to 18% in 2020 and 5.5% in 2019. We supported discovery and effective learning design through existing projects and a few new projects:

- [Arkansas Student-Focused Study Tours](#)
  - [North Little Rock Middle School, Rogers New Tech High School, and Wynne Intermediate School](#)
- Continuation of work with national innovation organizations including [Interstate Learning Community](#), the [Assessment for Learning Project](#), and [The 51<sup>st</sup> State: Aligned Systems of Assessment and Accountability](#).
- Onsite and web-based coaching and consultation with [Schools of Innovation](#),
- Refinement of web-based applications for ADE DESE:
  - The [Designing for Innovation Framework](#)
  - [Schools of Innovation Web-based Application, Designation, and Renewal system](#).
- [SPDG](#) OIE's role is to develop and implement competency-based professional learning for educators to support students with disabilities through high-leverage practices in general and special education classrooms.
- Planned, facilitated, and synthesized input from focus groups for Day-One Ready Teachers and [Arkansas's Summative Assessment RFP Development](#)

**Programming.** We supported the transformation of education in Arkansas through research and service provided by our talented team of programmers and analysts. Highlights include the following.

- Delivery of all data modules with available data for [school, district, and state report card](#) enabling the ADE to meet federal reporting requirements and to provide Arkansas public schools with data during the COVID19 pandemic. Page views increased from 3,416,388 to 4,114,163 spiking after release of data and reports we provided.
- Dramatically Increased statistical analytics for the ADE DESE and DCTE to include the impacts of Pandemic-related learning loss and variations in student instructional options on the validity and reliability of Arkansas ESSA School Index scores and ADE DESE's and DCTE's consolidated annual reporting statistics.
  - Calculated Arkansas's value-added student growth for 2021 and ran model fit statistics for Technical Advisory Committee review for skipped year of assessment. Provided extensive analytics and reporting for Technical Advisory Committee and DESE to ensure validity and reliability of ESSA School Index.
  - Created custom reports from analytics for ESSA participation (percent tested) requirements, ESSA School Index, adjusted graduation rate analytics, Instructional

In 2021, OIE  
Supported

245

SCHOOLS

11,469

TEACHERS

125,533

STUDENTS

Option analysis, etc. Synthesized all COVID-19 related analytics into one report for State Board of Education. [Report presented by Secretary Johnny Key.](#)

- Based on reports provided in prior year, DESE added enrollment, attendance, and instructional option analytics to our annual set of report deliverables.
- Calculation of all secondary Performance Measures for Perkins V consolidated annual reporting for ADE DCTE. Included working with DIS to obtain workforce and post-secondary outcomes for DCTE. Developed and revised data structures and web-based programs for detailed reporting to include drillable capability to report race/ethnicity and special populations disaggregations. Supported Division Director Ross White in CAR data submission to USED OCTAE. Identified data issues in report pulls provided to Arkansas resulting in OCTAE rerunning reports with correct numbers.
- Completed data calculations to ADE OIT to produce reports on [LEA Insights for value-added growth](#) and for CTE reporting. Created professional learning modules for student value-added growth and using the LEA Insights module.
- Developed new methodology for of ADE DESE to determine [Critical Shortage Areas](#) for educators.
- Calculated [School Recognition Awards](#) and [National Blue Ribbon and Distinguished Title I nominees.](#)

*Point of Contact: Denise Airola - oie@uark.edu*

## Office of Play Therapy Research and Training

The Office of Play Therapy Research is in its seventh year as a nationally accredited center for play therapy and an approved center of continuing education. It is one of only 30 approved university centers in the country and received its approval for 5 years in 2021, which is the longest period possible.

For the last five 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 two-day annual conference training 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 virtually in June 2021 with 168 people registered from 16 states with Dr. Garry Landreth as speaker. The 2022 annual conference will be our first in person forum since 2019 due to Covid and has 150 registrants thus far.

During the 2021-2022 academic year one play therapy dissertations was successfully defended by T.J. Schoonover and will be receiving national student research award from the Association for Humanistic Counseling in May 2022. This study is one of only a few single case designs to measure the impact of Child-Centered Play Therapy and was conducted through a partnership between the Office of Play Therapy Research and Training and 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. The article has also been submitted for publication.

The dissertation study conducted by Margaret Hindman in 2020 and was published in January 2022 in the International Journal of Play Therapy: The Adult Public's Perception of the Utility of Play Therapy. She will be presented with the Association for Play Therapy Student Research Award at the annual conference in October 2022 and will also be highlighted in the Play Therapy magazine in June 2022. The Association for Play Therapy cited her research recently and is using it to improve their marketing and education related to play therapy. She has also been invited to continue this research more in depth for the Association for Play Therapy.

During the 2021-2022 academic year, 6 national play therapy presentations were conducted with Ph.D. counseling students and recent graduates at 3 conferences and 6 peer reviewed publications were published in national/international journals as a result of research conducted through the U of A Office of Play Therapy Research and Training. Currently, 3 masters and one doctoral level counseling students are completing independent studies through the Office of Play Therapy, gathering data in K-12 schools. Two of these students received funding through the Office of Play Therapy Research to fund Child Parent Relationship Therapy Groups at Hope Academy. Six doctoral students in counseling received funding to attend the U of A Office of

Play Therapy Research and Training annual play therapy conference in June 2021 and an additional 6 will receive funding for the June 2022 conference. The office is in its 3<sup>rd</sup> year of data collection with Hope Academy measuring the impact of play therapy as well as SEL competencies.

