College of Family and Consumer Sciences

Annual Report

2014
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A. Achievements

Major accomplishments in 2014

1. **UGA Strategic Direction I: Building on Excellence in Undergraduate Education**

   In August 2014 a new unit “Student Success and Advising Center” was created in the College by repositioning resources supporting undergraduate education. The Student Success Center is charged to elevate academic advising, recruitment and enrollment management strategies, the first-year experience and transition to college, enhanced and coordinated experiential learning opportunities in the college, student leadership and career development through highly engaging, purposeful, and integrated programming. As part of the new initiatives, FACS Student Success and Advising Center launched a new student engagement series - The Bridge - to deliver a more holistic approach to the undergraduate student experience. The Bridge program focused on understanding what it means to be a student at a research land-grant university, also linked college expertise and personnel with themes relevant to the first year college experience such as nutrition, making the most of your residence hall or apartment space, topics on relationships, networking, and money management. Program attendees also had the opportunity to interact with current students, student leaders, administrators, department heads, staff, faculty, and alumni. The last program in the series featured a panel of FACS alumni who provided insight on advice for successfully navigating the university and their next academic year.

2. **UGA Strategic Direction II: Enhancing Graduate and Professional Programs**

   - The new university-wide interdisciplinary graduate certificate program **Certificate in Obesity and Weight Management** enrolled the first students in 2014. This certificate program prepares students to address the obesity epidemic in clinical, community, school, workplace and research settings.

   - The Department of Financial Planning, Housing and Consumer Economics recruited for the accelerated master’s (B.S./M.S.) in Financial Planning, Housing and Consumer Economics. The department also launched in fall 2014 a fully online MS-non-thesis **Online Master Degree in Financial Planning**.

3. **UGA Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence**

   - The College welcomed two distinguished professors January 2014., Dr. Sergiy Minko, Georgia Power Professor of Polymer and Fiber Science in the Department of Textiles, Merchandising and Interiors with a 10% appointment in the UGA
Department of Chemistry. His research focuses in Nanostructured materials, responsive materials, biomaterials, biointerfaces, functional fibers and textiles. Dr. Leann Birch, Bill Flatt Professor Childhood Obesity, in the Department of Foods and Nutrition. Her area of research focuses on factors that influence the developing controls of food intake during infancy, childhood, and adolescence. Her work has provided insight into individual and familial factors implicated in the development of food preferences and eating behaviors, as well as risk and protective factors for childhood obesity.

- In 2015 we will welcome Dr. Leonid Ionov, and interdisciplinary hire with the College of Engineering. His research concentrates on nanostructured materials, single molecule research, fibers and polymers.

- In the areas of research excellence, two of our faculty, Dr. Gene Brody (HDFS) received 7.7 million dollars in research funding from the National Institute of Health (NIH). Dr. Brody received from NIH two grants to help improve the health of young African American in rural Georgia by understanding the impacts of social relationship and stress. Dr. Jung Sun Lee (FDN) received SNAP-Ed funding from the USDA to improve nutrition of low-income Georgians.

4. UGA Strategic Direction IV: Serving the Citizens of Georgia and Beyond

- Dr. Karen Tinsley, FHCE, received a $110,000 USDA Rural Community Development Initiative grant to support the Georgia Initiative for Community Housing (GICH), a technical assistance educational program. GICH convened two workshops for 15 community teams with 346 members. GICH increases human capital of the housing team members through the retreats and educational programs. During 2014 GICH cities provided housing counseling to 564 clients. GICH communities were awarded $105,000 in community grants from foundations. Ten GICH communities reported implementing or updating housing codes/ordinances; creating new housing agencies/organizations/authorities; and creating new partnerships with county governments, state agencies, and community organizations to improve local housing.

- Cooperative Extension partnered with the Piedmont Healthcare System worksite wellness program to offer Walk-a-Weigh and Walk Georgia programs to their employees. Two hundred sixty participants lost a total of 1,110 pounds. Of those participating through the worksite wellness program, 76 participants lost a total of 337 pounds over 8 weeks. After the 26 Walk-a-Weigh programs, the average systolic blood pressure dropped 7 points. After each program, the average body mass index dropped over 2 points from 31.1 to 28.8. The top behaviors participants reported changing after the programs were doing 30 minutes of physical activity daily; keeping high calorie snacks out-of-sight or out of the house; reducing fat in recipes; reading nutrition labels when making food choices; consuming 2 or more dairy foods per day; and using a pedometer.
• The Georgia Traffic Injury Prevention Institute (GTIPI), received $640,000 in Federal funds from the National Highway Safety Administration through the Governor’s Office of Highway Safety to provide training for certifications throughout Georgia to promote and prevent traffic injuries. The program certifies Law enforcement, Public Health, RN’s, Fire, EMS and Extension Agents with the necessary skills to successfully promote traffic safety. GTIPI provided training for 411 technicians.

• Douglas Crandell, Public Service Faculty, in the Institute on Human Development and Disability, provided training on evidence based system change for 162 Vocational Rehabilitation Counselors with the Georgia Vocational Rehabilitation Agency (GVRA) that operates programs to help people with disabilities to become fully productive members of society. IHDD provided training in eight locations across Georgia. GVRA Counselors received Continuing Education Units (CEUs) to maintain their Certified Rehabilitation Counselor status.

• Cooperative Extension educators reached more than 14,000 Georgians in 55 Georgia counties with almost 300 presentations totaling more than 830 hours of instruction on financial literacy. Pre and Post tests indicated participants gained knowledge in understanding the end cost of rent to own; what to do if personal information is stolen; how to budget in a crisis situation; and to compare loans by examining annual percentage rates. Participants were significantly more likely to set and discuss with family members financial goals and expenditures. Cooperative Extension provided 530 financial management programs for students in fourth through eighth grades.

5. UGA Strategic Direction V: Improving Faculty Recognition, Retention, and Development

• Dr. Mary Ann Johnson, faculty member of the foods and nutrition department in the University of Georgia, College of Family and Consumer Sciences, has been named as Vice President of the American Society for Nutrition. This 4-year term of office is precedent to the highly prestigious position of President of the American Society for Nutrition. In these positions, Dr. Johnson will provide leadership to the 5000 members of the American Society for Nutrition (ASN) who are among the world's top researchers, clinical nutritionists and industry scientists who advance our knowledge and application of nutrition for the benefit of humans and animals. Dr. Johnson’s top priorities are to embrace the mission of ASN to support the development, dissemination and application of nutrition science research to improve public health, clinical practice, and policy, as well as to promote graduate education and training of physicians, dietitians, and other health professionals. ASN’s strength lies with the diverse expertise among our membership in basic and applied sciences that we can apply to address complex domestic and international nutrition concerns. In her role, she plans to help ASN members to meet the changing needs of society and to generate and apply the best nutrition science available to improve health and wellbeing.
B. Aligning FACS College Strategic Goals with UGA’s 2020 Strategic Plan

Planning Process: As part of the University's 2010-2020 strategic planning process, the College of Family and Consumer Sciences are following the goals established in the Strategic Plan completed in 2010. Seven goals emerged which integrate with the university goals:

FACS Goal 1: Build on excellence in undergraduate education by increasing student involvement, enhancing academic advising, providing the learning environment necessary to ensure that programs of study are relevant to today’s needs, extending student recruitment to reflect a diverse student body and recruiting the best and brightest students.

FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.

FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world.

FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community partnerships.

FACS Goal 5: Improve faculty and staff recruitment, retention and development.

FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents.

FACS Goal 7: Improve stewardship of natural resources and advance the college’s dedication to sustainability.

C. Diversity Planning.

FACS does not have a Diversity Plan but will by fall 2015. In spring 2014, led by the Faculty Advisory Committee, the college conducted a Climate Assessment Survey. In order to evaluate the climate as it relates to how the college is addressing diversity and inclusion, the college initiated data gathering via a survey to students, staff and faculty in the fall of 2013. A total of 457 responded (73 faculty, 58 staff, 51 graduate students, and 275 undergraduate students). The strongest area of the survey indicating that diversity was clearly addressed was in relation to how the college serves the public. That said, in other areas the survey indicated that the college is doing in the range of great to somewhat okay to don’t know in addressing diversity in relationship to courses taught/taking, recruitment, mentoring and advising, and policies and procedures. Given the range of responses in the data, it became clear that additional information was needed.

In fall 2014, eight focus groups were promoted by the FAC between October 1st and November 19th for college-wide participation: faculty, staff, and students. An additional focus group was
held with FACS administrators on December 11th. Follow-up online surveys for interested individuals who couldn’t attend was made available as well (n=27). The focus groups were conducted by Professor Janette Hill, and her doctoral students in the College of Education. Analysis and final report was prepared by Dr. Hill and six graduate students.

The results from the analysis of the survey and focus group data (N=87) are presented in the *Family and Consumer Sciences Diversity Survey and Focus Groups: A Preliminary Report*. Four (4) categories emerged to develop the action oriented diversity and inclusion plan:

- **Recruit and Retain Diverse Faculty, Staff and Students**: Raise awareness and effectively support, recruit and retain undergraduates, graduate students, and faculty and staff
- **Reward and Recognize Individuals and Processes that Support Diversity and Inclusion**: Make policy and structural changes in the college and develop partnerships between the college and other UGA diversity resources
- **Community and Educational Outreach**: Create training and enhance educational outreach opportunities that reflect the college’s values
- **Visibility and Communication of Inclusion**: Increase internal and external communications of our commitment to the values of diversity and inclusion

On March 6, 2015, the FAC established a timeline to keep the momentum. The recommendations for the college were compiled in a Draft matrix titled *Diversity and Inclusion: A FACS Plan for Action* based on these 3 Phases of implementation:

**Phase I**: Immediate implementation, between now and August 15, 2015, beginning of fall semester  
**Phase II**: Intermediate, between August 2015 and May 2016, the next academic year  
**Phase III**: Longer Term, over the next two to three years

The draft Diversity Plan will be presented to the entire college at the FACS College Assembly, Tuesday, April 14, 2015. The FAC is hopeful input will be gathered at department meetings and retreats and given to the FAC department representatives by the end of September 2015. An ad hoc committee should be put in place to assure implementation of the plan commences and that a dynamic speaker and presentation of the plan will frame our commitment to the Plan. This will occur in fall 2015.

**D. Assessing Effectiveness.**

Provide five significant examples of ways in which assessment efforts have resulted in specific changes.

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from Assessment Process</th>
<th>Action taken in Response</th>
</tr>
</thead>
</table>

5
Learning Outcomes 1, 2, and 3 were measured by an assessment instrument administered in FHCE 3150 and FHCE 5100 and a self-assessment administered in exit survey to graduating seniors in Financial Planning, Housing and Consumer Economics.

- The post assessment data has been collected in FHCE 5100 since fall 2010. We only began collecting the pre assessment data in FHCE 3150 during fall 2014 semester, so have no pre assessment results to report. For the post assessment, the mean correct answers, for most questions (15 of 22), has either been consistent or increased.
- Spring 2014, 100% of students answered the following questions as ‘very much’ or ‘somewhat.’
- To what extent do you believe your undergraduate degree has prepared you for each of the areas listed below?
  - Recognize and analyze economic decisions relevant to individuals, families, and households.
  - Assess the theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make.
  - Assess the theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make.
  - Define, describe, use and evaluate measures of family economic well-being.
  - Understand the consumer’s perspective in housing decisions.
  - Demonstrate competency in basic personal financial management.

Consumer Economics faculty met and will continue to meet and monitor the outcomes of these assessments. As an outcome of this year’s meeting, revisions will be made to two questions, one because it was ambiguously worded and another because it had two correct answers.
**Institute of Human Development and Disability.**

*In 2013, IHDD’s Interdisciplinary Pre-Service Education Coordinator reviewed the existing Disability Studies (IHDD) courses in the certificate by examining learning objectives, topics, and assessment methods across courses.*

The review revealed that there was significant overlap in topics covered across courses, that the learning objectives were not written to support significant learning as defined by Fink (2013) and recommended by UGA’s Center for Teaching and Learning, and that learning assessment did not allow students to engage in real world or experiential learning to apply learning in practice.

In response to these findings, the Disability Studies Certificate curriculum was modified in 2014 to reduce redundancy in topics across courses, the learning objectives for all courses were rewritten to support significant learning, and new courses were created to allow for service-learning experiences and to address content gaps in the curriculum.

**Department of Human Development and Family Science**

*Review of Student Learning Outcomes:*

The students graduating with a major in HDFS will be able to integrate and apply theory, research, & ethical practices to the understanding of HDFS.

An assessment of the course objectives in all HDFS courses was undertaken in order to assess the degree to which course objectives as reflected on syllabi addressed the departmental learning objectives.

The HDFS 5950 Research Internship is being promoted through more visible reinforcement of undergraduate research engagement as evidenced by the planned Undergraduate Research Symposium planned for March 2015.

**Department of Textiles, Merchandising and Interiors**

*Exit interviews with seniors graduating from Fashion Merchandising and Furnishings and Interiors*

Graduating seniors responded that they needed a course that provided learning of InDesign and Photoshop to develop digital portfolios.

FI faculty added this to TXMI 5901 and FM faculty plan to add content to an existing course.
<table>
<thead>
<tr>
<th>Learning Outcome 1 - Expectation: Students are able to demonstrate effective and professional oral and written communication when communicating with individuals, groups and the public</th>
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<tbody>
<tr>
<td>Conditions of Success: Student will develop a nutrition education curriculum and deliver one educational session to a target population or in a classroom setting in FDNS 4660. 100 percent of students will receive at least 90 percent of points (indicating good performance) on the written curriculum and presentation of the educational session in FDNS 4660 (Food and Nutrition Education Methods)</td>
</tr>
<tr>
<td>Result: 100% of the students received at least 90% on the presentation of an educational session in 2013 and 2014. In 2013 100% of students received at least 90% on the development of a nutrition education curriculum but in 2014 only 75% received at least 90% on the development of an educational curriculum. In 2014, the faculty member delivering this course content changed the grading rubric. The standard for good performance on the curriculum was changed from 90% to 80% to allow for a greater range of grades and improved communication to students concerning performance. This reduced the percent of students receiving at least 90% of points. The faculty agreed with this change in criteria and it was agreed that the conditions of success were met.</td>
</tr>
<tr>
<td>No plan of action</td>
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<tr>
<td><strong>Nutritional Sciences Program</strong></td>
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<tr>
<td>Learning Outcome 1</td>
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<tr>
<td>Expectation: Nutritional</td>
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<tr>
<td>Sciences students are able to</td>
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<td>demonstrate the ability to</td>
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<td>analyze problems related to</td>
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<td>energy balance by integrating</td>
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<td>the concepts of nutrient</td>
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I. OVERALL HEALTH OF UNIT/AREA

The overall health of the Department of Financial Planning, Housing and Consumer Economics is positive. The unit has been actively engaged in strategic planning and many of the goals set were met or exceeded this year (see section VI). Some of those highlights include continuing to build strong relationships with foundations and corporations.

We received a $50,000 gift from the TD Ameritrade to renovate the Conference Room in House B into the Financial Planning Performance Lab.

We held our first annual FHCE Showcase Week and Internship/Career Fair. Ninety-seven students attended, 22 employers registered (11 actually attended due to bad weather), and the result was $3,500 in financial planning sponsorships and $3,600 in showcase week donations. The showcase donations resulted in $1,974 in additional income (after expenses) contributed to our Department to support student programs. Following the Internship/Career Fair, we hosted a reception in the Recruit Box of Sanford Stadium for about 70 people. The Financial Planning Banquet was held at the Georgia Center for about 80 people. Vince Dooley was the keynote speaker. He filled in at the last minute when Gary Belski was unable to make it due to weather.

During Thinc Week 2014, FHCE hosted a direct selling event titled “Start Something…On Your Own” on April 15, 2014. Bettie Smith and Tamara Ingram from the Direct Selling Education Foundation arranged for the following individuals to visit UGA as a part of the event: John P. Parker, Chief Sales Officer, Amway; Kerry Tassopoulos, VP of Government Relations & Compliance, Mary Kay Inc.; Britney C. Vickery, CEO & Founder, Initials, Inc.; Jeff Hanscom, Government Relations Manager, Direct Selling Association. These guests spoke on April 15 to undergraduate students in eight different courses in FACS – in total, around 500 students, including those who attended a panel discussion at the end of the day.
Our website (along with the rest of the College) was updated and includes video clips about each of our undergraduate majors, student quotes, employment statistics, and other timely and relevant information. We started the online master’s in financial planning with a class of 6 students. We increased our undergraduate enrollment, our graduate enrollment, and our BS/MS enrollment. FHCE student credit hour production for the year was 14,356.5, comprising over one-third (33.7%) of the College’s total credit hour production.

To facilitate admission into the online master’s in financial planning, we implemented a waiver of GMAT/GRE for applicants to the MS-NT program for applicants with work applicable experience. Additionally, we revised the internship requirement for Financial Planning majors. To offer students choice in their experiential learning requirement fulfillment and to be consistent with other FHCE degrees, it is no longer a requirement. We developed a list of experiential learning course options for FHCE. We developed two new courses and one course modification that will be part of a new Applied Consumer Analytics track for Consumer Economics undergraduate majors and/or graduate students. We also added a new Behavioral Economics course.

The Department agreed on mission statement, which is posted on our website www.fcs.uga.edu/fhce, “We provide leading-edge teaching, research and outreach that improves the economic well-being for families, increases the quality of life in communities and prepares future leaders and entrepreneurs.”

During 2014, FHCE created and approved assessment plans for all four undergraduate majors and began measuring the reporting outcomes. In December, we revised our Promotion & Tenure Guidelines and Post Tenure Review Guidelines.

II. MAJOR ACCOMPLISHMENTS - INSTRUCTION

A. Quality of Instruction

Several things related to innovative instruction and experiential learning took place in FHCE during 2014. Diann Moorman was invited to be part of the flipping the classroom CTL group and is currently working on implementing these strategies in FHCE 2100 and FHCE 5100. Teresa Mauldin has been actively flipping the classroom for several years and is a wealth of information for other faculty wanting to pursue this technique. Ann Woodyard was awarded the Sweaney Innovation Fund award to re-develop FACS 2000E.

Ann Woodyard is leading up effort to develop online master’s in financial planning. John Grable, Lance Palmer, Joe Goetz, and Swarn Chatterjee all developed at least one online course for the curriculum this year. Sophia Anong developed and taught FHCE 3200 online in 2014.

Lance Palmer, Ann Woodyard, and Swarn Chatterjee taught large sections of 3200 during 2014. For quizzes and attendance and to keep the students interested, they used smartphone apps.
Kim Skobba and Karen Tinsley taught a service learning course that was the impetus for receiving a USDA-NIFA AFRI grant. Lance Palmer continued the VITA program, which is a great example of experiential learning. Joe Goetz continues involvement with the ASPIRE clinic and teaching the financial therapy class. FHCE will be starting the financial planning challenge in 2015, an activity that will involve companies and get students to interact with them as mentors and coaches.

Consumer Economics faculty met regularly during fall semester 2014 to develop the Applied Consumer Analytics track that will be implemented for fall 2015. This required creating two new courses FHCE 5050/7050 and FHCE 5960/7960 and modifying FHCE 5150/7150. Swarn Chatterjee proposed the development of FHCE 4270/6270 Behavioral Economics.

B. Majors, Minors and Certificates

The Department of Financial Planning, Housing and Consumer Economics offers the following undergraduate degrees: Consumer Economics, Consumer Journalism, Financial Planning, and Housing. An emphasis in Residential Property Management is offered as well as minors in Housing and Consumer Economics. We offer an accelerated master’s (B.S./M.S.) in Financial Planning, Housing and Consumer Economics. We offer master of science non thesis for Financial Planning, Housing, and Consumer Economics. We have an M.S.-N.T. in Financial Planning available online. We also offer a master’s and Ph.D. in Financial Planning, Housing and Consumer Economics. Griffin campus enrollment increase stayed stable at 12 undergraduate Consumer Economics majors.

C. Visiting Professors and Alumni Guest Speakers

With the absence of Dr. Debbie Phillips to teach FHCE 3350 Introduction to Residential Property Management, we were able to recruit Carter Broun, a 2006 Housing/RPM graduate of our program, to teach the class. He has a Master of Sustainable Real Estate Development degree from Tulane University and is co-owner of Millworks Holdings, LLC in Athens. The following is a list of guest speakers he had talk to the class about careers in the area.

Nadeen Green- the “Fair Housing Lady”
Danny Soule with CLASS, Inc. – Marketing and lease up strategies
Rick Parker- Athens Housing Authority
Melanie Gersper- CF Lane
Justin Marshall- Fogelman Management Group
Dana Pate- Matrix Residential
Zee Jennings- TJG- The Jennings Group- Senior Housing Leaders

Bob Pinckney, founder and former CEO of Evoshield, taught the FACS 2011 Introduction to Entrepreneurship class for fall 2014 in lieu of Dr. Debbie Phillips. Bob has a BBA in Economics from UGA and a MBA from Harvard Business School. The following is a list of guest speakers he had talk to the class.

Tim Chapman, Stadion Asset Management
Michael Ripps, Jittery Joes’ Robert Baxley, Zaxby’s
Sherri Goggin, Bundles of Joy for Preemies, Non Profit
Joe & Elizabeth Earley, Tifosi Optics
Davis Knox, Fire & Flavor
Jim Flannery, FourAthens
Drew French, Your Pie
Ashley Epting, Epting Catering

Guest speakers for FHCE 3110 were as follows:
John Ulzheimer, private consultant on credit reports and scores
Joe Goetz
Mandy Branch Friar, UGA Office of Student Financial Aid

Guest speakers for FHCE 5900 were as follows:
Brittany Kinard, UGA Career Center
Dave McMahan, FHCE Alum
Caleb Brown, New Planner Recruiting
Sheri Worthy
Previous semesters' FHCE interns
John Sours, Georgia Governor's Office of Consumer Protection
Kate Parham Kordsmeier, Food and Travel Write, FHCE Consumer Journalism Alum

Guest speaker for FHCE 7025:
Sheila Devaney, UGA Instruction and Reference Librarian

Guest speaker for FHCE 7020:
FHCE graduate students from earlier cohorts, FHCE faculty

Guest speakers for FYOS 1001:
Fred Elsberry, Better Business Bureau
John Grable, Financial Stress Research
Michael Rupured, UGA Extension
John Sours, Georgia Governor's Office of Consumer Protection
Ally DeGraf, Aspire Clinic

Guest speakers for FHCE 4205 were:
Caleb Brown, New Planner Recruiting
Nick Brannen, Northwestern Mutual

Guest speaker for FHCE 4100:
Jeffrey L. Jordan, Professor, Agricultural and Applied Economics, Poverty in Georgia, local anti-poverty initiatives.

Guest speakers for FHCE 3000:
Brittany Kinard, UGA Career Center, Myers-Briggs Personality Indicator
D. Enrollment Trends – Undergraduate and Graduate

Enrollment trends are positive. Undergraduate majors increased from 256 January 22, 2014 to 263 December 9, 2014. Graduate student enrollment increased from 30 to 44 in that same time frame. The changes in enrollment by major were: Consumer Economics 93 to 98, Intended Consumer Journalism 27 to 26, Consumer Journalism 23 to 35, Financial Planning 70 to 73, and Housing 43 to 31. The number of master’s students increased from 12 to 23 and the number of PhD students increased from 18 to 21. Griffin campus enrollment remained stable at 12 undergraduate students majoring in Consumer Economics.

FHCE is confident that the department name change, the change of the names of our undergraduate major in financial planning and our graduate degrees, as well as our updated website will help us to continue to see increased enrollment in our programs. At the graduate level we are focusing our efforts on the online M.S.-N.T. in financial planning and the accelerated master’s degree.

Table 1. Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Current Year Spring 14</th>
<th>Previous Year Spring 13</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Headcount</td>
<td>260</td>
<td>256</td>
<td>2%</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Headcount</td>
<td>29</td>
<td>18</td>
<td>48%</td>
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<tr>
<td>Enrollment</td>
<td></td>
<td></td>
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<tr>
<td><strong>Summer 14</strong></td>
<td><strong>Summer 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Enrollment</td>
<td>264</td>
<td>357</td>
<td>-37%</td>
</tr>
<tr>
<td>Summer Online Course</td>
<td>91</td>
<td>67</td>
<td>27%</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Summer</td>
<td>967</td>
<td>1,349</td>
<td>-28%</td>
</tr>
<tr>
<td>Credit Hours (includes Online)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Current year 14</th>
<th>Previous Year 13</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>42</td>
<td>67</td>
<td>-38%</td>
</tr>
<tr>
<td>Summer</td>
<td>21</td>
<td>22</td>
<td>-5%</td>
</tr>
<tr>
<td>Fall</td>
<td>47</td>
<td>31</td>
<td>34%</td>
</tr>
</tbody>
</table>
F. Active Instructional Grants/Contracts

Internal: ($7,000)

Moorman, D. Flipping the classroom. Center for Teaching and Learning, $2,000.

Woodyard, A. Sweaney Innovation Fund, College of Family and Consumer Sciences, University of Georgia, awarded December 2014, $5,000.

**GRANTS COORDINATOR WILL PULL GRANTS DATA FROM OVPR DATABASE(S)**

External: ($20,000)


Table 2. Sponsored Programs Summary: Instructional Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dollar Amount of Instructional Grants Awarded</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

(New) Grants Submitted/Pending:

Carswell, A. T. Expanding Excel skills within the RPM curriculum. Sweaney Innovation Fund, $5,000, unfunded.

Worthy, S. L. Sustainable Entrepreneurship, VentureWell, $24,090, unfunded.


G. Faculty – Transitions New Hires in 2014

Dr. Patryk Babiarz began as Assistant Professor of Consumer Economics in January 2014.

Dr. Irina Kunoslayaz resigned her position in February 2014. This position will not be filled.
Dr. Debbie Phillips is no longer teaching for FHCE, but is now our Apartment Industry Liaison. A search for a Residential Property Management Assistant/Associate Professor was started, but ultimately the position will not be filled.

Tracy Clements, Senior Accountant, resigned in April 2014. Missy Pruitt was hired as her replacement May 2014.

Bonnie Berglund, Office Manager, resigned in May 2014. Melissa McBride was hired to replace her June 2014.

Paula Moon was hired as Administrative Associate II for Extension to replace Melissa McBride. Sharon Gibson retired July 2014. This position will not be filled.

Dr. Heidi Ewen began as an interdisciplinary hire between FHCE and the Institute for Gerontology in August 2014. She is an Assistant Professor in Housing/Gerontology.

The MEACA and Navigator grants were terminated and all staff related to these projects were released.

III. PROGRESS IN ASSESSING DEPARTMENTAL EFFECTIVENESS

All four undergraduate degree programs in FHCE underwent the process of developing new plans which were approved by the FHCE faculty in April 2014. Brief reports for each of the four areas were submitted by October 1, 2014. Assessment will be described for each of the four areas individually.

