

### Accolades



*Dr. Gardner (left) with Phyllis Lloyd*

### **Lloyd Marks 45 Years at UAMS**

On July 1, UAMS celebrated a landmark 45<sup>th</sup> work anniversary for Phyllis Lloyd, registrar for records and certifications in the Office of the University Registrar.

Starting at UAMS in 1974 as the registrar for the College of Health Related Professions (now College of Health Professions), Phyllis has been a registrar for her entire career at UAMS. She experienced many changes over the decades at UAMS, and has plenty of stories—and insights—to share.

When she arrived at UAMS, her office was located in the University Tower complex off campus. The CHP office had a small staff then, and she recalls that there was no summer enrollment at that time. Registrations occurred in-person on the 8<sup>th</sup> floor of the building. In 1982, Chancellor

*—Continued on Page 16*

### **Inside this Issue:**

- Division News - Page 3
- Flood Waters Come Near Offices - Page 4
- Campus Life - Page 5
- Student Success Center - Page 7
- Office of Educational Development- Page 10

### **Title IX/ADA Coordinator Serves UAMS Students, Colleges**

As the Title IX/ADA coordinator for UAMS, Andrea Neal views her role in past as being a “connector” to and a liaison between students and the colleges on disability and equity issues.

“The Office of Disability Services acts as the central point of contact for students with disabilities and evaluates all requests for academic adjustments and accommodations that are needed for equal access to coursework, facilities, programs, and extra-curricular activities,” said Neal, who has been in this role for just over a year. “The Title IX Office creates and oversees policy, identify discrimination trends, and assist with decision making related to discrimination and harassment complaints.”

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. Title IX of the Education Amendments Act of 1972 states that no one should be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance based on their gender.

For students who have a diagnosed disability such as dyslexia or attention deficit disorder, there may be an accommodation available to help them in certain academic situations, for example. Accommodations could include extra time for tests, a place for testing that has reduced distractions or a screen reader — technology to assist the visually impaired with text on screens.

Neal reviews accommodation or equity requests and works with colleges to determine what is or is not possible. She reviews medical records and other supporting information before making a recommendation to the student’s college.

*—Continued on Page 17*



*Andrea Neal*

### **Academic Affairs Focus:**

### **Office of Disability and Title IX Services**

**Find them online at:**  
[students.uams.edu/ada-disability-services/](https://students.uams.edu/ada-disability-services/) or [students.uams.edu/title-ix/](https://students.uams.edu/title-ix/)

## News from Academic Affairs

June/July 2019 Newsletter

*News from Academic Affairs* is published bimonthly (six times annually) by the Office of the Provost to inform students, faculty and staff about programs and support provided by the Division of Academic Affairs and to highlight UAMS initiatives beneficial to students and faculty.

**Stephanie F. Gardner, Pharm.D., Ed.D.**  
Provost and Chief Strategy Officer

### Departments in the Division of Academic Affairs

#### Enrollment Services

- [Office of the University Registrar](#)
- [Commencement](#)

#### Institutional Research, Policy and Accreditation

- [Academic Administration](#)
- [Institutional Studies](#)

#### Society and Health

- [Office of Interprofessional Education](#)
- [12th Street Health and Wellness Center](#)
- [Center for Patients and Families](#) (on-campus)

#### Student Services

- [UAMS Library](#)
- [Campus Life and Student Support Services](#)
- [Student Success Center](#)

#### Teaching and Learning Support

- [Office of Academic Services](#)
- [Centers for Simulation Education](#)
- [Office of Educational Development](#)

[Arkansas Commission on Child Abuse, Rape and Domestic Violence](#)

[Center for Health Literacy](#)

[Faculty Center](#)

[Office of Continuing Education](#)

#### Questions? Comments?

Contact the Newsletter Editor, Jon Parham  
([jcparham@uams.edu](mailto:jcparham@uams.edu))

#### Academic Affairs

**University of Arkansas for Medical Sciences**  
4301 West Markham, # 541  
Little Rock, AR 72205  
<http://academicaffairs.uams.edu/>

## A Message from the Provost

Just as we learn technical terminology while studying the language of our professions, there are terms from the language of strategy — such as strategy map, outcome measure and cascading — that will become familiar across UAMS as we implement and manage the recently completed [Vision 2029 strategic plan](#).



*Dr. Stephanie Gardner*

Vision 2029 identifies strategic objectives for UAMS in the next 10 years across our clinical, education and research mission areas as well as for our stakeholders, in talent and technology and our big push to advance digital health. We set financial goals to provide the resources to accomplish our objectives and remain good stewards of our finances.

The plan is structured very differently from our previous plan. A strategy map offers a visual overview of our objectives at the highest level. In each objective, there are outcome measures giving us quantifiable goals. The plan drills down to some (but not all) initiatives we will pursue to impact those measures.

The work and expertise of our Division of Academic Affairs will be critical. That will be more evident as we move forward, cascading the plan across UAMS. In the months ahead the departments within Academic Affairs — along with the units across UAMS — will review the UAMS strategy map and determine the objectives to which you are a primary or a secondary contributor. Then you will develop the outcome measures, targets and initiatives you intend to pursue or continue pursuing to help the institution achieve its objectives.

In this newsletter, I see we are already achieving results that align with Vision 2029 through efforts to:

- Maximize innovation in the delivery of education
- Improve Faculty and Staff Vitality
- Foster a Fair and Just Culture at UAMS
- Expand partnerships to develop collaborative working relationships to support academic programs

On these 2029 objectives and many more, Academic Affairs will help UAMS in its vision of making dramatic and lasting health improvements in Arkansas.

---

## **Division of Academic Affairs News**

### **Division Reorganizes Structure of Academic Units**

The Division of Academic Affairs is clustering its academic units in a reorganization to promote easier collaboration and efficient administration.

The new organizational structure also includes appointment of two new associate provosts — Kat Neill, Pharm.D., and Kristen Sterba, Ph.D. — to lead the groups. These changes were effective Aug. 1.

