



FUTURE/ *forward*

19/20

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
ANNUAL REPORT

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Mask up, use your voice, and vote!

CELEBRATING A NEW NAME, CREATING THE FUTURE

What a year. Back in early 2020, when we first started planning the annual report, I thought this publication would focus primarily around the celebration of our name change from the College of Education to the College of Education, Health, and Human Sciences (CEHHS). But within a few short months, we were in the middle of a global pandemic, and every week brought a complex issue to the boiling point: political upheaval, the effects of climate change, calls for racial justice.

I'm sure you've asked yourself, "When will we return to normal?" or "What is the new normal?" I've asked these questions myself, and although the answers are not easy or simple, and at times it feels impossible to move forward, I believe we can take action to create the future we want. We can have positive impact on our communities. We can support people through these difficult times. Most importantly, we can use our voice and do the work necessary to make change. I am empowered by the words of the late Supreme Court Justice Ruth Bader Ginsburg, who offered her personal reflections on living a meaningful life during a 2017 lecture at Stanford University:

“ If you want to be a true professional, you will do something outside yourself, something to repair tears in your community, something to make life a little better for people less fortunate than you.”

- Justice Ruth Bader Ginsburg

Throughout this publication, you will read stories of CEHHS students, alumni, and faculty who are working to positively impact the lives of the people around them. People like Public Health alumna and grad student Touki Phommakhanh who runs several programs to prevent homelessness at Together Omaha. You'll read about our new Teacher Scholars Academy, led by Dr. Gerry Huber. This first cohort of aspiring teachers recently learned more about the communities they'll serve after graduation by studying the history and effects of redlining in Omaha. You'll get updated on the grant-funded research in the newly-expanded Biomechanics Research Building, including one of UNO's largest research grants in history: a \$10.3M Phase II Centers of Biomedical Research Excellence (COBRE) grant mechanism from the National Institutes of Health (NIH).

It's work that's been part of UNO and our college since the birth of the university. In 1908, five new Omaha educators graduated from our teacher prep program, and over the next 110 years, that single program would evolve to become our college—currently spanning three buildings; over 150 faculty, staff, and administrators; 21,000+ alumni; 2,400+ students; and 23 academic degree programs.

Our new name, the College of Education, Health, and Human Sciences, is a recognition of the many people who set the foundation in place for growth and innovation to occur. In spite of big challenges, I feel excited for the opportunities ahead and for what the future holds, especially when I see the ways we have supported each other during this time.

So this publication *is* a celebration—it's a celebration of the work we've done to advance our college and community, and a celebration of the future we are creating, and I thank you for being part of it.

Nancy A. Edick, EdD
Lois G. Roskens Dean



READ MORE ABOUT THE NAME CHANGE FROM COE TO CEHHS



LEARN ABOUT THE COLLEGE'S PAST, PRESENT, AND FUTURE



@UNOCEHHS

Q&A

LEADING THROUGH CHANGE

This July, Dean Nancy Edick joined fellow CEHHS campus leaders, Educational Leadership Professor and UNO Faculty Senate President, Dr. Elliott Ostler, and Elementary Education major and UNO Student Body Vice President, Vanessa Chavez Jurado, to chat virtually about what it means to serve during difficult times. This Q&A is a portion of their conversation on leadership.



DR. ELLIOTT OSTLER
PRESIDENT, UNO FACULTY SENATE
PROFESSOR, EDUCATIONAL LEADERSHIP



VANESSA CHAVEZ JURADO
VICE PRESIDENT, UNO STUDENT BODY
ELEMENTARY EDUCATION MAJOR

Dean Edick: Please share a quote or an image that resonates with you as you provide leadership during this really unique time.

Vanessa: The quote I chose from Justice Sonia Sotomayor focuses on civic engagement: "None of us can afford to be bystanders in life. We create our community, and we create it by being active participants." I think this quote is very telling of leadership because a leader should empower others to also take action. And I think that's especially true now, when so much can feel like it's out of control.

Elliott: Given the nature of the stress of our current conditions, I think we've maybe yielded a little bit too much to the winds of fate. In some cases, we seem to have maybe thrown up our hands as if to say that we really don't have much control of our lives and our future, but we should be trying to move away from the dispositions of self-preservation towards a position of service. With that in mind, I think we should be absolutely tenacious. For me, I've always been partial to the picture of the frog and a big stork that's trying to eat him, and the frog is choking the stork. The caption is, "Never give

up." That's a bit of a comedic look at something serious, but it's about courage and tenacity in the face of adversity. I think that seems wholly appropriate given the responsibility to navigate through some pretty difficult times.

DE: Elliott, what do you bring from your work and years of experience to the Faculty Senate presidency?

E: Gratitude is the fundamental component I can offer. Over the years I've had the opportunity to work with lots of different people on many projects. The biggest takeaway is that all of the people I've worked with, almost universally, are those who are grateful to serve. And they share an understanding that service is not a burden, but rather an opportunity. And I've tried to take that attitude, and I think that means, as a leader, three of the most important roles I play in the Faculty Senate are listener, learner, and follower—I mean, we can all use a dose of humility, right? So that's where I find myself landing these days.

