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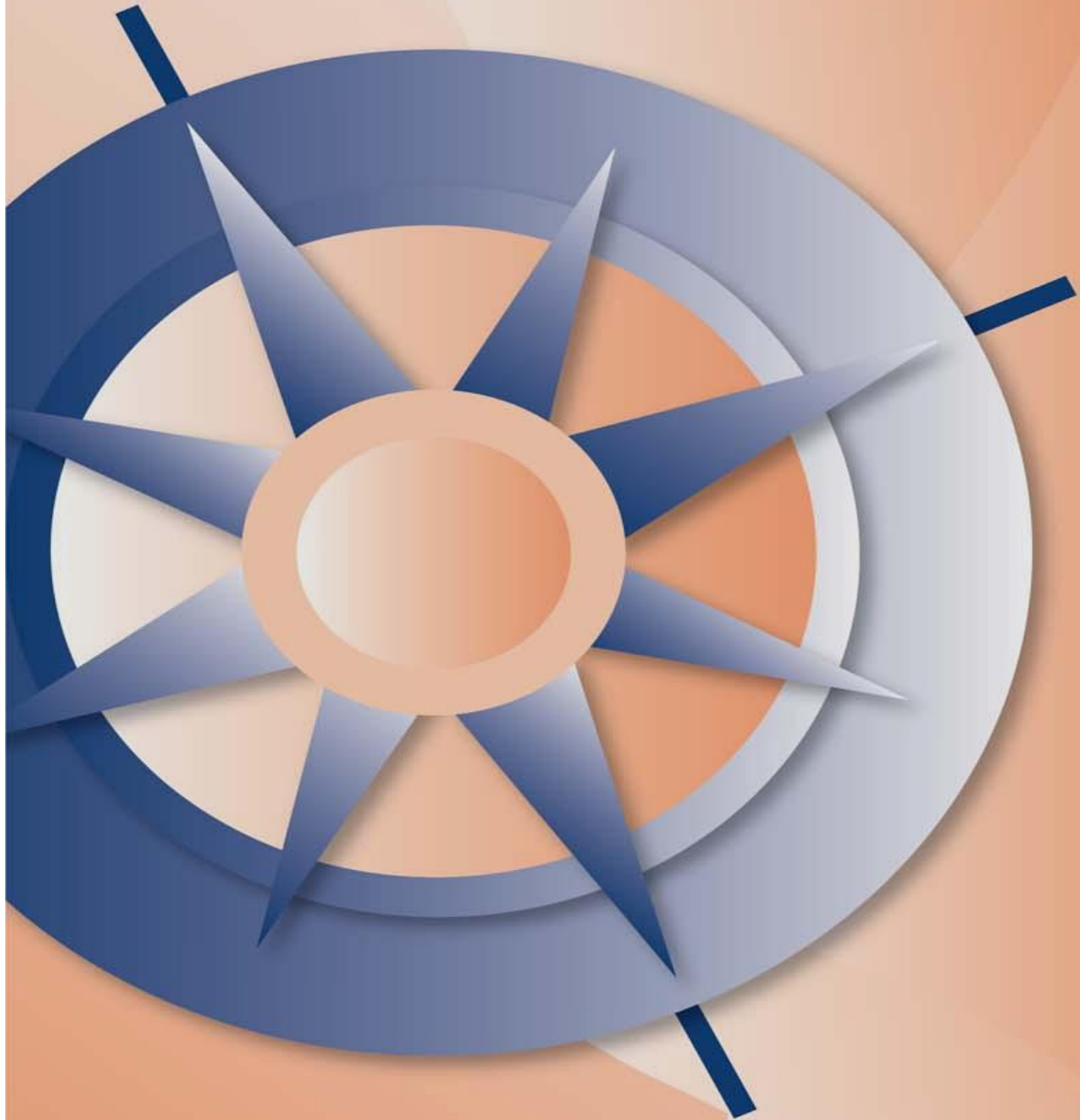
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COLLEGE of EDUCATION and
HEALTH PROFESSIONS



UNIVERSITY of ARKANSAS

Our Cover: A Banner for Explorers

This emblem of the college uses the traditional regalia colors of dark blue for graduate studies, light blue for education, apricot for nursing, and white for teaching. The compass evokes the world, the sense of exploration and discovery fostered by the college, and guidance toward goals. As a banner, it represents a college of forward-looking individuals who encounter the world's challenges with the open minds of explorers and who guide generations of students to embark on their own journeys.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

University of Arkansas

ANNUAL REPORT

Fiscal Year 2008

August 15, 2008

College of Education and Health Professions

University of Arkansas

Annual Report
Fiscal Year 2008

August 15, 2008

Dean

Reed Greenwood

Associate Dean for Academic Affairs

Barbara Hinton

Assistant Dean for Academic Affairs

Stephen J. Langsner

Associate Dean for Administration

John Murry

Department Heads and Directors

Michael Daugherty
Curriculum and Instruction

Jay P. Greene
Education Reform

Sharon Hunt
Health Science, Kinesiology, Recreation and Dance

Tom Kippenbrock
Eleanor Mann School of Nursing

Michael Miller
Rehabilitation, Human Resources and Communication Disorders

College of Education and Health Professions

University of Arkansas

Annual Report

Fiscal Year 2008

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A Message from the Dean.....

In the pages that follow you will find a report of the accomplishments of the faculty, staff and students of the College of Education and Health Professions over the past year.

We continue our commitment to the fulfillment of Chancellor John White's vision of transforming the University of Arkansas into a nationally competitive, student-centered research university serving Arkansas and the world. And, we look forward to working with Chancellor David Gearhart in continuing to build a college characterized by excellence and innovation.

During this year, our exceptional faculty, staff and students targeted their efforts to realize:

Excellence in teaching for a student body that numbers almost 3,200 reached through our on-campus and distance learning programs.

Excellence in research and scholarship, as our faculty secured funding for projects and conducted research to improve the lives of Arkansans and others throughout the world.

Excellence in public service to our community, state, nation, and the world.

Effective dissemination of our research findings through the publication of hundreds of scholarly works and proceedings, and presentations, workshops, and professional development programs in many states and several foreign countries.

State-of-the-art comprehensive intramural and recreational sports programming for the entire campus.

We received continued support from the administration of the University, from our colleagues in other colleges of the University, and from benefactors who generously provided the private gifts and are our valued partners in enhancing our research, teaching, and service programs.

We remain committed to our mission of enhancing the quality of the lives of the citizens of Arkansas, the nation and the world through the development of scholar practitioners in education, health and human services.

And we remind ourselves daily of the trust placed in us as an institution where we are preparing the professionals who touch peoples' lives every day.

Reed Greenwood

I. EXECUTIVE SUMMARY

The College of Education and Health Professions experienced a year filled with many accomplishments in regard to the college's strategic goals of excellence in teaching, research and service; quality, diversity and growth; public and private external funding; and leadership and facilities. The faculty, staff and students of the college sought to realize a vision to be a "nationally competitive, student-centered research college serving Arkansas and the world." This report provides information about how the college has pursued the goals and increasingly realized this vision.

Communications. The college's primary print publication, the *Colleague*, was targeted toward leaders in education and health, alumni and other stakeholders. In addition, *Take Note*, an electronic communication with email access reached 7,000 recipients with regular college news.

Development. The work of the development staff of the college continued to result in significant private gift support with receipts in excess of \$5 million as well as major commitments for future years. These funds support faculty, students and programs of the college and the college now has an endowment in excess of \$34 million.

Grants. Over \$7.27 million was received through 50 grants from numerous sources and many of our faculty and staff serving as principal investigators. These funds were used to support instructional, research and service programs focused on education and health at state, regional and national levels.

Academic Affairs. The Office of Academic Affairs provided oversight for national accrediting reviews, led the college's planning effort for student assessments, and provided leadership in the development and implementation of the college's diversity plan. The office continued to support the Boyer Center for Student Services, faculty development for new faculty and conducted the summer student orientation program, First Year Experience program, and the Professional Development Academy.

Administration. The Office of the Associate Dean of Administration continued to deliver the college's programs in personnel administration, financial management, facilities, and technology. The personnel administration staff provided support for eleven tenure track searches conducted during the year in addition to clinical and staff positions. Facility improvements were made in buildings occupied by faculty and staff and the maintenance of our smart classroom technologies continued. The college installed digital sign boards maintained jointly by the communications and technology staff to ensure that faculty, staff and students are well informed about events in the college.

Teaching. A commitment to excellence in teaching was evidenced through continued national accreditations for academic programs. Student pass rates on national certification and proficiency examinations continue to be high across the academic programs in the college. This year saw a number of curriculum changes throughout the college to develop and streamline instruction.

Distance Education. Active outreach via distance education has marked the efforts of the college over recent years to capitalize on the technologies in interactive compressed video and web-based instruction to reach audiences seeking both undergraduate and graduate degrees. As examples, the program in human resource development enabled hundreds of students across Arkansas to complete an undergraduate degree, and the distance education program for the doctorate in educational leadership provided students with opportunities to participate in a blended distance education and on-campus experience.

Student Assessment. New assessment strategies were developed for several programs in the college including the use of an electronic portfolio, an internet based program that provides portfolios for students in education and health.

Scholarship. Research and scholarship are central to the mission of the college and faculty extended their development of research programs as well as the presentation and publication of findings through national journals and conferences. Grants for research continued to drive major programs in education reform, deafness rehabilitation, exercise science, educational measurement and evaluation, and other disciplines in the college.

Service and Outreach. Faculty members serve and conduct outreach at state, regional, national and international levels. They serve on an extensive array of journal editorial boards and as editors. Grants in support of the college's research and outreach offices and centers were secured from state, regional and national sources. In addition, conferences and workshops were conducted in areas as diverse as rehabilitation, literacy, nursing, minority health, autism spectrum disorders, athletic training, physical education and education leadership.

Intramural and Recreational Sports. The college continued to serve the university community through its exemplary programs in intramural and recreational sports. One of the most popular student activities on the campus of the university, the program provides students, faculty and staff with opportunities to participate in recreational activities in a fun and safe environment while promoting physical fitness, social interaction and campus involvement.

Quality, Diversity and Growth. The commitment to quality, diversity and growth is evidenced through the faculty appointed or recruited, most of whom are from benchmark institutions or national universities. Appointments for new endowed professorships and chairs were completed with all positions filled. The quality of undergraduate and graduate students continues to improve, and graduate enrollment in the college was the largest of any college in the university. Enrollment increased from 2,991 in fall 2006 to 3,177 in fall 2007, an increase of 186 students or 6.2 percent. The college's student body includes 429 minority students enrolled in fall 2007 or 13.5 percent of the total.

II. ACHIEVEMENTS, CHANGES AND PROGRESS TOWARD STRATEGIC GOALS AND PLANS

This section provides significant achievements and changes within the college, including progress related to strategic plans and university priorities such as the initiatives to support teaching and research, results of assessments of student learning, and results of benchmarking and other procedures for assessing effectiveness and productivity. Separate sections provide reports on the Office of the Dean and departments within the college, including the Intramural and Recreational Sports program.

Following the report on the Office of the Dean, each departmental report addresses the four broad goals of the college: (1) strengthen the academic quality and reputation of the college by developing and enhancing programs of excellence in teaching, research and service, (2) improve the quality and diversity of our students, faculty and staff and increase the size of our student population, (3) generate increased private and public support for the college's research, academic and service initiatives, and (4) develop the college's leadership and facilities. These goals were incorporated into the college's current strategic plan developed in 2001 and modified annually, and they address all five goals of Chancellor John White.

Office of the Dean

Communications. Heidi Stambuck, director of communications, produced and distributed the annual magazine for the college. With the assistance of a designer and photographer at University Relations, the *Colleague* featured full color throughout, a glossy cover and 32 pages of content. It was delivered to over 2,500 peer institutions, educators, health care professionals, policymakers, legislators, and alumni. Additional copies of the magazine were available to faculty and staff members to take to conferences and distribute upon request to prospective students. The magazine contained news and feature articles about faculty, staff and students of the college, messages from the dean and development director, and information about alumni, research and service. A searchable pdf version of the *Colleague* was posted on the college's Web site.

Take Note, an electronic newsletter, was distributed every other month with additional news and feature articles about the college and its people along with a calendar of events. The newsletter was e-mailed to 7,000 alums, college faculty and staff, and university personnel. Numerous news and feature articles were also written and posted to the Web site.

An internal electronic newsletter, *Compass Points*, was distributed regularly to faculty, staff and graduate assistants with information on media coverage and news from the campus.

A new informational publication highlighting the college's mission of teaching, research and service was designed and printed. Featuring the theme of the college, "Preparing professionals that touch the lives of people every day," it includes general, undated information so that it can be distributed for several years and an insert sleeve so that it can be used for conferences and meetings.

Dylan Hurd serves as administrator of web-based and instructional design services, and devotes his time to maintaining and updating the college web site and assisting college employees with Red

Dot training, under the supervision of the director of communications. The communications department programs digital signboards placed in the Graduate Education Building, Peabody Hall, and the Health, Physical Education and Recreation Building. Dylan Hurd, Dianne Stout, director of information services, and Matthew Ramsey, systems administrator for Intramural and Recreational Sports, complete the team maintaining the boards. Information for students, faculty and staff is displayed to help tie those buildings together and identify them as college facilities.

Thirty-five news releases during the year resulted in local media coverage of 22 topics, some with articles or radio and television reports, and some with photographs only. Several other story pitches to media organizations resulted in local coverage.

Development. Partly as the result of the extremely successful Campaign for the 21st Century, two assistant directors worked to expand the development activities of the college with emphasis on extending our outreach to and contributions from alumni and individual contributors. Although numerous gifts were received during the year from individuals, this is only a small portion of the potential from alumni and other individuals. Unfortunately, Jenelle Dean resigned as assistant director to accept a position in higher education in her home state of California. Erin Hogue continued to assist Jamie Banks, the director of development, to increase private giving and to maintain the stewardship that is so important to donor relations.

The college has enjoyed the support from volunteers in a variety of capacities and most importantly in development. This year saw the formation of a new Dean's Advisory Council to assist the college with increasing private gift support. The council is composed of alumni, friends and benefactors including the co-chairs - Brenda Gullett, Fayetteville, and David Parks, Prairie Grove; honorary members - Sylvia Boyer, Fayetteville/Amarillo, Virginia Gardner, Hope, and Peggy Parks, Prairie Grove; and members - Anne Allen, Little Rock, Sissi Brandon, Little Rock, Gen Broyles, Fayetteville, Durenda Nelson Brunner, Fayetteville, Les Carnine, Rogers, Sybil Hampton, Little Rock, Susan Hui, Fayetteville, Nikki Lawson, Little Rock, Kathy Lease, Texarkana, Margaret McEntire, Little Rock, Charlotte Meredith, San Antonio, Texas, Anna Reed, Little Rock, and Gary Stark, Springdale.

Grants Management. Shannon Davis, director of research for the college, resigned to take a position in the College of Engineering, and the position was vacant for most of the year. Davis worked with new faculty in developing proposals for new grants and grants management of current grants and contracts. She played an important role in facilitating the grants submission and grants management process and the plans are to replace her once funding is available.