Neill has been appointed Associate Provost for Academics, which will encompass the Office of Academic Services; Office of Educational Development; Office of Interprofessional Education; Centers for Simulation Education; and the Library

Sterba has been appointed Associate Provost for Students and Administration, which will encompass the departments of Institutional Research, Policy and Accreditation; Campus Life and Student Support Services; Enrollment Services/Office of the University Registrar; and our Title IX/ADA coordinator

"We are grouping together the academic-focused departments under an Associate Provost for Academics, and the administrative and student-focused groups under an Associate Provost for Students and Administration," said Stephanie Gardner, Pharm.D., Ed.D., provost and chief academic officer. "Kat and Kristen are exceptional leaders who have contributed so much to our academic mission and have demonstrated a strong commitment to UAMS."

Jan Shorey, M.D., will continue as associate provost for faculty, which encompasses the Faculty Center and the Office of Continuing Education.

The Center for Health Literacy and the Arkansas Commission on Child Abuse, Rape and Domestic Violence will remain separate from those groups, as their missions do not align solely with academics, faculty, or student/administrative activities.

Neill, who will continue as director of interprofessional administrative and curricular affairs in the Office of Interprofessional Education, joined UAMS in 2000 as an assistant professor in the College of Pharmacy. She also served the College

of Pharmacy previously as assistant dean for experiential education and then associate dean for administrative and academic affairs. An associate professor in the college, Neill served as interim dean in 2015.



*Kat Neill, Pharm.D.*

Neill chaired the IPE Curriculum Pillar team since its inception, taking a lead role in development of the interprofessional curriculum that became a graduation requirement for all students starting in 2015.

She received her pharmacy degree from UAMS in 2000, graduating with high honors. Neill completed her university studies/pre-pharmacy work at Ouachita Baptist University in Arkadelphia.

Sterba, who also will continue as director of the Department of Institutional Research, Policy and Accreditation, has worked in higher education administration for 16 years — all at UAMS.

Prior to joining Academic Affairs, she served as associate dean in the Graduate School, where her many responsibilities included overseeing recruitment and retention initiatives and representing the school on university-wide committees.

She served seven years prior to that as the school's assistant dean.



*Kristen Sterba, Ph.D.*

She was recently selected by the Higher Learning Commission, the regional accrediting organization for colleges and universities, to be a reviewer in its Peer Corps.

She received her doctoral degree in biochemistry and molecular biology from UAMS in 2003. She earned a bachelor's degree in biology from Louisiana Tech University in 1998, graduating with high honors.



## **Arkansas Commission on Child Abuse, Rape and Domestic Violence**

### **Flood Waters Come Close to Commission's Offices**

When the Arkansas River flowed nearly seven feet above flood stage through Little Rock in late May/early June, the flood waters came within about a half mile of the offices of the Arkansas Commission on Child Abuse, Rape and Domestic Violence.

The commission, which has been a part of UAMS since the Legislature established it in 1995, is based in offices in the Riverdale area of Little Rock. A parking lot at the Riverwalk Apartments, less than a half-mile away, flooded during the about two weeks the river was above flood stage. A traffic roundabout that was partly underwater at the entrance to Riverfront Park, also was less than a mile away from the commission's offices.

The river also backed up into a small lock located across the street from the commission's offices. Numerous truckloads of gravel were brought in to fortify the levee, which fortunately held.

The office building was not forced to evacuate, said Michelle Cline, the commission's director, but the building manager provided sandbags as a precaution.

"We did close the office for two days for safety and we all worked from home," Cline said. "Before leaving, we put as much as we could up on higher shelves and on tables, hoping if the offices did flood that it might save files and equipment."

The river crested in Little Rock on June 5, which was when the offices reopened. However an afternoon thunderstorm on June 6 caused street flooding in front of the office because the water was unable to drain into the still-flooded river.



(Above) Sandbags block the office door. Below left, drone footage posted on social media shows flooding near a traffic circle less than a mile from the offices. Partially cars could be seen at the Riverwalk Apartments (below) and (bottom) a drone shot of the lock across the street shows work to fortify the levee.





---

## **Campus Life and Student Support Services**

### **Student Center**



#### **Summer @ the Student Center**

Campus Life and Student Support Services invited students and employees to enjoy our second annual Summer @ the Center event on Thursday, June 20 at the Student Center.

Participants were able to taste what our new café, Local Grounds, has to offer.

Also featured, was an opportunity to create vibrant artwork for the Student Center by participating in a Painting with a Twist activity. Completed artwork is on display at the Student Center and highlights the center's mission of social and cultural inclusion.



---

## **Campus Life and Student Support Services**



*UAMS College of Pharmacy Summer Camp is a program designed to introduce high school seniors to the pharmacy profession. From June 10-14, thirty high school students lived on campus and immersed themselves in a broad array of learning experiences including hands-on pharmacy practice training, lectures, and field trips.*

### **Residence Hall**

The Residence Hall welcomes visiting students who are here on campus to attend summer programs. In the midst of a whirlwind of excitement and activity, visiting students from near and far arrived and unloaded luggage, pillows, blankets and other essential items they will need during their six- to eight-week stay in the Residence Hall this summer.

The Residence Hall serves as a temporary home to many students participating in 10 summer science, summer research or summer internship programs sponsored and hosted by various departments on campus.

---

## **Center for Health Literacy**

### **CHL, COPH Faculty Receive NNLM Funding**

The Center for Health Literacy recently received funding from the National Network of Libraries of Medicine (NNLM) to collaborate with faculty in the Department of Health Behavior and Health Education in the College of Public Health.

The team will develop and test a new health-literate patient tool designed to improve emotional wellness knowledge and related communication skills among adults in rural settings — both in Arkansas and be-

yond. The tool will be developed using health literacy best practices and expertise from the UAMS faculty and health care professionals. The final product will be available in both English and Spanish.

