



Behind the Scenes

How the Office of Academic Services Prepped the Campus for Students’ Return

When students pivoted to distance learning in March, UAMS and the Office of Academic Services (OAS) began planning for their safe return to in-person classes. Staying nimble and a sense of humor were key. It was a very busy summer.

Pitching In

OAS was able to furnish items from its inventory to the hospital for the COVID-19 response. Staff volunteered at employee screening stations. OAS staff made bars of soap for Stocked and Reddie care packages and set up laboratories for students to compound hand sanitizer for Stocked and Reddie.

The OAS room schedulers quickly and efficiently implemented constantly changing requirements for space as plans were made and remade by the colleges and clinical programs.

Learning Support

In order to utilize OAS’s about 300 teaching computers, they needed to be distanced safely. The amphitheaters in the Wilson Education Building, Rooms 126 and 226, were chosen and 124 computers from the Education Building II labs were moved across the street and installed.

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(Top left) OAS staff members LaKim Davis, James Williamson and Zhao Yang and from IT Luke Johnson, convert amphitheaters to distanced computer labs. (Note: Photo was taken prior to mask mandate.) (Bottom) Student personal protective equipment (PPE) in packages are readied for distribution prior to the return to in-person instruction.

Office of Interprofessional Education Takes Virtual Learning to New Heights

The Exposure Workshop is the first of seven required interprofessional activities that students at UAMS experience.

Typically, this event is hosted over a three-day period in August. Students gather in I. Dodd Wilson 126 and 226 where they engage with various speakers learning the value and importance of interprofessional education in regards to Social Determinants of Health, Patient- and Family-Centered Care, Research, Professional Wellness, Health Economics, and Health Communications.

Working in small interprofessional teams, students consider these themes as they relate to a family case discussion.

With COVID-19, the IPE team quickly adapted the event to allow virtual delivery instead. Prior to the new virtual workshop, students reviewed brief video modules for each topic to orient them to the cross-disciplinary themes and made notes for each theme within a case discussion worksheet.

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News from Academic Affairs

November 2020 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

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Office of Strategy Management

Questions? Comments?

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A Message from the Provost

Reading about how our Office of Academic Services and Office of Interprofessional Education both adapted to the challenges brought on by COVID-19 to serve our faculty and students is inspiring. It's another reminder that innovation often comes in the face of crisis.



Our IPE office was able to pivot to deliver its Exposure workshop virtually to all new UAMS students. OAS teamed up with Campus Support Services, Information Technology and so many others across UAMS to adjust our classrooms for smaller student capacities and appropriate distancing. They organized the tools to allow remote education and prepared faculty and student PPE kits for when we resumed in-person instruction.

Dr. Stephanie Gardner

I know there are many other similar examples as UAMS found ways to continue its academic, clinical and research missions — as well as keeping the campus operational — despite the COVID challenges.

I believe that education, as a profession, attracts creative, adaptable people. The Provost's Book Club recently read "Range: Why Generalists Triumph in a Specialized World," by David Epstein. Epstein suggests that in a world that tends to push people toward hyper-specialization, the qualities of being a more well-rounded generalist may find more success in some situations due to a having a broad breadth of knowledge as opposed to a deep — but narrow — knowledge base.

I feel like we have an effective team of broad-based problem solvers. This pandemic and the need to quickly and in some cases radically alter how we worked or served our faculty and students brought out the best in these adapters.

With upbeat news of successful vaccines getting closer, we can now sense there will be a point down the road where we will not be need to wear masks in public or be cognizant of physical distance in our surroundings.

Yet a even a return to "normal" will likely see lasting changes in some aspects of our work environment and how we accomplish our academic mission. Thanks to the adaptability, teamwork and **range** of Team UAMS, we will be better positioned for continued success regardless of the circumstances.

Office of Educational Development

OED eLearning Blackboard Team

Kudos to the eLearning Team

OED's eLearning team worked hard training faculty to translate face-to-face courses into online sessions in Blackboard.