The Association for Play Therapy invited two doctoral graduates and faculty member Kristi Perryman to provide a free community forum regarding LGBTQ concerns in Arkansas at the 2021 National Conference. Twenty students and recent graduates attended the national play therapy conference with many serving as volunteers for the Association of Play Therapy and with the U of A Office of Play Therapy Research and Training to recruit students. Two students and a graduate graduated from the APT Leadership Academy, preparing then to be leaders in the field of play therapy. The office also hosted a dinner for current students and U of A graduates at the conference. Kristi Perryman, the director of the office, serves on the national board of directors as well as on the editorial board for the Association for Play Therapy.

*Point of Contact: Kristi Perryman - [klperry@uark.edu](mailto:klperry@uark.edu)*



## Office of Teacher Education

The Office of Teacher Education (OTE) has continued to focus on accreditation, licensing, and field placement this academic year. In 2021-2022 we continued to be challenged to serve students, faculty and partners during restrictions brought on by a worldwide pandemic. In this report, we identify our most significant accomplishments as well as the focus for the coming academic year.

### Significant Accomplishments

During this academic year, the office focused on its primary objective: supporting the preparation of licensed teachers. Despite obstacles such as a lack of field experience schools and remotely delivered events, the office was able to provide support for students who were being admitted in their programs, preparing for licensure tests, and applying for licensure.

We welcomed 239 teacher candidates into 14 different programs. This was celebrated in our annual Teacher Induction Convocation held at the Chi Omega Greek Theater. 115 teacher candidates were supported through our licensure test preparation online software. The office held program orientations to provide feedback and support. The office planned activities coordinating with Educator Commitment Signing Week and #LoveTeaching week.

Finally, the office continues to collect and organize information designed for continuous improvement. Our faculty received two bi-annual reports of data aligned with accreditation standards. The office hosted a Teacher Education Summit (virtually) in August and a Continuous Improvement Team Conference (in person) in May to discuss the improvements the faculty have made in their programs.

### Office Reports

Our **Director of Licensure** recommended 193 out of 207 completers for teaching licenses and 135 endorsements for current in-service teachers from May 2021 through May 2022. In addition, our Director of Licensure provided fingerprinting services for 361 candidates. These services are key for students as they apply for teacher education programs and for their teaching license. In August of 2021, Dr. Haulmark was part of a group of state licensure officers who developed curriculum and presentation materials for general Praxis preparation. Dr. Haulmark piloted several of these Praxis Prep session with teacher candidates this year along with other sessions related to out of state licensure and obtaining additional endorsements. Dr. Haulmark also attended the National Association of State Directors of Teacher Education Professional Practices Institute in the fall to develop ethics training for teacher candidates to be piloted in 22-23 academic year.

Our **Director of Field Placement** helped place our students in 424 internship placements across the Northwest Arkansas area this academic year. As COVID 19 restrictions eased, Mr. Jennings coordinated about 420 observation placements and about 330 practicum placements. Additionally, Mr. Jennings helped plan our 6th annual Career Readiness Seminar and career fair in collaboration with the Director of Employer Relations for COEHP. The career fair was an in-person event this spring and over 55 employers were in attendance. We held the UA Teacher

Education Partnership meeting again this spring where we discussed critical issues such as field placements and accreditation, and Mr. Jennings continues to work closely with area schools to provide quality field experiences for our teacher candidates. Finally, Mr. Jennings successfully launched the K-12 Education Professionals & Students Razorlink group, which is the largest group on the Razorlink platform with 118 members.

### **Response to Feedback and Next Steps**

We continue to respond to our yearly exit interviews with students and faculty. This year our teacher candidates utilized the licensure test preparation webinars and website support. The candidates reported feeling better prepared for licensure tests and this resulted in more candidates passing their tests on the first attempt.

The initiatives we started in 2021-2022 with diversity and inclusion will continue to grow. We will be exploring candidate supports when it comes to inclusive practices. In addition, we just finished our first year collecting data through Blackboard courses and have found an ease and success that will continue for this next year.

This next year we will be partnering with faculty on review all common assessments and work on recalibration for scoring assessments.

*Point of Contact: Jennifer Beasley - [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)*

### Osher Lifelong Learning Institute (OLLI)

OLLI membership increased 10% from the previous year. Enrollment has consistently increased over the past three semesters and a higher percentage of seats are being filled in classes. Despite revenue still not being at pre-pandemic capacity, OLLI has maintained a positive ending balance with its budget and continues to project ending the year with a surplus of funding. Over the past year OLLI has fostered partnerships with local organizations that have resulted in quality programs offered to OLLI members and additional participants in OLLI classes. An internal grant was received from the college this past year. The grant provided \$5000 to allow people from underrepresented populations to attend OLLI classes for free.

*Point of Contact: Josh Raney - [olli@uark.edu](mailto:olli@uark.edu)*

### Partners for Inclusive Communities (PART)

We work to support people with disabilities to experience community.... to live, work, play and worship as an integral part of the community in which they live and to nurture and develop their system of natural supports. Part of what makes our staff successful in doing this for people with disabilities is that we know how to and do it for ourselves as well. I believe that if my staff were interviewed, they would say that they feel more supported and that morale is higher than it has been in years, in spite of the stress of the pandemic and all that has accompanied it.