*This project has been supported in part or in full by Federal funds through the National Library of Medicine of the National Institutes of Health under award number UG4LM012345 with the University of North Texas Health Science Center. The content is the responsibility of the authors and does not necessarily represent the official views of the NIH.*



## **Student Success Center**

### **Success + Wellness**

*By Bob Musser, Ph.D., Student Learning Specialist,  
Student Success Center  
and Puru Thapa, M.D., director,  
Student Wellness Center*

Working together for the benefit of our students encapsulates the relationship between the UAMS Student Wellness Program (SWP) and the UAMS Student Success Center (SSC).

Both departments actively cooperate and collaborate<sup>1</sup> to improve the lives and success of our students as stated in our mission statements:

"The mission of the UAMS Student Wellness Program (SWP) is to promote 'Wellness' in our students by providing the necessary tools and support to help them maintain a 'balance' in their lives and thus achieve their full professional and personal potential."

<https://studentwellness.uams.edu/>

"The mission of the Student Success Center is to provide academic support to all UAMS students. We partner with students to identify learning needs and find solutions. The resources, services, and tools offered foster independence and lead to student success."

<https://studentsuccess.uams.edu/>

The distinct roles and interactions each program has with our students provides opportunities for cooperation.

The SWP helps students adjust to the rigors of academic life. Specifically, they help students who are struggling with excessive stress, relationship problems, anxiety, and in crisis situations. When they



*Bob Musser, Ph.D.*



*Puru Thapa, M.D.*

see that poor academic performance may be related to their emotional problems, they will recommend the student seek expert assistance from the SSC.

The SSC, on the other hand, works with students who are experiencing academic problems, who have special testing needs, or who need assistance with writing or visual presentations. When SSC staff recognize that students' academic problems may be related to undiagnosed or untreated emotional or mental health problems, they recommend them to the SWP for evaluation and treatment. The SSC and the SWP cooperate with each other, each bringing their own expertise and care to help the student both personally and professionally.



The SWP and The SSC have also worked together collaboratively for the benefit of UAMS students. Over the past few years SWP has contributed to the SSC blog, [studentsuccess.uams.edu/blog](https://studentsuccess.uams.edu/blog).

The SSC shares blog posts with suggestions and resources to support the well-rounded, balanced growth of our students. We offer advice on many academic topics such as time management, dealing with test-taking anxiety, navigating our services, study tips, and so forth.

The SWP has provided blog posts on exercise and sleep as important components of health. The SWP will contribute more posts this coming academic year. For example, we are planning a post on suicide prevention that both programs have worked on. We will continue to collaborate toward the common goal of helping our students achieve and maintain a healthy, balanced life and academic success.

<sup>1</sup> In one of our blog posts (March 26, 2018, <https://studentsuccess.uams.edu/2018/03/its-the-real-world-we-need-to-cooperate-and-collaborate/>) I noted the difference between cooperation and collaboration and noted the importance of each. To cooperate is to work separately toward a common goal; to collaborate is to work together toward a common goal.

---

## **Office of Interprofessional Education**

### **Six Small Grants Awarded for Interprofessional, Population Health Work**

Six projects recently received small grants for efforts including an interprofessional approach to address social determinants of health; improvements to population health; and reduction in opioid use for pain management following certain surgical procedures.

In the third year for the small grant program, the Office of Interprofessional Education teamed up with the Office of Population Health to seek small grant proposals that promoted interdisciplinary work focused on population health. Six projects totaling \$73,805 — the highest total amount ever awarded in the program — constituted awards for the Interprofessional Education Small Grant Program that was created to promote interprofessional education and collaborative practice at UAMS.



The awards and investigators include:

- “An Interprofessional Approach to Promoting Student Wellness on the Northwest Campus,” PIs: Angel Holland, PT, DPT, Linda Worley, M.D. (\$11,550)
- “Culinary Medicine, Mindfulness and Motivational Interviewing,” PIs: Josh Phelps, Ph.D., Tina Maddox, Ph.D., RD, LD, Tiffany Lepard (\$7,855)
- “IPE: Simulating Poverty to Accelerate Learning about Upstream Determinants of Health and Health Outcomes,” Leanne Lefler, Ph.D., APRN, Jennifer Stane (\$12,900)
- “Know Your Kidney Number: Building Statewide Chronic Kidney Disease Awareness Website and Education Materials,” Manisha Singh, M.D. (\$15,000)
- “Motherhood Together: A Shared Journey of Love,” Keneshia Bryant, Ph.D., RN, Leslie McCormack, APRN, Nicole Ward, Ph.D., BSN (\$15,000)
- “Opioid Reduction in Outpatient Thyroid and Parathyroid Surgery,” PIs: Brendan Stack, M.D., Riley Carpenter Lide, M.D., Lindsey Dayer, Pharm.D. (\$11,500)

“We were pleased by the response to our call for proposals — seeing a continued interest and commitment to collaborative practice and interprofessional education,” said Kathryn Neill, Pharm.D., director of interprofessional administrative and curricular affairs in the Office of Interprofessional Education.

Robin Reed, M.D., M.P.H. director of the Office of Population Health, added, “These grants allow projects to move forward that could have a significant impact on improving the health of the population — whether that population is in our hospital, on our campuses or future patients cared for by our learners.”

---

## **Student Success Center, Library**

### **Norcross, Phillips Appointed as Assistant Professors**

Marybeth Norcross, M.S.Ed. and Ashley Phillips, M.S.Ed. were both awarded promotion from instructor to assistant professor, which took effect July 1. They are both learning specialists in the Students Success Center. Norcross works with students from the College of Health Professions while Phillips works with College of Nursing students and serves as peer tutoring coordinator. Both have been with UAMS since 2015.

### **Delavan Appointed as Assistant Professor**

Joanna Delavan, MSIS, UAMS Library electronic resources librarian, was promoted from instructor to assistant professor as of July 1. Her position in the Collection Management Department includes primary responsibilities for electronic journals and databases as well as for the UAMS Online Bookstore. She has been with the UAMS Library since 1995, and she earned her MSIS degree from the University of North Texas in 2015.