From January to May 2020, the total of number of attendee hours in all of the Collaborate sessions/rooms attached to Blackboard Courses increased from 477.42 hours to 45,670.5 hours. In summer 2020, the eLearning team offered 116 topics in Blackboard training with over 290 faculty and staff attending. These numbers do not reflect the day-to-day assistance calls and emails from faculty and staff.

Faculty praise of these efforts have been positive:

- "Thanks for looking at this so promptly." Michael L. Jennings, Ph.D., professor, Physiology and Biophysics, College of Medicine
- "I appreciate both of you so much. Your thoughtfulness, innovation, and patience as you guide me in this process means more than you know." Brooke E.E. Montgomery, Ph.D., M.P.H., assistant professor, Fay W. Boozman College of Public Health
- "You guys are AWESOME and thank you so much for helping with all the POM stuff. You really don't know how much we appreciate you all." Marcie Johnson, Curriculum Office, College of Medicine
- "On behalf of all the faculty – Thanks to all of YOU for helping us with the workshop and the resources you shared and for all your support during the academic year!" Thomas D. Jones, M.Ed., RRT, CPFT, chair, Department of Respiratory Care, College of Health Professions
- "Your session from this morning was very informative and helpful; I LOVE your training sessions; THANK YOU!" Grazyna Nowak, M.S., Ph.D., professor, Pharmaceutical Science, College of Pharmacy
- "Thank you! It was a great training!" Susan Hoffpauir, Ph.D., LCSW, academic dean, Clinton School of Public Service
- "Your help is very appreciated!" James Graham, M.D., professor of Pediatrics, executive associate dean for academic affairs, College of Medicine

eLearning Blog

This month the eLearning Blog on the OED Website has two new Blackboard tool offerings: *Text Editor* for hand-held devices and larger screens including accessibility and new features, also *Blackboard Ally Pilot Sign-up* opportunity for faculty to test Ally, which uses alternative formats, feedback and accessibility reports.

For more information visit the OED [eLearning Blog](http://educationaldevelopment.uams.edu/elearning/elearning-blog) (<http://educationaldevelopment.uams.edu/elearning/elearning-blog>).

SoftChalk Cloud Create 11

Available to all UAMS faculty, *SoftChalk Cloud Create 11* makes it easy to create and share self-contained, interactive, online modules that can reside inside Blackboard courses. SoftChalk modules can include activities and quizzes with scores that can be captured in the Blackboard gradebook. With SoftChalk 11, course features are accessible across computer platforms and mobile devices.

SoftChalk 11 capabilities include:

- Compatibility with Multiple Learning Management Systems.
- Cloud storage of SoftChalk modules.

Editing a single file and it updating everywhere it is deployed.

For more information, video tutorials, and how to migrate to SoftChalk Cloud, see the eLearning tab on the [OED website](#).

Teaching Scholars

The OED Teaching Scholars program will be announcing applications for the 26th cohort soon. The Teaching Scholars program is a one-year, intensive professional development program for selected faculty who aim to:

- Strengthen their educational foundations and enhance their teaching skills through quality research activities.
- Extend their educational research skills by translating their teaching activities into scholarly work.

For more information, visit <http://educationaldevelopment.uams.edu/edacad/teaching-scholars-program>.

Office of Educational Development

eLearning Training Sessions

All Brownbag Topics Moved Online

When you RSVP to BlackboardHelp@uams.edu, you will receive a calendar invitation and a session link. The link must be launched from Chrome or Firefox browsers. It is suggested that participants have a microphone but is not required.

Please make your reservation by noon the day before the session.

Comprehensive Blackboard (Bb) Training is available by request to carlemarthah@uams.edu. Sessions are two hours and available online only. When you register, you will receive a calendar invite and session link. Individuals or small groups can be scheduled.

