

UNIVERSITY OF ARKANSAS[®]

College of Education and Health Professions

2022-2023 Annual Report

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

Prepared by:

Matthew S. Ganio, Ph.D.
Associate Dean for Academic and Student Affairs

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Annual report

Significant College Activities

In August 2022, the College of Education and Health Professions (COEHP) launched a new initiative, WE CARE, which stands for the Wellness and Education Commitment to Arkansas Excellence. The [WE CARE initiative](#) aimed at advancing three priorities:

1. Extend the college's national prominence by encouraging collaboration to address complex challenges in education and health.
2. Advance the University's land-grant mission by caring for Arkansas and Arkansans.
3. Embrace an organizational culture that is agile, adaptable, responsive, and caring.

The WE CARE initiative was envisioned as a catalyst for innovative research, outreach, and educational programs. Faculty and staff in the college were encouraged to develop projects, programs, and activities that aligned with the three WE CARE priorities and request funding to support their work. A total of 68 proposals were funded ranging from writing retreats to collaborative research projects and student field experiences to programs that foster a culture of care and a sense of community. Additionally, 30 faculty members received summer research fellowships to allow them dedicated time to focus on their research and boost scholarly productivity in the college. Stories in the Arkansas News, [WE CARE Projects Furthering Wellness and Education in Arkansas](#) and [College of Education and Health Professions Underscores Commitment Through WE CARE](#), highlight examples of projects that were supported by the WE CARE initiative. Some additional funded projects are included below as further illustrations of the scope and range of WE CARE activities:

- The college hosted a delegation of 22 faculty, staff, and students and Dean Kimberley Davis from the University of Arkansas Pine Bluff (UAPB) School of Education on March 30-31. This visit was a follow-up to the listening and learning tour from October 2022 when Dean Mamiseishvili along with other COEHP representatives visited Pine Bluff. Learn more about the UAPB delegation in the Arkansas News story: [Better Together: Educators Chart Course for Historic Partnership Between UAPB and U of A.](#)
- Drs. Chris Goering and Michael Hevel teamed up to host the first Faculty and Doctoral Student Writing Retreats at Mount Sequoyah Retreat Center. Twenty-six faculty members and about 30 doctoral students from eight doctoral programs participated in the retreats, sponsored by WE CARE Together Programming. Participants engaged in goal setting, mindfulness, and various sessions, including an academic writing panel, tips for publishing, and making writing groups work.

- The spring 2023 inaugural Dean’s Seminar focused on the topic of addictions and was co-taught by faculty from both education and health programs, including Kara Lasater, associate professor of educational leadership, Erin Popejoy, associate professor of counselor education and supervision, and Bart Hammig, professor of public health. There were 20 students enrolled in the course. The students reported developing new and evolving understandings of substance use disorders (SUD) that challenged them to confront harmful stigmas and stereotypes, respond more compassionately, and engage in conversations with peers and family members about necessary changes to practice and policy which could assist in improved prevention and intervention. The class culminated with [poster presentations](#).
- An interdisciplinary faculty team from special education and communication sciences and disorders programs hosted an online professional development series for early career professionals called "Teaming Up to Support Kids." The TUSK summer learning series focused on preventative and proactive strategies to support learning for children with social, emotional, and behavioral health needs.
- Graduate students in Dr. Erin Howie Hickey's course developed and implemented projects aimed at promoting physical activity in the community. One project focused on Fayetteville’s new gold-level status as a Bicycle-Friendly Community to increase active transport. Another focused on physical activity in the College of Education and Health Professions. Students created an interdepartmental daily steps competition for faculty and staff in the college. Prizes were awarded to the department and the individual with the most steps. Sixty-three faculty and staff members participated in the COEHP Step Challenge, and they clocked 1,431,614 combined total steps.

Faculty and staff continue to implement their WE CARE projects that include innovative research, programming, and outreach efforts, and the college will continue to provide updates about their progress.

The WE CARE initiative laid the foundation for the WE CARE strategic planning that the college embarked on in Spring 2023. The strategic planning process involved feedback from multiple stakeholder groups both internal and external to the college, including the newly formed [Dean’s Executive Advisory Board](#) (DEAB). The board is comprised of [37 members](#), including alumni, community partners, and other stakeholders committed to the college's vitality, improvement, and growth. The board functions as an advocacy group for the college and collaborates with Dean Kate Mamiseishvili on long-range strategic planning and identifying service and financial support opportunities. Ashlie Hilbun, Ed.D. 2013, Senior Vice President and Chief Strategy Officer at Arkansas Children’s Hospital, was selected as the inaugural board chair. Read more about DEAB [here](#).

The college also facilitated three focus group discussions around the strategic plan, one on each priority, and engaged with a consultant who has extensive experience helping organizations with design thinking and transformational change. Building on the WE CARE initiative, the college's five-year strategic plan will focus on caring culture, impactful research, and service to Arkansas priorities.

In addition to looking forward with a strategic plan, the College took some time in the fall to [celebrate the silver anniversary](#) of the College's name change. Charles Stegman was the college's dean when the decision was made 25 years ago to add "health professions" to its name. He and faculty members like Ro Di Brezzo in exercise science were the driving force behind the name change. To mark this significant milestone in COEHP's history, the college engaged in a "25 ways We Care" social media campaign and held a [celebration with nearly 200 faculty, staff, alumni, former dean, and friends in attendance](#).

Significant Academic Changes

The 2022-2023 academic year was another successful year for the college's academic efforts. A variety of courses and programs were created and modified. The Occupational Therapy Doctorate (OTD) program was successfully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Teaching K-12 Physical Education and Health master's and PhD programs underwent state-reviews, along with the Educational Statistics and Research Methods program and Education Policy PhD program. The Department of Curriculum and Instruction had 10 of its programs similarly reviewed by external reviewers. There were 52 changes to our degree programs reviewed by our [College & Course Program Committee](#). Athletic Training began the process of redesigning its program, which included creating 25 new courses. Our Career and Technical Education program added a "pre-major" code. Having all teacher preparation programs with a pre-major code ensures clarity about admissions criteria for students applying for a major.

Effective July 1, 2023, the Communication Sciences and Disorders (CDIS) program joined the Occupational Therapy program to become the Department of Communication Disorders and Occupational Therapy (CDOT). With the CDIS program moving to its new department, the college's Department of Rehabilitation, Human Resources and Communication Disorders (RHRC) was also reconfigured with the new name – Department of Counseling, leadership, and Research Methods (CLRM).

Other significant academic changes include:

- **Curriculum and Instruction: Advanced School-Based Speech-Language Pathology Concentration (CIEDES-ASLP)** - The Ed.S. program in CIED partnered with CDIS and added a concentration in Advanced School-Based Speech Language Pathology. Active Fall 2023.
- **DNP/eMBA joint program** - COEHP entered a partnership with the Walton College of Business to offer a dual degree option for students wishing to pursue a DNP and Executive MBA (eMBA) degree simultaneously. Read more [here](#). Active Summer 2023.
- The master's, graduate certificate, and micro-certificate in **Health Care Business Analytics** became active in Fall 2022. These programs are in partnership with the Walton College of Business. Read more [here](#).
- The Rehabilitation Counseling concentration within the Counselor Education and Supervision Program was ranked in the top 20 Best Rehabilitation Counseling concentration in the 2023-2024 edition of *U.S. News & World Report's* best graduate schools. Read more [here](#).
- The MSN degree was ranked #40 Best Online Master's in Nursing by [Fortune Education](#).
- Human Resource and Workforce Development (HRWD) changed their name and corresponding degrees to Human Resource Development (HRDE).
- The Gifted and Talented Education Endorsement moved to a 100% online format.
- Career and Technical Education created a Non-Degree Program that leads to Initial Licensure.
- An Early Childhood Special Education Endorsement was created.
- 42 new courses were created in COEHP throughout the year:
 - ATTR 5111: Evidence Based Practice in Athletic Training I
 - ATTR 5122: Intervention and Care Planning I
 - ATTR 5133: Core Competencies and Clinical Care I
 - ATTR 5141: Professional Identity Formation
 - ATTR 5151L: Intervention and Care Planning II Lab
 - ATTR 5153: Intervention and Care Planning II
 - ATTR 5161: Evidence Based Practice in Athletic Training II
 - ATTR 5172: Core Competencies and Clinical Care II
 - ATTR 5181: Evidence Based Practice in Athletic Training III
 - ATTR 5283: Primary Care
 - ATTR 5281L: Primary Care Lab
 - ATTR 5332: Core Competencies and Clinical Care III
 - ATTR 5341L: Intervention and Care Planning III Lab

- ATTR 5342: Intervention and Care Planning III
- ATTR 5361L: Upper Extremity Evaluation Lab
- ATTR 5371L: Lower Extremity Evaluation Lab
- ATTR 5422: Sport and Nutrition
- ATTR 5431: Sport-Related Concussion and Behavior
- ATTR 5442: Core Competencies and Clinical Care IV
- ATTR 5501: Patient-Centered Care
- ATTR 5532: Behavioral Health I
- ATTR 5542: Behavioral Health II
- ATTR 5611: Performance Enhancement
- ATTR 5621: Sport Science
- ATTR 5631: Prevention and Wellness
- CCLE 511V: Independent Study
- CDIS 5343: Cognitive Communication in Adults
- EDHP 5001: Dean's Seminar
- OCTH 700V: Doctoral Capstone Project
- PBHL 3041: Undergraduate Pre-Internship
- PBHL 3723H: Honors Research Methods in Public Health
- PHED 3991H: Physical Education Honors Thesis Tutorial
- RESM 1041: Social Issues in the Outdoor Industry
- RESM 1091: Introduction to Bike Mechanics
- RESM 1101: Wilderness First Aid
- RESM 1121: Soft Surface Trail Stewardship and Management
- RESM 1131: Introduction to Bikepacking
- SEED 3993: Critical Studies in Literature for Adolescents
- SPED 5013: Introduction to Early Childhood Special Education
- SPED 5023: Inclusive Practices in Early Childhood Special Education
- SPED 5033: Family & Professional Partnerships in Early Childhood Special Education
- SPED 5043: Assessment & Programming in Early Childhood Special Education

Significant Personnel Changes

- The following faculty retired in FY23:
 - **Larry Aslin**
 - **Tom Smith**
 - **Lynn Koch**

- **Peggy Schaefer-Whitby**
- The following individuals began as full-time faculty in FY23:
 - **Bernard Muriithi**, Assistant Professor of Occupational Therapy
 - **Glenda Hux**, Assistant Professor of Occupational Therapy
 - **Jennifer Muriithi**, Clinical Assistant Professor of Occupational Therapy
 - **Stephanie Hicks**, Clinical Instructor of Communication Sciences and Disorders
 - **Alexandra Vasile**, Teaching Assistant Professor of Childhood Education
 - **Alison Wilson**, Assistant Professor of Practice of Educational Leadership
 - **Kristi Mascher**, Teaching Assistant Professor of Childhood Education
 - **Mehmet Gultekin**, Assistant Professor of Childhood Education
 - **Natalie Edwards**, Instructor of Childhood Education
 - **Wyann Stanton**, Teaching Assistant Professor of Childhood Education
 - **Becca Bassett**, Assistant Professor of Higher Education
 - **Brett Nachman**, Assistant Professor of Adult and Lifelong Learning
 - **Minju Hong**, Teaching Assistant Professor of Educational Statistics and Research Methods
 - **Elizabeth Lindly**, Instructor and MPH Coordinator
 - **Michael Hoover**, Instructor of Recreation and Sports Management
 - **Molly Harry**, Assistant Professor of Recreation and Sports Management
 - **Amy Primm**, Clinical Instructor of Nursing
 - **Chantal Nicolas**, Clinical Instructor of Nursing
 - **Jeanice Ball**, Clinical Instructor of Nursing
 - **Jessie Casida**, Professor and Executive Director of the Eleanor Mann School of Nursing and the George M. and Boyce W. Billingsley Endowed Chair
 - **Kristina Simpkins-Spain**, Clinical Instructor of Nursing
 - **Lauren Burns**, Clinical Instructor of Nursing
 - **Sara Sugg**, Clinical Instructor of Nursing
 - **Tanya Hall**, Clinical Instructor of Nursing
- **Kate Mamiseishvili** was named the Dean; **Matthew Ganio** was named Associate Dean of Academic and Student Affairs; **Paul Calleja** was named Associate Dean of Administration; **Michael Hevel** was named Associate Dean of Research, Strategy and Outreach. Read more [here](#).
- **Michelle Gray** was named head of the Department of Health, Human Performance and Recreation; **Kristin Higgins** was named head of Rehabilitation, Human Resources and Communication Disorders; [Jessie Casida](#) was named executive director of the Eleanor

Mann School of Nursing; At the end of FY23, **Fran Hagstrom** was appointed department head of Communication Disorders and Occupational Therapy.

- **Tory Gaddy** was [named director of development](#). **Seth Duell** was named associate director and **Lauren Selby** assistant director.
- **Rachel Glade** began as the COEHP Honor's Director.
- **Kay Brusca** was named Executive Assistant to the Dean and Chief of Staff.

Grant and Student Numbers

There was large student growth in the college. There were over 1,100 new incoming first-year students who went through New Student Orientation in summer 2023 (10% more than last year). The Boyer Center for Student Services advising team held over 10,300 advising appointments. Students enjoy the flexibility of being able to get advised through virtual means (e.g., Zoom); 43% took advantage of that option.

The COEHP [enrollment](#), with 6,299 students, increased 5.6% from Fall 2021 to Fall 2022. COEHP was the 3rd largest college behind Walton (8,232) and Fulbright (8,289).

As of Fall 2022, undergraduate growth was up 377 students (8.4%); graduate enrollment slightly decreased (43 students, 3.0%). 78% of COEHP students were enrolled in on-campus degree programs. 78% of students were enrolled in bachelor's programs, 12% were in master's programs, and 7% were in doctoral programs. The Eleanor Mann School of Nursing (EMSON) had the largest number of undergraduate students (2,134); Rehabilitation, Human Resources and Communication Disorders (RHRC) had the most master's (296) and doctoral (165) students. COEHP had more graduate students than any other college (n=1408).

Sub-plans such as pre-med, pre-physical therapy, etc., were declared by 277 students in the college. Most of them were pre-physical therapy (100) followed by pre-med (70). There were five students in our new Curriculum and Instruction (CIED) 4+1 (i.e., accelerated master's) program. There was a 4.4% increase (501 to 523) in COEHP honors students, with the largest proportion being pre-nursing students (158). Of the four minors COEHP offers, STEM Education had the largest enrollment (24).

EMSON had the largest student enrollment in the college (n=2190) followed by Health, Human Performance and Recreation (HHPR) (1769), CIED (1259), RHRC (800), Occupational Therapy (OCTH; 71), and Education Reform (EDRE; 12). EMSON and HHPR added the largest increase in

number of students since the year before, 189 and 188, respectively. Nursing was the largest major on campus; Exercise Science was the 7th largest.

In the fall 2022 semester, 175 new first-year students joined the [COEHP Honors Program](#), bringing the total number of honors students to 523. These new first-year students included two Honors College Fellows. In addition, 84 current students joined the COEHP Honors Program over the course of the academic year.

COEHP received 106 externally funded research awards totaling \$21,343,920 during the 2022 calendar year. Grants of note in the College included:

- The Arkansas Department of Education, U.S. Department of Health and Human Services, and the U.S. Department of Education each awarded investigators more than \$1.5M.
- The National Institutes of Health awarded 6 grants totaling \$1,739,903.
- The National Science Foundation awarded one grant totaling \$749,960.

COEHP faculty published 166 journal articles, 3 books, and 19 book chapters (see [Appendix E: Publications by COEHP Faculty](#))

Additionally, the College raised \$8,348,410.85 for various programs and projects in fiscal year 2023. Among them was the Arkansas Teacher Corps (ATC) that received a \$3.6 million from the Walton Family Foundation grant to help expand and strengthen the program. The grant would support 105 new teaching fellows through 2025, an 84% increase over the 57 fellows the Arkansas Teacher Corps had supported for the past three years. The College also received new funding to strengthen support of the IMPACT Arkansas Principal Fellows program, a partnership with the Walton Family Foundation. The Windgate Foundation pledged a nearly \$500,000 gift to the college that was earmarked for the next two cohorts of fellows. The Carl B. & Florence E. King Foundation also recently committed funds to the program. The \$40,000 King Foundation gift provided additional support to fellows from rural eastern Arkansas counties.

In the News - Faculty/Staff

- [Fulbright TEA Scholars Return to Home Countries Equipped With Academic, Mental Health Insights](#)
- [Statewide Collaboration Leads to Grant Funding](#)
- [Schmieding Foundation Gifts to Support Student Success, Research Excellence](#)
- [Conference Highlights Education-Related Research, Examines Future of Teaching](#)
- [Professors Use AI to Improve Communication Tools for People With Limited Speech](#)

- [New Research Furthers Case for Exercise Promoting Youthfulness](#)
- [Tyrone Washington Named Fellow of the American College of Sports Medicine](#)
- [Winners Named in NWA Regional Science and Engineering Fair](#)
- [Jack Kern Honored by Teaching and Faculty Support Center as March Cordes Chair](#)
- [Former Students and Colleagues Start Di Brezzo Endowed Scholarship in Exercise Science](#)
- [Department of Education Reform's Research Helps Inform Policy for Governor's LEARNS Act](#)
- [Four Department of Education Reform Faculty Place in Prominent National Ranking](#)
- [IMPACT Fellows Lead School to Highest Student Achievement Growth in Arkansas](#)
- [Researchers Examine Media Portrayal of LRSD State Takeover in Education Policy Analysis Article](#)
- [Nachman Awarded Prestigious Spencer Foundation Grant to Further Study of Autistic College Students](#)
- [Eleanor Mann School of Nursing Honors Faculty and Students During National Nurses Week](#)
- [Chancellor Emeritus Gearhart's Book Reveals Politics of Higher Education](#)
- [Artists Collaborate With Outreach Program to Create Connection Among Students](#)
- [Walton Family Foundation Grant to Expand and Strengthen Arkansas Teacher Corps Program](#)
- [College of Education and Health Professions Recognizes 'Mentor Teacher of the Year' Winners](#)
- [Higgins Earns Arkansas Association for Counselor Educators and Supervisors Rosenthal Award](#)
- **Hope Ballentine** [selected as fellow of the UA Teaching Academy](#)
- [College of Education and Health Professions Research Advancement Specialist Earns Credential](#)
- [U of A Speech and Hearing Clinic Earns National Provider Status for Swallowing Services](#)
- [Windgate, King Join Walton Family Foundation to Support New Cohort of Principal IMPACT Fellows](#)
- [Nearly 100 Faculty Across U of A Earn Credentials in Teaching Excellence This Spring](#)
- [Audiologist Loyd Joins the Communication Sciences and Disorders Faculty](#)
- [Professor Brendon McDermott Earns Distinguished Alumni Award](#)
- [NSF Grant to Support Augmentative and Alternative Communication](#)
- [Communication Sciences and Disorders Program Honors Henschell as Mentor of the Year](#)
- [Hicks Selected as Treasurer for Arkansas Chapter of Academic Language Therapy Association](#)
- [Wolf Selected to Serve on Working Group Implementing Arkansas LEARNS Act](#)
- [Researchers Find Arkansas Gifted-Student Screenings Often Miss Low-Income Students](#)

- [Ralston Selected to Participate in Inaugural Association of Teacher Educators 'Inquiry Initiative'](#)
- [Murach Awarded American Federation for Aging Grant to Study Muscle Rejuvenation in Older Adults](#)
- [Heat Illness Expert Issues Urgent Warning to Student Athletes Amid Extreme Temperatures](#)
- [U of A Humanities Center Hosts Two Summer Institutes Focused on Significant Historical Events](#)
- [Project REACH Graduates to Support Bilingual Students in Arkansas Classrooms This Fall](#)
- [Center for Public Health Faculty Awarded Nearly \\$2 Million in NIH Grants to Study Addiction Issues](#)
- [Interdisciplinary Project ELEVATE to Increase Diversity Among Bilingual Student Educators](#)
- [Kippenbrock Earns Luther Christman Award From American Association of Men in Nursing](#)
- [Clinical Education Coordinator Jessica Danley Selected for National Leadership Program](#)
- [Russell Wins National Award for Research on HR Policies and Substance Use Disorders](#)
- [Office for Education Policy Awards Schools Offering Outstanding Educational Performance](#)
- [Honors College Recognizes Exceptional Faculty](#)