An accomplishment is the expansion of our work through two additional COVID grants during this period, both of which focus on vaccine access and distribution. The nature of these grants has expanded our relationship with the Arkansas Department of Health such that they requested that we provide technical assistance to them on a new project to make their website more accessible.

Another accomplishment that has occurred over the past year is the increased diversity in Partners' staff. Of the last five full-time positions filled, four have been filled with highly qualified candidates representing minority populations which brings our overall ratio to 22%. Two of these are being actively groomed for leadership roles within the agency as senior staff prepare for retirement.

*Point of Contact: Karan Burnette - [partners@uark.edu](mailto:partners@uark.edu)*

## Speech and Hearing Clinic

During the 2021-2022 academic year, the [University of Arkansas Speech and Hearing Clinic](#) worked intently on rebuilding while working through the pandemic. In January of 2021, [Jessica Danley](#), a traumatic brain injury (TBI) specialist and soon to be a Board Certified Specialist in swallowing and swallowing disorders, joined the communication sciences and disorders faculty as the Clinical Education Coordinator.

Two clinical education training labs were added to the clinic in the fall of 2021. The *Swallow Lab* was re-established with contemporary equipment. The lab acquired fiberoptic endoscopic evaluation of swallowing (FEES) equipment that will be used for graduate level training and documentation of advanced clinical competencies for the treatment of swallowing. The program plans to start providing intervention for patients with swallowing disorders from the northwest Arkansas community and beyond in the summer of 2022. The *Voice Lab* also received updated equipment. The lab acquired voice software and equipment for graduate level training in acoustic measurement and analysis of voice production. The program plans to start providing intervention for patients with voice disorders from the northwest Arkansas community and beyond in the summer of 2022.

The clinic was also selected as the recipient of the 2021 and 2022 SPEAK OUT! Grant, a value of \$5,000, which provides advanced graduate-level training and materials for working with patients with voice disorders

The following courses were conducted utilizing the resources of the UA Speech and Hearing Clinic:

- CDIS 4003 – Clinical Practicum Undergrad
- CDIS 4133 – Introduction to Aural Rehabilitation
- CDIS 4183 – Clinical Assessment of Language Disorders
- CDIS 490V – Special Problems
- CDIS 498VH – Honors Communication Disorders Thesis/Project
- CDIS 5122 – Feeding and Swallowing Disorders
- CDIS 5121L – Feeding and Swallowing Disorders Lab
- CDIS 5213 – Voice and Resonance Disorders
- CDIS 3103 Intro to Audiology
- CDIS 5273 – Language, Learning and Literacy
- CDIS 5293 – Augmentative and Alternative Communication
- CDIS 5183 – Advanced Clinical Practicum
- CDIS 5283 – Advanced Clinical Practicum II
- CDIS 5383 – Advanced Clinical Practicum III
- CDIS 5443 – Advanced Clinical Practicum IV
- CDIS 5663 – Advanced Clinical Practicum V

- CDIS 5823 Language Learning with Multiple Disabilities

The clinic provided speech-language therapy and audiology services throughout the year. Speech-language therapy services focused primarily in the areas of pediatric fluency, augmentative and alternative communication, speech sound disorders, and language. Audiology services focused primarily on the adult population and included services such as hearing screenings, hearing aid evaluations, and hearing aid fittings. Additionally, the *community hearing screening* program was run out of the clinic. For this program, local school districts collaborate with our audiologist and graduate student-clinicians to complete hearing screenings for school-age children. This program continues to be a success.

The clinic provides research lab space for Dr. Andrew Bowers (EEG Lab), Dr. Kimberly Frazier (Social Communication Lab), Dr. Mohammad Haghighi (Aphasia Lab), Dr. Christine Holyfield (AAC Lab), Dr. Lisa Bowers (Language and Literacy Lab), Dr. Margie Gilbertson (Hearing Instrument Lab) and Dr. Rachel Glade (Auditory Skills Lab) in the CDIS Program. This past year the clinic has also provided space for interdisciplinary research with Dr. Michelle Kilmer who is faculty in the Eleanor Mann School of Nursing.

*Point of Contact: Jessica Danley - [spclinic@uark.edu](mailto:spclinic@uark.edu)*

## Appendix D: College Profile



### Dean's Office

Dean – Brian Primack

Interim Associate Dean of Academic and Student Affairs – Matthew Ganio

Associate Dean for Research and Innovation – Stephen Dittmore

Associate Dean for Administration and Diversity – Lewatis McNeal

### Department Heads

Curriculum and Instruction – Ed Bengtson

Education Reform – Michael Hevel (interim)

Eleanor Mann School of Nursing – Susan Patton

Health, Human Performance and Recreation – Michelle Gray (interim)

