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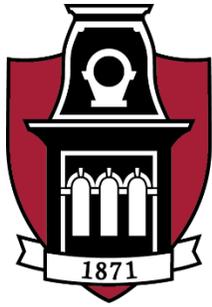
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UNIVERSITY OF
ARKANSAS®

College of Education and Health Professions

2018-2019 Annual Report

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College of Education and Health Professions 2018-2019 Annual Report

Significant Achievements and Changes

The College of Education and Health Professions (COEHP) welcomed a new leader, Dean Brian Primack, after a successful national search. Dr. Primack, a medical doctor, former teacher, and dean of the University of Pittsburgh Honors College, assumed his position on July 1, 2019. Dean Primack also holds the Henry Hotz Endowed Chair and has a conjoint appointment with the University of Arkansas for Medical Sciences College of Medicine as professor in the Department of Internal Medicine, Division of Community Health. His background in both education and health makes him uniquely qualified to lead the College, which is dedicated to improving education and health outcomes of the people of Arkansas, the nation, and beyond.

As part of the strategic planning and internal budget reallocation, the College sought to strengthen its research infrastructure in alignment with the Chancellor's Guiding Priorities of enhancing the university's research and discovery mission and investing in faculty excellence. To accomplish this, the College funded and hired its first-ever Research Director to assist faculty and staff with pre-award grant proposals. Through the strategic use of a research director, COEHP hopes to support faculty and staff in seeking external research funding, leading to the discovery of new knowledge and student opportunity.

One of the major programmatic developments in the College was the accreditation of the Bachelor of Science in Public Health degree program becoming one of the first in the nation to be accredited as a stand-alone baccalaureate program. B.S.in Public Health has been one of the fastest-growing undergraduate degrees in the College, with over 300 students currently declaring the major. The program housed in the Department of Health, Human Performance, and Recreation earned its accreditation status through June, 2024 from the Council on Education for Public Health, the accrediting body for the discipline of public health.

Another significant development was the establishment of the Arkansas Academy for Educational Equity. This program was made possible by a collaboration between the College of Education and Health Professions and the Walton Family Foundation through a \$10 million gift. The goal of the program is to address the severe teacher shortage in Arkansas by recruiting talented and motivated teachers to relocate to the state as well as supporting early-career teachers who have committed to teaching in Arkansas' most underserved districts. This outcomes-based training program for educators consists of a three-pronged approach, which includes rigorous graduate coursework, content-specific professional development, and relevant, hands-on coaching support from experienced K-12 instructional leaders.

Among the other highlights were the establishment of the Department of Occupational Therapy and the completion of the Occupational Therapy House. The house that looks like a typical living space will serve as the non-traditional training ground to emphasize everyday, real-life challenges people face in their homes after illness or injury. The department will welcome its first inaugural cohort of students in January 2020 into their entry-level clinical doctoral program

offered jointly by the University of Arkansas and the University of Arkansas for Medical Sciences.

The College also continued its strong showing in national rankings and publications. The *U.S. News and World Report* ranked the College's graduate programs, as a whole, as the No. 41 school of education among public institutions and No. 53 overall. The online graduate education programs were ranked No. 43 among public institutions and No. 46 among all 299 institutions assessed, rising from No. 56.

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

The College faculty collectively authored 312 publications, including 11 books, 46 book chapters, 208 refereed journal articles, and 47 non-refereed publications, and delivered about 441 presentations. The College also continued its remarkable success with external funding and received a total of \$18,282,025 in grants and contracts. Additionally, the College raised \$4,811,072 in private gifts for various programs and projects.

In Fall 2018, the College enrolled 5,277 students across its five academic departments, offering 44 distinct degree programs. The College continued to enroll the highest number of graduate students on campus with the enrollment of 1,295 students, including 412 doctoral and 719 master's students with the remaining 164 graduate students enrolled in graduate certificate programs or as non-degree students. Over the past decade, the doctoral student enrollment has experienced continuous growth, from 259 students in Fall 2008 to 412 in Fall 2018. It is anticipated that the growth will continue with the launch of the Occupational Therapy Doctorate in January 2020.

The College welcomed 997 first-year students in Fall 2018, with 131 of them joining the Honors Program, bringing the total COEHP Honors student population to 431, the largest ever. COEHP Honors students were extremely successful in applying for research and travel grants in 2018-2019; a total of \$170,752 was awarded. Fifteen students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$54,500, and an additional ten students were awarded Honors College Research Grants totaling \$21,250. Eighteen students received a total of \$16,062 from the Honors College to travel to and present their research at regional and national conferences. Finally, 21 students were awarded Honors College Study Abroad Grants totaling \$78,940.

In the 2018-2019 academic year, the College hired 5 tenure-track faculty members (Faythe Beauchemin - CHED, Mohammad Haghghi - CDIS, Michelle Kilmer - NURS, Yi-Jung Lee - CHED, and Yuanlu Niu - HRWD). Eight non-tenure track faculty members also joined the College (Hope Ballentine, Chunhua Cao, Anna Harris, James Maddox, Josh McGee, Lori Murray, Christy Smith, and Fernanda Zayas).

Achievements of Faculty in Research, Teaching, and Public Service

- **Albert A. Cheng**, an assistant professor of education reform, joined Cardus Education, a non-partisan, faith-based think tank, as a senior fellow.

- **Vicki Collet**, an associate professor of childhood education, recently received a 2019-2020 Fulbright U.S. Scholar Award to Japan and Ireland to study the teacher education process in those countries. Collet will visit host institutions Kanto Gakuin University and the University of Limerick as part of a multi-country examination of teachers' professional learning.
- **Sheri Deaton**, a clinical instructor in career and technical Education, received the 2019 Arkansas Career and Technical Education (ACTE) Post-Secondary Teacher of the Year, and was the Arkansas nominee for the 2019 Region IV Association of Career and Technical (ACTE) Post-Secondary Teacher of the Year.
- **Mike Daugherty**, a professor of STEM Education, received the Mary Margaret Scobey Award from the International Technology and Engineering Educators Association. The award is presented to one educator each year by the Elementary STEM Council and is awarded to individuals who have substantially advanced elementary STEM education internationally.
- **Kimberly Frazier**, an associate professor of communication disorders, was recognized with the Arkansas Speech-Language Hearing Association (ArkSHA) Research Award in October 2018. This award recognizes individuals who have made significant contributions to the research literature related to the professions of speech pathology or audiology.
- **Rachel Glade**, a clinical assistant professor of communication disorders, received Faculty Gold Medal from the Office of Nationally Competitive Awards for her exceptional support of students applying for state and national scholarships.
- **Chris Goering**, a professor of English education, was recognized with the 2019 Divergent award for Excellence in 21st Century Literacies by the Initiative for 21st Century Literacies Research. Goering edited the book, *Critical Media Literacy and Fake News in Post-Truth America*, published with Paul L. Thomas, a professor of education at Furman University, by Brill Sense.
- **Nic Greene**, an associate professor of exercise science, was inducted as a Fellow into the American College of Sports Medicine (ACSM).
- **Lynn Koch**, a professor of counselor education, received the George N. Wright University of Wisconsin-Madison 2019 Varsity Award.
- **Xinya Liang**, an assistant professor of educational statistics and research methods, received an alumni award from Florida State University for early career success.
- **Robert Maranto**, a professor of education reform and endowed chair in educational leadership, was the recipient of one of the three 2018 Outstanding Faculty Member awards from the University of Arkansas' Associated Student Government.
- **Brendon McDermott**, an associate professor of exercise science, received the University of Connecticut Thomas J. Pike Athletic Training Alumni Award. The award honors a University of Connecticut alumnus for "outstanding contribution to the athletic training profession." McDermott also received the Christine M. Bonci Award for Excellence in Athletic Training Scholarship from the Southwest Athletic Trainers' Association.
- **Suzanne McCray**, an associate professor of higher education, received the first Exemplary Service award from the National Association of Fellowships Advisors and the organization also named the award after her.
- **Michael T. Miller**, a professor of higher education, received the Distinguished Service Award from the Eastern Educational Research Association.

- **Kevin Roessger**, an assistant professor of adult and lifelong learning, was named an editor of *Adult Education Quarterly*, the flagship journal in the field of adult education.
- **Peggy Schaefer Whitby**, an associate professor of special education, received the Alumni Association Distinguished Achievement Award in Public Service.
- **Angie Smith-Nix**, a clinical assistant professor of physical education, was elected president of the Sport and Recreation Law Association (SRLA). The SRLA's mission is to further the study and dissemination of information regarding legal aspects of sport and recreation.
- **Gema Zamarro Rodriguez**, a professor of education reform and endowed chair in teacher equality, was recognized by the Chancellor's Commission on Women as an Extraordinary Woman or as a Women Advocate on our campus.
- **Jonathan Wai**, an assistant professor of education reform and endowed chair in education policy, received the 2018 International Mensa Award for Research Excellence and the 2018 Mexican National Award on Giftedness from the Mexican Federation of Giftedness (the highest award in the country that recognizes professionals working in gifted education).

Achievements of Students and Alumni

- **Elizabeth Ashbaugh**, a senior in the undergraduate program in Communication Disorders, was appointed to serve as Arkansas' state student officer for the national organization.
- **Jihene Ayadi**, a graduate of the Ph.D. in Counselor Education and Supervision, won the Outstanding Doctoral Student award at the European Branch of the American Counseling Association conference.
- **Julie Griggs**, an M.A.T. in Teacher Education program alum, was the 2018 Teacher of the Year for Bentonville High School and the recipient of a 2019 Reese Fellowship.
- **Merlin Kamgue**, a Ph.D. student in Educational Statistics and Research Methods, has been accepted into the Southern Regional Education Board (SREB) State Doctoral Scholars Program.
- **Robyn Lane**, a Ph.D. student in Curriculum and Instruction, received the 2019 Donald Maley Spirit of Excellence Outstanding Graduate Student Citation award from the International Technology and Engineering Educators Association (ITEEA).
- **Joshua Ray**, a doctoral student in Educational Leadership, received a Clark Fellowship and was invited to attend the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy at the American Educational Research Association (AERA) conference in Toronto, Canada.
- **Megan Rosa-Caldwell**, an Exercise Science Research Center graduate assistant, recently received an ACSM Tipton Student Research Award from the American College of Sports Medicine.
- **Lucas Simmons**, a doctoral student in Higher Education, was awarded a Certificate of Merit for Outstanding Academic Advising from NACADA, the Global Community of Academic Advising Association.
- **Rob Stagni**, an alum of the Ed.D. in Higher Education program, was named Outstanding Professional at the Association of College Unions International Region II conference.