DE: Yes, I consider this work to be service work, and the thing that has always been most humbling about it is the people. Absolutely. So, Vanessa, tell us a little bit about your own life experience and how that informed your decision to become a leader in UNO Student Government.

V: In high school, I was part of the school newspaper, and it was a great outlet for me to be able to talk about different topics that didn't affect the majority of my classmates, but as a person of color, they did affect me. I wanted to raise awareness of these issues, but I often didn't feel I had the support of the administration. It was a way for me to educate others, but I didn't feel like it went far enough. I wanted to engage in more action. I attended my first march, and then I and another classmate organized a walkout at our school. So, taking it further and engaging in actual steps that raise awareness on issues and actually make change.

Once in college, I was invited to the diversity and inclusion dinners that were held with the UNO Vice Chancellors. I saw that as a great opportunity. Just the step of organizing that dinner was a right move by the university because it showed they cared and wanted to have these conversations. I met great student leaders who, like myself, wanted to improve on our approach to diversity and inclusion at UNO and in our community in general. I was inspired after these dinners, and I wanted to get more involved. I was in the Freshman Leadership Council my first year, and I went on to campaign to be a Senator representing the college. And during that experience, I focused on the inequities that come with standardized tests.

When I ran for vice president alongside Jabin Moore, who serves as Student Body president, our goals and visions aligned, and we realized that we could really make change. And before we were even sworn in, we were able to

change the structure in Student Government to create a committee for diversity, equity, and inclusion.

DE: Elliott, you are being relied on as the voice of literally hundreds of faculty members, and for you, Vanessa, thousands of students. And they represent very diverse perspectives on complex issues. So, how do you handle the awesome responsibility of being that voice?

V: I recognize I have that platform and the privilege of being one of the few students, if not the only student in those meetings. So I know that it's important to remember that it's not just about me—kind of taking a step back from my own perspectives. I could easily say this would or wouldn't affect me, but it's not just about me. I need to take into consideration all of the many lived experiences of everyone that chose to vote for me and Jabin, and that believed we would be good at representing them.

One way of doing that is making sure we keep close communication with different offices and departments around UNO and making sure they know that there's a strong relationship between Student Government and themselves and their student leaders, so they feel comfortable coming to us if there were ever an issue to arise. We've also been offering surveys, working to maintain relationships so that students feel comfortable

“ A leader should empower others to take action. And I think that's especially true now, when so much can feel like it's out of control.

- Vanessa Chavez Jurado

coming to us, and also using social media. That's what we had to do for our campaign, and it doesn't stop there, just because we're elected.

E: Great job, Vanessa, for that answer. Your response is really fantastic—that's what we're trying to do as well. Being the voice of the faculty, or in Vanessa's case, the student, doesn't mean deciding what I hope they mean and the kind of voicing what I hope they mean, especially since I'm representing such a broad spectrum of beliefs and perspectives. I think it means actually identifying that voice, and that is something that Vanessa mentioned, through social media and other sources. Identifying the voice means asking questions and having discussions with people and collecting data. In essence, it's fact-finding, learning the actual voice rather than just hoping, at best, that you represent it, and then using that information to formulate plans, chase objectives, and achieve shared goals.



IT'S TRULY IMPORTANT FOR THE COMMUNITY TO COME TOGETHER TO CREATE AN ENVIRONMENT TO IMPROVE THE QUALITY OF LIFE FOR ALL INDIVIDUALS, SO THEY LIVE SAFE AND HEALTHIER LIVES. "

TOUKI PHOMMAKHANH | BS IN PUBLIC HEALTH '18, GRAD STUDENT - MS IN HEALTH BEHAVIOR

PUBLIC HEALTH: BREAKING DOWN BARRIERS

For community health worker and graduate student in the School of Health and Kinesiology, Toukatha “Touki” Phommakhanh, access is at the center of her work.

The pandemic has brought a new set of challenges to our community and the world, but students and alumni of CEHHS' health-related degree programs are prepared to tackle that work as frontline health workers. Touki Phommakhanh, alumna of the Public Health program and graduate student in the Health Behavior program, has been involved with the Omaha community during her entire UNO career, and is now beginning a new role as AmeriCorps VISTA member at Together Omaha, a nonprofit that prevents and ends homelessness by helping clients find safe, affordable housing, food security, and health and wellness.

Touki's upbringing in South Sioux City, Nebraska, helped her understand the unique needs of residents of small communities, and the importance of breaking down barriers—specifically the stigma around mental health. These childhood experiences piqued her interest in community health.

"When it comes to seeking out resources in smaller communities, people have a hard time asking for help. It's very hard to ask for help without feeling that people around you are going to know about your issues," explained Touki.

"When I came to UNO, I learned that community health workers are beneficial for health care delivery and resources—we are there to guide people through their issues. With my Public Health degree, I am able to create

connections between community members and health professionals to develop strategies to improve communities and reduce stigma."

Working with the Midlands Sexual Health Research Collaborative (MSHRC) was an important step to developing those skills. Towards the end of her undergraduate program, Touki began volunteering with the MSHRC, which led to a Graduate Assistantship, helping with activities like free campus STI testing.