Academic Affairs

College Structure and Governance. Effective July 2007, the college was reorganized, moving from six academic departments to five in order to facilitate the formation of strategic alliances among programs and allow the college to operate under a more effective and efficient structure. As a result of restructuring, the Department of Educational Leadership, Counseling, and Foundations (ELCF) was eliminated. ELCF programs and faculty were moved into two existing departments, resulting in most of the teacher licensure programs in the college being relocated into the Department of Curriculum and

Instruction. In addition, Counseling and Higher Education were moved to the Department of Rehabilitation, Human Resources and Communication Disorders.

The department of Curriculum and Instruction now includes 26 degree programs across nine program areas. As a result of the reorganization, most programs accredited by the National Council on Accreditation of Teacher Education (NCATE) on the campus now reside in the department. Although a major task, the reorganization resulted in a more coherent professional education unit and should result in a stronger teacher education program. Rehabilitation, Human Resources and Communication Disorders now offers 11 different degree programs in five different disciplines and enrolls nearly 1,000 students.

In addition, the revised college governance system was approved by the faculty in fall 2007. The College Council and the College Course and Programs Committee were established along with procedures for monthly scheduled meetings.

Honors Program. Under the direction of Nan Smith-Blair from the Mann School of Nursing, the college honors program has grown to record numbers with 102 students participating in the spring semester. Fifteen students graduated with recognition from the honors program this year. Assistant Dean Langsner provided support to the program from the Office of the Dean. Honors graduates are given special recognition at the college Honors Convocation and Commencement.

College Personnel Document. A task force consisting of administrators and faculty worked throughout the academic year to study and revise the current Personnel Document. After a year of work, the task force suspended activities since there was no clear consensus regarding proposed changes.

Academic and Strategic Planning. During a strategic planning retreat in spring 2008, Academic Affairs and Boyer Center for Student Services (BCSS) staff revised action plans for both offices. As a result of the retreat, plans are underway for improving communications between administration and faculty during the next academic year. There will be several open house events facilitated by Academic Affairs and BCSS, where information can be shared in an informal setting. An updated administrative contact list has been developed and will be posted on the college website.

Extensive strategic planning took place throughout the year. Initiatives focused on improving program quality and streamlining policies and procedures associated with the delivery of student services. Several program areas eliminated or combined some concentrations, thus simplifying and streamlining the curriculum. Several courses were revised, deleted or added. A proposal for a new Ph.D. in Education Policy received campus approval and Arkansas Department of Higher Education approval was received in July 2008. The Ed.D. in Workforce Development Education, the M.Ed. in Special Education, and the M.Ed. in Educational Technology were approved for distance delivery. Graduate programs in Educational Administration were renamed Educational Leadership; graduate programs in Educational Foundations were renamed Educational Statistics and Research Methods.

Department heads updated their two-year rotations of course offerings. Information included course rotations by program, semester, instructor, number of sections, day/time and method of delivery, classroom needs, and enrollment limitations. This information assisted department heads in scheduling courses and assigning faculty workload as well as supporting program faculty in providing a predictable course rotation for students.

To further support academic program quality, the Office of Academic Affairs staff assisted departments in establishing and clarifying academic policies for undergraduate programs and coordinating with the Boyer Center for Student Services (BCSS) to improve program quality by streamlining course substitutions, change of grade petitions, administrative and add/drop procedures. By standardizing academic procedures, consistent and equitable policies are being established for all academic programs. Much time was spent during the past academic year meeting with nursing students and/or parents to help resolve issues regarding student grievances or concerns. Assistance was provided to the nursing faculty regarding revision of departmental policies.

New Faculty Orientation. This program continued during the academic year with new faculty attending six sessions where guest speakers provided insights and information regarding issues of importance to new faculty. An evaluation of the sessions was conducted to assist in guiding programming for the upcoming year.

Diversity. A College Diversity Plan was refined, and the plan, developed in collaboration with a task force of representatives from other university offices and colleges, follows an established format, focuses on the four goals from the University Diversity Plan and includes strategies for recruiting and retaining underrepresented faculty, staff, and students as outlined in the University Minority Recruitment and Retention Plan. It also outlines action steps necessary to support underrepresented faculty, students and staff. The plan reflects the values, culture and curriculum of the college, which are necessary to support a diverse faculty, staff and student body while providing an inclusive, affirming environment where all can feel welcomed and become involved in campus activities. Plans are underway for implementation of the plan during the upcoming year.

Academic Quality and Accreditations. The professional education unit in the college received full continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE). The next review will be in 2011. The college, which is the professional education unit at the university, received full and continuing accreditation. Three programs not subject to NCATE, Workforce Development, Nursing, and Kinesiology, made plans to conduct external program reviews in fall 2008, prior to university program reviews the following year. The athletic training education program is in the process of resolving an issue of clinical instructor qualifications in order to be in full compliance with the Commission of Accreditation of Athletic Training Education standards.

Professional Development Academy. The mission of the academy is to engage university resources and outside partners to provide needs-based, learner-centered professional development to educators, healthcare professionals and workforce trainers throughout Arkansas. The Academy established collaborations with education, health and workforce development entities. Several workshops and activities were facilitated through the Academy by the Director, Judith Tavano. The academy established working relationships with the Fayetteville Public Schools, Arkansas Migrant Education, University of Arkansas for Medical Sciences, Arkansas Minority Health Commission, Synergy Tech, Botanical Garden of the Ozarks, 21st Century Workforce Consortium, Latino Teacher Initiative, and Osher Life Long Learning Center.

Academic Program Changes. There were many program changes during the past academic year. These changes received final approval prior to the end of June 2008. Some of the changes included offering existing programs by distance delivery, simplifying concentrations within programs, and reconfiguring existing programs to better meet the needs of students.

- The Ph.D. in Education Policy received campus approval with final approval by the Arkansas Department of Higher Education received in July 2008. Implementation is scheduled for fall 2009.
- A proposal for the Ed.D. in Workforce Development Education to be offered through blended web-based and on-campus delivery was approved effective fall 2007.
- The Master of Education in Educational Technology was approved for web-based delivery effective fall 2007.
- The Master of Arts in Teaching - Kinesiology was reconfigured to create a Bachelor of Science in Education in Kinesiology, P-12 Physical Education Concentration effective fall 2007. Students will not be accepted into the K-12 Concentration after summer 2008.
- The Bachelor of Science in Career and Technical Education was reconfigured to create a Bachelor of Science in Human Resource Development which is located in the Department of Rehabilitation, Human Resources and Communications Disorders. The Bachelor of Science in Education in Career and Technical Education, which leads to teacher licensure in Business Education, Family and Consumer Science Education, or Technology Education, resides in the Department of Curriculum and Instruction.
- A proposal was approved to offer the Master of Education degree in Special Education as a web-based program effective fall 2008.
- The Arkansas Department of Education approved revisions in the Additional Licensure Plan for preparing candidates for Middle Level licensure, grades 4-8, and noted that the program revisions are in compliance with new requirements for content courses in mathematics/science and English/language arts/social studies for middle level teachers.
- Two concentrations, School Health and Community Health, under the Bachelor of Science in Education in Health Science were deleted effective fall 2008.
- The name of the Home Economics Education concentration in the Bachelor of Science in Education degree in the Career and Technical Education Program was changed to the Family and Consumer Science Education concentration effective fall 2008.
- The Technical Learning Specialist concentration in the Bachelor of Science in Education degree in the Career and Technical Education Program will be deleted effective fall 2008.
- The name of the Trade and Technical Field Based concentration in the Bachelor of Science in Education degree in the Career and Technical Education Program was changed to the Competency-Based Teacher Development concentration, effective fall 2008.
- The Master of Education degree in Elementary Education will be offered as a web-based program in addition to the on-campus program, effective fall 2008.
- A Career and Technical Education concentration will be added to the Master of Education in Secondary Education effective fall 2008.
- The Patient Education Concentration in the Master of Science in Health Science degree program will be deleted effective fall 2008.
- The Corporate Health Promotion Concentration in the Master of Science in Health Science degree program will be deleted effective fall 2008.
- The Community Health Concentration in the Master of Science in Health Science degree program will be deleted effective fall 2008.
- The Master of Arts in Teaching in Physical Education degree will be deleted effective fall 2009.

- The Vocational Education Concentration in the Master of Arts in Teaching degree will be deleted effective fall 2009.
- The Fitness Specialist Concentration and the Exercise Science Pre-Athletic Training Concentration in the Bachelor of Science in Education in Kinesiology degree will be consolidated into an Applied Exercise Science Concentration effective fall 2008.
- The name of the following degree programs will be changed effective summer 2008:
 - a. Master of Science degree in Educational Foundations to the Master of Science degree in Educational Statistics and Research Methods.
 - b. Ph.D. in Educational Foundations to the Ph.D. in Educational Statistics and Research Methods.
 - c. Master of Education degree in Educational Administration to Master of Education in Educational Leadership.
 - d. Doctor of Education degree in Educational Administration to Doctor of Education degree in Educational Leadership.
 - e. Education Specialist degree in Educational Administration to Education Specialist degree in Educational Leadership.

Internal and External Representation. Barbara Hinton represented the college at the American Educational Research Association OIA Policy Meeting in Washington, D.C., Arkansas Department of Education to review proposed program protocols, Arkansas Higher Education Coordinating Board meetings, and several Arkansas Council of Education Deans meetings. She served as an ex-officio member of the Graduate Council, University Diversity Task Force, and administrative liaison for the College Council. Steve Langsner served on the University Course and Programs Committee and the Student Learning Outcomes Task Force. He served as administrative liaison for the College Course and Program Committee and the Honors Council.

Boyer Center for Student Services (BCSS)

Orientation for Summer 2008. BCSS initiated the use of 13 student advising assistants who work under the supervision of the professional advisors. The college orientation now consists of a general college presentation by BCSS staff, departmental meetings hosted by each undergraduate major, and an advising preparation session conducted by professional advisors with the second day devoted to advising and registration.

New orientation videos were produced by Dianne Stout, director of information services, with the assistance of BCSS. With the theme "Mission Possible," the 2008 videos include the filming of faculty and students to introduce undergraduate majors, along with a PowerPoint presentation that includes other general college and university information.

BCSS developed an on-line survey instrument for students to complete after advising and registration. Results indicate that students were very satisfied with services offered by BCSS during June orientation. A similar survey will be used throughout the year to assess the satisfaction of students with their experiences.

BCSS produced a student planner and new student advising folder. It is anticipated that students will use the folder throughout their time at the university to keep all advising related materials. BCSS

also produced a new prospective student folder to be used as a recruiting piece. The folder has separate inserts for each major so that as changes occur materials can be inserted or discarded.

The bulletin board outside BCSS was replaced with a digital sign board, featuring slides related to advising, pre-graduation checks, and other pertinent information. BCSS has set up a Facebook page to use as an additional method of communication with students.

Undergraduate Advising Council. A new College Undergraduate Advising Council met for the first time in February. The Council includes the BCSS director and one representative from each undergraduate program. The goals of the Council are to facilitate communication and sharing of information between BCSS and the programs relating to undergraduate academic advising, to communicate faculty ideas and suggestions related to advising to BCSS, to assist in the college's role in the Academic Advising Council university-wide assessment of advising, and to explore the needs and develop initiatives for advisor training and professional development for all undergraduate faculty and professional advisors.

Internal and External Representation. Barbara Goodman served on the following university committees: Orientation Steering Committee, Orientation Advisory Board, Off Campus Connection Advisory Board, Academic Advising Council, Undergraduate Academic Advising Council, and RACSSCCLs. In addition, she is the treasurer for the Arkansas Academic Advising Network and a member of the National Academic Advising Association. Amy Koster, Alexis Hurdle and Dianna McGruder, Academic Advisors, are also members of these professional associations.

Personnel. Michael Sturtevant resigned and Amy Koster, formerly an advisor at Florida Atlantic University, replaced him.

Administration

Facilities. As a key part of the strategic plan for the college an effort has been made to upgrade existing facilities and to plan for future needs. More detailed information on facilities is provided under the section on goal 4.

Personnel Management. The personnel management area includes oversight for the employment and ongoing personnel management tasks of the college. With a faculty and staff of over 200 and numerous other employees such as part-time students, this is both an important and time consuming operation. Personnel files for all faculty and staff are centralized and college and department materials are merged into one file for each employee. The coordinator of personnel assists the associate dean with all personnel-related activities within the college. The office provides the oversight on all faculty searches.

Technology. In order for the college to move forward and support instruction through smart classrooms, provide the best technology for faculty and staff use, and embrace technologies for operations such as Web communications and distance learning, technology has become an integral part of the college. As the result of the strategic planning conducted in the college, a major commitment has been made to the installation and maintenance of these technologies. All of the college's classrooms and most of the conference/seminar rooms now have smart classroom technologies.

Computer laboratories and faculty/staff have received updated computers. Laboratory equipment in counseling, human performance, and speech and hearing clinic has been upgraded. The associate dean and his staff developed a replacement and maintenance plan for these technologies.

Financial Management. The college has secured extensive private support resulting in new endowed chairs, scholarships and program support resulting in the need for increased financial management activities. In addition the college secured a number of grants from multiple sources that added to the need for increased financial management services. Due to the complexities of the financial management system and the need to provide for additional internal controls, additional accountants were employed to work under the supervision of the director of financial management.

Goal 1: Strengthen the academic quality and reputation of the college by developing and enhancing programs of excellence in teaching, research and service

Department of Curriculum and Instruction (CIED)

One of the most important achievements was the successful NCATE accreditation visit in March 2007 that resulted in the NCATE Board of Examiners team removing all previous areas for improvement and adding a single new area related to assessment of advanced programs. In the fall 2007, NCATE recommended full accreditation for the unit. This successful visit was directly related to the development and implementation of an assessment program that provides academic programs with data analysis that can be used for program improvement.

Faculty increased scholarly productivity and this increase can be measured in the production of books, book chapters, journal articles, and professional presentations. During the year, faculty published six books, seven book chapters, 33 articles in refereed journals, and made 63 presentations at state, regional, and national/international meetings.

Faculty served on 16 editorial boards and as elected officers in 14 professional associations. Faculty provided extensive service to the Fayetteville, Springdale, Rogers, and Bentonville school districts, and the Arkansas Department of Education and Arkansas Department of Higher Education. Faculty contributed to state, regional and national organizations including the Board of Directors of the Ozark Natural Science Center, Division on Developmental Disabilities of the Council for Exceptional Children, Arkansas Foundation Board of Directors, Delta Kappa Gamma, Arkansas Department of Education, National Science Foundation, U.S. Department of Education, and numerous other regional, state, and national agencies.

Department of Education Reform (EDRE)

Several articles in refereed journals were accepted and published, media appearances were made, and presentations on education policy made before state and national audiences. The last endowed chair was filled and several former and current PhD fellows accepted new academic and research positions around the country. In addition, EDRE developed an academic program leading to a PhD in education policy studies. The proposal was approved in July 2008 and will be available for students beginning in fall 2009.

In keeping with the college's goal to develop and enhance programs of excellence in research, EDRE published numerous qualitative and quantitative studies, including "School Voucher Programs: What the Research Says About Parental School Choice," by Patrick Wolf, published in the *Brigham Young University Law Review*; "The Fiscal Impact of the MPCP in Milwaukee and Wisconsin, 1993-2008," by Robert Costrell; "The Massachusetts Math Wars," by Sandra Stotsky, published in *Prospects*; and "You Can't Choose if You Don't Know: The Failure to Properly Inform Parents About NCLB School Choice," by Jay Greene, Jonathan Butcher, Laura Jensen and Catherine Shock, published in the *Georgetown Journal of Law and Public Policy*.