In the News - Students

- [Graduate Students Invited to Women Leaders in College Sports Conference](#)
- [Graduate Student's Research Explores Strengthening Education Strategies for Better Health](#)
- [Three Graduate Students in Communication Sciences and Disorders Awarded with Recognition for the Program](#)
- [U of A Chapter of Student Speech Language Hearing Association Receives National Honors](#)
- [Doctoral Students and Their Adviser Reconsider Teaching and Care During COVID-19 Pandemic](#)
- [Three Excel in Careers as They Study Online for HR Degree](#)
- [Global Campus Awards Scholarships to 27 Students in Online Degree Programs](#)
- [Undergraduate Research Week Poster Competition Winners Announced](#)
- [Merry Receives Prestigious P.E.O. Scholar Award](#)
- [Doctoral Student Wins Postsecondary Career and Technical Education Research Fellowship](#)
- [Honors College Welcomes 31 Incoming Students for the Path Program](#)
- [Razorbug Tour Honors Pocahontas Nurse with Mission to Become Family Nurse Practitioner](#)
- [Razorbug Diploma Tour Unveils Diploma for Art Teacher at Fort Smith Home](#)
- [Razorbug Tour Presents Doctoral Diploma to Educator in the Delta](#)
- [Razorbug Tour Presents Diploma to Grad at El Dorado Chemical Plant](#)

- [Razorbug Diploma Tour Recognizes Veteran of Online Education](#)
- [Recreation and Sport Management Students Help NWA Naturals Cover Bases on Game Days](#)
- [Occupational Therapy Student Hopes to Shed Light on Homelessness Through Nov. 17 Storytelling Event](#)
- [Service Learning Partnership With Head Start Benefits Children, Graduate Students](#)
- [First-Generation College Student Celebration - Julianna Smith](#)

In the News - Alumni

- [College of Education and Health Professions Names 2023 Outstanding Alumni](#)
- [Alumnus Fred Bonner to Keynote Friday's DEI Symposium at Fayetteville Public Library](#)
- [U of A Graduate Seeks to Change Lives as ECU Dean](#)
- [Three ARTeacher Fellows Selected as 2023 Teachers of the Year in Area Schools](#)
- [Amber Hutchinson Hired as New Director of Pre-Award Sponsored Programs](#)
- [Alumna Margaret Hindman Honored With Association for Play Therapy Award](#)
- [Recent Doctoral Grad's Dissertation Research Published in Journal of Counseling & Development](#)
- [International Education Week: Akobundu Pursues Dreams of Entrepreneurship at U of A](#)
- [Nursing Alum, Community Clinic CEO Helps Shape the Health and Wellness of Local Communities](#)
- [Prentice helps Razorback athletes excel in first year of NIL](#)
- **Susan Williams Mayes Carney** (B.S.E. '72; M.Ed. '77) [was inducted into the Fayetteville Schools Hall of Honors.](#)

APPENDIX A: Awards, Honors, and Recognition

College Faculty Awards

- Read details [here](#).
- **Christine Holyfield**, George Denny STAR Award for Outstanding Service, Teaching, Advising, and Research
- **Albert Cheng**, Rising STAR Award for Outstanding All-around New Faculty Member
- **Karmen Bell**, Diversity, Equity and Inclusion Excellence Award
- **G. David Gearhart**, Career Faculty Award
- **Charlene Johnson**, Career Faculty Award
- **Jonathan Wai**, Impactful Scholarship Award
- **Rhett Hutchins**, Superior Service Award
- **Kenda Grover**, Outstanding Mentoring and Advising Award
- **Alissa Blair**, Outstanding Teaching Award
- **Page Dobbs**, Outstanding Honors Faculty Award

College Staff Awards

- Read details [here](#).
- **Erica Langley**, Service to Students
- **JL Jennings Jr.**, Service to Students
- **Stacy Stuart**, Service to Faculty/Staff
- **Shannon Magsam**, Service to the College
- **Myra Haulmark**, Service to the U of A
- **Karan Baker Burnette**, Service to the Community

College Alumni Awards

- Read more [here](#).
- Outstanding Young Alumni
 - **Yuri Hosokawa**
- Outstanding Alumni in Health and Human Services
 - **John Buckwalter**
- Outstanding Alumni in Education
 - **Debbie Faubus-Kendrick**
- Outstanding Alumni in Education
 - **Fred A. Bonner II**

Departmental Faculty Awards

- **Department of Health, Human Performance, and Recreation**
 - **Abigail Schmitt**, Outstanding Teaching
 - **Kevin Murach**, Outstanding Research–
 - **Luzita Vela**, Outstanding Service
 - **Bob Davis**, Outstanding Advising/Mentoring
 - **Josh Lens**, Overall Outstanding Faculty

- **Department of Rehabilitation, Human Resources, and Communication Disorders**
 - **Jessica Danley**, Outstanding Teacher
 - **Kevin Roessger**, Outstanding Researcher
 - **Kit Kachirek**, Outstanding Advising and Mentoring
 - **David Christian**, Outstanding Service
 - **Yaunlu Nu**, Rising Star
 - **Brent Williams**, Outstanding Commitment to Diversity and Inclusion
 - **Christine Holyfield**, Outstanding All-Around Faculty Member

- **Department of Curriculum and Instruction**
 - **Victoria Jordan**, Outstanding Staff
 - **Megan Godfrey**, Outstanding Dissertation
 - **Peggy Ward**, Faculty Collegiality
 - **Vicki Collet**, Outstanding Research
 - **Chris Goering**, Faculty STAR
 - **Donna Owen**, Outstanding Teaching
 - **Christine Ralston**, Outstanding Teaching
 - **Kara Lasater**, Outstanding Mentoring/Advising
 - **Yi-Jung Lee**, Rising STAR
 - **Karmen Bell**, Outstanding Service
 - **Renee Speight**, Outstanding Service
 - **Kathleen Collins**, Faculty Career

Departmental Alumni Awards

- Read more [here](#).
- **Katey Peterson**, Eleanor Mann School of Nursing

- **Ashlie Hilbun**, Department of Rehabilitation, Human Resources, and Communication Disorders
- **Sarah Burks Moore**, Department of Education Reform

Student Awards and Recognition

College Student Awards

- Read more [here](#).
- **Tsion Selassie**, Henry G. and Stella Hotz Award for the outstanding sophomore
- **Ava Fendler**, Henry G. and Stella Hotz Award for the outstanding junior
- **Claire Metcalf**, Presidential Scholar
- First-ranked Senior Scholars:
 - Muhannad Abdin, Hannah Babin, Addie Bloodworth, Ella Boston, Courtney Briggs, Alexis Crosby, Emily Grant, Jessica Hanson, Lacy Hazelbaker, Peyton Jobe, Connor Konecny, Emily Linkletter, Xinyi Mao, Katherine Mascari, Brittany Matthews, Kyra McCracken, Tyler Merreighn, Alyssa Miller, Morgan Murphy, Shea O'Brien, Sarah Paddock, Rachel Patton, Anna Podojil, Reannon Ray, Emma Ross, Katie Shuler, Olivia Spears, Katie Stanford, Laura Steele, Juliana Sweet, Reagan Swindall, Emerson Talbot, Ashley Taroni, Sarah Tolbert, Ashley Vandenberg and Grace Wichmann.
- Senior Scholars:
 - Eva Allen, Eaden Bachman, Brooke Ehrisman, Riley Fitzsimmons, Maryann Gundlach, Vanessa Hunt, Keegan Lepkowski, Lauren Lofton, Gabriella LoRusso, Brooklyn Lykins, Michelle Nguyen, Emily Polyak, Claire Pribble and Kimberly Umberson

COEHP Honors Symposium

- **Grace Rugger**, first place, "Bridging the Gap for Children in the Arkansas Foster Care System."
- **Tyler Merreighnm**, second place, "Young Adults Attempting to Quit Using E-Cigarettes: A Mixed Methods Analysis."
- **Kyra Sampaio Resende**, third place, "Measuring awareness of sensory processing disorder and interprofessional collaboration practices among professionals in an elementary public school setting."

Outstanding Students in Curriculum and Instruction

- **Lilian Slater Schulz**, Outstanding B.S.E. Student in Career and Technical Education
- **Anahi Francis**, Outstanding B.S.E. Student in Childhood Education
- **Khoshee Mohammed**, Outstanding M.Ed. Student in Curriculum and Instruction

- **Candice Duncan**, Outstanding Ed.S. Student in Curriculum and Instruction
- **Krystle Merry**, Outstanding Ph.D. Student in Curriculum and Instruction
- **Tracy Rogers**, Outstanding M.Ed. Student in Educational Technology
- **Gracie Gurwell**, Outstanding B.S.E. Intern in Elementary Education
- **Parker Evatt**, Outstanding M.A.T. Intern in Elementary Education
- **Jessica Nyden**, Outstanding M.A.T. Intern in Elementary Education
- **Natalie Hundley**, Outstanding M.A.T. Intern in Elementary Education
- **Laney Hoggatt**, Outstanding B.A.T. Student in Secondary Education
- **Nastajae Alderson**, Outstanding B.A.T. Student in Secondary Education
- **Laurel Anne Harkins**, Outstanding M.A.T. Student in Secondary Education
- **Omeshia Boyles**, Outstanding B.S.E. Student in Educational Studies
- **Rosaura Valdez**, Outstanding M.Ed. Student in Educational Leadership
- **Chelsea Jennings**, Outstanding Ed.S. Student in Educational Leadership
- **Meleah Hoskins**, Outstanding Ed.D. Student in Educational Leadership
- **Haley Stadtmueller**, Outstanding B.S.E. Student in Special Education
- **Tyler Lothian**, Outstanding M.Ed. Student in Special Education
- **Delaney Wells**, Outstanding M.Ed. Student in Educational Equity
- **Weihui Yang**, Outstanding M.Ed. Student in TESOL
- **Jessica Nyden**, Outstanding Elementary STEM Student in STEM Education
- **Ethan Harrod**, Outstanding Secondary STEM Student in STEM Education

Outstanding Students in Education Reform

- **Rian Djita**, Best Conference Paper
- **Andrew Camp**, Outstanding Doctoral Student

Outstanding Students in the Eleanor Mann School of Nursing

- **Kathleen Pabich**, Online B.S.N. Expert Leader
- **Sandy Stephens**, Online B.S.N. Emerging Leader
- **Cole Jones**, Online B.S.N. Exemplary Capstone
- **Rachel Patton**, The Betty Battenfield Award for Academic Achievement
- **Opie Alshihab**, Clinical Excellence in Nursing
- **Carmel Kruse**, The Future of Nursing Education Award
- **Sarah Spence**, DNP Best Capstone Project
- **Megan Owen**, Outstanding DNP Student Award

Outstanding Students in Health, Human Performance, and Recreation

Outstanding B.S./B.S.E. Students:

- **Jessica Bookout** – Recreation and Sports Management
- **Susana Rodriguez Gongora**– Public Health
- **Hope Hanson** – Exercise Science
- **Landon Parker** – Physical Education and Health

Outstanding M.S./M.Ed./M.AT. Students:

- **Gary Austin III** – Exercise Science
- **Abigail Chopelas** – Athletic Training
- **Cassandra Clark** – Physical Education and Health
- **Erin Cox** – Recreation and Sports Management
- **Sydney Haldeman** – Public Health

Outstanding Ph.D. Students:

- **Sydney Hammit**– Recreation and Sports Management
- **Francielly Morena Da Silva** – Exercise Science
- **Eric Schisler** – Public Health

Outstanding Students in Occupational Therapy

- **Abigail Archibong**

Outstanding Students in Rehabilitation, Human Resources and Communication Disorders

- **Theresa Morris**, Outstanding M.Ed. Student in Adult and Lifelong Learning
- **Sara Barnett-Nsakashalo**, Outstanding Ed.D. Student in Adult and Lifelong Learning
- **Sarah Paddock**, Outstanding B.S. Student in Communication Sciences and Disorders
- **Elizabeth Haynie**, Outstanding M.S. Student in Communication Sciences and Disorders
- **Derrick Johnson**, Outstanding M.S. Student in Counselor Education
- **Chulyndria Laye**, Outstanding Ph.D. Student in Counselor Education
- **Smruthi Chintakunta**, Outstanding Chi Sigma Iota Member
- **Nana Amma Asamoah**, Outstanding Ph.D. Student in Educational Statistics and Research Methods
- **Kallie Handlong**, Outstanding M.Ed. Student in Higher Education
- **Sarah Denison**, Outstanding Ed.D. Student in Higher Education
- **Eric Boardway**, Outstanding M.Ed. Student in Community College Leadership
- **Shannon Boyd**, Outstanding B.S.E. Student in Human Resource and Workforce Development
- **Keri Reynolds**, Outstanding M.Ed. Student in Human Resource and Workforce Development
- **Daniel Berry**, 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 1069 students (716 undergraduate & 353 graduate) in the Spring 2023 semester within 9 academic program areas that offer 23 different degrees (10 undergraduate & 13 graduate), 8 graduate certificates, 1 minor in education, and 1 undergraduate certificate of proficiency. The Spring 2023 enrollment was a decrease of 73 students from Spring 2022 (1,142).

Productivity:

Faculty publication productivity slightly decreased in this reporting period, with 67 academic publications. This included 2 books, 13 book chapters, 50 refereed journal articles, and 2 creative scholarly publications. CIED full-time faculty also delivered 84 scholarly presentations at state, regional, national, and international conferences.

During the past academic year, a new peer reviewed journal was launched as part of the Center for Leadership in Law and Education under the editorship of Dr. Kevin P. Brady.

CIED programs continued to manage more than \$15,000,000 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 \$4,459,259 in new funding from federal and state grants in FY23 which, according to UA Office of Sponsored Programs, ranked third (3rd) of all academic departments in COEHP. As of the writing of this report, there was a total grant amount of \$11,296,715 pending a decision.

CIED graduate students have been somewhat productive over the past year with activity ranging from presenting at national and state conferences (17), publishing peer reviewed articles and book chapters (10), and 4 manuscripts accepted for publication.

Personnel:

During 2022-2023, CIED students were served by 48 full-time (26 tenure-track, 15 teaching professors and 6 clinical instructors), 11 graduate assistants, and 6 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 had two faculty successfully gain promotion/tenure this past year. Dr. Kara Lasater was promoted to Associate Professor of Educational Leadership with tenure and Dr. Vicki Collet was promoted to Full Professor of Childhood Education. There were five (5) successful faculty searches CIED during the 2022-2023 academic year (2 clinical instructors, 1 teaching assistant professor, 2 tenure-track assistant professors). Two tenure-track searches were the result of one faculty retirement as of the end of Spring 2023 and one faculty resignation at the end of the Fall 2022 semester. Two clinical instructors (1 in CHED and 1 in SPED) will be funded through departmental funds and the teaching assistant professor position (SEED Social Studies) will be funded through the Dean's office. During 2022-2023 CIED welcomed Dr. Mehmet Gultekin, an international scholar from Turkey and we successfully offered a job to Dr. Karynecia Conner who is a female African American scholar. Both are examples of the department working toward a more diverse faculty, which is one of CIED's long term goals.

As of June 5, 2023, there was one (1) announced tenured-track faculty resignation as of May 2024, and one (1) resignation of a teaching assistant professor. During 2023-2024, there will be three (3) searches for tenure-track Assistant Professors in the following programs: Educational Leadership (EDLE), Special Education (SPED), and English as a Second Language (TESOL).

Curriculum:

During the 2022-2023 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.

1. A new online B.S.E. program in Educational Studies was launched in the Fall 2022 semester. Known as the EDST-PARA program, 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 targeting working paraprofessionals 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.
2. Another grow-your-own program launched in 2022 was the ELEVATE initiative. This externally funded program also focuses on existing paraprofessionals who reside in the Northwest Arkansas region.
3. A memo of understanding (MOU) was agreed upon by the College of Education and Health Professions, Fulbright College, and the Provost allowing the former UTeach faculty to be

fully integrated into CIED starting Fall 2023. This program will work toward creating a pathway to licensure for current undergraduate STEM majors who are interested in a second career option. The program offers a certificate of proficiency and minor in STEM education.

4. Both 2+2 and 4+1 programs have grown in enrollment in the areas of CHED (B.S.E. four-year program), SEED (Social Studies Education program), SPED (B.S.E. four-year program).

Department of Education Reform

During the 2022-23 academic year, the Department of Education Reform vigorously pursued its mission to advance education and economic development by focusing on the improvement of academic achievement in elementary, secondary, and higher education. Currently composed of 8 faculty (six tenured or tenure-track), two post-doctoral fellows, two full-time staff, and 12 doctoral students, the Department produces unbiased, data-driven research findings that directly inform policymakers at all levels of government, scholars, parents, teachers, administrators, and the public to positively influence the future of Arkansas and the nation's schools. Much of its research is issued through its six research initiatives:

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

Significant achievements: Members of the Department produced 68 academic and research publications in 2022-23. They received 20 honorific awards, 12 by faculty and 8 by students, and obtained 8 new research grants totaling \$4,174,300. The Department secured placements for three advanced doctoral students in impressive professional positions as Executive Director of the West Virginia Professional Charter School Board (James Paul), Education Policy Aide to Representative Virginia Foxx (R, NC) (Mattie Harris), and Post-Doctoral Fellow at Baylor University (Marilyn Rhames).

Achievements in teaching, research, and public service: Faculty taught 30 courses during the academic year, with course evaluations above 4.0 in all cases except one. Faculty research awards included the Education Policy Collaborative (EPC) Outstanding Policy Product Award (2022, Dr. Zamarro), the COEHP Impactful Scholarship Award (2023, Dr. Wai), and the COEHP Rising STAR Award (2023, Dr. Cheng). Drs. Wolf, Maranto, Zamarro & Wai were ranked among the 200 most influential education scholars in the country by *Education Week*. The University of Arkansas tied for 11th in the country for the number of education scholars we placed in that prestigious annual ranking which is based on a variety of quantitative performance metrics. Education Reform ranked tied for 5th in the country among departments focused on Education Evaluation and Research, according to Education Analytics faculty productivity metrics.

Members of the Department engaged in extensive public service during 2022-23. For example, Dr. McGee served as the Chief Data Officer for the State of Arkansas. Dr. McKenzie is a member

of the Arkansas Every Student Succeeds Act (ESSA) Steering Committee and organized a highly successful Arkansas Education Policy Summit in Little Rock, keynoted by Education Secretary Oliva. Dr. Wolf was named to a working group to help the Arkansas Department of Education implement the Arkansas LEARNS Act. Dr. Zamarro helped a Chicago Public School administrator develop a survey based off her research paper “An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment.” Dr. Maranto is editor of the *Journal of School Choice* and served on the U.S. Civil Rights Commission Arkansas Advisory Committee. Dr. Wai is a Committee Member and Grant Reviewer for the Mensa Foundation and serves on Editorial Boards for the *Journal of Intelligence*, the *Journal for the Education of the Gifted*, *Gifted Child Quarterly*, the *Journal of Expertise*, and *Intelligence*.

Members of the Department were actively engaged in informing policymakers and stakeholders regarding effective educational interventions. They published 16 op-eds, 39 blog posts, and participated in 47 media appearances or interviews. Dr. Zamarro was featured in the Education Gadfly podcast and Dr. Wolf participated in a National School Choice Week panel at Stanford University hosted by former Secretary of State Condoleezza Rice. Drs. Costrell and Wolf served as expert witnesses in education court cases. Dr. Wolf also provided testimony to three different committees of the Texas State Legislature. Dr. Maranto offered written testimony to the Ohio House Education Committee. Dr. Wai published two op-eds in *Forbes* magazine in 2022, and another in 2023. Dr. McKenzie serves as a Governing Board Member for the U.S. Department of Education’s Regional Education Lab (REL) Southwest. A 2021 journal article by Dr. Zamarro was cited in a 2023 US Department of Labor Report titled, “Lifetime Employment-Related Costs to Women of Providing Family Care,” and two of her recent publications have been used in responding to Arkansas LEARNS reporting requirements.