"There is a lot of stigma in sexual health, and I felt like I had to put myself in that space and volunteer. I became more involved in the community through outreach and advocacy, especially during events in partnership with the Women's Fund of Omaha, Nebraska AIDS Project, and Planned Parenthood. I helped the UNO community be more aware of sexual health and have those difficult conversations."

At Together Omaha, Touki will run two programs. The first is developing a neighborhood capacity building project in collaboration with the UNO Service Learning Academy and the UNO Urban Studies program. The second is a life-skills program through The Bike Union, a nonprofit that employs youth aging out of foster care.

"I will be working on a program which helps LGBTQ foster care youth—to teach them comprehensive

health and wellness, help engage them back into the community, and ensure they are self-sufficient."

Touki is close to graduation and ready to get started in her career. She is excited to use her knowledge and experiences to help uplift and educate others, and said the connections she made at UNO, "shaped me for who I am today, and they will always be in my heart."

“ The connections I made at UNO shaped me for who I am today, and they will always be in my heart.”

"I was always drawn to the idea of people coming together and working towards a common goal. Public Health offers that opportunity for people to come together to make those connections. I now want to use my educational background to change the negative stigmas in communities by showing that it's possible to expand one's access to the world. Coming from a small town, I want to demonstrate to my community that there can be an Asian female community health worker. I want to showcase that one's zip code doesn't determine one's success."

MSHRC + HUESPRING

The Midlands Sexual Health Research Collaborative (MSHRC), housed in the School of Health & Kinesiology, expanded its programming in 2019 by launching Huespring, a leadership institute to support the professional development of LGBTQIA+ identified individuals from the Midwest region.

During a competitive application process, the MSHRC team matched 11 Scholars with senior-level, field-specific Mentors. These Scholar-Mentor pairs embarked on a 7-month leadership development program led by national trainers and Omaha-area experts. The goal of Huespring is to cultivate thriving LGBTQIA+ communities in Nebraska and beyond through mentorship support, professional development, and community training. **Keep up with Huespring at huespring.org or on Facebook at [@huespringleader](https://www.facebook.com/huespringleader).**



The first Huespring cohort graduated in Aug. 2020





BIOMECHANICS RESEARCH HIGHLIGHTS

During the 19-20 academic year, UNO Biomechanics celebrated many notable accomplishments. Completion of the privately-funded \$11.6 million expansion of the Biomechanics Research Building more than doubled the size of the original building, bringing the facility to 57,000 square feet and adding critical space for research, machining, prototyping and education. The William and Ruth Scott Family Foundation generously provided the lead donation on the project.

\$10.3M COBRE PHASE II FUNDING

In late 2019, Biomechanics received Phase II of the Centers of Biomedical Research Excellence (COBRE) grant mechanism from the National Institutes of Health

(NIH), one of the most competitive grant programs in the country. Funds from the \$10.3M grant will enable the department to further strengthen its world-class research infrastructure by establishing three new research cores: The Movement Analysis Core, the Nonlinear Analysis Core, and the Machining and Prototyping Core.

» MOVEMENT ANALYSIS CORE

Provide biomechanical testing and support for research within the center and the community.

» NONLINEAR ANALYSIS CORE

Provide analysis of data and education in data interpretation.

» MACHINING AND PROTOTYPING CORE

Provide prototyping, consultation, manufacturing and design services to the center and the community.



The ribbon cutting ceremony at the Biomechanics Research Building dedication event in Oct. 2019.



NIH R01 \$3M

Dr. Anastasia Desyatova

Development of a new generation of a flexible stent-graft device that could help prevent issues later in life for patients with aortic disease and trauma. Co-PIs/collaborators include: Dr. Alexey Kamenskiy, Dr. Kaspars Maleckis, and Dr. Jason MacTaggart, associate professor in UNMC's Department of Surgery.

NIH R01 \$2.6M

Dr. Alexey Kamenskiy

Blockages of arteries in the legs are often treated with metal mesh tubes called stents to keep the arteries propped open. These stents often fail, resulting in the return of symptoms, repeat surgery, or amputation. The study will develop and test an optimally-designed stent that bends and twists with the artery during walking to help arteries stay open longer by improving arterial healing. Dr. Jason MacTaggart is also a study PI.

NIH R01 \$1.4M

Dr. Jorge Zuniga & Dr. Brian Knarr

This research study seeks to determine how the brain adjusts to the use of a prosthetic limb by studying neural activity in children following regular usage of a 3D-printed prosthetic arm.

VA MERIT \$1.1M

Dr. Sara Myers

Test whether walking performance and subject preference are improved using newly designed exoskeleton footwear.

NIH R15 \$420K

Dr. Nate Hunt

Study how each phase of a step relates to slip severity and how physical responses, like flailing arms or shifting hips, impact efforts to regain balance.

VA SPIRE \$200K

Dr. Jenna Yentes

The study will examine differences in respiratory and walking rates of COPD patients to find the right pace and slope that allows patients to extend the amount of time that they exercise, improving respiratory and physical health. UNMC's Dr. Debra Romberger is also a study PI.