Media outlets reported on these and other research from the department over 246 times between July 2007 and July 2008 with Jay Greene cited 137 times, Patrick Wolf 29, Gary Ritter 19, Robert Costrell 19, and Sandra Stotsky 9, and PhD Fellow Marc Holley 13, with general references to EDRE being made 30 times. These outlets included *Education Week*, *Milwaukee Journal-Sentinel*, *Arkansas Democrat-Gazette*, *Barron's*, *The Washington Times*, and *The Washington Post*.

Since July 2007, members of the department have been featured on FoxNews and C-SPAN and have presented before the Oklahoma State Legislature, American Education Finance Association, South Carolina Superintendent of Education and staff, Texas Commissioner of Education, governor of New Hampshire, and U.S. Department of Education's Institute for Education Sciences.

The department continued publishing papers through its *Education Working Paper Archive (EWPA)*, supported by gifts from the Searle and Hirsh Foundations. The EWPA is an online, refereed working paper archive now featuring 32 papers and the online site was accessed 23,147 times since its launch in April 2006. The site is maintained by the department and offers a search engine, abstracts, and pdf versions of each paper.

Department faculty produced eight peer-reviewed articles, 31 non-peer-reviewed articles, gave numerous presentations, and published 15 op-eds. To measure the influence of the faculty's research in the scholarly community, the Social Science Citation Index counts the number of times that their research has been cited by articles published during 2007-08. Jay Greene was cited 59 times; Patrick Wolf 26 times; Robert Costrell 13 times; Sandra Stotsky 5 times; and Gary Ritter 2 times. The total number of citations for EDRE faculty was 105.

In September 2007 the department held its second conference. Members of the Department's Technical Advisory Board and Community Education Leadership Council attended, along with state legislators and local leaders, including Karen Ghidotti of the Arkansas Virtual Academy, Sen. Gilbert Baker, Sen. Jimmy Jeffress, Sen. Kim Hendren, and Sen. Steve Bryles. The topic was "Can Distance Education Save Rural Schools?" and over 100 guests attended the one-day event.

In October 2006 EDRE launched a lecture series hosted at the university and funded through a gift by the Stephens Foundation. Between September 2007 and May 2008 the department hosted 10 speakers, including Paul Peterson, Henry Lee Shattuck Professor of Government at Harvard University; Caroline Hoxby, Scott and Donya Bommer Professor of Economics at Stanford University; and Rajashri Chakrabarti, an economist at the Federal Reserve Bank of New York. Since the beginning of the lecture series in 2006, EDRE has hosted 20 speakers.

The Office for Education Policy (OEP) continued to publish research and policy briefs, collaborated with school leaders throughout Arkansas, and gave presentations around the state and

nation on key issues in K-12 education. OEP published a comprehensive analysis of school spending in Arkansas along with several policy briefs, working papers, and op-ed contributions in Arkansas newspapers. OEP also worked with school leaders in Little Rock to conduct a two year evaluation on a teacher merit pay program in the district and with school leaders and teachers in Rogers to develop a teacher merit pay plan and submit a multimillion-dollar Teacher Incentive Fund grant proposal to the U.S. Department of Education. OEP has partnered with school leaders from the e-Stem Charter Schools and the Siloam Springs School District to devise teacher merit pay plans that will be implemented over the next two years. Additionally, OEP worked with leaders in the Bentonville School District in devising and conducting a random assignment evaluation of the effectiveness of the 21st Century Classroom Computer Software implemented throughout the school district.

Eleanor Mann School of Nursing (NURS)

The school was granted approval for the Master of Science in Nursing (MSN) program to be delivered online. Faculty developed the web-based courses with the assistance of the School of Continuing Education and Academic Outreach (SCEAO). The school worked with SCEAO to develop the web page to communicate with candidates, applicants, and students; postcards announcing the MSN online program were mailed to registered nurses in northwest Arkansas; and faculty were assigned to the five courses for a fall semester delivery. Twenty students were admitted to the program with 18 starting coursework.

The school and Pi Theta Chapter of Sigma Theta Tau International Honor Society sponsored the 17th Annual Nursing Research Conference in Northwest Arkansas held on April 7, 2008. Alyce A. Schultz, Center for the Advancement of Evidence-Based Practice, and Professor of Clinical Nursing, Arizona State University, presented the keynote speech. A faculty member and one of the nursing students presented papers and students presented posters on data-based research findings. Additionally there were round table discussions to network with colleagues on a variety of topics and issues pertinent to nursing practice.

The Summer School Nurse Institute, organized and conducted by Kathleen Barta and Marianne Neighbors, provided an opportunity for school nurses to acquire new skills, share clinical updates on health issues relevant to school nurses, and network with their colleagues.

Department of Rehabilitation, Human Resources and Communication Disorders (RHRC)

Workforce Development (WDED) faculty devoted a considerable amount of time and energy toward their curriculum renovation project, including multiple retreats to define and refine their master's and doctoral level curricula. Redundancies in course content were eliminated and a protocol for enrollment management was established and compressed video classes were converted to an online format. Additionally, WDED collaborated with the Department of Curriculum and Instruction to separate the teacher preparation components to help focus efforts on professional education and non-teaching licensure programs.

Counselor Education (CNED) faculty began planning on two major curricular innovations in their programs in school counseling and college counseling. Personnel assignments were made to provide leadership to help the program reach potential constituents in a more effective manner, and the

faculty began outlining major changes to the technology used in assessing student counseling demonstrations, the first stage in a three- to five-year transition.

Higher Education (HIED) faculty launched their fourth executive style doctoral cohort program, sequencing courses for part-time students from Missouri, Kansas, Oklahoma, and Arkansas. The cohort was competitively selected, and students will spend four years completing their coursework and dissertations.

The programs in Counseling, Communication Disorders, and Rehabilitation Education all maintained continued accreditation with their respective accrediting bodies. All submitted reports throughout the year, and faculty attended a variety of meetings to discuss changes and updates to each accrediting agency's policies and regulations.

Dan Kissinger (CNED) hosted and collaborated with a visiting scholar from the University of Tanta (Egypt) and engaged in a multi-national study of college student counseling issues for international students. Kissinger worked with Jenny Miles (HIED) to host a research roundtable on college student athletes, a planning activity to develop a proposal for a center to study college student athletes.

The rehabilitation continuing education program in Hot Springs and rehabilitation research and training program in Little Rock continued to conduct research and provide a variety of services. The continuing education program coordinated rehabilitation in-service training for rehabilitation professionals in Arkansas, Louisiana, Oklahoma, New Mexico and Texas, while the research and training center on deafness and hearing impairment provided research and consultative services to five different states creating state-wide plans for deaf education.

Department of Health Science, Kinesiology, Recreation and Dance (HKRD)

Forty-seven curriculum changes were made in the undergraduate and graduate programs during the year. The undergraduate PK-12 licensure degree program in Physical Education, Wellness and Leisure was approved and implemented in the fall with nine student interns in the program in the spring semester. This licensure program will operate simultaneously with the Master of Arts in Teaching (MAT) in Physical Education for two years until the MAT is phased out in May 2009. The faculty delayed the start of the online M.Ed. in Physical Education program until fall 2008 while they continued to develop the courses. The department, college, and the School of Continuing Education and Academic Outreach conducted an extensive advertising campaign to recruit potential students.

Exercise Science faculty collapsed four concentrations into two, streamlining the curriculum and allowing for the selection of electives based on the students' career goals. This change will be effective in fall 2008. The exercise science faculty prepared for an external review of their academic programs in fall 2008.

Six of the fifteen sections of freshman seminar classes offered by the college were taught by faculty in the department in the fall semester, providing new students the opportunity to be mentored by faculty within the department during their freshman year. The General Education Core Curriculum Committee approved Leisure and Society, a recreation course, as a core course and forwarded their approval to the Faculty Senate.

The faculty voted to eliminate four of the five concentrations within the M.S. in Health Science with the community health concentration as the required curriculum for the degree. Degree program descriptions, career opportunities for program graduates, and primary areas of faculty research were added to the graduate catalog for all graduate degree programs.

The department provided an in-depth three day orientation workshop for all departmental graduate assistants prior to the beginning of the fall semester. Over \$16,000 in TELE funds were allocated for the enhancement of teaching and the purchase of equipment for the Human Performance Laboratory.

KINS PK-12 students had a 96% pass rate on the Praxis II exams which is higher than both the state and national rates. All faculty teaching in PK-12 programs of study are trained in *Pathwise*, an assessment system used by the state of Arkansas for assessing teaching performance. Paul Calleja and Jack Kern are Praxis III assessors. They travel the state and assess beginning teachers who are moving from initial licensure to the standard license, and they are able to share this valuable information with students enrolled in teacher education programs. Ten of the 13 (77%) students graduating from the graduate Athletic Training Education Program in May 2008 passed the Board of Certification Examination for Athletic Training on their first attempt. The national first-time pass rate is 44%. Two undergraduate Health Science graduates passed the Certified Health Education Specialist credentialing exam.

In order to continue to build the base for increased faculty research, new tenure-track assistant professors will be scheduled to teach six semester credit hours per semester in the upcoming academic year. Inza Fort specified a portion of her salary savings supported through her work as Chair of the Faculty Senate to support the personnel and equipment needs of the Human Performance Lab (HPL), and the department, college and graduate school contributed to the research start-up package for Heidi Kluess to establish a vascular research laboratory. The HPL provided outreach services such as Fitness For Fun, RazorFit Wellness, and RazorSharp Nutritional Counseling to the academic community creating additional graduate assistantships, research opportunities, and operational funds for the lab.

Departmental faculty continue to play a major role in campus leadership serving as chair of Campus Faculty, members of the Faculty Senate, and president of the Teaching Academy. A workshop to promote outdoor adventure education was sponsored by Jack Kern and Paul Calleja and attended by 45 public school teachers in August 2007. As a continuing education opportunity for health care professionals in sports medicine, Gretchen Oliver implemented the second annual "RAZORFIT Fitness Sports Medicine Symposium" attended by 90 professionals in February 2008.

Intramural and Recreational Sports (IMRS)

The Intramural and Recreational Sports (IMRS) Program provides facilities, equipment and programming that contributes to the quality of campus life for students, faculty, staff, and alumni. Through its extensive programming available to students, IMRS plays a major role in helping the university reach its recruitment and retention goals. IMRS employed more than 330 students with approximately \$560,000 paid in student wages in the year.

Individual memberships for IMRS facilities increased over 100% from FY07; the Fitness/Wellness Program offered 20% more classes; participation in the Intramural Sports Program increased 14.8%; and eleven new sports clubs were added, increasing the number to 26 clubs. The 11 new clubs added were Cycling, Disc Golf, Fencing, Kung Fu, Men's Ice Hockey, Men's Rugby, Running, Skeet Shooting, Tae Kwon Do, Triathlon, and Wakeboard. Eighty four percent of the 229,035 Donna Axum Fitness Center visits in FY08 were university students. The Fitness/Wellness program held a total of 1,941 group exercise, mind/body, and aqua aerobics classes, representing a 20% increase over FY07. Participation in the Intramural Sports Program increased 14.8% from FY07 to 5,202, with participation of males up 14.3% and participation of females up 15.7%. The Special Events Programs conducted events such as Women's Health and Fitness Day, Freezing 5k, Biggest Loser competition, and a number of late night events such as HYPE Night, So You Think You Can Dance, Moviemaker, Casino Night, and Hypnotist.

The Outdoor Connection Center worked with the following organizations to sponsor events: Cliff, Fleet Feet, Mod Rock, Fusion, Pack Rat Outdoor Center, Pat Walker Health Center, Pre-College Programs, Tim's Pizza, Uncle Sam's Outfitters, Audubon Society, Center for Education Access, Wilderness Medicine Institute of the National Outdoor Leadership School, Leave No Trace, Fayetteville Bicycle Shop, Arkansas State Parks, Arkansas Canoe Club, Lewis and Clark Outfitters, and Ozark Natural Foods. The outdoor rental center rented 4,012 items, a 5.9% increase over FY07 rentals.

IMRS staff conducted eight benchmarking studies to obtain data on specific program area issues, with the primary benchmarking institutions being in the Southwest Conference, Southeast Conference and Big 12 schools.

Goal 2: Improve the quality and diversity of our students, faculty and staff and increase the size of our student population

Department of Curriculum and Instruction (CIED)

CIED recruited four new faculty members during the year, including Catherine Wissehr, elementary science education, who will complete her Ph.D. at the University of Missouri in December 2008 and begin her tenure in CIED during the spring 2009; Karee Cox Dunn, educational psychology, completed her degree at the University of Memphis and will join the department in the fall 2008; Wen-Juo Lo, educational statistics and research methods, completed his degree at Arizona State University and will join our faculty in the fall 2008 and Sung Choon Park, secondary social studies, joined the faculty and is teaching his first course during the summer 2008. Dr. Park comes from The Ohio State University.

Beverly Elliott (EDAD) retired in June 2008 as director of the Arkansas Leadership Academy. She served as its director since its inception in 1991. Debbie Davis, director of the academy's Master Principal Institute, is serving as interim director.

Janet Penner-Williams initiated *Project Teach Them All* in 2007. Through this project, Williams and Diana Gonzales-Worthen worked with two middle schools, three junior highs and two high schools in Arkansas to develop graduate courses for ESL teachers. Thirty two teachers are

enrolled in the program with another 18 joining in the fall 2008. Additionally, Worthen and Mike Daugherty addressed numerous Latino groups in an effort to attract additional participation.

Another significant achievement of the department was the continuing enrollment growth in several program areas. For example, the secondary education Master of Arts in Teaching program continues to expand its enrollment. And, English education was fully subscribed and admissions were suspended after 20 students entered the program during the spring semester. Similarly, the number of students entering the program for science education has increased by 10 percent over the previous year; this increase is likely the result of the recruiting efforts included in the National Science Foundation Noyce grant that Mike Wavering secured with colleagues in the Fulbright College.

The department's BSE degree completion program in cooperation with NorthWest Arkansas Community College completed its third year with 32 students graduating. The third cohort of 32 students will begin their internship year in fall 2008. Over 70 additional students are in the pipeline to enter the program in 2009. Similarly, the department's career and technical education (CATE) BSE licensure program expanded to 45 students. With the implementation of the online MEd in secondary education with a concentration in CATE, the master's degree is expected to expand similarly. The online MEd in special education has expanded to 62 students and enrollment growth is expected with the launch of the new autism spectrum disorder certification in the fall. In total, the department had 358 graduate students and 596 undergraduates for a total of 954 students in the spring 2008.

Department of Education Reform (EDRE)

EDRE's fellowships supported six PhD candidates in public policy and economics, and the faculty developed a PhD program proposal in education policy studies. The proposal will be available for students beginning in the fall 2009.