Achievements of students and alumni: Our doctoral students won 8 awards, including the ECMC Foundation Doctoral Research Fellowship (Jessica Goldstein, 2022) and the American Enterprise Institute’s Emerging Education Policy Scholar Award (Rian Djita, 2022). Daion Daniels and Cassidy Syftestad were invited to attend the American Enterprise Institute’s Education Policy Academy in 2023, and Marilyn Rhames received the Pahara Fellowship in 2022. Several of our recent alumni received job promotions. Dr. Joshua Barnett was promoted to CEO of the National Institute for Excellence in Teaching (NIET), Dr. Emily Coady was hired as the Director of Program Development and Improvement for Gwinnett County Public Schools in Georgia, and Dr. Kaitlin Anderson was hired by the North Carolina Office of State Budget and Management as an Evidence Advisor for the Office of Strategic Partnerships.

The numbers of grants, dollars, publications, student growth, faculty advancement, new administrators: The Department received 8 new grants in 2022-23 totaling \$4,174,300. For example, Dr. McKenzie received a \$3,672,500 grant to fund the Arkansas Teachers Corps. Dr.

Wai's project, "A Multidisciplinary Literature Review/Exploration and Synthesis of Talent Research" was awarded \$100,000 in funding by Schmidt Futures. Dr. McGee received \$100,000 from the Bill and Melinda Gates Foundation for the project "Public Charter School Funding Equity." Dr. Cheng received a grant of \$11,000 from the Society of Classical Learning in support of his Classical Learning Research Lab. The faculty of the Department published 1 book, 20 refereed journal articles, 3 book chapters and 44 reports or working papers in 2022-23. Most of those publications were co-authored with graduate students as mentoring activities. Publications by the Department's faculty received 2,608 Google Scholar cites in calendar year 2022. The Department will enroll two first-year doctoral students in the fall of 2023 and host a total of 12 doctoral students in residence next academic year. There were no faculty departures during the year. Dr. Wai was granted tenure, promoted to Associate Professor, and received a 5-year renewal of his 21st Century Endowed Chair in Education Policy. Dr. Maranto received a 5-year renewal of his 21st Century Endowed Chair in Education Leadership. Dr. Wolf continues to lead the Department on an interim basis with Dr. Zamarro continuing to serve as Director of Graduate Studies.

Eleanor Mann School of Nursing

During the academic year 2022-2023, the Eleanor Mann School of Nursing (EMSON) had 1,241 students in the undergraduate (n = 1179) and graduate (n = 62) programs. The school employs 6 administrative specialists (support staff), 39 full-time faculty, and 77 part-time lecturers/clinical specialists, collectively supporting its teaching, research, and service mission. Significant organizational and programmatic changes included hiring a new Executive Director, full-time faculty (n = 8), and administrative support staff (n = 2). Due to the continuing decline of student enrollment and market demands for nurse practitioners in acute and critical care settings, the Acute Care Gerontology Nurse Practitioner (ACGNP) track in the Doctor of Nursing Practice (DNP) program closed for enrollment in the fall 2022 semester. Currently, enrolled ACGNP students are set to graduate in the spring 2025 semester. In the spring 2023 semester, a dual degree in nursing and business (DNP/Executive Master of Business Administration) was approved by the University of Arkansas. This newly launched dual degree is designed for advanced practice nurses aspiring as healthcare executives and entrepreneurs, the first of its kind in Arkansas and Southeastern Conference's schools and colleges of nursing.

Beyond the classroom, EMSON students participated in many activities related to scholarship, leadership, and healthcare policy locally and nationally. Several groups of student-leaders and honors students, along with their faculty mentors, presented their leadership and/or scholarly activities at the National Student Nurses Association Conference in Nashville, TN, and National Conference on Pediatric Healthcare in Washington, DC. On February 23, 2023, most senior nursing students, accompanied by several faculty members, joined hundreds of nurses across the State of Arkansas to participate in a Nurse Advocacy Day. In the spring semester of 2023, 7 undergraduates and 3 graduate students were awarded for their academic achievements, clinical practice, scholarship, education, and leadership.

Since the inception of EMSON, its graduates have been highly sought after by numerous employers in the state, the region, and beyond. Almost all undergraduate and graduate students had prospects or were hired for employment before graduation. EMSON 2022-2023 graduates were hired by employers across healthcare settings, industries, and the US Armed Forces. A cadre of ambitious graduates launched their professional nursing careers in top-ranked hospitals such as the Cleveland Clinic (Cleveland, OH), Mayo Clinic (Rochester, MN), and Vanderbilt University Medical Center (Nashville, TN), to name a few. EMSON alums who have made a remarkable impact on nursing education included *Katey Peterson*, EMSON Clinical Instructor and recipient of the COEHP Outstanding Alumni Award. In fall semester 2022, two

alums were cited in the local and national news about their accomplishments and impact: *Russell Stroud*, EMSON alum and former faculty was elected as Mayor for the town of Goshen in Arkansas, and *Spencer Jones*, BSN '2013, inventor of SafeBreak™ Vascular Technology and Chief Technology Officer, Lineus Medical in Fayetteville, Arkansas.

Highlighted below are the accomplishments of EMSON faculty members in the areas of teaching, research/scholarship, and service:

- Teaching: *Dr. Hope Ballentine* was inducted as a Fellow of the Teaching Academy at the University of Arkansas, Fayetteville. *Dr. Hope Ballentine* and *Dr. Peggy Lee* were promoted to Teaching Associate Professors. *Mr. David Dunn*, recipient of EMSON Excellence in Teaching. *Ms. Emily Richardson* received her national certification in nursing education. The University of Arkansas' Teaching and Faculty Support Center awarded *Ms. Jeanice Ball* with Rapport Badge in recognition of her commitment, dedication, and engagement in developing teaching effectiveness competencies.
- Research Scholarship: Faculty members disseminated 15 data-based and non-data based (e.g., clinical papers) papers and one research abstract published in peer-reviewed journals. Additionally, 7 research topics were presented at national conferences, and 35 topics related to research, clinical, education, and/or leadership were presented by faculty in a podium, poster, or virtual format at local or regional conferences. *Dr. Jan Emory* received the Best Faculty Poster Award category during the inaugural Nursing Science Day at the University of Arkansas. The Nursing Science Day had over 300 attendees and 35 poster presenters, with three nationally acclaimed nurse scientists as keynote and symposium speakers.

EMSON faculty members—*Drs. Ballentine, Bemis, Bradley, Casida, Franks, Kippenbrock, Murray, and Scott* as well as *Ms. Gilmet, Hudson, Hunter, Lueders, and Richardson*—served as project leaders, co-leaders, and/or collaborators for 10 WECARE awards used for initiatives including interprofessional education, self-care for carers, experiential learning, seminars, and classroom innovations. Notably, these grants supported EMSON's inaugural Nursing Science Day and the formation of the American Association of Men in Nursing Chapter at the University of Arkansas. Most significantly, *Dr. Michele Kilmer* was awarded \$220,000 by the FAR Fund Foundation in New York City, supporting, in part, her work in establishing the Access for Autism (A4A) Program at the University of Arkansas. Since June 2022, A4A has received 264 referrals from community clinics and schools in Northwest

Arkansas. Moreover, the program completed 92 consultations, 36 diagnostic assessments, and 288 training sessions, resulting in 6 peer-reviewed publications and 9 papers presented at local, regional, and national conferences.

- Service: Aside from service to the school, college, and the university, EMSON faculty members are strongly involved in many facets of services to the community they serve and the nursing profession. Their commitment and impact were validated by awards and leadership positions, namely: *Dr. Sara Bemis*, University Executive Leadership Team and Talent Development; University of Arkansas; *Dr. Jessie Casida*, American Heart Association's Paul Dudley White International Scholar and reappointed as a member of the Audit and Risk Committee of the American Academy of Nursing; *Dr. Jan Emory*, elected as Board of Commissioners, National League for Nursing Commission for Nursing Education Accreditation; and *Ms. Sara Sugg*, recipient of Arkansas Childrens Hospital Northwest Daisy Award.

Finally, EMSON completed a 5-year strategic plan aligned with the University of Arkansas' strategic pillars. The plan's development was iterative, with the rich engagement of and input from students, staff, faculty, administrators (school and college), community partners, and other stakeholders, collectively contributing to creating a reimagined mission and vision statement.

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 Exercise Science (EXSC) program experienced significant growth in their undergraduate program. New freshmen increased by 98 students, when compared to new freshmen in fall 2021, this represents a 50% increase. Total numbers (across all years) also increased significantly from last year. Currently, there are 773 UG students in this program, a 42% increase in total numbers from 2021. This program also created a new accelerated M.S. program where students can complete their M.S. requirements in only one year past their B.S. degree. There has been interest from across campus and the program has attracted students unlikely to have entered the program otherwise (BMEG students, for example).

b. Recreation and Sport Management experienced a significant increase in undergraduate students. The total growth was 21% for all student levels (freshmen, sophomore, etc.); however, the largest growth was in new freshmen (49%). RESM also added a new minor in Outdoor Leadership in Fall 2022. There has been tremendous growth in this new program with more than 30 students officially accepted into the minor.

c. The Master's of Public Health program increased in numbers from 7 in their first year to 13 in Year 2, representing an increase in total enrollment of 86%. They are completing their self-study documentation and will complete the initial accreditation process in fall 2023 with a site visit from the Council on Education for Public Health (CEPH).

d. The Master's of Athletic Training (M.AT.) program completed an extensive strategic planning process seeking feedback from alumni, preceptors, students, and administrators. From this process they created and significantly revised 25 M.AT. courses. The M.AT. program also added 11 new summer immersion sites for AT students. Additionally, the M.AT. program hosted the 17th Annual Razorback Sport Medicine Symposium with full sponsorship from Arkansas Children's Hospital. The conference had 125 attendees and provided continuing education credits to athletic training and physical therapy clinicians. The M.AT. program hosted the NWA Emergency Preparedness in Youth Sports for community partners (at no cost to them).

e. The Physical Education program completed an external review for their M.Ed. online program and their Ph.D. concentration. After careful consideration, due to the reductions in

the numbers of doctoral students over time in the Physical Education doctoral program, they program decided to inactivate the doctoral program to focus resources on the more viable M.Ed. and B.S.E. programs.

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

- a. **Dr. Brendon McDermott** earned the National Athletic Trainers Association’s Service Award and the University of Connecticut Alumni Award.
- b. **Dr. Liz Parke** was awarded a WE CARE grant to host a Safe Space Ally Training for Athletic Trainers to students and preceptors at no charge to them. She was also awarded a Teaching Commendation from the Teaching and Faculty Support Center at the University of Arkansas.
- c. **Dr. Luzita Vela** earned the Southwest Athletic Trainers Association’s Most Distinguished athletic Trainer Award, the Christine M. Bonci Award for Excellence in Athletic Training Scholarship, earned a Teaching Commendation from the Teaching and Faculty Support Center at the University of Arkansas, and was elected as the Chair of the Professional Accreditation Council for the Commission on the Accreditation of the Athletic Training Education.
- d. **Dr. Merry Moiseichik** was the recipient of the Betty van der Smissen Leadership Award for her leadership and vision in the study of legal aspects of sport and physical activity.
- e. **Dr. Molly Harry** was awarded a WE CARE grant to investigate *Reproductive Healthcare Access and College Women Athletes’ Enrollment Decisions* as well as an Athletic Coast Conference grant examining language and values communicated to donors and sponsors on NIL of student athletes. She also authored a book chapter in *COVID-19 and Higher Education in the Global Context*.
- f. **Dr. Mance Buttram** had two grants funded (NIDA R21 and Denter Health and Hospital Authority) as Principal Investigator, totaling more than \$1.25M.
- g. **Dr. Page Dobbs** had two grants funded as Principal Investigator (\$850k) from NIH (K01) and the Arkansas Biosciences Institutes.
- h. **Dr. Nic Greene** was awarded one grant as Principal Investigator from the Arkansas Biosciences Institute (\$57k).
- i. **Dr. Mike Hoover** developed six new courses for the RESM Outdoor Leadership Minor. As a part of the Outdoor Living Skills course (RESM 1032), he has taken nearly 30 students on overnight trips.
- j. **Professor Josh Lens** had two law reviews in 2022 that were among the Top 10 downloads according to the Social Science Research Network (SSRN). He was also among the Top 10% of all authors according to SSRN.

k. **Dr. Kevin Murach's** research was highlighted in Time Magazine (*How Even Super Short Workouts Can Improve Your Health*), The Washington Post (*Here's What Muscle Memory Really Mean, and How to Use It*), and The New York Times (*How Muscle Memory May Help Us Get in Shape*). He also received funding from two foundations (American Federation for Aging Research and Nathan Shock Center Polit Award) in the amount of \$135k.

l. **Dr. Alex Russell** was funded a K01 award from NIH/NIAAA (\$735k).

m. **Dr. Craig Schmitt** developed a new upper-division course in the Recreation and Sport Management program (RESM 4253) - Business of Sport. This course afforded students the opportunity to visit the Dallas Sports Commission

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

Abbie Luzius (mentored by **Dr. Page Dobbs**) received 3rd place in the National Association of Community Health Center, Community Health Institute poster competition and the People's Choice Award in a 3-minute thesis competition from the American Academy of Health Behavior.

Alumni in the News

Susan Williams Mayes Carney (B.S.E. '72; M.Ed. '77) was inducted into the Fayetteville Schools Hall of Honors in October 2022.

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

- Eva Allen – Public Health
- Arineeta Deb – Public Health
- Peyton Jobe – Public Health
- Lauren Loftin – Public Health
- Xinyi (Cindy) Mao – Public Health
- Olivia Rugger – Public Health

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

- **Total (new and ongoing) Research grants \$18,128,742 (\$3,858,915 new grants) which includes:**
 - 5 Internal Research Grants Awarded for a total of \$146,228

- 23 External Research Grants Awarded for a total of \$17,982,514
 - Includes an NIH R01, R21, K01, and R44, along with a sub-award from a DOD grant.
- 56 Presentations in a variety of settings (state, regional, national, international)
- 83 Peer-Reviewed Publications
- Total HHPR student increased by 12%, from 1,577 to 1,769 total students. Relative to last academic year, at the undergraduate level, Exercise Science saw the greatest increase (42%); the Master's of Public Health saw the greatest growth (86%) at the graduate level.
- We had one new tenure-track faculty begin in Fall 2022 (Molly Harry, Ph.D. – RESM). Dr. Mike Hoover and Anya Bruhin were hired to support the newly developed Outdoor Leadership Minor in RESM. We have completed searches for two tenure-track faculty. Dr. Shristi Bhochohibhoya will begin in Fall 2023 as an Assistant Professor of Public Health. Dr. Megan Rosa-Caldwell will begin in Spring 2024 as an Assistant Professor of Exercise Science. Two non-tenure-track Assistant Teaching Professors (EXSC) will begin in Fall 2023; two additional non-tenure-track Assistant Teaching Professors (RESM and PBHL) who will begin in Fall 2023.

Dr. Page Dobbs was named UA ENGAGE Woman Researcher of the Month and Graduate Professional Student Congress Education of the Month in December 2022 and COEHP Honors Outstanding Faculty Award in 2023.

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 received full accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE). Two accreditors were onsite June 12-15th 2022; they reviewed 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 and sufficient adjunct faculty to meet teaching needs. The ACOTE Board voted in August 2022 to grant the maximum seven years of initial accreditation.
- **Admissions:** The department has continued to refine their holistic admissions process, with an admissions team of interprofessional faculty and community occupational therapists reviewing applicants and completing multiple mini-interviews (MMIs) on-line in 2022-2023, as they found this to be an effective interview mechanism that also saves applicants travel expenses. The admissions committee is working to improve and standardize interview rating rubrics and begin to evaluate which, if any, of the application materials are most predictive of success in the program.
- **Faculty:** The OTD program added two new faculty in January 2023, Dr. Bernard Muriithi, PhD, OTR/L and Dr. Glenda Hux, OTD, OTR/L.
- **Students:** The fourth cohort of 25 students began coursework in January 2023 with a current total of 73 OTD students across three cohorts.

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

- **Public Service:**
 - In March 2023: Dr. Kandy Salter applied and accepted to be a **CarFit Instructor**. She is the only Instructor in Arkansas. CarFit is an educational program offering older adults an opportunity to check their “fit” within their personal vehicle and provides information on community-specific resources to enhance driver safety and/or mobility in the community. CarFit Instructors are experienced in the program and provide training to Technicians and Event Coordinators. She became a CarFit Coordinator in 2015 and has completed 10 events training over 50 volunteers to become CarFit Technicians and completing over 40 CarFit checks.
 - April 14, 2023 - Trained UA/UAMS OTD and Crowder College OTA students to become CarFit Technicians. 36 students participated in this activity and 18 fittings were completed.

- April 19, 2023 - Participated as a Speaker/Presenter in the national AOTA Pre-Conference CarFit Technician and Coordinator Training Event.
- Dr. Salter continues to serve on the Advisor Council for Tulsa Community College (TCC) Occupational Therapy Assistant program.
- Dr. 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. Danielle Acurio worked with multiple community agencies and organizations across two courses during the summer, 2022. In OCTH 5541: Integrating Creative Arts as a Modality in Treatment included community LaKisha Bradley (My-T By DesignTherapeutic Art Studio)
- All faculty have volunteered to facilitate multiple Interprofessional Education (IPE) learning experiences through UAMS to increase knowledge of occupation therapy and build bridges between UA and UAMS.
- Dr. 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 became a certified instructor for Taking Flight with DISC and was invited to present the workshop to the Iraqi Young Learners Exchange Program (IYLEP) in July 2022. The workshop was held on the UofA campus and received many positive comments from participants and leaders.
- Dr. Muir continues to be 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 and continues to serve as an emergency medical responder & volunteer fire fighter for the Saint Paul, AR Volunteer Fire Department and the Madison County, AR Search & Rescue Task Force.

Teaching:

- **Capstone:** The OTD Capstone course sequence was revised to initiate student/mentor engagement earlier in the process (2nd year). Faculty mentoring students will have an opportunity to begin mentoring in OCTH 5781 Capstone Seminar (Summer, year 2) versus waiting until OCTH 678V Capstone Independent Study (Summer, year 3). The goal is to improve student mentorship and integration of capstone into the curriculum. Faculty Mentors will also have the opportunity to be instructors in the new OCTH 696V Capstone Project course.

Fieldwork (clinical)

- In Spring, 2022, Cohort 2024 completed community site visits as a part of their first semester course OCH 5203 Professional Perspectives. This was added to serve as a precursor to fieldwork to provide students with the opportunity to observe in traditional (pediatric outpatient), non-traditional (PACE), and emerging practice areas (Richardson Industries/Able Talks).
- We now have 224 recorded fieldwork and capstone slots. We were able to place three students at highly coveted spots in other states: **Shriners Hospital** in Shreveport, LA, **Tulane Lakeside**, LA, and **University Medical Center** in New Orleans, LA.
- Fieldwork educators frequently complement our students on professional behaviors – particularly on their eagerness to learn and be involved in the OT process.

Scholarship

- Dr. Muir, as part of a team of editors, has produced the first book on Occupational Therapy in Primary Care – A Quick Reference Guide, which is now available for [preorder](#). Dr. Salter and Dr. Harris have contributed chapters to this book.
- Dr. Amanda Troillett, as part of an interdisciplinary COEHP team received two grants: Schmieding Sensory Room Grant; (\$100,000) and RazorCare Research and Training Academy Grant.
- Drs. Muir, Harris, Ball did presentations at the Arkansas Occupational Therapy Association state INSPIRE Conference. It was the first state conference held since before the COVID pandemic started.

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

- Our first cohort of student completed their 14-week Doctoral Capstone Experience in Fall, 2022, partnering with community organizations across Arkansas to demonstrate how powerful occupational therapy can be in making a positive difference in the lives of Arkansans. They presented the outcomes of their capstone to their peers and community partners in our first Capstone Colloquium. These students then graduated as the inaugural OTD class in December 2022.
- Our OTD students continue to be the only OT students in Arkansas to participate in a weeklong 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 2022-2023 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 five staff members, our programs enroll roughly 800 degree-seeking students each academic year, including many graduate students (i.e., 165 doctoral, 296 master's, and 332 bachelor's students in Fall 2022).