APPENDIX A

College/Departmental Awards, Honors, and Recognition

College Faculty Awards

- **Brandon McDermott**, associate professor of exercise science, George Denny STAR Award for Outstanding Service, Teaching, Advising and Research
- **Suzanne Kucharczyk**, assistant professor of special education, Rising STAR Award for Outstanding All-around New Faculty Member
- **Kristen Jozkowski**, associate professor of public health, Significant Research Award
- **Sharon Hunt**, professor of kinesiology, Career Faculty Award
- **Marcia Imbeau**, professor of special education, Superior Service Award
- **Gema Zamarro**, associate professor of education reform, Outstanding Mentoring and Advising Award
- **Rachel Glade**, clinical assistant professor of communication disorders, Innovative Teaching Award

College Staff Awards

- **Shawn Bell**, Director of the Center for Mathematics and Science Education, Superior Service Award
- **Terry Bennett**, Administrative Specialist II, Superior Service Award
- **Laurie Brigham**, Human Resources/Budget Manager, Superior Service Award
- **Haley Carney**, Administrative Support Supervisor, Superior Service Award
- **Amber Govan**, PROMISE Connector (Pulaski County), Superior Service Award
- **Sandra Ward**, Coordinator of Graduate Student Services, Superior Service Award

College Alumni Awards

- **Meredith Brunen**, winner of the Outstanding Young Alumni Award, is the vice chancellor for university advancement and executive director of the USC Upstate Foundation at the University of South Carolina-Upstate. She received her master's and doctorate in higher education from the University of Arkansas.
- **Mark O'Neal**, winner of the Outstanding Alumni Award in Health and Human Services, serves as the senior director of medical operations/athletic training for the Chicago Cubs, as well as the president of the Professional Baseball Athletic Trainers Society. He holds a B.S. in Kinesiology from the University of Arkansas.
- **G. David Gearhart**, winner of the Outstanding Alumni Award in Education, served as chancellor of the University of Arkansas from 2008-2015 and is currently professor of higher education. He holds an Ed.D. in higher education from the University of Arkansas.

Departmental Faculty/Staff Awards

- **Department of Health, Human Performance, and Recreation**
 - **Michelle Gray**, Outstanding Overall Faculty Member
 - **Erin Howie Hickey**, Outstanding Research
 - **Michelle Gray**, Outstanding Service
 - **Joshua Lens**, Outstanding Teaching

- **Department of Curriculum and Instruction**
 - **Laurie Brigham**, Outstanding Staff Award
 - **Vinson Carter**, Faculty Collegiality Award
 - **Marcia Imbeau**, Outstanding Service Award
 - **Chris Goering**, Outstanding Research Award
 - **Karmen Bell**, Outstanding Teaching Award
 - **Ed Bengtson**, Outstanding Advising Award
 - **Sheri Deaton**, Rising Star Award
 - **Suzanne Kucharczyk**, Faculty Star Award
 - **Janet Penner-Williams**, Faculty Career Award

- **Eleanor Mann School of Nursing**
 - **Teaching Awards**
 - **Kelly Vowell Johnson**, Tenure/tenure-track
 - **Angela Stewart**, Clinical instructor/clinical-track
 - **Service Awards**
 - **Tingting Liu**, Tenure/tenure-track
 - **Ginger Holloway**, Clinical instructor/clinical-track
 - **Scholarship Awards**
 - **Anna Jarrett**, Tenure/tenure-track
 - **Hilary Bowling**, Clinical instructor/clinical-track

Departmental Alumni Awards

- **John L. Colbert**, Superintendent of Fayetteville Public Schools, Department of Curriculum and Instruction
- **Kurt Andrews**, Director of Sports Medicine for the MLS Club Sporting KC, Department of Health, Human Performance, and Recreation
- **Sydney Kilgore**, nurse researcher focusing on infectious disease, Eleanor Mann School of Nursing
- **G. David Gearhart**, professor of higher education and chancellor emeritus at the University of Arkansas, Department of Rehabilitation, Human Resources, and Communication Disorders
- **Daniel H. Bowen**, assistant professor of educational administration and human resource development at Texas A&M University, Department of Education Reform

Student Awards and Recognition

- **Distinguished Doctoral Fellows**
 - **Jonathan Allred**, Curriculum and Instruction
 - **Molly Beck**, Education Policy
 - **Martha Bradley-Dorsey**, Education Policy
 - **Julia Conroy**, Counselor Education
 - **Shelby Hutchens**, Health, Sport and Exercise Science
 - **Toby Klein**, Health, Sport and Exercise Science
 - **Katherine Kopotic**, Education Policy
 - **Matthew Lee**, Education Policy
 - **Jessica Miller**, Curriculum and Instruction
 - **Megan Rosa-Caldwell**, Kinesiology
 - **Elise Swanson**, Education Policy
 - **Angela Watson**, Education Policy

- **Doctoral Academy Fellows**
 - **Lina Anaya Beltran**, Education Policy
 - **Charles Bell**, Health, Sport and Exercise Science
 - **Natalie Bird**, Health, Sport and Exercise Science
 - **Amy Broadwater**, Counselor Education
 - **Brooke Bouza**, Community Health Promotion
 - **Emily Coady**, Education Policy
 - **Nathan D'Amico**, Kinesiology
 - **Matthew Dingler**, Curriculum and Instruction
 - **Nnamdi Ezike**, Educational Statistics and Research Methods
 - **Dillon Fuchsman**, Education Policy
 - **Christopher Giller**, Education Policy
 - **Margaret Hindman**, Counselor Education
 - **Lisa Tjorven Jansen**, Kinesiology
 - **Alejandra Kaplan**, Health Sport and Exercise Science
 - **Ian Kingsbury**, Education Policy
 - **John Linde**, Educational Statistics and Research Methods
 - **Tiffany Marcantonio**, Community Health Promotion
 - **Brittany Massengale**, Counselor Education
 - **Jennifer Peñaflorida**, Curriculum and Instruction
 - **Timothy Schoonover**, Counselor Education
 - **Amanda Stuckey**, Counselor Education
 - **Bich Tran**, Education Policy
 - **Charles Thompson**, Higher Education
 - **Malachi Willis**, Community Health Promotion

College Student Awards

- **Grace Murphy**, The Henry G. and Stella Hotz Award for the outstanding sophomore
- **Samuel Skelton**, The Henry G. and Stella Hotz Award for the outstanding junior
- **Erin Stewart**, The Presidential Scholar

Honors Symposium

- **Mishann Luedders** (1st place), Correlation Between Myostatin and Lean Muscle Mass in Older Adults
- **Madeline Rainwater** (2nd place), Deception and Theory of Mind in Typically Developing Children and Children with Autism
- **Sophia Vincent** (3rd place), The Effects of a Literacy-Based Mentoring Program on Empowering Preadolescent Girls in Their Development of Confidence, Positive Self-concept and Leadership Skillset

Outstanding Students in Curriculum and Instruction

- **Morgan McDaniel**, Outstanding B.S.E. Student in Career and Technical Education
- **Mitchum Dillard**, Outstanding M.Ed. Student in Career and Technical Education
- **Sophia Vincent**, Outstanding B.S.E. Student in Childhood Education
- **Emma Hammons**, Outstanding M.Ed. Student in Curriculum and Instruction
- **Jennifer Oramous**, Outstanding Ph.D. Student in Curriculum and Instruction
- **John Parks Gettys**, Outstanding M.Ed. Student in Educational Technology
- **Bailey Wheeler**, Outstanding B.S.E. Intern in Elementary Education
- **Anne Schexnayder**, Outstanding M.A.T. Intern in Elementary Education
- **Natalie Davey**, Outstanding M.A.T. Student in Secondary Education
- **Haydi Burgin**, Outstanding B.S.E. Student in Educational Studies
- **Jessica Lange**, Outstanding M.Ed. Student in Educational Leadership
- **Stephanie Summerford**, Outstanding Ed.S. Student in Educational Leadership
- **Jeff Hunt**, Outstanding Ed.D. Student in Educational Leadership
- **Micah Stennfeld**, Outstanding B.S.E. Student in Special Education
- **Tammi Jenkins**, Outstanding M.Ed. Student in Special Education
- **Natasha Borozdina**, Outstanding M.Ed. Student in TESOL
- **Sabrina Garcia**, Outstanding Intern, UAteach

Outstanding Students in Education Reform

- **Dillon Fuchsman**, Best Conference Paper
- **Molly Beck**, Outstanding Doctoral Student

Outstanding Students in the Eleanor Mann School of Nursing

- **David Brian Humphrey**, R.N.-B.S.N. Expert Leader
- **Jesse Alonzo**, R.N.-B.S.N. Emerging Leader
- **Jennifer Abbott**, RN-BSN Exemplary Capstone
- **Lindsey Thielman**, The Betty Battenfield Award for Academic Achievement
- **McKinsea Volbrecht**, Clinical Excellence in Nursing
- **David Hall**, The Future of Nursing Education Award
- **Paula Taylor**, DNP Best Capstone Project
- **Alexandra Malone**, Outstanding DNP Student Award