Consumer Economics
Table 3a. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes 1, 2, and 3 were measured by an assessment instrument administered in FHCE 3150 and FHCE 5100 and a self-assessment administered in exit survey to graduating seniors</td>
<td>The post assessment data has been collected in FHCE 5100 since fall 2010. We only began collecting the pre assessment data in FHCE 3150 during fall 2014 semester, so have no pre assessment results to report. For the post assessment, the mean correct answers for most questions (15 of 22) has either been consistent or increased.</td>
<td>Consumer Economics faculty met and will continue to meet and monitor the outcomes of these assessments. As an outcome of this year’s meeting, revisions will be made to two questions, one because it was ambiguously worded and another because it had two correct answers.</td>
</tr>
</tbody>
</table>
Spring 2014, 100% of students answered the following questions as ‘very much’ or ‘somewhat.’ To what extent do you believe your undergraduate degree has prepared you for each of the areas listed below?

- Recognize and analyze economic decisions relevant to individuals, families, and households.
- Assess the theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make.
- Define, describe, use and evaluate measures of family economic well-being.
- Understand the consumer’s perspective in housing decisions.
- Demonstrate competency in basic personal financial management.

(Consumer Economics) A. New or Revised Outcomes in Student Learning, administrative or support areas.
Learning Outcome 1: Expectation: Students are able to recognize and analyze economic decisions relevant to individuals, families, and households.
Learning Outcome 2: Expectation: Students are able to assess the theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make.
Learning Outcome 3: Expectation: Students are able to explain and apply economic theory in the analysis of consumer problems.

(Consumer Economics) B. New methods of assessing outcomes in student learning, administrative or support areas

Learning Outcome 1: Assessment methods and conditions for success:
1. Pre-Test: All students who declare a Consumer Economics Major complete a 22 multiple choice pre-test, administered online to students in FHCE 3150 in the first two weeks of each semester in which the course is taught. The pre-test is designed to assess students’ 1) ability to recognize and analyze economic decisions relevant to individuals, families, and households, 2) their knowledge and understanding of theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make, and 3) their ability to explain and apply economic theory in the analysis of consumer problems. The pre-test is given in FHCE 3150, which is a prerequisite for the upper-level FHCE courses required for Consumer Economics majors. The pre-test was developed by the Consumer Economics faculty in the department. No preparatory materials are given to students and the contents of the assessment are not disclosed prior to the assessment. The assessment is not a graded component of the course, but students receive bonus points for completing it. The course instructor provides an Excel file with student responses to the undergraduate coordinator.
2. Post-Tests: To assess how well Consumer Economics majors achieve the learning outcomes, post-tests are administered each semester online near the end of a senior level required course in each semester the course is taught (FHCE 5100 for which FHCE 3150 is a prerequisite). The post-test is the same test that is given as a pre-test. We expect that 80% of Consumer Economics majors will average at least 80% (indicating good performance) on the post-test. Administering both a pre- and a post-test allows us to see where students’ deficiencies and strengths are coming into the major and how much they know when they have finished courses in their major.
3. Self-Assessment: 80% of Consumer Economics majors will assess how well they have mastered this learning outcome as either “somewhat” or “very much.” All undergraduate Consumer Economics majors are asked to complete a confidential exit survey in the semester they are scheduled to graduate. The survey includes questions asking students to rate the strengths and weaknesses of the major in a variety of areas. In addition, in Spring 2011, the following question was added: “To what extent do you believe your undergraduate degree has prepared you for each of the areas listed below?” The areas listed are the six learning outcomes. The answer choices are “not at all,” “very little,” “somewhat,” and “very much.”

Learning Outcome 2: Assessment method and conditions for success:
1. At least 80% of Consumer Economics majors will complete the pre-test.
2. 80% of Consumer Economics majors will average at least 80% (indicating good performance) on a 22 multiple choice item assessment administered in FHCE 5100.
3. 80% of all Consumer Economics majors will rate their mastery of this learning outcome as either “somewhat” or “very much.”

Learning Outcome 3: Assessment method and conditions for success:
1. At least 80% of Consumer Economics majors will complete the pre-test.
2. 80% of Consumer Economics majors will average at least 80% (indicating good performance) on a 22 multiple choice item assessment administered in FHCE 5100.

3. 80% of all Consumer Economics majors will rate their mastery of this learning outcome as either “somewhat” or “very much.”

(Consumer Economics) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

The following learning outcomes are measured every semester. (1) Students are able to recognize and analyze economic decisions relevant to individuals, families, and households. (2) Students are able to assess the theories and models consumer economists use to predict or explain the economic choices that individuals, families, and households make. (3) Students are able to explain and apply economic theory in the analysis of consumer problems.

The post assessment data has been collected in FHCE 5100 since fall 2010. We only began collecting the pre assessment data in FHCE 3150 during fall 2014 semester, so have no pre assessment results to report. For the post assessment, the mean correct answers for most questions (15 of 22) has either been consistent or increased.

The majority of Consumer Economics graduates felt very much or somewhat confident that their undergraduate degree had prepared them for the measured outcomes.

Consumer Economics faculty met and will continue to meet and monitor the outcomes of these assessments. As an outcome of this year’s meeting, revisions will be made to two questions, one because it was ambiguously worded and another because it had two correct answers.

(Consumer Economics) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

Consumer Economics faculty agreed, that with the above noted minor changes to the assessment instrument, we will continue to use that assessment instrument as a pre assessment for Consumer Economics majors in FHCE 3150 and as a post assessment for Consumer Economics majors in FHCE 5100. We will also continue to use the online exit survey as a method of collecting data.

Consumer Journalism

Table 3b. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 was measured by a team project and presentation related to a family case study in FACS 2000.</td>
<td>For fall 2013 through summer 2014, 100% (10 of 10 fall 2013 and 9 of 9 spring 2014) of the consumer journalism majors met or exceeded the standard on the</td>
<td>No action necessary.</td>
</tr>
</tbody>
</table>
assignment rubric for the team project. No consumer journalism majors enrolled in FACS 2000 or FACS 2000E during summer 2014.

(Consumer Journalism) A. New or Revised Outcomes in Student Learning, administrative or support areas.

Learning Outcome 1: Expectation: Students are expected to communicate the integrative nature of family and consumer sciences as related to the family system.
Learning Outcome 2: Expectation: Students are expected to identify long-term and short-term macro-economic trends in family economic status.
Learning Outcome 3: Expectation: Students will explain nutrition principles including the roles, metabolism, and requirements and sources of nutrients.
Learning Outcome 4: Expectation: Students will demonstrate knowledge of the factors influencing individuals and families such as culture, gender, resources, aging, and stress.
Learning Outcome 5: Expectation: Students will identify legal principles as they apply to journalism, public relations, entertainment, and advertising.

(Consumer Journalism) B. New methods of assessing outcomes in student learning, administrative or support areas

Learning Outcome 1: Assessment method and conditions for success: 80% of all consumer journalism students will meet the standard or exceed the standard on the assignment rubric assessing a team project and presentation related to a family case study in FACS 2000.
Learning Outcome 2: Assessment method and conditions of success: 80% of all consumer journalism students will receive at least 80% of points (indicating good performance) on embedded exam questions in FHCE 2100.
Learning Outcome 3: Assessment method and conditions of success: 80% of all consumer journalism students will receive at least 80% of points (indicating good performance) on embedded exam questions in FDNS 2100.
Learning Outcome 4: Assessment method and conditions for success: 80% of all consumer journalism students will receive at least 80% of points (indicating good performance) on embedded exam questions in HDFS 2100.
Learning Outcome 5: Assessment method and conditions for success: 80% of all consumer journalism students will receive at least a B- (indicating good performance) for the overall course in JRLC 5040.

(Consumer Journalism) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)
Learning Outcome 1 was assessed in 2014. To meet Learning Outcome 1, 80% of all consumer journalism students will meet the standard or exceed the standard on the assignment rubric assessing a team project and presentation related to a family case study in FACS 2000.

Consumer Journalism majors names were pulled from the roster of students enrolled in FACS 2000 and FACS 2000E from fall 2013, spring 2014, and summer 2014. This list of students was sent to the instructors for those sections of that course. The instructors responded with the percentage of students who successfully completed the Team Project portion of the course. For fall 2013 through summer 2014, 100% (10 of 10 fall 2013 and 9 of 9 spring 2014) of the consumer journalism majors met or exceeded the standard on the assignment rubric for the team project. No consumer journalism majors enrolled in FACS 2000 or FACS 2000E during summer 2014.

This team project involved students participating in a group project solving a case study of a family. Each group was required to give a 15 minute presentation where each individual student was required to present and take questions about the case study. Presentations were evaluated on thoroughness of case study analysis, group participation, visuals, appearance, and professionalism.

(Consumer Journalism) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.) Faculty and staff on the Consumer Journalism admissions committee will be kept informed on the results of the assessment measure collected each year. They will determine whether changes are necessary.

Financial Planning
Table 3c. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>International competency and multicultural awareness questions were included on exams in FHCE 5200.</td>
<td>Faculty established a competency criterion of 80% on the questions. This was the first year of assessment, so it is not possible to evaluate consistency; however, students this year performed slightly below expectations (75%).</td>
<td>Continue to evaluate and monitor.</td>
</tr>
<tr>
<td>Students sat and passed the IRS VITA program certificate.</td>
<td>Twenty-four students participated in VITA. A 100% pass rate on the Internal Revenue Service</td>
<td>Continue VITA program.</td>
</tr>
<tr>
<td>Certification Exam was Achieved.</td>
<td>Using standards provided by CFP Board, faculty established a 70% passing benchmark for students. In fall 2013 students achieved an average score of 82.96%. During fall 2014 scores decreased to 63.00%. The class was not offered in the summer.</td>
<td>Faculty will continue to monitor.</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Students completed five financial planning case studies in the capstone financial planning course (FHCE 5250).</td>
<td>Twenty-seven students wrote and defended a comprehensive financial plan. The fall 2013 case and presentation average scores were 88.26% and 85.79%, respectively. In spring 2014 scores averaged 91.50% and 85.79%, respectively, on the written and oral assessments.</td>
<td>No action necessary.</td>
</tr>
<tr>
<td>Students wrote and defended a comprehensive financial plan in FHCE 5250.</td>
<td>Data were available only for the post-test in FHCE 5250 course. Average case study applications in fall 2013 were above the 80% benchmark chosen by faculty.</td>
<td>No action necessary.</td>
</tr>
<tr>
<td>Students reviewed and applied CFP Board practice standards and rules through case study applications and review examinations. Post-tests were used to evaluate student comprehension.</td>
<td>Data were available only for the post-test in FHCE 5250 course: 88% and 75%, respectively, for fall 2013 and spring 2014.</td>
<td>No action necessary.</td>
</tr>
<tr>
<td>Students completed a CFP Board code of ethics examination. Post-tests were used to evaluate knowledge retention.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Financial Planning) A. New or Revised Outcomes in Student Learning, administrative or support areas.

Learning Outcome 1: Describe international and multicultural issues facing consumers of financial services products in the 21st century.

Learning Outcome 2: Collect necessary and relevant qualitative and quantitative information required to develop a financial plan, including tax and risk capacity factors.
Learning Outcome 3: Demonstrate the ability to synthesize content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan.
Learning Outcome 4: Effectively communicate financial planning recommendations, both orally and in writing, including information based on research, peer, colleague, or simulated client interaction and/or results emanating from synthesis of material.
Learning Outcome 5: Apply the CFP Board Financial Planning Practice Standards to the financial planning process.
Learning Outcome 6: Demonstrate knowledge of standards of ethical conduct which adhere to the Code of Ethics and Professional Responsibility developed by CFP Board.

(Financial Planning) B. New methods of assessing outcomes in student learning, administrative or support areas

Learning Outcome 1: Method of Assessment: Specific international competency and multicultural awareness questions will be included on exams in FHCE 5200.
Learning Outcome 2: Method of Assessment: Students will sit for and pass the Internal Revenue Service Volunteer Income Tax Assistance (VITA) Program certification.
Learning Outcome 3: Method of Assessment: Students will complete 5 financial planning case studies in their capstone class.
Learning Outcome 4: Method of Assessment: Students will write and defend a comprehensive financial plan in their capstone class.
Learning Outcome 5: Method of Assessment: Students will review and apply CFP® Board Practice Standards and rules through case study applications and review examinations.
Learning Outcome 6: Method of Assessment: Students will complete a CFP® style exam over Code of Ethics and Responsibilities developed by the CFP Board of Standards.

(Financial Planning) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

All six Learning Outcomes were assessed in 2014.
For Learning Outcome 1: Faculty established a competency criterion of 80% on the questions. This was the first year of assessment, so it is not possible to evaluate consistency; however, students this year performed slightly below expectations (75%).
For Learning Outcome 2: Twenty-four students participated in VITA. A 100% pass rate on the Internal Revenue Service certification exam was achieved.
For Learning Outcome 3: Using standards provided by CFP Board, faculty established a 70% passing benchmark for students. In fall 2013 students achieved an average score of 82.96%. During fall 2014 scores decreased to 63.00%. The class was not offered in the summer.
For Learning Outcome 4: Twenty-seven students wrote and defended a comprehensive financial plan. The fall 2013 case and presentation average scores were 88.26% and 85.79%, respectively. In spring 2014 scores averaged 91.50% and 85.79%, respectively, on the written and oral assessments.
For Learning Outcome 5: Data were available only for the post-test in FHCE 5250 course. Average case study applications in fall 2013 were above the 80% benchmark chosen by faculty.
For Learning Outcome 6: Data were available only for the post-test in FHCE 5250 course: 88% and 75%, respectively, for fall 2013 and spring 2014.

(Financial Planning) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

It appears that the assessment plan is working. Financial planning faculty have developed core questions, assessments, and certification steps that have been incorporated into courses. Assessment results have already been used to change the way in which classes are being taught. For example, the drop in case scores from fall 2013 and spring 2014 in FHCE 5250 led to a reevaluation of the way the capstone class is managed. Specifically, more in-class assessments have been incorporated into the course. It was thought that students were spending too much time outside of class searching for answers to questions, which raised average scores dramatically. Unfortunately, students will have a time constraint when they sit for the CFP exam. The inclusion of timed in-class assessments adds a sense of reality to the importance of case completion.

We plan to use the same outcomes and methods next year. It is our intent to continue this process until we have accumulated enough longitudinal data to make additional changes to the curriculum and specific courses.

Housing

Table 3d. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 was assessed through the housing history assignment in FHCE 3300. The assessment tool is a rubric.</td>
<td>50% of the 5 students met or exceeded the standard for learning outcome 1; 50% did not meet the standard on this outcome</td>
<td>We will use the data from this and subsequent assessments to make adjustments in the classroom and provide individual students not meeting the standard with additional support.</td>
</tr>
<tr>
<td>Learning Outcome 2 was assessed through 3 homework assignments in FHCE 3300. The assessment tool is a rubric.</td>
<td>100% of the 5 students enrolled in Summer 2014 FHCE 3300 exceeded the standard for mastery of research observation skills. 100% of the 5 students met (3) or exceeded (3) the standard for mastery of basic interviewing skills</td>
<td>Mastery of data analysis - Students completed the assignment but the rubric had not yet been developed. We will measure this in Fall 2014.</td>
</tr>
</tbody>
</table>
(Housing) A. New or Revised Outcomes in Student Learning, administrative or support areas.

Learning Outcome 1: Identify and apply the theories and models used to predict or explain the consumer choices related to their housing.
Learning Outcome 2: Demonstrate mastery of basic housing research skills of observation, interviewing and data analysis.
Learning Outcome 3: Explain key federal housing policies and programs and the impact of these programs on consumer decision-making and family well-being.
Learning Outcome 4: Apply basic demographic concepts and measurements in an analysis of one or more housing policies.
Learning Outcome 5: [For RPM emphasis] Describe and apply fundamental leasing and marketing strategies required to begin a career in property management.

(Housing) B. New methods of assessing outcomes in student learning, administrative or support areas.

Learning Outcome 1: Method of Assessment: This learning outcome will be assessed through the housing history assignment in FHCE 3300. The assessment tool is a rubric.
Learning Outcome 2: Method of Assessment: This learning outcome will be assessed through 3 homework assignments in FHCE 3300. The assessment tool is a rubric.
Learning Outcome 3: Method of Assessment: This learning outcome will be assessed through embedded questions on exams in FHCE 4310. The same questions will be used from year-to-year.
Learning Outcome 4: Method of Assessment: This outcome will be measured through a demographic project assigned in either FHCE 4400 or FHCE 4340S.
Learning Outcome 5: Method of Assessment: This outcome will be measured through a case study assignment in FHCE 4330. The assessment tool is a rubric.

(Housing) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

Learning outcomes 1 and 2 were assessed in 2014.
Learning outcome 1: 50% of the 5 students met or exceeded the standard for learning outcome 1; 50% did not meet the standard on this outcome
Learning outcome 2: 100% of the 5 students enrolled in Summer 2014 FHCE 3300 exceeded the standard for mastery of research observation skills. 100% of the 5 students met (3) or exceeded (3) the standard for mastery of basic interviewing skills. Mastery of data analysis - Students completed the assignment but the rubric had not yet been developed. We will measure this in Fall 2014.

(Housing) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved
outcomes in special programs or projects.) We will use the data from this and subsequent assessments to make adjustments in the classroom and provide individual students not meeting the standard with additional support. In 2015, Learning Outcomes 4 and 5 will be assessed.

IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

Faculty and graduate students in the Department were productive in research and scholarship in 2014. Faculty published 42 articles, 12 book chapters, 28 other publications/reports, and 1 Extension and outreach report. Faculty delivered 4 international, 45 national, 26 regional/state, and 18 local scholarly presentations. $541,817 in external research funding and $216,278 in internal research funding was secured. Additionally, more research seminars were presented in the Department than in previous years. The following research seminars were presented during 2014.

January 23, Dr. Ann Woodyard, “The Influence of Behavior and Knowledge on Financial Satisfaction”

February 27, Dr. Patryk Babiarz, “Understanding the Impact of Adverse Health Events on Household Consumption, Income and Wealth”

April 4, Kristi-Warren Scott, "Do Education and Income Affect the Likelihood of Healthy Eating Among Low-Income African-American Households?"
Robin Henanger-Greene “How financial satisfaction is influenced by the source of financial education”
Lekhnath Chalise, Dr. Sophia Anong, "Investigating Age and Other Risk Factors of Financial Stress in the Great Recession"

April 24, Judy James, HR Senior Manager, “Using Linked In for Professional Networking”

September 17, FHCE Graduate Student STATA group
Ji-Young Jung, Xuan Chen, Wookjae Heo, John Grable “The Effects of Both Financial Literacy and Income on Financial Behaviors”
Lekhnath Chalise, Haidong Zhao, Wookjae Heo, Lini Zhang, Jorge Ruiz-Menjivar “Risky Financial Behavior Based on the Theory of Planned Behavior”
Sae Rom Chung, Lu Fan Kristi-Warren Scott “Sugar Sweetened Beverage (SSBs) Expenditure Across the U.S. Region”

October 15, Heidi Ewen, “Aging, Relocation and Environment”

October 23, Conrad Ciccotello Director of Wealth Management Programs, Executive Director of the Huebner Foundation, Department of Risk Management and Insurance of Georgia State University, “A Clinical Examination of the Finances of New Gen Y Households”
November 12, Vibha Bhargava and Jung Sun Lee, “Food Insecurity and Mental Health”

December 5, Velma Zahirovic-Herbert, “The Effect of Relisting on House Selling Price in a Slow Market”

A. Active Research Grants/Contracts

Internal: ($216,278)


Babiarz, P. The Impact of Mid-life Health Status on the Retirement Standard of Living, Georgia Agricultural Experiment Station Hatch project, $13,550, approved.

Chatterjee, S., & Palmer, L. Financial resiliency following bankruptcy: An examination of the enabling capital structures of households emerging from bankruptcy, Georgia Agricultural Experiment Station Hatch project, $45,412, approved.

Cude, B. Influences on and Outcomes of College Seniors’ Credit Experiences Georgia Agricultural Experiment Station Hatch project, $20,272, approved.

Nielsen, R. The correlates of food acquisition, food assistance program participation, and food insecurity, Georgia Agricultural Experiment Station Hatch project, $32,880, approved.

Nielsen, R. B., & Lee, J. S. Do food acquisition patterns vary by food security status, the receipt of SNAP, and health? Evidence from the first National Household Food Acquisition and Purchase Survey (FoodAPS). United States Department of Agriculture National Needs Fellowships (NNF): Administered by University of Georgia’s Sustainable Food Systems Program. 08/01/2014 - 07/01/2016. $34,434.


Skobba, K. Utilization of community social capital to address housing needs in Georgia’s small towns and rural communities, Georgia Agricultural Experiment Station Hatch project, $15,730, approved.

Skobba, K. Interdisciplinary Research Program, University of Georgia Research Foundation, $41,000.

GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)
External: ($541,817)

Insert grant citations here, listed for the unit for the current year (fiscal) by PI


Chang Y., Chatterjee, S., & Kim, J. The Effect of Food Price on Food Insecurity and Diet Quality: Exploring The Potential Moderating Roles Of Snap And Consumer Competency. USDA-ERS FoodAps Grant, June 2014-November 2015, $9,980.


Skobba, K., Tinsley, K. Homeownership gap research project. Minnesota Homeownership Center, $25,000.

Skobba, K., Gibson, S., Shannon, J., Tinsley, K. Utilization of Community Social Capital to Address Housing Needs, USDA, $429,778

Skobba, K. Life pathways and the Transition to Higher Education for Homeless and Foster Youth. Spencer Foundation, $27,759.


Table 4. Sponsored Programs Summary: Research Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>11</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Dollar Amount of Research Grants Awarded</td>
<td>$462,378</td>
<td>$35,500</td>
<td>1202.47%</td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)
Grants not included in UGA Contracts and Grants system, so not included in Table 4.

B. (New) Grants Submitted/Pending:

Anong, S. Viral Peer Adoption Digital Infomercials for Mobile Payments in Cameroon, Gates Foundation, $99,973, pending.


Carswell, A., Providing a Cost-Benefit Assessment of Infill Properties, Georgia Agricultural Experiment Station Hatch project, $12,430, pending.


Chatterjee, S., Okech, D., & Mimura, Y. The Persisting Effects of the Past Great recession on the Health and Economic Well-being of Vulnerable Families. IPD Grant 9/1/14-8/1/2015, unfunded.

Ewen, H. Conceptualizing Local Relocation and Outcomes among Older Adults. Proposal submitted to NIA/NHER Secondary Analyses and Archiving of Social and Behavioral Datasets in Aging (RO3). $75,000, pending.


Koonce, J. Grassroots Integration of Health Care Navigators and Hospice Professionals After Loss" Mather Lifeways Inst, $4,529, unfunded.

Nielsen, R., Bhargava, V. Do Food Acquisition Patterns Vary by Food Security Status, the Receipt of SNAP, and Health? University of Kentucky, $51,024, unfunded.


C. Editorial and Review Contributions

Anong
Reviewer, ACCI 2014
Reviewer, Journal of Economic Psychology
Reviewer, Journal of Poverty
Book Reviewer, Routledge

Babiarz
Reviewer, Journal of Consumer Affairs
Reviewer, Journal of Family Issues
Reviewer, Financial Services Review
Reviewer, The Forum for Family and Consumer Issues – FERMA
Reviewer, UGA Agricultural Experiment Station
Reviewer, American Council on Consumer Interests (ACCI) - Conference
Reviewer, ACCI - Applied Consumer Economic Award

Carswell
Reviewer, Community Development
Reviewer, Construction Innovation
Reviewer, Housing and Society
Reviewer, Housing Studies
Reviewer, Journal of Family and Economic Issues
Reviewer, Journal of Housing for the Elderly
Reviewer, Journal of Urban Affairs
Reviewer, Urban Geography

Chatterjee
Editorial Board, Journal of Financial Counseling and Planning Editorial Board
Reviewer Accounting Education
Reviewer, Applied Economics
Reviewer, Applied Economics Letters
Reviewer, Asian Women
Reviewer, Journal of Consumer Affairs
Reviewer, Family & Consumer Sciences Research Journal
Reviewer, Financial Services Review
Reviewer, International Journal of Consumer Studies
Reviewer, International Migration Review
Reviewer, Journal of Financial Counseling and Planning
Reviewer, Journal of Family and Economics Issues
Reviewer, Journal of Financial Planning
Reviewer, Journal of Financial Therapy
Reviewer, Journal of Personal Finance
Reviewer, Journal of Risk Research
Reviewer, Risk Management and Insurance Review

Cude
Advisory Board, Journal of Consumer Affairs
Editorial Board, Journal of Consumer Education
Reviewer, International Journal of Consumer Studies
Reviewer, American Council on Consumer Interests 2015 Conference

Ewen
Member, Editorial Board, Journal of Housing for the Elderly
Reviewer International Journal of Psychogeriatrics
Reviewer Journal of Bioethical Inquiry
Reviewer, Journal of Housing for the Elderly
Conference Abstract Reviewer, Association for Gerontology in Higher Education
Conference Abstract Reviewer, Gerontological Society of America (GSA)

Goetz
Editorial Board Member, Journal of Financial Counseling and Planning
Editorial Board Member, Journal of Personal Finance
Editorial Board Member, Journal of Financial Planning
Editorial Board Member, Journal of Financial Therapy

Grable
Academic Editor, Journal of Financial Planning
Associate Editor, Journal of Financial Counseling and Planning
Associate Editor, Journal of Financial Therapy
Editorial Board, Journal of Consumer Education

Koonce
Editorial Review Board, Journal of Human Sciences and Extension
Editorial Review Board, Journal of Consumer Education

Mauldin
Associate Editor, Journal of Human Sciences and Extension, Family Resource Management Area
Reviewer, Journal of Financial Counseling and Planning
Reviewer, Journal of Family Issues

Moorman
Associate Editor, International Journal of Teaching and Learning in Higher Education

Nielsen
Associate Editor, Family & Consumer Sciences Research Journal
Editorial Board, Journal of Consumer Affairs
Editorial Board, Journal of Consumer Education
Referee, American Council on Consumer Interests Annual Conference

Palmer
Ad hoc reviewer, Journal of Financial Therapy
Ad hoc reviewer, Journal of Consumer Affairs
Ad hoc reviewer, Financial Services Review

Skobba
Ad hoc reviewer, Housing Studies
Ad hoc reviewer, Family and Consumer Science Research Journal
Ad hoc reviewer, Housing and Society
Ad hoc reviewer, Journal of Consumer Affairs

Turner
Ad Hoc reviewer, Housing Education and Research Association conference
Ad Hoc reviewer, Identity theft Fact Sheet, University of Georgia Extension
Ad Hoc reviewer, Help yourself to a healthy home – Hazardous household products chapter, University of Connecticut
Ad Hoc reviewer, Cleaning series, Mississippi State University Extension

Woodyard
Associate Editor, International Journal of Teaching and Learning in Higher Education
Reviewer, Journal of Consumer Affairs
Reviewer, Journal of Financial Therapy

Zahirovic-Herbert
Peer Reviewer, Fulbright Specialist Program Discipline
Reviewer, Cities
Reviewer, Urban Studies
Reviewer, Journal of Urban Planning and Development
Reviewer, Real Estate Economics
Reviewer, Southern Economic Journal
Reviewer, Journal of Housing Economics
V. MAJOR ACCOMPLISHMENTS – PUBLIC SERVICE & OUTREACH AND EXTENSION

ASPIRE Clinic
Joe Goetz serves as the Clinical Faculty Supervisor for financial planning students seeing clients in the ASPIRE Clinic, which he co-founded in 2010. The clinic has maintained multiple community partnerships (e.g., Athens Area Homeless Shelter, The Ark, and Habitat for Humanity) whose clientele are now served in the ASPIRE Clinic. In 2014, Dr. Goetz continued to serve on the advisory board and assist with the development of the Clinic - consistent with its mission to use interdisciplinary research, teaching, and service to help individuals and families improve overall wellbeing. He now also serves on the Board of Directors for The Ark - an outreach center providing emergency financial assistance to the low-income population of Athens-Clarke County and surrounding counties. He was instrumental in developing a partnership between the ASPIRE Clinic, The Ark, and the Georgia United Credit Union, to better serve families who are in financial distress and facilitate an increase in their financial stability. The ASPIRE Clinic involves a faculty representative from each the following university programs: Financial Planning, Marriage and Family Therapy, Nutrition, Furnishings & Interiors (Home Design), and Law School Public Interest Practicum.