In keeping with the college's goal, EDRE filled its endowed chair in leadership with an outstanding professor and scholar, Robert Maranto, former Associate Professor in Political Science at Villanova University, where he served for eight years. Prior to that, he held positions at the University of Virginia, Federal Executive Institute, Lafayette College and the Brookings Institution. He has been published widely, including such books as *The Second Term of George W. Bush: Prospects and Perils* and *A Guide to Charter Schools: Research and Practical Advice for Educators*, as well as journals such as the *International Journal of Public Administration*, *American Journal of Education*, and *Teachers College Record*.

Eleanor Mann School of Nursing (NURS)

Tom Kippenbrock, director of the school since 2003, returned to the faculty as of July 21, 2008, and Nan Smith-Blair, associate professor of nursing, is serving as interim director.

The school recruited two new tenure track faculty: Ellen Odell completed her Doctorate of Nursing Practice at Case Western Reserve University and Bill Buron completed his PhD course work at UAMS and defended his dissertation proposal. Both have served as instructors in the Mann School prior to their appointments to these positions. The Mann School is currently staffed with three tenured professors, one clinical associate professor, seven full-time instructors, and the director, along with 17 clinical instructors providing clinical supervision of student clinical placements.

At the start of the academic year, there were 553 NURS majors; 196 are full-time juniors and seniors enrolled in the BSN program. Ninety four students graduated with BSNs during the year -- 50 students in December and 45 students in May --compared to 74 the previous year.

Department of Rehabilitation, Human Resources and Communication Disorders (RHRC)

The following faculty were employed to begin service in fall 2008: two clinical faculty (Carsten Schmidtke, EdD, Oklahoma State and David Deggs, PhD, LSU) in Workforce Development (WDED); one tenure-track faculty (Kate Mamishivelli, PhD, Missouri) in the Higher Education (HIED) program; and one tenure-track faculty (Kristin Higgins, PhD, Arkansas) in the Counselor Education (CNED) program. One tenure-track position was re-classified as clinical to provide additional instructional capacity.

Communication Disorders (CDIS) began the year with the appointment of Kim Baker as assistant professor. CDIS saw longtime program coordinator Barbara Shadden return full-time to the faculty, while Fran Hagstrom, newly promoted Associate Professor, replaced Shadden.

In the summers of 2007 and 2008, HIED faculty hosted George Washington Carver summer research interns, working in the programmatic area of student self-governance. The program actively recruited master's students from Langston University in Oklahoma and the University of Arkansas, Pine Bluff. During the HIED faculty search, all candidates who interviewed for the position were from historically underrepresented groups, and the new faculty member, Kate Mamishivelli, is a national of the Ukraine.

WDED continues to enroll one of the largest minority populations of any graduate program on campus, with over one-third of the students representing minority populations. WDED's decision to move coursework to an online format has opened the possibility for greater diversity of enrollment. The search for clinical faculty in WDED resulted in the hiring of Carsten Schmidtke, a German national, who brings a wealth of international experience to his teaching.

Rehabilitation Education continued to engage in supporting and advocating for minority populations. Their community service work in disability training, nonprofit board service, and vocational rehabilitation all have had a significant impact on the northwest Arkansas region's service to people with disabilities.

In CNED Dan Kissinger's collaboration with faculty members at the University of Tanta not only resulted in a collaborative research project on international student counseling issues, it led to the recruitment of an Egyptian doctoral student in counseling. His collaboration on an Egyptian student's dissertation committee resulted in his being invited to deliver a keynote address at a research symposium at the University of Tanta in December 2008.

HIED continued its work with the Division of Student Affairs in recruiting and placing graduate students in assistantships that provide direct, practical work experience for those pursuing careers in student services, hosting over 40 prospective students during the spring semester. Also, HIED launched its fourth cohort program, providing doctoral study in an executive, weekend format.

Rehabilitation Education continued its tradition of competing for and winning training grants to fund graduate student assistantships. Much of this can be credited to the work of Brent Williams, who resumed his service as program coordinator following his promotion to associate professor this year.

Department of Health Science, Kinesiology, Recreation and Dance (HKRD)

Three tenure-track assistant professors were recruited. Jean Henry and Bart Hammig will join the Health Science Program, and Steve Dittmore will join the Recreation Program. In addition, Tim Baghurst was selected as a Visiting Assistant Professor in the Kinesiology Program. Gretchen Oliver, a Clinical Assistant Professor in Kinesiology and Athletic Training Clinical Coordinator, was appointed Assistant Professor in Kinesiology. In addition, Ed Mink, Mary Wyandt-Hiebert, and Susan Rausch taught undergraduate and graduate Health Science courses during the year.

There were a number of personnel changes in the Intramural/Recreational Sports Program during the year. Marcus Jackson replaced Kelly Roach as the Facility Coordinator, but had to leave the position for personal reasons; Griffen McKnight was employed as an accountant; and Kerrie Tankersley replaced Patsy Cox as Membership Coordinator.

Fourteen international students from ten countries -- China, Cyprus, England, India, Indonesia, Japan, Jordan, Russian, Saudi Arabia, and South Korea -- were enrolled in HKRD graduate programs.

HKRD had 118 minority students in the fall semester representing an 18% minority population in the department. As part of the campuswide initiative to improve diversity on the university campus, the Intramural/Recreational Sports Program implemented a domestic partner membership in January 2008.

HKRD experienced growth in undergraduate enrollments with 699 majors in the fall semester, an increase of 141 students from fall 2007. This enrollment growth occurred at a time when Recreation and Health Science were understaffed due to faculty resignations. With the help of part-time instructors, faculty overloads, and graduate assistants, the department continued to offer all courses for degree completion at all levels. Kinesiology with 546 undergraduate students is beyond capacity, and there is concern that continued growth without additional faculty resources will come at the expense of quality. Faculty in Kinesiology will consider capping enrollments for the first time in 2008-09.

Funding for Ph.D. graduate assistants increased to \$11,000. Twenty-one graduate assistantships were funded by college resources. External funding for eight additional assistantships (three Fayetteville Public School Wellness, one City of Fayetteville, one Rogers Adult Wellness Center, one Jones Center for Families, one Washington Regional Medical Center, and one RazorFit) was procured by the faculty. Of the more than \$304,000 awarded to graduate assistants during the year, almost \$100,000 was generated from external sources. In addition, a number of new minority graduate students enrolled in HKRD programs received Benjamin Lever Tuition Fellowships during the 2007-2008 FY. Three international graduate students were either sponsored by their governments or received Fulbright Scholarships.

HKRD continued its long-standing relationship with the Pat Walker Health Center resulting in graduate assistantships funded by the center, and it secured Walton Doctoral Fellowships with \$70,000 in funding awarded to five doctoral students; The Dean Weber Endowed Scholarship and the Bill Ferrell Endowed Scholarship generated funding to be awarded for the first time to five students completing their first year in the athletic training program. Athletics continued to provide stipends for graduate students enrolled in the two cohorts of athletic training, and men's athletics provided funds for books and travel expenses to the state athletic trainer's conference.

Recruitment of quality graduate students continued to be a major emphasis. The display booth was set up at the National AHPERD Conference in Fort Worth, Texas, and the Arkansas AHPERD Conference in Eureka Springs. Advertisements for graduate programs and assistantships/fellowships were placed in journals/directories/websites that included the SPREENET internet site for Recreation, the National Athletic Training Association website@nata.org, Street and Smith Sports Business Journal, the American College of Sports Medicine Directory, the AAHPERD Bulletin of Graduate Programs, and the American Academy of Health Behavior Convention Booklet.

Goal 3: Generate increased private and public support for the college's research, academic and service initiatives

The college continued to aggressively pursue external funding through grants and contracts from public sources as well as private gifts for current use projects and endowments. During the year over \$12.27 million was secured from grants and private gifts. Most of the research and outreach conducted by the array of research and service centers and offices is funded by external public and private funding.

Public Grants

Fifty grants were provided by different organizations and awarded to faculty in the five departments. The grant total for the year was \$7.27 million, representing an increase of over 14% from the prior year. The grants were received from the: Arkansas Department of Education, Northwest Arkansas Education Service Cooperative, U. S. Department of Education, National Writing Project, Bentonville School District, Westat, Calhoun School District, Mathematica Policy Research, Arkansas State Police, City of Fayetteville, Fayetteville Public Schools, Jones Center for Families, City of Heber Springs, Washington Regional Medical Center, Rogers Adult Wellness Center, PE4 Life, Rogers Adult Wellness Center, United States Tennis Association, Arkansas Department of Higher Education, Arkansas Department of Human Services, Texas Rehabilitation Commission, Arkansas Governor's Developmental Disabilities Council, and National Multiple Sclerosis Society. Departmental totals were: CIED- \$3,465,625; EDRE- \$636,190; HKRD- \$175,771; IMRS- \$300; NURS- \$6,075; RHRC- \$2,988,070.

Major grants received by the college included the Arkansas Leadership Academy base grant, master principal and school support programs; Educational Renewal Zone projects; data models and systems to the National Office for Research, Measurement and Evaluation Systems; Project Teach Them All for ESL; What Works Clearinghouse; Evaluation of the District of Columbia School Choice Program; Regional Continuing Education in Rehabilitation projects; Rehabilitation Traineeship Program for master's students in rehabilitation counseling; rehabilitation research in deafness and hearing impairment; and the Child Care and Early

Education projects.

Private Gifts

The college secured significant support from private sources, including individuals, corporations and foundations. These gifts supported professorships and chairs, scholarships and fellowships, and academic programs in the college. A total of over \$5 million was secured in receipts in support of the college's teaching, research and service mission. Major gifts included \$1.4 million from IBM for the Translate Now Program; \$1 million for an endowment for a Center for Children and Youth; \$220,000 for scholarships for the Bill Ferrell Scholarship in Athletic Training; a gift from Bob Carver for \$59,600 to purchase equipment for the Athletic Training Education Program and funding for the Milwaukee Parental Choice Program from the Robertson, Annie Casey, Joyce, Kern Family, Smith Richardson, Lynde and Harry Bradley, and Walton Family Foundations.

Goal 4: Provide effective leadership and state-of-the-art facilities across the college.

Leadership

A goal of the college has been to secure and develop the best leadership available through a planned and systematic leadership development program. The college has leaders throughout the teaching, research and service programs of the college including the dean, associate deans, assistant deans and directors for centers, offices, laboratories and academies. Faculty serve in a variety of governance positions in the college as head of the College Council and other governance committees. In addition, a number of directors work in areas such as the Boyer Center for Student Services, Professional Development Academy, Development, and Communications. There is a clear need for an organized program of leadership development across the college, this is an area of strategic planning that has not received the attention that it deserves.

A transition in leadership will take place when Dean Reed Greenwood completes his term in office in June 2009. Originally, there was to be a search committee beginning in the spring semester 2008. Following the work of Fifteen for the Future, a committee of 15 department heads and faculty, the search committee would be in a position to recommend visits to the campus of prospective candidates in the fall 2008. However, with the resignation of Chancellor John White and appointment of Chancellor David Gearhart, the search has been suspended. Also, Associate Dean Barbara Hinton has announced her plans to retire in June 2009, necessitating planning for her replacement.

Facilities and Technology

A major part of the life of any university is the facilities where teaching, research, service and other vital activities of the college take place. Many institutions are clearly known for their historic buildings where generations of students experience their education and participate in extracurricular events. Old Main is clearly the most significant landmark on this campus. The parallel facility for this college is Peabody Hall, an historic structure dating from the early days of the 20th century. In recent years, this college has worked to develop a master plan for facilities and the technologies that are important to every program we operate. Our commitment is to restore and maintain our existing facilities and to seek additional facilities to serve our growing population of students and our

expanding outreach and service programs. The college has operations located in the Graduate Education building, Peabody Hall, Ozark Hall, Health, Physical Education, and Recreation building, Outdoor Playing Fields, Speech and Hearing Clinic, West Avenue Annex, and leased operations in Little Rock and Hot Springs.

Graduate Education. This building was completed in the late 1960's and houses faculty offices, classrooms and some research and service units. The plan for this building has been to renovate it to full use and this has been done, including renovations of the landscape to bring it up to date. Major work has been done on the auditorium, and it functions as a large classroom for the nursing program as well as a meeting facility. The foyer to the auditorium has become a space for meetings and houses the college honor wall recognizing donors. A number of changes have been made to this structure since 2001: re-painting of the interior; re-carpeting of all of the space; installation of smart classroom technology in all classrooms and conference rooms; installation of new compressed video classrooms; addition of multiple faculty offices; installation of attractive prints depicting outdoor scenes in Arkansas; landscaping and outdoor seating removals and additions; additional parking spaces close to the building for people with disabilities; and an airlock on the north entrance.

Peabody Hall. The oldest of the facilities of the college, this building has been in continuous use since it was completed in 1913. Since 2001 we have moved the Learning Resources Center from this building to the Main University Library, and renovated components of the building as we had the resources to do so. The third floor housed the Center and this space has been converted to much needed classrooms and faculty offices. Peabody Perks was added to provide a gathering place for faculty and students and offers food service during the academic year and is operated in cooperation with Chartwells. It was among the first, if not the first, of this type of facility in an academic building. The college provided the renovation and Chartwell's staffs and operates the facility. This building has three floors with no elevator and no restrooms on the second or third floors. It needs extensive and major renovations, but is a very important historic structure for the college and the university. A capital campaign is anticipated to secure funding for a major renovation of this historic structure. If the Women's Gym could be included as a college facility, it would also be included in the campaign.

Speech and Hearing Clinic. This is an old residence that was used as a fraternity house during its past. It has served as the clinic for a number of years and we have worked to help make it as attractive and functional as possible. However, it is not slated to continue on the campus master plan and it definitely does not serve this important program well, e.g., there is no elevator accessibility between floors and the space is old and dilapidated. A number of the clients of the clinic are mobility impaired due to conditions such as cerebral palsy and strokes. There is a building on the old Washington Regional Campus (the former Center for Exercise) that would serve the clinic needs well and we have looked at this space. It would require renovations, but would offer substantial parking and space for the clinic needs and for the graduate program in CDIS.

Health, Physical Education and Recreation Building. This is the newest facility having been completed in the early 1980's and supported through bonds retired through a special fee. The academic programs in Health Science, Kinesiology, Recreation and Dance and the service activities of the Intramural and Recreational Sports program are housed in this facility. The latter serves students, faculty, staff and alumni through programs as varied as the Donna Axum Fitness Center and Outdoor Connection Center. The Health Science, Kinesiology, Recreation and Dance (HKRD) Department converted the former Health Education Projects Office as additional space for the Human Performance

Laboratory and purchased new classroom chairs for four classrooms and new carpeting in several rooms; provided 12 new study carrels for the graduate assistants' office with a new desktop computer for each; and replaced the ceiling tiles on selected parts of levels one and two in the HPER Building. Facilities Management repaired a major segment of the HPER roof to prevent further damage caused by several major leaks in the roof. A portion of the HPER fee is earmarked for HPER debt retirement and the remainder is utilized for programming and maintenance. Facility improvements this year included repainting the interior; installation of guards to protect the walls; refinishing floors; installation of new benches; repairs to the swimming pool; installation of a video surveillance system; replacement of carpets and ceilings tiles.

Outdoor Playing Fields. These fields have been used for a number of years for student outdoor recreation events such as soccer. This space has been completely renovated since 2001 with new lights, fence, snack-bar/restrooms, and sod.