Outstanding Students in Health, Human Performance, and Recreation

- **Andrew O’Neil**, Outstanding B.S. Student, Public Health
- **Olutoyin Frank-Lawale**, Outstanding M.S. Student, Community Health Promotion
- **Malachi Willis**, Outstanding Ph.D. Student of Health, Behavior, and Health Promotion
- **Micah Huckabee**, Outstanding B.S. Student, Kinesiology Exercise Science
- **Kirsten Dunlap**, Outstanding M.S. Student in Kinesiology, Exercise Science
- **Marlena Pigliacampi**, Outstanding M.S. Student in Kinesiology, Adapted Movement Science
- **Aaron Caldwell**, Outstanding Ph.D. Student in Exercise Science
- **Ikuo Kato**, Outstanding M.AT. Student, Athletic Training
- **Michael Smith**, Outstanding B.S. Student in Kinesiology K-12 Teaching, Physical Education, and health
- **Chris Madalon**, Outstanding M.Ed. Student in Physical Education
- **Atyh Hadadi**, Outstanding Ph.D. Student in Kinesiology Pedagogy
- **Sean Foley**, Outstanding B.S. Student in Recreation and Sport Management
- **Lauren Selby**, Outstanding M.Ed. Student in Recreation and Sport Management
- **Natalie Bird**, Outstanding Ph.D. Student in Recreation and Sport Management

Outstanding Students in Rehabilitation, Human Resources and Communication Disorders

- **Blythe Eggleston**, Outstanding M.Ed. Student in Adult and Lifelong Learning
- **Heather Campbell**, Outstanding Ed.D. Student in Adult and Lifelong Learning
- **Amy Meek**, Outstanding B.S.E. Student in Communication Disorders
- **Naomi Gillet**, Outstanding M.S. Student in Communication Disorders
- **Diarra Smith**, Outstanding M.S. Student in Counseling
- **Timothy Schoonover**, Outstanding Ph.D. Student in Counselor Education
- **Brittany Massengale**, Outstanding Chi Sigma Iota Member
- **Janita Springfield**, Outstanding M.S. Student in Rehabilitation Counseling
- **Jennifer Reimers**, Outstanding Ph.D. Student in Educational Statistics and Research Methods
- **Shani Sullivan**, Outstanding M.Ed. Student in Higher Education
- **Rob Stagni**, Outstanding Ed.D. Student in Higher Education
- **Timothy Johnson**, Outstanding B.S.E. Student in Human Resource and Workforce Development
- **April Taylor**, Outstanding M.Ed. Student in Human Resource and Workforce Development
- **Jonna Myers**, Outstanding Ed.D. Student in Human Resource and Workforce Development
- **Malachi Willis**, Outstanding M.S. Student in Educational Statistics and Psychometrics

APPENDIX B

Chairs, Professorships, Distinguished Professorships, and University Professorships

Chairs and Professorships

Henry Hotz Endowed Chair
Michael T. Miller, University of Nebraska

Parks Family Endowed Professorship in Science and Technology Education
Bill McComas, University of Iowa

Billingsley Endowed Chair
Susan Patton, University of Arkansas

21st Century Chair in Education Reform
Jay P. Greene, Harvard University

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

21st Century Chair in Education Policy
Jonathan Wai, Vanderbilt University

21st Century Chair in Teacher Quality
Gema Zamorro, Centro de Estudio Monetarios y Fiancieros

21st Century Chair in Leadership
Robert Maranto, University of Minnesota

21st Century Chair in School Choice
Patrick Wolf, Harvard University

Distinguished Professors

Bill McComas, University of Iowa
Jay P. Greene, Harvard University
Patrick Wolf, Harvard University

University Professors

Ro Di Brezzo, Texas Woman's University
Tom E.C. Smith, Texas Tech University

APPENDIX C

Departmental Reports

Curriculum and Instruction

Overview: The Department of Curriculum and Instruction (CIED) enrolled 1,001 undergraduate and graduate students in 2018 within 9 academic program areas that offer 21 different degrees and 7 certificates. This enrollment is a slight decrease from 2017 (1,038), with the largest enrollment drops (-14% and -21%) coming in the Educational Studies and Secondary Education programs. However, multiple areas experienced growth including the new Bachelor of Arts in Teaching (10 new BAT students), Elementary Education BSE (+24%), and the Curriculum and Instruction Ph.D. (+14%) programs. Students in all CIED programs were served by 48 full-time and 17 part-time faculty members, 11 graduate assistants, and 5 staff members. The department also houses multiple projects/programs (i.e. EMPOWER, SOAR, REACH, RISE, CONNECT, IMPACT, Teaming for Transition, Autism Support Program, Autism Symposium, Camp Connect, Clinic for Literacy, National Writing Project, Summer Literacy Camp, Young Scholars Program, ESOL Institute, ARTeacher Fellows), the Center for Children and Youth, and the Academy for Educational Equity which employ more than 30 additional personnel. These entities provide education and critical services to constituents across the state and nation.

Productivity: Faculty publication productivity slightly decreased in 2018/19, with just under 100 academic publications. These included 7 books, 25 book chapters, 45 refereed journal articles, and 20 non-refereed publications. CIED full-time faculty also delivered 21 invited presentations and over 100 refereed presentations at state, regional, national, and international conferences. Additionally, CIED faculty oversaw the continuation of \$14.9 million in external funding, and authored over \$8,337,914 in new grant and contract proposals, receiving \$3,413,668 (over 40% success rate) in new funding in 2018/19. This included state and national funding to support ESL, international education, arts in education, and English education projects, as well as a foundation grant of \$2.34 million to support the continuation of the IMPACT program.

Personnel: The department celebrated 3 faculty promotions (2 with tenure) in 2018/19, and 4 faculty will be applying for promotion in 2019/20. One new faculty member began in fall 2018 (Dr. Jamie Collins, Instructor - Secondary Education, University of New Mexico), while 3 new faculty members were hired for the 2019/20 year. Dr. Faythe Beauchemin (CHED Literacy, The Ohio State) and Dr. Yi Lee (CHED Mathematics, University of Georgia) are new tenure-track hires who will support the growing ELED program in the high-need areas of literacy and mathematics. Dr. Christy Smith (20+ years K-12 experience) will be joining CIED faculty as a Professor of Practice in Educational Leadership in the fall with the primary task of restructuring and overseeing internships for EDLE programs. As an upcoming personnel need, the department lost one faculty member to retirement this year in TESOL, and will lose its remaining TESOL faculty member in December, 2020. This loss of all TESOL faculty will necessitate hiring in the coming year to ensure adequate personnel is available to support the TESOL M.Ed. program as well as the SEED, BAT, and SPED undergraduate licensure

programs which rely on TESOL faculty to provide ESL and multicultural coursework required by the Arkansas Department of Education.

Curriculum: Two graduate certificates and a new M.Ed. program within CIED were approved in 2018/19. The Transitions and TESOL graduate certificates will serve to support the Teaming for Transitions and SOAR grant projects respectively. Additionally, the Academy for Educational Equity received approval to offer the Masters of Education degree program in Educational Equity, and will begin enrollment in July, 2019. These exciting new academic programs will help address teacher shortages that are currently plaguing the state. Along with new programs, major curricular changes were made to the CHED/ELED and SPED programs in 2018/19 due to new Arkansas Department of Education policies requiring full integration of the Science of Reading methods into curriculum by fall 2019. The extensive integrations/updates were recently approved by ADE. Ongoing curriculum revisions will be required of the SEED and EDLE programs in the coming year, and all programs will ensure adherence within licensure programs to state, national, and CAEP accreditation requirements. Lastly, all CIED faculty were deeply engaged in the preparation and submission of our Council for the Accreditation of Educator Preparation (CAEP) self-study report. The report was submitted this spring, and the site visit will occur in November, 2019. Programs continue to work diligently to ensure a successful site visit and continued CAEP accreditation.

Education Reform

Summary of Achievements: All our 2018-2019 alumni left the Ph.D. in Education Policy program with desirable employment or employment offer in hand. This continues the trend established since the start of the Ph.D. program in 2009. In second half of 2018, the highlight was a postdoc at *Harvard University* for Dany Shakeel (the third of our students so honored by Harvard University in the last 10 years). Yujie Sude accepted a position as Clinical Assistant Professor at the Department of Economics, University of Arkansas-Fayetteville and Malachi Nichols obtained a position at the Forward Arkansas think tank. Among our May 2019 graduates, Heidi Holmes was offered a postdoc at *Harvard University* but elected instead to take a postdoc position at *Kennesaw State University* and Elise Swanson took a postdoc at the *University of Southern California*. Angela Watson accepted a research position at *Johns Hopkins University*.

The Department conducted projects with over two million dollars of external funding. These projects included large-scale field experiments of the effects of field trips to Crystal Bridges and the Woodruff Arts Center, a systematic comparison of funding available to charter and traditional public schools, and a deeper examination of the implications of teacher pension plans.

Research produced by EDRE faculty continues to have a high impact on our field. In the last year, our research was cited 1,947 times according to Google Scholar and 294 times according to the Social Science Citation Index.