Housing and Demographics Research Center (HDRC)
Longstanding membership in the Housing Consortium, historically affiliated with the NAHB research center, was not renewed. The expertise and interests of the HDRC faculty are not in line with the Consortium’s main focus: building science and construction related housing issues. Faculty members affiliated with the HDRC are concerned with increasing consumer/resident well-being through improved housing situations, and the applied research and outreach projects described below focus on housing affordability, living conditions, neighborhood health and overall community and economic development.

Although established in 1996, the Center has never had formal bylaws. Bylaws were drafted and circulated for review and comment. The draft has been reviewed and updated once and is awaiting others’ comments and suggestions for formal approval.

The Board of Advisors was convened in September at the Georgia Department of Community Affairs. Moving from round-table type meetings, the purpose of this meeting was to present and gather input on the research project: Utilization of community social capital to address housing needs.

Projects / Initiatives
Georgia Initiative for Community Housing (GICH) – Since 2004, GICH has been the signature program of the HDRC. Details are provided in the following section.
Utilization of community social capital to address housing needs – This project is an integrated research and educational dissemination project funded through the USDA. Research findings will help develop the GICH program, while other project components will aid in the development of the Center itself.

The purpose of this research project is to develop an increased understanding of the housing and neighborhood revitalization issues facing Georgia’s rural and small town communities. Using the results of the proposed research, education materials and technical assistance will be provided to help communities build upon and strengthen their social capital to address community housing and neighborhood revitalization needs.

The long-term goals of this project are to:
- Understand how capacity building interventions affect community capacity to address housing and neighborhood revitalization issues in the rural South.
- Provide improved technical assistance, increased public awareness and policy solutions through the integration of research, education and extension activities

Project components:
- Conduct a survey of housing and neighborhood challenges and community-level social capital data for all non-metropolitan municipalities in Georgia
- Map social networks utilized to address community housing issues and other community problems for 20 municipalities; document change in size and diversity as a result of capacity building interventions, including participatory planning.
- Use research findings to develop program curriculum for the Georgia Initiative for Community Housing (GICH), FHCE/UGA Extension and an undergraduate Housing and Development course
- Develop a sustainable community research and mapping resource at the University of Georgia for small cities, towns and rural communities in Georgia.

Housing and Community Development service-learning course (4340S) – Taught for the third time, this course is now officially designated as service learning (S) and also directly tied to the GICH program. In spring 2014, City of Porterdale was the community partner and students conducted a housing conditions assessment of a target neighborhood for the class project. A more structured RFP process was developed and distributed to GICH participants for service-learning project spring 2015.

Integrating urban and landscape design technical assistance into the GICH program – Partnered with the Center for Community Design and Preservation and the College of Environment and Design to provide enhanced technical assistance to GICH communities. Specifically, Dr. Doug Pardue’s Engagement Studio in fall 2014 worked with the City of Warner Robins on urban and landscape design issues as it related to their GICH housing work plan. With common research and outreach interests, this is the first step of a developing, comprehensive, collaborative project of the Center for Community Design and Preservation and the College of Environment and Design and the HDRC/GICH.
Housing Indicators Mapping site and online Database - In partnership with the Information Technology Outreach Services Division of the Carl Vinson Institute of Government and Dr. Robb Nielsen, the HDRC developed a custom interactive map utilizing GIS software and HDRC-modified Comprehensive Housing Affordability Strategy data from the U.S. Department of Housing and Urban Development. The customized data and map provides the most recent housing indicators available for 1) each of the GICH program’s current (15) and alumni (30) communities and 2) all places in Georgia.

Georgia Initiative for Community Housing (GICH)

GICH is a three-year program of housing technical assistance and collaboration. GICH has 15 active communities and has served 55 communities since 2004. In 2014, Karen Tinsley led the Georgia Initiative for Community Housing program management team in developing the curricula and training agendas and planned and implemented logistics for convening the 2 workshops listed below. Each workshop included 100 to 200 attendees, 10 to 20 speakers, and 12 facilitators. Fifteen communities attended each workshop. She also coordinated and convened the following strategic planning efforts:

In June UGA faculty interested in housing and community development research and outreach were brought together to discuss possible, mutually beneficial partnership opportunities. A proposal was made to create a working group that would serve two-fold: a Technical Advisory Committee for GICH and an on-campus, housing and community development interest group. After follow-up inquiries, there was not enough interest. A better approach is to utilize the new, formalized structure of the HDRC bylaws and include those interested as associated faculty to the Center.

As the GICH program is now 10 years old, the principal partners (UGA, GMA, DCA, and Georgia Power) decided to engage in a yearlong strategic planning effort. This is a time to celebrate the past accomplishments, make improvements to current programming, as well as plan for future enhancements and/or changes to the program. The outcome of this effort will also provide for the basis of obtaining additional sponsorships. Significant activities include:

- Convened a facilitated strategic planning meeting held in October. Discussed ideas, opportunities, and threats. Developed an action plan for certain implementation items. Agreed to utilize monthly meetings to discuss, research, and implement other issues and possible changes.
- Created/updated the mission statement.
- Conducted and summarized two focus group conference calls with key participants in December.
- Established program representative liaisons for incoming community housing teams.

UGA GreenWay (www.ugagreenway.org)

UGA GreenWay was developed in 2009 and since then has grown from an interactive website to include several social media tools (facebook, twitter, Pinterest, YouTube, and Wordpress). It was created as a way to reach new audiences for Extension. The information provided focuses on current news and research related to helping individuals, families and communities live greener and healthier lives. The content is regularly updated by Dr. Turner. Social media reach
continues to expand. Six new YouTube videos were posted in 2014. Facebook had 554 likes with weekly post reach averages around 1,000. Twitter had 530 followers and a total of 2,724 tweets since October 2009. Wordpress had 27 posts, 3,658 views in 2014, and 2,040 visitors in 2014. Pinterest had 22 boards, 365 pins, and 736 followers. YouTube had 16 videos and 1,999 views in 2014 (5,517 overall).

Debtor Education
In 2013, the Department of Justice implemented new, stricter standards for approved providers of the debtor education course required for individuals who file for bankruptcy. The new requirements have slowed the process. In the past, our application for renewal has been approved in four to six weeks. The 2013 application for renewal we submitted in April 2013 was not approved until May 2014, and required only minor revisions to our consent and disclosure documents. A total of 16 certificates were provided in 2014—all but one in Sumter County—generating $585 for county FACS programs.

Your Money, Your Future
The curriculum is being used in more and more counties. In 2014, Extension agents provided 530 financial management programs for students in fourth through eighth grades ranging from 30 to 120 minutes in length. Michael Rupured provided agent training in March that will be repeated in 2015, and have been invited by Tennessee Extension to provide statewide training to 4-H agents. Without the support of an evaluation specialist or someone to analyze the data, documenting program impacts is a challenge.

Financial Management for Adults
Extension provided 300 financial management educational programs ranging from thirty minutes to three hours in 55 Georgia counties focusing on basic budgeting skills, managing credit, and protecting against identity theft. Michael Rupured provided an all day training for FACS Agents and produced a new fact sheet on Identity Theft.

Professional Development for Georgia’s FACS Teachers
Keeping teachers current is a high priority, with the added bonus of an anticipated long-term benefit to recruiting students as FACS teachers in Georgia establish relationships with faculty in our college. Michael Rupured distributed a schedule for the 2014 FACS Summer College at the January GATFACS conference with a one-PLU (10 contact hours) workshop from each department. All but one (food science) were cancelled due to low registration. At the GACTE conference in July, he distributed a survey to determine teacher preferences for professional development. Based on responses to the survey, he recruited faculty to offer a variety of professional development experiences for 2015 including one-PLU workshops (one in April, one in June), a six hour workshop in April, and a series of monthly voiced-over PowerPoints. Rupured is working on a new web page (gafacs.org) just for teachers to include the professional development schedule, links to helpful resources from our college (such as extension publications), information about master’s programs available in our college (especially with distance learning options), and links to other helpful websites.

Volunteer Income Tax Assistance (VITA) Initiative
Lance Palmer worked with UGA graduate students to provide training, supervision, and administrative support to Fort Valley State University to support the launch of their first-ever VITA sites. In addition, Dr. Palmer continued to work with faculty and representatives at Dalton State College, Colquitt County Family and Consumer Sciences agent (Andrea Scarrow), and Clarke Atlanta University faculty to support and expand VITA service-learning programs around the state of Georgia. These activities were partially supported by a grant from the IRS and with generous support from Georgia United Credit Union.

Marketplace Exchange for the Affordable Care Act
With the Multistate Extension project, Joan Koonce facilitated and coordinated the efforts of Extension educators in 12 states to provide education and outreach to consumers so they can make informed choices regarding eligibility for health insurance plans. The states involved include: University of Georgia, Kansas State, University, North Carolina State University, Michigan State University, West Virginia State University, Prairie View A&M University, University of Missouri, Penn State University, University of Florida, Tuskegee University, University of Tennessee, and University of Wisconsin. This project was terminated in July 2014.

Health Navigators
In August 2013, FACS was awarded a $1,657,378 cooperative agreement with the Department of Health and Human Services Center for Medicare and Medicaid Services (CMS) to operate a Navigator program. The purpose of the Navigator program is to deliver consumer information and education related to the new federally-facilitated health insurance marketplace (HealthCare.gov) to rural consumers in the State of Georgia. UGA was one of two groups funded within the State. UGA hired and trained 12 Navigators to assist consumers, small businesses, and employees as these individuals and organizations look for health coverage options to fit their needs and budgets. This program was terminated August 2014.

Table 5. Public Service & Outreach and Extension Metrics

<table>
<thead>
<tr>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/ Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/ Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention/Health Lifestyles</td>
<td>Marketplacexchange for the Affordable Care Act (MEACA)</td>
<td>14,800</td>
<td>1 – USDA NIFA</td>
<td>$0</td>
</tr>
<tr>
<td>Navigators</td>
<td>See impact</td>
<td>1-Center for Medicare and</td>
<td>$0</td>
<td>We hired and trained 12</td>
</tr>
</tbody>
</table>
Medicaid Services (CMS) Navigators and 1 Project Coordinator. We helped 2,570 consumers set up a profile in the online portal. We reached 17,823 consumers through various educational and outreach activities. We conducted 13,166 individual consultations – 1,506 through email, 8,206 by telephone, and 3,454 in-person. We had 3,572 views on our www.uganavigators.org website and printed and distributed 115,329 flyers, posters, postcards, and brochures. We also developed 4 Explainer Videos specific to the state of Georgia. These videos were distributed to 100 of the largest VITA sites throughout the state and also accessible on YouTube via our www.uganavigators.org website.

| Economic Well-Being for Individuals and Families | Financial Capability for Adults | 15,000 | Numerous local partners such as Habitat, Head Start, DFCS | Extension provided 300 financial management educational |
programs ranging from thirty minutes to three hours in 55 Georgia counties focusing on basic budgeting skills, managing credit, and protecting against identity theft. End of workshop surveys indicate that participants were more likely to say they understood the end cost of rent to own; what to do if personal information is stolen; how to budget in a crisis situation; and to compare loans by examining APR. In terms of behaviors, participants were significantly more likely to set and discuss with family goals about how to spend money; place more priority on paying bills on time; track spending to see where money goes; prepare a budget every month; set money aside for emergencies; comparison shop before buying financial products or services; and ask why personal
<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>Audience Description</th>
<th>Information Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Literacy for Youth</td>
<td>13,000</td>
<td>Local public and private schools across the state</td>
<td>Extension provided 530 financial management programs for students in fourth through eighth grades ranging from 30 to 120 minutes in length. An analysis of pre- and post-tests found that the 10 to 14 year-old (mean age is 11.9 years) participants were more likely to have money to spend because of what they learned. Most said their family financial situation was “very good” or “good.” Participants were significantly more likely on the post-test to say they give money to charity; regret buying a want; save first the spend what is left; read about a product before buying; and save money for goals. Participants were significantly LESS likely to say they planned to use credit cards when they could get one.</td>
</tr>
<tr>
<td>Program</td>
<td>Quantity</td>
<td>Organization</td>
<td>Cost</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>TRSGA Pre-Retirement Seminars</td>
<td>400</td>
<td>Teachers’ Retirement System of Georgia</td>
<td>$0</td>
</tr>
<tr>
<td>Volunteer Income Tax Assistance (VITA)</td>
<td>795</td>
<td>Georgia United Credit Union Internal Revenue Service</td>
<td>$0</td>
</tr>
<tr>
<td>Healthy, Safe and Affordable Housing Environments</td>
<td>31</td>
<td>Georgia Dept. of Public Health GA Southern</td>
<td>$0</td>
</tr>
</tbody>
</table>
Approximately 12 individuals completed a national exam to receive their Healthy Housing Specialist credential. Radon Education 6,500 people through programs and outreach events. An additional 50,000 through broadcast, print & online media. Sold or gave away 851 radon test kits and received 541 radon test kit results (64% testing rate). Of the test results received, 110 (22%) were elevated (4 picoCuries per Liter or above). These individuals were referred to radon mitigators in GA. Reducing the radon level reduces the risk of lung cancer. For every person diagnosed with lung cancer, the average annual cost of care is around $60,000 according to the U.S. NIH (2013).

GICH 15 active communities. 55 communities served since 2004 $0 The Housing Tax Credit Program allocates federal and state tax credits to owners of qualified rental properties who...
Lowe’s (Dalton) Homeless Coalition, Flint River Habitat for Humanity, Albany Housing (Albany)

Hall County Government (Gainesville)

Savannah Board of Realtors, Paper Clip, Patrick’s, Randell & Deans Hair Salon, Lion’s Club, Garden City United Methodist Church, First Baptist Church of Garden City, Jasper Springs Baptist Church (Garden City)

ATLAS Ministries (Greensboro)

DeKalb County Community and Human Development (Lithonia)


reserve all or a portion of their units for occupancy for low income tenants. The GICH program introduces communities to this program and presents ways to partner with developers. Developers that construct multi-family projects in GICH cities are awarded an extra point on the competitive application. Following is a list of 4 GICH cities and the amount of tax credits awarded to developers in 2014.

Code or ordinances implemented or updated: Albany – Updated Zoning regulations to include a reasonable accommodation policy for disabled individuals.

Lithonia – Adopted a form-based Zoning Code for downtown and commercial core.

Perry – Adopted a Blight Tax Ordinance; adopted a strategic plan with
Positive Development for Individuals, Families, and Communities

- Fuller Center for Housing, Habitat for Humanity, Perry Volunteer Outreach (Pembroke)
- Energema, housing counseling agency (Porterdale)
- Family Promise, local homeless prevention non-profit (Rincon)


New agencies/organizations/authorities created:
Albany - The Oaks at North Intown Development Corporation, Inc. (obtained 501 C 4 designation).

Impacts:

For the purposes of this report we are capturing the following which has the potential for computing the economic return on investment to our stakeholders:

1. Planned end-results (Improved Social, Economic, and Environmental condition)
   Detailed in Impact column of table above.
2. Participants’ behavior/practice changes toward the planned direction
   Detailed in Impact column of table above.

3. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA)
   toward the planned direction
   Detailed in Impact column of table above.

A. Active Public Service and Outreach Grants/Contracts

Internal: ($10,000)

Tinsley, K. MOU with UGA VP Public Service and Outreach to support GICH, $10,000.

GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)

External: ($3,247,818)

Insert grant citations here, listed for the unit for the current year (fiscal) by PI

Gibson, S. UGA Sustainable Communities Project / GROWL USDA, $30,938.

Grable, J. Institutional Financial Communication and Training Lab, TD Ameritrade, $50,000 (gift).


Shannon, J. SNAP-ED FY15, Georgia Department of Human Services, $40,000.

Tinsley, K. USDA, Rural Community Development Initiative grant, $110,000.

**Tinsley, K. Georgia Power Company, $15,000.

Turner, P.R. Radon Education and Testing Program, GA Department of Community Affairs, $233,911.

Turner, P.R. Radon Education and Testing Program, GA Department of Community Affairs, $109,198.
Table 6. Sponsored Programs Summary: Public Service & Outreach and Extension

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>6</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>3</td>
<td>5</td>
<td>-40%</td>
</tr>
<tr>
<td>Dollar Amount of PSO and Extension Grants Awarded</td>
<td>$359,671</td>
<td>$3,166,661</td>
<td>-88.64%</td>
</tr>
</tbody>
</table>

*As PI/PD
**Not reported through UGA Contracts and Grants, so not included in Table 6.

B. (New) Grants Submitted/Pending:


Miles, T., Smith, M.L., & Koonce, J. Grassroots Integration of Health Care Navigators and Hospice Professionals After Loss, Mather Lifeways Institute, May 2014-April 2015, $4,529, unfunded.


Rupured, M. Subcontract with Athens Technical College for the delivery of life skills, unfunded.

Shannon, J. SNAP-ED FY15 – Amendment 1, Georgia Department of Human Services, $17,000.
VI. PROGRESS IN STRATEGIC PLANNING

The Department of Financial Planning, Housing and Consumer Economics used the strategic plan as the underlying motivation for most activities in 2014. During the May and August half day Departmental retreats, the strategic plan was revisited in detail and revisions were made. These are reflected below.

A. Attained Goals

Goal 2.3: Update FHCE Promotion and Tenure Guidelines. Revise department name, ensure clinical and 100% teaching faculty expectations, and online courses are included.
Progress: Completed January 2015.

Goal 3.7: Add a “working papers” section to the website to encourage prospective students to apply to work with faculty with like research interests.
Progress: Worked with Jimmy Hansen and completed fall 2014

Goal 4.1: Design, develop, promote, and implement an online non-thesis M.S. degree program in Financial Planning and admit 5 to 10 students annually and maintain active enrollment of 10 to 20 online FP master’s students.
Progress: First cohort admitted August 2014.

Goal 7.1: Increase undergraduate enrollment by 5% (256 to 269) by January 2015.
Progress: Due to the Departmental name change and efforts by the Marketing and Recruiting Committee this goal was met.

Goal 11.1: Begin a research seminar series consisting of researchers from other universities (domestically and internationally) who currently, or will in the future, work with our faculty.
Progress: Invited at least 2 researchers from other universities to speak at FHCE seminars during 2014/15 academic year.

Goal 11.2: Establish a short quarterly departmental newsletter highlighting the many areas in which FHCE faculty are involved. Target various constituencies such as: alumni, high school counselors, community organizations, media, faith communities, funders, campus, employers, professional associations, “feeder” schools for undergraduate and graduate students, etc…
Progress: Issue 1 published April 2013, Issue 2 published November 2013. These online newsletters had very few hits. Move toward promotion of website instead. FHCE is doing a great job of keeping website updated.

Goal 12.1: Restart “Just So You Know…” and include selected information on college monitors.
Progress: Started February 8, 2013
Goal 13.1: Equal value attributed to the tripartite mission of the department within a land grant university such that faculty appointments and performance are appropriately appreciated and rewarded.
Progress: Promotion and Tenure Guidelines were revised fall 2014 to fairly reflect teaching, research and service.

Goal 14.1: Implement the Housing and/or RPM emphasis at the Griffin campus.
Progress: Since we are not filling the RPM faculty position, focus on the Consumer Economics/financial planning emphasis on Griffin campus.

Goal 14.3: Implement a targeted marketing and recruiting campaign focused on technical schools located around the Atlanta area.
Progress: TAG agreement has been developed with Southern Crescent.

B. New/Revised Goals Adopted

Goal 1: All faculty members are encouraged to participate in external funding opportunities. Each faculty member will submit a grant proposal annually and by 2015, 75% of the faculty will have secured external funding.

Goal 1.1: Build strong relationships with foundations and corporations that will lead to funding for the Department.
Progress: Work with new Director for FACS Alumni and Corporate Engagement to develop strategies to meet this objective by December 2014.

Goal 1.2: Form faculty research groups to proactively plan for upcoming research grant applications.
Progress: Spring 2015 all departmental faculty should be affiliated with a grant writing working group.

Goal 1.3: All faculty should participate in grant writing workshops and continuously search for external funding opportunities with the goal of submitting a minimum of 2 proposals annually.
Progress: Evaluated annually.

Goal 1.4: Continuously analyze the need for new course preparations. Work to make faculty teaching schedules as consistent as realistically possible to free up time to work on grants/research.
Progress: Ongoing

Goal 1.5: Identify options to offer faculty incentives for writing grants.
Progress: The FACS Policy states that course buyouts are reserved for faculty who have already filled the research portion of their appointment with externally-funded projects.
Goal 1.6: Increase assistantship funding to support 29 graduate assistantships for fall 2014.
Progress: All faculty will continue to seek internal and external funding for graduate assistantships.

Goal 2: Invest in current and emerging areas of research excellence in Georgia and the world.

Goal 2.1: Increase faculty research stature through increased journal publications and presentations at national and international conferences.
Progress: The number of book chapters and peer-reviewed journal articles published by FHCE faculty increased from 2012 to 2013 (16 to 27 book chapters, 27 to 38 journal articles). However, proceedings, extension/outreach publications, national and international presentations decreased over the same time period.

Goal 2.2: Explore opportunities for collaboration with colleagues across campus and at other institutions.
Progress: Kim Skobba and Karen Tinsley have established a relationship with Jerry Shannon, Geography, on AFRI grant.

Goal 2.3: Accomplished – see above.

Goal 3: Increase Athens-based graduate student enrollment.

Goal 3.1: Increase online and on campus MS-NT student enrollment from 3 to 12-15 by January 2015
Progress: Online MS-NT program had 6 students in August 2014 cohort.

Goal 3.2: Increase MS student enrollment from 6 to 11 by January 2015.
Progress: Initiated Marketing/Recruitment Committee spring 2013. Graduate Coordinator, Robb Nielsen led a number of recruiting activities in 2013 resulting in an increase in graduate student enrollment (20 spring 2013 to 30 spring 2014 to 44 spring 2015).

Goal 3.3: Increase BS/MS student enrollment from 3 to 6 by January 2015.
Progress: Consumer Economics faculty proposed a Consumer Analytics track that will support recruiting BS/MS students. The courses are awaiting approval. This will be in place for fall 2015.

Goal 3.4: Maintain PhD student enrollment at 18.
Progress: Revisited admissions process and graduate assistantship funding for fall 2015.

Goal 3.5: Recruit students for the graduate programs through FHCE classes by distributing consistent electronic and print marketing material for FHCE graduate programs via the courses and eLC home pages, sending letters to targeted high-achieving students, and inviting guest speakers to talk about M.S. and Ph.D. programs.
Progress: Marketing and Recruitment Committee will develop a strategy for completing this fall 2014. This needs to be completed.
Goal 3.6: Appoint a committee to assess the current graduate school admissions process. The committee will be tasked with recommending what changes, if any, could be made to the admissions process to enhance FHCE’s ability to attract, support, and graduate students with focused backgrounds, career interests, and educational objectives seeking graduate education within FHCE.

Progress: Completed in 2013, revisited fall 2014. Needs to be continuously revisited with increasing enrollments.

Goal 3.7: Completed, see above.

Goal 4: Implement online graduate education.

Goal 4.1: Completed, see above.

Goal 4.2: Explore the feasibility for online graduate degree programs in (1) housing or residential property management and (2) consumer economics.

Progress: Planned to revisit after new RPM faculty member was hired. Since this position will not be filled, housing will focus on undergraduate degree and PhD students.

Goal 4.3: Begin developing online graduate courses in housing.

Progress: Planned to revisit after new RPM faculty member was hired. Since this position will not be filled, housing will focus on undergraduate degree and PhD students.

Goal 5: Expand graduate opportunities for the Griffin campus.

Goal 5.1: Recruit Griffin area students into online graduate degree programs.

Progress: Investigate recruiting Griffin students into the BS/MS. Look into cross-listed courses and impact on teaching.

Goal 6: Enhance graduate education.

Goal 6.1: Increase the number of graduate only courses offered to graduate students in their areas of focus.

Progress: Added Benefit/Cost class – to be offered fall 2015. Vibha Barghava has expressed interest in teaching Health Policy course. May need to revisit this goal as we had some graduate classes with low enrollments for spring 2015.

Goal 6.2: Separate split level courses in “CAPA,” where feasible.

Progress: Fall 2014, ongoing

Goal 7: Implement target enrollment goals to stabilize enrollment for the department collectively and majors individually.

Goal 7.1: This goal was met, see above.
Goal 7.2: Investigate how to capitalize on the revised funding model which includes years to completion of degree.
Progress: Continue to offer outstanding undergraduate student advising. Re-evaluate curricula.

Goal 7.3: Recruit undergraduate majors through FHCE high enrollment classes such as FHCE 2100, FHCE 3100, FHCE 3150, FHCE 3200, FHCE 3300, and property management classes.
Progress: Ongoing, assess the number of students changing major to FHCE from high enrollment classes through course evaluations and Diane Costyn

Goal 7.4: Develop a variety of multimedia, student-centered marketing material that can be distributed through the FHCE course eLC home pages. Faculty will incorporate this material into their class. Material can include alumni bios with links to current firms, student YouTube videos, Facebook links to alumni pages, LinkedIn, employer recruitment links, etc.
Progress: Used Consumer Journalism directed study student(s) to complete these tasks fall 2014 and going forward.

Goal 7.5: Continue to expand enrollment in the following FHCE high enrollment courses: FHCE 2100, FHCE 3100, FHCE 3150, FHCE 3200, FHCE 3300, and property management classes.
Progress: Ongoing

Goal 7.6: Distribute marketing material to “feeder” institutions for transferring students.
Progress: Ongoing

Goal 7.7: Invite more alumni from all FHCE majors to guest speak in FHCE high enrollment classes. Include alumni in career panels for upper division courses. Faculty from all majors must develop an alumni speaker contact list to be contacted by high enrollment course faculty. Use LinkedIn when feasible.
Progress: Have an alumni speaker contact list for all FHCE majors which is being continuously updated. Have begun implementing speakers in high enrollment classes

Goal 7.8: Develop training for teachers in pathways that lead to our department with the long-term goal of developing relationships with teachers leading them to refer more students to our programs.
Progress: Recruitment Committee discuss fall 2014.