With many of the COEHP leadership changes came changes for RHRC as well. Dr. Kristin Higgins assumed the role as interim department head in August of 2022 with a permanent appointment as department head starting in March 2023. The strength of our department remained our faculty. RHRC faculty demonstrated an active commitment to their research agenda through many publications and presentations. Collectively, RHRC faculty published 72 articles, 13 book chapters in 2022. In the 2022 fiscal year, the department generated \$3.3 million in external funding. Dr. Christine Holyfield (PI) and colleagues received a one year, 750,000-dollar NSF convergence accelerator grant from the National Science Foundation focused on Next generation augmentative and alternative communication technology powered by artificial intelligence. This grant is the first phase in a two-phase grant series.

RHRC faculty continued to manage previously awarded grants in the amount of just under 14 million dollars. Additionally, RHRC faculty were awarded 17 WE CARE internal grants including Dr. Popejoy teaming up with two faculty in other areas to offer the first WE CARE Dean's seminar focused on Addictions.

Two RHRC faculty members were also recognized for their outstanding accomplishments. Dr. Claretha 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. Leslie Jo Shelton was awarded the NASPA (Student Affairs Administrators in Higher Education) National Orientation, Transition, and Retention Knowledge Community Excellence in Research Award for research on *Undocumented College Students: Sense of Belonging from Orientation, Transition, and Retention Experiences*. Two faculty members also received college awards—Dr. Christine Holyfield (George Denny STAR Award), and Dr. Kenda Grover (Outstanding Mentoring and Advising)—which continued a trend of RHRC faculty earning an outsized proportion of these awards.

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

Adventure Therapy Lab

The Adventure Therapy Lab (ATL) had an exciting and productive 2022-2023 school year. Regarding research, Dr. David Christian, ATL Director, in collaboration with Counseling Education (CNED) recent alumni and current students published 3 AT related articles and has 1 AT related article in-press. In addition, Dr. Christian gave a refereed presentation in Padua, Italy, 1 invited AT related presentation to a local adventure therapy in-patient program and is in the data analysis phase of research project exploring the effects of AT on the social and emotional learning (SEL) of middle school students. Dr. Christian continued to provide AT supervision to 4 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's Assistant Director, Nicolas Bellegarde, hosted monthly meetings where students and faculty learned about AT and engaged in experiential learning. Nic has also development an agreement with Don Tyson School of Innovation to lead AT groups for Spanish-speaking middle school male students in Fall 2023. Under Dr. Christian's mentorship, Nic also wrote a book chapter on wilderness therapy that has been accepted for publication. 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 2022-2023 school year. A CNED doctoral student and 3 master's 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 to continue facilitating at the YRCC. Dr. Christian and a group of CNED students facilitated Fall 2022 and Spring 2023 orientations for the Office of International Students and Scholars, hosted various team building programs for the Fulbright Teaching Excellence and Achievement (TEA) Scholars through the Spring International Language Center (SILC), and led various hikes around NWA including Devil's Den State Park and Lost Valley Trail in Ponca, AR for international students and scholars. Finally, Dr. Christian partnered with Dr. Merry Moiseichik in Recreation and Sport Management (RESM) to teach CNED 5533 – Introduction to Adventure Therapy for 7 CNED and 6 RESM students during the May 2023 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. Faculty and students were happy to implement their new learning while on a multi-day float trip down the Buffalo National River for the first time since COVID-19. The ATL is currently in the discussion/planning phase for various facilitation activities in the 2023-2024 school year which include fall orientation for international students and scholars, various research projects, and hopefully returning to New Zealand with Dr. Merry Moiseichik as part of the Adventure Therapy and Leadership study abroad program.

Point of Contact: David Christian - ddchrist@uark.edu

ARKANSAS A+

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 **230+ educators in 38 schools and educational organizations** creating the opportunity to reach and impact **3,800+ students** through A+ practice
- Fostered relationships with **35 new schools** resulting in **1 new whole-school** and greater exposure for A+ across Arkansas

Whole-School Implementation

Recruitment for new Arkansas A+ (ARA+) member schools is a major priority for this and coming years. In September, ARA+ launched the first of many recruitment trips to increase interest in Whole School implementation for rural and small schools/districts in Arkansas. Executive Director Alyssa Wilson and former Program Director Shelby Patterson visited 15 schools, met with available administrators, and distributed recruitment packets. Wilson and Patterson met their goal of recruiting one school (Guy-Perkins Elementary in Guy, AR) that will begin whole school implementation in the summer of 2023. A team of fellows and staff began actively planning in the winter/spring and are excited for the 5-day summer institute happening July 10-14, 2023 in Guy, Arkansas.

Since that initial trip, Wilson and the team (including new Program Director Allie Mitchell) have completed three additional recruitment trips and are growing relationships with schools in Central and East Arkansas in order to meet their goal of two additional schools in 2024. The preferred deadline for having two (or more) schools committed for 2024-2025 whole school transformation is December 31, 2023. If necessary, ARA+ can extend that deadline to March 31, 2024.

A+ Teacher & Member School Programs

- **Integrating Art & Science at the Arkansas Art Educators (AAE) Conference | 11.2.2022**
ARA+ was accepted to offer a conference presentation at the annual end-of-year AAE conference in North Little Rock. The workshop introduced 12 art educators to A+ and offered strategies to bring metal arts to their art classrooms.
- **ARA+ Presents Curriculum-Based Readers Theatre | 11.12.2022**
A team of ARA+ fellows created a six-hour workshop open to all teachers in central Arkansas. Using Reader's Theatre as the guide, the workshop integrated creativity with curriculum and allowed teachers to adapt the strategies to their curriculum on the spot.
- **Guy Fenter Educational Service Cooperative (GFESC): Reader's Theatre | 6.1.2023**
A team of ARA+ fellows were invited to offer a Reader's Theatre workshop for teachers in the GFESC as a part of their summer professional development offerings for coop schools.
- **Arkansas Humanities Council (AHC) | 6.6.2023 & 6.20.2023**

ARA+ was awarded a mini grant from the AHC to create teacher workshops and lesson guides that integrate history and art. ARA+ partnered with the Newton County Library in Jasper, Arkansas to offer the workshops and the four resulting lesson guides are available online.

- **ArtSPARK Lesson Guides**

ARA+ Fellows worked in small groups to design A+ lesson plans for teachers to use in their classrooms. These arts-integrated lesson plans are available online through a new database on the [ARA+ website](#). This database will continue to grow and expand.

- **Philander Smith College Partnership**

ARA+ collaborated with faculty and staff to offer a custom workshop for faculty at the college and to add education materials and resources to their library.

- **Arkansas A+ & Little Rock Community Schools After School Programming**

The after-school program continues to move forward with programs each semester at Chicot, Mabelvale, Stephens, and Watson Elementary. Each eight-week program includes two art modules (visual and performing) and culminates with an end of semester showcase where the students share their journey with the community. A Special Acknowledgement: PARTNERS students and their work was featured in Chicot Elementary's *Leadership Day* on May 17, 2023. The PARTNERS showcase celebration was included as one of the school's victories for the year.

- **ARA+ Collegiate Education Courses**

Wilson initiated conversations with the University of Arkansas-Fayetteville to integrate the A+ model into teacher preparation programs. Arts Integration Instructor Martha Sandven invited Wilson to lead a session about A+ with two sections of her undergraduate course, *Creativity & Innovation in Daily Practice*, in early 2023.

Fellows Development & National A+ School Consortium (NASC)

ARA+ staff offers two in-person annual retreats (Fall & Spring) for the dedicated group of 21 ARA+ fellows. These retreats, as well as other virtual meetings, offer the staff and fellows to learn and team-build as a group as well as work on current projects. In an effort to network and learn together, ARA+ meets quarterly with the national A+ organizations (two in-person meetings and two virtual meetings). These meetings and retreats allow staff and fellows to stay connected and to grow as individuals in the ever-changing field of education.

- Fellows Retreat at Winthrop Rockefeller Institute >> October 21-22
- NASC Gathering in Little Rock (ARA+ Host) >> November 26-28
- NASC Gathering in Louisiana (LAA+ Host) >> April 3-5
- Fellows Retreat at The Vines Center (Little Rock) >> May 6-7

Fundraising & Grants

ARA+ is actively seeking new sources of funding to cover program expenses, including corporate donors and government grants.

- **AWARDED GRANT:** Arkansas Humanities Council (AHC) | \$1,750

This award funds lesson guide creation as well as two workshops offered in partnership with the Newton County Library in Jasper, Arkansas.

- **AWARDED GRANT: COEHP's *We Care* Grant | \$25,000**
This award will fund schools to begin their whole school transformation in July 2024.
- **Fundraising | June 2023**
ARA+ implemented a fundraising mailer that was sent to arts enthusiasts and educators.

Staff Announcements

ARA+ launched a search for a new Program Director in early 2023. The search attracted a great group of applicants, and the search committee was excited to welcome Allie Mitchell to the team in March. Mitchell brought with her an extensive background in education and the arts, and in cultivating collaborative relationships with audiences that range from students, youth/family, to adults. Through her work in nonprofits and informal learning spaces, Mitchell has worked with educators, teaching artists, and volunteers to develop large-scale programs and is a great addition to the ARA+ team.

Wilson continues in the role of Executive Director, and Angie Hicks continues in the role of Operations Coordinator. The ARA+ team also includes 21 dedicated Fellows who work with the staff to develop and implement programs with schools and teachers across the state.

Point of Contact: Alyssa Wilson - alyssaw@uark.edu

Augmentative and Alternative Communication Research Laboratory

Founded in 2021, 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.

Dr. Christine Holyfield received the College of Education and Health Professions Denny STAR award for all around outstanding performance in 2022. Dr. Lorah served as president of the Arkansas Association for Behavior Analysis (ArkABA).

During the month of May the laboratory provided AAC services to a total of three children with autism spectrum disorder, working on communication development using iPad speech-generating devices.

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

Finally, in terms of grantsmanship, the laboratory has secured one internal grant from the COEHP We CARE initiative, totaling \$31,000. Additionally, the lab secured a National Science Foundation Convergence Accelerator grant totaling \$749,000.

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 (ASP) had another successful year. There were 16 students enrolled in the spring semester, three of whom graduated in 2022. Twelve of the remaining students returned to the ASP in the fall semester. We added six new students giving us a total of 18 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 expenses and generates a surplus that is held in reserve for the future.

The ASP employed 1 full-time director, 8 part-time Academic Coaches, and 8 part-time Peer Mentors during 2022. The director's responsibilities include hiring, training, and supervising all employees, recruiting new students and evaluating all applicants, serving as case manager for all students which includes designing their coaching and mentoring schedules, meeting with each of them a few times every week to discuss academics, professional goals, social issues, etc., communicating with students' parents as needed, and providing support for the faculty who teach their classes.

The director has continued to cultivate 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 remains 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.

In the fall 2022 semester, the ASP served as a Capstone Site and the director served as a Capstone Mentor for a student in the University's Occupational Therapy (OT) Doctoral program. This OT student worked with ASP students on various goals including executive functioning skills and employment skills.

Point of Contact: Aleza Greene - asgreene@uark.edu

Boyer Center for Student Services

The 2022-2023 academic year marked the fifth year the College has had centralized undergraduate recruitment, advising, career counseling, and student services. This was also the first full academic year for the BCSS office in the Cordia Harrington Center for Excellence ('the CORD'). The Boyer Center serves students from orientation through graduation. This year was highlighted by a [campus visit from Sylvia and Tommy Boyer](#) who named the center. They were able to tour the campus and new space in the CORD in the fall semester.

We had a few new people join our advising team replacing staff members who have left, specifically, our new Assistant Director of Pre-Professional Advising and Graduate School Readiness, Casey Kraichoke; Coordinator of Undergraduate Student Recruitment, Charlee Holland; and Academic Advisors, Jake Adams, and Nereyda Zuniga. This year, while we were short staffed for most of the academic semesters, we were able to still serve our students well.

Summer 2022 saw the largest growth in our college. There were over 1,100 new incoming first year students who went through New Student Orientation. This amounted to almost another 10% increase in students from the previous year. Our advising team supported students on campus for the 5 weeks of in-person orientation. We continued to hear good feedback from the orientation experience, but most concerns focus on students being on their own during advising.

This 2022-2023 academic year we continued to offer both virtual and in-person advising sessions. There were over 10,300 advising appointments for the academic year. Additionally, we continue to see a need for both in-person and online appointment types. We see 43% of all advising appointments were done through the virtual advising option. Students are still choosing this option since we have offered the choice of modality for students. The fully virtual appointments provide flexibility and a secondary method to connect with students if they do not want to come in person but can be able to talk with an advisor. This is great for times when students are away from campus or unable to get to the CORD during the open advising time. We also continued to offer "walk-in" appointments during the advance registration period in both fall and spring terms. While our office likes virtual walk-ins, being in the CORD, where student traffic is much higher, we saw an increase in students choosing to come in person. During this year we saw over 800 students during walk-in appointments.

Additionally, we had over 1,000 appointments for our nursing students who are in program and over 1,600 for our two online nursing programs. The first two weeks of both the fall and spring semesters noted our highest appointment weeks with serving over 700 students those weeks.

Another area that we are working on bolstering is our academic initiatives. We had our second year of A-week, where we partnered with Student Affairs and held our first “open house” for new students. This was a great event where we had roughly 250 students come drop in for A-week for a meet and greet. We had faculty and students from each of our departments there.

We continued the HPR override process for HPR classes. We continue to refine this process and this year we shortened the window for requests, after several classes in the fall semester were full earlier than expected. It was a collaborative process between the BCSS office and the HPR department. We are working on using the data to help project numbers so we can eventually remove this override request or lessen the burden, as we had over 500 student requests to process in the end.

The newest initiative was in conjunction with a WE CARE proposal that was funded. There were three parts to this proposal, one was professional development sending both Assistant Dean’s to the NACADA Assessment Institute, then Academic Coaching training for 6 months with six members of our advising team, and lastly supporting students through an intensive series of workshops for the “Murky Middle” population. These are students who have a 2.0 to 2.99 GPA and may need more support. We reached out to students to self-select and had 18 students fill out the initial form. While the programming fell short for the spring 2023 semester, we were able to get training and time to plan a more detailed outreach for this same group and open it up to new students for the 2023-2024 academic year.

Lastly, we continue to add and lose staff members to our BCSS team. While people move on for many reasons, we have worked hard to strengthen the search process to help hire people who want to work with our students. We anticipate there always being a hiring search but have a core group of individuals to help with the process.

Staff Awards:

- Deb Henderson – Outstanding Professional Advisor – U of A 2022-2023
- Matthew Fey – Leading with Brilliance – U of A 2022-2023
- Elizabeth McKinley – Fran Hagstrom Collaborative Leadership Award - December 2022

Point of Contact: Elizabeth McKinley- elmckinl@uark.edu & Denise Bignar – dbignar@uark.edu

Cachexia Research Laboratory

The Cachexia Research Laboratory (CRL)'s primary research focus is to unveil mechanisms leading to the onset of cancer cachexia, a debilitating wasting syndrome present in up to 80% of cancer patients and responsible for 20-40% of cancer-related deaths, depending on cancer type. We seek to do this while training postdoctoral fellows, graduate students, and undergraduate students in the use of molecular biology techniques to understand pathophysiological conditions and become future leaders of our field. 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, 40 peer-reviewed original research articles, 5 review articles, and 2 editorials have been published. Since our beginning, 4 PhD students have completed their dissertations in our laboratory and have all moved on to prestigious postdoctoral fellows, with two currently transitioning into roles as Principal Investigators themselves. The CRL has been consistently funded through funding bodies including the Arkansas Bioscience Institute and the National Institutes of Health.

Since the start of 2022, the CRL has had a number of accomplishments as a group and among our laboratory members. In the time from January 2022 to April 2023 we have been a part of 9 original research publications and 1 published review article, trainees in the laboratory have received 5 different awards from departmental to international level, Dr. Greene has given 9 invited presentations, and we have been a part of 14 abstract presentations (9 of which given by trainees in the laboratory). Additionally, Dr. Greene was named Chair of the University of Arkansas Institutional Animal Care & Use Committee, served on 2 NIH study section grant review panels, and was named an Associate Editor at the *Journal of Cachexia, Sarcopenia and Muscle* (impact factor 12.063). The CRL has maintained funding through this time from our ongoing NIH R01 award from the National Institute of Arthritis and Musculoskeletal and Skin Diseases and the Arkansas Bioscience Institute.

Some specific highlights among our recent accomplishments are as follows. During the 15th International Conference on Cachexia, Sarcopenia and Muscle Wasting Dr. Greene gave an invited presentation while postdoctoral fellow Stavroula Tsitkanou received the Young Investigators Award. Dr. Tsitkanou subsequently received the Research Recognition Award for her work presented during the 2023 American Physiology Summit from the American Physiology Society's Cell and Molecular Physiology Section. Recent laboratory doctoral graduate Dr. Seongkyun Lim has published 3 first author articles in this time while moving on to start a position as a postdoctoral fellow in the laboratory of Dr. Thomas Rando at UCLA. Current doctoral student Francielly Morena da Silva received the Department of Health, Human Performance and Recreation's Award for Outstanding Doctoral Student in Exercise Science while publishing her first article as a lead author, as of writing of this report has one original research article and one review article currently under review and submitted her first award

proposal to the NIH in a F99/K00 pre to postdoctoral transition award which was well received. Overall, the CRL has been through an exciting past year and looks forward to the coming year as we continue to work toward an understanding of the mechanisms of cancer-induced cachexia and hopefully unveiling effective approaches to help patients suffering this debilitating condition.

Point of Contact: Nic Greene - npgreene@uark.edu

Center for Children & Youth

In 2022-23, the Center for Children & Youth (CCY) saw one its most successful and productive years to date, reflecting CCY's ongoing mission to provide learning opportunities to students and educators in the areas of arts, literacy, and pro-social development.

Perhaps most notably, in summer 2023 CCY will publish its first book based on the Center's work: ***A Primer on Arts Integration: Strategies, Lessons, and Collective Wisdom of Teacher Leaders***, co-edited by CCY Faculty Director Chris Goering, CCY Director Hung Pham, Kathryn Hackett-Hill, and Seth French. This edited collection features chapters written by ARTeacher Fellowship participants showcasing real-world arts integration strategies and the impact this pedagogy has had on their students and themselves. Using funds from the **WE CARE Initiative**, CCY has made the book available not only in physical form but also through electronic open access, maximizing the reach of this publication.

In addition to the *Primer*, the **ARTeacher Fellowship** continues to serve as a marquee program for CCY. Three Fellows (Nichole Paquet-Smith, Michelle Cearley Martin, and Holly Howard) were recognized as Teachers of the Year in Bentonville Public Schools. Fellow Lyndsey Randall was named a member of the Pre-AP National Faculty for World History and Geography by the College Board. All four cited the Fellowship as transformative to their teaching practice. Also, numerous ARTeacher participants presented on arts integration across the US: Celine Simpson – Central States Conference on the Teaching of Foreign Languages (Columbus, OH); Linda Stocker and Cameron Simpkins – National Association of Biology Teachers annual conference (Indianapolis, IN); Anna Beaulieu and Hung Pham – Arts Integration for Secondary Educators institute and Palmetto State Arts Education conference (both Columbia, SC); Hung Pham – NCTE English Language Arts Teacher Educators conference (Louisville, KY).

In April, CCY held its annual **ARTful Teaching Conference** on arts integration at the Mt. Sequoyah Center in Fayetteville. This was CCY's first conference hosted in-person since the pandemic. Over 70 pre-service teachers and professors from five Arkansas colleges and universities were in attendance. Education and creativity expert Dr. Ron Beghetto of Arizona State University served as featured presenter and keynote speaker.

This year, CCY received competitive grants from the UA Women's Giving Circle and Walmart Community Grants to pilot the **Art/Works!** arts-based internship program for high school students. The program, in partnership with the UA Faulkner Performing Arts Center, provides participants with creative and technical training in the arts sector and a stipend for successful completion. Art/Works! represents CCY's growing **Beyond School Hours** initiative. In total, CCY secured **over \$32,000 in competitive grant funding** for BSH and other Center programs.