Occupational Therapy – Sherry Muir

Rehabilitation, Human Resources and Communication Disorders – Michael Hevel

### College-Level Directors

Academic Advising & Student Success – Elizabeth McKinley

Academic Services – Denise Bignar

Financial Affairs – Brandi Maples

Honors – Michelle Gray

Human Resources – Glennia Hunt

Research – Stacy Stuart

Technology – Bart Cohen

### Program Coordinators

#### CIED

Career and Technical Education - Betsy Orr

Curriculum and Instruction - Jason Endacott

Educational Leadership - Kevin Brady

Educational Studies - Rhett Hutchins

Educational Technology - Derrick Mears

Elementary/Childhood Education - Marcia Imbeau

Secondary Education - Chris Goering

Special Education - Tom Smith

Special Education - Suzanne Kucharczyk

STEM Education - Michael Daugherty

TESOL - Janet Penner-Williams

#### EDRE

Interim vice chair - Gema Zamarro Rodriguez

### EMSON

BSN pre-licensure - Sarah Bemis

DNP Adult-Gerontology Acute-Care Nurse Practitioner concentration - Laurel Fulgham

DNP Family Nurse Practitioner concentration - Callie Bradley

MSN - Jan Emory

RN/LPN to BSN - Hilary Bowling

### HHPR

Athletic Training - Luzita Vela

Exercise Science - Tyrone Washington

Physical Education - Jack C. Kern

Public Health, Undergraduate - Bart Hammig

Public Health, Graduate – Ches Jones

Recreation and Sport Management - Joshua Lens

### RHRC

Adult and Lifelong Learning - Kenda Grover

Adult and Lifelong Learning - Kit Kacirek

Communication Sciences and Disorders - Rachel Glade

Counselor Education - Kristin Higgins

Educational Statistics and Research Methods - Wen-Juo Lo

Higher Education - LJ Shelton

Human Resource and Workforce Development, undergrad - Mandel Samuels

Human Resource and Workforce Development, graduate - James Maddox

### OTD

Sherry Muir

## Chairs, Professorships, Distinguished Professorships, and University 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

21<sup>st</sup> Century Chair in Accountability/Transparency  
Robert Costrell, Harvard University

21<sup>st</sup> Century Chair in Education Policy  
Jonathan Wai, Vanderbilt University

21<sup>st</sup> Century Chair in Teacher Quality  
Gema Zamarro, Centro de Estudio Monetarios y Fiancieros

21<sup>st</sup> Century Chair in Leadership  
Robert Maranto, University of Minnesota

21<sup>st</sup> Century Chair in School Choice  
Patrick Wolf, Harvard University

### **Distinguished Professors**

Michael Daugherty, Oklahoma State University  
Bill McComas, University of Iowa  
Patrick Wolf, Harvard University

### **University Professor**

Tom E.C. Smith, Texas Tech University

### [COEHP Committee Memberships](#)

**2021-2022**

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#### **Unit/Departmental Personnel Committees**

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#### **CIED**

Chris Goering (chair)	2022
Angela Elsass	2022
Heather Young	2022
Mike Daugherty	2023
Vinson Carter	2023
Rhett Hutchins	2023
Kevin Brady (chair-elect)	2024
Liz Lorah	2024

Christine Ralston 2024

### **HHPR**

Cathy Lirgg	2022
Merry Moiseichik	2022
Nic Greene	2023
Amanda Sullivan	2023
Bart Hammig (chair)	2024
Brendon McDermott	2024

### **Nursing**

Tom Kippenbrock	2022
Anna Jarrett	2022
Jan Emory (chair)	2023
Allison Scott	2023
Kelly Vowell Johnson (chair-elect)	2024
Ad Hoc members: Bart Hammig and Ches Jones	2023

### **RHRC**

Brent T. Williams (chair)	2022
Kristin Higgins	2023
Wen-Juo Lo	2023
David Christian (chair-elect)	2024
Kimberly Frazier	2024

### **OT Peer Review Committee**

Jean Henry, Public Health U of A  
Kim Strauss, Social Work U of A  
Laura Haggard-Duff, Nursing UAMS

### **EDRE**

Albert Cheng	perpetual
Bob Costrell	perpetual
Bob Maranto	perpetual
Josh McGee	perpetual
Sarah McKenzie	perpetual
Gema Rodriguez	perpetual
Jonathan Wai	perpetual
Patrick Wolf	perpetual

### **College Personnel Committee**

Tenure Track

*These individuals must be tenured and hold at a minimum rank of Associate Professor.*

CIED	Kevin Brady	2023
EDRE	Robert Costrell	2024
HHPR	Brendon McDermott	2024
NURS	Jan Emory	2022
RHRC	Ronna Turner	2022

#### Clinical

*These individuals must hold at a minimum rank of Associate Professor.*

CIED	Linda Eilers	2022
HHPR	Jack Kern	2024

#### College Council

Chair	Claretha Hughes	2022
Chair-Elect	Liz Lorah	2023
At large	Xinya Liang	2023
At Large	Liz Lorah	2022
At large	Christine Ralston	2022
At Large	Wen-Juo Lo	2022
CIED	Sean Connors	2023
EDRE	Albert Cheng	2023
HHPR	Liz Parke	2023
NURS	Jan Emory	2022
RHRC	Rachel Glade	2022
OT	Kandy Salter	2022
Ex-Officio	Brian Primack	
Ex-Officio	Matthew Ganio	

#### Faculty Senate (5 Senators)

*These positions are elected by all eligible faculty in the College (e.g., those in tenure-track positions or full-time clinical lines who have been consecutively appointed for three or more years).*