Goal 8: Enhance the objective and subjective FHCE undergraduate experience.

Goal 8.1: Have tenure-track faculty in our core classes. Prioritize the teaching of FHCE courses by tenure track faculty in the following manner: 1) core FHCE graduate level classes, 2) content area/topical FHCE graduate level courses, 3) upper division core FHCE undergraduate courses, 4) FHCE major required courses, 5) FHCE major elective courses, 6) service courses not required by FHCE majors.
Progress: Spring 2013 and ongoing
Goal 8.2: Revisit guidelines for student Internships (minimum GPA and coursework requirements and possible 5900 pre-requisite).
Progress: A committee was assigned to address this. The internship requirement for financial planning majors was dropped effective January 2015. Other issues are still being discussed.

Goal 8.3: Maintain senior level course enrollments at manageable levels, appropriate to the course, to allow for flexible, in-depth instruction.
Progress: Beginning Spring 2014 – ongoing

Goal 8.4: Develop and implement a FHCE Career Week and Fair in Dawson Hall. This would include events such as: executive spotlights, interdisciplinary exhibitors, banquets, guest lectures, career fair, and other employer, alumni, student exchange opportunities. Cross promote this event with the career center. Utilize career center to prepare and involve students for this event.
Progress: FHCE Internship/Career Fair held January 2014 and January 2015. Committee will re-evaluate and report back to faculty to determine future plans.

Goal 8.5: Enhance research and outreach opportunities for FHCE undergraduates. Encourage students to participate in CURO and undergraduate research opportunities.
Progress: Begin offering undergraduate research methods class fall 2014. Market to CURO and Honors students. Take advantage of 250 UGA $1,000 stipends from CURO.

Goal 8.6: Consumer Economics and Housing faculty will develop a proposed long-term plan regarding programs, courses, topics, and faculty assignment opportunities.

Goal 8.7: Compile and promote a list of available certifications relevant to each major as a way to communicate professional licensure and career developments. Post on website.
Due Date: Work with Jimmy Hansen to ensure this information is on the website fall 2014.

Goal 8.8: Enhance student experiential learning opportunities by increasing study abroad and other in-depth opportunities to gain international perspectives by maintaining Costa Rica program and exploring options for a new international destination.
Progress: Fall 2014 re-establish International Committee. Investigate BS/MS program possibility and collaborations with FCCLA.

Goal 9: Enhance HDRC integration within the department.

Goal 9.1: Provide information to FHCE staff and faculty about what HDRC is and its mission and update information regularly.
Progress: Drs. Skobba and Nielsen serve of the HDRC board and Karen Tinsley updates faculty regularly about HDRC opportunities.
Goal 9.2: Identify and implement a specific project in which FHCE faculty and students engage with HDRC. PSO program for students http://servicelearning.uga.edu/pso-student-scholars/ Due Date: Spring 2015

Goal 10: Enhance FHCE’s presence throughout the state.
Goal 10.1: Utilize the Extension newspaper service to promote stories about FHCE across the state.
Progress: Michael Rupured can forward completed stories through network. Ongoing.

Goal 10.2: Provide story ideas to FACS Director of Communication to promote FHCE.
Progress: Each faculty member should forward one story idea about their research, service or teaching to Cal per semester beginning fall 2014. Ongoing.

Goal 10.3: Establish a webinar series for the GICH program. “Intro to GICH” could be one of the first and include a promo of the program. All webinars would be available on the GICH/HDRC/FHCE website, and the promo could also be viewed on public television and distributed to news agencies.
Due Date: Fall 2015

Goal 10.4: Promote and implement the UGA VITA partnership model at three more USG institutions throughout Georgia.
Due Date: Spring 2015

Goal 10.5: Schedule a presentation to the department about the new Pathways education requirements in the state of Georgia and examine opportunities for the department to train HS teachers and / or recruit students in light of these requirements.
Due Date: Fall 2015

Goal 11: Enhance FHCE’s presence throughout the nation.

Goal 11.1: Met, see above.

Goal 11.2: Met, see above.

Goal 12: Improve departmental communication and awareness of one another’s programming and accomplishments.

Goal 12.1: Met, see above.

Goal 13: Develop a culture of trust so that there will be acceptance for the expression of different ideas.

Goal 13.1: Met, see above.

Goal 14: Expand educational and career opportunities for students in Griffin.
Goal 14.1: Met, see above.

Goal 14.2: Host joint career fairs for Athens and Griffin students that will serve the Atlanta market. This is dependent upon location and timing of career fairs.
Progress: Invited Griffin students to the January 2014 and 2015 Internship/Career Fair. Committee will re-evaluate spring 2015.

Goal 14.3: Met, see above.

Goal 14.4: Capitalize marketing efforts on the newly re-named “Financial Planning Emphasis.”
Progress: Sophia hosted a Financial Planning luncheon spring 2014 and is planning a women in financial planning event with Vicky Dorsey for spring 2015.

VII. PROGRESS IN DIVERSITY AND INCLUSION

Specific actions in the past year by the department in support of Diversity and Inclusion defined in the college as: “Diversity encompasses acceptance and respect. The term “diversity” encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.”

The five goals of the UGA diversity plan are to:
1. Enhance and sustain an institutional climate that values and welcomes diversity and inclusion.
2. Increase the recruitment and retention of diverse students, with emphasis on those who are historically underrepresented.
3. Recruit, retain and support advancement opportunities for a more diverse faculty and staff.
4. Expand partnerships that increase diversity-related research and program initiatives with businesses, communities and organizations.
5. Integrate diversity and inclusion into established systems of accountability.

Some of the initiatives in the Department of FHCE to promote diversity in 2014 are described below.

The Department of Financial Planning, Housing and Consumer Economics welcomes diversity. Among the undergraduate students enrolled in FHCE Spring 2014, 30.4% were self-identified in groups considered minority and 1.7% did not identify their race. In Fall 2014, 26.4% were self-identified in groups considered minority and 1.9% did not identify their race. FHCE graduate
students also represented diverse backgrounds in Fall 2014: 5 PhD students were African-American and 13 were international; 3 of the Master’s students were African-American and 4 were international. The faculty is committed to increasing student diversity because it contributes to enriching the learning environment and students from diverse backgrounds are needed in the careers associated with the department.

We continue to recruit students from diverse backgrounds. An informational event was publicized and held in December 2014 to promote our BS/MS program. This was well attended (25-30 students) and we are confident we will have more students applying to this program option for fall 2015 and beyond. Also, as part of FHCE Showcase Week, an Internship/Career Fair was held for FHCE majors. A table was set up at this fair to offer information about our graduate programs.

Several events, such as research seminars and social gatherings were held for graduate students during 2014 to help create camaraderie. These events were well attended and graduate students organized some of their own events as well, such as an international potluck and a weekly STATA study group. Our faculty, Graduate Coordinator, and especially our Graduate Coordinator Assistant, make every effort to accommodate students from diverse cultural backgrounds. This may include assistance with the application process, assistance with financial aid, finding a place to live, and addressing issues resulting from cultural differences once the student has arrived in the US.

VIII. INTERNATIONAL ACTIVITIES

A. Internationalizing the Curriculum

John Grable visited Seoul National University and Ewha Woman’s University in South Korea summer 2014 to investigate possible future collaborations. Sheri Worthy and John Grable have meetings set up to visit with the Office of International Education and the UGA Graduate School to investigate collaborations with Pontificia Universidade Catolica do Parana (PUCPR) in Brazil. Heitor Takashi Kato, a professor from the Business School at PUCPR, visited UGA in October on behalf of the Dean. We would like to develop a model for sharing courses and accepting credits into a program of study.

We continue to offer the study abroad in Costa Rica program. Four students participated in 2014. This experience gives students credit toward FHCE 3000 Family Resource Management and FHCE 3300 Housing in Contemporary Society. Also, our undergraduate students are encouraged to participate in the London study abroad/internship program offered each summer.

B. International Research and Development

Dr. Brenda Cude collaborated with Gianni Nicolini, a previous visiting scholar to UGA, on a research paper they presented at the International Conference on Consumer Research in Bonn Germany and another paper that was presented at the American Council on Consumer Interests in Washington, DC.

Dr. John Grable presented research at the Korena Financial Planning Association Summer Academy in Seoul, South Korea.

Velma Zahirovic-Herbert currently serves as American Real Estate Society’s representative to the International Real Estate Society. She has developed contacts during annual meetings of different real estate sister societies. Andy Carswell will be attending ARES this spring and will be introduced to these contacts.

C. Awards and Fellowships with International Focus

Dr. Sophia Anong was awarded a Sarah H. Moss Fellowship to study in Cameroon.

D. International Scholars and Visitors

Liana Nobre was a visiting scholar from Pontificia Universidade Catolica do Parana in Brazil from October 2014 through February 2015. She is conducting research is about risk tolerance. She is working with Dr. John Grable, and Ph.D. students Wookjae Heo, Abed Rabbani, Jorge Ruiz-Menjivar, and Stephen Kuzniak.

Tanja Tyvimaa is currently a visiting research scholar from Tampere University of Technology in Tampere, Finland. She has been working with Velma Zahirovic-Herbert on the Griffin campus. Dr. Tyvimaa is doing independent research in a project funded by the Academy of Finland. The project has two main objectives: examining an alternative to the traditional hedonic pricing model and exploring housing preferences of the growing number of single person households. This study will also examine a demographic group whose growth will have substantial impact on future housing prices, single person households. Housing prices and attributes will be collected from Finnish and American housing price databases. Dr. Tyvimaa holds a Doctor of Technology degree in Construction Economics.

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS

A. Undergraduate Students

Ivy Odom, Consumer Journalism, wins Blue Key Award

Alayna Kemp, Financial Planning, was chosen to serve on the Georgia United Credit Union Advisory Board

Blake Mathews, Intended Business major mentored by Brenda Cude was awarded a $1,000 CURO Undergraduate Research assistantship
Nakia Smith, Erin Sweatt, and Eric Messer competed in the National Collegiate Financial Planning Championship in September in Seattle, WA.

Ashley Tucker and Marina Wilson, consumer journalism majors, worked with Cal Powell fall 2014 to assist him with writing stories and other publicity for the College.

Hannah Adair was honored again this year as one of the top 100 Student Employees of the Year at UGA.

Two financial planning majors, Nakia Smith and Jasmine Green, made it through the first round of the IARFC financial planning competition.

Lauren Mayo, consumer economics/public relations major, gave the address to a group of 2013-2014 Coca-Cola First Generation Scholars spring 2014.

Two financial planning students, Joseph Stallings and Peter Geckeler, were recipients of the inaugural CFP® Exam Scholarship Award given by New Planner Recruiting, LLC.

B. Graduate Students

Chalise, L. was awarded a Student Conference Scholarship Award to attend ACCI in April 2014.

Rabbani, A. Endsley-Peifer Student Research Award winner, $500

Scott, K-W. awarded $10,000 Farm Credit Bank of Texas Academy of Honor scholarship in honor of US Senator Saxby Chambliss

Scott, K-W. chosen to participate in the Graduate School Emerging Leaders Program

C. Faculty/Staff

Anong, S. National Award of Excellence from the National Association of Housing and Redevelopment Officials, Educational Prosperity Initiative of Griffin Housing Authority in Spalding County.

Anong, S. National Merit Award from the National Association of Housing and Redevelopment Officials, Educational Prosperity Initiative of Griffin Housing Authority in Spalding County.

Anong, S. awarded a 2014-2015 Sarah H. Moss Fellowship to study consumer attitudes and adoption of mobile money services by those at the University of Buea and surrounding areas.

Anong, S. Advisor of the Year Award, FHCE nominee
Chatterjee, S. Early Career Faculty Research Award, FHCE nominee

Clements, T. awarded the Thomas E. Cochran Outstanding Service Award


Cude, B. National Association of Insurance Commissioners Consumer Participation Program, 1994-present; Member, Board of Directors, 1996-present; International Association of Insurance Supervisors Consumer Representative Observer, 2013-2014.

Cude, B. Public Member of the American National Standards Institute–Conference for Food Protection Accreditation Committee, 2007-2014.


Cude, B. Member, Direct Selling Education Foundation Board of Directors; Co-Chair Consumer Committee, 2011-2017.

Cude, B. FACS nominee for the Josiah Meigs Distinguished Teaching Professorship.

Cude, B. Faculty Mentoring Undergraduate Research Award, FHCE nominee

Goetz, J. invited to serve on the Board of Directors for The ARK, a local nonprofit that is in partnership with the ASPIRE Clinic and Georgia United to serve those in financial distress, serves as Treasurer.

Goetz, J. Bill and June Flatt Outstanding Extension and Outreach Faculty Award, FHCE nominee

Grable, J. and Goetz, J. rang the closing bell at the New York Stock Exchange on July 14, 2014.

Grable, J. UGA Career Outcomes Nominee, 2014, University of Georgia Career Center

Grable, J. appointed Chair, Council on Education for the Certified Financial Planner Board of Standards, Inc. (CFP Board).

McBride, M. Nettie Marie Nichols Outstanding Staff Award, FHCE nominee

Moorman, D. selected to be an inaugural participant in the new CTL Fellows for Innovative Teaching for “flipping the classroom” $2,000 award.

Moorman, D. named “Teacher of the Week” by the UGA Center for Teaching and Learning.
Moorman, D. Russell Teaching Award nominee, University of Georgia. Not awarded.

Rupured, M. Excellence in Teamwork Award presented by the Georgia Association of Extension 4-H Agents for Your Money, Your Future (with Miller, Peavy, Edwards, & Sheram).

Rupured, M. Dean Don Felker Financial Management Award (Third Place National, Second Place Regional) presented by the National Association of Extension Family and Consumer Sciences (with Hubbard, Miller, and Peavy).

Skobba, K. won the “Early Career” award at the Housing Education and Research Association (HERA) annual conference in Kansas City.

Skobba, K., Lilly Teaching Fellow, University of Georgia 2014-2016, accepted as one of ten UGA faculty members to take part in two-year fellowship program.

Skobba, K. 2014 Educator of the Year, Georgia Apartment Industry Education Foundation


Skobba, K. College of Family and Consumer Science Provost Research Award funding, 2014, $5000 competitive one-time summer salary funding to reward and advance research productivity.

Stephens, S. FACS Creswell Award nominee

Stephens, S. completed the UGA Diversity and Inclusion Certificate and was recognized at the September 4, 2014 “Embracing Diversity” event.

Tinsley, K. 2013-2014 Public Service and Outreach Vivian H. Fisher Leadership Academy, University of Georgia.

Turner, P. Social Networking Award (UGA GreenWay: Connecting FACS Extension with online communities)
- National Extension Association of Family and Consumer Sciences – 1st place
- Southeast Regional Extension Association of Family and Consumer Sciences – 1st place
- Georgia Extension Association of Family and Consumer Sciences – 1st place

Turner, P. and Gibson, S. project “UGA GreenWay: Connecting FACS Extension with Online Communities” has been selected a 1st Place National Winner and 1st Place Southern Region Winner in the NEAFCS Annual Awards Program, Social Networking Award category. Team members include: Pamela Turner, Sharon Gibson, Diane Bales, Kasey Christian, and UGA Extension Agents Edda Cotto-Rivera, Ines Beltran and Lisa Jordan, & Jennifer Hubbard-Sanchez from Kentucky State University.

Wilmarth, M. and Nickols, S. Best Paper in Professional Issues Award from the Family and Consumer Sciences Research Journal for “Helen Woodard Atwater: Leader of Leaders” (vol. 41,
Woodyard, A. selected as one of the 20 faculty members to be a part of the 2014-2015 UGA Teaching Academy Fellows Program.

Woodyard, A. selected to receive the first Sweaney Innovation Fund award for $5,000 for 2015. Her proposal was to refresh and invigorate FACS 2000E.

Woodyard, A. Bill and June Flatt Outstanding Teacher of the Year Award, FHCE nominee

Zahirovic-Herbert, V. Bill and June Flatt Outstanding Faculty Research Award, FHCE nominee

D. Alumni

Phillips, D. Emily Quinn Pou Professional Achievement Award to be given at the February 2015 FACS Alumni Awards Luncheon.

Phillips, D. was appointed FACS Apartment Industry Liaison.

Henley, R. (consumer economics) won The Honda Classic March 2, 2014 (golf).

Three FHCE graduates, Harris English, Bubba Watson, and Russell Henley competed at the Masters in Augusta.

Sarah Kathryn Smith (BSFCS ’98) of Eight at Eight in Atlanta, was selected for the 2014 Bulldog 100

Jody Rosen Atkins (BSHE ’89, MS ’91) of The Association Source in Boca Raton, FL, was selected for the 2014 Bulldog 100

Gene Rice (BSFCS ’05) of Vantage Realty Partners in Atlanta was selected for the 2014 Bulldog 100

Jeffrey Johnson (AB ’00, BSFCS ’03) & Anna Brookshire Johnson (BSFCS ’02) of Johnson Benefits Group in Duluth were selected for the 2014 Bulldog 100

X. FACULTY PUBLICATIONS

A. Books (Total: 0)

B. Chapters in Books (Total: 12)

consumer finance research (2 ed.). New York: Springer.


C. Journal Articles (Total: 42)


Moorman, D., & Daniels, W. (accepted). “Domestic study tours—Much more than a field trip.” International Journal Scholarship of Teaching and Learning; Georgia Southern University, Statesboro, GA.


Skobba, K., Young, S. and Scott, K.R. This is what I call home. Housing & Society, Accepted


D. Other Publications/Reports (Total: 28)


Moorman, D., & Daniels, W. (March, 2014). “Domestic study tours—Much more than a field trip” Scholarship of Teaching and Learning (SoTL) Commons Conference Proceedings, Georgia Southern University, Statesboro, GA.


of the Housing Education and Research Association


1. Abstracts (Total: 1)


E. Extension and Outreach Reports (Total: 1)

2. Curricula/Manuals (Total: 0)

3. Bulletins/Circulars (Total: 0)

4. Bulletins, Circulars, Fact Sheets or Reports (Total: 1)


XI. FACULTY SCHOLARLY PRESENTATIONS

A. International (Total: 4)


B. National (Total: 43)


Koonce, J. (2014, December 3). Extension’s leadership role in providing Affordable Care Act (ACA) and Marketplace Education and outreach to consumers, eXtension Financial Security for All Community of Practice (Coop) Webinar, Athens, GA.

Koonce, J. (2014, June 25-28). Increasing access to health insurance through a multistate Extension collaboration, American Association of Family and Consumer Sciences Conference, St. Louis, MO.


Koonce, J., Murray, D., & Worthy, S. (2014, April 7-9). Extension’s leadership role in providing health insurance, Affordable Care Act (ACA) and Marketplace education and outreach to consumers, Public Issues Leadership Development Conference, Alexandria, VA.


Skobba, K & Tinsley, K. L. (2014) Identifying and addressing housing and neighborhood revitalization needs in southern rural and small towns. Presentation at the Community Development Society Annual Meeting, Dubuque, IA.


C. Regional/State (Total: 26)


Koonce, J. (2014, September 27). Estate planning at the TRSGA Pre-retirement Seminars, Savannah, GA.

Koonce, J. (2014, June 21). Estate planning at the TRSGA Pre-retirement Seminars, Columbus, GA.

Koonce, J. (2014, June 5). Estate planning at the TRSGA Pre-retirement Seminars, Macon, GA.


Koonce, J. (2014, February 15). Estate planning at the TRSGA Pre-retirement Seminars, Kennesaw, GA.

Moorman, D., & Daniels, W. (March, 2014). “Domestic study tours—Much more than a field trip” Scholarship of Teaching and Learning (SoTL) Commons Conference, Georgia Southern University, Savannah, GA.


Rupured, M. (2014, March 27). Your money, your future (Agent Training), Perry, GA (11 participants for 6 hours).


Rupured, M. (2014, July 16). Greetings from the College of Family and Consumer Sciences,
Georgia Association of Career & Technical Educators, Atlanta, GA (300 participants for ten minutes).


Tinsley, K. L. (2014). Building from the boarded-up: Successful housing and neighborhood redevelopment strategies, Georgia Initiative for Community Housing Program. Presentation/Moderated Panel at the Georgia Municipal Association Annual Convention, Savannah, GA.


Turner, P. (2014, April 29). Healthy homes for community health workers National Center for Healthy Housing one-day course for persons working as health advocates in their communities. Responsible for coordinating and teaching, Americus, GA. (6 hours, 19 participants)

Turner, P. (2014, February 19-21). Essentials for healthy homes practitioners National Center for Healthy Housing multi-day continuing education course for persons working in professions related to indoor environmental health and seeking a healthy homes credential. Responsible for coordinating and teaching, Macon, GA. (10 hours of 16 hour training, 12 participants)

Turner, P. (2014, December 9). Housing and environment update Webinar for Extension Agents on changes and updates in the housing market, including information on changes in HUD requirements for approved housing counseling agencies (1½ hours, 7 participants).


Turner, P. (2014, March 3). Disaster preparedness. Webinar for Extension Agents using “Prepare because you care” curriculum resources. Provided information on developing programs to teach individuals and families how to prepare for natural disasters, including preparing a disaster kit, making a plan and coping after a disaster strikes (1½ hours, 26 participants).

Turner, P. (2014, January 23). Green and healthy living. Winter School workshop on ways to incorporate living greener into programs, including changes in lighting and community recycling, Training participants developed their own short videos on living greener. Two
sessions were offered. Rock Eagle, GA. (Session 1 – 1½ hours, 10 participants; Session 2 – 1½ hours, 16 participants).


Worthy, S. L. (2014, January 27). The challenges and successes of navigating the Affordable Care Act. Invited keynote presentation to FERMA, Savannah, GA.

D. Local (Total: 18)


Babiarz, P., & Yilmazer, T. Understanding the impact of adverse health events on household consumption, income and wealth. Seminar in the Department of Financial Planning, Housing and Consumer Economics at the University of Georgia, Athens, GA, February 27, 2014.


Koonce, J. (2014, October 15). Wills and estate planning, DeKalb County Extension, Decatur, GA.


Nielsen, R. B. (January 22, 2014). Research-based health and medical journalism: Understanding the data. JRMC7355: Health and Medical Journalism, Grady College, University of Georgia, Athens, GA. Invited lecture.

Rupured, M. (2014, September 15). Credit reports and credit scores, guest lecture for HORT 4091 (Horticultural Professional Practices), Athens, GA (20 students for 50 minutes).

Rupured, M. (2014, November 6). UGA Extension/Money Management Tips, presented as part of the Freshmen Bridge program, Athens, GA (30 students for 15 minutes).


Worthy, S. L., Murray, D., Koonce, J., Palmer, L., Charron, E., Bailey, S., & Gibson, S. (2014, January 31). The challenges and successes of navigating the Affordable Care Act. FHCE Showcase Week Seminar, the University of Georgia, Athens, GA.


### AAFCS Information

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<thead>
<tr>
<th>Data/Information</th>
<th>College</th>
<th>Unit</th>
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<tbody>
<tr>
<td>1. Aggregated student achievement data related to attrition and retention, graduation rates completing in 4, 5, and 6 or more years</td>
<td>X</td>
<td></td>
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<tr>
<td>2. Licensure pass rates*, job placement rates, employment</td>
<td></td>
<td>104 graduates in 2014 70 employed 2 graduate school 32 did not respond</td>
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<tr>
<td>3. Post-graduation advancement, acceptance into graduate programs, successful transfer of credit</td>
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<tr>
<td>4. Average ACT/SAT scores of incoming freshmen in relation to the university</td>
<td>X</td>
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<tr>
<td>5. Students graduating with honors in relation to the university</td>
<td>X</td>
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<tr>
<td>6. Undergraduate students participating in faculty research</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7. Student reporting in state, regional, or national venues</td>
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</table>
*Pass rate on the national CFP for UGA financial planning graduates is about 60%, which is slightly above the national average. Four of six students passed the exam in November 2014. We do not require our students to take the CFP exam. Unless the student provides permission, the CFP Board does not give us information about individual students.
**Annual Report – Progress toward Strategic Goals 2014 - Matrix**

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
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</table>
| **UGA Strategic Direction I - Building on Excellence in Undergraduate Education** | #1: Create innovative programs of study:  
A: Evaluate the need for new majors, minors and emphases in the college.  
B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships.  
C: Integrate opportunities for undergraduate research into the curriculum.  
D: Evaluate existing study abroad programs and explore adding new programs.  
E: Increase student participation in study abroad.  
F: Integrate global and diverse perspectives into course goals.  
G: Develop and strengthen collaborations with other schools and colleges.  
H: Maximize class enrollments while maintaining the effectiveness of instruction. | | | A. Two new courses and 1 course modification were proposed to make up the new track in Applied Consumer Analytics. This will be available to students fall 2015. FHCE revised all Student Learning Outcomes and Assessment Plans.  
B. SFPA, Enactus, and HOUSE were actively involved in experiential learning. The VITA program and financial therapy class through ASPIRE also offered experiential learning. Kim Skobba and Karen Tinsley taught a service learning class, FHCE 4340S Housing & Community Development. FHCE Experiential Learning courses were identified.  
C. Five undergraduates participated in faculty |
| #2: Enhance the effectiveness of academic and career advising: |
| A: Foster student-to-student mentoring. |
| B: Implement findings from the UGA advising survey completed by students. |

| #3: Strengthen student recruitment to reflect a diverse student body: |
| A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students. |

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research. Brenda Cude worked with 1 CURO student.  
D. Costa Rica study abroad 2014 had only 4 students attend.  
E. There are already 10 students registered for Costa Rica for 2015.  
F. International collaborations continue to be investigated. We are currently looking at a graduate student collaboration with PUCPR in Brazil.  
G. Sheri Worthy has been actively involved in the campus-wide eHub.  
H. Financial planning faculty taught FHCE 3200 in 2014 instead of Diann Moorman. This was very successful.

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A. FHCE has a faculty/student mentoring program (see FHCE website).  
B. FHCE emails an exit survey and uses the results for assessment and outcomes planning.