Hung Pham collaborated with Professor Erin Howie Hickey (HHPR) on a successful **WE CARE Dean's Seminar** proposal. Entitled "The Mind-Body Connection," the interdisciplinary

seminar examines how physical interactions shape how we learn, and how our minds influence physical performance and well-being. The seminar will be offered Spring 2024.

Finally, CCY held the 2nd annual **Common Ties Project** in collaboration with Professor Jason Endacott (CIED), UA Multicultural Center, and the Facing History & Ourselves organization. The two-day conference brought together pre-service social studies teachers and campus staff to examine the Holocaust and its relevance to students today, focusing on the concept of becoming “Upstanders.” A highlight of the conference was hearing from Holocaust survivor Pieter Khonstam.

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 use our educational materials and resources. In the 2021-2022 school year, a total of 84 individual teachers, parents, preservice teachers, and other community stakeholders checked out over 300 resources. In the current **2022-2023** year, we had over **118** individual teachers, parents, preservice teachers, and other community stakeholders (on multiple occasions) checked out over **1000** resources such as Ozobots, Beebots, microscopes, activity books, that impacted over **15695** students. A detailed breakdown of the distribution of materials is available upon request.

The Center for Mathematics and Science Education hosted the 72nd Annual UA Northwest Arkansas Regional Science and Engineering Fair (NWARSEF) on March 10, 2023. We had 14 public schools and six private schools participate - totaling 20 schools. It was our first year since 2017 to hold the Middle, Junior, and Senior divisions in person on the same date. From 2018-2022, we had to cancel due to snow or COVID. During this period, we either held the divisions separately or virtually. This 2022-2023 year, we had a total of 179 projects grades 5-12. The Middle (5-6) and Junior (7-8) Division had 79 projects with 100 students competing. The Senior Division (9-12) had 93 projects with 121 students competing. Three students qualified and entered the International Science and Engineering Fair in Atlanta, which was held May 14-19, 2023. The mission of the Northwest Arkansas Regional Science and Engineering Fair of the University of Arkansas is to endorse STEM (science, technology, engineering, and mathematics) literacy and increase STEM career awareness in Northwest Arkansas for 5th-12th-grade students and teachers through inquiry and problem/project-based learning. The vision of the NWARSEF is to improve STEM education by encouraging students — future scientists, technologists, mathematicians, and engineers — to explore STEM disciplines through their own research and problem/project-based learning, to apply the knowledge gained from their research, and to communicate their results. The NWARSEF — affiliated with the Intel International Science and Engineering Fair (ISEF)— includes these 15 Arkansas counties: Baxter, Benton, Boone, Carroll, Crawford, Franklin, Johnson, Logan, Madison, Marion, Newton, Scott, Searcy, Sebastian, and Washington.

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

1. COEHP Fall Kickoff Event for Families, August 19, 2022.

2. CMASE Workshop: NWARSEF Pre-Science Fair Orientation. This workshop had 40 teachers/sponsors/faculty, and staff attend. The purpose of this orientation was to prepare sponsors to manage ISEF (International Science and Engineering Fair) paperwork, projects, and to provide answers to their school fairs.
3. CMASE Workshop: Teaching Paleoclimate: A workshop to explore paleoclimate on October 29, 2022. This workshop was funded from Celina Suarez's and Danielle Oberg's NSF grant titled: Low versus high latitude continental climatic effects of the Central Atlantic Magmatic Province on the End Triassic Extinction Event, from the Geoscience Department. We had three teachers and seven students participate in this workshop.
4. CMASE Workshop: NWARSEF Teacher/Sponsor SRC/IRB Meeting on 2/25/2023. Approximately 30 participants attended this mandatory SRC/IRB meeting where they processed and corrected any ISEF/NWARSEF student project paperwork. Our SRC/IRB Chair, Kate Walker, approved the ISEF/NWARSEF paperwork.
5. CMASE Outreach: Northwest Arkansas Naturals STEM Games booth, Tuesday, May 2, 2023.
6. CMASE Workshop: Teaching Paleoclimate: A workshop to explore paleoclimate on June 6, 2023. This workshop was funded from Celina Suarez's and Danielle Oberg's NSF grant titled: Low versus high latitude continental climatic effects of the Central Atlantic Magmatic Province on the End Triassic Extinction Event, from the Geosciences Department.
7. CMASE Workshop: POETS (Power Optimization of Electro-Thermal Systems) workshop: Student Investigations into the Electrical Properties of Matter on May 31, 2023. This workshop was funded by the POETS grant in Engineering.
8. 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 13-July 20, 2023, 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.
9. Shawn Bell facilitated 6 Grasping Phenomenal Science lessons for the STEM Education Program for STEM 2003: The Art of STEM Communication for undergraduates in Fall 2022 and Spring 2023.
10. Shawn Bell facilitated 6 Integrated STEM and Social Studies lessons for CIED: Integrated Social Studies for the K-6 Classroom to graduate students in Fall 2022 and Spring 2023.

Point of Contact: Shawn Bell - seb010@uark.edu

Center for Public Health and Technology

The Center for Public Health and Technology (CPHT) specializes in research that increases 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. Center research incorporates a range of health and social issues and cultivates mixed methods, including descriptive, experimental, and interventional approaches.

During our second year since inauguration, center activities focused on communication, outreach, and research expansion. The CPHT hosted two speakers as a part of the first annual **Scholar Speaker Series**. In collaboration with WE CARES through the COEHP, **Dr. Mark Williams**, Dean of the School of Public Health for University of Arkansas Medical Sciences, presented a seminar entitled, “What’s in a Pictures: The Influence of Social Networks on Health” on October 14, 2022, and on October 11, 2022, **Dr. Tyler Prochnow**, Assistant Professor of Health Behavior in the School of Public Health at Texas A&M University, presented a seminar entitled, “Connections Matter: In Life, health, and Research” in collaboration with the HHPR Outside Guest Speaker Series (HOGSS) and the SEC Scholars initiative.

Since August 2022, the CPHT has grown to include **31 active Center Affiliates (a 106% increase from April 2022)** – 11 faculty, 1 post-doctoral fellow, 2 staff, and 16 students (5 doctoral, 4 master’s, and 7 undergraduates), and 1 community member. We also launched our website <https://publichealthtech-center.uark.edu/> in October 2022.

Research: In 2022, CPHT affiliate members received **five new external grants** from the Arkansas Biosciences Institute (ABI), National Institutes of Health (NIH), and Denver Health and Hospital Authority. The CPHT also retained the NIH R01 award (Hashtag HPV: Engaging parents through social media to increase HPV vaccination; PI: Massey). Three faculty members (Dr. Mance Buttram, Dr. Alex Russell, and Dr. Page Dobbs) received nearly **\$2 million** in NIH grants. Center members published **22 peer-reviewed papers** and presented **25 research presentations** at scientific conferences including the American Public Health Association, American Academy of Health Behavior, Research Society on Alcoholism Annual Meeting, European Conference on Addictive Behaviors and Dependencies, International Society of Addiction Medicine, Society for Research on Nicotine and Tobacco, and the International Communication Association. CPHT also had **six media features**, including: the Arkansas Democrat Gazette; the Cambridge Health Alliance, Harvard Medical School; PsyPost; Pain Medicine News and the Global Newswire.

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. In 2022-2023, members of the center have developed meaningful partnerships with Community Clinic, a federally qualified

health center (FQHC) located in Springdale, Arkansas, with the inclusion of affiliate student and community representative, Abbie Luzius.

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. Page Dobbs received tenure and promotion in 2023. Dr. Alex Russell received the Klynveld Peat Marwick Goerdeler Outstanding Published Manuscript Award that was presented at the American Accounting Association Gender Issues and Work-Life Balance Section's annual meeting in August 2022. Shawn Chiang, a Graduate Assistant and doctoral candidate secured a tenure-track position as an Assistant Professor of Public Health at Texas A&M University.

Point of Contact: Page Dobbs, pdobbs@uark.edu

The Classical Education Research Lab

The Classical Education Research Lab, under the direction of Dr. Albert Cheng and located within the Department of Education Reform at the University of Arkansas, has turned one year old and continues to gain local and national recognition. In its inaugural year, the Lab has partnered with Sager Classical Academy in Siloam Springs to complete a study about the effects of reading historical drama on fostering historical empathy and a separate study about the effects of integrating poetry on cultivating wonder in the science classroom. Using funds provided by the University of Arkansas's 2022 Provost's Collaborative Research Grant, Dr. Stephen Burgin from the Department of Curriculum and Instruction, Dr. Kate Walker from the Department of Biological Sciences, and Dr. Yujie Sude from the Walton College of Business teamed up with Dr. Cheng to conduct another study in the Business Behavioral Research Lab about the effects of reading poetry on attitudes towards the environment. Finally, Dr. Cheng and Cassidy Syftestad, a PhD candidate in Education Policy from the Department of Education Reform, released a report documenting the growth of classical charter schools in Texas. Dr. Cheng has made a second appearance on the Classic Learning Test's Anchored Podcast to discuss this work and has presented this scholarship to academics, school leaders, and teachers at regional and national conferences across the country including the Society for Classical Learning's 2023 Summer Conference and the Institute for Classical Education's National Symposium. Sean Hadley, who has completed a PhD in literature at Faulkner University, will be joining the Lab July 2023 as a postdoctoral fellow.

Point of Contact: Albert Cheng - axc070@uark.edu

COEHP Honors

The COEHP Honors Program began the 2022-2023 academic year by welcoming Dr. Rachel Glade, Clinical Associate Professor of Communication Sciences & Disorders, as its new director. Dr. Glade has brought a renewed sense of vitality to the program and hopes to improve the program for current and future students. In the fall 2022 semester, 175 new freshmen joined the COEHP Honors Program, bringing the total number of honors students to 523. These new freshmen included two Honors College Fellows. In addition, 84 current students joined the COEHP Honors Program over the course of the academic year.

In addition to welcoming an increasingly talented and diverse group of incoming students, the COEHP Honors Program also celebrated the achievements of 67 graduating students. Honors Commencement ceremonies were held in both fall 2022 and spring 2023 to recognize the outstanding accomplishments of these graduates and to award their honors regalia. 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, a record five sections of University Perspectives were taught by COEHP Honors faculty and staff. The increase in the number of COEHP Honors sections allows for the majority of incoming COEHP Honors students to build a solid foundation for their COEHP Honors career. This faculty and staff connection was appreciated by students and allowed them to learn more about their intended careers and the application process for their majors. Several current COEHP Honors students served as University Perspectives Peer Mentors in each section, leading class activities and sharing their personal experiences with the incoming students.

COEHP Honors students enjoyed significant success when applying for competitive funding opportunities during the 2022-2023 academic year; a total of \$177,900 was awarded. Five students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$12,375, and an additional 13 students were awarded Honors College Research Grants totaling \$38,000. Twenty students were awarded Honors College Study Abroad Grants totaling \$102,280. COEHP Honors Students also applied for and were awarded some of the newest grants made available through the Honors College, including Research Team Grants (6 students, \$12,000 awarded) and Conference Grants (16 students, \$13,246 awarded). Through the various research grants, COEHP Honors faculty were also awarded a total of \$27,100 for mentoring COEHP Honors students.

For the 6th consecutive year, the COEHP Honors Program solicited nominations from students for the COEHP Outstanding Honors Faculty Award. The winner was Dr. Page Dobbs, Assistant Professor of Public Health. Dr. Dobbs was nominated by Mufazzela Tabassum, a Public Health student, and was recognized at the College's end-of-year meeting.

The annual COEHP Honors Research Symposium was held in April 2023 at the Fayetteville Public Library. 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 Grace Rugger (1st place, Public Health, mentored by Dr. Angela Elsass), Tyler Merreighn (2nd place, Public Health, mentored by Dr. Page Dobbs), and Kyra Sampaio Resende (3rd place, Communication Sciences & Disorders, mentored by Dr. Angela Elsass).

Point of Contact: Matthew Fey - mfey@uark.edu

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

CURRENTS collaborated with staff and consultants to successfully deliver diversity, equity, inclusion and accessibility training to more than 177 participants in the Diversity and Inclusive Leadership Certification training. 36 professionals from Arkansas, Texas, Missouri, Florida, New Jersey, Maryland, Michigan, Puerto Rico, Nebraska, Virginia, New York, Washington, Pennsylvania, Mississippi, Minnesota, Connecticut, and Louisiana obtained the Diversity and Inclusive Leadership Certification. The DILC is offered in partnership with national partners (UARK Global Campus, the Commission for Rehabilitation Counselor Certification, and the Council of State Administrators of Vocational Rehabilitation). The DILC addresses the College's strategic priority of addressing complex issues in education and health.

CURRENTS further advanced the field of counselor education and supervision through its professional development and training. Courses offered include the 8-month LeadVR virtual training series, which enrolled 83 supervisors and managers from vocational rehabilitation agencies in the following states: Colorado, Florida, Utah, Kentucky, New Mexico, Louisiana, Illinois, Oklahoma, Tennessee, Delaware, Alaska, and South Dakota, and the Bridgeworks training series. CURRENTS also partnered with Texas Workforce Commission VR to offer the Leadership Academy for Supervisors and the Pathways to Leadership Academy for Aspiring Leaders. The monthly virtual and in-person training courses served 80 participants to offer evidence-based leadership development for future and current leaders in VR. All trainings offered CRCC hours.

UA CURRENTS partnered with the National Council of State Agencies for the Blind (NCSAB) for provision of its fall and spring conferences. The partnership promotes advocacy, coordination, and education among organizations that ensure people who are blind and visually impaired achieve personal and vocational independence. CURRENTS's also partnered with Arkansas Rehabilitation Services to coordinate and deliver three on-site camps (Youth Leadership Forum and Film Camp) in Conway and East Camden, Arkansas. CURRENTS also provided conference coordination and registration services for Arkansas Rehabilitation Association and for the Council of State Administrators of Vocational Rehabilitation.

UA CURRENTS services increase the capacity of vocational rehabilitation agencies to implement and sustain a culture of inclusion and belonging. Our work addresses vocational rehabilitation's national priorities of improving retention and recruitment of VR staff. In doing so, CURRENTS supports the goal of achieving quality employment and career advancement for individuals with disabilities.

Point of Contact: Robin Freeman - rrfreema@uark.edu

Early Care and Education Projects (ECEP)

Since 1992, **Early Care and Education Projects (ECEP)** has provided early childhood professionals with the most comprehensive, up-to-date training possible. ECEP's continued vision is to enhance the quality of care for young children across Arkansas. ECEP fulfills the mission to **educate, connect, and equip** early childhood professionals by supporting trainers statewide to deliver professional learning via self-paced, online, and face-to-face courses. ECEP maintains statewide professional development and coaching through collaboration agreements with local two-year colleges and other agencies (ex. Education Service Cooperatives). Some two-year colleges embed ECEP courses in their college classes. There were 37 embedded courses with 244 students who enrolled and earned college credit for taking an ECEP course in FY23. The summary charts show the number of ECEP courses for the past ten years. ECEP delivered 283 courses and enrolled 7,554 participants from July 2022 through June 2023.

ECEP NUMERICAL OUTCOMES FOR THE LAST TEN YEARS										
YEARS	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Total Courses Taught	284	284	332	306	296	307	319	304	417	272
Total Participants Enrolled	3,956	4,098	5,170	5,234	4,615	4,811	4,910	4,926	7,756	5,909
Ten-Year Course Avg. = 312; Ten-Year Participant Avg. = 5,139										

Besides training, ECEP conducted technical assistance contacts, which totaled 3,385 visits. Two-hundred-eighty parents attended parent-provider events, with 1,966 others attending. The Family Child Care Network (FCCN) made 2,153 coaching contacts via phone, zoom, email, or personal visits and sent 10,201 bulk emails. The FCCN gained 30 new MOUs this year for 186 MOUs. There are 238 licensed/registered homes in the state. ECEP assisted nine Family Child Care Providers to achieve National Accreditation for Family Child Care, and ten are in the queue for National Accreditation for FY24 (December 2023).

ECEP conducts outreach to inform providers of training opportunities through a monthly newsletter and the [ECEP website](#). The website provides resources to early childhood providers, trainers, sponsoring institutions, parents, and the public. ECEP holds the state license for the [AR Resource Connections website](#), a shared services platform. The AR Resources Connections website made significant strides in FY23, including plans to expand the shared services offered in FY24. This expansion includes a job posting and applicant management tool, a licensing best practice toolkit, and an overlay that supports the site's marketing to providers. ECEP exceeded its goal of increasing social media followers. The overall FB reach increased by 7.8%. Our FB page visits increased by 13.4%. The Instagram profile visits increased by 9.1%. A report on our organic reach and most popular posts can be provided upon request.

FY23 Grant Awards

Arkansas Department of Education \$1,357,685; Arkansas Department of Human Services Child Care Development Fund \$1,047,025; Arkansas Community Foundation \$31,200

FY24 Grant Awards

Arkansas Department of Education \$1,357,685; Arkansas Department of Human Services Child Care Development Fund \$1,047,025; Arkansas Department of Human Service Preschool Development Grant 2,313,520

PUBLICATIONS

The ECEP team contributed to the Early Childhood field through four publications and 19 presentations at regional, state, or national events. Listed below is a summary of those.

SERVICE AND COLLABORATIONS

ECEP continues participating in state-level meetings, collaborations, and partnerships through collaborative work with these workgroups and committees.

- Excel by Eight Foundations Collaborative Member, Northwest Arkansas Community College Early Childhood Advisory Board, Power of Play Planning Committee, State Leadership Team for Early Childhood Inclusion Member (Preschool Inclusion Team—PIT Crew), Teaming for Early Childhood Inclusion Design Team Member (**Dura**)
- Arkansas PDG Renewal Grant Writing Team Member, T.E.A.C.H. Advisory Council, Teaming for Early Childhood Inclusion (TECI), Preschool Inclusion Team (PIT) Crew, Excel by 8 Steering Committee, Arkansas Early Childhood Collective Impact Group, Early Childhood Behavior Support Cadre, Early Childhood Education National Steering Committee (**Honeycutt**)
- Arkansas PDG Renewal Grant Writing Team Member, Kids Count Coalition Steering Committee, HIPPY for Caregivers Advisory Board, Arkansas Early Childhood Cohort member, Exchange Leader Review Team (**Pillow-Price**)
- Arkansas Early Childhood Association Board President, Excel by Eight State Leadership Team Member, Forward Arkansas Governance Chair, Union County Excel by Eight Member, Union County Impact Planning Committee Member (**Yarbrough**)
- ARRAY (**Zay**)

Employee Updates

ECEP FY23 New Hires: Faith Hurd, Trainer/FCCN Support in Region 5 – SEA; Shawna Lynch, Trainer/FCCN Support in Region 2 – NEA; Savanna Gragg, Training Advisor; Ramona Wallace, FCCN Support in Region 5 – SEA; and Jackie Couture, Family Child Care Network Manager

ECEP Staff with Career Service over 10 Years: Jenny Dura (10 years); Deniece Honeycutt (16 years); Kathrine Slocum (39 years); and Susan Lamp (23 years)

2023 ECEP Internal Promotions: PJ Yarbrough was promoted to Trainer Manager, and Jenny Dura was promoted to Trainer Advisor Manager.

ECEP Staff Continuing and Completing New Degrees:

- Jackie Couture - applied to the U of A to work on her master's degree in Adult Education
- Jessica Fox - applied to the U of A to work on her master's degree in Adult Education
- Savanna Gragg – completing her Ph.D. in Curriculum and Instruction at the U of A
- Annie Zay – pursuing her Ph.D. in Curriculum and Instruction at the U of A
- Kimberly Russell - applied to the master's program in Instructional Design at the U of A
- James Voight - holds a bachelor's degree and completed an associate degree in paralegal studies.

Point of Contact: Deniece Honeycutt - dhoneyc@uark.edu

Education Renewal Zone (ERZ)

The Office of Education Renewal Zones has focused expertise, time, and finances to provide 133 statewide professional learning opportunities available free of charge to all current and future educators particularly in the areas of Professional Learning Communities and High Reliability Schools. The outcome goals were to provide virtual, hybrid, or face-to-face training opportunities across the state to maximize the benefit and expose relevant content and school improvement strategies to a broad range of educators. The Office of Educational Renewal Zones partnered with the Education Service Cooperatives to provide sessions on Identifying Essential Standards and Proficiency Scales that have been/will be held in the 15 Cooperatives and Central Arkansas.