Achievements in Teaching, Research, and Public Service: During the period covered, the nine faculty and three members of the staff of the Department of Education Reform authored a total of 153 publications either as solo or as co-author. Of these, twenty-four publications were co-authorships with students within the department, continuing a departmental tradition of

mentoring and assisting our Ph.D. students in launching their careers as researchers and published scholars. The table below provides detail. The table total is 173 because it includes 20 publications by students written *without* faculty involvement.

| Publication type: | | Authored by: | | | |
|-------------------------------------|------------------------------|-------------------|-------------------------|-----------|-------------------|
| | | Faculty and Staff | Fac/Student Co-authored | Students | Total all authors |
| Refereed publications | | | | | |
| | Articles | 25 | 5 | 10 | 40 |
| | Book chapters | 5 | 1 | 3 | 9 |
| | Book | 1 | 0 | 0 | 1 |
| | Other | 2 | 0 | 1 | 3 |
| | Subtotal Refereed | 33 | 6 | 14 | 53 |
| Non-refereed publications | | | | | |
| | Articles | 18 | 9 | 3 | 30 |
| | Book chapters | 4 | 1 | 0 | 5 |
| | Book | 1 | 0 | 0 | 1 |
| | Other | 73 | 8 | 3 | 84 |
| | Subtotal Non-refereed | 96 | 18 | 6 | 120 |
| Grand total all publications | | 129 | 24 | 20 | 173 |

Note: Numbers adjusted to eliminate double-counting due to co-authorship

The research excellence of the faculty is evidenced also by the achievement of related awards and accolades. Three of the department's faculty once again rank in the 2019 RHSU Edu-Scholar Public Influence Rankings: Jay Greene at 69th, Patrick Wolf at 116th, and Robert Maranto at 169th. Based on sound metrics, this is a well-regarded list of the top 200 university-based scholars in the U.S. who did the most in the year covered to shape educational practice and policy. Dr. Jonathan Wai received the 2018 International Mensa Award for Research Excellence and the 2018 Mexican National Award on Giftedness from the Mexican Federation of Giftedness (the highest award in the country that recognizes professionals working in gifted education). Faculty subject expertise is nationally recognized and valued. Over the years, this has resulted in many invitations to testify before state legislatures as well as the U.S. Congress. During 2018-2019, Dr. Patrick Wolf provided testimony before the Revenue Committee of the Nebraska Legislature and Dr. Robert Costrell appeared twice before committees of the Arkansas Legislature. Moreover, Dr. Costrell has been retained as expert witness by the Office of the Attorney General of Tennessee in a school finance case (Shelby County and Hamilton County Boards of Education v. William Haslam, et al.). Dr. McKenzie is Subject Matter Expert for the U.S. Department of Education's *Community of Practice Series on State Report Cards* and Governing Board Member of the Regional Education Lab (REL) Southwest. Expertise and reputation means also that our faculty are frequently invited nationwide for talks and presentations. A partial count indicates at least 15 substantive talks.

The teaching activities of the faculty this year have included beyond the normal rotations the creation of four new courses. Two undergraduate courses were created for other entities on campus: An honors seminar for the Honors College on the discovery and analysis of untruths in public discourse and a study abroad course for the Walton College of Business. Within the department, two new Ph.D. courses were developed: One on psychology in education and the other a study abroad course on education policy in Israel. Dr. Robert Maranto won one of the three 2018 Outstanding Faculty Member awards from the University of Arkansas' Associated Student Government. Dr. Gema Zamorro was given the 2019 Mentoring Advising Award of the University of Arkansas College of Education and Health Professions.

Most visible in terms of service is Dr. Robert Maranto for his time-consuming membership of the Fayetteville School Board and for serving on the Achievement House (Pennsylvania) Cyber School Board. The research achievements of the faculty have resulted in one or two EDRE faculty members serving on the editorial boards of seven scholarly publications: *Intelligence*, *Journal of Expertise*, *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, *Educational Evaluation and Policy Analysis*, *International Journal of Christianity and Education*, and the *Journal of School Choice*. Dr. Maranto is the editor of the peer-reviewed *Journal of School Choice*, published by Taylor and Francis/Routledge.

Among the national service-related items are Dr. Jonathan Wai's recognition by the editors of *Gifted Child Quarterly* as one of two "Reviewers of the Year" in 2018 for number, quality, and timeliness of reviews, his membership of the Legislative and Advocacy Committee at the National Association for Gifted Children and the Holden speakership at the International Society for Intelligence Research. Dr. Patrick Wolf mentored graduate students for the American Education Research Association and co-chaired the 2019 International School Choice & Reform Conference in Lisbon, Portugal. Dr. Gema Zamorro was chair of the AERA's Division L Outstanding Policy Report (Short) Award Committee and was recognized by the University of Arkansas' Chancellor's Commission on Women as one of the *Extraordinary UA Women* in the faculty leadership category.

Achievements of Students and Alumni: Fostering student research remains a priority for the department's Ph.D. program and 44 publications were the result over the past year, of which 24 were co-authored works with faculty and 20 were students' own work or work with co-authors outside the university (see the departmental publications table at the top). Given that the department counted 15 Ph.D. students in the program, this amounts to an average of almost three publications per student for the year.

Closely related to this strong student publication record is conference attendance. Twenty-four refereed conference presentations were made by students. This was complemented by seven other invited presentations. To put this into context, the reader should consider that the Ph.D. program is normally four years long and graduates people on time in 90% of the cases. On average, every student presented 1.6 refereed conference papers in the 2018-2019 period. It is notable that the department's students have been successful in obtaining approximately \$5,100 in small travel reimbursements for conferences from outside funders.

Further ways in which students stood out are Malachi Nichols advancing to and winning the Three Minute Thesis contest at the university level and receiving the People's Choice award at the Southern Region level. Martha Bradley-Dorsey received the Bastiat Fellowship from George Mason University for 2018-2019 and 2019-2020, funding research support and conference attendance. Our Vietnamese student Bich Tran is the awardee of the 2018 Philanthropy for Education Organization's International Peace Scholarship.

In significant news relating to alumni, James Lynn Woodworth, a 2013 graduate, was appointed Commissioner for the National Center for Education Statistics in Washington, DC, in 2018.

Number of Grants, Faculty, and Students: The department hired three new faculty members: Albert Cheng filled a newly created position as Assistant Professor and Josh McGee filled a new position as Research Assistant Professor. Jonathan Wai replaced Gary Ritter as Endowed Chair of Education Policy due to the latter's move to a deanship at Saint Louis University.

The number of Ph.D. students in the program declined from 19 to 15 due to an unusually large number of graduations in 2017-2018 that included one student who finished much earlier and two students who finished much later than the usual four years in the program.

The department and its faculty received 9 grants or grant renewals totaling \$1,692,000 and two gifts for a total of \$430,000. Grand total is \$2,122,000.

Not counted in the above totals is a grant funded by the Spanish Ministry of Economics and Competitiveness (€40,000) and given to the team of Principal Investigator Ildefonso Mendez of the University of Murcia, Spain and Co-Investigator Dr. Gema Zamarro of the University of Arkansas. The grant is administered out of the University of Murcia and pays for data collection and project-related travel and materials in Spain.

Eleanor Mann School of Nursing

The Eleanor Mann School of Nursing (EMSON) continued its mission to transform lives through nursing education and inspire leadership in nursing practice and academics to improve the health and well-being of society. Supported by 32 full time faculty and four staff members, our programs had approximately 790 undergraduate, masters, and doctoral students enrolled in 2018/2019.

Administration completed the Commission on Collegiate Nursing Education (CCNE) Compliance Report for the BSN program and was extended full accreditation through 2026 as a result. We also completed a self-assessment for continuing accreditation by the Arkansas State Board of Nursing and received approval by the Board for 5 years accreditation. The Program Evaluation Committee met monthly this year to begin the self-assessment process for accreditation of the Masters and DNP programs. These self-assessments by EMSON support our continued growth and improvement of our programs in addition to satisfying requirements for accreditation.

In keeping with the University of Arkansas' strategic goal to reaffirm our land grant mission and the Institute of Medicine directive to increase the percentage of nurses with a baccalaureate degree, EMSON developed a LPN to BSN option. Hilary Bowling coordinated this development which required many program and curriculum changes. All have been approved and we plan to begin admitting students in the Fall of 2019. Other planned curriculum changes include moving the health promotion course (NURS 4112) to the second semester from the third and moving health assessment (NURS 3321L) from the first semester to pre-nursing. These changes reflect strategic initiatives to improve student success as we move towards holistic admission process and enhanced diversity in the student body.

EMSON received one clinical faculty line in 2018. This allowed the promotion of Dr. Hope Ballantine, Assistant Clinical Professor. One tenure-track position was filled by Dr. Michelle Kilmer. This position replaced Dr. Nan Smith-Blair, Professor Emeritus, who retired in January 2019. Kim Oelke, clinical instructor, retired in May, 2019. Fernanda Zaya was hired to replace her position and Diana Dunbar, clinical instructor, was hired to replace Hope Ballantine's vacated instructor position.

EMSON continued to focus on faculty development this year. Ten of our faculty members attended a clinical nurse education conference conducted by Dr. Marilyn Oermann of Duke University. Six faculty members and Dr. Mamiseishvili attended the National Organization of Nurse Practitioner Faculty meeting in Atlanta. Dr. Hedy Wald of Brown University presented an interdisciplinary retreat for faculty on professional formation through reflective writing. One hundred and fifty students attended a workshop on building resilience presented by Dr. Wald. Dr. Marilou Shreve was accepted into the Apple teacher bootcamp, a highly competitive program, for the summer of 2019. Dr. Patton was selected to attend the Wharton Executive Education Program in August. Two EMSON faculty members, Chris Young and Kelsey Gilmet will attend the 2019 Power of Nursing faculty development training workshop at Wright State University School of Medicine in July. They will serve as course directors and implement the curriculum in nursing professional formation at EMSON.

Carol Agana and Ann Lofton implemented the third study abroad program to Ghana. Fifteen nursing students are completing the trip in summer 2019. Dr. Marilou Shreve served as faculty for the Sweden study abroad program. Additionally, EMSON faculty collectively produced 22 refereed articles and delivered 14 presentations.

EMSON is also proud of our excellent students. Several of our students held office in the State and national chapters of The Student Nurses Association. Two of our Honors Students, Stephanie Severe and Kristen Eldridge will be presenting their Honors research at Sigma Theta Tau International Conference in Calgary this July.

Health, Human Performance, and Recreation

Significant achievements and changes: In 2018, the undergraduate program in Public Health began the process to become accredited by the Council on Education for Public Health. Final outcome will be announced June/July 2019. Athletic Training is preparing a self-study for a 2019-2020 re-accreditation. Physical Education has external visitors fall 2019 as part of their re-

accreditation. Our Kinesiology program, which contains Exercise Science and Physical Education, is in the final stages of being split into independent degree programs with implementation expected fall 2019.

Achievements in teaching, research, & public service: In 2018, our department taught 8,172 students in 345 class sections (35% increase over last year). See below for research.