## **Centers for Simulation Education**

### **Standardized Patient Profile**

**Name:** Deb Sadler

**How long you have been an SP?** 12 years

**Tell us about your career/life:**

I was a CIA analyst, a Children's Ministry Director, a high school social studies teacher & many other jobs. Presently I am also a consultant for a company called VIP<sup>2</sup>

**What is your favorite thing about being an SP?**

I love interacting with the students and spending time with other great SPs and faculty and staff.

**What is your least favorite thing about being an SP?**

Doing the same case for multi-day exams can become tedious.

**What is your biggest reward about being an SP?**

I've always enjoyed learning medical knowledge and I get satisfaction from knowing I am helping to create better doctors, nurses, pharmacists, physician assistants and other healthcare related professionals.

**What have you learned about being a patient because of the work you do?**

The way a doctor interacts with the patient and the questions a doctor asks can make a huge difference in care.



*Deb Sadler*

**I once had a nervous first-year student ask me if I wanted a shroud to cover me — he meant a drape.**

**I broke character and said, "I must be sicker than I thought I was!"**

*- Deb Sadler  
UAMS Standardized Patient*

**What's another memorable experience as a standardized patient?**

I work hard to make the patient experience as authentic as possible for each learner and stay in character. I once had a nervous first-year student ask me if I wanted a shroud to cover me — he meant a drape. I broke character and said, "I must be sicker than I thought I was!"

*(Find out more about the Standardized Patient program in the Centers for Simulation Education at <https://medicalsims.uams.edu/standardized-patients/>.)*

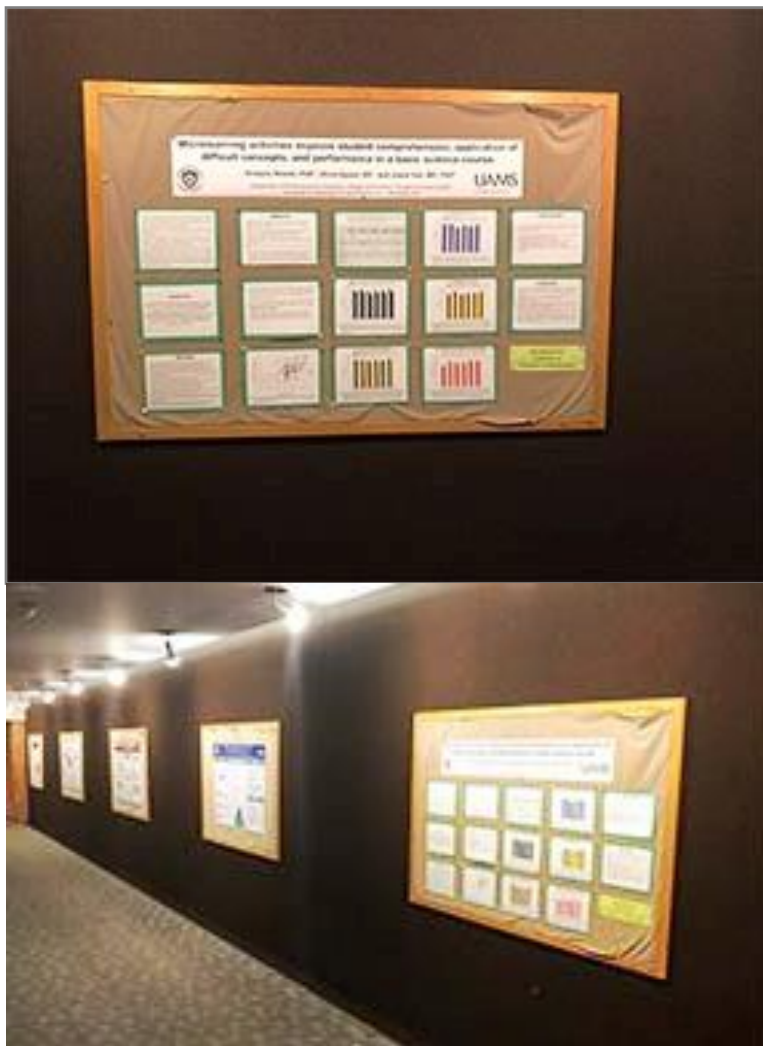
## **Office of Educational Development**

### **OED Displays Education Innovation Collaborations**

In keeping with the UAMS Vision 2029 strategic plan objective to maximize innovations in the delivery of health professional education, the Office of Educational Development presented several research posters on display in the Education Building II ground floor lobby during the month of June.

The projects were a collaborative effort between faculty in OED and UAMS at large.

Posters included *Anesthesia Crisis Resource Management Simulation Course*; *Blackboard Communities at UAMS*; *Hearing Loss and Cognitive Function in Older Adults*; *eLearning Analytics: UAMS Blackboard Data Visualization*; and *Micro-learning Activities Improve Student Comprehension, Application of Difficult Concepts, and Performance in a Basic Science Course*. An Educators Academy Grant funded the latter project.



## **Educators Academy**

### **SAVE THE DATES: Educators Academy Teaching Workshops**

The Educators Academy's fall series of Teaching Workshops will be held on Mondays, 4:30– 6 p.m. For more information, email the Educators Academy, [EdAcad@uams.edu](mailto:EdAcad@uams.edu).

#### **Fall 2019 Teaching Workshops IDW 105 A/B**

Sept. 9	Evidence-based Teaching
Sept. 16	Active Strategies
Sept. 23	How Do I Design a Class?
Sept. 30	Multiple Choice Exams
Oct. 7	Introduction to Simulation (limited to 8 participants)
Oct. 14	Formative Assessment Techniques
Oct. 21	Providing Feedback



---

## **Office of Educational Development**

### **Educators Academy**

#### **Educators Academy Grants Awarded**

The Educators Academy Grant program fosters educational scholarship at UAMS and promotes faculty development for teaching and learning. This grant encourages innovations that improve educational outcomes such as enhancing existing courses or developing new ones, developing new modes of instruction, evaluating instruction, or assessing curricular needs. The Academy supports projects that respond to trends in education, such as active learning, educational technology, and interprofessional teaching.