TEACHER SCHOLARS ACADEMY

Aspiring Teachers Join Special Cohort, Learn History and Effects of Redlining in Omaha



DR. GERRY W. HUBER
TSA DIRECTOR

In Fall 2019, Director Dr. Gerry Huber welcomed 24 first-year teacher candidates who are passionate about education to the inaugural Teacher Scholars Academy (TSA) cohort. The second cohort of 22 aspiring teachers began in August. The Scholars are pursuing degrees through the Teacher Education and Special Education and Communication Disorders departments, and working towards majors in Secondary, Elementary, and Special Education.

As a Teacher Scholar, students work closely with other high-performing Scholars by engaging in seminars, courses, peer mentoring, and special projects specially designed for each cohort. Through these experiences, Teacher Scholars will graduate with a strong network of professional peers. Experiential learning is a key part of the TSA, including service to the community and hands-on educational experiences.

Through a Service Learning project this spring, the Scholars partnered with fifth-grade students from Crestridge Magnet Center, and Inclusive Communities, a nonprofit providing education and advocacy on topics of diversity and inclusion. The project, "Redlining

Conversations," explored the history of redlining in North and South Omaha and how those foundations of structural racism have left lingering inequalities on the Omaha community including effects on housing, education, health, criminal justice, and income.

The UNO and Crestridge students visited The Union for Contemporary Art to tour the Undesign the Redline exhibition to learn the history of redlining across the nation and specifically in the Omaha area, where many of the Scholars will begin their teaching careers. Because of the pandemic, the culminating project, a planned in-person Table Talk between both students groups, moved to a Zoom format with breakout rooms for discussion.

In a reflection paper about the project, one Scholar wrote, "Growing up, I came from a smaller community with very limited racial diversity. At the beginning of this project, it was hard for me to wrap my head around the idea of redlining due to the town I grew up in. After finishing my portion, as well as listening to others, I have gained a lot more knowledge and passion regarding the issue. As I gained more information about redlining's secretive ways to discriminate against minorities, the more passionate I have become."



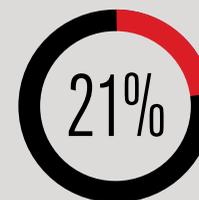
Teacher Scholars receive to 120 credits of in-state tuition and up to \$4,000 per semester for room and board, books, fees, and other educational expenses over four years

COHORT 1 HIGHLIGHTS

3.8 Teacher Scholars average GPA



21 High Schools Represented



Racial/Ethnic Diversity



3 Unique Majors

■ Pre-Secondary

■ Pre-Elementary

■ Pre-Elementary Special Education

Cohort 1 Scholars are from 12 Nebraska cities

Omaha ■ Bennington ■ North Platte ■ Wymore
Papillion ■ Bellevue La Vista ■ Cozad ■
Lincoln ■ Fairbury ■ Silver Creek ■ Norfolk



ABOUT THE TEACHER SCHOLARS ACADEMY

The TSA is a select group of high-achieving teacher candidates who embody leadership qualities, commitment to their communities.

PROGRAM GOALS

- » Foster and promote leadership development and professional growth.
- » Support teacher development to serve diverse populations and communities.
- » Provide opportunities for collaborative research and scholarly work in education.
- » Provide opportunities for community and global experiences to enrich candidates' intellectual, professional, and interpersonal growth.
- » Teacher development in hard-to-fill endorsement areas.
- » Teacher retention over career.



Teacher Scholars bond during an Outward Bound activity





SAY **UNO** IN AMERICAN SIGN LANGUAGE



DR. JULIE DELKAMILLER
PROFESSOR



KOLTEN SCHNACK
SLI STUDENT



JONATHAN SCHERLING
INSTRUCTOR

SIGN OF THE TIMES

With people across the country watching news conferences for updates on COVID-19, sign language interpreters may be in the spotlight, working alongside public officials. But most often, sign language interpreters facilitate communication access in the activities of daily life: appointments, classes, work meetings, phone calls, and other interactions.

"Sign language is strenuous and rigorous and that's because of the brainwork. People ask me, 'don't your arms get tired?' and I say, 'No, it's my brain,'" explains Professor Dr. Julie Delkamiller. "It's so much more in-depth than people realize. When you see good interpreters, they make it look so easy."

The field of Sign Language Interpreting (SLI) is an ever-evolving and rather new field, enjoying professionalization over the last 40 years. One of CEHHS' smaller concentrations, UNO's SLI program serves a critical need as the only SLI preparation program in the state of Nebraska, giving students the essential skills to become certified American Sign Language (ASL) interpreters.

Instructor Jonathan Scherling, a member of the Deaf community himself, explains, "Sign language

interpreters are a vital service to the Deaf community, so it is my passion to build a pool of future interpreters. I think it is very important for my students to understand Deaf culture from a Deaf person's perspective to gain their cultural respect in Sign Language. The Deaf community in Nebraska needs more qualified interpreters in the future, so we are very grateful to have an interpreting program in UNO."

“ You are taking a 2-D linear language and putting it into a 3-D visual language.”

- Dr. Julie Delkamiller

In the program, students learn a specialized set of skills and knowledge to prepare them for the profession: the history of deafness; values and culture of the Deaf community; professionalism and ethics of the field; the in-depth work of learning ASL; and the cognitive and social components of interpretation. Students graduate with a Bachelor's degree and the entry-level skills to pursue national certification in interpreting.