ACT 912 of the 2021 General Assembly developed the Arkansas Tutoring Corps. The purpose of the Arkansas Tutoring Corps ACT is to support the implementation of a sustainable tutoring model in a response to learning loss. Education Renewal Zones were charged to develop and coordinate the Arkansas Tutoring Corps which involves building a system of recruiting and training tutors who are equipped to meet the academic needs of students in their geographic area across the state. Arkansas Tutoring Corps has 969 tutors across the state actively in training and over 48,000 hours of tutoring served since it began in the fall of 2021.

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 4 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. In the last three years since the Office of ERZ has sponsored and supported schools to go through the HES accreditation process, 36 schools have become accredited. This includes Cohort I, II and III.

The Education Renewal Zone has received funding to continue their work for the 2023-2024 school year.

Point of Contact: Lindsey Swagerty - lmswager@uark.edu

Exercise is Medicine

Exercise is Medicine (EIM; exercisemedicine.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. We started a collaboration with Pat Walker, where patients are referred to Exercise is Medicine to complete a fitness assessment and 4 motivational interviewing sessions with a student exercise counselor. EIM has received WE CARE funding to conduct a national assessment of the implementation of EIM on campus programs and to expand fitness assessments and motivational interviewing sessions. This year, the EIM research team had 3 presentations at a regional conference and published 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 3 honors students completing their theses on these topics, and 1 student completing his PhD Dissertation (receiving a post-doc position at Rush Medical).

Through teaching, EIM was integrated into Intro to Exercise Science, Exercise Applications for Special Populations, and Physical Activity and Health, reaching over 200 students.

The EIM Registered Student Organization (RSO) held student-led meetings, during which they planned further partnerships with Pat Walker Health Center and hosted a field day in November 2023. In recognition of its efforts, EIM at the University of Arkansas renewed its silver level honors from the American College of Sports Medicine.

Point of Contact: Erin Howie Hickey - ekhowie@uark.edu

Executive Summary

(full report available upon request)

From January 1st to December 31st, 2022, the 12 exercise science and athletic training faculty (9 tenure/tenure track) of the Exercise Science Research Center (ESRC) had 44 peer-reviewed scientific manuscripts published. Investigators gave more than 40 presentations at scientific regional, national, and international conferences and meetings. During 2022 ESRC faculty and students, as either primary or co-investigators, received a total commitment of \$3,858,915 in new grant funding to go with \$10,567,019 in committed continuing funding with our faculty as either primary or co-investigator including multiple NIH sponsored awards (R00, R01, R15, R44; dollar amounts are total value of awards and may not represent amount awarded to the ESRC investigator). Awards includes several students winning grants through the Student Undergraduate Research Fellowship (SURF) and Honors College research grants.

There were 13 sections of classes (172 students) taught within the ESRC. In 2022 we sent 102 students to ~40 unique internship sites. The ESRC provided testing services and facilitated the Fitness for Fun Program, which included cardiac stress testing for Rogers Fire Department and lactate threshold testing for the USA Cycling Olympic Development Academy.

Significantly, we completed a large renovation which expanded the “wet lab” facilities to approximately 1,700 sq. ft with the additional addition of an expanded “freezer farm” area that further included new office facilities for graduate assistants and other research personnel. Upon completion a celebration “Open House” event was hosted featuring facility tours and a dedication symposium featuring prominent speakers in the fields of muscle biology and gait biomechanics, Drs. Karyn Esser and Brian Umberger, respectively.

Point of Contact: Nic Greene – exercise@uark.edu

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).

The M3R was established in August of 2021 by Kevin Murach, PhD. In the Fall of 2022, first year PhD students Ronald (Ron) Jones III and Pieter Jan (PJ) Koopmans joined the laboratory. Ron received a Doctoral Distinguished Fellowship and PJ received a Doctoral Academy Fellowship. Both have published manuscripts since arriving – Ron a first-author research article *The Journal of Physiology*, and PJ a first-author review as well as a co-author manuscript. Both students also presented posters at the Florida Myology Meeting in March and the American Physiological Society Summit.

Since the Fall semester of 2022, the M3R lab published five original research articles and three reviews, as well as a lay article in *The Biochemist* magazine. Dr. Murach also co-wrote a review with international collaborators that was accepted at *Nature Reviews Molecular Cell Biology* (Impact Factor = 113.9). Work from the laboratory was also featured in *The Washington Post*, *TIME* Magazine, and *Medical News Today*. Dr. Murach received a prestigious American Federation for Aging Research Junior Investigator award to support the ongoing exercise and aging research in the laboratory; only 9 of these awards are granted per year. Dr. Murach gave a keynote at the Munich Muscle Meeting, an invited lecture at the Florida Myology meeting, as well as several additional invited talks domestically and abroad. He also chaired a session at the American Physiological Society Summit. Finally, reviews he co-authored with his collaborators were awarded the cover of the *Journal of Physiology* and *The American Journal of Physiology – Cell Physiology*.

Point of Contact: Kevin Murach - kmurach@uark.edu

National Lab for the Study of College Leadership

The National Lab for the Study of the College President (NLSCP) congratulated Dr. G. David Gearhart for his service as the founder and founding director of the Lab. Upon his retirement in August 2022, Dr. Michael T. Miller was appointed as his replacement. During the past academic year, the Lab has undergone and accomplished several important activities.

- the Advisory Board was re-created to empanel 5 professionals working in higher education. The Advisory Board held a virtual meeting in the fall 2022 and spring 2023 academic semesters;
- upon the recommendation of the Advisory Board, the official name of the Lab was changed to the “National Lab for the Study of College Leadership.” This change was intended to broaden the research work of the collective and expand opportunities to engage current administrators and scholars.
- the Lab published the sixth volume of the Journal of Research on the College President (JRCP) that included four articles and had an acceptance rate of under 30%.
- working with the UA special collections, JRCP completed the assignment of doi numbers to current and all past articles, making them easier to find online.
- a formal request was made to index JRCP in both ERIC and Google Scholar. Both requests and work is pending.
- a formal plan for the 2023-2024 academic year was established, highlighted by the continued publication of the Journal and the creation of “Lunch with Leaders,” a webinar scheduled for three times in the fall and spring semesters to highlight college leaders perspectives on their leadership style and leadership challenges facing higher education.

Point of Contact: Michael Miller - mtmille@uark.edu

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 Josh McGee, the OEP staff includes research associates and graduate students who specialize in education research and policy.

Research

During the 2022-23 school year, OEP faculty, staff, and students conducted research on a variety of topics including:

- The teacher labor market in Arkansas from high school to workforce
- Motivations for Adopting a Four-Day School Week or Year-Round Calendars
- Parent Perceptions of Pre-Kindergarten in Arkansas
- National Assessment of Educational Progress (NAEP) Results, 2022
- Arkansas Teachers' Grading Practices and Implications
- Alternative Learning Environments, and student characteristics that predict placement
- Act 1240 Teacher Licensure Waivers in Arkansas
- K-12 Student achievement
- College-readiness of high school seniors
- Trends in Academic Value-Added Growth by Student Population
- Analysis of school discipline prevalence and disparities throughout the state

OEP produces annual reports, and in 2022-23 these included:

- 2022 Report Card on Northwest Arkansas Schools
- 2022 Report Card on Pulaski County Schools
- "Outstanding Educational Progress (OEP)" awards for Arkansas schools with high levels of academic growth
- "Beating the Odds" awards for schools demonstrating high levels of academic growth serving high poverty populations

Developing Solutions

In addition to research and reports, OEP faculty develop solutions to address persistent challenges facing schools. McKenzie works with Arkansas Teacher Corps (ATC) staff to place approximately 200 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. McGee initiated a collaboration with the Arkansas Department of Education to describe the Arkansas teacher pipeline, highlight opportunities for improvement, and implement positive changes to better recruit and retain quality teachers in the state. McKenzie and McGee both served as subgroup chairs in the Winthrop Rockefeller Education Policy Initiative, a collaborative effort to dramatically improve K-12 education in the state of Arkansas.

Service

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

- Supported the Governor’s LEARNS Executive Order through previously produced research as well as new and ongoing research
- Hosted the Arkansas Education Policy Summit in Little Rock, keynoted by Education Secretary Jacob Oliva
- 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
- Partnered with Northwest Arkansas Public Education Foundations to evaluate the impact of their support for local students and to generate a strategic plan
- Partnered with the Department of Elementary and Secondary Education to improve collection of survey information for Novice teachers
- McGee worked as Chief Data Officer for the State of Arkansas, bringing together workforce and education data to develop and strengthen pathways between the two
- McKenzie advises charter schools regarding lotteries and conducted 5 enrollment lotteries for open-enrollment charter schools
- McKenzie served as a Governing Board Member for the U.S. Department of Education’s Regional Education Lab (REL) Southwest

Point of Contact: Sarah McKenzie - scmcken@uark.edu

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 provide continuing education to sports medicine professionals, teachers, coaches, and parents about sport-related concussion. These partnerships helped onboard a NIH SBIR grant that is focused on identifying a saliva biomarker for concussion that is ahead of enrollment goals as of Spring 2023.

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 4,500 patients have been enrolled by UofA researchers into a patient research registry at the Inova clinic, and several collaborative studies have been completed or are currently in progress (see below).

Research Production and Highlights for 2022-2023:

Grants:

- 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 still ongoing and ahead of patient enrollment projections. 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, 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.
- One grant application was submitted to the Chuck Noll Foundation and was not funded. Other grant applications are in preparation for an NIH R01 submission later in 2023.

Publications and Presentations:

- 14 manuscripts were published in several high impact sports medicine journals which include: *Journal of Pediatrics*, *American 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.
- 4 professional presentations were made by members of the Office for Sport Concussion Research.

Point of Contact: R.J. Elbin – 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 2022, OSA continued 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 3 peer-reviewed manuscripts and presented 7 abstracts either regionally, nationally, and internationally. OSA faculty also continued to work on two grants in 2022 totaling more than \$4.2M. 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 2022 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.

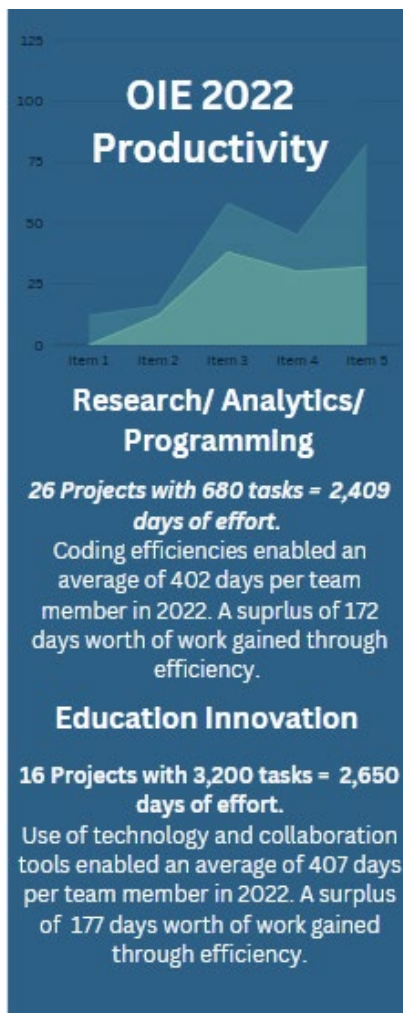
Point of Contact: Michelle Gray – aging@uark.edu

Office of Innovation for Education (OIE)

OIE staff worked collaboratively with the Arkansas Department of Education’s Divisions of Elementary and Secondary Education and Career and Technical Education (ADE DESE/DCTE) to have a measurable impact on learning communities in Arkansas. This is our third year focusing on creating efficiencies and enhancing our effectiveness in completing work for ADE DESE/DCTE. We provide outstanding stewardship of the grant funds entrusted to us for this work as evidenced by the tasks



Director, Denise Airola



completed by our staff in 2022. We use project management software to document projects, tasks, time, and deliverables. We have documented 100% of the projects and recurring tasks specified in our Statement of Work for our annual grant. The infographic below summarizes the value we add to ADE DESE/DCTE through our work.

The work we accomplished in 2022 was on behalf of the ADE DESE/DCTE leadership in support of the vision to transform Arkansas to lead the nation in student-focused education. This work included contributions to the Staff Personnel Development Grant (SPDG) supporting facilitation of learning for the SPDG leaders and focus districts. We look forward to working with ADE DESE/DCTE to support Arkansas LEARNS!

Team Accomplishments

We have a talented team of experienced professionals who work to fulfill our programming and analytic functions, as well as a team of dedicated education professionals who work to support innovative school transformation. **We collaborate with ADE DESE and DCTE leaders and staff on existing initiatives and to execute new and existing projects.** The work of the past two years expanded in several ways due to the COVID-19 pandemic and the need to investigate the impact of the Pandemic on student learning. We have been responsive and agile—providing research and analytics to inform leadership.

[Research/Analytics/Programming](#). We provide analytics, programming, and research support to DESE and DCTE. Highlights include the following:

- We completed annual data structuring, calculation, and analytics for federal (ESSA) and state accountability and reporting. This included all ESSA indicators-weighted achievement, value-added growth, graduation rate, and school quality and student success indicators.
- Delivered K-12 annual data modules for [school, district, and state report card](#) enabling the ADE to meet federal reporting requirements and to provide Arkansas public schools with data. This includes the ESSA reports and School Report Cards available in Myschoolinfo.arkansas.gov.
 - Provided extensive analytics and reporting for Technical Advisory Committee and DESE to ensure validity and reliability of ESSA School Index for federal and state accountability.
- Dramatically Increased statistical analytics for the ADE DESE and DCTE to include the following reports:
 - Fair Trend Analysis of Pandemic Impact on Arkansas Student Achievement (2020-21 and 2021-22) for DESE leadership. Three metrics were calculated and reported to DESE along with discussion and implications.
 - Analysis of K-2 fall and spring achievement 2019 through 2022 to inform leadership of Pandemic impact and recovery evidence.
 - Multi-year analysis of enrollment and average daily membership (ADM) 2016 – 2022 to provide context for enrollment and attendance during the Pandemic-disrupted months of 2021 and 2022.
 - Analysis of drop/withdrawal code trends for K-12 schools 2018 – 2022 to provide context for enrollment and attendance trends.
 - Analysis of state and regional instructional options of students/families during pandemic-impacted years.
 - Analysis of the impact of Pandemic disruptions on Arkansas students' on-time credit earning in Grades 9-11.
 - OIE completed quasi-experimental designs for analyzing the impact of the PLC training on PLC cohort schools and for the RISE Science of Reading Initiative.
 - Propensity score analysis of PLC cohort and non-PLC schools' students' achievement and value-added growth.
 - Difference-in-Differences analysis of students' reading achievement based on exposure to Science of Reading certified teachers over time.
 - Synthesized all COVID-19 related analytics into one report for State Board of Education. [Report presented to State Board of Education](#).

- Calculation of all secondary (K-12) 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 of results disaggregated by race/ ethnicity and special populations.
 - 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](#) including calculations for teacher-level value-added reporting (added in 2022), and for CTE reporting.
- Created professional learning modules for student value-added growth and using the LEA Insights module.
- Calculated [School Recognition Awards](#) and [National Blue Ribbon and Distinguished Title I nominees](#).

In addition to our work with the ADE we have a national reputation for technical assistance for assessment and accountability and associated analytics and reporting for state agencies. We participate in national groups supported by Council of Chief State School Officers (CCSSO) and Center for Assessment.

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. We supported an average of 19% of Arkansas schools over the past 3 years. We support effective leadership and learning through the activities specified in our annual Statement of Work for ADE DESE/DCTE. Some highlights are listed below.

- We co-hosted and led [Arkansas Student-Focused Study Tours. Our 2022 schools were Hugh Goodwin Elementary](#) and [Horatio High School](#). We transitioned the Arkansas Student-Focused Study Tours to Virtual Tours in 2020-2022 and we will support a face-to-face and virtual hybrid study tour in 2023.
- We hosted our annual Innovation Rally which gathered participants from across Arkansas and the nation seeking to serve students and families in innovative ways.
- Under ADE DESE’s direction we supported schools in all phases of Schools of Innovation work (A.C.A. § 6-15-2802- 2804).
 - Onsite and web-based planning and implementation coaching with [Schools of Innovation](#),



- Creation and refinement of *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](#).
- We launched and facilitated Communities of Practice (4-6 per month) related to effective remote and blended learning designs to accelerate learning and fill in gaps in learning due to disruptions. We supported teachers and leaders to plan, implement, and troubleshoot flexible learning schedules which included options for pivoting learning: synchronously, asynchronously, and face-to-face. We coached leaders in continuous improvement, change management, and competency-based learning. Some specifics include:
 - Supported professional learning for participants in DESE's Inclusive Practices SPDG.
 - Developed learning modules for educators so that they could be more responsive to learners during remote and interrupted learning.
 - Created an on-demand process for designating and renewing Arkansas Schools of Innovation virtually.
 - Supported teacher preparation programs through presentations to Henderson State, focus groups for DESE Educator Effectiveness, and coaching for Recruitment and Retention Specialists.
 - Networking with other service organizations, such as Arkansas Public Service Resource Center and Team Digital to provide professional learning for student-focused approaches during COVID-19.
- We co-planned and implemented focus groups for stakeholder feedback for ADE DESE and provided syntheses of the feedback to ADE DESE. These included:
 - Arkansas Day One Ready Teacher—involved hosting stakeholder focus groups, collecting data from focus groups, and synthesizing and reporting findings to DESE to inform Educator Preparation Program work for the Office of Educator Effectiveness.
 - Arkansas's Ideal Assessment System— Co-plan, facilitate, host, and synthesize findings from focus groups at DESE request to include Arkansas's New Assessment System Training and Communication and [Arkansas's Summative Assessment RFP Development](#)
 - Communication and Professional Learning for Arkansas's new assessment system—involved hosting stakeholder focus groups, collecting feedback on the needs of local school systems for supporting teacher and leader professional learning for the transition to a new assessment system and supporting DESE in critical communications to stakeholders regarding the new system.
 - We are partnering with DESE on accountability focus groups for gathering input for rule making for the LEARNS Act.

We continue to work with national innovation organizations including [ExcellnEd's Network of State Innovation Partners](#), [World of Work Foundation](#), and the [Assessment for Learning Project](#) to expand our professional resources for serving schools in Arkansas.



All reports are available upon request and have been shared with appropriate ADE DESE/DCTE leaders. We have a formal Statement of Work that includes a more complete list of projects and tasks for ADE DESE/DCTE. The Statement of Work is updated annually to reflect the work requested by ADE DESE/DCTE leaders.

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

Office of Play Therapy Research and Training

The Office of Play Therapy Research and Training is in its' 8th year as a nationally approved university 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 six 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 annual two-day conference training and coursework offered students and professionals from the community an opportunity to obtain their national certification as Registered Play Therapists. The 8th annual conference was held June 9-10, 2023, in Fayetteville, with 115 people registered from 5 states with Dr. Kim Vander Dussen as speaker.

In 2022, former Ph.D. student, Margaret Hindman received the research award from the Association for Play Therapy for her dissertation on the public perceptions of play therapy. The Association for Play Therapy is using her work as a part of their strategic marketing plan. TJ Schoonover, also a former Ph.D. student will be receiving the same award in 2023 for his play therapy dissertation. 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. Both dissertations resulted in published articles in national peer reviewed journals in 2022/2023. During the 2022-2023 academic year, 6 national play therapy presentations were conducted with Ph.D. counseling students and recent graduates at 3 conferences. 3 peer reviewed publications were also published in national/international journals along with 2 book chapters as a result of research conducted through the U of A Office of Play Therapy Research and Training with both MS and Ph.D. students co-authoring. Currently, 1 master's and 3 doctoral level counseling students are completing independent studies through the Office of Play Therapy, gathering data in K-12 schools or conducting play supervision.

At the recent 2022 Annual Play Therapy Research and Training conference 2 doctoral students in counseling received funding to attend along with 5 MS students. Additionally, a current MS student pursuing her RPT certification was funded by The Office of Play Therapy Research and Training to attend the national Association for Play Therapy conference in St. Louis in 2022.