Achievements of students & alumni or former students: We began the HHPR Student Ambassador Program where students serve as the “eyes, voice, and ears” of their colleagues. We also began the HHPR Outside Guest Speaker Series (HOGGS) where 5 different speakers from around the country came and spoke to our students in areas related to their field of expertise. Dr. Erin Howie Hickey has lead the Exercise is Medicine initiative that involves students and entities around campus. We continued a HHPR Graduate Student Research Grant program that provided \$10,000 total to 6 different projects. Mark O’Neal, director of medical operations for the Chicago Cubs and a graduate of our athletic training program won the COEHP Outstanding Alumni in Health Services award. Five students from our department were selected as Seniors of Significance. Kurt Andrews, an alumni of HHPR and Director of Sports Medicine at Sporting KC, won the HHPR Alumni Award.

The numbers of grants, dollars, publications, student growth, new faculty, new administrators, and awards/honors: Grant, dollars, publications [i.e., research activity from Jan 1, 2018 to Dec. 31, 2018 (most recent reporting period)]:

- 26 Internal Grants Awarded for a total of \$60,861; 20 External Grants Awarded for a total of \$7,061,489
 - Total Research grants \$7,122,350
- 85 Refereed Research Presentations; 23 Invited Presentations
- 55 Peer-Reviewed Publications; 2 Books & Book Chapters

Student Growth: Concurrent with small changes in overall student enrollment at the University, overall HHPR had small changes in student enrollment. However, our Public Health Program had an 18.5% increase in undergrads, and our Masters in Physical Education had a 40% increase. Fall 2018 enrollment figures made us the largest department on campus with the total student enrollment of 1,683.

Faculty & Staff changes: We searched for an Assistant Professor in Exercise Science and Assistant Professor of Public Health, which had great applicants but did not get filled.

Occupational Therapy

The Occupational Therapy Department has experienced a number of significant milestones in its development over the past year. The Occupational Therapy Department hired a second Assistant Clinical Professor, Dr. Anna Harris, who will begin August 2019. We continue to actively search for an Assistant Professor and plan to hire this position prior to January 2020.

A critical component of program development in Occupational Therapy is submitting the candidacy application. This document includes specific items related to departmental policies

and procedures, faculty and program director qualifications, curriculum, fieldwork, and capstone components of the program. The Occupational Therapy Department submitted this document in April and will receive feedback and a ruling by the accreditor by August 15, 2019. Once we have this ruling, we can then invite our first cohort of students to join us in January 2020.

In late March, we opened our application process to students through the Occupational Therapy Central Application System (OTCAS). We have a great number of student inquiries and anticipate the first cohort to be final by October 2019.

The department moved into their campus offices in the Occupational Therapy House in January. This house will also have student learning spaces designed to be an authentic home living environment. Construction is underway on classroom and lab space at the University of Arkansas for Medical Sciences Northwest with an estimated completion date of September 1. Then supplies and equipment can be moved into the space and classrooms set up in preparation for the first class.

Dr. Sherry Muir successfully completed a yearlong Academic Leadership Institute, while Dr. Kandy Salter successfully completed a yearlong Academic Fieldwork Mentor program sponsored by the American Occupational Therapy Association (AOTA), receiving recognition at the Annual AOTA conference this past April. At this conference, Dr. Muir presented a pre-conference, 6.5 hour workshop with Dr. Jeanne Eichler and other collaborators entitled “Primary Care Occupational Therapy: Coming Together to Move Us Forward.” Dr. Eichler also presented a poster, “Sensory-Based Packing List: Packing for College Success and a 90-minute workshop entitled “Engineering Brighter Futures for Autism: Facilitating Social Competency for EVERYONE in the Neurodiverse Work Environment.” Dr. Salter presented a poster titled “Brake Reaction Time and Hand Controls: Enhancing the Clinical Driving Evaluation.” Our newest faculty hire, Dr. Anna Harris, presented a poster on the process and outcomes of using the Knowledge to Action Framework.

Dr. Mark Koch is serving the Magdalene Serenity House Board of Directors. Magdalene Serenity House is a Fayetteville-based non-profit shelter and advocacy program whose mission is to rebuild the lives of women who have experienced trauma, addiction, and incarceration through safe housing, long-term support, and community partnerships. Dr. Koch is also involved in a working group “Justice-based OT Collaborative” that met during AOTA conference.

Dr. Eichler attended the 38th Annual Conference for the First-Year Experience in February in Las Vegas, Nevada. As she moves toward the establishment of an Occupational Therapy Program faculty practice site, she was able to develop relationships with professionals outside the occupational therapy field. Dr. Eichler presented at the annual Academic Advising Council (AAC) Workshop for the University of Arkansas in March.

Dr. Salter is collaborating with the Rogers Adult Wellness Center and Primrose Retirement Community in Rogers to host meetings of the Northwest Arkansas Stroke Support Group on the third Tuesday of every month. Dr. Salter has facilitated this group for over 14 years in a variety of community locations. She is also an active AARP Driver Safety Volunteer, CarFit

Coordinator, and Olli Instructor. Her courses focus on aging driver safety and optimizing aging drivers' "fit" in motor vehicles.

Several articles and a book chapter have been submitted and accepted in 2018. Faculty published 3 refereed journal articles and delivered 12 presentations. All faculty in the department were recently invited to write a book chapter based upon their unique areas of expertise and will work toward this in 2019-2020.

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 2019. The department consists of six academic programs, awards 13 degrees, operates the Speech and Hearing Clinic, and houses Arkansas PROMISE, the largest external award in the history of the University of Arkansas with a goal of providing teens with disabilities the skills to be employed throughout their lifespan. With 38 full-time faculty and 5 staff members, our programs enroll over 800 degree-seeking students each academic year, almost evenly split between graduate and undergraduate students (i.e., 174 doctoral, 286 master's, and 366 bachelor's students in Fall 2018).

The strength of our department is its faculty. In 2018, RHRC faculty published 53 refereed articles, 2 books, and 8 book chapters and delivered 121 presentations. The department boasts phenomenal success in external grant funding. In the 2018 fiscal year, the department generated \$7.9 million and was No. 1 in grant funding among the academic departments on campus. Dr. Kevin Roessger was named an editor of *Adult Education Quarterly*, the flagship journal in the field of adult education. Dr. Xinya Liang received an alumni award from Florida State University for early career success. The department nominated five outstanding faculty members for college awards: Ms. Aletha Cook (Superior Service), Dr. Kristin Higgins (Outstanding Mentoring/Advising), Dr. Christine Holyfield (Rising STAR), Dr. Xinya Liang (Outstanding Research), and Dr. Rachel Glade (Innovative Teaching). Dr. Glade received the COEHP award for innovative teaching.

This year's accomplishments also included the successful program review of the M.Ed. and Ed.D. degrees in Higher Education. Higher Education and Adult and Lifelong Learning faculty collaborated to establish an online master's degree in Community College Leadership that will launch in AY 2020. Additionally, the Office of Play Therapy Research and Training directed by Dr. Kristi Perryman held its fourth annual conference in June 2018 that was attended by 75 professional counselors and students and led by Dr. Rick Gaskill. The two-day conference had participants from Arkansas, Missouri, and Oklahoma. Dr. David Christian, director of the Adventure Therapy Lab, facilitated events for 3 university initiatives and 3 community partners. Collaborating with colleagues in HHPR, Dr. Christian also received a \$150,000 grant from the US State Department to host 17 leaders from Senegal for two weeks. They learned a sports education model to implement with Senegalese youth to improve public health outcomes and promote character development. Through his leadership of the National Lab for the Study of the College Presidency, Dr. G. David Gearhart published the second volume of the *Journal of Research on the College President* and hosted two national experts on the college and university

president. The department also hosted Dr. Christina Linder, who spoke to multiple audiences about preventing sexual assaults on campus, and Dr. Brian Leventhal, who offered two free workshops on data visualization and item response theory simulations.

University Recreation

University Recreation (UREC) served a large volume of the University of Arkansas community in FY19 with 20,140 unique users and 522,672 overall participations. The average cumulative GPA of the 350+ student employees reached an all-time high of 3.38. The department participated in an external program review and facility renovation feasibility study to identify department strengths, improvement opportunities, and potential facility enhancements. UREC continues to enhance the academic missions of the College of Education and Health Professions and the University of Arkansas by providing diverse recreational, social, and wellness opportunities for the University of Arkansas community.

UREC annually aligns department goals with the Chancellor's eight guiding priorities and the university's strategic plan. UREC's goals are to 1) demonstrate the value of collegiate recreation; 2) provide quality facilities and programs; 3) cultivate meaningful campus partnerships; 4) be responsible stewards of departmental resources; and 5) enrich student development opportunities. Department program areas identify outcomes and key results aimed to assist the department in meeting these goals. UREC also looked at its impact on student success by examining participation frequency and various success measures including grade point average and fall-to-fall re-enrollment of the 2017-2018 freshman cohort. The findings indicated that students who used UREC more frequently had higher levels of these success measures.

The external review consisted of a document review, facility tours, and focus groups. Several strengths were identified including UREC's comprehensive and diverse slate of programs, services, and facilities, strong departmental leadership, efficiency, and student employee experience. Four primary recommendations were made: move UREC to the division of Student Affairs, return to a dedicated recreation fee funding model, renovate the HPER building, and re-examine the processes and policies within Club Sports. UREC and university leadership utilized this review in making the determination that UREC will move to the division of Student Affairs in the future.

The feasibility study looked at ways UREC could provide a better experience by increasing the amount of fitness space. UREC provides 4.69 square feet of fitness space per student, for a total of 130,158 square feet. The NIRSA recommended average square foot per student is 8.96, meaning UREC's fitness square footage is deficient. The study identified the HPER building has an excessive amount of locker room, racquetball, and group fitness square footage. By decreasing and rethinking the space dedicated to those services and others, the study identified ways to increase fitness center space by nearly 10,000 square feet. Throughout this study, UREC already began identifying ways to increase fitness center space by renovating part of the Donna Axum Fitness Center with 400 additional square feet of functional training space and by designing plans to convert a racquetball court into a fitness space. UREC also remained active in discussions around providing a tennis center and mountain biking trail just south of campus.