Ozark Hall. This space is shared with the Fulbright College and houses the Eleanor Mann School of Nursing, one of two endowed departments in the college. The space is certainly inadequate for nursing, due to small classrooms and the need for laboratories for simulated learning experiences for the students. The admissions to the junior class for nursing were expanded from about 35 per year to 100 per year with admissions every semester to accommodate the demand. The auditorium and other spaces in Graduate Education are used for the large classes to accommodate this growth. This program is slated to move to the UAMS Satellite facility if everything moves forward. If this is accomplished, the college will continue to need the space in Ozark for a small presence of the Mann School and for other programs in the college that are out of classroom and office space. If the Mann School and the Speech and Hearing Clinic could be located at the UAMS Satellite campus, this would relieve the college of the need for a major new facility for sometime in the future assuming that we would be able to retain the space in Ozark Hall and possibly re-access the Women's Gym.

West Avenue Annex. This is an old garment factory that has been used by the university since the 1950's and more recently by this college, the Office of Affirmative Action, and the Center for Mathematics and Science Education. We have invested in renovating the space that we use for several of our research and service units although no classrooms are used by the college. With the transfer of the Center for Mathematics and Science Education to the college, we will occupy virtually all of the facility except for the space for Affirmative Action. We will include renovations to this space in our facility planning as resources permit.

Little Rock. We lease space from the Arkansas Rehabilitation Services for our program in deafness and hearing impairment that began in 1981. This space will be needed until September 2009 when this operation will be discontinued. The facility includes a compressed interactive video classroom linking the space to the campus and to other sites. A master's degree in rehabilitation counseling of deaf/hearing impaired persons was conducted here until two years ago when federal funding for traineeships for students was not renewed.

Hot Springs. The Regional Continuing Education Program in Rehabilitation has been housed at the Hot Springs Rehabilitation Center since its beginning in 1974 through a lease arrangement. The program is seeking space at the Arkansas Mathematics and Science School since their affiliation with the rehabilitation center is not as integral to their operations as it has been in the past. This program is funded on a five year cycle and is up for funding renewal this year.

Future Facilities. In August 2007 the design architectural firm of Cannon Design and Brailsford and Dunlavey were contracted to conduct a feasibility study to determine the need for a new campus recreation facility. After numerous meetings with student groups and campus administrators and an online survey, the consultants concluded that the students wanted a new campus recreation facility and would be willing to increase the HPER fee to fund the project. Additional site reviews and facility program changes will be completed in FY 2009. At this time, there are no plans as to how the facility could be financed, although one possibility would be to increase the HPER fee to cover debt payments.

Technology. The Director of Web and E-Learning Services assists with the expanded Web page for the college and all distance education services using computer-assisted instruction and Web programming.

Ten digital electronic message systems were installed in GRAD, PEAH, and HPER to instantly communicate with students, faculty and staff about developments in the college, upcoming events, and important dates for activities such as advising. These message systems are programmed in a central facility to provide both collegewide and departmental messages.

As of the end of the year, every classroom and conference room in the college's facilities has smart technology, and several of the original installations of this equipment were upgraded. This equipment includes a computer with access to the internet, projection equipment for presentations such as PowerPoint, and many other features that enhance instruction.

The college maintains a number of computer labs that are accessible for instruction and student use. Computers and printers for the labs and the 200 plus faculty and staff are replaced based on a systematic plan and upgrade such as dual monitors added when possible, and computers are made available to graduate assistants in their carrels.

Technology is particularly important to programs in Communications Disorders, Counseling, Human Performance Laboratory, Intramural/Recreational Sports, Science Education, Rehabilitation Education, Regional Continuing Education Program, and the Rehabilitation Center for Persons Who Are Deaf or Hearing Impaired. The addition of numerous online Web-based degree programs requires state-of-the-art equipment along with the technologies available through the SCEAO.

Office Furnishings. Classrooms and offices throughout the college are reviewed to make sure that our furnishings (chairs, tables, desks, etc.) provide the support and functionality that are in keeping with our growth in enrollment and our outreach and service centers and offices. We have replaced chairs and desks in our classrooms to increase the capacity of the space and make the rooms more comfortable and functional for the instructional activities of our programs.

III. ACHIEVEMENTS IN TEACHING, RESEARCH AND SERVICE

This section provides highlights that relate to significant achievements in teaching, research, and public service, especially those of national, regional or statewide significance. A number of our research and service units serve Arkansas and beyond and their activities are highlighted. In addition, we conducted a number of conferences and workshops for education and health professionals where the audience is drawn from regional to national groups. And, finally our faculty are recognized for awards and selected for offices in professional associations and other organizations.

National Office for Research, Measurement and Evaluation Systems. The NORMES project provides vital services and data gathering and analysis services to the state of Arkansas and other states and has expanded substantially during the year.

Arkansas Leadership Academy. Initiated in 1991, the Arkansas Leadership Academy designs creative and innovative approaches to establish learning communities in public schools. It develops learning programs for educational leaders, including superintendents, principals, teachers, school board members, and higher education administrators and faculty.

Master Principal Program. The Arkansas Leadership Academy provides specialized preparation to principals who are seeking opportunities to lead low performing schools.

Project Teach Them All. Funded in 2007, this project provides ESL instruction and certification courses for middle school, junior high and high school teachers in northwest Arkansas. Thirty two teachers are currently enrolled in the program with another 18 joining in the fall of 2008.

Northwest Arkansas Writing Project. The Northwest Arkansas Writing Project, funded in its 11th year, serves local schools in the area of writing and literacy.

Great Expectations of Arkansas and the A+ Arts Education Network. Two school improvement projects providing educational services to teachers and principals in participating schools across Arkansas.

Research Advocacy Network. A statewide project that links the college's educational leadership program with the leaders of the largest school districts in the state to pursue common interests and conduct research.

Office for Education Policy. Serving as a resource that aids state policymakers, educators, administrators, and other leaders, this office seeks to engage them in thoughtful decision-making concerning PK-12 education in the state.

Rehabilitation Counseling Program National Ranking. The program was ranked 15th in the nation by *U. S. News and World Report*.

Regional Continuing Education Center in Rehabilitation. Delivering programs designed to improve the performance of rehabilitation professionals through educational services, the center

conducts continuing education workshops, seminars, conferences, training sessions, and technical assistance and consultation, to Arkansas, New Mexico, Oklahoma, Louisiana, and Texas and select national audiences.

Rehabilitation Research and Training Center for Persons who are Deaf and Hard of Hearing. The center conducts research and training designed to enhance the rehabilitation outcomes of persons who are deaf or hard of hearing.

Education Renewal Zone Projects. The education renewal zones across the state promote collaboration among public schools, education service cooperatives, colleges and universities, parents and communities to improve student achievement.

Human Performance Laboratory. As a student-centered research facility, the laboratory engages faculty and students in research in exercise science.

Early Care and Childhood Projects. Professional development and education supported through the Arkansas Department of Human Services are delivered across the state, especially for child-care providers and preschool teachers.

Office for Studies on Aging. The office provides a multidisciplinary program in aging with emphasis on studying and improving the quality of life for seniors in Arkansas and beyond.

Speech and Hearing Clinic. The clinic offers evaluation and treatment of communication disorders for children and adults. Evaluation and treatment sessions are conducted by graduate students in Communication Disorders under the direct supervision of licensed/certified audiologists and speech-language pathologists on the faculty and staff.

Education Reform Annual Conference. “Can Distance Education Save Rural Schools?” was the topic that attracted 100 attendees in September 2007, including state legislators and local leaders.

Annual Literacy Symposium. In June 2008, more than 530 teachers and administrators from Arkansas, Oklahoma, Missouri, and Tennessee attended the third annual University of Arkansas Literacy Symposium in Fayetteville.

Autism Spectrum Disorders Symposium. The CIED department sponsored the 1st annual Autism Syndrome Disorder conference with presentations by a nationally known expert and a young adult with autism, and his father.

Career and Technical Education Technology Conference. A technology conference attended by 24 teachers from around the state.

Summer School Nurse Institute. Led by Kathleen Barta and Marianne Neighbors this conference for school nurses included participation by personnel from AHEC, Arkansas Advocates for Children, Arkansas Department of Nursing, UAMS, University Medical Services and the Fayetteville Police.

Kauffman Scholars Program. Delivered by faculty from the Mann School of Nursing, this program served inner-city eighth graders to interest them in careers in health care.

Office for Education Policy Statewide Conference. "Adequacy Achieved, Now What? The State of Education in Arkansas, 2008," was keynoted by Sen. Jim Argue and attended by 100 educators and legislators.

Arkansas Minority Health Conference. Conducted by the Professional Development Academy in collaboration with the Arkansas Migrant Education Program, this statewide meeting featured Georgia Dunston, Chair of Microbiology, Howard University with participation by Arkansas Department of Health, Mann School of Nursing, University of Central Arkansas, University of Arkansas at Pine Bluff, Butterfield Trail Village, Miss Black Arkansas, Fay Boozman School of Public Health, and AHEC.

Conference on Foreign Language Instruction. Led by Freddie Bowles (CIED) and conducted in cooperation with University of Arkansas at Fort Smith, University of Central Arkansas and local school districts, this session served 75 foreign language teachers.

United Arab Emirates. The exploration of partnerships between colleges in the UAE and the University was the purpose of this trip that included Sean Mulvenon and Mike Miller.

National Print and Broadcast Media. Education Reform faculty were featured in *The Washington Post*, *The Washington Times*, *Education Week*, *Milwaukee Journal-Sentinel*, *Boston Globe*, *Barron's*, *New York Sun* and Fox News and C-SPAN.

Education Reform Lecture Series. Sponsored by Education Reform, this series featured state and nationally known speakers such as Paul E. Peterson, Harvard University; Caroline Hoxby, Stanford University; Rajashri Chakrabarti, Federal Reserve Bank of New York; Ken James, Arkansas Commissioner of Education; and David Driscoll, former Massachusetts Commissioner of Education.

Education Working Paper Archive. This new an online refereed series included 32 papers authored by John Witte, University of Wisconsin, Eric Hanushek and Susanna Loeb, Stanford University, Matthew Springer, Keke Liu, James Guthrie, Vanderbilt University, David Armor, George Mason University, Serge Herzog, University of Nevada, and Michael Podgursky, University of Missouri.

Peabody Journal of Education. A special edition of this journal was edited by Jay Greene featuring papers presented at an EDRE conference sponsored by the Ewing Kauffman Foundation, Kansas City, and featuring contributors from Harvard, Stanford, University of Pennsylvania, University of Wisconsin, Brown, Vanderbilt, and the University of Missouri.

Noyce Scholarships for Math and Science Teachers. This cooperative effort of the physics department and secondary education funded by the National Science Foundation will support future teachers in their preparation for math and science positions in secondary schools.

CBS College Sports. The IMRS program was featured on the televised coverage of the NCAA March Madness basketball tournament.

Journal of Educational Research and Policy Studies. A journal published through the faculty in Educational Statistics and Research Methods, this publication reaches a wide audience across the nation.

Student Alumni Board and Associated Student Government Outstanding Teaching Awards. Aleza Greene, Janet Forbes, Carl Holt and Susan Mayes were all recognized by the students for their exceptional teaching.

Alumni Association Faculty Award for Teaching and Research. Barbara Shadden was selected for her outstanding record in teaching and service.

FACULTY RECOGNITION

State

Linda Eilers, Secretary, Arkansas Reading Association

Carleton Holt, Treasurer, Arkansas Professors of Educational Administration

Cecelia Thompson, President, Arkansas Association of Family and Consumer Sciences

LaVonne Kirkpatrick, Board of Trustees, Kappa Delta Gamma State Education Foundation

Les Carnine, elected to the House of Representatives of the Arkansas General Assembly

Susan Mayes, Outstanding Dance Educator of the Year, Arkansas Association of Health, Physical Education, Recreation and Dance

Regional and National

Sean Mulvenon, Special Assistant to Ray Simon, Deputy Secretary, U. S. Department of Education

Kathleen Collins, President Elect, American Educational Research Association Mixed Methods Special Interest Group

Christopher Lucas, Editor, *Journal of Educational Research & Policy Studies*

Bill McComas, Board Member, Association for Science Teacher Education, President, International History, Philosophy and Science Teaching Group, and National Association of Biology Teachers Evolution Education Award sponsored by the American Institute of Biological Sciences and Biological Sciences Curriculum Study

Cecilia Thompson, Editor, *Journal of Family and Consumer Sciences Education*
Tom Smith, Executive Director, Division on Developmental Disabilities, Council

for Exceptional Children

Sean Mulvenon, President, American Educational Research Association Educational Statisticians Special Interest Group

Ronna Turner, President, American Educational Research Association Measurement Services Special Interest Group

Sandra Stotksy, National Mathematics Panel appointed by Secretary Margaret Spellings of the U. S. Department of Education

Daniel Kissinger and Jennifer Miles, Research Roundtable on College Student Athletes. This was attended by nearly fifty college administrators, coaches, faculty, and former student athletes

Rick Roessler, Keven Karr Innovative Rehabilitation System Award

Jennifer Miles, National Secretary of the Council for the Advancement of Higher Education

Michael Miller, President of the National Society for Shared Governance and Editor of the *Journal of Research in Education*

Susan Mayes, Dance Vice-President Elect of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance

International

Sam Totten, Fulbright Fellowship in Rwanda

Samuel Totten, Co-editor, *Genocide Studies and Prevention: An International Journal*

Fran Hagstrom and Nan Smith-Blair, led a group of students for the Health Teams Abroad trip to Sweden

IV. ACHIEVEMENTS OF STUDENTS, ALUMNI AND FORMER STUDENTS

Students and alumni of the college continue to receive recognition for outstanding accomplishments in their chosen professions.

Curriculum and Instruction

Jessica Fay, MAT Childhood Education, 2008, Arkansas Alumni Association Senior Honor Citation.

Jennifer Barry-Reickert, MAT Secondary Education, 1999, Einstein Fellowship with The National Science Foundation.

Roger Hill, M.Ed, Ed.D, 1991, 2008, Principal, Kirksey Middle School, in Rogers, AR, Master Principal Award.

Judy Hobson, Ed.S., Educational Administration, Director of ESL program in the Education Renewal Zone.

Diane Barksdale, M.Ed., Elementary Education/Home Economics Education, Principal, of Carver Magnet Elementary School, Little Rock, and Master Principal.

Debbie Davis, Ed.D., Educational Administration, Principal of Bayyari Elementary, Springdale, AR. Master Principal, Director of the Master Principal Program in the Arkansas Leadership Academy.

Diana Peer, M.Ed, Instructional Resources, Principal of Parkview Elementary School, Van Buren, AR, Master Principal.

Marcus A. Winters (Education Reform PhD Fellowship), PhD, Economics. Senior Fellow at the Manhattan Institute.

Joshua Barnett. (Education Reform PhD Fellowship), PhD, Public Policy, Assistant Research Professor, Arizona State University

Eleanor Mann School of Nursing

David Shew, Board of Directors, Arkansas Nurses Student Associate.