Dennis Beck	2022
John Pijanowski	2022
Erin Kern Popejoy	2023
Mohammad Haghighi	2023
LJ Shelton	2023

### **Staff Advisory Council**

Katie Winkler – Chair	2022
Shawn Bell	2022
Tracy Cookson	2023
Aaron Abbott	2022
Haley Carney	2023
J L Jennings	2023

### **Staff Senate**

Denise Bignar	2022
Matthew Fey	2022
Aaron Abbott	2023
Ben Pollock	2024
Chelsea Martin	2025

### **OCDA Faculty Selection Committee**

*These are elected positions by each department to two-year terms.*

CIED	Derrick Mears	2022
EDRE	Albert Cheng	2023
NURS	Kelly Vowell Johnson	2023
HHPR	Steve Langsner	2022
RHRC	Claretha Hughes	2023
OT	Maria Ball	2022

### **College Course and Program Committee (CCPC)**

*The committee membership is elected by academic department, with representation from both undergraduate and graduate programs, where appropriate.*

Krishen Samuel, Grad Student Rep	2023
Michele Kilmer, NURS Graduate	2023
Hope Ballentine, NURS Undergraduate	2022
Rhett Hutchins, CIED undergraduate	2023
Derrick Mears, CIED Graduate	2022
Cathy Lirgg, HHPR Undergraduate	2022
Paul Calleja, HHPR Graduate	2023
Allison Boykin, RHRC Graduate	2023
Jim Maddox, RHRC Undergraduate	2022
Anna Harris, OT	2022
Jonathan Wai, EDRE	2023
Matt Ganio, Dean's office	ex-officio

Elizabeth McKinley, BCSS

ex-officio

Denise Bignar, BCSS

ex-officio

### **Undergraduate Course and Program Committee (UCPC)**

Matt Ganio

Appointed

Rhett Hutchins

2023

### **Graduate Council**

Ex-Officio

Matt Ganio

College Representative

Paul Calleja 2023

Grad Faculty Representative

John Murry 2022

### **Honors Council**

Director

Michelle Gray

2022

NURS

Hope Ballentine

2024

NURS

Allison Scott

2023

HHPR

Kaitlin Gallagher

2022

HHPR

Bart Hammig

2023

CIED

Suzanne Kucharczyk

2023

CIED

Rhett Hutchins

2022

RHRC

Kimberly Frazier

2024

RHRC

Christine Holyfield

2023

### **International Affairs Committee**

*These committee members are nominated by their department heads to two-year terms.*

Ex-Officio

Steve Dittmore

HHPR

Bart Hammig

CIED

Freddie Bowles

RHRC

David Christian

EDRE

Bob Costrell

EMSON

Marilou Shreve

OT

Sherry Muir

### **Diversity, Equity, and Inclusion Committee**

*These committee members are nominated by their department heads to two-year terms.*

Ex-Officio

Lewatis McNeal



Ex-Officio	Mary Margaret Hui-Cunningham	
RHRC	Kristin Higgins	2022
RHRC	Kristi Perryman	2023
CIED	Suzanne Kucharczyk	2022
CIED	Hung Pham	2022
HHPR	Angie Smith-Nix	2022
HHPR	Page Dobbs	2022
NURS	Allison Scott	2022
EDRE	Robert Maranto	2023
OCTH	Jeanne Eichler	2023
BCSS	Andrea Howard	2023
OTE	J.L. Jennings	2022

### **University Teacher Education Board**

*This board is responsible for the general coordination of the initial certification process for teacher education programs at the University of Arkansas. It evaluates all proposals for degree modification, approval of new courses, and approval of course changes for all teacher education programs. It also establishes general policies and procedures necessary to maintain quality in any teacher education program. The Director of the Office of Teacher Education will be ex-officio non-voting member of the board. The board's membership will consist of one elected faculty representative from each department in the University having a teacher education program. Ex-officio non-voting members also include one active public school teacher, one active public school administrator, and two students currently enrolled in teacher education programs.*

Kate Shoulders	Agricultural Education	2022
Marcia Imbeau	Special Education	2022
Daniel Abrahams	Music Education	2024
Christy Smith	Educational Leadership	2022
Jack Kern, chair	Health and Physical Education	2022
Injeong Yoon	Art Education	2022
Vinson Carter	Career and Technical Education	2022
Angela Elsass	Childhood Education	2022
Laura Kent	Secondary Education	2022
Freddie Bowles	Secondary Education BAT	2022
Kim McComas	UATEACH	2022
Donia Timby	Birth-Kindergarten	2024
Marcia Smith	Associate Superintendent, Springdale	<i>Ex-officio</i>
Lisa Davis	Principal, McNair Middle School	<i>Ex-officio</i>
Reba Holmes	Superintendent, Prairie Grove Public Schools	<i>Ex-officio</i>
JL Jennings	Director of Field Placement	<i>Ex-officio</i>

Myra Haulmark  
Jennifer Beasley

UA Licensure Officer  
Director of Teacher Education,

*Ex-officio*  
*Ex-officio*

## Degree Programs by Department

The College offers 18 bachelor's degree programs, 20 master's degree programs, 2 educational specialist degrees, 11 doctoral degree programs, and 14 certificate programs. The College, in cooperation with the Global Campus, offers 24 programs in online formats.