Public Service:

- Club Sports completed 391 hours of community service that created an estimated economic impact of \$8,817 for Northwest Arkansas
- UREC hosted the Arkansas Collegiate Recreation Workshop, a regional conference that hosted 30 individuals from 8 different college and universities within the state.
- UREC Outdoors hosted the 8th annual Arkansas Regional Adventure Programming (ARAP) conference at Horseshoe Canyon Ranch in Jasper, AR. Record attendance was achieved with 171 participants from 26 different colleges and organizations. UREC Outdoors staff served as the host committee.
- Jeremy Battjes and Kristin DeAngelo presented “Converting to Artificial Turf, a Case Study” at the NIRSA Sports Facilities Institute.
- Kristin DeAngelo served NIRSA Arkansas State Director.
- Mike Hoover and Kenny Williams served as presentation proposal reviews for the 2019 Association of Experiential Education/Association for Outdoor Recreation and Education national conference.

Selected Achievements/Honors of Staff, Students, & Alumni:

- Mark Henley, Associate Director for Programs at the University of West Georgia; Outstanding University Recreation Alumnus
- Katherine Haarmann, NIRSA Region IV Contingency Scholarship
- Nathan Lonngren & Kaitlyn McCracken, NIRSA Foundation Scholarship 2019 winners

Grants & Significant Sponsorships:

- ARAP 2019 received \$4,400 in sponsorship contributions.
- MidwayUSA Foundation awarded \$7,843 to the Shotgun Sports Club.

APPENDIX D

Reports from Centers, Committees, and Offices

Adventure Therapy Lab

The Adventure Therapy Lab (ATL) continued to provide local, regional, and state workshops as well as conduct a variety of research projects related to adventure therapy, with five major events occurring over the past year. During Fall 2018, Dr. David Christian (counselor education), Dr. Merry Moiseichik (recreation and sport management), and Dr. Jean Henry (public health) were awarded a \$153,000 external grant to work with Senegalese Youth Sport Workers. This project, called SAY HEY Senegal, combined the three disciplines into a youth sports framework that addressed the physical, public, and mental health needs of youth in Senegal. Dr. Christian and the ATL focused on teaching AT concepts and techniques that the sport workers could use to promote mental health and positive character development through sport. In Spring 2019, 17 youth sport workers from Senegal spent two weeks in Northwest Arkansas learning about the program and how to deliver the components to their participants in Senegal. During the winter 2019 intercession, Drs. Christian, Moiseichik, and Henry will take the University of Arkansas students to Senegal to evaluate the implementation of the program. The SAY HEY Senegal grant was a sub-award from Indiana University's federal grant awarded by the Diplomacy Through Sport division of the State Department.

During the Fall 2018 semester, Dr. Christian presented with a counselor education doctoral student, Cian Brown, on adventure therapy (AT) at two international conferences. They presented on a theoretical model for addressing adverse childhood experiences using family AT with a colleague from New Hampshire at the International Association of Counseling conference in Rome, Italy. They also presented with research partners at the Association of Experiential Education's International conference in Orlando, Florida over a research project they conducted using AT groups in a middle school in New Hampshire.

During the 2019 May Intercession, the ATL conducted the second Adventure Therapy and Leadership in New Zealand faculty led study abroad program. Drs. Christian and Moiseichik led 9 undergraduate and graduate students to New Zealand for 3 weeks to learn about AT. During their time in New Zealand, they collaborated with the Counseling and Outdoor Sports programs at Otago Polytechnic as well as Adventure Development, an AT company located in the South Island of New Zealand, to teach UA students about AT abroad. Students attended polytechnic courses, visited New Zealand counseling clinics, participated in adventure therapy activities such as caving, hiking, mountain biking, and camping, and spent time learning about Maori (NZ indigenous people) culture while staying at a traditional meeting hall called a Marae. Based on feedback from last year's students, the trip was revised to provide extended time with Ron Bull, Tumuaki Whakaako (Senior Lecturer and Cultural Advisor for Maori Relationships). Mr. Bull provided multiple workshops on bicultural practices and the Maori renaissance. He focused on the concept of place first, people, second, self last and taught students how to do their formal Mihi Mihi (introduction of self) that they used in all formal ceremonies.

During the Spring 2019 semester, Dr. Christian taught the first semester long Introduction to Adventure Therapy course. The course consisted of 14 counselor education graduate students and provide an introductory experience and survey of AT theory, concepts, and modalities. During this course, students had multiple opportunities to facilitate AT in schools and with community groups who had requested team building programs. Finally, counselor education students working with the ATL continue community engagement by conducting AT groups at a variety of elementary, middle, and high schools around Northwest Arkansas during the 2018-2019 school year.

Arkansas A-Plus Schools

Arkansas A-Plus Schools officially joined the College of Education and Health Professions in February 2018 as the result of a five-year, \$1.3 million gift from the Windgate Foundation. Previously, A-Plus was housed at the Thea Foundation in Little Rock. The executive director, Melanie Landrum, and project director both work out of Little Rock in office space at UA-Pulaski Technical College. A-Plus operations are funded through the Windgate gift and school contracts are designed to fund the professional development services.

The Director worked with ADE to receive a \$125,000 grant to fund four new schools – three in Hamburg and one in Fort Smith - beginning in summer 2018. A-Plus has received two small project grants, totaling less than \$35,000, to provide training to faculty at Philander Smith College and to Clear Spring School in Eureka Springs.

Arkansas Leadership Academy

Dr. Clint Jones was appointed Director of ALA on July 16, 2018 following an external search. Jones was previously superintendent of Huntsville Schools. ALA is funded by the Arkansas state legislature and coordinates educational leadership development in the state. Its Master Principal Program, ALA's signature program, engaged 66 principals for Phase I in FY19. ALA also organizes an Executive Leadership Collaborative, Teacher Leadership Institute, and Facilitation of Adult Learning seminars. Finally, ALA's Organizational Development and School Support program served 19 schools in FY19, providing support aimed at building the leadership capacity of school and district personnel.

Center for Children and Youth

The Center for Children and Youth (CCY) enjoyed a memorable and successful year of work in 2018-2019. Most notably, CCY received the 2019 Governor's Arts Award in arts education. The award was given in recognition of CCY's many programs for Arkansas teachers and students, particularly in the field of arts integration (the teaching classroom content in tandem with arts-based approaches). Last March, CCY Director Hung Pham and CCY Faculty Director Chris Goering attended a luncheon reception at the Governor's Mansion in Little Rock to receive the award. Others in attendance included CIED Department Chair Cheryl Murphy, COEHP Dean Michael Miller, and UA Chancellor Joseph Steinmetz. The Center for Children and Youth also invited a number of friends and collaborative partners to share in the occasion, including

teachers, principals, artists, and representatives from the Walton Arts Center and Crystal Bridges Museum of American Art. To see the awards video, go to <https://youtu.be/8pMqBpi8ubY>.

The [ARTeacher Fellowship Program](#) continues to be one of CCY's flagship initiatives with teaching fellows achieving great successes through arts integration. Fellow Lindsey Randall was named Bentonville High School's Teacher of the Year. Fellow Michelle Cearley gave a workshop presentation on making student video documentaries at the National Council for Teachers of English annual convention. Alumna Fellow Holly Howard was accepted to the National Gallery of Art's summer teachers' institute. Throughout the school year, the ARTeacher program hosted a number of leading educators from the Kennedy Center for Performing Arts, Brandeis University, and here at the University of Arkansas to work with our cohort. The ARTeacher Fellows created projects combining dance, digital storytelling, and graphic novels into their English, science, social studies, and foreign language classes.

The annual [ARTful Teaching Conference](#) continues to draw faculty and students from across the state for a two-day exploration of arts integration. This year's theme was "Student Empowerment Through the Arts," addressing how art can offer learners choice and agency and self-understanding. Stephen Goss of Kennesaw State University and Rae Oviatt of Michigan State University served as keynote speakers and featured presenters. Goss shared methods for raising student voice in the classroom and community using guerilla art and alternative forms of publication. Oviatt shared how "audio advocacy" can give students a multimodal tool for social justice. New for this year, CCY (with financial support from the CIED Outreach Committee) invited ten public school teachers and administrators to attend the conference, joining our traditional audience of college faculty and pre-service teachers.

In February, CCY partnered with the UA Center for Multicultural and Diversity Education to organize a two-day workshop facilitated by the Chicago office of [Facing History and Ourselves](#). Forty participants attended, composed of UA Student Affairs staff, area high school teachers, and University MAT students. The topic of the workshop was "Facing Ferguson: News Literacy in a Digital Age." The aim was to look at ways to explore difficult and sensitive topics with intelligence and empathy, using the media coverage of the events of Ferguson, MO as a lens. This is the second Facing History workshop that CCY has hosted on campus, and we plan to continue our collaboration with the Center for Multicultural and Diversity Education and Associate Dean of Students Leslie Yingling.

Center for Mathematics and Science Education

Center for Mathematics and Science Education (CMASE) is one of 11 state-wide STEM Centers recognized by the Arkansas Department of Education (ADE). Shawn Bell was appointed Director on August 1, 2018. He and his administrative assistant are hard funded, however the math and science content specialists are funded by a \$173,000 grant from ADE. On April 3, 2019, ADE informed all 11 STEM Centers that funding for content specialists would not be renewed for 2019-20 fiscal year. This decision cripples much of the professional development work CMASE engages in with area schools.

CMASE organizes the annual Northwest Arkansas Regional Science and Engineering Fair which this year had 254 projects from 14 schools across three age divisions (middle, junior, and senior). 2019 represented the 69th year of the University of Arkansas hosting the Fair.

Currents

The Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Service (CURRENTS) has a long-standing nationwide reputation as a leader in creating opportunities for people with disabilities. The unit is completely soft funded. The current director, Robin Freeman, was appointed November 14, 2016. The unit offers a number of trainings for state vocational rehabilitation service agencies.