Pi Theta Chapter of Sigma Theta Tau International Honor Society inducted the following students:

Elizabeth Baker, Mark Collier, Pamela Paige Dallas, Tiffany Lauren Davis, Beth L. Farmer, Marissa Hale, Lisa Marie Hammond, Kimberly Lynn Hawthorne, Gregory Henson, Meagan Dee Hubbard, Grace Marie Kelley, Gabrielle Dawn Kline, Alaina Christine Knop, Anne Phillips Layman, Rachel LeMaster, Melissa Maybury, Amanda McClary, Elizabeth Faye McCord, Leslie McCormack, Charleen Catherine McNeill, Amanda Leigh Milholen, Elizabeth Watkins Millsap, Niki Lynn

Northfell, Sheri Reed, Lindsay Rebecca Smith, Lindsey Smith, Tera ReKay Thompson, Leslie Ann Turpin, Natalie Soo Wagner.

Department of Rehabilitation, Human Resources and Communication Disorders

Renee Cook, EdD Higher Education published *The Home Advantage: Performance Effects in Female Collegiate Division I Gymnastics* with Tim Baghurst and Inza Fort in the (*Journal of Coaching Education*).

Betsy Nesbitt, PhD student in Counselor Education was elected President of the UA chapter of Chi Sigma Iota.

Rick Jakeman, EdD, HIED, Assistant Professor of Higher Education, George Washington University.

Billy Satterfield, EdD, HIED, Associate Director of Financial Aid, University of Houston-Clear Lake.

Angie Waliski, PhD, CNED, American Counseling Association's Robert Rencken Emerging Professional Leader Award.

Health Science, Kinesiology, Recreation and Dance

Darren McFadden, KINS, became the first person in history to win the following two awards in consecutive years: Doak Walker Award, Outstanding Running Back in the Nation and runner-up to the Heisman Trophy.

Darren McFadden and Felix Jones, KINS, were both first round draft choices in the 2008 NFL Draft.

Courtenay Brown, KINS, All-American Honors, Indoor Track

Paige Farrell, KINS, All-American Honors, Indoor Track

Dayna Huckabee, KINS, Academic All-American (4 years)

Felix Jones, KINS, Phil Steele College Football First-team All American

Casey Jo Magee, KINS, Second Team All-American Honors, Gymnastics

Kati Mayer, KINS, President, National Society of Collegiate Scholars

Katie Stripling, KINS, All-American Honors (Indoor 2008), SEC Athlete of the Week 5/4/08

John Buckwalter, KINS, Chair of the Kinesiology Department, University of Texas, Arlington.

Jennifer Straub, MAT 2003, "Outstanding Elementary Physical Education Teacher of the Year", Arkansas Association of Health, Physical Education, Recreation and Dance.

Susan Mayes, B.S.E. 1972, M.Ed. 1977, “Outstanding Dance Educator of the Year”, Arkansas AHPERD, and Vice-President Elect of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance.

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Unreferred Publications and Proceedings

Baghurst, T., & Fort, I., (2008). Home advantage: Performance effects in female collegiate Division I gymnastics. *Research Quarterly for Exercise and Sport: Research Consortium Abstracts Supplement*, 79(1), A-71.

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- Stotsky, S. (2008). The Massachusetts math wars. *Prospects*, June 27.
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- Stotsky, S. (2008). How to strengthen K-12 mathematics education in Massachusetts: *Implications of the national mathematics advisory panel's report*. The Pioneer Institute, June.
- Stotsky, Sandra. (2007). Teacher licensure tests: Their relationship to mathematics teachers' academic competence and student achievement in mathematics. *Education Working Paper Archive*, September 5.
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Invited Lectures

Barta, K., *Evidence-based practice for nurse managers*, Siloam Springs Hospital, Siloam Springs, AR.

Barta, K. *Estimating the supply of and demand for bilingual nurses in NWA*. Minority Health Care Conference, Springdale, AR.

Barta, K., Neighbors, & M. Lloyd, M. (2007). *Parental home life behavior changes due to knowledge of children's body mass index (BMI)*. National Association of School Nurses Annual Conference, Nashville, TN.

Barta, K., Neighbors, & M., Lloyd, M. (2007). *Parental home life behavior changes due to knowledge of children's body mass index (BMI)*. Arkansas Nurses Association Convention, Rogers, AR.

Barta, K., Neighbors, & M., Lloyd, M. *Parental home life behavior changes due to knowledge of children's body mass index (BMI)*. Sigma Theta Tau International 39th Biennial Convention, Baltimore, MD.

Benton, G. M., (March 2008). *Adventures in outdoor recreation and Native American culture*. Highlands Chapter of the Ozark Society, Fayetteville, AR.

Buron, B., *Looking beyond essential needs: Using the personhood model to improve dementia care in nursing homes*. 17th Annual Nursing Research Conference sponsored by Pi Theta Chapter of Sigma Theta Tau International, Springdale, AR.

Costrell, Robert M. (June 2008). *Pension policy and teacher quality*. Texas Commissioner of Education.

DiBrezza, R. & Mayes, S. (February 2008). *Parent panel discussion*, National Girls & Women in Sport Day Clinic, University of Arkansas, Fayetteville, AR.

Forbess, J., & Reeves, C. (July 2007). *Enhancing class discussion and participation*. University of Arkansas Teaching and Faculty Support Center Retreat, Petit Jean, AR.

Fort, I. & Mayes, S., (April 2008). *Making your syllabus work for you*. University of Arkansas Teaching and Faculty Support New Faculty Luncheon, Fayetteville, AR.

Fort, I. & Thomas, D., (July 2007). *Types of tests*. Teaching and Faculty Support Center Teaching Retreat, WinRock Conference Center, Morrilton, AR.

Gorman, D. & Kern, J., (July 2007). *Exercise, nutrition, and dietary tips for faculty illustrating different teaching strategies*. University of Arkansas Teaching Camp, Petit Jean, AR.

Greene, J. P. (October 2007). *College readiness: The problem with the pipeline*. The Southwest Association of Institutional Research.

Greene, J. P. (October 2007). *Does court intervention in education spending contribute to student achievement?* The Show-Me Institute.

Greene, J. P. (November 2007). *Education myths*. New York University.

Greene, Jay P. (November 2007). *How can philanthropy improve education*. The Conference of Southwest Foundations.

Greene, J. P. (February 2008). *Competition works – even in education*. University of Colorado.

Greene, J. P. (February 2008). *Little Rock merit pay*. Vanderbilt University.

Greene, J. P. (May 2008). *Little Rock merit pay*. CESifo Munich and the Program on Education Policy and Governance (PEPG), Harvard University.

Greene, J. P. (February 2008). *Teacher pay and student achievement*. Donnell-Kay Foundation.

Holley, M.J., Ritter, G.W., & Riffel, B.R. (November 2007). *The role of interest groups in shaping*

merit pay policy in Arkansas. Association for Public Policy Analysis and Management. Washington, DC.

Mayes, S., (May 2008). *Invitation to state p.e.o. convention...choreography and performance*. Arkansas Tech University, Russellville, AR.

Neighbors, M., (2007) *Stress management on the job*. School Nurse Summer Institute, Springdale, AR.

Ritter, G. W. (August 2007). *Classrooms of the 21st Century: Bentonville School District pilot program*, Bentonville, Arkansas School District.

Ritter, G. W. (September 2007). *Implementing merit pay, overcoming the obstacles: Lessons from the Field*. Florida Department of Education, Tallahassee, FL.

Ritter, G.W. (August 2007). *Implementing merit pay, overcoming the obstacles: Lessons from the Field*. Oklahoma State Legislature, Oklahoma City, OK.

Ritter, G.W. (July 2007). *Implementing performance pay in Arkansas, overcoming the obstacles: lessons from the achievement challenge pilot project*. Beverly Williams, Assistant Commissioner, Human Resources/Licensure, Arkansas Department of Education.

Ritter, G. W. (July 2007). *Implementing performance pay, overcoming the obstacles: lessons from the achievement challenge pilot project*. New York State Association of Management Advocates for School Labor Affairs, 30th Annual Summer Conference, Saratoga Springs, NY.

Ritter, G. W. (October 2007). *Making evidence matter: How private funding fuels research*. Arkansas General Assembly Joint Education Committee, University of Arkansas.

Ritter, G.W. (February 2008). *Can merit pay work? Lessons from Little Rock*. Roundtable at Annual Conference of the Arkansas Political Science Association, Fayetteville, AR.

Smith-Nix, A., (2007). *Developing and programming quizzes on WebCT & Blackboard*. University of Arkansas Teaching Camp, Petit Jean, AR.

Smith-Nix, A., (2008). *How to teach geo-mats fitness and games*. Springdale Public Schools, Physical Education Curriculum In-Service.

Wolf, P.J. (July 2007). *Evaluation of the DC opportunity scholarship program: strategies, challenges, and results after one year*. U.S. Department of Education Regional Education Labs Director's Meeting, Washington, DC.

Wolf, P.J. (February 2007). *The comprehensive longitudinal evaluation of the Milwaukee parental choice program: Summary of baseline reports*. Wisconsin State Capitol, Madison, WI.

Wolf, P.J. (October 2007). *The opportunity scholarship program: Second year impacts*. Briefing to the

senior staff of the Institute for Education Sciences, U.S. Department of Education, Washington, DC.

Wolf, P. J. (April 2008). *Road map for school voucher programs*. South Carolina State Superintendent of Education, Columbia, SC.

Other Lectures, Papers, and Presentations

Adams-Blair, H.R., & Oliver, G.D., (2007). *Integration of physical activity into the daily classroom setting for elementary children*. American Academy of Pediatrics National Conference & Exhibition; San Francisco, California. *Abstract Oded Bar-Or Award Recipient*.

Airola, D., Mulvenon, S., Holaway-Johnson, C. & Stegman, C. (July, 2007). *Educational Intelligence Quotient (EIQ), What is it and how can having a high EIQ make a difference in student performance?* Annual Summer Conference, National Center for Educational Statistics for Management Information Systems, Washington, DC.

Airola, D., Mulvenon, S., Stegman, C., & Holaway-Johnson, C. (September 2007). *IDEAS: Institute for developing excellence in Arkansas schools*. Council of Chief State School Officers Education Leaders Conference, St. Louis, MO.

Airola, D., Mulvenon, S., Holaway-Johnson, C., & Stegman, C. (July 2007). *Educational intelligence quotient(EIQ),What is it and how can having a high EIQ make a difference in student performance?* National Center for Educational Statistics Data Conference, Washington, D.C.

Baghurst, T. & Calleja, P. C. (November 2007). *Rationale for enrolling in a kinesiology major at a division one university*. Arkansas Association for Health, Physical Education, Recreation, and Dance Conference, Eureka Springs, AR.

Beck, J., & Biggs, J. (June 2007). *What is it like to be a member of cohort ten, a blended technology HRD program serving undergraduate students in rural communities in Arkansas, U.S.A.?* Eighth International Conference on HRD Research and Practice Across Europe Oxford, United Kingdom.

Benton, G., (November 2007). *Assessment of four management goals in selected national park service interpretive programs*. National Association for Interpretation (NAI), National Conference, Wichita, KS.

Benton, G., (June 2008). *Staff and visitor perceptions of cultural resource management at three National Park Service sites*. International Symposium for Society and Resource Management International Conference. Burlington, VT.

Benton, G., (May 2008). *Techniques for interpreting indigenous cultures at selected National Park Service sites*, National Association for Interpretation International Conference, Sokcho, Korea.

Bowles, F., Lincoln, F., & Shiga, K. (November 2007). *The role of portfolios in teaching*. Southern Association of Teacher Educators, St. Louis, MO.

Bowles, F., Lincoln, F., & Shiga, K. (November 2007). *Fluency vs. accuracy-The communicative*

approach based on the constructivist perspective. South East Region of Teaching English to Speakers of Other Languages, Louisville, KY.

Biggs, B., & Beck, J. (March 2008). *To grant or not to grant?* Academy of Human Resource Development Pre-Conference Session, Indianapolis IN.

Biggs, B. (June 2008). *Pre-K leadership teams.* National Association for the Education of Young Children, Pittsburgh, PA

Biggs, B. (April 2008). *Facilitating adult learning in CCOT & CC.* Child Care Orientation Training and Caregiver Certificate Trainers, Plumerville, AR.

Biggs, B. (July 2007). *Pre-K early literacy learning in Arkansas train the trainers.* Ferndale, AR.

Biggs, B. (October 2007). *An overview: Pre-K social emotional learning.* Arkansas Early Childhood Association, Hot Springs, AR.

Capps, M. A., & Holt, C. R. (August 2007). *Followership as a function of teaching.* National Conference of Professors of Educational Administration, Chicago, IL.

Costrell, Robert M. (May 2008). *Pension policy and teacher quality.* Regional Education Lab Southwest Discussion Forum, Washington, D.C. Attended by representatives of National Governors Association, Council of Chief State School Officers, National Council of State Legislators.

Costrell, Robert M. (October 2008). *What do cost functions tell us about the cost of an adequate education? From equity to adequacy to choice: Perspectives on school finance and school finance litigation.* Show-Me Institute and the Truman School of Public Affairs, University of Missouri-Columbia, (also Carnegie-Mellon University seminar, Department of Economics and Heinz Public Policy School, December, 2007; and American Education Finance Association, Denver, April, 2008).

Daugherty, M. (2007). *Standards, curriculum, and event creep.* 54th Annual meeting of the Southeastern Regional Association of Teacher Educators. St. Louis, MO.

Daugherty, M. (2007). *Advanced manufacturing technology.* Arkansas Department of Workforce Education Manufacturing Conference. Little Rock, AR.

Daugherty, M. (2007). *Foundations of technology.* Tulsa Public Schools/Oklahoma Department of Career & Technical Education, Tulsa, OK.

DeLorey, D. S., Buckwalter, J. B., Middelstadt, S., Anton, M. M., Kluess, H. A., Clifford, P. S., (April 2008). *Adrenergic receptor mediated tonic vasoconstriction is not increased in skeletal muscle of older beagles.* Experimental Biology Annual Manual, San Diego, CA.

DeLorey, D. S., Buckwalter, J. B., Middelstadt, S., Anton, M. M., Kluess, H. A., Tune, J. D., Clifford, P. S., (April 2008). *Responsiveness and density of α -adrenergic receptors in skeletal muscle of young and old beagles*. Experimental Biology Annual Meeting, San Diego, CA.

DiBrezzo, R., Fort, I., Oliver, G., & Adams-Blair, H., (April 2008). *Bone health for athletes of all ages*. AAHPERD Convention & Exposition. Fort Worth, TX.

Eisenhauer, J. A., Kluess, H. A., Delorey, D. S., Buckwalter, J. B., Clifford, P. S., (April 2008). *Gender differences in heat-induced attenuation of vasoconstriction*. Experimental Biology Annual Meeting, San Diego, CA.

Elledge, L. C., Faith, M., Ogle, N. T., Harris, A. R., Newgent, R. A., & Cavell, T. A. (November 2007). *Sibling relationship quality: Links to child victimization*. Association for Behavioral and Cognitive Therapies 41st Annual Convention, Philadelphia, PA.

Faith, M., Elledge, L. C., Parsons, C. J., Newgent, R. A., Ogle, N. T., & Cavell, T. A. (November 2007). *Dominance across settings: The relation between sibling dominance and peer victimization*. Association for Behavioral and Cognitive Therapies 41st Annual Convention, Philadelphia, PA.

Farley R.C., (November 2007), *Answers to frequently asked questions about counselor licensure*. Arkansas Counseling Association Annual Conference, Hot Springs, AR.