Recipients of the 2019 Educators Academy Grants are:

#### ***Child Abuse Curriculum for Anesthesiology Residents***

**Anita Akbar Ali, M.D., Principal Investigator**, Assistant Professor of Anesthesiology, Pediatric Anesthesiology Fellowship Director, Division of Pediatric Anesthesiology and Pain Medicine, is in the current Teaching Scholars' cohort. This project uses a mixed method of training resident anesthesiologists to identify and report child abuse, thereby decreasing related morbidity and mortality.

#### ***A Novel Faculty Development Training Workshop to Focus on Delivering Effective Student Feedback in Academic Medical Programs***

**Angel Holland, DPT, Ed.D., Principal Investigator**, Director of Clinical Education, Physical Therapy Program, Northwest Campus. The purpose of this project is to create a novel faculty development workshop to educate clinical preceptors in the art of providing effective feedback including simulation in the training.

#### ***Peer-to-Peer Teaching in a Hematology Oncology Fellowship***

**Liudmila Schafer, M.D., Principal Investigator**, Assistant Professor in the UAMS Department of Internal Medicine, Division of Hematology and Oncology, is in the current Teaching Scholars' cohort. This study will examine the impact of PTP on satisfaction, knowledge, confidence, attitude and commitment to scholarship in hematology-oncology fellows and compare it to that of Professional Teaching by faculty members using a quasi-experimental crossover and qualitative design.

---

### **TOPS Offers Teaching Development Services**

Do you desire to improve your teaching skills? TOPS (Teaching Observation by Peers) is ready to help you.

TOPS observations can occur in your course, one-time sessions such as Grand Rounds and Resident/Fellow lectures, laboratory sessions, or most other face-to-face venues. You and your trained observer will focus on areas of interest to you. Typical areas include review of teaching materials, PowerPoint slides, presentation skills and interactions with learners. The goal is to make the observation personalized to your needs. Participation in the program is totally voluntary.

After the observation, you will receive confidential and formative feedback on your skills and interests. We hope your participation will encourage reflection of your teaching skills and provide you with written evidence of your journey in continuing to develop those skills.

Contact the Educators Academy, [EdAcad@uams.edu](mailto:EdAcad@uams.edu), for additional information.

## **Office of Educational Development**

### **eLearning**

#### **Blackboard by the Numbers (aka The Story of Blackboard at UAMS)**

**Did you know that in 2018, UAMS students spent 27,986,052.0 minutes (53.24 years) in their Blackboard courses?**

For the past three years, the eLearning team in the Office of Educational Development tracked usage of the Blackboard learning management system and tools using Blackboard (Pyramid) Analytics. Driven by the goals of maintaining the Blackboard learning management system and teaching faculty/staff how to optimize the Blackboard tools, the eLearning team utilizes Blackboard Analytics data to inform decisions.

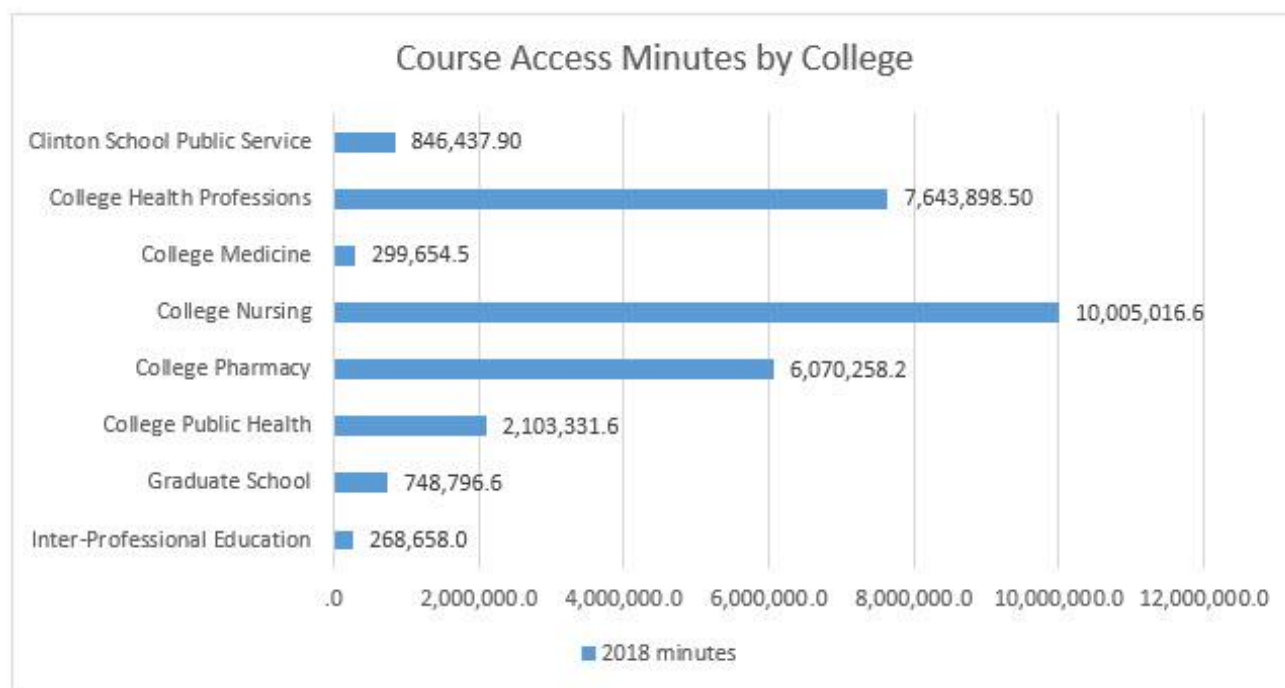
As the eLearning team embarks on the analytics initiative, the team has also discovered the story of Blackboard at UAMS.