Diversity Committee

Dr. Stephanie Lusk served as the Diversity Director in the College of Education and Health professions. Primary Events in FY19 were Coffee and Critical Conversations: October 18 – Yvette Murphy-Irby, vice chancellor for diversity and inclusion, with 24 attendees; February 28 – LGBTQA+ issues with 18 attendees, and April 25 – Disability with approximately 24 attendees. Dr. Sarah Stokowski will assume the Diversity Director position in August 2019. The new director was chosen through an internal application process with feedback provided by chairs of College Council (faculty) and Non-Classified Administrative Council.

Education Renewal Zone

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

ERZ coordinates several programs and events aimed at improving school performance and student academic achievement in Northwest Arkansas. These include Razorback STEM Day and Future Teachers Day. ERZ actively partners with other units in the College, including CMASE and Office of Innovation for Education (OIE) as well as the Northwest Arkansas Education Cooperative.

Exercise Science Research Center

From January 1st to December 31st, 2018 the 11 exercise science faculty of the Exercise Science Research Center (ESRC) had 37 peer-reviewed scientific manuscripts published. Investigators had 78 research presentations that were made at various scientific regional, national, and international conferences and meetings. A total of \$524,519 was obtained in grants in 2018 and \$498,013 research dollars were expended by the exercise science faculty as principal investigators or co-principal investigators. Additionally, two book chapters were published, and 20 invited lectures were presented locally, nationally, and internationally.

Several students (5) won grants through the Student Undergraduate Research Fellowship (SURF) and Honors College research grants. The ESRC facilitated the costs of students and faculty to

attend the annual meeting of the Central States American College of Sports Medicine in Kansas City, MO. At this conference, one exercise science student made an oral presentation while 8 of the 50 (~41%) research abstracts were from the University of Arkansas.

There were 16 sections of classes (226 students) taught within the ESRC. In 2018, we sent 120 students to ~30 different internship sites in Northwest Arkansas. One graduate assistantship for service contracts in health/physical activity-related community entities was obtained (\$26,814). The ESRC provided testing services and facilitated the Fitness for Fun Program, which had a combined gross income of \$29,617.

Honors Program

The 2018-2019 academic year saw the COEHP Honors Program continue to grow in both size and student engagement. A total of 131 new first year joined the Honors Program at the beginning of the Fall 2018 semester, bringing the total COEHP Honors student population to 431, the largest ever.

The Honors Program was brought into the College's new OASIS advising suite at the beginning of the academic year, creating a one stop shop for students who have questions about academic advising, Honors requirements, career counseling, and more. The co-location of these diverse services in one space has allowed students to be empowered with more information about their academic careers.

In the fall 2018, two sections of University Perspectives were targeted specifically for COEHP Honors freshmen. Nearly half of the incoming class was able to take one of these sections, which focused on the unique needs of Honors students and gave students the tools to be successful both inside and outside the classroom. Ten current COEHP Honors students served as Peer Mentors for these courses, giving the new freshmen an "insider's perspective" on student life, academics, and undergraduate research. Two additional sections will be offered in Fall 2019.

Information sessions regarding the Honors thesis process were held in September and February, giving freshman and sophomore Honors students the opportunity to learn about undergraduate research and ask questions of the Program Director and Assistant Director before they are required to begin working on the thesis. The session in February saw record attendance, including many students in the new BAT majors.

During the Spring 2019 semester, applications were solicited for a new COEHP Honors Student Advisory Board. Composed of two Honors students from each undergraduate department in the College, the Board has been charged with increasing student engagement by hosting social and academic events throughout the year. Information from similar organizations in other University of Arkansas colleges and peer institutions was used in the process of forming the Board, which will begin its activities in the 2019-2020 academic year.

COEHP Honors students were extremely successful in applying for research and travel grants in 2018-2019; a total of \$170,752 was awarded. Fifteen students were awarded Student Undergraduate Research Fellowship (SURF) grants totaling \$54,500, and an additional ten

students were awarded Honors College Research Grants totaling \$21,250. Eighteen students received a total of \$16,062 from the Honors College to travel to and present their research at regional and national conferences. Finally, 21 students were awarded Honors College Study Abroad Grants totaling \$78,940.

Fifty-four students graduated from the COEHP Honors Program during the 2018-2019 academic year. For the first time, an Honors Commencement Ceremony was held for graduating seniors in May 2019. At this ceremony, students heard from Lynda Coon, Dean of the Honors College, Kate Mamiseishvili, Associate Dean for Academic and Student Affairs of COEHP, and Michelle Gray, Director of the COEHP Honors Program. Students were then awarded their Honors regalia with friends and family in the audience. Following the ceremony, a reception was held in Gearhart Hall where students, guests, and faculty members continued to celebrate the students' outstanding achievements. The ceremony was a great success and will be continued in future years.

International Affairs Committee

The mission of the International Affairs Committee is to increase awareness of and participation in international teaching, learning, and research activities. Members of the committee represent each department as well as advising units in the college.

Six different COEHP faculty-led programs participated in study abroad activities in FY19 traveling to Belize, Ireland, Sweden, New Zealand, and Ghana.

Other activities included hosting an informational session for faculty interested in developing faculty-led programs, awarding \$2,500 in College-specific scholarships for students studying abroad, renewing an MOA with the Centro Boliviano Americano, holding a reception for international students and faculty during International Education Week in November, and meeting with the academic director for the UA Rome Center.

National Lab for the Study of the College President

The National Lab for the Study of the College President, a research unit within the College of Education and Health Professions, was created and opened in 2017. During the 2018-2019 academic year, the Lab undertook several activities. In the fall semester, the Lab brought to campus Chancellor Emeritus of Southern Illinois University and Arkansas Native, former Arkansas Governor Riley staff member, John S. Jackson to deliver the Lab's first distinguished lecture. The Lab also brought to campus one of the foremost scholars on the American College President, Dr. Stephen Nelson, for its spring distinguished lecture. The Lab also co-sponsored the Annual Meeting of the Council for the Study on Community Colleges in San Diego, and published the second volume of its journal, *The Journal of Research on the College President*. An additional highlight of the year was the Lab sending a delegation to Beijing Normal University, where Lab Director Dr. G. David Gearhart delivered a lecture on contemporary issues facing the American college president.

Office for Education Policy

The Office for Education Policy (OEP), created in 2003, serves as a resource to state lawmakers, educators, administrators, and other leaders, providing them with current national, state, and regional research in education to support them in thoughtful decision-making concerning K-12 education in the State of Arkansas. The OEP strives to help Arkansas' education leaders and lawmakers bridge the gap between research and practice by providing them with newsletters, policy briefs, web-based resources, data, and consultation about current education policy issues. Under the direction of Executive Director Dr. Sarah McKenzie, the OEP staff includes research associates and graduate students who specialize in education research and policy.

Throughout the past year, the Office for Education Policy published data visualizations, Arkansas education reports, policy briefs, blog posts, and opinion pieces. OEP has published annual Report Cards for the Northwest Arkansas region and Pulaski County and staff present to Arkansas Education Committees, Arkansas State Board of Education, Arkansas Department of Education, and other educational entities. In 2019-2020, OEP will continue to research current topics in education policy and provide resources to educational stakeholders.

Issues researched and published this year include:

- Public School Accountability
- Teacher salary and retirement
- School spending
- Student achievement
- Chronic Absenteeism
- Class Size
- College Enrollment Rates
- Computer Science Enrollment
- Digital Learning in Arkansas
- English Language Learners
- The impact of Field Trips
- Discipline Disproportionalities in Schools
- Outstanding Education Performance Awards

Office of Academic Student Initiatives and Services

2018-2019 academic year marked the first year in our new Office of Academic Student Initiatives and Services (OASIS) where we have centralized our recruitment, advising, career counseling, and student services. The OASIS serves students from orientation through graduation. We were able to establish caseloads for our advising team and provide professional advisors for students in all four years of their study. This consistent contact between the student and the advisor will help build the relationship and support for academic success with the advising team. Our nursing advisors still advise the largest amount of students at about 500-550, however due to the centralized office, we were able to add a third advisor to work with the Exercise Science, Public Health, and Recreation and Sport Management majors. We consolidated online student advising to one academic advisor, who will now serve both Human

Resource and Workforce Development and Nursing students, as this population has similar needs across the two disciplines.

During the course of the 2018-2019 school year, our Office served students by hosting the majority of academic advising appointments. We saw over 11,285 students through the scheduled appointments. In the spring 2019 term, we added walk-in appointments and saw just under 1,000 students through walk-in advising. Adding walk-in appointments to priority enrollment weeks provided an opportunity to serve students who may need immediate assistance.

Our Career Counselor saw just over 600 students and provided feedback on resume reviews, mock interviews, and graduate school application preparation. Additionally, we added a few different academic initiatives. We held our first ever exploring health professions path seminar to help our pre-nursing and pre-communication disorders students before the application cycle. The seminar was attended by just over 20 students who were able to discuss application processes for our nursing and communication disorders program and also other pre-professional routes. Secondly, we started having an advising lab where students were able to come to the computer lab to get help during priority enrollment, which provided additional opportunities for students to get support. Finally, our last initiative focused on outreach to first-year students who received academic alerts during their first semester. The goal was to improve retention for first-year students.

Office of Innovation for Education

Dr. Denise Airola was appointed Director on January 2, 2013. The Office of Innovation for Education (OIE) is funded by the Arkansas Department of Education and has a goal to spearhead, support, and promote innovation in education, which increases students' readiness for success in a continually changing college and career landscape. Dr. Denise Airola has served as the Director since January, 2013.

During FY19, OIE received \$1.3 million in grant funding and now employs 12 individuals including the director. The mission has evolved to respond to the needs from the ADE, the Commissioner's Vision for Excellence in Education, and the national movement in student-centered, competency-based education. Dr. Airola served as the primary author of the accountability plan for the Arkansas ESSA (Every Student Succeeds Act) plan, taking the lead in developing ideas for potential indicators within the ESSA School Index, leading the data analytics and modeling for this work, and interacting with national advisory partners.

The office also organized the fourth annual Education Innovation Summit in FY19, attended by 373 participants from 14 states. The 2019 Summit is scheduled for September 23-24 in Hot Springs.