Freeman, J. P. (November 2007). *Reconciling the literature with professional judgement: An evaluation of assessment in higher education*. Mid-South Educational Research Association Annual Conference, Hot Springs, AR.

Freeman, J. P. (February 2008). *Daring leadership: A new perspective to guiding staff and student leaders*. National Orientation Directors Annual Conference, Boston, MA.

Freeman, J. P. (March 2008). *The American community college: Its history, mission, and philosophy*. NASPA Student Services Professional Leadership Development Institute, Bentonville, AR.

Freeman, J. P. (March 2008). *The community college student: Demographics, characteristics, and trends*. NASPA Student Services Professional Leadership Development Institute, Bentonville, AR.

Gartin, B. C., Terrell, E., & Martindale, R. A. (November 2007). *Anchoring instruction in online courses*. 30th Annual Teacher Education Division National Conference. Milwaukee, WI.

Gartin, B. C., Terrell, E., & Martindale, R. A. (September 2007). *Anchoring instruction in online courses*. Arkansas Association of Teacher Educators. Conway, AR.

Gibson, J. & Eilers, L. (November 2007). *Celebrate learning about advocacy for all students*. 32nd International Reading Association Regional Conference. Little Rock, AR.

Gibson, J. & Eilers, L. (November 2007). *Celebrate meeting with a legislator*. 32nd International Reading Association Regional Conference. Little Rock, AR.

Goering, C. Z. (November 2007). *Dramatic oral reading fluency activities in the secondary classroom*. Arkansas Curriculum Conference, Little Rock, AR.

Goering, C. Z. (November 2007). *Adolescent literacy through adolescent literature?* Arkansas Curriculum Conference, Little Rock, AR.

Goering, C. Z. (November 2007). *This ain't no ghetto class: A study of the social context of ninth graders' participation in oral reading fluency activities*. Mid South Educational Research Association's Annual Conference, Hot Springs, AR.

Goering, C. Z. (November 2007). *Springsteen, Steinbeck, and the Bastard Sons of Johnny Cash: Connecting music to literature*. National Council of Teachers of English National Convention, New York NY.

Goering, C. Z. (October 2007). *What are the conditions that promote dramatic oral reading fluency in a high school classroom?* Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.

Gray, M., Di Brezzo, R., Fort, I., Lirgg, C., Riggs, C., & Shadden, B. (April 2008). *Effects of power and resistance training on bone mineral density*. AAHPERD, Fort Worth, Texas.

Gray, M., Powers, M., Di Brezzo, R., Shadden, B., & Fort, I. (April 2008). *Comparison of methods to assess abdominal adiposity*. AAHPERD, Fort Worth, Texas.

Hagstrom, F., McGehee, M., & Aslin, L. (November 2007). *Meeting undergraduate university standards with KASA-based collaborative learning and teaching*. Annual convention of the American Speech-Language-Hearing Association, Boston, MA.

Hagstrom, F., Shadden, B.B., Baker, K., & Associates. (November, 2007) *Undergraduate research: The write stuff*. Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Hammons, J. (November 2007). *Factors affecting student performance - and how to influence them*. 27th International Lily conference on College Teaching: Marcum Conference, Miami University, Oxford, OH.

Hammons, J. (November 2007). *Grading your grading plan*. 27th International Lily conference on College Teaching: Marcum Conference, Miami University, Oxford, OH.

Hammons, J. (November 2007). *The \$100 million achieve the dream initiative: Its promises and potentials*. 27th International Lily conference on College Teaching: Marcum Conference, Miami University, Oxford, OH.

Hammons, J. (May 2008). *Factors affecting student performance and how to influence them*. National Institute for Staff and Organizational Development, Austin, TX.

- Hammons, J. (May 2008). *Optimizing the use of part-time faculty*. National Institute for Staff and Organizational Development, Austin, TX.
- Hammons, J. (May 2008). *What does it take to be a successful chair?* National Institute for Staff and Organizational Development, Austin, TX.
- Hammons, J., King, M., & Watts, G. (February 2008). *Using COPS to enhance faculty buy-in: Achieving the dream initiative*. Achieving the Dream Strategy Institute, Atlanta, GA.
- Harris, A. R., Elledge, L. C., Cavell, T. A., & Newgent, R. A. (May 2008). *Predicting peer victimization: Physical appearance, athletic competence, and gender*. 16th Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Hazelrigs, J. & Hoover, M., (April 2008). *Sessions of success*. National Intramural Sports Association Annual Conference. Austin, TX.
- Helms, K. & Battjes, J., (February 2008). *I AM Recreational Sports: Making staff training meaningful*. Arkansas Recreation and Parks Association Annual Conference. Eureka Springs, AR.
- Higgins, K.K., & Boughfman, E.M. (November 2007). *Introduction to sand tray counseling*. Arkansas Counseling Association State Conference, Hot Spring, AR.
- Higgins, K. K., & Dahlia, D., & Hogan, M. (November 2007). *Career counseling in the wake of a natural disaster*. Arkansas Counseling Association State Conference, Hot Spring, AR.
- Hinckley, J., Shadden, B. B., et al. (November 2007). *Intervention & the life story: Clinical examples across the lifespan*. Division 15, Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Holaway-Johnson, C., Stegman, C., Airola, D., Fritts-Scott, K., & Mulvenon, S. (January 2008). *Does gender still matter? Student achievement in mathematics and literacy*. International Conference On Education, Honolulu, HI.
- Holaway-Johnson, C., Stegman, C., Beshears, C., Fritts-Scott, K., & Mulvenon, S. (January 2008) *Identification of district level practices related to student achievement*. Hawaii International Conference on Education, Honolulu, HI.
- Hollaway-Johnson, C., Stegman, C., Beshears, C., Mulvenon, S., Truelove, J., & Fritts-Scott, K. *Arkansas Best Practices Studies: Implications for School Improvement*. Presentation at the annual conference of the American Educational Research Association, Chicago, Illinois, April, 2007.
- Holt, C. R. (October 2007). *School bond success: An exploratory case study*. International Conference For Educational Planning, Minneapolis, MN.

Imbeau, M. & Eilers, L. (November 2007). *Celebrate talented readers: opportunities for differentiated literacy*. 32nd International Reading Association Regional Conference. Little Rock, AR.

Jones, C., (January 2008). *A qualitative study to determine the diabetes management in the elementary school*. Sixth International Conference on Education, Honolulu, Hawaii.

Kent, Laura (April 2008). *Assessing Teachers' Knowledge of Students' Mathematical Thinking Processes*. National Council of Teachers of Mathematics, Salt Lake City, UT.

Kern J. C. & Calleja, P. C., (May 2008) *Let's play three on three*. Teaching Games for Understanding International Conference, Vancouver, BC Canada.

Kern J. C. & Calleja, P. C., (January 2008). *Online courses in higher education curriculum*. National Association for Kinesiology and Physical Education in Higher Education, Albuquerque, NM.

Kern J. C., Calleja, P. C., & Hunt, S. B., (November 2007). *An online master's degree in physical education*. Arkansas Association for Health, Physical Education, Recreation, and Dance conference, Eureka Springs, AR.

Kirkpatrick, LaVonne (November 2007). *Strategies for recruiting minority students*. (with Felicia Lincoln and Linda Morrow) 54th Annual Conference of the Southeastern Association of Teacher Educators, St. Louis, MO.

Kissinger, D.B. (2007). *Anxiety in supervision: Implications for supervisors and counselors in training*. Arkansas State Endorsed LAC Supervisors, Site Supervisors and Counselors in Training, University of Arkansas, Fayetteville, AR.

Kissinger, D. B. (2007). *Mood disorders: Implications for athletic trainers*. Graduate Students in Athletic Training, University of Arkansas, Fayetteville, AR.

Kissinger, D. B., & Heath, W. (November 2007). *Counselor-in-training attitudes toward gay men and lesbian women: Implications for practice*. Arkansas Counseling Association 2007 Annual Conference, Hot Springs, AR.

Kluess, H. A., Buckwalter, J. B., DeLorey, D. S., Clifford, P. S., (April 2008). *Age-related changes in vasoconstrictor response to heat in skeletal muscle arteries*. Experimental Biology Annual Meeting, San Diego, CA.

Koch, L. (October 2007). *Research utilization and collaboration in allied health professions*. Washington University Program in Occupational Therapy Research Seminar, St. Louis, MO.

Mallory, S., Tull, A. Albin, J., Simmons, B., Drnek, J., DeSanto, J., & Jacks, A. (March 2008). *Navigating NASPA: An insider's guide to the association*. Annual National Association of Student Personnel Administrators National Conference. Boston, MA.

McCurley, L., H. Claney, M. Michaelides, N. Smith-Blair, C. Riggs, FACSM. (2007). *The effects of endurance exercise training on cardiac function in VLCAD -/- and LCAD -/- mice*. ACSM Annual Meeting, New Orleans, LA.

Miles, J. M. & Murry, J. M. (November 2007). *Funding higher education graduate programs: Developing alternative revenue streams*. Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education, Louisville, KY.

Miles, J. M., & Miller, M. T., & Newman, R. E. (November 2007). *Creating community governance: Involving faculty, staff, and students in effective collaboration*. Fifth Annual National Symposium on Shared Governance, Memphis, TN.

Miller, M. T. (November 2007). *Building communities: How rural community colleges develop their communities and the people who live in them*. Association for the Study of Higher Education, Louisville, KY.

Miller, M. T. (April 2008). *How rural community colleges develop their communities and people who live in them*. Delta Leadership Institute: Gateways to Success, Delta Regional Authority, St. Louis, MO.

Miller, M. T., & Kissinger, D. B. (February 2008). *The role of rural community colleges in developing perceptions of self-Identity*. Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Miller, M. T., & Kissinger, D. B. (February 2008). *Profile and identity of community college student athletes in selected sports*. Annual Meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Miller, M. T., & Newman, R. E. (November 2007). *Technology as an enabling factor in making shared governance work*. Fifth Annual National Symposium on Shared Governance, Memphis, TN.
Moiseichik, M., & Helms, K., (February 2008). *Workers compensation and the employee volunteer: What's the liability?* Sport and Recreation Law Association, Myrtle Beach, SC.

Moiseichik, M., Cornish, E., & Gaa, J., (November 2007). *The school and community project: A model for sustaining learning*. Annual Conference for Association of Experiential Education, Little Rock, AR.

Moiseichik, M., (February 2008). *Vision, insight and planning: An Arkansas opportunity*. Arkansas Recreation and Park Association, Eureka Springs, AR.

Morris, A., & Miller, M. T. (November 2007). *Private college faculty workload: Developing a baseline*. Annual Meeting of the Mid-South Educational Research Association, Hot Springs, AR.

Murphy, C., Allison, N. (October 2007). *Teaching camp: Who, what, when, where, why, and how*. 32nd Annual Conference of the Professional and Organizational Development Network in Higher Education, Pittsburgh, PA.

Newgent, R.A. (June 2008). *Bully busters and parental involvement for elementary school counselors and vice principals*. The PEPS Program, Fayetteville Public Schools, Fayetteville, AR.

Newgent, R. A., Stegman, C. E., & Featherston, L. W. (March 2008). *A school based mental health program: A collaboration between schools, mental health agency, and university*. [School-University Collaborative Research SIG]. AERA Annual Meeting, New York, NY.

Newgent, R. A., Cavell, T. A., Stegman, C. E., & Johnson, C. A. (March 2008). *A new model for identifying potentially at-risk children who need mentoring*. [Mentorship and Mentoring Practices SIG]. AERA Annual Meeting, New York, NY.

Newgent, R. A., Cavell, T. A., Stegman, C. E., & Johnson, C. A. (January 2008). *A new model for identifying elementary school children who are at-risk for peer harassment*. Presentation at the Hawaii International Conference on Education, Honolulu, HI.

Newgent, R. A., Cavell, T. A., Johnson, C. A., & Stegman, C. E. (March 2008). *A lunch buddy mentoring program for elementary school students who are bullied*. [Mentorship and Mentoring Practices SIG]. 2008 AERA Annual Meeting, New York, NY.

Newgent, R. A., Kress, V. E., Higgins, K. K., & Boughfman, E. M. (October 2007). *A study of counselor-in-training self-efficacy: An exploratory analysis using role-play and real clients*. Association for Counselor Education and Supervision's National Conference, Columbus, OH.

Newgent, R. A., Davis, H., Jr., Maldonado, J. M., Paladino, D. A., & Higgins, K. K. (October 2007). *Tips for applying for counselor education faculty positions*. Association for Counselor Education and Supervisors National Conference, Columbus, OH.

Newgent, R., Stegman, C., Cavell, T., & Holaway-Johnson, C. (January 2008) *A new model for identifying elementary school children who are at-risk for peer harassment*. International Conference on Education, Honolulu, HI.,

Newgent, R., Johnson, C., Stegman, C., & Cavell, T. (January 2008). *Impact of a lunch buddy mentoring program for potential victims of peer harassment*. International Conference on Education, Honolulu, HI.

Oliver, G.D., & Adams-Blair, H.R., (2007). *Implementation of effective core stability activities for elementary children*. American Academy of Pediatrics National Conference & Exhibition; San Francisco, CA.

Oliver, G.D., (November 2007). *Core strengthening: Playing a major role in prevention of athletic injury*. November Arkansas Alliance of Health Physical Education, Recreation and Dance Annual Meetings. Eureka Springs, AR.

Orr, B. (October 2007). *Conducting a SWOT analysis for program improvement*. Southern Business Education Association, Little Rock, AR.

Parker, L., Dickerson, L., Lewis, P., & Koch, L. (September 2007). *Region 6 issue panel: Graduates on the fast track*. Education Forum 2007, Dallas, TX.

Parsons, C., Elledge, L. C., Cavell, T. A., Newgent, R. A., & Daugherty, C. (May 2008). *Anxiety sensitivity and rejection sensitivity as vulnerabilities to peer victimization in childhood*. 16th Annual Meeting of the Society for Prevention Research, San Francisco, CA.

Parsons, C. J., Newgent, R. A., Ogle, N. T., Elledge, L. C., Faith, M., & Cavell, T. A. (November 2007). *Do rejection sensitivity and anxiety sensitivity mediate the relation between parents' history of being bullied and childrens' peer victimization?* Association for Behavioral and Cognitive Therapies 41st Annual Convention, Philadelphia, PA.

Pearson, R. and Hunt, S., (April 2008). *Food insecurity among older women*. American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.

Powers, M., Gray, M., Di Brezzo, R., Shadden, B. B. (October 18, 2007). *Bone mineral density and percent body fat of caregivers and non-caregivers*. Annual Meeting of the Central States Chapter of the American College of Sports Medicine, Springfield, MO.

Powers, M., I. Fort, R., DiBrezzo, B., Shadden, R. Turner, P. Calleja, and C. Riggs., (2007). FACSM. *Body composition and fitness correlates of bone mineral content among elderly women*. ACSM Annual Meeting, New Orleans, LA.

Powers, M., & Fort, I. L., (November 2007). *The effect of high-intensity resistance training on health-related quality of life among older women*. The Gerontological Society of America Annual Meeting, San Francisco, CA.

Ritter, G.W., Holley, M.J., Jensen, N.C., & Hoffman, A.C. (March 2008). *The 21st Century classroom: A random assignment study of the impacts of interactive classrooms*. Society for Research on Educational Effectiveness Conference, Crystal City, VA.