**Across the 27,986,052 minutes students spent in Blackboard, how was the time distributed among the colleges?**

Blackboard Analytics allows the eLearning team to define course accesses, interactions, and submissions in course shells. Course accesses include the number of times students log in to the course.

Interactions in a course measures the number of times a student opens content, submits an assignment, looks up a grade, submits a discussion post, etc. And, submissions are measures of students submitting an assignment, blog, discussion, journal, SafeAssignment, survey or test.



—Continued on Page 13



## **Office of Educational Development**

### **Blackboard**

*Continued from Page 12*

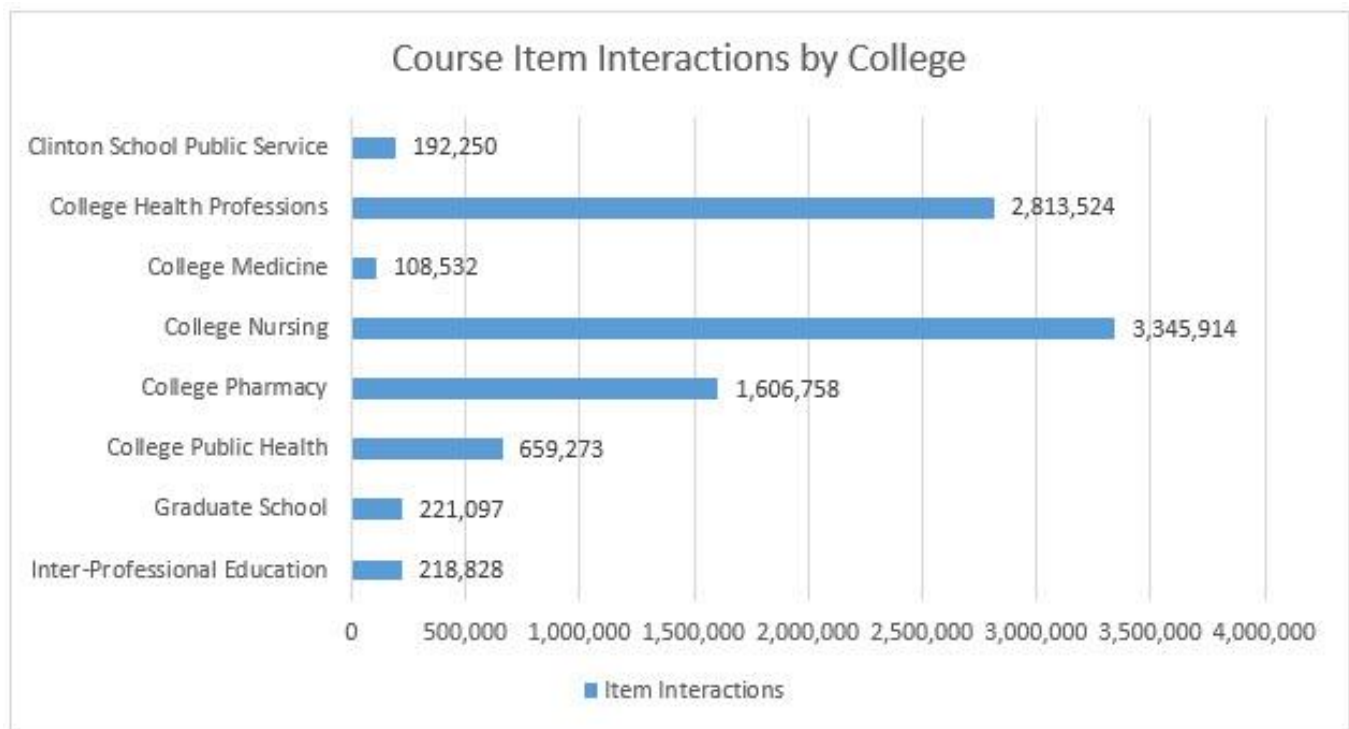
**In 2018, students accessed their Blackboard courses 1,111,978 times. How many interactions did the 2018 students have in their courses? (Interactions occur when a student opens a content item, opens an assignment or discussion, looks up a grade, opens a video, etc.)**

UAMS Blackboard interactions totaled 9,166,176 for 2018. eLearning looks at this data to determine how the courses are being used. Often, eLearning drills down to the type of interactions to determine if instructor training is needed on the construction and use of different tools.



### **How many submissions did the 2018 students make in Blackboard?**

Answer: 246,855 submissions including tests, discussions, assignments, journals, blogs, and SafeAssignments. And of the submissions in 2018, how many discussion posts did the students make?