### **Curriculum and Instruction (n=32)**

BAT in Social Studies Education  
BAT in English Education  
BAT in Spanish Education  
BAT in French Education  
BAT in German Education  
BAT in Drama Education  
BSE in Career and Technical Education  
BSE in Childhood Education  
BSE in Educational Studies  
BSE in Elementary Education  
BSE in Special Education  
MAT in Elementary Education  
MAT in Teacher Education  
MEd in Curriculum and Instruction  
MEd in Educational Equity\*  
MEd in Educational Leadership\*  
MEd in Educational Technology\*  
MEd in Special Education\*  
MEd in Teaching English to Speakers of Other Languages  
EdS in Educational Leadership\*  
EdS in Curriculum and Instruction\*  
EdD in Educational Leadership\*  
PhD in Curriculum and Instruction  
Certificate of Proficiency in STEM Education  
Graduate Certificate in Teaching English to Speakers of Other Languages\*  
Graduate Certificate in Applied Behavior Analysis\*  
Graduate Certificate in K-12 Online Teaching\*  
Graduate Certificate Special Education Transition Services\*  
Graduate Certificate in STEM Education for K-6  
Graduate MicroCertificate in Autism Spectrum Disorder\*  
Post Master's Certificate in Building-Level Administration K-12  
Post Master's Certificate in District-Level Administration

### **Education Reform (n=1)**

PhD, Education Policy

**Health, Human Performance, and Recreation (n=10)**

BS in Public Health  
BS in Exercise Science  
BS in Recreation and Sport Management  
BSE in Teaching K-12 Physical Education and Health  
M.AT. in Athletic Training  
MEd in Recreation and Sport Management  
MEd in Physical Education\*  
MPH in Public Health  
MS in Exercise Science  
PhD in Health, Sport and Exercise Science

**Rehabilitation, Human Resources, and Communication Disorders (n=15)**

BS in Communication Sciences and Disorders  
BSE in Human Resource and Workforce Development\*  
MEd in Adult and Lifelong Learning\*  
MEd in Community College Leadership\*  
MEd in Higher Education  
MEd in Human Resource and Workforce Development\*  
MS in Counseling  
MS in Communication Sciences and Disorders  
EdD in Adult and Lifelong Learning\*  
EdD in Human Resource and Workforce Development Education\*  
PhD in Counselor Education and Supervision  
PhD in Educational Statistics and Research Methods  
PhD in Higher Education  
Post-Master's Certificate in Advanced School-Based Speech-Language Pathology\*  
Post Master's Certificate in Educational Statistics and Research Methods

**Eleanor Mann School of Nursing (n=6)**

BSN in Nursing (pre-licensure, RN to BSN\*, and LPN/LPTN to BSN\*)  
MSN in Nursing\*  
DNP, Doctor of Nursing Practice\*  
Post Master's Certificate in Adult-Gerontology Acute Care Nurse Practitioner  
Post Master's Certificate in Family Nurse Practitioner  
Graduate Certificate in Nursing Education