A. Undergraduate student enrollment grew by 12% from spring 2014 – spring 2015.  
B. Spring 2014, 30.4% self-
<table>
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<tr>
<th>B: Increase the diversity of the college’s undergraduate enrollment.</th>
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<th>identified as minority and Fall 2014, 26.4% self-identified as minority.</th>
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<tbody>
<tr>
<td>#4: Increase student involvement in curricular and co-curricular activities: A: Increase student membership in professional organizations. B: Foster opportunities to socialize between majors and organizations within the college. C: Increase opportunities for students and faculty to interact outside the classroom. D: Maintain leadership roles in campus organizations. E: Provide appropriate space for student meetings.</td>
<td></td>
<td></td>
<td>A-E. FHCE students had the opportunity to join the Student Financial Planning Association, HOUSE, Enactus, and Phi U, all advised by FHCE faculty.</td>
</tr>
</tbody>
</table>

**UGA Strategic Direction II - Enhancing Graduate and Professional Programs**

**FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.**

| #1: Increase enrollment by increasing funding for graduate education: A: Increase the number of assistantships. B: Increase the amount of assistantships. C: Increase the number and amount of travel awards. | | | A. The number of assistantships grew from 18 assistantships fall 2013 to 22 assistantships fall 2014. B. Four percent raises were given in 2014. C. Travel awards to graduate students was similar to 2013. |

| #2: Determine demand for alternative delivery of graduate courses and programs: A: Evaluate potential and current students’ preferred times for on-campus classes. B: Evaluate potential and current students’ preference for online classes. | | | A-C. The online MS-NT in financial planning started fall 2014 with a cohort of 6 students. A new cohort will begin fall 2015. In addition to the online graduate courses, FHCE 3150E, 3250E, and 3200E were offered during 2014. |
| C: Consider adjusting times for on-campus classes and on-line offerings as needed. | #3: Establish additional collaborations within the college, throughout UGA and with other institutions to enhance research opportunities for students. |
| --- |
| #4: Explore opportunities for international exchanges among student and faculty. | The CURO assistantship program was launched. FHCE had 1 faculty member participate. |
| | 4. John Grable visited Seoul National University and Ewha Woman’s University in South Korea summer 2014 to investigate possible future collaborations. Sheri Worthy and John Grable have meetings set up to visit with the Office of International Education and the UGA Graduate School to investigate collaborations with Pontificia Universidade Catolica do Parana (PUCPR) in Brazil. Heitor Takashi Kato, a professor from the Business School at PUCPR, visited UGA in October on behalf of the Dean. We would like to develop a model for sharing courses and accepting credits into a program of study. |

**UGA Strategic Direction III - Investing in Proven and Emerging Areas of Research Excellence**

| FACS Goal 3: Invest in current and emerging areas of | #1: Position the College as a hub of state, national and international | A. Faculty journal publications increased |
| UGA Strategic Direction IV - Serving the Citizens of the State of Georgia and Beyond |
|---------------------------------|---------------------------------|---------------------------------|
| FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community | #1: Increase public awareness of FACS programming through Cooperative Extension and outreach programs: | C. The Health Navigator program and the Marketplace Exchange for the Affordable Care Act |
| #3: Provide fiscal and technological infrastructure to conduct cutting edge research in the new FACS building. | | |
| #2: Hire and retain faculty with a significant focus on current or emerging excellence in FACS’ areas of research: | A: Identify emerging research areas when hiring new faculty and staff. B: Designate additional resources for supporting faculty in identified areas. C: Establish a formal mentoring program for junior faculty. D: Provide awards for excellence in research conducted by junior faculty. | A. Heidi Ewen, interdisciplinary hire with the Institute of Gerontology was hired in 2014. B. Faculty research awards were allocated. C. No formal mentoring program is in place. D. Three research awards were given in 2014: Kim Skobba, Sophia Anong, Robb Nielsen. |
| #1: Increase research excellence in family and consumer sciences related research: | A: Increase faculty research stature through increased journal publications and presentations at national and international conferences. B: Increase funding for research from federal and non-federal resources. C: Explore opportunities for collaboration with colleagues across campus and at other institutions. | from 38 in 2013 to 42 in 2014. B. Research and outreach funding increased from $3,858,913 in 2013 to $4,015,913 in 2014. C. Several FHCE faculty are involved in collaborative research with other departments on campus and other institutions. |
| Research and outreach funding increased from $3,858,913 in 2013 to $4,015,913 in 2014. | | |
| Several FHCE faculty are involved in collaborative research with other departments on campus and other institutions. | | |
|   | A: Address parenting and child development educational needs in Georgia.  
B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia.  
C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety.  
D: Provide educational programs that enhance the quality of housing and healthy living environments among Georgia households.  
E: Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities.  

--- |  |  |  |  |

|   | operated through summer 2014.  
D. Pamela Turner provided 174.5 hours of healthy home training to 85 participants. Six new UGA Greenway YouTube videos were posted in 2014. Facebook had 554 likes with weekly post reach averages around 1,000. Twitter had 530 followers and a total of 2,724 tweets since October 2009. Wordpress had 27 posts, 3,658 views in 2014, and 2,040 visitors in 2014. Pinterest had 22 boards, 365 pins, and 736 followers. YouTube had 16 videos and 1,999 views in 2014 (5,517 overall).  
E. Joe Goetz now serves on the Board of Directors for The Ark - an outreach center providing emergency financial assistance to the low-income population of Athens-Clarke County and surrounding counties. He was instrumental in developing a partnership between the ASPIRE Clinic, The Ark, and the Georgia United Credit Union, to better serve families who are in |
| Financial distress and facilitate an increase in their financial stability. | 
|---|---|
| **#2: Involve university students in outreach in Georgia and beyond:** | A: Engage students in service learning.  
B: Encourage internships through Cooperative Extension and other outreach programs. | A. FHCE 4340S/6340S, and FHCE 7250S were offered during 2014. |
| **#3: Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents in the state.** | 
| UGA Strategic Direction V - Improving Faculty Recognition, Retention and Development | 
| **FACS Goal 5: Improve faculty and staff recruitment, retention and development.** | 
| **#1: Recruit outstanding faculty and scholars:** | A: Establish additional endowed professorships and chairs.  
B: Identify top scholars in emerging areas. | 
| **#2: Retain outstanding faculty:** | A: Earmark additional resources for faculty conducting research in identified areas of excellence.  
B: Increase the internal grant program funding to support research.  
C: Evaluate instructional, research and service loads to enhance productivity and achieve balance.  
D: Develop a matrix to determine productivity for merit pay increases. | C. Faculty loads are re-evaluated each spring after annual reviews. No modifications to existing faculty assignments were made in 2013.  
D. A matrix was developed in 2014 to determine allocation of 3.7% salary increase funds. |
| **#3: Ensure the diversity of the faculty in the broadest sense:** | A: Continue to support racial, ethnic, and gender diversity.  
B: Recruit from a variety of | B. Diverse Jobs was used in all 2014 searches. |
institutions and areas of specialization.

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<table>
<thead>
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<tbody>
<tr>
<td>#4: Ensure that adequate staff are available to support the College.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Provide development opportunities for staff to keep current in today’s environment.</td>
<td></td>
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<tr>
<td>B: Support the racial, ethnic and gender diversity of the staff.</td>
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<tr>
<td>C: Consider current staff for promotions and reclassifications within the college.</td>
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</tbody>
</table>

C. All staff position descriptions were updated to accurately reflect their assignments.

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**UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure**

**FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents.**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>#1: Upgrade and modernize FACS buildings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Enhance technology to meet the needs of students, staff and faculty.</td>
<td></td>
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<tr>
<td>B: Encourage the use of environmentally sound practices for cleaning and maintaining FACS buildings.</td>
<td></td>
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<tr>
<td>C: Improve and modernize facilities (e.g., restrooms, lounge).</td>
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</table>

1. John Grable secured $50,000 from TD Ameritrade to renovate the conference room in House B into a Financial Planning Performance Lab.

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<thead>
<tr>
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<tbody>
<tr>
<td>#2: Construct a new building that will include teaching, research and outreach facilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design).</td>
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</tr>
<tr>
<td>B: Incorporate state-of-the-art technology to enhance the College’s teaching, research and outreach missions.</td>
<td></td>
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<tr>
<td>C: Secure funding for furnishing the new building.</td>
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<tr>
<td><strong>UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability</strong></td>
<td></td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>FACS Goal 7: Improve stewardship of natural resources and advance the college’s dedication to sustainability.</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| **#1:** Decrease energy consumption and waste in FACS buildings:  
A: Increase awareness of recycling efforts.  
B: Support initiatives to transform the campus from “high energy” to “low energy.” |
| **#2:** Incorporate sustainable materials in the construction of the new FACS building:  
A: Investigate opportunities for student involvement in designing the new building.  
B: Work with university architects to ensure the new building is LEED certified. |
| **#3:** Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:  
A: Increase college involvement in sustainability-related community activities.  
B: Identify and seek external funding opportunities for sustainability-related outreach and research efforts.  
C: Increase course offerings with sustainability-related content. |

A. TMI students were used to design the renovations to House B Conference Room.

A. Pamela Turner continues to conduct outreach and research activities related to environmental education.
B. Pamela Turner maintains UGAgreenway.org and has funding for Radon education.
C. Aspects of HACE 3000, HACE 3100, HACE 2100, HACE 4340S and HACE 5310 have sustainability-related content.
I. OVERALL HEALTH OF UNIT/AREA

The Department of Foods and Nutrition’s teaching, research and Extension/Outreach programs are thriving. New courses and programs have been developed that increase the educational opportunities for both undergraduate and graduate students. Faculty have been seeking and securing sources of external funding to expand research programs. New Extension and Outreach programs have been initiated in 2014 that will greatly benefit the health and well-being of citizens of Georgia.

II. MAJOR ACCOMPLISHMENTS - INSTRUCTION

A. Quality of Instruction

The mission of our program is to prepare students to function as professionals and to generate scholarly work in the areas of Foods and Nutrition and to meet the changing needs of society and industry. The primary emphasis of the program is the scientific basis for diversity in human requirements for nutrients, the metabolic responses to dietary change, the interactions among genetics, nutrients and food consumption patterns on human health and well-being and the effects of intervention programs on individuals, groups and populations. The program is well represented in national meetings and graduates are placed in a variety of professional positions including those in clinical and community dietetics as well as positions in research, teaching, and outreach in universities, medical schools, federal agencies, and industry. We offer both undergraduate and graduate degrees.

Graduate students work closely with our faculty to conduct research to test hypotheses in a wide
range of areas such as nutrient metabolism; bone health; obesity; chronic disease risk; exercise and nutrition; nutrition and aging; school nutrition; food safety; food insecurity; maternal and infant health; consumer behavior, factors that affect consumer acceptability of foods; the effects of intervention programs on knowledge, behavior, health and well-being; and food preservation and safety. The program includes formal course work in foods, nutrition, and related disciplines that is supportive of research and career objectives, active research in a problem area of mutual interest to the student and major professor, department seminars, teaching assignments in the laboratory, classroom and community. Service learning opportunities are provided in the community as well. A study abroad program is offered each summer in Ghana, West Africa and a new study abroad program in Costa Rica was successfully launched in 2014.

We offer the following graduate degrees: PhD and MS (thesis and non-thesis masters). We offer two programs, in addition to our traditional MS and PhD graduate degrees, a Dietetic Internship and a non-degree School Nutrition Director Certification Program (SNDCP). The Master of Science Dietetics Internship enables a student to complete a graduate degree as well as the requirements to become eligible for membership in the Academy of Nutrition and Dietetics and to take the registration examination to become a registered dietitian. The Internship Program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the Academy of Nutrition and Dietetics, Chicago, IL. Students must apply to D&D Digital Systems in order to be computer matched and then considered for admission to the UGA Dietetics Internship Program. The SNDCP is a collaborative effort among the Department of Foods & Nutrition, UGA’s College of Education, and state of Georgia’s Department of Education to prepare students with master’s degrees to assume roles in school nutrition in all public schools throughout the state of Georgia.

We assess our graduate program through faculty input, exit interviews (Department Head) with graduating students, a formal survey with closed- and open-ended questions that is mailed to students who have graduated, and evaluations of the dietetics internship program with graduates, preceptors and employers.

B. Majors, Minors and Certificates

The new interdisciplinary graduate certificate program (Certificate in Obesity and Weight Management) enrolled the first students in 2014. This certificate program prepares students to address the obesity epidemic in clinical, community, school, workplace and research settings. The program requires 16 credit hours in nutrition, physical activity, policy and related areas.

In addition to the certificate program, our department also implemented an area of emphasis in Nutrition for Sport and Exercise. This program spans general wellness, competitive athletes, children, older adults and people with disabilities. It requires 12 (Master’s) and 18 (Doctoral) credit hours in nutrition and exercise science.

The Department of Foods and Nutrition offers a certification program for School Nutrition Directors.
C. Visiting Professors and Alumni Guest Speakers

The Department of Foods and Nutrition has a seminar series which is offered every Spring and Fall semester. During this series, a number of outside speakers visit our department to present their research. The speakers for 2014 were:

- Seung Hee Lee-Kwan, PhD, Centers for Disease Control and Prevention /Division of Nutrition, Physical Activity and Obesity
- Joshua Berning, PhD, Department of Agricultural and Applied Economics, College of Agricultural and Environmental Sciences, The University of Georgia
- Nick Filipov, PhD, Department of Physiology and Pharmacology, College of Veterinary Medicine, The University of Georgia
- Ann Albright, PhD, Centers for Disease Control and Prevention, Division of Diabetes Translation, National Center for Chronic Disease Prevention and Health Promotion
- Helena Pachon, PhD, Nutrition and Health Sciences, Emory University
- Barbara Gower, PhD, Department of Nutrition Sciences, Division of Physiology and Metabolism, University of Alabama School of Medicine
- Nathan Jenkins, PhD, Department of Kinesiology, College of Education, The University of Georgia
- Andrew Gewirtz, PhD, Department of Biology, College of Arts and Sciences, Georgia State University
- Donald Harn, PhD, Department of Infectious Diseases, College of Veterinary Medicine, The University of Georgia
- Jeffrey Koplan, MD, MPH, Centers for Disease Control and Prevention, Division of for Heart Disease and Stroke Prevention
- Joyce Maalouf, MS, MPH, Centers for Disease Control and Prevention, Division of Heart Disease and Stroke Prevention
- Megan A. McCrory, PhD, Department of Nutrition Science and Department of Psychological Sciences, College of Health and Human Sciences, Purdue University
- Jennifer Savage-Williams, PhD, Professor and Interim Director of the Center for Childhood Obesity Research, Pennsylvania State University
- Linda Collins, PhD, The Methodology Center and Department of Human Development and Family Studies, Pennsylvania State University
- Roy Martin, Adjunct Professor, Antioxidant and Gene Regulation Lab, Pennington Biomedical Research Center, Louisiana State University
- Beate Lloyd, Senior Director, Nutrition Center of Expertise, Scientific and Regulatory Affairs, Coca-Cola Company

In addition to visiting seminar speakers, departmental faculty hosted visiting scientists and Extension Specialists. For example, the Michigan Extension Food Safety Team visited the National Center for Home Food Preservation. They had received an internal grant for professional development. The visit led to many discussions about our NCHFP research studies, resources including the new youth curriculum, and food preservation and safety programming and resources in UGA Extension.
Departmental faculty were invited speakers in foreign countries as illustrated by the following examples:

- Mary Ann Johnson was a visiting scientist to University of Tel Aviv and University of Haifa.
- Jung Sun Lee was a visiting scientist to The Global Food and Nutrition Research Institute at Ewha Womans University in Korea.

D. Enrollment Trends – Undergraduate and Graduate

The Foods and Nutrition Department had 413 undergraduates in our three majors in 2014 (Dietetics, 195; Consumer Foods, 37; and Nutrition Science, 181). Although figures fluctuate each semester enrollment remains steady in all three majors.

*In the graduate program there were 31 students in 2014 (MS 19; PhD 12). In addition, there are ~32 students enrolled in the non-degree seeking program to earn their School Nutrition Director Certification.

Table 1. Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Current Year Spring 14</th>
<th>Previous Year Spring 13</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Headcount Enrollment</td>
<td>398</td>
<td>393</td>
<td>1%</td>
</tr>
<tr>
<td>Graduate Headcount Enrollment</td>
<td>63*</td>
<td>57</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Summer 14</th>
<th>Summer 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Enrollment</td>
<td>172</td>
<td>146</td>
</tr>
<tr>
<td>Summer Online Course Enrollment</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Residential Summer Credit Hours (includes Online)</td>
<td>679</td>
<td>446</td>
</tr>
</tbody>
</table>

E. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Current year 14</th>
<th>Previous Year (2013)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>78</td>
<td>66</td>
<td>15%</td>
</tr>
<tr>
<td>Summer</td>
<td>33</td>
<td>19</td>
<td>43%</td>
</tr>
<tr>
<td>Sponsored Programs</td>
<td>Current Year</td>
<td>Previous Year</td>
<td>Percent Change</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>No. Proposals Submitted*</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of Instructional Grants Awarded</td>
<td>$118,439</td>
<td>$44,170</td>
<td></td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

(New) Grants Submitted/Pending:

None

G. Faculty – Transitions New Hires in 2014

1. Leann Birch who was hired following a “targeted” search began her responsibilities in January. She was hired as the “William P “Bill” Flatt Professor” with research and outreach responsibilities in the area of childhood obesity.
2. Lilian Sattler was hired as an Assistant Professor in an interdisciplinary position between the college of Family and Consumer Sciences and the College of Pharmacy.

III. PROGRESS IN ASSESSING DEPARTMENTAL EFFECTIVENESS

Table 3. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:
<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome Assessment:</td>
<td>Student Learning Outcome Assessment:</td>
<td>Learning Outcomes Achieved for All Programs with Appropriate Measures taken in Courses to Maintain or Enhance Student Learning Outcomes</td>
</tr>
<tr>
<td><strong>DIETETICS PROGRAM</strong> Learning Outcome 1 - Expectation: Students are able to demonstrate effective and professional oral and written communication when communicating with individuals, groups and the public</td>
<td><strong>DIETETICS PROGRAM</strong> Learning Outcome 1 - Conditions of Success: a. Student will develop a nutrition education curriculum and deliver one educational session to a target population or in a classroom setting in FDNS 4660. 100 percent of students will receive at least 90 percent of points (indicating good performance) on the written curriculum and presentation of the educational session in FDNS 4660 (Food and Nutrition Education Methods) b. At least 90 percent of dietetic internship directors who rate UGA dietetics graduates indicate that graduates are prepared and proficient in oral and written communication skills with a rating of at least 4 out of 5 on the communications skills rubric.</td>
<td><strong>DIETETICS PROGRAM</strong> Learning Outcome 1 – Result: a. 100% of the students received at least 90% on the presentation of an educational session in 2013 and 2014. In</td>
</tr>
</tbody>
</table>
2013 100% of students received at least 90% on the development of a nutrition education curriculum but in 2014 only 75% received at least 90% on the development of an educational curriculum. In 2014, the faculty member delivering this course content changed the grading rubric. The standard for good performance on the curriculum was changed from 90% to 80% to allow for a greater range of grades and improved communication to students concerning performance. This reduced the percent of students receiving at least 90% of points. The faculty agreed with this change in criteria and it was agreed that the conditions of success were met.

b. The 2012 survey of dietetic internship directors reflected preparation of 2010-2011 graduates, while the 2014 survey reflected preparation of 2012-2013 graduates. 100% of dietetic internship directors in 2012 and in 2014 rated UGA dietetics graduates as prepared and proficient in oral communications skills. In 2012 100% of directors rated UGA dietetics graduates as prepared and proficient in written communications skills, but in 2014 only 88% of directors rated UGA dietetics graduates as prepared and proficient in
Learning Outcome 2
Expectation:
Students are able to demonstrate counseling techniques to facilitate behavior change.

Learning Outcome 2
Conditions of success:
80 percent of students will score at least 80 percent of points on a grading rubric (indicating satisfactory performance) used to assess counseling techniques in a role play scenario in which the student is the counselor for a client with nutrition problems in FDNS 4520 (Clinical Nutrition Interventions).

Learning Outcome 2
Results:
87% of students scored at least 85 percent of points on a grading rubric used to assess nutrition counseling techniques in a role play scenario, thus the conditions of success were met.

written communications skills. Thus, this condition was met, except for written communications skills in 2014.
<table>
<thead>
<tr>
<th>CONSUMER FOODS PROGRAM</th>
<th>CONSUMER FOODS PROGRAM</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td><strong>Learning Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Expectation:</strong></td>
<td><strong>Expectation:</strong></td>
</tr>
<tr>
<td>Students will be able to</td>
<td>Students will be able to</td>
</tr>
<tr>
<td>identify a food-related</td>
<td>identify socio-cultural factors</td>
</tr>
<tr>
<td>nutrition problem, devise</td>
<td>that influence dietary</td>
</tr>
<tr>
<td>a potential solution, evaluate</td>
<td>choices.</td>
</tr>
<tr>
<td>the potential solution, make a</td>
<td></td>
</tr>
<tr>
<td>recommendation positive or</td>
<td></td>
</tr>
<tr>
<td>negative based on the results.</td>
<td></td>
</tr>
<tr>
<td><strong>Conditions of success:</strong></td>
<td></td>
</tr>
<tr>
<td>85% of all students will</td>
<td>85% of all students will</td>
</tr>
<tr>
<td>receive at least 80 percent of</td>
<td>receive at least 80 percent of</td>
</tr>
<tr>
<td>the points (indicating good performance)</td>
<td>the points (indicating good performance)</td>
</tr>
<tr>
<td>on the written report based on capstone</td>
<td>on the written report based on capstone</td>
</tr>
<tr>
<td>project in the capstone course, FDNS 4650</td>
<td>project in the capstone course, FDNS 4650</td>
</tr>
<tr>
<td>(Experimental Study of Foods).</td>
<td>(Experimental Study of Foods).</td>
</tr>
</tbody>
</table>

Results from Spring 2014:
88% of all students received at least 80 percent of the points (indicating good performance) on the written report based on capstone project in the capstone course, FDNS 4650 (Experimental Study of Foods).

Results from Fall 2013:
100% of students received at least 80 percent of the points (indicating good performance) on the Individual Project in the course, FDNS 4630 (Cultural Aspects of Foods and Nutrition).
<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Results from Fall 2013: 92% of all students received at least 80% of the points (indicating good performance) on the functional performance question on exams/study questions in the course, FDNS 4645 (Nature of Food).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation:</td>
<td>Students will be able to identify the functional role(s) and nutritional contributions of ingredients in a food product(s).</td>
</tr>
<tr>
<td>Conditions of success:</td>
<td>85% of all students will receive at least 80% of the points (indicating good performance) on the functional performance question on exams/study questions in the course, FDNS 4645 (Nature of Food).</td>
</tr>
<tr>
<td>Learning Outcome 4</td>
<td>Results from spring 2014 Two essays in the course, FDNS 4600 (Food and the Consumer) were used to measure the ability to use the professional literature to assess the potential of using alternative ingredients to help meet desired nutrition/health outcomes.</td>
</tr>
<tr>
<td>Expectation:</td>
<td>Students will be able to demonstrate the use of professional literature to identify the relationship between nutrition and health and the potential impact of choosing food products formulated with alternative ingredients.</td>
</tr>
<tr>
<td>Conditions of success:</td>
<td>85% of all students will receive at least 80% of the points (indicating good performance) on the question related to potential of alternative ingredients to help meet desired nutrition/health outcomes on exams in the course, FDNS 4600 (Food and the Consumer).</td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>Conditions of success: 90% of students will receive at least 90% on a national food service manager’s food safety certification exam, ServSafe® administered by an independent industry group which is taken in FDNS 4640 (Food Sanitation and Safety)</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expectation: Students will be able to apply the knowledge of chemical and microbiological properties of food to the preparation, home processing and serving of safe food.</td>
<td></td>
</tr>
<tr>
<td>Results from fall 2013: 95% received a passing score on national food service manager’s food safety certification exam, ServSafe® administered by an independent industry group</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 6</th>
<th>Conditions of success: 85% of all students will receive at least 80 percent of the points (indicating good performance) on the technical presentation based on capstone project in the capstone course, FDNS 4650 (Experimental Study of Foods).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation: Students are able to demonstrate effective development of foods and nutrition communication pieces targeting consumers and professionals.</td>
<td></td>
</tr>
<tr>
<td>Results from fall 2013: 99% of all students received at least 80 percent of the points (indicating good performance) on the consumer project in the course, FDNS 4645 (Nature of Foods).</td>
<td></td>
</tr>
</tbody>
</table>

Collection and Analysis of Data
Data for all learning outcomes assessments were collected fall semester 2013 and spring semester 2014. Overall student performance met the conditions of success. For Learning Outcome 4 related to Nutrient Calculations 84% rather than the targeted 85% met the conditions of success. In the follow-up capstone course FDNS 4650, 100% of the students demonstrated the ability to complete Nutrient Calculations to assess whether the use of alternative ingredients allowed a specific dietary objective to be met.

<table>
<thead>
<tr>
<th>NUTRITIONAL SCIENCES PROGRAM</th>
<th>NUTRITIONAL SCIENCES PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1 Expectation: Nutritional Sciences students are able to demonstrate the ability to analyze problems related to energy balance by integrating the concepts of nutrient intake, nutrient metabolism, energy metabolism and metabolic diseases. Conditions of success: 80% of students will be able to integrate these concepts on exam questions integrating nutrient metabolism, intermediary metabolic pathways, and energy metabolism given to all enrolled students in FDNS 3100 (Macronutrients and Energy Balance).</td>
<td>Results from Spring 2014: 75% of all students received at least 80% (indicating good performance) on the exam centered on intermediary metabolism in FDNS 3100 (Macronutrients and Energy Balance). 86% of all students received at least 80% (indicating good performance) on the cumulative final exam, which included questions</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>Learning Outcome 3</td>
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<tr>
<td><strong>Expectation:</strong> Nutritional Sciences students are able to demonstrate the ability to analyze problems related to micronutrient metabolism by integrating the concepts of the roles of vitamins in energy metabolism and gene expression, and the roles of minerals in maintaining optimal health.</td>
<td><strong>Expectation:</strong> Nutritional Sciences students are able to demonstrate the ability to analyze problems related to age and nutrient metabolism by integrating concepts involving nutrient metabolism, intermediary metabolic pathways, and energy metabolism in FDNS 3100 (Macronutrients and Energy Balance).</td>
</tr>
<tr>
<td><strong>Conditions of success:</strong> 80% of students will be able to integrate these concepts on exam questions integrating the role of the B-complex vitamins and energy metabolism, and the roles of zinc, copper and iron in enzyme pathways necessary for maintaining optimal health given to all enrolled students in FDNS 4100 (Micronutrient Nutrition).</td>
<td><strong>Results from Fall 2013:</strong> 49% of all students received at least 80% (indicating good performance) on the semester exam questions integrating the role of the B-complex vitamins and energy metabolism, and the roles of zinc, copper and iron in enzyme pathways necessary for maintaining optimal health in FDNS 4100 (Micronutrient Nutrition).</td>
</tr>
</tbody>
</table>
related to changes in nutrient metabolism throughout the lifecycle from infants to older adults.

Conditions of success: 80% of students will be able to integrate these concepts on exam questions related to vitamin or mineral uptake and metabolism in different age groups, given to all enrolled students in FDNS 4100 (Micronutrient Nutrition).

Results from Fall 2013: The exams throughout the semester contained questions concerning the Dietary Reference Intakes, including nutrient needs for all age groups. 85% of all students received at least 80% (indicating good performance) on the semester exams containing questions related to vitamin or mineral uptake and metabolism in different age groups in FDNS 4100 (Micronutrient Nutrition).

Learning Outcome 4 Expectation: Nutritional Sciences students are able to demonstrate how to locate, interpret, evaluate and use professional literature to answer a research question.

Conditions of success: 80% of students will receive a grade of B or better on the research paper assigned to all enrolled students in FDNS 2400 (Introduction to Nutrition Science).

Results from Fall 2013: 95% of all students received at least 80% (indicating good performance) on the final FDNS 2400 project.
A. New or Revised Outcomes in Student Learning, administrative or support areas.