Office of Play Therapy Research and Training

The Office of Play Therapy Research and Training is in its fifth year as a nationally accredited center for play therapy and continuing education. The Office hosts an annual conference every June. The speaker of the June 2019 conference was Dr. Bonnie Badenoch on the topic of

working with children and adults who have experienced trauma. She is the author of *Being a Brainwise Therapist* and *The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships*. The Office plans to continue gathering data at the conference for norming an instrument for Child Parent Relationship Therapy, developed by Dr. Perryman, which is utilized for training mental health professionals in Child Parent Relationship Therapy.

Play therapy coursework is also an important part of our accreditation. For the last two years we have had a record number of students enrolled in the Intro to Play Therapy course from counseling, social work and human development, and family science majors as well as post degree mental health professionals from the field. The hours offered through the conference and coursework offer students and professionals from the community to obtain their national certification as Registered Play Therapists.

Office of Teacher Education

The Office of Teacher Education (OTE) has been focused on continuous improvement this past year. Throughout the 2018-19 academic year, our office has partnered with faculty and students in our shared vision of teacher education at the University of Arkansas.

Preparation for our accreditation visit in Fall 2019 has been front and center of our office work. Our office planned many events to bring faculty together to focus on assessment data that would help improve teacher education programs. In August 2019, we launched the year with two special events, Opening Day on August 3 and Teacher Education Summit on August 15. Opening Day brought together our faculty, students, and more than 50 mentor teachers from area school districts in order to prepare for the year ahead. At the Teacher Education Summit, 43 teacher education faculty members across three colleges united to talk about goals for the year and look more in-depth at data on recruitment, admission, and graduation rates. Throughout the year we followed up by providing time for our faculty to work together on accreditation through organizing Continuous Improvement Team work, monthly videos highlighting data in our accreditation report, and completing the academic year with the Continuous Improvement Team Conference on May 2.

Our Office helped gather data and facilitated the submission of three accreditation reports: September 1 Council for the Accreditation of Educator Preparation (CAEP) report, the annual CAEP report, and the final Self Study Report due on February 13. Our office is responsible for collecting and distributing data for 11 different programs that are located in the College of Education and Health Professions, Fulbright College of Arts and Sciences, and Bumpers College. The Director of Teacher Licensure created an Access Database that systematically collects information on our teacher candidates from admission to graduation.

Our office moved to a new location in Peabody Hall which has brought us closer to faculty and students that we work with on a regular basis. This year we provided fingerprinting and background check support to more than 456 students. We also provided free licensure test preparation resources to more than 320 students.

One of our initiatives has been to celebrate education in order to recruit students in the education field. We hosted our very first Teacher Induction Convocation. In September, we celebrated 200 new teacher candidates by hosting a convocation for faculty, students, parents, and our district partners. Our Director of Licensure recommended 168 graduates for teaching licenses. Our Director of Field Placement helped place our students in around 900 placements across the Northwest Arkansas area. We also placed students in out-of-area placements, including 2 students in Sweden and 4 in Ireland.

Our office hosts two official collaboration meetings a year with area school partners. This past year we held two UA Teacher Education Partnership meetings where we discussed crucial issues such as recruitment of traditionally underrepresented populations into teacher education and how we can improve communication between all university stakeholders and school partners. In spring 2019, our office hosted the 3rd annual Career Readiness Seminar as well as our annual Teacher Education Career Fair. The Seminar was created in response to teacher candidate feedback and is a collaborative effort with our district partners and faculty to better prepare our graduates for the workforce. The Spring Career Fair hosted more than 40 districts, schools, and nonprofit organizations who attended to recruit graduating teacher candidates.

Finally, in response to our yearly exit interviews and surveys that we conduct with each cohort in teacher education, we initiated our very first Teacher Candidate Orientation Meeting. Our graduating candidates expressed several, “I wish I would have known...” scenarios and we included this information in the orientation. Working with each program, our office is beginning to host these meetings, and so far, they have been met with great success.

This next year will be a busy time for our office. We will be launching a pilot year of our Teacher Candidate Support System which includes a new Educator Disposition Assessment. This system will be maintained by our office with the purpose of providing support to teacher candidates struggling academically or dispositionally. Our office will also be preparing for the work of hosting seven visitors and two Arkansas Department of Education staff who will represent the CAEP external review team this fall. Together, with the support of faculty and teacher candidates, we are looking forward to another successful year.

Office for Sport Concussion Research

The University of Arkansas created the Office for Sport Concussion Research in 2014, with the mission of improving the standard of care for athletes with sport-related concussion by providing continuing education and outreach activities to sports medicine stakeholders (e.g., athletes, coaches, medical professionals, and parents) and conducting clinical research that transforms and advances clinical care. Under the direction of Dr. R.J. Elbin, Associate Professor in HHPR, strategic partnerships with local/regional high schools, youth sport groups (Boys and Girls Club), 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 Sport Concussion Surveillance Program: This research and outreach program enrolls adolescent athletes from four high schools in the Northwest Arkansas area and gathers prospective data from athletes that sustain a sports-related concussion. The University of Arkansas researchers are connected with sports medicine professionals and provide continuing education to these stakeholders on the best practice for assessing, managing, and treating sport-related concussion. Moreover, in 2019, 240 incoming first-year athletes were enrolled in the surveillance program, which currently has more than 3,000 athletes enrolled to date. A total of 62 athletes sustained a concussion during the 2018-2019 academic year. The researchers are conducting several studies from these data.

The Office for Sport Concussion Research/Inova Sports Concussion Program Collaboration: In 2018, the Office for Sport Concussion Research established a collaboration with the Inova Sports Concussion Program (Fairfax, VA). The Inova Sports Concussion program is a physician-based team of experts that are trained in the assessment, management, and treatment of concussion. This specialty clinic provides care for more than 1,000 patients per year and is committed to producing clinical research on sport-related concussion. The Office for Sport Concussion Research is now serving as a remote research arm to this clinic. This collaboration has enabled the University of Arkansas researchers and students to observe specialty clinicians and therapists and create research pathways for enrolling patients for collaborative studies between these institutions. To date, more than 1,200 patients have been enrolled by the 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 2018-2019: Two research contracts from Brainscope, Inc. totaling more than \$230,000.00 were secured in 2018-2019. These research contracts were focused on validating a new electroencephalography (EEG) assessment for concussion in high school and college athletes. In addition, three students (1 doctoral, 2 undergraduate honors) received student grants from the University of Arkansas. The HHPR doctoral award supported a study that examined the psychometric properties of a new vestibular/ocular motor assessment for concussion and the honors undergraduate awards supported research on post-concussion anxiety and the validation of a new sideline cognitive tool for concussion.

Eleven manuscripts were published in several high impact sports medicine journals that include: *American Journal of Sports Medicine, Clinical Journal of Sports Medicine, and Journal of Head Trauma, Rehabilitation*. These publications showcase several new findings in concussion that include: the identification of risk factors for vestibular outcomes in adolescent athletes; the feasibility of using a popular concussion assessment within a one-hour time period; sex differences on vestibular and ocular motor recovery outcomes; and the documentation of a dose-response relationship between the number of minutes athletes continue to play with concussion and recovery outcomes. Additionally, 21 presentations were made by members of the Office for Sport Concussion research during the 2018-2019 academic year.

Office for Studies on Aging

The Office for Studies on Aging (OSA) is an interdisciplinary Office founded in 1999 in response to the ‘graying of America’ as a collaboration between the Graduate School and the College of Education and Health Professions at the University of Arkansas. OSA reports directly to the Dean of the College of Education and Health Professions; however, has no physical space or location dedicated for its use. In 2018, OSA received two contracts from outside agencies to support two graduate students from 2019-2021. The agencies are Butterfield Trail Village and Mercy Health System. These contracts and research grants totaled and five research grants totaling more than \$124,000. In addition, OSA published 4 peer-reviewed manuscripts and presented 14 abstracts either regionally or nationally. OSA also started a new Registered Student Organization – Hogs End ALZ – this organization has grown from six initial students to a membership more than 30 strong, to date. Hogs End ALZ met monthly in 2018 and was recognized for the event of the month for their Memory Wall event. Additionally, OSA hosted an event at four different sites (Elkins Senior Center, Rogers Adults Wellness Center, Schmieding Center, and Butterfield Trail Village) in northwest Arkansas – Fall Prevention Day. This day is the first day of fall each year and OSA recruited students and faculty from five different departments in two universities. This event recruited and assessed fall risk of more than 150 older adults. The feedback from participants was overwhelmingly positive; thus, we have begun the planning process for Fall Prevention Day 2019.

Osher Lifelong Learning Institute

It was a solid year for the Osher Lifelong Learning Institute (OLLI) at the University of Arkansas. This year, OLLI offered nearly 200 lifelong learning programs with a total course enrollment of approximately 2500. Additionally, throughout the year OLLI offers two social activities and three special interest groups per month.

In July 2018, the institute received a second year renewal of the Bernard Osher Capacity Building Grant. This grant provided another \$25,000 to support membership growth and fundraising initiatives. Since that time, the institute once again grew in members to 607 and engaged with over 100 non-member participants. Additionally, over 200 OLLI members, community members, and students volunteered time to the institute, including facilitating courses, working on committees, and staffing events. In April, the 2018 outstanding volunteer and instructor were recognized at the college’s honors convocation.

OLLI was also recognized at the Osher Institute National Conference in October for its unique collaboration to produce and distribute the course catalog as well as its “OLLI in Rome” study abroad program that was offered in May 2018.

Partners for Inclusive Communities

Partners is University of Arkansas Center on Disabilities and a member of the Association of University Centers on Disabilities. It is co-directed by David Deere and Karan Baker Burnette. The unity generated external funding of nearly \$4.4 million in 2018, through a variety of grants and contracts.

Major initiatives in 2018 included Autism Waiver, Autism ABA Program, Welcome the Children Project, CDC's Disability and Health Program, Self-Advocacy Network Development, Fetal Alcohol Project, PROMISE, Regional Affiliate of SW ADA Center, and Access and Justice Projects that gave the UA/Partners a significant role both in Arkansas and on a regional/national basis.