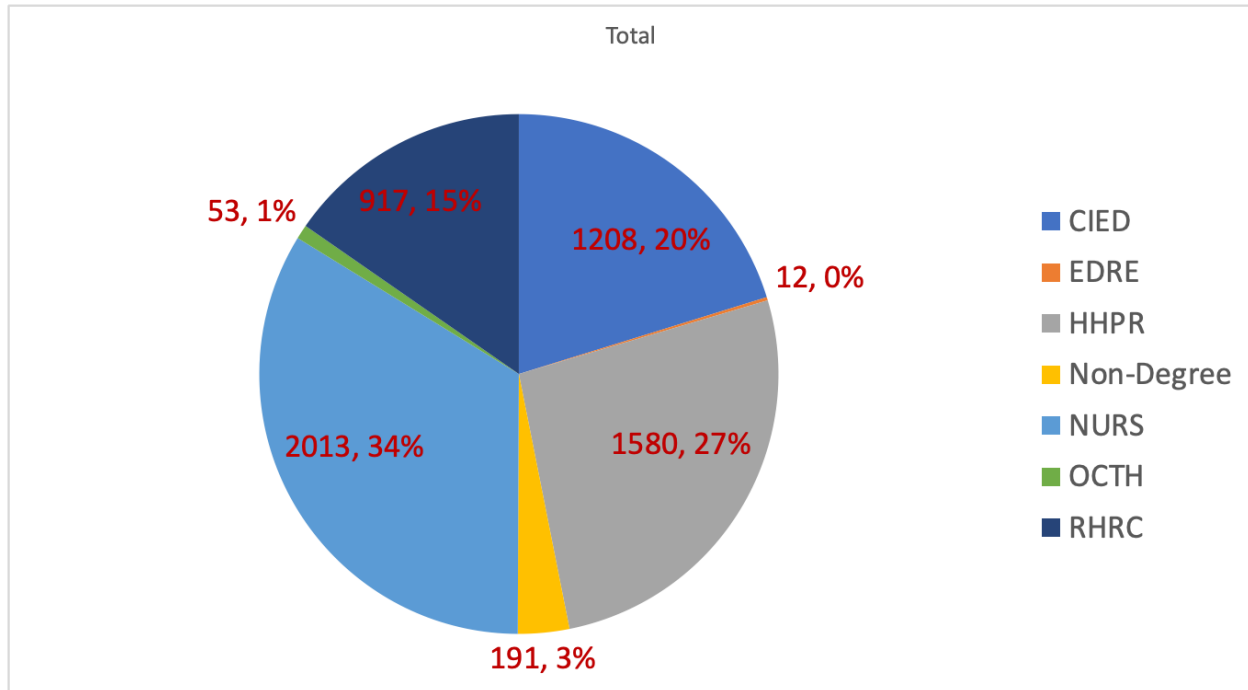
**Occupational Therapy (n=1)**

OTD, Doctor of Occupational Therapy

*\*Offered in an on-line format.*

## Student Enrollment Detail

**Figure 1:** # and % of students in COEHP by department for Fall 2021



**Table 1.** Number of students in each degree program type by department as of Fall 2021:

Row Labels	CIED	EDRE	HHPR	Non-Degree	NURS	OTH	RHRC	Grand Total
Bachelors	827		1366		1949		359	4501
Certification	76				12		0	88
Doctoral	41	12	39		30	53	245	420
Masters	268		175		22		315	780
Non Degree				191				191
<b>Grand Total</b>	<b>1212</b>	<b>12</b>	<b>1580</b>	<b>191</b>	<b>2013</b>	<b>53</b>	<b>919</b>	<b>5980</b>

## Faculty Data

**Table 2.** Full-time faculty in each department as reported by institutional research, Fall 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
CIED	24	4	19	47
EDRE	4	2	0	6
EMSON	6	3	25	34
HHPR	14	7	11	32
RHRC	21	7	7	35
OCTH	1	1	4	6
<b>Total</b>	70	24	66	160

**Table 3.** Faculty by Rank as reported by institutional research, Fall 2021

	Dist.	Univ.	Full	Assoc.	Assist.	Inst.	Lect.	Total
CIED	2	1	6	15	4	14	24	66
EDRE	1	0	3	0	2	0	0	6
EMSON	0	0	1	5	3	26	15	50
HHPR	0	0	5	9	7	7	8	36
RHRC	0	0	5	16	7	7	7	42
OCTH	0	0	0	1	1	3	1	6
<b>Total</b>	3	1	20	46	24	57	55	206

## APPENDIX E: Publications by COEHP faculty



## Peer-reviewed articles

1. Anaya, L. M., Zamarro Rodriguez, G., Stafford, F. P. (2021). Gender Gaps in Math Performance, Perceived Mathematical Ability and College STEM Education: The Role of Parental Occupation. *Education Economics*. <https://www.tandfonline.com/doi/full/10.1080/09645292.2021.1974344#.YT82WC2ppfk.twitter> Published.
2. Anderson, K., Zamarro, G., Steele, J., Miller, T. (2021). Comparing Performance of Methods to Deal with Differential Attrition in Lottery Based Evaluations. *Evaluation Review*. <https://journals.sagepub.com/doi/abs/10.1177/0193841X211034363?journalCode=erxb> Published.
3. Anderson, M., Elbin, R. J., Schatz, P., Henry, L., Covassin, T. (2021). Comparing before- and after-school neurocognitive performance in high school athletes: Implications for concussion management. Published.
4. Atkins, W. C., McDermott, B. P., Kanemura, K., Adams, J. D., Kavouras, S. A. (2021). Effects of Hydration Educational Intervention in High School Football Players. *Journal of Strength and Conditioning Research*, 35(2), 385-390. Published.
5. Baer, C. M., Khoussine, M. A., Dobbs, P. D. (2021). Tobacco prevention education for middle school and high school educators. *Health Education Journal*, 80(1), 16-27. Published.
6. Barry, A. E., Primm, K., Russell, H., Russell, A. (2021). Characteristics and effectiveness of alcohol website age-gates preventing underage user access. *Alcohol and Alcoholism*, 56(1), 82-88. Published.
7. Batra, K., Sharma, M., Davis, R. E., Wilkerson, A. H. (2021). Explaining Handwashing Behavior in a Sample of College Students during COVID-19 Pandemic Using the Multi-Theory Model (MTM) of Health Behavior Change: A Single Institutional Cross-Sectional Survey. *Healthcare*, 9(1), 55. Published.
8. Baudendistel, S. T., Schmitt, A. C., Roemmich, R. T., Harrison, I. L., Hass, C. J. (2021). Levodopa facilitates improvements in gait kinetics at the hip, not the ankle, in individuals with Parkinson's disease. *Journal of Biomechanics*, 121, 110366. <https://www.sciencedirect.com/science/article/pii/S0021929021001469> Published.
9. Baudendistel, S. T., Schmitt, A. C., Stone, A. E., Raffegau, T. E., Roper, J. A., Hass, C. J. (2021). Faster or longer steps: Maintaining fast walking in older adults at risk for mobility disability. *Gait & Posture*, 89, 86-91. <https://www.sciencedirect.com/science/article/pii/S0966636221002435> Published.
10. Bazarian, J., Elbin, R. J., Casa, D., Hotz, G., Neville, C., Lopez, Schnyer, D., Yeargin, S., Covassin, T. (2021). Validation of a machine learning brain electrical activity-based index to aid in diagnosing concussion among athletes. Published.
11. Beauchemin, F. P. (2021). Literacy Practices as Social: Relational-key in Literacy Events. *English Teaching: Practice and Critique*, 20(3), 30-36. Published.
12. Beck, D. E., Beasley, J. G. (2021). Differentiation practices of virtual school teachers *Education and Information Technologies* (2nd ed., vol. 26, pp. 1-15). Impact Factor: 2.01. Was this peer-reviewed/refereed? Yes. Published.
13. Beck, D. E., Tran, B., Maranto, R. A., Clark, T. (2021). Why they come and go: Comparing special education and general education students in cyber schools *Journal of Online Learning Research* (3rd ed., vol. 7, pp. 233-248). Was this peer-reviewed/refereed? Yes. Published.
14. Bhoohiboya, S., Dobbs, P. D., Maness, S. (2021). Interventions using mHealth strategies to improve screening rates of cervical cancer: A scoping review. *Preventive Medicine*, 143, 106387. Published.
15. Blair, A., Haneda, M. (2021). Toward collaborative partnerships: Lessons from parents and teachers of emergent bi/multilingual students. *Theory into Practice*. <https://www.tandfonline.com/doi/ref/10.1080/00405841.2020.1827896?scroll=top> Published