Progress: Following the departmental program review in 2011, a departmental “Learning Outcomes Assessment Committee” was appointed by the Department Head. The committee includes the 3 undergraduate program directors, the undergraduate coordinator, the director of the graduate MS-DI program, and the graduate coordinator. Barbara Grossman chairs this committee and is responsible for submitting an annual report including the results of the learning outcome assessments plans to the Office of Academic Planning each October.

Each year the FDN Learning Outcomes Assessment Committee carefully evaluates the learning outcomes assessment plans for each undergraduate and graduate dietetic program. The departmental program assessment plans were reviewed and approved by the Associate Director for Assessment, Office of Academic Planning.

During the academic year 2013-2014, the new learning outcome assessment plans were used by each program director to evaluate each program. The findings from the learning outcome assessments for each program for fall 2013 and spring 2014 are reported above (data for Fall 2014 are unavailable at this time).

B. New methods of assessing outcomes in student learning, administrative or support areas

Progress: The outcomes from the assessment plans indicate that student learning meets the goals of each learning outcome assessment plan for each undergraduate and graduate program. This demonstrates that the faculty have effectively designed and delivered the course content in a manner that resulted in a very high level of student learning.

C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

Progress: With the development and implementation of these new assessment plans, faculty track changes in learning outcomes as curriculum modifications are made.

D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

Progress: Barbara Grossman chaired the new FDN Learning Outcomes Assessment committee and is responsible for ensuring the appropriate records are kept by each program director. Dr. Grossman then requests the outcomes for each program plan and submits the results to the Office of Academic Planning each October.
All deficiencies in departmental learning outcomes assessment plans that were identified during the process of the program review have been adequately addressed based on feedback from the Office of Academic Planning.

IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

Departmental faculty actively pursue external funding from major funding agencies and in addition target foundations and industry sources of funding.

A. Active Research Grants/Contracts

Internal: ($52,162)

Bailey, L. B. (PI), Birch, L., Meagher, R., Rathbun, S., Anderson, A., Hausman, D., and Park, H. J. Effect of maternal obesity on maternal and fetal epigenetic responses to prenatal folic acid doses and impact on early infant growth rate, University of Georgia, Office of the Vice President for Research, $52,162.

De La Serre, Claire. Junior Faculty Research Award, The University of Georgia, Office of the Vice President, $10,000.

External: ($405,417)

Anderson, A. Health Matters Project to Prevent Childhood Obesity, William B. Mulherin Foundation Health, $5,000, 08/01/2013-03/31/2015.

Birch, L. Childhood Obesity Prevention Training, Pennsylvania State University, $32,177, 02/15/2014-02/14/2015.

Birch, L. Preventing Obesity through Intervention During Pregnancy, Pennsylvania State University, $33,604, 02/01/2014-01/31/2016.


Lee, J. Georgia Aging Information Management System Food Security Data Analysis Project Plan, Georgia Department of Human Services, $10,000, 08/01/2013-03/31/2014.
Brody, G., Beach, S., Kogan, S. Wells, R. and Hausman, D. Rural African American Young Adults’ Pathways to Psychosocial and Physical Health, National Institutes of Health, $37,946, 09/01/2013-08/31/2018.


Swanson, R. Assessing Shelf Stability of Roasted Almonds by Sensory and Chemical Means, Almond Board of California, $18,522, 08/01/2011-01/31/2015.

Table 4. Sponsored Programs Summary: Research Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>24</td>
<td>22</td>
<td>9.09%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>6</td>
<td>6</td>
<td>0.00%</td>
</tr>
<tr>
<td>Dollar Amount of Research Grants Awarded Pending</td>
<td>$405,417</td>
<td>$338,066</td>
<td>19.92%</td>
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<tr>
<td>Pending</td>
<td>$2,364,365</td>
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</table>

*As Principal Investigator (PI) or Project Director (PD)

B. (New) Grants Submitted/Pending:

Anderson, A. Drivers of Food Choice-Gates Foundation, Bill & Melinda Gates Foundation, $1,100,000, 07/01/2015-06/30/2020.


Birch, L. Healthy Bodies Project: Modifying Family and Preschool Environments to Prevent Obesity, Pennsylvania State University, $17,318, 07/01/2015-06/30/2020.


de La Serre, C. Maternal Microflora Influence on Offspring Gut-Brain Signaling and Food Choices, National Institutes of Health, $180,000, 07/01/2015-06/30/2017.


Lee, J. S. Do Food Acquisition Patterns Vary by Food Security Status, the Receipt of SNAP, and Health?, University of Kentucky, $25,131, 06/01/2014-12/31/2015.

Lee, J. The Impact of SNAP Participation on Food Purchasing Behaviors of Low-Income Older Adults, Mississippi State University, $8,892, 08/01/2014-07/31/2016.


Lewis, R. and Laing, E. Obesity, Type 2 Diabetes, and Skeletal Geometry in Late Adolescent Females, Academy of Nutrition and Dietetics, $5,000, 08/01/2014-05/31/2015.


Pazdro, R. Genetic Control of Glutathione, National Institutes of Health, $319,916, 07/01/2015-06/30/2020.


Pazdro, R. Genetic Control of Glutathione Redox Homeostasis and Oxidative Damage in Aging, National Institutes of Health, $310,250, 09/01/2014-08/31/2019.

C. Editorial and Review Contributions
Alex Anderson was invited to the University of Ghana to serve as an external examiner to examine PhD dissertations and also participate in PhD oral defenses. This gave Dr. Anderson the opportunity to learn about what doctoral students are doing in Ghana and share ideas with them ideas to enrich their experience and profession.

Alex Anderson was invited to be a member of the “Special Emphasis Peer Review Panel” at the Centers for Disease Control and Prevention. This Special emphasis Panel reviewed and determined the science merit of grant applications focusing on infectious diseases and malaria.

Alex Anderson has been an ad-hoc reviewer for a number of journals both national and international. These journals include: Journal of American Medical Association – Pediatrics; Journal of Nutrition and Health; Journal of Women’s Health; Journal of Human Lactation; Food and Nutrition Bulletin; Nutrients; Public Health Nutrition; Contemporary Clinical Trials; and International Breastfeeding Journal.

Elizabeth Andress was a reviewer for Promotion & Tenure at Michigan State University and University of Kentucky.

Lynn Bailey, chair NIH Biomarkers for Nutrition and Development (BOND) Folate Expert Panel
Lynn Bailey Association of Nutrition Departments and Programs (ANDP) Board of Directors
Leann Birch is currently a member of the Planning Committee on Understanding the Dynamic Relationship between Biology, Environment, and Early Childhood Development on Risk of Obesity; A Workshop, Institute of Medicine and National Research Council of the National Academies.

Leann Birch is currently a member of the External Advisory Board, Pediatric Non-Alcohol Related Fatty Liver Disease Study, Nutrition Science Initiative.

Leann Birch is currently a member of the External Advisory Board Committee, Nutrition Obesity Research Center, University of Alabama, Birmingham.

Leann Birch is currently a member of the Advisory Board, Institute for Healthy Childhood Weight, American Academy of Pediatrics.

Vanessa da Silva currently serves Committee Chair, Society for Nutrition Education and Behavior.

Joan Fischer is a reviewer for Journal of Nutrition, Health and Aging; ad-hoc reviewer for Journal of Agricultural and Good Chemistry; reviewer of conference papers for American Dietetic Association Annual Meeting; ad-hoc reviewer for Journal of the Academy of Nutrition and Dietetics; and external examiner for University of the West Indies/Trinidad and Tobago.

Joan Fischer was appointed to serve on the peer review panel for the 2014 USDA Function and
Efficacy of Nutrients grants program of National Institute of Food and Agriculture, Institute of Food Safety and Nutrition.

Joan Fischer served as a reviewer of research abstracts for the annual meeting of Academy of Nutrition and Dietetics.

Joan Fischer served as a moderator for oral presentations on Food/Nutrition Science; Education, Management Academy of Nutrition and Dietetics Annual Meeting.

Arthur Grider served as chair of the ASN Vitamin and Mineral RIS which promotes the interests of vitamin and mineral investigators and encourage the participation of faculty, post-doctoral fellows, and graduate students in ASN.

Arthur Grider served as a consultant for Quality Education for Minorities Professional Development and Mentoring Program.

Arthur Grider served as chairperson for American Society for Nutrition Vitamin and Mineral Research Interest Section.

Arthur Grider served as a consultant for Quality Education for Minorities Proposal Development and Evaluation.

Barbara Grossman currently serves as Associate Editor for International Journal of Teaching and Learning in Higher Education.

Barbara Grossman currently serves as Secretary for Nutrition Educators of Health Practitioners Practice Group of the Academy of Nutrition and Dietetics.

Barbara Grossman currently serves as chair of the Awards Committee for the Georgia Dietetic Association (aka Georgia Academy of Nutrition and Dietetics).

Judy Harrison is currently a member of the editorial review board for the International Association for Food Protection/Journal of Food Protection; and a member of the editorial review board for the International Association for Food Protection/Food Protection Trends.

Judy Harrison is currently a member of the Board of Directors for Non-Profit Educational Partnership, Partnership for Food Safety Education.

Judy Harrison is currently a committee member for the following: 2014 National Food Safety Education Conference Planning Committee; 2014 National Food Safety Education Conference Graduate Student Competition Review Committee; and serves as chair for 2014 National Food Safety Education Conference Abstract Review Committee.

Dorothy Hausman is currently a member of the editorial review board for BBA general subjects.
Dorothy Hausman currently serves as a member of the Georgia Centenarian Study Executive Committee.

Dorothy Hausman currently serves as a reviewer for several journals including: Molecular and Cellular Endocrinology; International Journal of Obesity; Georgia Regents University; Obesity and Control Therapies; Maternal and Child Health; PLoS ONE; Clinical Investigations of Aging; and Molecular Nutrition and Food Research.

Judy Hibbs serves as a committee member for National Extension Association of Family and Consumer Sciences. Mary Ann Johnson currently serves on the editorial board for the Journal of Nutrition in Gerontology and Geriatrics (formerly the Journal of Nutrition for the Elderly); and serves as ad-hoc reviewer for numerous journals (10-15 annually).

Mary Ann Johnson is the spokesperson for the American Society for Nutrition and responds to about 4 to 6 national media requests annually.

Mary Ann Johnson currently serves as the Secretary and Treasurer for the Medical Nutrition Sciences Council, American Society for Nutrition.

Mary Ann Johnson is a member of the Public Information Committee for the American Society for Nutrition and the Scientific Program Committee for the American Society for Nutrition.

Mary Ann Johnson is a Board Member for Membership for the Presbyterian Older Adult Ministries Network and Athens Community Council on Aging.

Jung Sun Lee is currently a member of the editorial review board for the Journal of Nutrition in Gerontology and Geriatrics.

Jung Sun Lee is a reviewer for Experimental Biology Annual Meeting and Society of Nutrition Education and Behavior Annual Meeting of conference papers.

Emma Laing is a member of the Advisory Council, Nutrition, Athens MOVE Magazine.

Emma Laing is chair/editor of the Georgia Association on Young Children Newsletter Committee.

Emma Laing is a member of the board of directors of the Georgia Association on Young Children.

Richard Lewis is currently a member of the editorial review board for Medicine, Science Sports and Exercise.

Richard Lewis is chair of The University of Georgia Obesity, Imaging and Musculoskeletal Health Conference.
Richard Lewis is co-chair of the Nutrition Working Group for the American Society for Bone and Mineral Research Annual Meeting.

Richard Lewis a committee member of the Obesity Taskforce for Policy Leadership for Active Youth Subcommittee; Georgia Center for Obesity and Related Disorders; Georgia Osteoporosis Initiative;

Richard Lewis is ad-hoc reviewer for Bone; American Journal of Clinical Nutrition; Journal of Pediatrics; Journal of School Health; Medicine, Science and Sports Exercise; National Institute of Arthritis and Musculoskeletal and Skin Diseases; Osteoporosis International; United States Army Bone Health and Military Readiness; and Unites States Department of Agriculture.

Lilian Sattler is an abstract reviewer for American Society for Nutrition Aging and Chronic Disease Interest Group.

Ruthann Swanson is a reviewer and ad-hoc reviewer for several journals, books and Georgia Department of Education.

V. MAJOR ACCOMPLISHMENTS – PUBLIC SERVICE & OUTREACH AND EXTENSION

Table 5. Public Service & Outreach and Extension Metrics

<table>
<thead>
<tr>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions / Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention / Healthy Lifestyles Cooking for a Life Time Cancer Prevention Cooking School</td>
<td>191</td>
<td>District public health departments and American Cancer Society</td>
<td>N/A</td>
<td>The average age of the participants was 50 with a range from 17 to 92 years of age. Of those reporting their race, 32 were white, 47 were black and 75 Hispanic or Latino. All of the participants reported the schools were very...</td>
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</tbody>
</table>
helpful in making them think about changing their eating and physical activity habits to reduce their cancer risk and in choosing foods at the grocery store to reduce cancer risk. They also stated that the schools were very important in encouraging them to be screened for breast, cervical and colorectal cancer.

The participants reported they were very likely to get a Pap test and mammogram after the school.

The top behavior changes participants intended to make after the school were:

1) Use nutrition labels to choose cereals lower in fat and sugar;
2) Read nutrition labels to choose dairy foods lower in fat and sodium;
3) Consume more fresh food and
<table>
<thead>
<tr>
<th>Walk-a-Weigh</th>
<th>260</th>
<th>Piedmont Health Care, Athens YMCA, Clarke County Employees, Gwinnett Village, Gwinnett Co. Senior Centers</th>
<th>N/A</th>
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<td>Two hundred sixty participants lost a total of 1,110 pounds.</td>
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<td>Of those participating through the Piedmont Healthcare System worksite wellness program,</td>
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<td>76 participants lost a total of 337 pounds over 8 weeks.</td>
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<td>After 26 Walk-a-Weigh programs, the average systolic blood pressure dropped 7 points and the</td>
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<td>average body mass index drop over 2 points from 31.1 to 28.8.</td>
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<td></td>
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<td>The top behaviors participants reported changing</td>
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</table>
during the programs were:
1) doing 30 minutes of physical activity daily;
2) keeping high calorie snacks out-of-sight or out of the house;
3) reducing fat in recipes;
4) reading nutrition labels when making food choices;
5) consuming 2 or more dairy foods per day;
6) using a pedometer. (#5 and 6 tied)

Of the 8 lessons available, the top changes that the participants stated that they intended to institute after the school were:
1) Carry diabetes identification when exercising
2) Use the DASH diet;
3) Use their hands to estimate portion sizes;
4) Use the Plate Method to plan meals;
5) Substitute Splenda for baking in their recipes.
Free is It for Me? and Gluten in the Market Place

Lanier Counties Senior Centers, Chestnut Village

evaluations, the top 5 changes after the classes were:
1) People had a better understanding of the symptoms of gluten intolerance;
2) Participants understood better the different types of gluten intolerance;
3) People understood better the unproven uses of gluten free diets
4) People reported they knew more about the sources of gluten;
5) People reported they were more likely to contact food manufacturers for information about gluten in different foods.

Expanded Food and Nutrition Education Program (EFNEP) - 4,775 adults (over 22,000 hours of direct contact) - 2,012 youth

309 partners (see attached for breakdown) in 38 counties

- The average intake of fruit increased 50%, from 0.6 cups to 0.9 cups a day
- The average consumption of vegetables increased by ~20%.
- The number of
participants reporting over 60 minutes of daily physical activity doubled.

- The number of participants always checking nutrition labels more than tripled.
- The number of participants always practicing money saving behaviors such as comparing prices and shopping with a grocery list almost doubled.
- The number of participants who always ran out of food by the end of the month decreased by half.

Participants practiced better food safety, and were 2.5 times less likely to thaw foods unsafely.

Economic Well-Being for Individuals and Families
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<tr>
<td><strong>1) National Center for Home Food Preservation Self-Study Course</strong> (content developed by Harrison)</td>
<td>In 2014, the course was not available from 1/1/2014 to 3/30/2014 due to the migration to the new eLC system. From 3/31/2014 – 12/31/2014, there were 3,253 users for the online course.</td>
<td>(USDA NIFA funded project – funding reported elsewhere)</td>
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<tr>
<td><strong>2) Enhancing the Safety of Locally Grown Produce</strong> (Harrison)</td>
<td>More than 500 farmers and 140 market managers in three states have been reached by agents trained by Dr. Harrison.</td>
<td>(USDA NIFA funded project – funding reported elsewhere)</td>
<td>A convenience sample of farmers and market managers completing workshop evaluations yielded 328 completed farmer evaluations and 114 completed market manager evaluations. Knowledge of food safety issues is the first step toward foodborne illness risk reduction. Data</td>
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analysis indicates that farmers improved their knowledge of the following factors related to enhancing the safety of produce: using land suitable for growing edible crops (proper animal waste management, lack of run-off, lack of flooding, etc.) - 68.19\% (p<0.0001). Use of suitably clean water for irrigation and washing - 66.35\% (p<0.0001). Proper use of manure - 71.25\% (p<0.0001). Issues related to farm worker health and hygiene - 64.23\% (p<0.0001). Importance of availability of toilet and handwashing facilities - 66.97\% (p<0.0001). Harvesting and storage practices - 74.62\% (p<0.0001). Handling during transport to market - 75.53\%
Market managers improved their knowledge of the following factors related to food safety in the marketplace.

- Importance of asking vendors questions about produce handling - 91.23% (p<0.0001).
- Importance of having written food safety rules for the market - 87.72% (p<0.0001).
- Importance of providing training for market workers - 84.21% (p<0.0001).
- Importance of providing toilet and handwashing facilities - 68.42% (p<0.0001).
- Importance of having policies about sick workers - 83.34% (p<0.0001).
- Importance of using new or sanitizable containers - 92.1% (p<0.0001).
- Importance of cleaning and sanitizing in the...
market - 85.96% (p<0.0001).
Importance of preventing cross-contamination - 63.16% (p<0.0001).
Importance of using food thermometers in the market - 80.70% (p<0.0001).
Importance of keeping cut produce on ice or refrigerated - 89.47% (p<0.0001).
Importance of keeping hot food above 135°F for sampling - 79.83% (p<0.0001).
Importance of providing hand sanitizer - 75.44% (p<0.0001).
Importance of having a "No Pets Allowed" policy in the market - 75.44% (p<0.0001). To summarize outcomes from behavior change questions, 18% to 64% of farmers indicated changes they intend to make in 16 practices that affect produce
safety (lower percents represent more expensive changes such as irrigation methods). 42% to 73% of market managers intend to change 14 practices that affect safety of produce sold in farmers markets (lowest % is instituting a “no pets” policy – controversial issue. Managers indicate wanting to implement this, but customers leave and farmers do not want to drive away business.)

9-12 month follow-up surveys indicated challenges associated with food safety education program evaluation

Surveys of Extension Agents indicate additional requests for specific information on enhancing safety and identified, in some cases, specific changes
<table>
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<th></th>
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<th>noted in practices related to produce safety among participants. (Abstract for presentation submitted for 2015 International Association for Food Protection Conference.)</th>
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<tr>
<td>3)</td>
<td>Distribution of Smart Kids Fight BAC! and He's BAC! youth food safety education materials from UGA Extension nationally through Partnership for Food Safety Education, Washington, DC (Harrison)</td>
<td>2014 Data: 6,206 page views; 1,338 video views; 658 downloads of activity books; 487 downloads of teaching guides; 338 downloads of He's BAC storybook</td>
<td>1 Partnership for Food Safety Education</td>
</tr>
<tr>
<td>4)</td>
<td>Wash Your Paws, Georgia! Handwashing Education for Prevention of</td>
<td>2014 Data: Statewide, FACS Extension Agents and 4-H Agents reported reaching 579 adults and 3,052 youth with Wash Your Paws, Georgia!</td>
<td>$10,000 in year 2009-2010 for original development from 4-H</td>
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<td></td>
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<td>Georgia 4-H</td>
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</table>
Handwashing Education. Data from convenience samples of youth who completed pre-tests and post-tests in 2014 indicate that only 21% (82 of 394) already knew correct handwashing technique prior to the program. As a result of the program, 67% (208 of 312) improved their knowledge of proper handwashing technique. CDC’s website on handwashing says keeping hands clean and cleaning hands in a specific way is one of the best things that be done to keep from getting sick and avoid spreading germs to others and that handwashing in schools helps students, families, and communities stay healthier.  

www.cdc.gov/handwashing and www.cdc.gov/handwashing/sho
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<tbody>
<tr>
<td>5) Food Safety Education for Youth and Adults using Fight BAC! and Be Food Safe, Georgia! (Harrison)</td>
<td>Statewide, Extensio n Agents reported reaching 1,857 adults and 886 youth.</td>
<td>Approximately half of reported foodborne illness cases occur in children under the age of 15 years. There are more than 2 million children under age 15 in Georgia. Data from a convenience sample of 313 youth reached with food safety education indicated that only 39% (122) scored a perfect score on the pre-test. Of the 191 students who did not know the ways to keep food safe at the time the program began, 72% (138) increased their knowledge of four steps to keeping food safe and preventing foodborne illness.</td>
<td></td>
</tr>
<tr>
<td>6) Food Safety Education Webinar Project (Harrison)</td>
<td>a) 2,764 views b) 121 views since released in 2 Georgia Dept. of Agriculture, Georgia Department of Public Health</td>
<td>(GDA Funded Project – funding reported elsewhere)</td>
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<td>Regulation in Georgia</td>
<td>Novembe</td>
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<tr>
<td>b) Role of Physicians in Identifying Foodborne Illness Outbreaks</td>
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</table>

| Food Safety and Preservation (Andress) | ServSafe® | 567 face to face contacts for ServSafe employee programs; 658 face to face contacts for ServSafe Manager programs with 380 Managers certified. 1793 contacts for all foodservice programming with 114 sessions and 1460 educational contact hours provided. | 0 | 0 | Extension agents provided locally accessible high quality training across Georgia. Certifying food handlers protects the public from food safety risks. Georgia requires each inspected foodservice establishment to have a certified food safety manager; this programming not only protects public health from food safety risks, but enables employees to obtain and/or keep jobs in foodservice. In Georgia, there are more than 16,400 food service establishments (2012) having sales above $16 billion and employing more 405,000 people |
A recent study estimates that in Georgia, there are 2.5 million cases per year at a cost of $4.7 billion (2010). Average medical costs alone per case of preventable foodborne illness requiring hospitalization even with full recovery are $14,337 for Salmonella and for Campylobacter, $24,223 for norovirus, $9,453 for E. coli O157:H7 (HUS), and $25,539 for Yersinia. For Listeria, costs range from $32,831 (maternal) to more than $130,000 for newborns.

| Home Food Preservation | Over 4500 contacts in counties; 78 sessions and 825 educational contact hours. 67,700 | NIFA-USDA for National Center for Home Food Preservation, local farmers markets for county programs, Department of Education, Clemson | 0 | A high percentage of home food processors use practices that put them at high risk for illness, and even death, injury and economic losses. (Natl. Center for Home Food Preservation [NCHFP]) |
Impacts:

See Table Above.

A. Active Public Service and Outreach Grants/Contracts

Internal: ($0)
None

External: ($1,616,483)

Brigman, T. Culinary Institute – Renewal – 1, Georgia Department of Education, $42,165, 03/02/2015-09/30/2015.


Crawley, C. Cooking for a Lifetime, American Cancer Society, $15,000, 09/01/2013-08/31/2014.

Crawley, C. Cooking for a Lifetime – Renewal – 1, American Cancer Society, $15,000, 07/01/2014-06/30/2015.

Harrison, J. Designing and Creating Food Safety Educational Training Webinars and Supplemental Materials, Georgia Department of Agriculture, $35,000, 07/01/2013-06/30/2015.

Johnson, M. A. Live Well Age Well Website Project Proposal, Georgia Council on Aging, $21,900, 04/01/2013-03/31/2014.

Johnson, M. A. Chronic Disease Self-Management Education Support, Northeast Georgia Area Agency on Aging, $3,000, 01/01/2015-08/31/2015.

Johnson, M. A. Chronic Disease Self-Management Education Grant/Systems Integration Grant Part A, Northeast Georgia Area Agency on Aging, $15,000, 04/01/2014-06/30/2014.


Johnson, M. A., Lee, J. and Fischer, J. AAA2 CBS HCBS State Exercise Physical Fitness, Northeast Georgia Area Agency on Aging, $10,000, 07/01/2013-06/30/2014.

Johnson, M. A., Lee, J. and Fischer, J. AAA2 CBS HCBS State Exercise Physical Fitness, Northeast Georgia Area Agency on Aging, $10,001, 07/01/2014-06/30/2015.


Johnson, M. A. Website Live Well Age Well and Chronic Disease Self-Management Program, Georgia Department of Human Services, $14,400, 07/01/2014-06/30/2015.

Lee, J. S. and Johnson, M. A. Application Assistance to Increase Food Stamp Participation in Older Georgians: Georgia CAFE (Community Advocacy to Access Food Stamps for the Elderly and Disabled, $44,180, 10/01/2013-09/30/2014.


Lee, J. S. and Johnson, M. A. Application Assistance to Increase Food Stamp Participation in Older Georgians: Georgia CAFE (Community Advocacy to Access Food Stamps for the Elderly and Disabled, Georgia Department of Human Resources, $72,616, 10/01/2014-09/30/2015.


Murray, D. Walk Georgia, USG Foundation, $1,000,000, 09/01/2013-08/31/2016.


Table 6. Sponsored Programs Summary: Public Service & Outreach and Extension

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>14</td>
<td>158</td>
<td>-6.67%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>10</td>
<td>15</td>
<td>-33.33%</td>
</tr>
<tr>
<td>Dollar Amount of PSO and Extension Grants Awarded Pending</td>
<td>$1,616,483</td>
<td>$1,677,955</td>
<td>-3.66%</td>
</tr>
<tr>
<td></td>
<td>$327,890</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As PI/PD

B. (New) Grants Submitted/Pending:


Crawley, C. Georgia Students Connect to Food, Fitness and Fun through the University of Georgia Pizza Farm, General Mills, Inc., $20,000, 06/01/2014-05/31/2015.
VI. PROGRESS IN STRATEGIC PLANNING

The process of developing a new strategic plan for the department was initiated in January 2014 with the appointment of a Strategic Planning Committee comprised of a senior faculty member, Rick Lewis (chair), an Associate Professor, Joan Fischer, and an Assistant Professor, Rob Pazdro. The committee along with the department head met with Steve Dempsey, Associate VP for Public Service and Outreach who provided guidance during the planning process. Over the course of 4 months, a questionnaire was developed as a mechanism to get faculty input as to their perceptions regarding strategic goals for the department within the categories of Instruction, Research, and Extension/Outreach as well as suggested strategies to achieve these goals. The feedback from faculty was used by the committee to prepare a rough draft of a new departmental strategic plan which was distributed to faculty prior to the departmental strategic planning retreat held in May, 2014. During the day-long retreat each component of the strategic plan was discussed, goals prioritized and strategies to address each goal defined. Following the retreat the committee prepared a revised draft of the strategic plan that was discussed and voted on in a faculty meeting. The department head then assigned strategies to either existing committees or new committees with a specific timeline to begin the task of developing an “action plan” for implementation. Each committee will report on their assigned progress on strategies at the 2015 departmental retreat scheduled for April, 2015. The goals as defined in the new strategic plan are listed below. Progress on these goals or revisions to these goals will be reported in next year’s annual report.