"We are giving students a whole new language, as well as the cognitive processes to go between

languages. You are taking a 2-D linear language and trying to put it into a 3-D visual language," says Dr. Delkamiller. "I want students to realize, you need stamina—physical, cognitive, social, emotional—to do it effectively, and you must be an Ally within the Deaf community."

Dr. Delkamiller encourages students to spend three hours a week of outside of classwork to practice their skills. One way to achieve this goal is joining Allies for Sign Language, a UNO student organization dedicated to increasing exposure for ASL on UNO's campus through volunteer opportunities, community events, and monthly meetings.

Serving as Allies' president for two years, SLI student Kolten Schnack explains how the student organization recently became more proactive by encouraging in-depth involvement in the community. "The Allies Executive Committee worked to create innovative events that brought together interpreting students, sign language interpreters, and the Deaf community. The local Deaf community often partnered with us to create opportunities for students to develop their sign language and interpreting skills. The connection between the SLI program and the Deaf community makes this program particularly unique and worthwhile."

Schnack continues, "The SLI program provided me with a rich education and wonderful instructors who deeply invested in my growth over the course of my four years at UNO. The program broadened my worldview and provided endless opportunities to develop my capabilities as a student and as a professional. Because of this program, I have gained a supportive network in the Omaha metro area full of other professionals dedicated to their work and to the local community."



ASL ADVOCACY

Earlier this year, Jonathan Scherling was appointed by the governor to serve as a representative for the Deaf on the Nebraska Commission for the Deaf and Hard of Hearing Full Board. Through the Commission, Scherling offered testimony to the Nebraska Legislature on LB 839, which recognizes American Sign Language as an official language in Nebraska. Scherling said this recognition creates more opportunities for deaf individuals on both a professional and personal level.

"Studying ASL will expand the influence, awareness, and appreciation of the Deaf community among people across Nebraska. It is a great way to break down any stigmas that might be attached to the Deaf culture because we see the world from a different perspective. It also may encourage deaf students in the mainstream program to better understand and appreciate their cultural heritage and language."

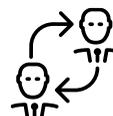
In preparation to become certified ASL interpreters, UNO SLI students gain proficiency in sign language through hands-on practicum experiences and in-depth curriculum:



American Sign Language Coursework



Interpreting Coursework



Lab environment for socialization



A FOUNDATION FOR ADVOCACY

A required course for Counseling graduate students was recently revamped to emphasize advocacy, community support for marginalized communities

As the U.S. faces ongoing challenges around issues of inequity, students in the Department of Counseling are developing advocacy skills while making a direct impact on the Omaha community through a newly reimagined course.

"In counseling, we do all different types of advocacy work," said Assistant Professor Dr. Charmayne Adams, who developed the new model for Multicultural Counseling, a course required for all students in the first or second semester of the Counseling program.

"We do one-on-one advocacy work when we're with a client who has a specific issue like setting boundaries or going for a promotion. We advocate on a public platform by informing legislators who are working to pass laws. Sometimes we advocate if we see a specific group that has a need, but I think that's a real struggle for students—trying to engage with communities that are different from us. How do we do that in a way that feels genuine and not imposing or performative? This course model creates a structured way for students to do that."

Multicultural Counseling was designed to encourage students to immerse themselves in diverse communities different from their own, but the course had previously involved more self-directed learning. Dr. Adams revamped the course model to emphasize servant leadership, the foundation of advocacy work.

Dr. Adams assigned each student to a small group, and the groups researched and developed advocacy projects designed to serve a marginalized community—either the Latinx Community; Individuals with Disabilities; the African American community; the Indigenous community; the Transgender community; or the Queer community.

"Over the six weeks, it became the students' job to form relationships with the community, to reach out and see what's already being done," explained Dr. Adams. "The first step was creating a statement of the problem, so they

researched and listened to discover a current issue this marginalized community is facing and ask: do I have the resources and time to address it?"

Supporting the Latinx Community was Kate Williams' group's objective. Kate's group connected with the Latino Center of the Midlands, and by spearheading a Facebook fundraiser, provided wellness kits to support the Center's clients through pandemic-related isolation and anxiety.

"This particular course really honed in on understanding how ethnic, racial, and cultural diversity affects mental health, and how we as future counselors can be mindful and respectful in our interaction," explained Kate.

"For me, this course served as the baseline to remind us how important it is to incorporate an individual's complete identity into a therapeutic process, and how equally important it is to read, research, ask questions, and be aware of how much we don't know. Being open to new information, especially information that may contradict our own worldview and give us a broader view of the world, is the key to positive, interactive human connection."

While the students were building their advocacy projects, they were learning to effectively collaborate in a group and engage with the community. Dr. Adams adds, "Because we were meeting remotely, I would pop into their breakout rooms and check in, helping them navigate how to best approach the communities so it didn't feel like we were coming in and saving someone. This is a concept called cultural humility, which we use a lot in the class—we have to be really intentional to not assume what the needs are, especially with the communities we don't belong to. So, learning to be intentional about serving in a really genuine way."

Dylan Campbell's group worked to support the African American community by building a website called The Voice Project, with information about the counseling process and a directory of African American mental health providers. "Dr. Adams' class showed me the power of communication with not only my classmates, but also individuals within the community. It takes everyone to make change, and this project really exemplified that."