16. Boe, J., Jordan, L. S. (2021). #ThemToo?: Exclusionary discourse in the #MeToo era. *Women & Therapy*, 44(3-4), 319-336. Published.
17. Bouza, B., Hammig, B. J., Schaefer-Whitby, P. (2021). Physicians' experiences of recommending the HPV vaccine to females with an intellectual disability. *Sexuality and Disability*, 39, 731-750. Published.
18. Bowles, F., Bowles, F., Polka, W. (2021). Teacher educator perceptions of characteristics of self-efficacy. *Critical Questions in Education*, 12(1), 80-96. 306 Peabody Hall Published.
19. Bowling, H. K., Murray, L. M., Eichler, T. P., Fennimore, L. (2021). Connecting Nursing Students and Older Adults: An Intergenerational Service-Learning Experience. *Nurse Educator*, 47(1). Published.
20. Boykin, A. A., Myers, A. J. (2021). Explaining variability in extreme response style traits: a covariate-adjusted IRTree. *Educational and Psychological Measurement*, 81(4), 756-780. Published.
21. Brady, K. P., Kucharczyk, S. (2021). Racial disproportionality in special education and the special education paradox: Is the IDEA a sufficient legal strategy toward reducing racial inequities in special education? *West's Education Law Reporter*, 384(2), 585-619. Published.
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24. Brown, M., Wai, J., Chabris, C. (2021). Can you ever be too smart for your own good? Comparing linear and nonlinear effects of cognitive ability on life outcomes. *Perspectives on Psychological Science*, 16(6), 1337-1359. <https://journals.sagepub.com/doi/abs/10.1177/1745691620964122?journalCode=ppsa> Published.
25. Bullock, G. S., Schmitt, A. C., Chasse, P., Little, B. A., Diehl, L. H., Butler, R. J. (2021). Differences in PlayerLoad and pitch type in collegiate baseball players. *Sports Biomechanics*, 20(8), 938--946. <https://doi.org/10.1080/14763141.2019.1618899> Published.
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44. Connors, S. P., Dingler, M. (2021). "The poor get the worst of it": Critiquing systemic social violence in YA dystopian fiction." *48*(2), 100-112. Published.
45. Connors, S. P., Seelinger Trites, R. (2021). "I'd become a part of a system": Examining intersectional environmentalism in literature for young readers. *47*(1), 73-83. Published.
46. Connors, S. P., Seelinger Trites, R. (2021). "What's the point of having a voice if you're gonna be silent?": Youth activism in young adult literature. *34*(1), 53-69. Published.
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51. D'Amico, N., Elbin, R. J., Sufrinko, A., Schatz, Mucha, A., Collins, M., Kontos, A. (2021). Test order does not affect Vestibular/Ocular Motor Screening item scores in high school athletes. Published.
52. Daniels, B., Gallagher, K. M., Gray, R. M., Hickey, E. K. (2021). Accelerometer measurement differences between the preferred and non-preferred wrist. *Health and Technology*, 11(6), 1259-67. Published.
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63. Dougan, K. L., Lasater, K., Pijanowski, J. C. (2021). Relative age in kindergarten: From the perspective of teachers. *Journal of Higher Education Theory and Practice*. Published.
64. Doyle, N. A., Davis, R. E., Quadri, S. A., Mann, J. R., Sharma, M., Wardrop, R. M., Nahar, V. K. (2021). Associations between Stress, Anxiety, Depression, and Emotional Intelligence among Osteopathic Medical Students. *Journal of Osteopathic Medicine*, 121(2), 121-123. Published.
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68. Elbin, R. J., Eagle, S., Marchetti, G., Anderson, M., Schatz, P., Womble, M., Stephenson, K., Covassin, Collins, M., Mucha, A., Kontos, A. (2021). Using change scores on the vestibular ocular motor screening (VOMS) to identify concussion. Published.
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76. Evans, R., Goering, C. Z., French, S. (2021). Soundtracks, songwriting, and soundscapes: Producing the podcast of our lives. *English Journal*, 110(4), 69-76. Published.
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