A. Strategic Plan Goals

Goal 1: Enhance the quality of research and increase external research support.

Goal 2: Enhance communication/awareness of faculty research.

Goal 3: Strengthen PhD program by increasing number of PhD students entering department by at least 3 per year.

Goal 4: Increase opportunities within the MS program to prepare for future trends in Foods and Nutritional Sciences.

Goal 5: Increase online education available at the graduate level by two courses by 2016.

Goal 6: Increase availability of online undergraduate courses by 50% over the next 5 years.

Goal 7: Effectively manage undergraduate program with increasing enrollment.
Goal 8: Identify trends in foods and nutrition, and revise curriculum to reflect trends and national needs.

Goal 9: Create diversity through educational opportunities to increase knowledge about diverse populations.

Goal 10: Increased communication within the department and college.

Goal 11: Promote and support junior faculty.

Goal 12: Increase visibility of department in Georgia, nation and world.

B. New/Revised Goals Adopted

Progress will be reported on next year.

VII. PROGRESS IN DIVERSITY AND INCLUSION

Specific actions in the past year by the department in support of Diversity and Inclusion defined in the college as: “Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.”

Barbara Grossman serves as Chair of the FDNS Diversity Committee. The committee is in charge of meeting the strategic plan goal of “Create diversity through educational opportunities to increase knowledge about diverse populations”.

Alex Anderson serves a member of the Diversity Committee in the Department of Foods and Nutrition. Dr. Anderson has also been a faculty mentee for the Connections Program through the Office of Institutional Diversity. The Connections Program seeks to support the engagement of historically underrepresented minority students at UGA. Connections is a program to help support students in their first year. The purpose of the program is to increase the retention and success of historically underrepresented minorities at The University of Georgia.

VIII. INTERNATIONAL ACTIVITIES

A. Internationalizing the Curriculum
The Study Abroad Program to Ghana was offered again for 2014. Before his trip to Ghana, Dr. Alex Anderson revised FDNS 5710 to make it a service-learning course for Study Abroad Programs in the Department of Foods and Nutrition. This course will be offered in summer 2015. Dr. Anderson had 11 students enroll in 2014. Students conducted community nutrition and health assessments, education and counseling in selected communities as well as hospital observations and hands-on practice in selected hospitals in Ghana. Students received credits in either FDNS 3010, FDNS 5710, and/or 6580.

A new Study Abroad to Costa Rica was offered by Dr. Vanessa de Silva. Nine UGA students were part of the program placed in the SERVICIO DE NUTRICIÓN - HOSPITAL DR. R. A. CALDERÓN GUARDIA during the maymester in San Jose, Costa Rica.

A new exchange program in the culinary sciences was researched by Dr. Alex Anderson. This exchange program is between UGA and LaSalle Beauvais Institut Polytechnique in France. The goal of this exchange program would be to provide experiential learning in culinary science to students in Dietetics and Consumer Foods. The director of the France exchange program visiting our department and discussed the details of the program and presented a program to interested students. Three Foods and Nutrition students have registered to participate in the program in 2015 as a result of these efforts.

Several students in FDNS 4630/6630 selected projects with an international focus. These would include: Emily Pleasance, Foodways of Thailand; Emily Wagener, Foodways of Scotland; Elizabeth Carr, Foodways of Italy; Samantha Morris, Foodways of the Dominican Republic; Carly Dickson, Foodways of Italy; and Kathryn Sellman, Foodways of the Maori People of New Zealand.

B. International Research and Development

The Department of Foods and Nutrition, in collaboration with Tufts University and other international institutions, is yielding fruits as we are currently conducting pilot studies in Ghana and other international sites to obtain data to support extramural grant applications.

The International Obesity Consortium is made of group of researchers from different countries who have come together to conduct research to identity common and unique dietary and behavioral factors that contribute to obesity and related diseases including diabetes and cardiovascular diseases in different countries. The information to be gathered will be used to develop country-specific interventions for effective, sustainable weight loss and improved health.

At the moment we are in the phase of collecting cross-sectional preliminary data from the member countries to be used to support research grant proposal to the NIH and WHO. While some of the member countries have completed their preliminary data collection some are still in the process of collecting the preliminary data. Ghana, where I am a co-PI is still collecting preliminary data,
The countries in the Consortium are United States, Brazil, China, Finland, India, Kuwait and Ghana. Information on the IOC can be found at this link [http://hnrca.tufts.edu/iocabout/](http://hnrca.tufts.edu/iocabout/)

C. Awards and Fellowships with International Focus

Dr. Alex Anderson received a Support Fund from the Office of International Education at The University of Georgia to attend the Workshop on Intercultural Skill Enhancement (WISE) 2015 Conference to enhance the content of international service-learning programs and increase global content of courses.

D. International Scholars and Visitors

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS

A. Undergraduate Students

Courtney Alvis, CURO Undergraduate Research Assistantship.

Erica Coe, CURO Undergraduate Research Assistantship.

Elizabeth Harris, CURO Undergraduate Research Assistantship.

Madison Krieger, senior, FDNS, Berdanier Research Award.

Alison Lautenshlager, Finalist for “Student Employee of the Year,” The University of Georgia.

Andrea Lobene, Outstanding Student in a Didactic Program in Dietetics for Georgia Award, National Award.

Whitney Okie, Berdanier Undergraduate Research Award.

Meagan Patterson, CURO Undergraduate Research Assistantship.

Brittany Whitlock, junior, Biology, CURO Undergraduate Research Assistantship.

Sarah Yoo, CURO Undergraduate Research Assistantship.

Kara Templeton, Phi U membership.

Jessica Williamson, Phi U membership.

Trevor Robinson, Phi U membership.

Mairead O’Hare, Phi U membership.
Hollee Grady, Phi U membership.

Jordan Meridenth, Phi U membership.

Jennifer Peters, Phi U membership.

25 out of 27 students in FDNS 4640 in Fall 2014 Received ServSafe® manager certification.

B. Graduate Students

Alison C. Berg, MS, RD, doctoral student in FDN, received a 2014 Commission on Dietetic Registration Doctoral Scholarship from the Academy of Nutrition and Dietetics, one of 10 such awards given nationally. $10,000.

Whitney Bignell, Dianne Davison Award from UGA Graduate School.

Susannah Gordon, MS, RD, Gerontology Certificate (2013) won the 2013 1st Place Award and was the 2014 Study Keynote Speaker, “Protein: A countermeasure to “Aging” at the 25th Annual Southeastern Student Gerontology Mentoring Conference in Gerontology and Geriatrics, Georgia Center, UGA, Athens, GA, March 2014.

Kristen Brown Johnson, BS, RD, FDN Doctoral student won the 2014 1st Place Award for her poster and presentation at the 25th Annual Southeastern Student Gerontology Mentoring Conference in Gerontology and Geriatrics, Georgia Center, UGA, Athens, GA, March 2014. Kristen was selected from 29 student presenters from nine universities across the southeastern US.

Melissa Kaus, Mary Creswell Research Fund, College of Family and Consumer Sciences, The University of Georgia.

Colette N. Miller, PhD, graduate student and now post-doctoral associate, First Place in Poster Competition, SEC Symposium, “Prevention of Obesity: Overcoming a 21st Century Public Health Challenge, September 2014, Atlanta, GA.

Kathleen Norris, selected as a participant in the John Miller Nutrition and Cancer Prevention Research Practicum sponsored by the Nutritional Science Research Group, National Cancer Institute & the Department of Nutrition at the Clinical Center, National Institutes of Health.

Elizabeth Ripberger, Outstanding Teaching Assistant Award, Center for Teaching and Learning, The University of Georgia.

Deanna Shade, Outstanding Dietetic Intern, Georgia Dietetic Association.

Deanna Shade, ASN Nutrient-Gene Interaction RIS student poster competition at Experimental Biology 2014, 3rd place.
Sarah Stotz, Ruth Rowan Morrison Scholarship, College of Family and Consumer Sciences, The University of Georgia.

Courtney Vickery, MS, RD (UGA 2014) won the 2014 3rd Place Award for her poster and presentation at the 25th Annual Southeastern Student Gerontology Mentoring Conference in Gerontology and Geriatrics, Georgia Center, UGA, Athens, GA, March 2014. Courtney was selected from 29 student presenters from nine universities across the southeastern US.

Arielle Weekley received the Holley B. Ally Scholarship from the Georgia Nutrition Council.

C. Faculty

Alex Anderson received a UGA OIE Support Fund for 2015 WISE Conference, Office of International Educator, UGA.

Tracey Brigman was selected as the Advisor of the Year for Foods and Nutrition.

Lynn Bailey selected as Fellow in the American Society for Nutrition

Caree Cotwright was a nominee for the Diverse Magazine Emerging Scholars, Diverse Issues in Higher Education Magazine and she also received Best Conference Poster Presentation from the African American Collaborative Research Network.

Connie Crawley received second place in the Internet Education Technology Competition at the National Extension Associate of Family and Consumer Sciences. Connie also received Distinguished Team Award from Epsilon Sigma Phi Alpha Beta Chapter and the Outreach Faculty Award for the College of Family and Consumer Sciences at The University of Georgia.

Joan Fischer was selected as the College of Family and Consumer Sciences Advisor of the Year at The University of Georgia.

Arthur Grider received UGA’s Student Career Development Award from the University of Georgia Career Center.

Judy Harrison was nominated for the Distinguished Alumni Award in the College of Family and Consumer Sciences at The University of Georgia. Judy also received 1st place, Food Safety Award from the Southern Region National Extension Association of Family and Consumer Sciences. In addition, Dr. Harrison received 1st place, Food Safety Award, from the Georgia Association of Family and Consumer Sciences and 1st place Food Safety Award from the National Extension Association of Family and Consumer Sciences.

Judy Hibbs received the Mary W. Wells Diversity Award, Georgia Extension Association of Family & Consumer Sciences and the Award of Excellence, Georgia Nutrition Council.
Mary Ann Johnson received the Creswell Award for the College of Family and Consumer Sciences, The University of Georgia.

Emma Laing was nominated for UGA FACS Alumni Association Outstanding Service Award.

Jung Sun Lee received a Summer Research Award from The University of Georgia. In addition she was nominated for Outreach Scholarship W. K. Kellogg Foundation Engagement Award at The University of Georgia. Dr. Lee received the Bill and June Flatt Outstanding Faculty Research Award in the College of Family and Consumer Sciences, The University of Georgia.

Rick Lewis was nominated for the Distinguished Alumni Award in the College of Family and Consumer Sciences, The University of Georgia. He was also nominated for the Food and Agricultural Sciences Excellence in College and University Teaching Award Program from the United States Department of Agriculture. In addition, Dr. Lewis was nominated for the CURO Research Mentoring Award from The University of Georgia.

Ruthann Swanson received the Advisor of the Year Award for the Department of Foods and Nutrition. She was also recognized for her contributions to Graduates Career Development at The University of Georgia Career Center.

D. Alumni

None

X. FACULTY PUBLICATIONS

A. Books (Total: 1)


B. Chapters in Books (3)


C. Journal Articles (Total: 40)


D. Other Publications/Reports (Total: 17)

1. Abstracts (Total: 17)


E. Extension and Outreach Reports (Total: 60)

1. Curricula/Manuals (Total: 4)

Andress, E. L. (2014). If I want to offer a ServSafe employee training (pp. 3). The University of Georgia Cooperative Extension.

Andress, E. L. (2014). If I want to offer a ServSafe manager certification training (pp. 5). The University of Georgia Cooperative Extension.

Andress, E. L. (2014). ServSafe food safety training for foodservice employees: Organizing your training (pp. 6). The University of Georgia Cooperative Extension.


2. Bulletins/Circulars (Total: 0)

3. Bulletins, Circulars, Fact Sheets or Reports (Total: 13)


Crawley, C. A. (2014). In Kathryn Schrillo (Ed.), Newsletter articles for 2014 Walk Georgia session (pp. 7). The University of Georgia, Athens GA. www.walkgeorgia.org


Harrison, J. A., Critzer, F. J., Wszelaki, A. L. (2014). Enhancing the safety of locally grown produce - farm to school introduction (pp. 3 pp.). The University of Georgia Cooperative Extension, Athens, GA.

Harrison, J. A., Critzer, F. J., Wszelaki, A. L. (2014). Enhancing the safety of locally grown produce - storage of fresh produce (pp. 3 pp.). The University of Georgia Cooperative Extension, Athens, GA.

Harrison, J. A., Critzer, F. J., Wszelaki, A. L. (2014). Enhancing the safety of locally grown produce - washing produce (pp. 2 pp.). The University of Georgia Cooperative Extension, Athens, GA.


Powell, C., Harrison, J. A. (2014). Parents: don't bench food safety at your school's concession stand. The University of Georgia Cooperative Extension, Athens, GA.

4. Video (Total: 3)


5. Webpage (Total: 6)


6. State Extension Logic Model (Total: 2)


7. Outlook Statement (Total: 2)


8. Media (Total: 14)


Crawley, C. A. (2014). In Candace Wheeler (Ed.), Trends in fast food eating. WABE Atlanta GA:


Crawley, C. A. (2014). In John Lorinc (Ed.), Healthy ratings of Georgia counties. Atlanta GA: WABE.


9. On-Line Self-Study Training Module (Total 14)


Harrison, J. A. (2014). Enhancing the safety of locally grown produce - on the farm. University of Georgia Cooperative Extension.


Harrison, J. A. (2014). Enhancing the safety of locally grown produce - training and certification.


10. Educational Poster (Total 2)


XI. FACULTY SCHOLARLY PRESENTATIONS

A. International (Total: 30)


Lee, J. S., Shannon, G., and Brown, A., “Living in food deserts was associated with food insecurity in a statewide sample of older adults in need of aging and food assistance programs in Georgia,” Academy of Nutrition and Dietetics Annual Meeting Food & Nutrition Conference & Expo, Academy of Nutrition and Dietetics, Atlanta, GA. (October 2014).


B. National (Total: 19)


da Silva, V. “Recruitment and Retention in EFNEP,” Annual EFNEP National Conference, EFNEP - USDA, Crystal City, VA. (February 2014).


Swanson, R. B., Cheely, A., Parrish, D., Pegg, R., and Kerr, W. L. “Effects of storage conditions on quality and acceptability of dry roasted nonpariel almonds,” Institute of Food Technologists Annual Meeting + Food Expo, Institute of Food Technologists, New Orleans, LA. (June 2014).

Swanson, R. B., Parrish, D., Cheely, A., Pegg, R., Kerr, W. L. “Raw nonpariel almonds: Identification of storage conditions to maintain quality,” Institute of Food Technologists Annual Meeting + Food Expo, Institute of Food Technologists, New Orleans, LA. (June 2014).


Ward-Ritacco, C. L., Adrian, A. L., OConnor, P. J., Johnson, M. A., Rogers, L. Q., and Evans, E. M. “Feelings of energy are associated with physical activity and sleep quality, but not adiposity,
in middle-aged postmenopausal women.” Annual Meeting of American College of Sports Medicine, American College of Sports Medicine, Orlando, FL. (May 2014).

C. Regional/State (Total: 36)


Bignell, W. and Fischer, J. “Online Educational Obesity Modules,” Georgia Academy of Nutrition and Dietetics Annual Conference, Georgia Academy of Nutrition and Dietetics, Atlanta, GA. (March 2014).


Cotwright, C. J. “Childhood Obesity Research Opportunities,” BRIDGE Symposium, University of Tennessee Knoxville, Knoxville, TN. (November 2014).

Cotwright, C. J. “Tools to prepare a public health workforce for childhood obesity prevention,” Case-Based & Multi-University Approaches to Graduate Instruction in Childhood Obesity, The University of Georgia, Athens, GA. (July 2014).


da Silva, V. “Improving the dietary recall process used in EFNEP to measure behavior change,” Southern Region EFNEP Conference, EFNEP - USDA, Atlanta. (October 2014).


Harrison, J. A. “TAKE HOME TOOL: Best Practices for Small Farms to Enhance Produce Safety,” Southeast Regional Fruit and Vegetable Conference, Georgia Fruit and Vegetable Growers Association, Ag South, Savannah, GA. (January 2014).

Harrison, J. A. “Best Practices for Enhancing Produce Safety at Roadside Markets,” Southeast Fruit and Vegetable Association Annual Meeting, Southeast Fruit and Vegetable Association and Georgia Farm Bureau, Savannah, GA. (January 2014).


Johnson, M. A. “ABCs of Healthy Eating,” 16th Annual Health Communities Summit, Georgia Division of Aging Services, Department of Human Services, Albany, GA. (June 2014).


D. Local (Total: 23)


Andress, E. L. “Seasonings for the Heart,” Go Red for Women, Milledge Avenue Baptist Church, Athens, GA. (February 2014).

Bailey, L.B. “Foods and Nutrition Departmental Research and Outreach Programs” Coca-Cola Partnership Visit (visiting scientist: Dr. Beate Lloyd), (June 2014).


Crawley, C. A. “A Healthier YOU: No Excuses!,” University of Georgia and Athens Administrative Professionals Association, Georgia Center for Continuing Education. (April 2014).

Bignell, W. and Fischer, J. “Integrating Cases on Obesity Throughout the Dietetics Curriculum,” UGA Obesity Initiative Case-based and Multi-University Approaches to Graduate Instruction in Childhood Obesity: Strategic Planning Conference. (July 2014)


Harrison, J. A. “Enhancing the Safety of Locally Grown Produce - On the Farm,” University of Georgia Cooperative Extension, Milledgeville, GA. (March 2014).


Lee, J. S. “Food insecurity in older Georgians: linking research to nutrition programs and policies,” One Health @ UGA seminar, One Health @ UGA, Athens, GA. (November 12, 2014).

Lewis, R. D. “Nutritional and Exercise Influences on Bone Acquisition in Youth,” Coca-Cola Partnership visit (visiting scientist: Dr. Beate Lloyd), Athens, GA. (October 2014).


Lewis, R. D. “Adenovirus 36, Obesity, and Inflammation: MicroRNAs as Biomarkers of Disease,” The UGA Obesity Initiative Team Leader Meeting, Athens, GA. (June 2014).

Lewis, R. D. “Overview of the Bone and Fat Team’s Accomplishments and Future Directions,” UGA Obesity Initiative Bone and Fat Team (visiting scientist: Dr. Roy Martin), Athens, GA. (June 2014).


Patterson, M., and Hausman, D. “Associations between body composition and serum folate concentrations in women of childbearing age: secondary analysis across three studies,” 2014 CURO Symposium, UGA Center for Undergraduate Research Opportunities, Athens, GA. (March 2014).
Briefly describe your unit’s strategy for supporting the college diversity plans (or enhancing an existing diversity plan) to support implementation of the institutional plan

A new departmental diversity committee was appointed by the department head. The members of the committee include (Barbara Grossman (chair), Art Grider and Alex Anderson. Dr. Grossman who has completed the UGA Diversity Certificate was actively engaged as a member of the Dean’s Advisory Committee in developing the college’s diversity plan. Foods and Nutrition faculty and department head participated in a series of focus groups designed to provide key feedback regarding ways to increase the diversity of the college’s undergraduate enrollment and related diversity issues.

Arthur Grider served as a Consultant for the national Quality Education for Minorities Network Major Instrumentation Program.
Request for Evidence that AAFCS-Accredited Units Report Aggregate Student Achievement Data to the Public

<table>
<thead>
<tr>
<th>Data</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration pass rates</td>
<td>100%</td>
<td>6 of 6 passed the RD exam in 2014</td>
</tr>
<tr>
<td></td>
<td>95% first-time pass rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% within 1 year of first attempt</td>
<td></td>
</tr>
<tr>
<td>Job placement rates, employment</td>
<td>20%</td>
<td>6 of 6</td>
</tr>
<tr>
<td>Post-graduation advancement, acceptance into graduate programs</td>
<td>44%</td>
<td>0 of 6 (all employed)</td>
</tr>
<tr>
<td>successful transfer of credit</td>
<td>7% applications in progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29% unknown</td>
<td></td>
</tr>
<tr>
<td>Undergraduates participating in faculty research</td>
<td>20</td>
<td>N/A</td>
</tr>
<tr>
<td>Student reporting in state, regional, or national venues</td>
<td>0</td>
<td>6 national</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 state</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 local</td>
</tr>
</tbody>
</table>
Annual Report – Progress toward Strategic Goals 2014 - Matrix

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UGA Strategic Direction I - Building on Excellence in Undergraduate Education</strong></td>
<td><strong>FACS Goal 1: Build on excellence in undergraduate education by increasing student involvement, enhancing academic advising, providing the learning environment necessary to ensure that programs of study are relevant to today’s needs, extending student recruitment to reflect a diverse student body and recruiting the best and brightest students.</strong></td>
<td>#1: Create innovative programs of study:</td>
<td>A: Evaluate the need for new majors, minors and emphases in the college.</td>
<td>A. Sports Nutrition is an innovative newly emerging program area in the department with a great deal of student interest across colleges. Multiple newly approved courses in Sports Nutrition were taught in Sp and Fall 2014. A new Area of Emphasis in Sports Nutrition was approved. Students were enrolled in the new graduate certificate in obesity and weight management program and new obesity-related courses were taught.</td>
</tr>
</tbody>
</table>
B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships.

B. Drs. Lee and Anderson have developed new service learning community opportunities (e.g., campus kitchen) for students in their Public Health Dietetic courses and a Freshman Odyssey course.

Dr. Cotwright was selected as a UGA Service Learning Fellow and awarded $2500 to implement proposed service learning projects. In the course that she taught, FDNS 4660 Nutrition Education in Spring and Fall 2014, students engaged in a series of new experiential learning projects in nutrition education where students assisted organizations in nutrition education efforts such as cooking.
demonstrations and food distribution. Select examples include:

- Food Demonstrations for Seniors with Campus Kitchen at Athens Community Council on Aging
- Volunteer experience with UGArdens
- Food distribution volunteers for Northeast Georgia Food Bank
- Nutrition Education lessons for women at Athens Homeless Shelter
- Food Demonstrations for young children at McPhaul Child Development Lab
<p>| | | | |</p>
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<tbody>
<tr>
<td>C.</td>
<td>Integrate opportunities for undergraduate research into the curriculum.</td>
<td></td>
<td>C. There has been a significant increase in the number of undergraduate students engaged in undergraduate research. For example, one of our new faculty hires Robert Pazdro supervised 11 undergraduate students in 2014.</td>
</tr>
<tr>
<td>D:</td>
<td>Evaluate existing study abroad programs and explore adding new programs.</td>
<td>D. A new study abroad program took place in Costa Rica with full enrollment.</td>
<td></td>
</tr>
<tr>
<td>E:</td>
<td>Increase student participation in study abroad.</td>
<td>E. A concerted effort was made to advertise our Ghana Study Abroad Program to increase the number of students for the 2014 program. These efforts were successful resulting in the maximum number of students enrolled.</td>
<td></td>
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<tr>
<td>F:</td>
<td>Integrate global and diverse perspectives into course goals.</td>
<td>F. FDN courses all incorporate a diverse perspective due to the multidisciplinary nature of the course content.</td>
<td></td>
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<tr>
<td>G: Develop and strengthen collaborations with other schools and colleges.</td>
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<tr>
<td>H: Maximize class enrollments while maintaining the effectiveness of instruction.</td>
<td></td>
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<tr>
<td>#2: Enhance the effectiveness of academic and career advising:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A: Foster student-to-student mentoring.</td>
<td></td>
<td></td>
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<tr>
<td>G. The majority of FDN faculty work on collaborative research and/or outreach projects with faculty from other schools and colleges. Many FDN faculty are members of or team leaders for Obesity Initiative Teams which include faculty from diverse colleges all over campus with interests related to the specific topic area.</td>
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<td>H. This continues to be a struggle in several of our laboratory “food” courses as the class sizes have been increased to accommodate the maximum number of students which presents a challenge to supervise the student’s work and maintain a safe teaching environment.</td>
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<tr>
<td>A. With the hiring of new faculty there has been an enhanced fostering of “student-to-student” mentoring. Specifically new graduate students working under the</td>
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<tr>
<td>B:</td>
<td>Implement findings from the UGA advising survey completed by students.</td>
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<td>direction of new faculty have been given the responsibility of supervising undergraduate students who are involved in research.</td>
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<tr>
<td>#3: Strengthen student recruitment to reflect a diverse student body:</td>
<td>A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students.</td>
<td></td>
<td>The undergraduate faculty and staff advisor have worked in collaboration with new staff in the Student Success and Advising Center to enhance the advising experience for the students.</td>
</tr>
<tr>
<td>A. The undergraduate coordinator has developed and implemented a survey for pre-professional students to determine how to recruit the “best of the best”. New innovative ideas are being developed.</td>
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</tbody>
</table>
B: Increase the diversity of the college’s undergraduate enrollment.

B. A new departmental diversity committee was appointed by the department head. The members of the committee include (Barbara Grossman (chair), Art Grider and Alex Anderson. Dr. Grossman who has completed the UGA Diversity Certificate was actively engaged as a member of the Dean’s Advisory Committee in developing the college’s diversity plan. Foods and Nutrition faculty and department head participated in a series of focus groups designed to provide key feedback regarding ways to increase the diversity of the college’s undergraduate enrollment and related diversity issues.

Arthur Grider served as a Consultant for the national Quality
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<th></th>
<th>Education for Minorities Network Major Instrumentation Program.</th>
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<tr>
<td>#4:</td>
<td>Increase student involvement in curricular and co-curricular activities:</td>
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<tr>
<td>A:</td>
<td>Increase student membership in professional organizations.</td>
</tr>
<tr>
<td>B:</td>
<td>Foster opportunities to socialize between majors and organizations within the college.</td>
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</table>

A. A large percentage of undergraduate dietetic and consumer foods students are members of the departmental Student Dietetic Association (SDA). These students meet on a regular basis and plan professional events.

B. Student members of the SDA plan a series of events throughout the year that provides them with opportunities to interact with students in organizations representing other majors in the college. For example, students in the SDA participate with students from other college majors during the annual South Campus Tailgate event.
C: Increase opportunities for students and faculty to interact outside the classroom.

D: Maintain leadership roles in campus organizations.

<table>
<thead>
<tr>
<th>16C. Student Dietetic Association events provide opportunities for faculty to interact with students during events (e.g. exhibit booths during South Campus Tailgate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to SDA, we also have the Peer Nutrition Educators, a group of 7-8 students presenting nutrition programs on campus at all times.</td>
</tr>
<tr>
<td>D. Leadership positions</td>
</tr>
<tr>
<td>The department’s Student Dietetic Association elects officers who provide leadership throughout the year. The following are the offices and student leaders for the SDA. President: Emily Selph; Vice President: Lauren Dodge Secretary: Susannah Brewton</td>
</tr>
</tbody>
</table>
E: Provide appropriate space for student meetings.