- Session 1 includes an overview of Blackboard, Communication Tools, Assignments, and Rubrics
- Session 2 includes Testing in Blackboard and Respondus Products (LockDown Browser, Respondus 4.0, Respondus Monitor) and EAC Visual Data
- Session 3 includes the Grade Center, Groups, Course Analytics, and Collaborate Ultra

Date	Time (1 hour)	Topic
12/1	8:30 a.m.	End of Semester Tasks in Blackboard
12/3	8:30 a.m.	Copy Spring Course & Data Management
12/8	12 p.m.	ALLY Demonstration
12/10	8:30 a.m.	Copy Spring Course & Data Management
12/11	8:30 a.m.	Asynchronous / Synchronous Discussions: Blackboard Discussion Tool / Breakout Rooms Collaborate Ultra
12/15	12 p.m.	End of Semester Tasks in Blackboard
12/17	8:30 a.m.	Copy Spring Course & Data Management

Ferris Retires from UAMS

OED said goodbye recently to highly skilled instructional design team member **Lisa Ferris, Ed.S.**, assistant professor, when she retired in September.

Ferris provided extensive services for the colleges, programs and individual faculty in course development for online, face-to-face, blended classes and presentations. She helped design the [Presentation Essentials](#) course and the collaborative model for the [Partnering for Effective Course Design](#), both found in the [Course Design](#) tab on the OED website. She also was part of the team that developed the OED [Teaching Resources Page](#) of Best Practices, how-tos, articles, and examples to help faculty develop courses that engage learners.

Some of her projects included *The Arkansas Community Researcher Training* in collaboration with the UAMS Translational Research Institute; the interactive *Heart Murmurs* online practice exam with Dr. Sung Rhee, course director, Cardiovascular of the College of Medicine; *The Changing World of Health Care and the Primary Care Practice* presentation for 3rd year medical students presented by Dr. Mark T. Jansen, Medical Director, Regional Programs; *Collaborative Care for Dental Hygienists* and *Nitrous Oxide Sedation* online continuing education courses available through GoSignMeUp.

She served as a judge for the National SoftChalk Lesson Challenge and volunteered as a tutor for elementary school children in the AR Kids Read program. A master gardener, Ferris leaves the city life behind for a life in the country.



Lisa Ferris

Campus Life and Student Support Services

Associated Student Government

This semester the landscape of our campus changed drastically for UAMS students. With the pandemic in full swing and civil distress in many parts of the country, much of our world looks nearly unrecognizable. Many daily routines are now more challenging and everyone continues to adjust.

The Associated Student Government (ASG) embraced an opportunity to make a commitment for upholding diversity, equity and inclusion at UAMS. Nothing could have been more fitting than starting the fall term with a joint project, alongside Brian Gittens, Ed.D., vice chancellor for diversity, equity and inclusion.

ASG officers worked diligently to create a diversity pledge and commitment statements. During the week of Oct. 19-22, all UAMS students were invited to sign a diversity banner, pledging support as UAMS students. UAMS Provost Stephanie Gardner, Pharm.D., Ed.D., and Dr. Gittens also signed the banner.

All who attended the event received lunch and a student-designed "Diversity Means" T-shirt. The artwork features a Word Cloud design compiled of words submitted directly from the student body. T-shirts are worn by students and the message magnifies ASG's mantra of being, the "voice of the students."

To see the display of the Diversity Banner Pledge and the Word Cloud, stop by the Student Center during business hours. To read more about this event, take a look at Spencer Watson's coverage in the UAMS campus news article ([article link here](#)). A copy of the pledge is written below:

Associate Student Government Diversity Statement

The UAMS Associated Student Government (ASG) embraces and appreciates all that diversity brings to our campus. We are proudly committed to the continued work of creating and sustaining a diverse and inclusive community that promotes equity and inclusion for all of its members. ASG recognizes the strength that diversity brings to our community, where each person's unique voice is heard and can contribute to the overall student experience. ASG strives to represent and involve students from all backgrounds and experiences so that the life of our student body remains vibrant and continues to flourish. Together, we have the capability to create a campus that embodies a new standard for learning, growth, and overall student success.

As members of the UAMS Associated Student Government, we are unified in our commitment to the following:

- We will actively seek** opportunities to support and strengthen diversity, improve health equity, and foster inclusion.
- We will encourage** open dialogue to facilitate safe exchange of ideas in our efforts to better our community's commitment to equality.
- We will reflect** on our own biases so that we may take steps towards understanding and offering compassion.
- We will respect** students and faculty from all backgrounds to ensure that our goals of enhancing diversity, embracing others, and assuring accountability are met.
- We will develop** a community in medicine that appreciates our differences and embraces them to connect with all individuals regardless of social status.
- We will commit** to these values by understanding diversity is not a problem to solve, but an asset to be developed.