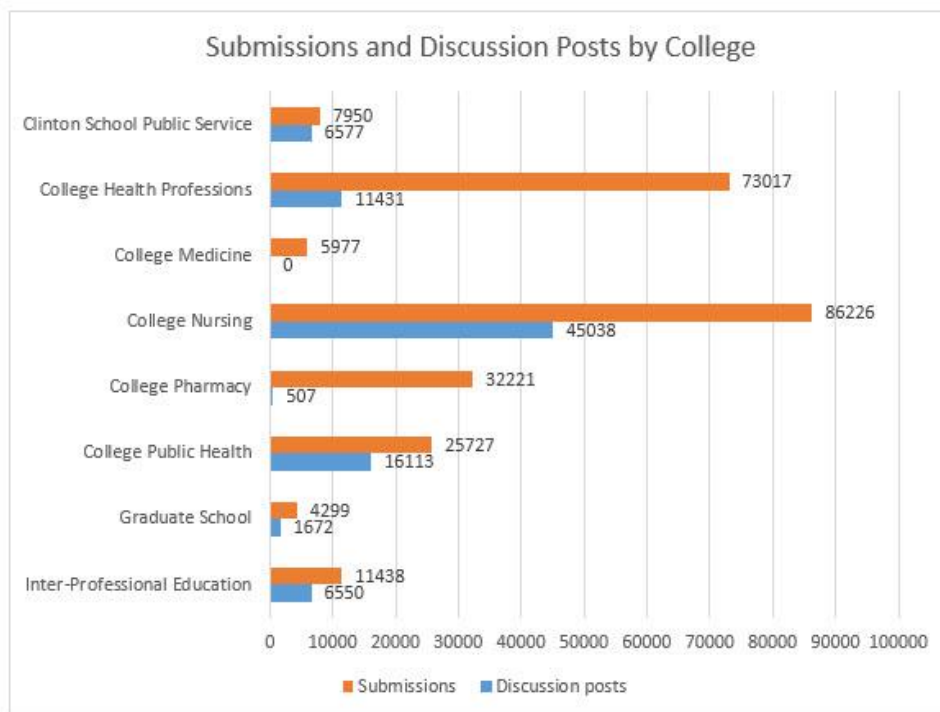
—Continued on Page 14

## Office of Educational Development

### Blackboard

*Continued from Page 13*

Looking further at submissions, eLearning determines the patterns of assessments (number of tests administered and the day/time tests are given) to schedule Blackboard upgrades for low traffic periods. In addition, eLearning looks at the use of testing tools to justify costs involved. For 2018, 1433 quizzes used Respondus 4.0 to create tests in Blackboard. Over 194 unique courses utilized Lockdown Browser and 547 seats used Respondus Monitor (online exam proctoring). In 2018, over 6500 SafeAssign reports were generated to review assignments for plagiarism potential.



STUDENT NAME	DATE OF LAST ACCESS	DATE OF LAST SUBMISSION	COURSE ACCESSES		MINUTES		INTERACTIONS		SUBMISSIONS		GRADE CENTER SCORE	
			STUDENT	AVG	STUDENT	AVG	STUDENT	AVG	STUDENT	AVG	STUDENT	AVG
			105 →	106	2300 ↓	2568	1177 →	1135	46 ↑	39	94% →	91%
			85 ↓	106	1469 ↓	2568	806 ↓	1135	35 →	39	87% →	91%
			94 ↓	106	4579 ↑	2568	975 ↓	1135	36 →	39	91% →	91%

Course analytics is already available for instructors within the Blackboard courses. Instructors use this data weekly to monitor student progress. Looking at the three students above, the second student has fewer course accesses, minutes, interactions and submissions resulting in a lower grade. Instructors can intervene early in the semester when trends run lower than average. Instructors also have the option of making this data viewable by the individual student.

Blackboard Analytics for Learn data supports an evidence-based improvement initiative in teaching and learning. The numbers provide student monitoring points as well as the story of Blackboard's usage. As the eLearning team completes the Analytics pilot groups, information will be forthcoming to help instructors, assessment directors, associate deans and deans optimize the tools and instructional design in Blackboard. Dashboards and reports may be customized for directors and deans to monitor student success and curriculum coverage.

For more information on Blackboard Analytics please contact [BlackboardHelp@uams.edu](mailto:BlackboardHelp@uams.edu).



---

## **Office of Educational Development**

### **eLearning**

#### **Collaborate Ultra's New Interactive Tools**

Collaborate Ultra is a web conferencing tool that is widely used across the UAMS campus for lecture capture, virtual office hours, meetings, and much more. Collaborate now offers several new features that can be used to make sessions more interactive.

This month the eLearning Blog features Collaborate Ultra's Custom Polling and Breakout Groups:

- **Custom Polling is for presenter interaction with participants providing real-time feedback**
- **Breakout Groups facilitate peer-to-peer collaboration for small group interaction**

Find the blog online at <https://educationaldevelopment.uams.edu/elearning-tools-2/elearning-blog/>.

If you have any questions about Collaborate Ultra, Custom Polling, Breakout Groups or any of our other eLearning tools feel free to contact the eLearning team via [BlackboardHelp@uams.edu](mailto:BlackboardHelp@uams.edu).

---

#### **OED eLearning Team Offers Specialized Blackboard Workshops for Summer**

The sessions are "hands on" and limited to 10 participants. All classes will be held in Shorey 8/16.

Please RSVP [carlemarthah@uams.edu](mailto:carlemarthah@uams.edu) to reserve a laptop or receive a Collaborate guest link (to join from a distance).

Aug 07	Walk in – Work in Your Course	11:30 – 12:50
Aug 09	Softchalk Create v11 demo	11:30 – 12:50
Aug 14	Course Analytics	11:30 – 12:50
Aug 16	Course Analytics	11:30 – 12:50
Aug 21	Tips for Testing in Blackboard	11:30 – 12:50
Aug 23	Tips for Testing in Blackboard	11:30 – 12:50
Aug 28	Grade Center Basics in Bb	11:30 – 12:50
Aug 30	Grade Center Advanced in Bb	11:30 – 12:50

---

## Academic Affairs Calendar

The following events and activities are hosted by departments within the UAMS Division of Academic Affairs or selected as possibly being of interest to faculty and staff. For more information on any AA event, visit the Academic Affairs or department website or contact the Office of the Provost, (501) 686-5672.

This list also contains continuing education events on campus that are submitted through the UAMS Office of Communications & Marketing. For a complete list of those events, visit <https://news.uams.edu/upcoming-academic-continuing-education-events> (intranet access required).

### July

**July 30**— eLearning Brown Bag Workshop, "Grade Center Basics in Blackboard," noon –12:50 p.m., Shorey 8/16. Limited to 10 participants, email [Martha Carle](#) to reserve a laptop or receive a Collaborate guest link (to join from a distance).

**July 31**— eLearning Brown Bag Workshop, "Blackboard Bootcamp," 9am-noon, Shorey 8/16. Limited to 10 participants, email [Martha Carle](#) to reserve a laptop or receive a Collaborate guest link (to join from a distance).