Dr. Adams was impressed with the depth of the projects and what the students achieved over the six-week time frame. "The mantra throughout the class was, 'Advocacy is hard!' I am proud of the amount of good they did for the community in just six weeks. They pushed themselves to make real, sustainable change."



At YES, Counseling students donated books geared toward transgender youth

THE PROJECTS



*Raised \$360 for the **Latino Center of the Midlands** to fund mental health support kits*

*Built a website, **The Voice Project**, a directory of African American counselors in the Omaha community*

*Raised \$600 to purchase books that celebrate the identity of transgender characters in literature for youth served by **Youth Emergency Services (YES)***

*Created a website for **families with children with autism** to support the transition into an uncertain school year*

*Worked with school counselors to create fliers in both English and Spanish with resources for **queer students and allies***

*Launched an Instagram account for use by the **Nebraska Urban Indian Health Coalition***



THIS COURSE MODEL CREATED A STRUCTURED WAY FOR STUDENTS TO BE ABLE TO GENUINELY ENGAGE WITH COMMUNITIES THAT ARE DIFFERENT THAN THEIR OWN."

DR. CHARMAYNE ADAMS | ASSISTANT PROFESSOR, DEPARTMENT OF COUNSELING



STORIES FROM THE

NU FOUNDATION



WHY I GIVE: RICHARD D. BROWN

As Richard D. Brown, BS-Ed., '72; MS-Ed., '75 remembers it his parents—long-time North Omahans who stayed in their house 61 years—were among the biggest champions of education and supported him and the various school activities at Miller Park Elementary, McMillan Junior High and Omaha North. Their hardship stories of the latter part of the Great Depression and WWII years could best be told by endowed Caryl D. & Katherine Brown Memorial Scholarships with the Omaha North Foundation and Millard Public Schools Foundation. In recent years, Brown, who retired from Millard South in 2009 after 36 years as a multiple award-winning advanced placement social studies and communication studies instructor and speech team coach, identified a niche for additional attention—non-athletic high school programs such as speech, debate, drama, and journalism—which are of great importance, but often are abandoned due to costs of competition and the inability

to recruit coaches and sponsors. The Richard D. Brown Scholarship through UNO's College of Education, Health, and Human Sciences is aimed the supporting such competitive programs.

Brown, an only child from a working class family, while intrinsically motivated to do well in school, was very shy and credits two programs in the mid-'60s at Omaha North with helping him break down the barrier. In 1963 he was among the first students to join the intramural bowling league—a competitive sport he still enjoys at age 71 two evenings a week at Western Bowl. In 1965 he joined the journalism program taught by future UNO Alumni Association president Ellen Gast. He continued in journalism at UNO where he was editor of the Gateway and a biannual magazine. Within days of graduation in May 1972, he was hired as a writer and photographer at the Douglas County Gazette/Metro. He lauds the solid instruction of the faculty journalism trio of Hugh Cowdin, Joe McCartney and Warren Francke, plus great Education College mentors such as Wayne Glidden and Don Grandgenett, with strongly preparing him for two careers. Brown's choice was to pursue both of his passions. In addition to his responsibilities at Millard South, Brown has been an interviewer, writer and photographer for the Midlands Business Journal and is closing in on the 2,000 mark in articles published. He was told by the dean that he was the first Education College major to seek Nebraska teacher certification in three fields—history, journalism and speech. Actually, he added a fourth—social studies—to broaden his endorsement to teach classes in criminal justice and political science. Brown is starting his 12th year at Creighton Prep where he serves part-time as its speech/debate coach. Giving back to UNO via his family's scholarship is the least he can do for an institution that launched him to five decades of success in dual careers.

Interested in supporting CEHHS? **Donate online at nufoundation.org/fund/01049800** or contact CEHHS Director of Development, Nicole Massara, at 402.502.4105 or nicole.massara@nufoundation.org.

DR. STEVIE CHEPKO MEMORIAL SCHOLARSHIP RECIPIENT



“ My goal is to become an Adapted Physical Education Teacher where I can work one-on-one or in a small group setting with individuals who have a disability.”

Corinne Steele, K-12 Physical Education Major

GIFTS BY SOURCE

532

151

16

9

7

4

NEW FUNDRAISING REVENUE BY SOURCE

\$873,579

\$253,277

\$84,297

\$72,242

\$18,395

\$2,125

■ Alumni ■ Corporation ■ FND - Family ■ FND - Private ■ Friend ■ Other Org



JOIN THE NU FOUNDATION FOR 24-HOURS OF GIVING // OCT. 28 & 29

WEAR BLACK, GIVE BACK is a 24-hour day of giving to UNO to raise money for scholarships, colleges and programs, student groups and activities, inclusion and wellness, and much more! The day starts at noon on Wednesday, Oct. 28 and lasts through noon on Thursday, Oct. 29.

givingday.unomaha.edu/organizations/college-of-education-health-and-human-sciences

2019-2020 HIGHLIGHTS



TEACHER EDUCATION

Teacher Education is the recipient of the 2020 UDTA, the University-wide Departmental Teaching Award.

The CADRE Project receives an Urban Impact Award from the Council of the Great City Schools.