(Top) UAMS students gather for the diversity event on Oct. 22. (Bottom) ASG officers join Provost Gardner and Vice Chancellor Gittens next to the banner with the diversity statement developed by the student government organization.

Campus Life and Student Support Services

ASG Community Service Event

Photographed below are students Angel Livingston (CON), Jennifer Thompson (CON), Thomas Harkey (COM) and Adrian Williams (GRAD) who participated in ASG's annual City of Little Rock Community Clean-Up event that took place Sept. 26. Students met at the UAMS Residence Hall to check-in and pick up supplies to collect debris along either side of W. Markham Street, as well as canvas the Residence Hall grounds, the Department of Health and Burger King parking lot.



Virtual Scavenger Hunt

To test the virtual event waters, ASG recently hosted its first virtual Scavenger Hunt.

Students from the colleges of Medicine, Pharmacy and Health Professions participated in finding common household items ranging from brooms to coffee pods. It did not take long for this fast-paced challenge to wrap up with winner, Bhavika Raina from the College of Health Professions.

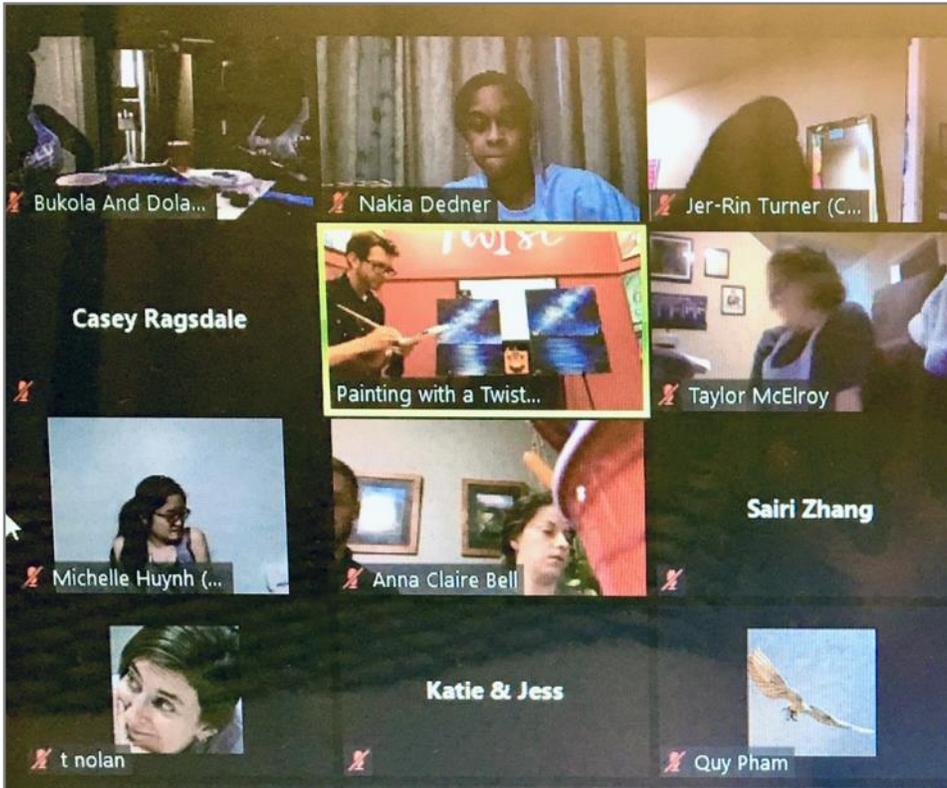
Congratulations Bhavika!! Stay tuned for the next round of virtual hunting coming up later this semester.



Campus Life and Student Support Services

Painting With A Twist, At Home

On Oct. 23, students had an opportunity to participate in a "Painting with a Twist," at home event. Sixty students participated virtually in painting their versions of the Milky Way Galaxy. Students logged in via Zoom to receive live instruction all while family, friends, children and pets joined the fun as well. Although this event was virtual, students still enjoyed this study break to the fullest!