Ritter, G.W., Holley, M.J., & Barnett, J.H. (November 2007). *How does merit pay change schools? An evaluation of the impacts of the Little Rock achievement challenge pilot project*. Association for Public Policy Analysis and Management. Washington, DC.

Roessler, R. (July 2007). *Career assessment and college students with disabilities*. 6th International Conference on Higher Education and Disability, Innsbruck, Austria.

Sabat, S., Shadden, B. B., Calkins, M., & Brush, J. (November 2007). *More than just a disorder: Promoting personhood in adult treatment*. Division 15, Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Salmon, T.; McCurley, L.; Smith-Blair, N.; & Riggs, C., (2008). *Effect of endurance training on the oxidative capacity of skeletal muscle in emphysema hamster model*. American College of Sports Medicine Annual Meeting, Indianapolis, IN.

- Seay, A. D., Malcolm, K. T., Cavell, T. A., & Newgent, R. A. (November 2007). *Children's context specific social cognitions and relevant interventions*. Association for Behavioral and Cognitive Therapies 41st Annual Convention, Philadelphia, PA.
- Shadden, B. B. (December 2007). *Exploring the impact of communication disorders on narrative self*. University of Arkansas Psychology Colloquium, Fayetteville, AR.
- Shadden, B. B. (December 2007). *Using laughter and humor to manage caregiving stress*. Caregiver Stress at the Schmieding Center for Senior Health and Education.
- Shadden, B. B. (December 2007). *AAC Updates*. Northwest Arkansas Educational Services Cooperative, Farmington, AR.
- Shadden, B. B. (April 2008). *Aphasia: The insider's perspective*. Aphasia Connection and the Barnes Jewish Hospital Foundation, St. Louis, MO.
- Shadden, B. B., & DiBrezzo, R. (April 2008). *Aging parents-will I be ready: Keeping a sense of humor and maintaining health*. Fayetteville, AR.
- Shadden, B. B., & Kutac, S. (November 2007). *Effects of maternal depression on perception of child language development*. Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Shook, M, Tull, A., Bullard, R., & Woods, E. (March 2008). *Difficult staff management issues: conflict resolution when hiring, evaluating, disciplining and terminating*. Annual National Association of Student Personnel Administrators National Conference. Boston, MA.
- Smith, Debi (2007). *Reading First for All Students*. Annual Conference of the Ontario Council for Exceptional Children, November 2007, Niagara Falls, Ontario, Canada.
- Smith, K., Webb, J., Miller, N. & Williams, B. (2007). *Arkansas health & housing survey: Summary report*. Arkansas Universal Design Project Fall Strategic Planning Meeting, Little Rock, AR.
- Smith, K., Webb, J., Miller, N., & Williams, B. (2007). *Re-defining disability: Developing a new P-E model for designers and policy makers*. Environmental Design Research Association International Conference, Sacramento, CA.
- Smith-Nix, A., (2008). *Providing safe field trips & student travel opportunities*. AAHPERD National Convention, Dallas, TX.
- Smith-Nix, A., Unruh, N. & Amon, R. (2008). *Premises liability: Learn now or pay later*. AAHPERD National Convention, Dallas, TX.
- Thompson, C., Owens, T., & Thompson, D. (2007). *FCS students' perceptions of web classes in Arkansas*. Arkansas Association of Family and Consumer Sciences Annual Meeting, Fayetteville, AR.

Thompson, C., Thompson, D., & Owens, T. (2007). *Encouraging novice teachers to evaluate their teaching strategies*. Hawaii International Conference on Education.

Thompson, C., Thompson, D., & Owens, T. (2007). *Helping novice teachers evaluate teaching strategies*. Hawaii International Conference on Education. Honolulu, HI.

Thompson, C., Owens, T. & Thompson, D. (2007). *Undergraduate students' perceptions of web classes*. Arkansas Association of Family and Consumer Sciences Annual Meeting, Fayetteville, AR.

Toner, M. A. (November 2007). *Making the grade: Improving high school reading and academic performance*. American Speech-Language-Hearing Association National Convention, Boston, MA.

Toner, M. A., & Helmer, D. (November 2007). *Building vocabulary skills: High school intervention, primary grade prevention*. American-Speech-Language Hearing Association National Convention, Boston, MA.

Toner, M. A., & Helmer, D. (July 2007). *Expanded vocabulary instruction for the therapy room and the classroom*. American Speech-Language-Hearing Association Schools Conference, Pittsburgh, PA.

Totten, S. (October 2007). *Documenting genocide*. Center for Holocaust and Genocide Studies. University of Minnesota.

Totten, S. (October 2007). *Workshop: Teaching about genocide*. Center for Holocaust and Genocide Studies. University of Minnesota.

Totten, S. (November 2007). *Genocide in Darfur: Investigating atrocities in Darfur*. Continuing Crisis in Darfur Conference. University of Ottawa, Canada.

Totten, S. (November 2007). *What is needed once the killing is halted?* Continuing Crisis in Darfur Conference. University of Ottawa, Canada.

Tull, A. (March 2008). *Graduate certificate programs: A professional development strategy for student affairs administrators*. Annual National Association of Student Personnel Administrators National Conference. Boston, MA.

Tull, A., Bullard, R., Shook, M., & Woods, E. (November 2007). *Maintaining civility in difficult times: A conflict management primer for supervisors*. Annual Southern Association for College Student Affairs Annual Conference. Dallas, TX.

Tull, A., & Miller, M. (March 2008). *Highways and byways: Career paths to the senior student affairs officer position*. National Association of Student Personnel Administrators Annual Conference, Boston, MA.

Van der Smissen, B., & Moiseichik, M., (February 2008). *Human error: The fourth dimension of risk management*. Arkansas Recreation and Park Association, Eureka Springs, AR.

Vardiman, J., C. Riggs, R. DiBrezzo, I. Fort, B., Shadden, R. Turner, C. Touchberry, P. Gallagher. (2007). *Acute and chronic effects of high-intensity short-duration sport training on salivary immunoglobulin-A in female collegiate athletes*. Mid-America Athletic Trainers Association Annual Meeting, Topeka, KS.

Vianden, J. (April 2008). *Understanding faculty engagement in residence halls at research institutions*. Paper presented at the annual convention of College Student Educators International, Atlanta, GA.

Vianden, J. (April 2008). *Out of class interactions between first-year men and faculty*. Annual Convention of College Student Educators International, Atlanta, GA.

Watson, D. (August 2007). *Addressing the needs of students labeled deaf and low function, at risk or deaf-blind*. International Conference for the Registry of Interpreters for the Deaf, San Francisco, CA.

Watson, D., Anderson, G. B., & Boone, S. (October 2007). *Five decades of advocacy for improving services to persons who are deaf and low-functioning or at-risk*. Annual Conference of the Southeast Regional Institute on Deafness, Greenville, SC.

Watson, D., Myers, D., Quinto-Pozos, D., Chavira, Y. (August 2007). *Texas trilingual interpreting initiative: English, Spanish and American sign languages*. RID Biennial Registry of Interpreters for the Deaf International Conference. San Francisco, CA.

Wiggins, D., Collier, M. (November 2007): *Sing me a story, read me a rhyme: The case for music-integrated read-alouds in the African American early literacy experience*. 32nd Southwest International Reading Association Regional Conference, Little Rock, AR.

Williams, B. (2007). *Behavior management strategies for individuals with Alzheimer's disease: Micro skills acquisition and practice*. Butterfield Trail Village, Fayetteville, AR.

Williams, B. (2007). *Behavior management strategies for individuals with Alzheimer's Disease*. Butterfield Trail Village, Fayetteville, AR.

Williams, B. (2007). *Recruiting professionals into rehabilitation counseling doctoral programs: The win-win of recruiting experienced practitioners and administrators*. National Council on Rehabilitation Educators Annual Conference, San Diego, CA.

Williams, B. (2007). *Got Research? Accessing rehabilitation literature in electronic databases*. National Council on Rehabilitation Educators Annual Conference, San Diego, CA.

Winters, M.A., Ritter, G.W., Marsh, R.H., Greene, J.P., Holley, M.J. (May 2008). *The Impact of Performance Pay for Public School Teachers: Theory and Evidence*. CESifo/PEPG Conference on Economic Incentives: Do They Work in Education? Insights and Findings from Behavioral Research CESifo Conference Center, Munich, Germany.

Winters, M.A., Greene, J.P., Ritter, G.W., Marsh, R.H. (February 2008). *The Effect of Performance-Pay in Little Rock, Arkansas on Student Achievement*. National Center for Performance Incentives Conference at Vanderbilt University, Nashville, TN.

Yu, K., Kissinger, D. B., & Nesbit, B. (October 2007). *A cross-cultural comparison of counselor burnout: Implications for counseling supervisor and professionals*. Association for Counselor Education and Supervision National Conference, Columbus, OH

Other Creative Endeavors

Greene, J. P. and Winters, M.A. (September 2007). Freston as scapegoat. *The New York Sun*, November 8. Union Days, *National Review Online*.

Greene, J. P. & Winters, M.A., (August 2007). Future raises for Oklahoma teachers should be tied to classroom performance. *Muskogee Phoenix*.

Greene, J. P. & Winters, M.A., (August 2007). Merit pay could boost learning. *The Oklahoman*.

Greene, J. P. (March 2008). Charter schools get top marks. *BusinessWeek*.

Greene, J. P. & Forster, G. (June 2008). The Special Education Epidemic. *PajamasMedia*.

Greene, J. P. & Winters, M.A. (April 2008). A Special-Ed Fix. *The New York Post*.

Greene, J. P. & Winters, M.A. (April 2008). Reforming drop-out rates. *The New York Sun*.

Greene, J. P. & Winters, M.A. (May 2008). School choice helps disabled Arizona students. *The East Valley Tribune*.

Greene, Jay P. & Winters, M.A. (May 2008). The politics of special-ed vouchers. *The Washington Times*.

Greene, J. P. & M. A. Winters. (April 2008). Vouchers for special-ed students. *The Washington Times*.

Greene, Jay P. & Marcus A. Winters. (April 2008). Vouchers and special education. *The Washington Times*.

Ritter, Gary W., & Holley, M. (March 2008). Time for testing. *Arkansas Democrat Gazette*.

Appendix 1: College and Faculty Awards

College Awards

Advising, Susan Riggs
All Around Faculty, Michael Wavering
Career, Charles Riggs
Research, Jay Greene
Service, Cheryl Murphy
Teaching, Chris Lucas

Department Awards

Curriculum and Instruction

Advising, Susan Riggs
Research, Tom Smith
Service, Cheryl Murphy
Teaching, Chris Lucas

Rehabilitation, Human Resources, and Communication Disorders

Achievement, Doug Watson
Advising, Clareth Banks
Junior Faculty Member, Daniel Kissinger
Research, Rick Roessler
Senior Faculty Member, Barbara Shadden
Service, Larry Aslin
Teaching, Judy Stephen

Eleanor Mann School of Nursing

Advising, Kathleen Barta
Research, Nan Smith-Blair
Service, Nan Smith-Blair
Teaching, Marianne Neighbors

Health Science, Kinesiology, Recreation and Dance

Advising, Jack Kern
Service, Gretchen Oliver
Teaching, Paul Calleja

Appendix 2: Student Honors and Awards

University Awards and Recognition

The College of Education and Health Professions had 15 undergraduate students who participated in the Honors Program and graduated with Cum Laude, Summa Cum Laude, or Magna Cum Laude recognition. An additional 40 graduates were designated as graduating with honors, but did not participate in the Honors Program.

Presidential Scholar

Jacquelynn Michelle Booker

Henry G. & Stella Hotz Award

Lindsey Sarratt, Outstanding Junior

Jennifer Fall, Outstanding Sophomore

First- Ranked Senior Scholars

Margaret Adair

Christy Cameron

Katelin Hornaday

Jennifer Walker

Senior Scholars

Tracey Hager

Anna Kate Morgan

Amber Stout

Natalie Wagner

Honors Program

Christy Cameron, Scholar

Erica Cason, Scholar

Amanda Hartz, Scholar

Margaret Adair

Lisa Asbury

Alisa Beachy

Brandyn Buss

Rachel Cashion

Jillian Martin

Molly Muck

Julie Nelson

Kala Price

Alicia Tuggle

Jennifer Walker

Myranda Weese

Honors Convocation Recognition-Departmental Awards

Curriculum and Instruction

Career and Technical Education

Randa Mickle, Undergraduate

Curriculum and Instruction

Sophia Sweeney, Doctoral

Educational Leadership

Sheila Trinkle, Doctoral

Justin Swope, Specialist

Marna Jean Boltuc, Master's

Educational Statistics and Research Methods

Calli Johnson, Doctoral

Isis Martel, Master's

Educational Technology

Matt Webb

Elementary Education

Nicole Brown, Master's

Jennifer Walker, Undergraduate on campus

Tracy Hager, Undergraduate off campus

Master of Arts in Teaching

Naeir Yoon, Childhood Education

Amanda Cruikshank, Middle Level Education

Jessica Fay, Secondary Education

Middle Level Education

Dawn Green, Undergraduate

Special Education

Rashunda Hall, Master's

Eleanor Mann School of Nursing

Nikki Northfell, Arkansas Nurses Association Student of the Year

Natalie Wagner, Betty Battenfield Award

Julie Smith, Nurse Caregiver

Justin Smith, Nurse Manager

Tera Thompson, Nurse Teacher

Meagan Hubbard, Pi Theta Chapter of Sigma Theta Tau International Honor Society

Health Science, Kinesiology, Recreation and Dance

Health Science

Rebecca Pearson, Doctoral,
Amanda Grimes, Master's,
Ashley Miller, Undergraduate,

Kinesiology

Exercise Science

Libby McCurley, Doctoral
Maureen Scott, Master's
Julie Nelson, Undergraduate

Pedagogy

Timothy Baghurst, Doctoral
Drew Perry, Master's
Brandon Lynch, Undergraduate

Recreation

Tina Aldrich, Doctoral
Sarah Pfeifer, Master's
Lauren Aycock, Undergraduate

Rehabilitation, Human Resources, and Communication Disorders

Communication Disorders

Katie Post, Master's
Margaret Adair, Undergraduate

Counselor Education

Nick Ogle, Doctoral
Kymberly Schoewe, Master's

Higher Education

Bryan Winzer, Master's

Human Resource Development

David Stowers, Undergraduate

Rehabilitation

Dent Gitchel, Doctoral
Lyadonna Hadder, Master's

Workforce Development

Andy Klenke, Doctoral
Marcia Overby, Master's

Appendix 3: Doctoral Academy Fellows and Doctoral Distinguished Fellows

Doctoral Academy Fellows

Timothy Baghurst
Elizabeth Betebenner
Freddie Bowles
Erica M. Boughfman
Janet Cater
Kirk Evanson
Nathan Gray
Marc Holley
Jennifer Killian
Carole Lee
Cassandra Linde
Kim McComas
Josh McGee
Elisabeth Ann Nesbit
Anthony Parish
Katherine Pendergraft
Kimberly Pijanowski
Sophia Sweeney
Jeffrey Wisdom

Doctoral Distinguished Fellows

Joseph Agan
Matthew Carr
Dent Gitchee
Allison Applegate Glave
Rebecca Pearson