Data collection with Hope Academy measuring the impact of play therapy as well as SEL competencies was recently completed at year 3 and will be analyzed during the 2023-2024 academic year. Additionally, physiological data was also gathered on play therapy sessions with a child, and it is also currently being analyzed. It is the first study of its kind. Ten students and recent graduates attended the national play therapy conference with many serving as

volunteers for the Association of Play Therapy. Hailey Thomas, a Ph.D. student, also graduated from the APT Leadership Academy, preparing her to be a leader in the field of play therapy. She is also serving her first year on the Arkansas Play Therapy board of directors. The office also hosted a dinner for current students and U of A graduates at the conference. Kristi Perryman, the director of the office, is currently up for re-election for another 3-year term on the national board of directors. She also continues to serve on the editorial board for the Association for Play Therapy.

Point of Contact: Kristi Perryman - klperry@uark.edu

Office of Teacher Education

The 2022-2023 academic year marked the seventh year of the Office of Teacher Education (OTE). With the continued focus on accreditation, licensing, and field placement, the staff supported the mission of providing service to faculty, students, and district partners in service of teacher preparation.

2022-2023 welcomed 264 teacher candidates into 14 different programs. This represented an increase from the previous year. The office was responsible for the annual Teacher Induction Convocation held at the Don Tyson Agricultural Center that celebrated the new admits. The office held program orientations for the new admits providing feedback and support. The office coordinates test preparation by providing virtual support as well as online software. This academic year, 77 teacher candidates were supported through our licensure test preparation online software.

The OTE collected and organized 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 in August and met with leaders of our Continuous Improvement Team in March to discuss accreditation standards and the current State Review process. The director of the office prepared an annual report for the national accreditation organization (Council for the Accreditation of Educator Preparation) and regularly met with state education officials to collaborate and share information.

The office is supported by the Director of Teacher Education, the Director of Licensure, the Director of Field Placement, and an administrative assistant. Each has an important role to play in supporting students, faculty, and stakeholders.

- Dr. Jennifer Beasley, **Director of Teacher Education** advised 16 program changes and state approvals through the University Teacher Education Board. As the chair of the Teacher Candidate Professional Review Committee, Dr. Beasley led faculty in supporting 33 teacher candidates through the Teacher Candidate Support System process. Of those 33, 85% of the cases were successfully resolved. The office also received two grants from the state Department of Elementary and Secondary Education. The first was an innovation grant for \$5,000. The second grant for \$26,000 was for High Quality Instructional Materials to support teacher candidates.
- Dr. Myra Haulmark, **Director of Licensure** recommended 181 out of 202 completers for teaching licenses and approved 184 out of 215 current in-service teachers completing programs of study for endorsements from May 2022 through May 2023. In addition, our Director of Licensure provided fingerprinting services for 424 candidates. These services are key for students as they apply for teacher education programs and for their teaching license. Dr. Haulmark developed and piloted an ethics training module for teacher candidates during the academic year.

- Mr. JL Jennings, **Director of Field Placement** helped place our students in 401 internship placements across the Northwest Arkansas area this academic year. Additionally, Mr. Jennings coordinated about 430 observation placements and about 390 practicum placements. Unfortunately, our 6th annual Career Readiness Seminar was cancelled due to inclement weather. However, Mr. Jennings collaborated with the Director of Employer Relations for COEHP to host the teacher education career fair. The career fair was an in-person event this spring and over 56 employers were in attendance. The Office of Teacher Education hosted the UA Teacher Education Partnership meeting again this spring where a robust discussion related to the selection process for internship sites, placing interns with partners, and our partners' process for selecting mentor teachers was moderated by Mr. Jennings. Our office continued to meet our academic and partnership initiatives.
- The OTE helped prepare a fall and spring partnership meeting. Over 50 partners and faculty met at the new Bentonville Collaborative in the fall and the Northwest Arkansas Co-op in the spring. In addition to stakeholder feedback, we continue to respond to our yearly exit interviews with students and faculty. All partners have addressed concerns with the teacher pipeline. In response, our office has promoted recruitment efforts and Professional Development Schools. This allows our future and current candidates to be embedded in schools more intentionally. The office also worked with the Employer Outreach office on a new initiative this year. We helped coordinate weekly opportunities for employers to set up an informational table in Peabody Hall. This new initiative was positively received by potential employers and teacher candidates.
- Our initiative to provide resources for teacher candidates included support for licensure testing and equipment for their teacher programs. Licensure test preparation included virtual meetings for candidates as well as continued promotion of the online testing resource (240 Tutoring). The office provided checkout for 42 Swivl cameras to candidates so that they could film their lessons for faculty feedback.

This academic year was incredibly successful, and our office continues to be a vital service unit for faculty and students across three colleges.

Point of Contact: Jennifer Beasley - jgbeasle@uark.edu

Osher Lifelong Learning Institute (OLLI)

The Osher Lifelong Learning Institute (OLLI) celebrated its 15th year at the University of Arkansas in 2022/2023.

OLLI had a total of 510 dues paying members, in addition to over 100 non-member participants, which is the most people served since prior to the pandemic in Fall 2019. Approximately 200 programs and activities were offered, including classes, lectures, workshops, hikes, social events, and special interest groups. Total enrollment was just over 2,000 registrations, an increase from each of the previous two years. Additionally, OLLI served the community by offering free programs related to health, wellness and aging for free to the public.

As a volunteer driven organization, we rely heavily on volunteer support and engaged with over 200 volunteers throughout the year. These individuals served in a variety of roles from classroom support or instructing a class to leadership committees. In May, volunteers were recognized at a reception sponsored by the college's WE CARE Initiative.

OLLI hosted an Ozark Culinary Cooking demonstration and tasting as part of the WE CARE Initiative. The event included faculty, staff and administrators from the college who took part in a 2-hour program facilitated by local author and chef, Erin Rowe.

The institute continues to partner with organizations in the community to expand the reach to a broader demographic of lifelong learners. Partners include Butterfield Trail Village retirement community, David and Barbara Pryor Center for Arkansas Oral and Visual History, Faulkner Performing Arts Center, Grand Village and University of Arkansas Libraries.

Point of Contact: Josh Raney - olli@uark.edu

Partners for Inclusive Communities (Partners)

Partners was actively involved in the implementation of twenty-four (24) grants and contracts during the past fiscal year with total funding of approximately \$3,700,000. Activities included pre-service training of health-care professionals; in-service training of professionals, paraprofessionals and families; technical assistance to community-based providers and state agencies; the provision of model services; research; and product development/dissemination. Focus areas included autism spectrum disorders; fetal alcohol spectrum disorders; preschool inclusion; cultural diversity; language access, interpreting and translation; ADA access (architectural and digital); violence prevention; healthy/safe relationships; COVID-19 education; disability and health; ableism, and self-advocacy/how to be an ally.

The following projects are highlighted because of their state-wide reach into underserved areas and/or potential for national replication. **The Arkansas Autism Partnership (AAP)** is the state's Medicaid Waiver program for young children (18 months-8 years) with Autism Spectrum Disorders. Partners has been the administrative entity for these home-based services since the beginning in 2011, with a total of 798 children served. While applications have been received from all Arkansas counties, this fiscal year brought a significant increase in total applications and in ones from the most rural areas of the state, including those designated as "Red Counties" by the Arkansas Department of Health. During this year 62% (277 of 444) of applications were from families living in rural counties. This is the result of significant outreach by Partners' staff and the community-based provider agencies working in the program and represents a significant increase in the ability of rural families to obtain the same high-quality, evidence-based intervention as is available to families in urban areas.

The **Marshallese Interpreting for Community Inclusion (MICI) project** is a collaboration between Partners, Marshallese Educational Initiative (MEI), and SeSo, Inc. from Georgia. It is supported by an advisory group representing different community-based organizations and funding from the Arkansas Governor's Council on Developmental Disabilities. MICI's goal is to reduce communication barriers in accessing disability support and services in the Marshallese community by providing training and information that is communicated in culturally and linguistically appropriate methods. During this fiscal year, MICI held two networking events, four training sessions on Marshallese history and culture, and two sessions of 25-hour interpreter training including a total of 113 people. MICI is also working to increase the number of documents available to the community translated into Marshallese.

The **Arkansas Bilingual Interpreter Certification in Education (ABICE)** project is the first in the nation to provide certification for interpreters working in the educational field. The credential is recognized by the AR Department of Education, Division of Elementary and Secondary Education (DESE) and the AR Department of Human Services, Division of Child Care and Early Childhood Education (DCCECE). Three training sessions were held this year with a total of 49 educational interpreters completing the course and obtaining the credential.

Languages represented in this group included 40 Spanish, 5 Marshallese, 1 Russian, 1 French, 1 Portuguese, and 1 Farsi. This project has had a significant impact on schools in the state by raising awareness of the need for trained interpreters and by credentialing individuals to provide the service across multiple languages. One situation that emphasizes this need occurred when a school district used a student to call a Spanish speaking parent. The student accidentally communicated to the parent that her child had died. When the parent responded with hysteria, the student became anxious and hung up. The school administration had no idea what had occurred until the parent arrived at the school. Every person in this incident was traumatized, an experience that was totally avoidable if trained interpreters had been used.

Point of Contact: Karan Burnette - partners@uark.edu

Speech and Hearing Clinic

During the 2022-2023 academic year, the [University of Arkansas Speech and Hearing Clinic](#) continued to provide valuable speech-language therapy and audiology services to UA students, staff, faculty, and members of the community. Pediatric speech-language therapy services focused on literacy, language, and speech sound disorders. Adult speech-language services centered on auditory-verbal, voice, upper airway, swallowing, and concussion services. Audiology services included hearing screenings, hearing aid evaluations, and hearing aid fittings.

Over 525 hours of graduate clinical education training was completed at the UA Speech and Hearing Clinic. The clinic coordinated multiple community speech-language screening programs through collaborations with Fayetteville Public Schools, The New School, and the Jean Tyson Child Development Center. Undergraduate students gained direct clinical experience administering over 87 screenings to preschool children ages 3 to 6 years old.

The clinic was awarded funding through the College of Education and Health Professions (COEHP) WE CARE initiative to offer multiple community dyslexia intervention programs. These programs were developed and proposed by clinical instructor and Certified Academic Language Therapist (CALT), Stephanie Hicks. Two dyslexia simulation events were coordinated through the UA Speech and Hearing Clinic. Under direct supervision, graduate students led participants through literacy stations to simulate reading and writing challenges experienced by those with dyslexia. WE CARE also provided funding for undergraduate students to receive dyslexia training through two summer literacy programs at the UA Speech and Hearing Clinic.

Adult clinical services resumed this year and continue to expand. Through advanced certification training in swallowing disorders, clinic director Jessica Danley established the UA Speech and Hearing Clinic as a national provider of The Modified Barium Swallow Impairment Profile (MBSImp). Now represented in a national provider database, the clinic is connected to researchers and patients seeking practitioners trained in the instrumental swallow analysis protocol. Auditory-verbal therapy for adults with cochlear implants also resumed in Spring 2023.

For the third consecutive year, the clinic was selected as a recipient of the SPEAK OUT! Grant through the Parkinson Voice Foundation. This grant provides over \$16,500 in advanced training and materials to Communication Sciences and Disorders (CDIS) graduate students working with patients with voice disorders caused by Parkinson's Disease.

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

- CDIS 3103 Intro to Audiology
- 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 5273 – Language, Learning and Literacy
- CDIS 5293 – Augmentative and Alternative Communication
- CDIS 5183 – Advanced Clinical Practicum I
- 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 continues to provide research lab space for Dr. Andrew Bowers (EEG Lab), Dr. Kimberly Frazier (Social Communication Lab), Dr. Mohammad Haghghi (Aphasia Lab), Dr. Christine Holyfield (AAC Lab), Dr. Lisa Bowers (Language and Literacy Lab), and Dr. Rachel Glade (Auditory Skills Lab) in the CDIS Program. Finally, the clinic also provides designated space for Associate Professor Dr. Michelle Kilmer’s research (Eleanor Mann School of Nursing) on animal-assisted therapy for children with autism.

Point of Contact: Jessica Danley - spclinic@uark.edu

Appendix D: College Profile

Dean's Office

Dean - Kate Mamiseishvili

Associate Dean for Academic and Student Affairs – Matthew Ganio

Associate Dean for Research, Strategy, and Outreach– Michael Hevel

Associate Dean for Administration – Paul Calleja

Assistant Deans

Advising and Student Success – Elizabeth McKinley

Academic Services – Denise Bignar

Research and Grant Administration – Stacy Stuart

Department Heads

Curriculum and Instruction – Ed Bengtson

Education Reform – Patrick Wolf (Interim)

Eleanor Mann School of Nursing – Jessie Casida

Health, Human Performance and Recreation – Michelle Gray

Occupational Therapy – Sherry Muir

Rehabilitation, Human Resources and Communication Disorders – Kristin Higgins (interim)

College-Level Directors

Financial Affairs – Brandi Maples

Honors – Michelle Gray

Human Resources – Glennia Hunt

Program Coordinators

CIED

Career and Technical Education - Betsy Orr

Curriculum and Instruction - Jason Endacott

Educational Leadership – Alison Wilson

Educational Studies - Rhett Hutchins

Educational Technology - Derrick Mears

Elementary/Childhood Education - Marcia Imbeau

Secondary Education - Chris Goering

Special Education - Suzanne Kucharczyk

STEM Education - Michael Daugherty

EDRE

Gema Zamarro Rodriguez

EMSON

BSN pre-licensure – Kelsey Gilmet

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 - Cathy Lirgg

Public Health, Undergraduate - Bart Hammig

Public Health, Graduate – Ches Jones

Recreation and Sport Management – Craig Schmitt

RHRC

Adult and Lifelong Learning - Kenda Grover

Adult and Lifelong Learning - Kit Kacirek

Communication Sciences and Disorders - Rachel Glade

Counselor Education – Erin Popejoy

Community College Leadership – Michael Hevel

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

Kandy Salter

Chairs, Professorships, Distinguished Professorships, and University Professorships

Henry G. Hotz Endowed Chair

Kate Mamiseishvili

Parks Family Endowed Professorship in Science and Technology Education
Bill McComas

Billingsley Endowed Chair
Jessie Casida

Chilton/Brown/Harding Special Ed Endowed Professorship
Tom E.C. Smith

21st Century Chair in Accountability/Transparency
Robert Costrell

21st Century Chair in Education Policy
Jonathan Wai

21st Century Chair in Teacher Quality
Gema Zamarro

21st Century Chair in Leadership
Robert Maranto

21st Century Chair in School Choice
Patrick Wolf

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

2022-2023

Unit/Departmental Personnel Committees

CIED

Kevin Brady (chair)	2024
Marcia Imbeau	2025
Mike Daugherty	2023
Liz Lorah	2024
Stephen Burgin	2025
Vinson Carter	2023
Christine Ralston	2024
Cathy Wissehr	2025
Rhett Hutchins	2023

HHPR

Bart Hammig (chair-elect)	2024
Brendon McDermott (chair)	2024
Merry Moiseichik	2025
Nic Greene	2023
Amanda Sullivan	2023

Nursing

Tom Kippenbrock	2025
Marilou Shreve (chair-elect)	2025
Anna Jarrett	2023
Allison Scott	2023
Kelly Vowell Johnson (chair)	2024
Bart Hammig	2023
Ches Jones	2023

RHRC

John Murray	2023
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David Christian (chair)	2024
Kimberly Frazier	2023
Wen-Juo Lo (chair-elect)	2023
Brent Williams	2025

OT Peer Review Committee

Kim Stauss, Social Work U of A	2023
Kandy Salter	2023
Kim Frazier	2023

EDRE

Bob Costrell	perpetual
Bob Maranto	perpetual
Gema Rodriguez (chair & chair-elect)	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	Anna Jarrett	2025
RHRC	Mike Miller	2025

Clinical

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

CIED	Christine Ralson	2025
HHPR	Jack Kern	2024

College Council

Chair	Liz Lorah	2023
Chair-Elect	Rachel Glade	2023
At large	Renee Speight	2023
At Large	Rachel Glade	2023
At large	Hope Ballentine	2024
At Large	Wen-Juo Lo	2024
CIED	Sean Connors	2023

EDRE	Albert Cheng	2023
HHPR	Liz Parke	2023
NURS	Michele Kilmer	2024
RHRC	Lorien Jordan	2023
OCTH	Amanda Troillett	2024
Ex-Officio	Ketevan Mamiseishvili	
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).

Rhett Hutchins		2024
Lori Murray		2024
Erin Kern Popejoy		2023
Mohammad Haghghi		2023
LJ Shelton		2023

Staff Advisory Council

Haley Carney - Chair		2023
Tracy Cookson		2023
J L Jennings		2023
Celeste Fishback		2024
Brittany Packard		2024
Kathleen Smoot		2024
Stacy Stuart		2024

OCDA Faculty Selection Committee

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

CIED	Derrick Mears	2024
EDRE	Albert Cheng (chair)	2023
NURS	Kelly Vowell Johnson	2023
HHPR	Mance Buttram	2024
RHRC	Claretha Hughes	2023
OT	Maria Ball	2023

College Course and Program Committee (CCPC)

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

Hope Ballentine, Chair	2023
Krishen Samuel, Grad Student Rep	2023
Michele Kilmer, NURS Graduate	2023
Cynthia Jo Lueders, NURS Undergraduate	2024
Rhett Hutchins, CIED undergraduate	2023
Sean Connors, CIED Graduate	2024
Ches Jones, HHPR Undergraduate	2024
Amanda Sullivan, HHPR Graduate	2023
Brett Nachman, RHRC Graduate	2023
Mandel Samuels, RHRC Undergraduate	2024
Anna Harris, OT	2023
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	2026

Graduate Council

Ex-Officio	Matt Ganio	
College Representative	Jason Endacott	2023
Grad Faculty Representative	Mike Miller	2024

Honors Council

Director	Rachel Glade	2024
NURS	Hope Ballentine	2024
NURS	Allison Scott	2023

HHPR	Page Dobbs	2024
HHPR	Bart Hammig	2023
CIED	Suzanne Kucharczyk	2023
CIED	Angela Elsass	2024
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	Michael Hevel
HHPR	Bart Hammig
CIED	Freddie Bowles
RHRC	David Christian
EDRE	Bob Costrell
EMSON	Marilou Shreve
OT	Sherry Muir

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.