### August

**Aug. 1-16**— Residence Hall Move-In Dates. New and returning students arrive on campus.

**Aug. 1**—eLearning Brown Bag Workshop, "Grade Center Basics in Blackboard," noon –12:50 p.m., Shorey 8/16. Limited to 10 participants, email [Martha](#)

[Carle](#) to reserve a laptop or receive a Collaborate guest link (to join from a distance).

**Aug. 2**—eLearning Brown Bag Workshop, "Grade Center Advanced in Blackboard," noon –12:50 p.m., Shorey 8/16. Limited to 10 participants, email [Martha Carle](#) to reserve a laptop or receive a Collaborate guest link (to join from a distance).

### September

**Sept. 9**—Educators Academy Teaching Workshop, "Evidence-based Teaching," 4:30-6 p.m., IDW 105 a/b. For more information email [EdAcad@uams.edu](#).

**Sept. 16**—Educators Academy Teaching Workshop, "Active Strategies," 4:30-6 p.m., IDW 105 a/b. For more information email [EdAcad@uams.edu](#).

**Sept. 17** — Student Resource Fair and Constitution Day Celebration, 11:30 a.m.-1 p.m., Student Center. For more information, contact Nakia Dedner, Campus Life assistant director, at [DednerNakiaA@uams.edu](#).

**Sept. 23**—Educators Academy Teaching Workshop, "How Do I Design a Class?," 4:30-6 p.m., IDW 105 a/b. For more information email [EdAcad@uams.edu](#).

**Sept. 30**—Educators Academy Teaching Workshop, "Multiple Choice Exams," 4:30-6 p.m., IDW 105 a/b. For more information email [EdAcad@uams.edu](#).

---

## Accolades

*Continued from Page 1*

Harry Ward moved the CHP Offices onto the UAMS campus and into the first floor of the Winston Shorey Building. Registration moved to the 8<sup>th</sup> floor of the Education II Building, with a paper process involving three-part triplicate forms and plenty of coordination with multiple departments. As Lloyd describes it, "It didn't matter how hot or cold outside, we had to show up ready to get students enrolled."

CHP eventually moved to its current home in the Administrative West Building, former home of the Arkansas State Hospital. Phyllis remained in that location until the central Office of the University Registrar opened in October 2014. At that time, she, along with registrar staff from the other colleges, moved into Building 2 of the CHP complex.

Lloyd has many fond and funny memories, including physically picking up paychecks from the main campus to deliver to the University Towers building (and reporting mileage for the many trips between), and stories of parking challenges and "watching the shuttle bus going off the lot because you were just a few seconds too late!"

Her coworkers consider her a treasure, mentor, and trusted friend. Phyllis Fields, associate dean in the College of Health Professions, recalls starting at UAMS in 1984 and the way Lloyd took her under her wing and shared

—Continued on Page 17

---

**ADA/Title IX***Continued from Page 1*

"If approved, I will work with the associate dean to implement the accommodation plan," she said.

"Sometimes, even if the request is not approved, there may be an alternative. Sometimes a student just needs to know what resources are available to them."

The work fits with her past work experiences where she served as a disability coordinator at Arkansas Baptist College in Little Rock. She also previously worked at [Arkansas Promise](#), a grant-funded program that seeks to expand the educational and employment opportunities for youth ages 14-16 who are receiving benefits through the federal Supplemental Security Income (SSI) program. Neal was a career counselor with teens in the program, many of whom were disabled, as they completed work experiences and learned about possibilities for additional education or employment.

"It felt good to see them persevere and succeed when there were people in their lives who told them they couldn't," Neal said.

Her desire to help people in need extended to a stint as a volunteer advocate for domestic abuse victims. In some instances, she said, this meant going to a hospital to meet a victim of abuse to ensure they were aware of support programs available to them.

Neal, a Little Rock native, moved back to Arkansas from Dallas in 2015, where she worked for a property management company. She ended up buying the house across the street from the one where she grew up in the Oak Forest neighborhood. She said she's excited about to see her neighborhood going through a period of revitalization.

For information on ADA/Student Disability Services, visit [students.uams.edu/ada-disability-services](http://students.uams.edu/ada-disability-services). For Title IX resources and information, visit [students.uams.edu/title-ix](http://students.uams.edu/title-ix) or [hr.uams.edu/other/title-ix](http://hr.uams.edu/other/title-ix). Neal's office is in the UAMS Library, Room 2/109 of the Education II Building. Contact her by email at [aneal@uams.edu](mailto:aneal@uams.edu) or call (501) 526-5641.

---

**Accolades***Continued from Page 16*

a wealth of knowledge and insight. Lloyd also shared a gift for growing lovely plants, which Fields didn't similarly possess.

"She did not lose faith in my ability to master plant life. Phyllis would give me plants and say, 'Now Ms. Fields, I know you can keep this one alive,' and goodness gracious, I failed her every time," Fields said.

Plants aside, Fields is incredibly grateful for 35 years of work and friendship with Phyllis. "I shall forever be grateful to Phyllis for being my guiding star in the College of Health Professions and for remaining confident in my abilities." Others at UAMS shared thoughts about Phyllis, including Tammy Brooks, an executive assistant in Nuclear Medicine Imaging Sciences, who remembers her arrival at UAMS in 1996. "I was the new kid on the block, but no matter how busy Mrs. Phyllis was—and she did stay busy—she always made time for me. She knew something about every student she worked with and was available to help." Pattie Hamilton, registrar for enrollment and registration, came to UAMS in 1999 and said that Phyllis "is not just a coworker, but is a dear friend. She genuinely wants to help all students succeed and her work ethic is unsurpassed. I feel UAMS is lucky to have people like Phyllis here each day."

"I never would have imagined staying at UAMS for 45 years—I didn't think I would last a year because it was completely different from what I had done before," Lloyd recalls. "It has been a good experience for me probably because I take each day as it comes and do what I can to help the student or faculty get what they need." Indeed, Phyllis has seen myriad changes over her 45 years at UAMS, and her advice is timeless.

— Clinton Everhart