Pumpkin Carving Contest

But the fun didn't stop there! Friday, Oct. 30 the ASG sponsored a Virtual Pumpkin Carving Contest.

First place winner, Graduate School student Kevin Chappell impressed us all with his detailed carving of the Balrog character from "The Lord of Rings" (bottom left). Fiona Kelly from the College of Health Professions placed second with her Spooky Spider Web design (middle). Lastly, coming in third place was Thomas Harkey of the College of Medicine with his Scary Face Pumpkin. Congratulations to all of the winners! Your creative efforts amazed and entertained us all.



Campus Life and Student Support Services

Shadows at Sixth Street: An Elevated Halloween Drive-Thru

ASG concluded the month of October with nearly 100 students participating in Shadows at Sixth Street: An Elevated Halloween Drive Thru. This pandemic family friendly, frightful and fun drive-through experience took place in the parking deck at 6th and Scott streets in downtown Little Rock. The event was a collaboration between the Little Rock Zoo and the Downtown Little Rock Partnership.

Students enjoyed learning about the legend of the Gurdon light, the Fouke Monster, Woodson Lateral Road, as well as the haunted Crescent Hotel. Each level of the deck captured laughter, fun and fright as each car drove through foggy swamps, spooky monsters, and legendary ghosts.

For more ASG events check out the studentlife.edu web page for updates.



Intramural Sports

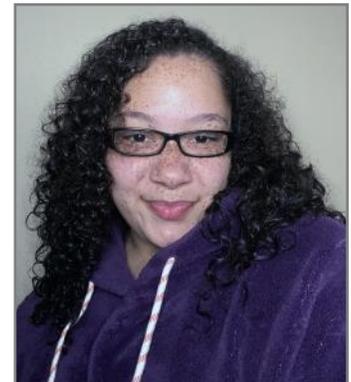
Campus Life and Student Support Services extended tennis by two weeks due to interest and popularity. Team 'Double Trouble' from the College of Health Professions wins the first-ever Intramural Tennis Tournament. Congratulations to **Summer Khairi** and **Austin Crawford**.

STRAVA The next social-distancing intramural sport, a Walk, Jog, and Run Contest, started in October and continues until Dec. 20. Utilizing a free phone app called STRAVA, students can create an account to track steps and miles. On select Sundays, students can participate in scheduled nature walks to various scenic parks to boost competitor excitement. The top 5 students, with the most logged steps, will receive a Campus Life Champion Hoodie!

Residence Hall

Please join the Campus Life department in giving a warm welcome to our two new Resident Assistants who joined our team Nov. 1. We are excited to have them work with us in the office of student housing. These students not only bring to our department their unique personalities, they also bring diversity in their abilities, gifts, talents and cultural experiences.

Shariesa Feimster is a first-year student in the College of Health Professions pursuing a master's degree in the Speech Pathology program. She grew up in the rural town of Mansfield. She earned a bachelor's degree (in three years) from University of Central Arkansas in Communication Sciences and Disorders. Shariesa has a passion for helping special needs children and working with developmentally delayed children. In her free time, she enjoys spending time with family and friends and listening to music. Shariesa is the Treasurer for the National Student Speech Language Hearing Association (NSSLHA) chapter at UAMS. She is excited to begin her career as a Speech-Language Pathologist and hopes to obtain her doctorate degree from UAMS in the future.



Shariesa Feimster



Georgia Walker

Georgia Walker is a junior in the UAMS School of Nursing. She grew up in the Northwest Arkansas city of Springdale. Georgia completed her required pre-requisite courses for nursing school at the University of Arkansas at Fayetteville. In her free time, she enjoys traveling, and spending time with her family. One of her favorite activities in her spare time is trying new coffee shops with friends. She is a member of the Student Nurses Association at UAMS.