Will Doss	2022-2025	Agricultural Education
Renee Speight	2022-2025	Special Education
Daniel Abrahams, Chair	2018-2023	Music Education
Christy Smith, Vice Chair	2019-2022	Educational Leadership
Jack Kern	2019-2022	Health and Physical Education
Injeong Yoon-Ramirez	2023-2026	Art Education
Sheri Deaton	2019-2023	Career and Technical Education

Angela Elsass	2019-2022	Childhood Education
Laura Kent	2019-2023	Secondary Education
vacant		Secondary Education BAT
Kim McComas	2012-2025	STEM ED
Laura Herold	2022-2023	Birth-Kindergarten
Marcia Smith	Renewed on a yearly basis	Associate Superintendent, Springdale, <i>ex officio</i>
Lisa Davis	Renewed on a yearly basis	Principal, McNair Middle School, <i>ex officio</i>
Pete Joenks	Renewed on a yearly basis	Assistant Superintendent, Prairie Grove Public Schools, <i>ex officio</i>
JL Jennings	perpetual	Director of Field Placement, <i>ex officio</i>
Myra Haulmark	perpetual	UA Licensure Officer, <i>ex officio</i>
Jennifer Beasley	perpetual	Director of Teacher Education, <i>ex officio</i>
Elizabeth McKinley	perpetual	Director of Academic Advising & Student Success, <i>ex officio</i>
Krystle Merry	Renewed on a yearly basis	Graduate Student Representative, <i>ex officio</i>
vacant	Renewed on a yearly basis	Undergraduate Representative, <i>ex officio</i>

Degree Programs by Department

The College offers 18 bachelor's degree programs, 4 minors, 21 master's degree programs, 2 educational specialist degrees, 11 doctoral degree programs, 1 post-bachelor's program, and 16 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

 Business Education Concentration

 Family and Consumer Sciences Education Concentration

 Technology Education Concentration

BSE in Childhood Education

 EASL Concentration

 Gifted and Talented Concentration

 Reading Concentration

 STEM Concentration

BSE in Educational Studies

 Mixed Educational Environments Concentration

 Para-Professional Transition Concentration

BSE in Elementary Education

BSE in Special Education

MAT in Elementary Education

MAT in Teacher Education

 Multiple Level Education Concentration

 Secondary Education Concentration

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*

Advanced School-Based Speech-Language Pathology Concentration
Education Examiner Concentration
Literacy/Dyslexia Concentration
K-12 Online Teaching Concentration
Program Administrator Concentration

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

Minor in Educational Studies

Minor in STEM Education

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

Recreation Administration Concentration

Sports Administration Concentration

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

Physical Activity Concentration

Public Health Practice Concentration

MS in Exercise Science

PhD in Health, Sport and Exercise Science

Exercise Science Concentration

Health Behavior and Health Promotion Concentration
Kinesiology Pedagogy Concentration
Recreation and Sport Management Concentration
Minor in Outdoor Leadership

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
 Clinical Mental Health Counseling Concentration
 Rehabilitation Counseling Concentration
 School Counseling Concentration
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
Minor in Human Resource and Workforce Development Education
Post-Bachelor's in Communication Disorders
Master of Healthcare Business Analytics
Graduate MicroCertificate in Healthcare Business Analytics
Graduate Certificate in Healthcare Business Analytics

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*
 Adult-Gerontology Acute Care Nurse Practitioner Concentration
 Family Nurse Practitioner Concentration
DNP/eMBA program
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 2022

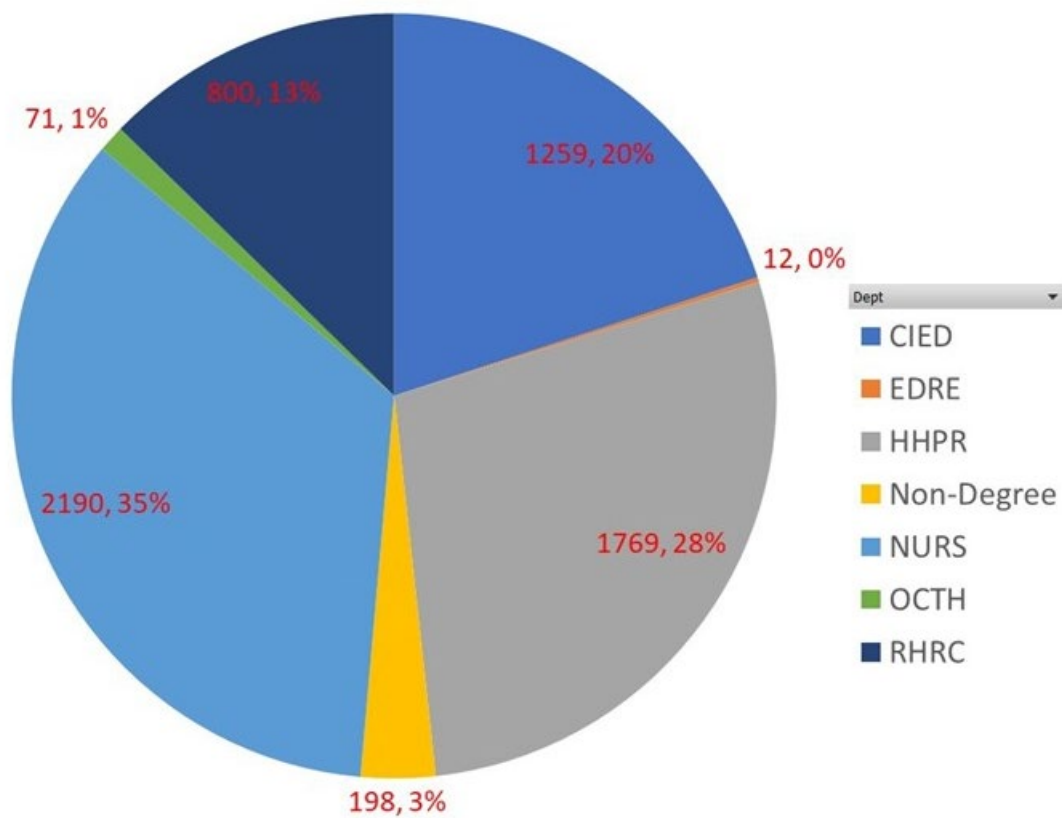


Table 1. Number of students in each degree program type by department as of Fall 2022:

Row Labels	CIED	EDRE	HHPR	NURS	OCTH	RHRC	Grand Total
Bachelor's	729		1586	2134		332	4781
Certification	74			4		7	85
Doctoral	86	12	33	27	71	165	394
Master's	267		150	25		296	738
Non Degree	93						93
Grand Total	1259	12	1769	2190	71	800	6101

Faculty Data

Table 2. Full-time faculty in each department as reported by institutional research, Fall 2022

	Tenured	Tenure-Track	Non-Tenure Track	Total
CIED	23	4	48	75
EDRE	4	2	0	6
EMSON	6	1	49	56
HHPR	14	6	13	33
RHRC	19	5	17	41
OCTH	1	1	6	8
Total	67	19	133	219

Table 3. Faculty by Rank as reported by institutional research, Fall 2022

	Dist.	Univ.	Full	Assoc.	Assist.	Inst.	Lect.	Total
CIED	2	1	6	14	4	13	35	75
EDRE	1	0	3	0	2	0	0	6
EMSON	0	0	1	5	1	31	18	56
HHPR	0	0	6	8	6	7	6	33
RHRC	0	0	4	15	5	7	10	41
OCTH	0	0	0	1	0	3	3	7
Total	3	1	20	43	18	61	72	218

APPENDIX E: Publications by COEHP faculty

Journal Articles

1. Al-Asfour, A., Rajasekar, J., & **Charkasova, A.** (2022). Challenges to the workforce localization in the private sector in Gulf countries: content analysis. *Asian Journal of Middle Eastern and Islamic Studies*, 16(2), 148-164. <https://doi.org/10.1080/25765949.2022.2098582>
2. Anaya, L., Iriberry, N., Rey, P., & **Zamarro, G.** (2022). Understanding performance in test taking: The role of question difficulty order. *Economics of Education Review*, 90, Article 102293. <https://doi.org/10.1016/j.econedurev.2022.102293>
3. Anderson, K. P., & **Wolf, P. J.** (2022). How within-study comparisons can inform research and evaluation design for the third Sector. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 33(6), 1235-1244. <https://doi.org/10.1007/s11266-022-00464-9>
4. Antoun, J., Lapin, J., & **Beck, D.** (2022). Information retrieval at the point of care of community family physicians in Arab countries. *Health Information & Libraries Journal*, 39(2), 178-184. <https://doi.org/10.1111/hir.12429>
5. Atkins, W. C., **McDermott, B. P.**, Colburn, A. T., & Kavouras, S. A. (2022). Response to a Water Bolus in Long Term Oral Contraceptive Users. *Frontiers in Sports and Active Living*, 4, 857719. <https://doi.org/10.3389/fspor.2022.857719>
6. Atkins, W. C., Butts, C. L., Kelly, M. R., Troyanos, C., Laursen, R. M., Duckett, A., Emerson, D. M., Rosa-Caldwell, M. E., & **McDermott, B. P.** (2022). Acute kidney injury biomarkers and hydration outcomes at the Boston Marathon. *Frontiers in Physiology*, 12, 813554. <https://doi.org/10.3389/fphys.2021.813554>
7. Bailey, L., & **Emory, J.** (2022). High-fidelity simulation improves confidence in nursing students. *Teaching and Learning in Nursing*, 17(2), 191-194. <https://doi.org/10.1016/j.teln.2021.12.004>
8. Bagley, J. R., Galpin, A. J., & **Murach, K. A.** (2022). Busting muscle myths. *The Biochemist*, 44(6), 2-5. https://doi.org/10.1042/bio_2022_142
9. Baker, W., Colditz, J. B., **Dobbs, P. D.**, Mai, H., Visweswaran, S., Zhan, J., & Primack, B. A. (2022). Classification of Twitter vaping discourse using BERTweet: comparative deep learning study. *JMIR Medical Informatics*, 10(7), e33678. <http://doi.org/10.2196/33678>
10. Baudendistel, S. T., **Schmitt, A. C.**, Balthaser, K. C., Wade, F. E., & Hass, C. J. (2022). The effect of limb selection methods on gait analysis in Parkinson's disease. *Parkinsonism & Related Disorders*, 104, 81-84. <https://doi.org/10.1016/j.parkreldis.2022.10.013>
11. **Beck, D.**, French, S. D., Allred, J. B., & **Goering, C. Z.** (2022). What they are really saying: An analysis of the messages in full-time virtual school television-length advertisements. *Cogent Education*, 9(1), 2055444. <https://doi.org/10.1080/2331186X.2022.2055444>
12. **Bowers, L.**, **Young, H. D.**, & **Glade, R.** (2022). Training school professionals in a global pandemic: Insights from elementary education and speech-language pathology. *Language, Speech, and Hearing Services in Schools*, 53(4), 1129-1148. https://doi.org/10.1044/2022_LSHSS-21-00176
13. Bradley-Dorsey, M., Beck, D., **Maranto, R.**, Tran, B., Clark, T., & Liu, F. (2022). Is cyber like in-person? Relationships between student-student, student-teacher interaction and

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14. Brightwell, C. R., Latham, C. M., Thomas, N. T., Keeble, A. R., **Murach, K. A.**, & Fry, C. S. (2022). A glitch in the matrix: the pivotal role for extracellular matrix remodeling during muscle hypertrophy. *American Journal of Physiology-Cell Physiology*, 323(3), C763-C771. <https://doi.org/10.1152/ajpcell.00200.2022>
 15. Brown, C. L., Smarinsky, E. C., McCarty, D. L., & **Christian, D. D.** (2022). Student experiences of an adventure therapy mountain bike program during the COVID-19 pandemic. *Journal of Adventure Education and Outdoor Learning*, 22(4), 313-341. <https://doi.org/10.1080/14729679.2022.2100430>
 16. Cage, A. A., Decker, M. N., **Vela, L. I.**, & Scott, R. (2022). Available interventions for implicit bias in athletic training. *Research & Investigations in Sports Medicine*, 9(1), 786-792.
 17. Chelf, S., **Davis, R. E.**, Bass, M. A., Ford, M. A., Firouzabadi, A. D., Leo, J. T., & Nahar, V. K. (2022). Osteoporosis knowledge and health beliefs among middle-aged men and women in the Southern United States. *Journal of Osteopathic Medicine*, 122(9), 453-459. <https://doi.org/10.1515/jom-2022-0011>
 18. **Collet, V. S.** (2022). Collaborative feedback for revisioning instruction. *Voices From the Middle*, 29(4), 19-22.
 19. **Collet, V. S.** (2022). Re-mediating middle-school students' writing through teacher professional development. *Contemporary Issues in Technology and Teacher Education*, 22(2), 293-325.
 20. **Collet, V. S.**, & Nakawa, N. (2022). Lesson study on two continents: contextual differences reflected in teachers' pedagogy, affect and processes. *International Journal for Lesson & Learning Studies*, 11(4), 260-274. <https://doi.org/10.1108/IJLLS-03-2022-0043>
 21. Conroy, J., & **Perryman, K.** (2022). Treating trauma with child-centered play therapy through the SECURE lens of polyvagal theory. *International Journal of Play Therapy*, 31(3), 143. <https://psycnet.apa.org/doi/10.1037/pla0000172>
 22. **Costrell, R.**, (2022). Reforming teacher pension plans: The case of Kansas, the first teacher cash balance plan. *Education Finance and Policy*, 17 (4), 641–665. https://doi.org/10.1162/edfp_a_00354
 23. Crawford, B. L., Jozkowski, K. N., **Turner, R. C.**, & **Lo, W. J.** (2022). Examining the relationship between *Roe v. Wade* knowledge and sentiment across political party and abortion identity. *Sexuality Research and Social Policy*, 19(3), 837-848. <https://doi.org/10.1007/s13178-021-00597-4>
 24. Davis, K., **Christian, D. D.**, Robinson, T., Low, G., Hammett, R. (2022). Social emotional learning: A case for appreciative inquiry for training TEI/SEL skills. 24 (1), 81-100.
 25. Dearing, H., & **Kippenbrock, T.** (2022). Emergency transport crew: Post-traumatic stress disorder prevention program. *Canadian Journal of Emergency Nursing*, 45(1), E1-E7. <https://doi.org/10.29173/cjen186>
 26. Delfinis, L. J., Bellissimo, C. A., Gandhi, S., DiBenedetto, S. N., Garibotti, M. C., Thuan, A. K., Tsitkanou, S., Rosa-Caldwell, M. E., Rahman, F. A., Cheng, A. J., Wiggs, M. P., Schlattner, U., Quadriatero, J., **Greene, N. P.**, & Perry, C. G. (2022). Muscle weakness precedes atrophy during cancer cachexia and is linked to muscle-specific mitochondrial stress. *JCI insight*, 7(24). <https://doi.org/10.1172%2Fjci.insight.155147>

27. **Davis, R. E.**, Doyle, N. A., Samuel, K. D., Wilkerson, A. H., & Nahar, V. K. (2022). The relationship between trait emotional intelligence and problematic alcohol use among college students. *Health Promotion Perspectives*, 12(1), 101.
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28. **Daugherty, M. K., Young, H. D., Carter, V., & Cheek, L. R.** (2022). Developing Integrated STEM Challenges to Foster 21st Century Skills. *Southeast Asian Journal of STEM Education*, 3(1), 41-62.
29. **Dobbs, P. D.**, Colditz, J. B., Shields, S., Meadows, A., & Primack, B. A. (2022). Policy and behavior: Comparisons between Twitter discussions about the US Tobacco 21 Law and other age-related behaviors. *International Journal of Environmental Research and Public Health*, 19(5), 2613. <https://doi.org/10.3390/ijerph19052613>
30. **Dobbs, P. D.**, Herrmann, E., Vidal, C., Mena, D. A., & **Jones, C.** (2022). Factors that influence Puerto Rican's intention to get the COVID-19 vaccine. *Exploratory Research in Clinical and Social Pharmacy*, 5, 100106. <https://doi.org/10.1016/j.rcsop.2022.100106>
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33. Dungan, C. M., Brightwell, C. R., Wen, Y., Zdunek, C. J., Latham, C. M., Thomas, N. T., Aagzoog, A., Brightwell, B., von Lehmden, G., Keeble, A., Watowich, S., **Murach, K.**, & Fry, C. S. (2022). Muscle-specific cellular and molecular adaptations to late-life voluntary concurrent exercise. *Function*, 3(4), zqac027. <https://doi.org/10.1093/function/zqac027>
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35. Eagle, S. R., Brent, D., Covassin, T., **Elbin, R. J.**, Wallace, J., Ortega, J., Pan, R., Anto-Ocrah, M., Okonkwo, D. O., Collins, M. W., & Kontos, A. P. (2022). Exploration of race and ethnicity, sex, sport-related concussion, depression history, and suicide attempts in US youth. *JAMA Network Open*, 5(7), e2219934-e2219934.
<http://doi.org/10.1001/jamanetworkopen.2022.19934>
36. Eagle, S. R., Kissinger-Knox, A. M., Feder, A., Manderino, L., Preszler, J., Womble, M. N., **Elbin, R. J.**, Collins, M., & Kontos, A. P. (2022). Temporal differences in concussion symptom factors in adolescents following sports-related concussion. *Journal of Pediatrics*, 245, 89-94. <https://doi.org/10.1016/j.jpeds.2022.02.013>
37. **Elbin, R. J.**, Eagle, S. R., Marchetti, G. F., Anderson, M., Schatz, P., Womble, M. N., Stephenson, K., Covassin, T., Collins, M. W., Mucha, A., & Kontos, A. P. (2022). Using change scores on the Vestibular Ocular Motor Screening (VOMS) Tool to identify concussion in adolescents. *Applied Neuropsychology: Child*, 11(4), 591-597.
<https://doi.org/10.1080/21622965.2021.1911806>
38. **Elbin, R. J.**, Stephenson, K., Lipinski, D., Maxey, K., Womble, M. N., Reynolds, E., Covert, K., Kontos, A. P. (2022). In-person versus telehealth for concussion clinical care in adolescents: a pilot study of therapeutic alliance and patient satisfaction. *Journal of*

- Head Trauma Rehabilitation*, 37(4), 213-219.
<http://dx.doi.org/10.1097/HTR.0000000000000707>
39. **Elbin, R. J.**, Womble, M. N., Elbich, D. B., Dollar, C., Fedor, S., & Hakun, J. G. (2022). Ambulatory assessment in concussion clinical care and rehabilitation. *Frontiers in Digital Health*, 4, 924965. <https://doi.org/10.3389/fdgth.2022.924965>
 40. Ellis, M. S., & **Buttram, M. E.** (2022). Broadening the scope of addiction medicine: Integrating co-morbid conditions, polysubstance use, and patient experiences into substance use treatment. *Frontiers in Psychiatry*, 13, 1049420. <https://doi.org/10.3389/fpsy.2022.1049420>
 41. Ellis, M. S., **Buttram, M. E.**, & Kasper, Z. A. (2022). Nonmedical use of gabapentin and opioid agonist medications in treatment-seeking individuals with opioid use disorder. *Drug and Alcohol Dependence*, 234, 109400. <https://doi.org/10.1016/j.drugalcdep.2022.109400>
 42. **Emory, J.**, **Lee, P. B.**, **Kippenbrock, T.**, Boyd, T., Chen, L., & Harless, L. (2022). Commitment, job satisfaction and personality: A cross sectional study of generational cohorts in nursing students. *Journal of Professional Nursing*, 40, 42-47. <https://doi.org/10.1016/j.profnurs.2022.02.010>
 43. Ezike, N. C., Boykin, A. A., **Dobbs, P. D.**, Mai, H., & Primack, B. A. (2022). Exploring factors that predict marketing of e-cigarette products on Twitter: Infodemiology approach using time series. *JMIR Infodemiology*, 2(2), e37412. <http://doi.org/10.2196/37412>
 44. Ferris, L. M., Kontos, A. P., Eagle, S. R., **Elbin, R. J.**, Clugston, J. R., Ortega, J., & Port, N. L. (2022). Optimizing VOMS for identifying acute concussion in collegiate athletes: Findings from the NCAA-DoD CARE Consortium. *Vision Research*, 200, 108081. <https://doi.org/10.1016/j.visres.2022.108081>
 45. Ferris, L. M., Kontos, A. P., Eagle, S. R., **Elbin, R. J.**, Collins, M. W., Mucha, A., McAllister, T. W., Broglio, S. P., McCrea, M., Pasquina, P. F., & Port, N. L. (2022). Utility of VOMS, SCAT3, and ImpACT baseline evaluations for acute concussion identification in collegiate athletes: findings from the NCAA-DoD Concussion Assessment, Research and Education (CARE) Consortium. *American Journal of Sports Medicine*, 50(4), 1106-1119. <http://doi.org/10.1177/03635465211072261>
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 47. Fuchsman, D., Sass, T. R., & **Zamarro, G.** (2022). Testing, teacher turnover, and the distribution of teachers Across Grades and Schools. *Education Finance and Policy*, 1-22. https://doi.org/10.1162/edfp_a_00376
 48. **Gallagher, K.**, Jefferson, J., Human, A., & Burruss, C. (2022). Acute pain and kinematic changes as a result of short-term smartphone use. *IISE Transactions on Occupational Ergonomics Human Factors*, 10 (1), 21-33. <https://doi.org/10.1080/24725838.2021.2011805>
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52. Gribble, P. A., Kleis, R. E., Simon, J. E., **Vela, L. I.**, & Thomas, A. C. (2022). Differences in health-related quality of life among patients after ankle injury. *Frontiers in Sports and Active Living*, 4, 909921. <https://doi.org/10.3389/fspor.2022.909921>
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54. **Hammig, B.**, & **Davis, R.** (2022). Bicycle injuries associated with drug use in the United States, 2019–2020. *Journal of Studies on Alcohol and Drugs*, 83(5), 680-683. <https://doi.org/10.15288/jsad.21-00404>
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