Dr. Connie Schaffer and colleagues author *William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans*.

Dr. Kerry-Ann Escayg and colleagues author, *Don't Look Away: Embracing Anti-Bias Classrooms*. Dr. Escayg was a featured speaker on a series of webinars from the Buffett Early Childhood Institute.



SPECIAL EDUCATION & COMMUNICATION DISORDERS

A Memory Clinic was started at UNO as a new addition to the Speech-Language Clinic.

A SECD team was invited to join a prestigious American Association of Colleges for Teacher Education (AACTE) network working to address the national shortage of special education teachers.



HEALTH & KINESIOLOGY

Master's degrees in Health, Physical Education, and Recreation updated to become degrees in Health and Kinesiology.

Graduates from the Athletic Training program achieved a 100% pass rate on the Board of Certification Exam and a 100% job placement rate.

Dr. Dusty Slivka and the Exercise Physiology Lab featured by KMTV reporter Courtney Johns.



BIOMECHANICS

Dr. Brian Knarr and Dr. Adam Rosen launch the Biomechanics Pitching Lab.

Doctoral student Zachary Motz selected to participate in the International Student Research Forum.

Dr. Nick Stergiou writes fourth book, *Biomechanics and Gait Analysis*, serves as Platform Party Marshal for Chancellor Gold's Investiture.



EDUCATIONAL LEADERSHIP

Educational Leadership alumni Dr. Mark Adler and Dr. Jim Sutfin awarded Nebraska Superintendent of the Year for 2019 and 2020.

Eleven Doctor of Education degrees were awarded in 2019, and 259 have completed doctoral degrees in educational administration from 1985-2019. The EdD produces about half of the doctoral graduates at UNO.



COUNSELING

Dr. Abby Bjornsen-Ramig, Dr. Liz Tolliver, and Dr. Charmayne Adams received funding for & provided webinars for the BHECN Webinar Series: Core Topics for Behavioral Health Provides.

Dr. Charmayne Adams and Dr. Abby Bjornsen-Ramig featured on KPTM & KMTV about COVID and mental health.



Teacher Education Wins a UDTA



Biomechanics Launches Pitching Lab



Athletic Training High School Day



H&K at the Omaha Children's Museum



CADRE Wins Urban Education Impact Award



CEHHS Supports Witness: The Art of Samuel Bak Exhibition

2019-2020 HIGHLIGHTS

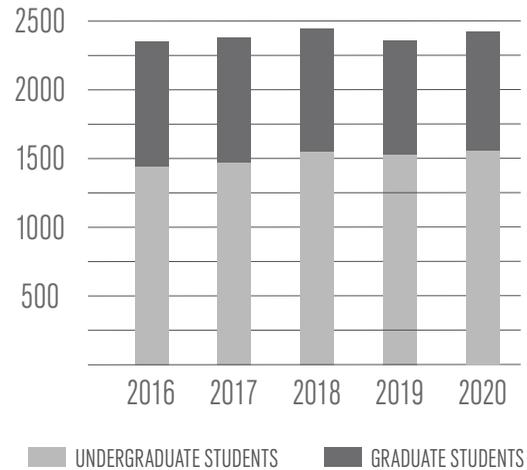


ENROLLMENT

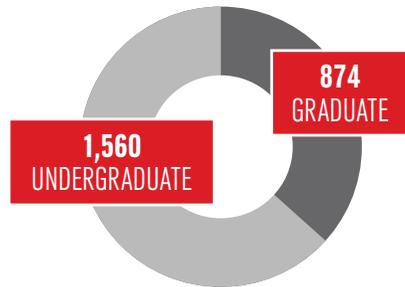
NUMBER OF STUDENTS PER UNIT | FALL 2020

- Biomechanics: **59**
- Counseling: **181**
- Educational Leadership: **136**
- Health and Kinesiology: **423**
- Special Education & Comm. Disorders: **383**
- Teacher Education: **1,322**

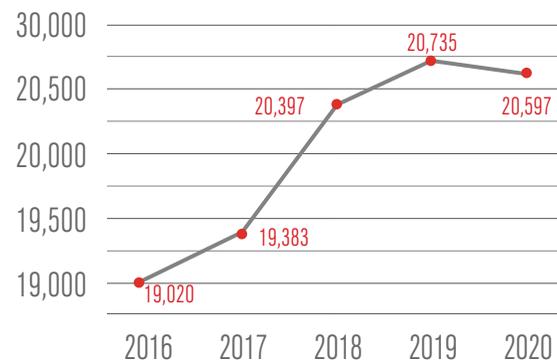
TOTAL # OF STUDENTS (2016-2020)



OUR STUDENTS | FALL 2020



STUDENT CREDIT HOURS PRODUCED

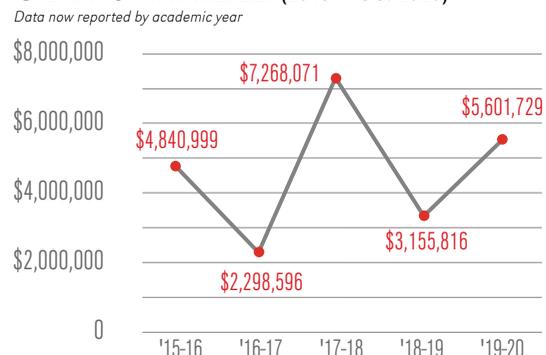


EXTERNAL FUNDING

\$29.9 MILLION

in faculty grant proposals submitted in 2020

GRANTS AWARDED (2015 - AUG. 2020)