Office of Interprofessional Education

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Special thanks are given to the expert speakers for these introductory videos:

- **Amanda Harden**, LCSW, Center for Patient Experience — Patient- and Family-Centered Care
- **Alison Caballero**, MPH, CHES, Center for Health Literacy — Health Communications
- **Brian Gittens**, Ed.D., Division of Diversity, Equity and Inclusion — Social Determinants of Health
- **Antino Allen**, Ph.D., College of Pharmacy — Research
- **Mark T. Jansen**, M.D., Arkansas Blue Cross Blue Shield — Health Economics

The virtual workshop hosted on Zoom kicked off with an introduction to IPE by **Kat Neill**, Pharm.D., FNAP, associate provost for academics and director of interprofessional administrative and curricular affairs. As Neill presented, the IPE staff began the behind the scenes work of creating as many as 13 breakout rooms, with random student and structured facilitator assignments. It was a formidable task but **Misty Besancon**, IPE program administrator, handled it like a pro while **Wendy McCloud**, IPE manager, facilitated assistance with any technical challenges participants experienced.

Following the introduction to IPE and the workshop format, students were sent to their interprofessional breakout rooms. No more than 20 students and two faculty members per room made for easy viewing using the gallery panel and excellent small group conversations. With timing notes broadcast by the Zoom host, groups spent 10 minutes discussing each topic theme as it related to the case. After the final topic, they were brought back to the main room to participate in a short poll to quiz their understanding of content.

It was then time for a brief introduction to the importance of Professional Wellness. **Wendy Ward**, Ph.D., ABPP, FAPA, FNAP, associate provost for faculty and director of interprofessional faculty development or **Amber Teigen**, MMSc, PA-C, associate program director and assistant professor in the UAMS College of Health Professions, led this content.

Neill returned to provide an orientation to “next steps” for students to continue their IPE program requirements. The workshop concluded with a call for a moment of gratitude by asking students and faculty to take a moment to type a quick note in the chat box of anything they found insightful, helpful, or grateful for during this experience.

The responses were overwhelmingly positive all four days:

- COM Student: *“Thank you so much for making good communication among the various healthcare professions a priority. It makes a huge difference in patient and provider satisfaction when everyone is on the same page.”*
- COP Student: *“Thank you for helping us to learn more about what it means to work as a TEAM as health professionals to help families in Arkansas!”*
- CHP-PA Student: *“Thanks for promoting intercollaboration and helping us build relationships”*
- COPH Student: *“The most effective aspect of the Quadruple Aim IPE Exposure Workshop was the discussion that primarily focused on the real-life example of Georgia's case. By sharing insightful information with other team members on the importance of improving people's health. By providing better care in terms of access to increased healthcare resources, increased patient satisfaction, and better healthcare at reduced cost. I also liked how we were able to incorporate experiences related to our professions with the case to*

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IPE Exposure Workshop 2020

Due to the COVID-19 pandemic, the Office of Interprofessional Education shifted its traditional Quadruple Aim IPE Exposure Workshop for incoming UAMS students to a virtual setting.

By the numbers:

- **Four** three-hour virtual sessions over four days with up to 241 participants in each
- **688** — UAMS student participants (By college: College of Health Professions 263; College of Medicine 170; College of Nursing 109; College of Pharmacy 86; College of Public Health 32; and Graduate School 28)
- **53** — UAMS faculty and staff participants (Division of Academic Affairs 22; College of Health Professions 21; College of Nursing 4; College of Medicine 3; and College of Pharmacy 3)

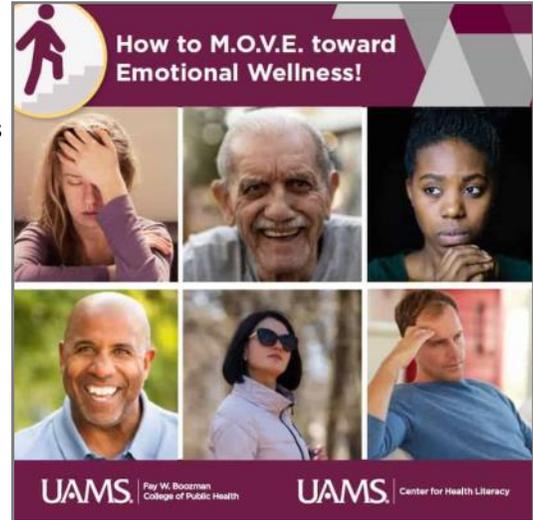
Center for Health Literacy

CHL products and services address intensifying mental health needs

Over the last year, the Center for Health Literacy received many requests to edit and create materials for clinical and research teams from UAMS and beyond to help people facing mental health challenges.

These materials include patient education on post-traumatic stress disorder, psychosocial tips for returning to school during the pandemic, and our latest guide, How to M.O.V.E. toward Emotional Wellness, which recently won an APEX Award for Communication Excellence.

The M.O.V.E guide was developed with faculty in the College of Public Health, Tiffany Haynes, Ph.D., associate professor in Health Behavior and Health Education, and Keneshia Bryant-Moore, Ph.D., R.N., associate professor in Health Behavior and Health Education. It is available in English and Spanish and will soon include a digital module in each language to expand our reach. So far, thousands of print copies have been distributed and more are available.



Mental health education continues to be very important due to the COVID-19 pandemic. To address this, the Center just received new funding from the National Network of Libraries of Medicine to create an additional digital learning module that will address mental health concerns that are specific to the pandemic. This new tool will be available early next year.

In other CHL news:

- The **Center for Health Literacy** also received a contract from Pfizer Inc. to collaborate with UAMS Dermatology specialists, Vivan Shi, M.D., and Jay Kincannon, M.D and the UAMS Institute for Digital Health and Innovation. The project "Changing the Game and Leveling the Playing Field: Empowering Atopic Dermatitis Patients with Health Literacy Challenges" will include the creation of new materials to help patients and caregivers learn about provider communication and other techniques to engage in their care for atopic dermatitis.

Office of Interprofessional Education

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help each other better understand the role of different professions."

- GRAD Student: *"The most effective aspects of the Quadruple Aim IPE Exposure Workshop were the breakout sessions because it was a small discussion group where everyone had different backgrounds, which helped broaden the discussion topics."*
- CON Student: *"The SDoH was very impactful, as well as how health literacy plays a role. It was very informative hearing from the different professions and their perspectives. I loved hearing from everyone."*

Faculty and staff agreed, the virtual Exposure Workshop allowed for a more intimate learning experience for the faculty-student conversations than our face-to-face version. Facilitators established a strong rapport with their group of 20 students over the hour they spent together in discussion. Students engaged with enthusiasm and conversations were richer and deeper through the entire process.

Accolades

Kristen Sterba, Ph.D., associate provost for students and administration, co-presented the webinar, "The State of Graduate Program Marketing & Enrollment," during an Oct. 6 virtual event hosted **NAGAP** and Education Dynamics. She joined Travis Coufal, director of enrollment and student support for Education Dynamics, and Stephanie Franks-Helwich, director of account management for client relations at Education Dynamics. Their presentation documented trends and practices in graduate student marketing and enrollment management, based on a survey of 100 graduate enrollment managers.

Office of Academic Services
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Safely Distancing

Each classroom, laboratory, study space and amphitheater was measured and labeled for safe seating with UAMS Infection Prevention reviewing and approving. Extra chairs were removed and room capacities were posted.

Distance Learning

OAS assisted the colleges in broadcasting laboratory exercises executed by faculty and distantly observed by students.

Signage

Instructions for where to eat, social distancing,



mask wearing, hand washing and room and elevator capacities were posted in all educational buildings.

PPE

Staff from the Supply Chain assembled 2,700 packs of student and faculty PPE. These packs were delivered to the colleges and programs on campus by OAS staff after determining their needs for the fall semester. OAS will resupply students' needs during the school year.

Back To School!

Colleges developed hybrid programs of distance learning and necessary in-person activities. Most laboratories are, by necessity, in person.



UAMS students returned with a mix of in-person and distance learning. Most lab instruction must be taught in person with distancing and masks required.

Top — Signs mark seats in an auditorium to enforce physical distancing. Middle — OAS assisted with a broadcast by College of Pharmacy faculty members Ryoichi Fujiwara, Eddie Dunn and Melanie Reinhardt (photographed prior to the mask mandate) to allow them to teach remotely. (Bottom) — OAS team member Susan Carter organizes student/faculty PPE kits for delivery to colleges.