AWARDS & ACCOLADES

- Dr. Charmayne Adams** named an Emerging Leader by the Association for Assessment and Research in Counseling.
- Dr. Marcia Adler** selected by the Dept. of Gerontology as a CPACS Distinguished Alumni.
- Dr. Janice Garnett** receives 2020 African-American Leadership Award in Education from the Urban League.
- Dr. Kelly Gomez Johnson** recipient of a 2020 Alumni Outstanding Teaching Award.
- Dr. Jessica Hagaman** recipient of the 2019 Teacher Education Division of the Council for Exceptional Children Publication Award.
- Dr. Anne Karabon** honored with an Outstanding Early Childhood Teacher Educator Award from NAECE - National Association of Early Childhood Teacher Educators.

Dr. Elliott Ostler elected Faculty Senate President and **Dr. Jeanne Surface** elected Secretary/Treasurer.

Dr. Ferial Pearson selected as a Build Up Omaha honoree by Civic Nebraska.

Dr. Kevin Riley honored with a Distinguished Service Award by the Nebraska Council of School Administrators.

Dr. Adam Rosen selected as the 2020 Mid-America Athletic Trainers' Association Educator of the Year.

Dr. Connie Schaffer is UNO's new Director of Ombuds Services.

Jonathan Scherling appointed Board Member for the Nebraska Commission of Deaf and Hard of Hearing and is inaugural recipient of the Dr. Frank Turk Excellence in Education Award.

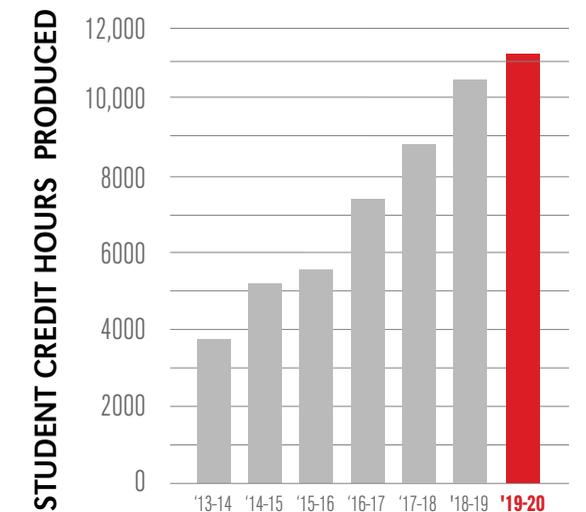
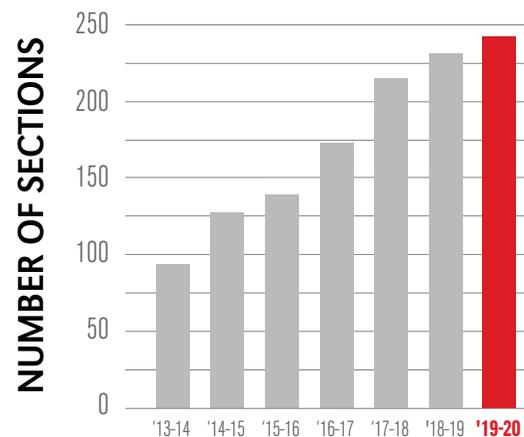
Hanna Solberg and **Karima Goodman** honored as UNO Employees of the Month.

Dr. Nick Stergiou voted President of the American Society of Biomechanics.

The CEHHS **Technology Services** team, led by **James Johnson**, received a NU ITS Cybersecurity Champion coin award.



DISTANCE EDUCATION



CEHHS ANNUAL REPORT

2019-2020

Lois G. Roskens Dean

Nancy A. Edick

Associate Dean

Paul Barnes

Assistant Dean

Kris Swain

Publications Editor/Design

Mimi Boswell, Communications Specialist

Photography

Mimi Boswell

Rebecca Gratz

Ryan Soderlin

and other collaborators

Photos on page 8 courtesy of Schemmer

The **CEHHS Annual Report** is published by the Office of the Dean, College of Education, Health, and Human Sciences, at the University of Nebraska at Omaha.

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Artist Kristin Pluhacek works with CEHHS students to create Ripple.



RIPPLE ART INSTALLATION IN ROSKENS HALL

Omaha artist Kristin Pluhacek, with help from CEHHS Student Organizations created Ripple, an art piece for the Office of Academic Advising and Field Experiences in Roskens Hall. Ripple represents the many ways we as individuals come together to make a larger impact.

Contributors include: Allies for Sign Language, ECESO - Early Childhood Education Student Organization, Eta Sigma Gamma, Kappa Delta Pi, Maverick Athletic Training Students (MATS), National Student Speech Language Hearing Association (NSSLHA), Student Education Association of Nebraska (SEAN), and the Teacher Education Diversity Organization (TEDO).



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HEALTH, AND HUMAN SCIENCES

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