Treasurer: Dani Thompson
PR Chair: Sarah Nash
Service Chair: Hollee Grady
Social Chair: Claudette Bailey
Media Chair/Historian: Laura Eckhardt

E. Each student organization has a faculty advisor and a departmental staff person who ensures that appropriate space is reserved for the purpose of student meetings and other functions.

| UGA Strategic Direction II - Enhancing Graduate and Professional Programs |
|---|---|---|
| **FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.** | **#1:** Increase enrollment by increasing funding for graduate education: 
A: Increase the number of assistantships. 
B: Increase the amount of assistantships. | A. The number of assistantships has been increased with the hiring of new faculty members with assistantship funds made available by start-up packages. 
B. All UGA graduate assistants received an increase in the amount of assistantships in 2014. |
C: Increase the number and amount of travel awards.

C. Graduate students are encouraged to apply for all travel funding opportunities offered through the graduate school to enable them to travel to professional meetings to present findings from their research programs associated with their degrees.

Faculty are encouraged to increase budgeted travel in external grants to support graduate student travel to professional meetings.

#2: Determine demand for alternative delivery of graduate courses and programs:

A: Evaluate potential and current students' preferred times for on-campus classes.

A. Careful attention is given to scheduling courses so that as many course conflicts are avoided as
B: Evaluate potential and current students’ preference for online classes.

C: Consider adjusting times for on-campus classes and online offerings as needed.

B: A new section of a major FDN course (FDNS 2100) was taught for the first time as an online course. It is anticipated that the new course FNDS 2100E will increase credit hours for the college since this is a required course for our School Nutrition Directors Certification Program and students have taken the course online from other institutions.

C: Course times are carefully set considering the times that other required courses are offered to enable students to fulfill curriculum requirements for major. New online sections of courses have been developed (e.g., FDNS 2100 Introductory Nutrition) to enable SNDCP students who
<table>
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<tr>
<th>#3: Establish additional collaborations within the college, throughout UGA and with other institutions to enhance research opportunities for students.</th>
</tr>
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<tbody>
<tr>
<td>Graduate students in FDN benefit from the established collaborative relationships with faculty across campus and at other institutions. Graduate students regularly attend research seminars given by UGA research faculty from multiple disciplines.</td>
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<table>
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<tr>
<th>#4: Explore opportunities for international exchanges among student and faculty.</th>
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<tbody>
<tr>
<td>Several faculty have served as external reviewers for students or academic programs at institutions outside of the US. A new Culinary Sciences Exchange Program has been initiated in 2014 with the La Salle Beauvais Institut Polytechnique in France with whom UGA has an established exchange program. Undergraduate students in the Foods and Nutrition Department will participate in the program for the first time.</td>
</tr>
</tbody>
</table>
| FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world. | #1: Position the College as a hub of state, national and international excellence in family and consumer sciences related research:  
A: Increase faculty research stature through increased journal publications and presentations at national and international conferences.  
B: Increase funding for research from federal and non-federal resources.  
C: Explore opportunities for collaboration with colleagues across campus and at other institutions. |  
| #2: Hire and retain faculty with a significant focus on current or | time during summer, 2015.  
A. With the hiring of new faculty in 2013 & 2014 it is anticipated that the number of publications and presentations will steadily increase.  
B. There has been an increase in research grants and contracts in 2014 compared to 2013. Including a new SNAP-ED funded grant for $1.7 million.  
C. The majority of FDN faculty have established collaborative relationships with colleagues across campus as well as other institutions. |
emerging excellence in FACS’ areas of research:

A: Identify emerging research areas when hiring new faculty and staff.

B: Designate additional resources for supporting faculty in identified areas.

C: Establish a formal mentoring program for junior faculty.

A. Multiple new FDN faculty were hired with a significant focus on optimizing health by addressing through research/teaching/outreach issues related to obesity, nutrition and genetics, gut microbiome, early childcare nutrition education programs, and nutrition and pharmacy.

B. All faculty hired with significant start-up funds to ensure that their programs were provided sufficient funding to enhance their competitiveness for external funding.

C. A mentoring program was put into place for the new Assistant Professors hired. Each faculty hired has been
D. Provide awards for excellence in research conducted by junior faculty.

assigned a senior faculty member with whom they meet on a monthly basis. A monthly meeting is also held with the department head to ensure that steady progress is made each month. These faculty members are provided with information about resources/workshops available to provide guidance as they initiate their research, teaching, and outreach programs. A retired faculty member was rehired part-time to mentor a new faculty member in a specialized area of nutrition education/community nutrition.

D. Junior/mid-career faculty are nominated and selected for departmental research awards/recognition and then nominated for college/university-level awards. A new awards committee was appointed in 2013 and charged with nominating...
<table>
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<tr>
<th>UGA Strategic Direction IV - Serving the Citizens of the State of Georgia and Beyond</th>
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<tbody>
<tr>
<td><strong>FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community partnerships.</strong></td>
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<tr>
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<tr>
<td>#1: Increase public awareness of FACS programming through Cooperative Extension and outreach programs:</td>
</tr>
<tr>
<td>A: Address parenting and child development educational needs in Georgia.</td>
</tr>
<tr>
<td>B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia.</td>
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<tr>
<td>#3: Provide fiscal and technological infrastructure to conduct cutting edge research in the new FACS building.</td>
</tr>
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<tr>
<td>A. FDN Extension faculty increase public awareness of foods and nutrition programs that enhance the health and well-being of the family.</td>
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<tr>
<td>Two new tenure-track Extension faculty positions (75% Extension; 25% Research) in the Foods and Nutrition department were approved and a national search conducted.</td>
</tr>
</tbody>
</table>
C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety.

C. Faculty in the Foods and Nutrition Department were engaged in multiple research and outreach programs that enhance healthy living environments for Georgia households. Specific examples include research on existing Food Deserts and efforts to enhance food accessibility in Georgia communities (Jung Sun Lee); enhancing the safety and quality of fresh and preserved food (Judy Harrison; Elizabeth Andress); enhancing physical fitness through the Walk Georgia Program (Connie Crawley); enhancing knowledge of nutrition, food safety, management of financial resources in low-income households with dependent children (Vanessa da Silva); enhancing delivery of
<table>
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<tr>
<th>D:</th>
<th>Provide educational programs that enhance the quality of housing and healthy living environments among Georgia households.</th>
</tr>
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<tbody>
<tr>
<td>E:</td>
<td>Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities.</td>
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</table>

**#2: Involve university students in outreach in Georgia and beyond:**

<table>
<thead>
<tr>
<th>A:</th>
<th>Engage students in service learning.</th>
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**effective nutrition and exercise programs to elderly participants in programs organized by the Area Agency on Aging (Mary Ann Johnson; Jung Sun Lee; Joan Fischer); SNAP-ED program for individuals from low-resource households (Jung Sun Lee; Caree Cotwright; Judy Hibbs).**

<table>
<thead>
<tr>
<th>D:</th>
<th>See C above.</th>
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<tbody>
<tr>
<td>E:</td>
<td>Barbara Grossman supervising MS-DI students who work in the ASPIRE clinic to provide the citizens of GA with nutrition information in this interdisciplinary environment.</td>
</tr>
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</table>

| A:  | In Georgia students in courses taught by Alex |
Anderson (FYOS and FRES) are engaged in service learning projects by working with the campus kitchen project to serve low-income food insecure residents in Athens. The students are involved in harvesting produce from the UGA garden, collecting surplus foods from grocery stores and restaurants which are then used to prepare nutritious meals. The students then deliver these foods to the homes of low-income, food insecure families in Athens. As discussed above, Caree Cotwright incorporates innovative service learning opportunities into her formal courses.

Internationally student participants of the Ghana Program provide free health and nutrition screening in Ghana. As service to the community, students conduct free nutrition and health screenings.
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<tr>
<td><strong>B: Encourage internships through Cooperative Extension and other outreach programs.</strong></td>
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<tr>
<td><strong>B. All first year graduate students in the FDN Master of Science Dietetic Internship Program work with Extension faculty.</strong></td>
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<tr>
<td><strong>#3: Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents in the state.</strong></td>
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<td>SNAP-ED funding will be used to provide partial funding for GA Extension agents.</td>
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<tr>
<td><strong>UGA Strategic Direction V - Improving Faculty Recognition, Retention and Development</strong></td>
<td>FACS Goal 5: Improve faculty and staff recruitment,</td>
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<tr>
<td><strong>#1: Recruit outstanding faculty and scholars:</strong></td>
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<tr>
<td><strong>retention and development.</strong></td>
<td>A: Establish additional endowed professorships and chairs.</td>
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<tr>
<td><strong>B:</strong> Identify top scholars in emerging areas.</td>
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<tr>
<td><strong>#2:</strong> Retain outstanding faculty:</td>
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<tr>
<td><strong>A:</strong> Earmark additional resources for faculty conducting research in identified areas of excellence.</td>
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<tr>
<td><strong>B:</strong> Increase the internal grant program funding to support research.</td>
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| | A. New FACS supported endowed chair in childhood obesity. |
| | B. Top internationally recognized scholar in area of childhood obesity hired following targeted search. |
| | A. & B FDN faculty were successful in obtaining internal funding through OVPR for the development of a Interdisciplinary Project Proposal internal funding opportunity for faculty. FDN junior faculty have received new faculty research award. |
C: Evaluate instructional, research and service loads to enhance productivity and achieve balance.

D: Develop a matrix to determine productivity for merit pay increases.

C..The balance between instructional, research, and service loads of faculty undergoes a continuous evaluation with mutual decisions for change to advance productivity made with administration.

D. FDN has developed a matrix that is used to rank faculty based on productivity determined from annual report.

#3: Ensure the diversity of the faculty in the broadest sense:
A: Continue to support racial, ethnic, and gender diversity.

A. Faculty hired in 2013 & 2014 represent diverse gender and racial ethnicity (i.e. one African American female; 1 male) in addition to 3 Caucasian females. The diversity of current faculty are illustrated as follows: total number of faculty (n=22); gender (4 male; 18 females); ethnicity (African American n=3)(Asian n=2)(Hispanic n=1)(Caucasian
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<th></th>
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<th>n=17). Note: includes faculty in temporary or administrative positions but not emeritus faculty.</th>
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<tr>
<td>B:</td>
<td>Recruit from a variety of institutions and areas of specialization.</td>
<td></td>
<td>B. Three national searches were conducted in 2014 for 2 Extension positions and a position in Sports Nutrition. A variety of institutions and areas of specialization were recruited from.</td>
</tr>
<tr>
<td>#4:</td>
<td>Ensure that adequate staff are available to support the College.</td>
<td></td>
<td>A. FDN staff participate in numerous workshops relative to their assigned duties throughout the year.</td>
</tr>
<tr>
<td>A:</td>
<td>Provide development opportunities for staff to keep current in today’s environment.</td>
<td></td>
<td>B. All guidelines regarding supporting the racial, ethnic, and diversity of staff are carefully adhered to when a staff vacancy occurs which is very rare in the FDN department.</td>
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<tr>
<td>B:</td>
<td>Support the racial, ethnic and gender diversity of the staff.</td>
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<tr>
<td><strong>C:</strong> Consider current staff for promotions and reclassifications within the college.</td>
<td></td>
<td><strong>C:</strong> Efforts were made to reclassify and promote 1 FDN administrative staff during 2014 which was successful.</td>
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### UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure

#### FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents.

<table>
<thead>
<tr>
<th>#1: Upgrade and modernize FACS buildings:</th>
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<tbody>
<tr>
<td><strong>A:</strong> Enhance technology to meet the needs of students, staff and faculty.</td>
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<tr>
<td><strong>B:</strong> Encourage the use of environmentally sound practices for cleaning and maintaining FACS buildings.</td>
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<tr>
<td><strong>C:</strong> Improve and modernize facilities (e.g., restrooms, lounge).</td>
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<th>#2: Construct a new building that will include teaching, research and outreach facilities:</th>
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<tr>
<td><strong>A:</strong> Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design).</td>
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<tr>
<td><strong>B:</strong> Incorporate state-of-the-art technology to enhance the College’s teaching, research...</td>
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</table>
and outreach missions.

C: Secure funding for furnishing the new building.

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<tr>
<th>UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability</th>
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<tr>
<td><strong>FACS Goal 7: Improve stewardship of natural resources and advance the college’s dedication to sustainability.</strong></td>
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| #1: Decrease energy consumption and waste in FACS buildings:  |  |
|---------------------------------------------------------------|  |
| A: Increase awareness of recycling efforts.                   |  |
| B: Support initiatives to transform the campus from “high energy” to “low energy.” |  |

| #2: Incorporate sustainable materials in the construction of the new FACS building:  |  |
|---------------------------------------------------------------------------------|  |
| A: Investigate opportunities for student involvement in designing the new building. |  |
| B: Work with university architects to ensure the new building is LEED certified. |  |

| #3: Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:  |  |
|----------------------------------------------------------------------------------------------|  |
| A: Increase college involvement in sustainability-related community activities.              |  |
|                                                |  |
|                                                |  |
interdisciplinary and multi-level community activities as listed below:

1. Development and implementation of afterschool gardening, nutrition, and health projects in 5 Athens-Clarke County elementary schools

2. Development and implementation of Senior Hunger Coalition, a university-community partnership among the University of Georgia's (UGA) Office of Service-Learning, UGA Department of Foods and Nutrition, Athens Community Council on Aging (ACCA), UGArden, and Food Bank of Northeast Georgia to address food insecurity among older adults in Athens-Clarke County, Georgia. The purpose of the initiative to identify local senior citizens who are food insecure, raise
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<td>B:</td>
<td>Identify and seek external funding opportunities for sustainability-related outreach and research efforts.</td>
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<tr>
<td>C:</td>
<td>Increase course offerings with sustainability-related content.</td>
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and create innovative, sustainable, and evidence-based interventions to “Squash Senior hunger” in the community.
I. OVERALL HEALTH OF UNIT/AREA

The Department of Human Development and Family Science (HDFS) is an excellent representative of the College of Family and Consumer Sciences (FACS), across its research, teaching, and outreach missions.

In terms of research and scholarship, all of our faculty members, including lecturers, have published or accepted articles; some faculty have book projects in press or under contract. The total number of scholarly products includes 4 books, 10 chapters, and 66 journal articles and/or other publications. One extremely productive faculty member authored 16 published papers in 2014 alone in high quality refereed journals with HDFS students, postdocs, and colleagues. HDFS faculty presented at scholarly conferences (23 international, 47 national) and made scholarly presentations at numerous regional, state and “local” meetings held as near to UGA as Athens and as far away as Brazil and Taiwan. Our faculty members are editorial board members of 20 journals and/or ad hoc reviewers for 48 of the leading journals relevant to our field.

In 2014, HDFS submitted a total of 11 research proposals, 5 of which were funded exceeding 2 million dollars. They submitted 12 outreach/extension proposals of which 5 were awarded worth 1.1 million. Our initiatives are centered on pivotal societal issues that involve children, families, their fathers, caregivers, and systems of building community capacity for understanding, serving, and reaching youth, couples, and families with important translational information that is designed to prevent relational problems and enhance positive well-being.

In summary, using several overarching indicators, HDFS as a department is still making important contributions to the research and translation of research at UGA and for the State of Georgia and beyond.
II. MAJOR ACCOMPLISHMENTS - INSTRUCTION

A. Quality of Instruction - In HDFS both tenure-track faculty and lecturers contribute to undergraduate and graduate teaching. Our faculty are noted by the Center for Teaching and Learning for being Online Fellow (Gonyea), experts in experiential and service learning (Landers-Potts) and for being recognized as superb teachers (Kozak recognized by Center for Teaching and Learning as “Teacher of the Week”).

In terms of the standardized assessment of instructional quality, the overall mean score of student evaluations (using new weighted means across 10 evaluative questions) for all HDFS courses was 4.48: Spring 2014 – 4.27; Summer 2014 - 4.62; and Fall 2014 - 4.55. (5=Exceptional; 4=Superior). This score is consistent with the previous five years’ scores which have ranged from 4.46 to 4.59 2013: 4.53; 2012: 4.53; 2011: 4.58; 2010: 4.52; 2009: 4.54.

B. Majors, Minors and Certificates

The department offers a major and minor in Human Development and Family Science, an emphasis in Child Life for both the BA and MA degrees, and graduate certificates in marriage and family therapy and a recently added certificate program in quantitative research methods for the Ph.D.

1. Undergraduate emphasis in Child Life
   The University of Georgia / Georgia Regents University (UGA/ GRU) Child Life training program is a degree emphasis in the UGA Department of Human Development and Family Science. The purpose of this emphasis is to prepare students to work in healthcare settings with children and families. GRU accepted four students for the 2014-2015 academic year; and four students for 2015-2016. This collaborative program is a strong and successful one and has been operating for more than 18 years.

2. The Graduate Programs
   a. MS Degree with Emphasis in Child Life
      The Human Development and Family Science graduate emphasis in Child Life is also viewed as very successful. Graduates of this program help to meet the psychosocial needs of children and families facing medical challenges. Graduate students take the Human Development and Family Science core courses along with courses directed to their professional interests. Graduate students participate in practicums at Children’s Health Care of Atlanta one day a week for a minimum of two to three semesters. Additionally, students have been successful at securing and completing some of the most highly competitive 16 week internships in the country. These students are very marketable after completing their internships and obtain child life positions in health care settings. Three child life emphasis graduate students graduated in
2014 and another six child life emphasis students anticipate graduating in 2015. Currently, HDFS is advancing plans for an accelerated bachelor’s to masters program with an emphasis in Child Life. This will be congruent with Child Life Council plans in 2022 to require a Master’s degree for certification in Child Life (http://www.childlife.org/Certification/Getting%20Certified/EligibilityChange2019.cfm).

b. The Doctoral Degree with an Emphasis in Marriage and Family Therapy

According to the annual report for the Commission on Accreditation for Marriage and Family Therapy Education, 33 students have entered the Marriage and Therapy program since 2005. Of these, five changed to the HDFS doctoral program; one changed to another program at UGA; four moved to other institutions; six moved to other interests; eight are still working to complete their degree; nine have graduated the program – three in the advertised minimum time allowable.

c. The Doctoral Degree in Human Development and Family Science as of Fall 2014 has 16 students enrolled in the program of study.

<table>
<thead>
<tr>
<th>Data/Information</th>
<th>College</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggregated student achievement data related to attrition and retention, graduation rates completing in 4, 5, and 6 or more years</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Licensure pass rates, job placement rates, employment</td>
<td></td>
<td>25% of students who responded to the graduation survey had secured employment in HDFS related fields post-graduation. (10 students of 40); an additional 19 were offered positions where they had interned in 2014 (not reflected in graduation responses). All remaining respondents to the survey were seeking employment at the time of the survey or had already been accepted into graduate program.</td>
</tr>
<tr>
<td>3. Post-graduation advancement, acceptance into graduate programs, successful transfer of credit</td>
<td></td>
<td>30 students accepted into graduate programs</td>
</tr>
<tr>
<td>4. Average ACT/SAT scores of incoming freshmen in relation to the university</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Students graduating with honors in relation to the university</td>
<td>X</td>
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<tr>
<td>6. Undergraduate students participating in faculty research</td>
<td></td>
<td>Spring 2014: 8; Summer 2014: 3; Fall 14, 1 – total for the year 12</td>
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<tr>
<td>7. Student reporting in state, regional, or national venues</td>
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<td>None did reporting in 2014, but the new symposium is planned for Spring 2015 where they will present.</td>
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</table>
C. Visiting Professors and Alumni Guest Speakers

Dr. Dennis Orthner, professor emeritus, UNC-Chapel Hill, visited with faculty Monday, March 17, 2014.

Dr. Scott Stanley, research professor and co-director of the Center for Marital and Family Studies, University of Denver, spoke to faculty and graduate students, Friday, March 21, 2014, Tate Center Room 481, “Sliding vs Deciding: How new paradigms in partnering impact the development of commitment.”

Dr. Edith Chen, Northwestern University, gave the 2014 Brody Lectured co-sponsored with the Owens Institute for Behavioral Research, April 24, 2014, Georgia Center Master’s Hall, “Socioeconomic status, resilience factors, and biological pathways to health.”

Dr. Jonathan Zaff, Director of the Center for Promise and Senior Vice President of Research and Policy Development for American Promise Alliance, visited and spoke to faculty and graduate students, Sept. 26, Tate Center, Room 137, 1-2:30 p.m., “Don’t call them dropouts: Exploring the lived experience of young people who leave school before graduating and what communities can do to support them.”

D. Enrollment Trends – Undergraduate and Graduate

In 2014, there were 337 undergraduate majors in HDFS, up by 3 from 2013. There were 316 minors, up 43 from 2013.

Annual Report of Accomplishments – Units of the College of Family and Consumer Sciences

Table 1. Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Current Year Spring 2014</th>
<th>Previous Year Spring 2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Headcount Enrollment</td>
<td>340</td>
<td>359</td>
<td>-5%</td>
</tr>
<tr>
<td>Graduate Headcount Enrollment</td>
<td>43</td>
<td>45</td>
<td>-5%</td>
</tr>
<tr>
<td><strong>Summer 14</strong></td>
<td><strong>249</strong></td>
<td><strong>228</strong></td>
<td><strong>8%</strong></td>
</tr>
<tr>
<td>Summer Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Online Course Enrollment</td>
<td>119</td>
<td>53</td>
<td>56%</td>
</tr>
<tr>
<td>Residential Summer Credit Hours (includes Online)</td>
<td>1,117</td>
<td>877</td>
<td>22%</td>
</tr>
</tbody>
</table>
E. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Current year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>73</td>
<td>89</td>
<td>-18%</td>
</tr>
<tr>
<td>Summer</td>
<td>24</td>
<td>26</td>
<td>-8%</td>
</tr>
<tr>
<td>Fall</td>
<td>16</td>
<td>31</td>
<td>-49%</td>
</tr>
</tbody>
</table>

Degrees Awarded
1. HDFS Undergraduate Program
   Based upon Data provided by the Office of the FACS Associate Dean for Instruction, 16 students received their degrees in HDFS in 2014, 4 of these received the degree *cum laude*, and one *magna cum laude*.

2. HDFS Graduate Programs - Four doctoral students completed their degrees in 2014.
   Enrollment during the Fall 2014 semester was 46 students (33 at the doctoral level, 13 at the Master’s level). The department graduated 3 students with an MS in Human Development and Family Science, 5 students with a MS non-thesis in Child Life; and 4 students with a Ph.D. in Human Development and Family Science.

E. Active Instructional Grants/Contracts – although HDFS faculty have been successful in procuring internal instructional grants for online and service-learning, we do not active instructional grants/contracts in 2014.

F. Faculty – Transitions New Hires in 2014

In August 2014, Dr. Emilie Smith joined the HDFS faculty as Department Head and Janette McGarity Barber Distinguished Professor. Two tenure-track professors were also hired who joined the faculty, Dr. Desiree Seponski and Dr. Laura McKee. Dr. Seponski is affiliated with our emphasis in Marriage and Family Therapy and as a former Fulbright Scholar in Cambodia integrates her practice with the study of culturally-responsive therapeutic practices. Dr. McKee, a clinical/developmental psychologist whose funded research and coursework explore the contexts of child health and wellbeing is the new Director of our Child Life Program. Additionally, we hired from Penn State University, lecturer, Dr. Jennifer George who has been extremely helpful in teaching key classes for students in family and the experiential internship experience. A search for a UGA Athletic Association endowed Professorship in Health Disparities was launched in 2014. Dr. K.A.S. Wickrama, who recently received the first Athletic Associate Professorship, chairs this important
committee.

Dr. Charlotte Wallinga, former Child Life Coordinator and Dr. David Wright both retired with Graduate Faculty and Emeritus status.
### Table 3. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Program Review, Review of Student learning Outcomes Assessment, etc.).</td>
<td>(e.g., A survey of employers of program graduates found that the following improvement was needed: ___________________)</td>
<td>(e.g., In response to the assessment findings, the curriculum as modified as follows: ___________________)</td>
</tr>
<tr>
<td><strong>Review of Student Learning Outcomes:</strong></td>
<td>An assessment of the course objectives in all HDFS courses was undertaken in order to assess the degree to which course objectives as reflected on syllabi addressed the departmental learning objectives. The courses meeting the learning objectives are listed below:</td>
<td>The HDFS 5950 Research Internship is being promoted through more visible reinforcement of undergraduate research engagement as evidenced by the planned Undergraduate Research Symposium planned for March 2015.</td>
</tr>
<tr>
<td>A) The students graduating with a major in HDFS will be able to integrate and apply theory, research, &amp; ethical practices to the understanding of HDFS</td>
<td>2100 (Development within the Family); 2200 (Introduction to Life Span Development); 2950 (Introduction to Child Development); 3700 (Adolescence and Young Adulthood); 3710 (Midlife/Elder Years); 3900 (Prenatal and Infant Development); 3920 (Issues in Family Systems); 3930 (Development of Intimate Relationships); 4330 (Diversity in Human Development and Family Systems); 4500 (Aging and the Family); 4610 (The Family); 4810 (Hospitalized Child and the Family); 4860 (Parent Education and Child Guidance); 4870 (Human</td>
<td></td>
</tr>
</tbody>
</table>
B) The students graduating with a major in HDFS will be able to demonstrate & disseminate knowledge about social, cognitive, psychological, physiological, & emotional development as it relates to optimal individual & family functioning throughout the lifespan.

<table>
<thead>
<tr>
<th>2100 (Development within the Family)</th>
<th>2200 (Development within the Family)</th>
<th>2950 (Introduction to Child Development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3700 (Adolescence and Young Adulthood)</td>
<td>3710 (Midlife/Elder Years)</td>
<td>3920 (Issues in Family Systems)</td>
</tr>
<tr>
<td>3930 (Development of Intimate Relationships)</td>
<td>4330 (Diversity in Human Development and Family Systems)</td>
<td>4500 (Aging and the Family)</td>
</tr>
<tr>
<td>4610 (The Family)</td>
<td>4810 (Hospitalized Child and the Family)</td>
<td>4860 (Parent Education and Child Guidance)</td>
</tr>
<tr>
<td>4870 (Human Sexuality)</td>
<td>4880 (Family Life and Education)</td>
<td>5100 (Family Intervention)</td>
</tr>
<tr>
<td>5900 (Pre-internship Orientation)</td>
<td>5910 (Internship)</td>
<td></td>
</tr>
</tbody>
</table>
C) The students graduating with a major in HDFS will be able to critically & scientifically identify and evaluate the interconnected systems that impact the changing social environment in which individuals & families are embedded.

| 2100 (Development within the Family) | 2200 (Development within the Family) | 2950 (Introduction to Child Development) | 3700 (Adolescence and Young Adulthood) | 3710 (Midlife/Elder Years) | 3920 (Issues in Family Systems) | 3930 (Development of Intimate Relationships) | 4330 (Diversity in Human Development and Family Systems) | 4500 (Aging and the Family) | 4810 (Hospitalized Child and the Family) | 4860 (Parent Education and Child Guidance) | 4870 (Human Sexuality) | 4880 (Family Life and Education) | 5100 (Family Intervention) | 5900; (Pre-internship Orientation) | 5910 (Internship) |

Exit Survey of Graduates

Graduates agreed or strongly agreed with the following:
- there was consistency in the grading across HDFS courses
- the required courses provided foundational knowledge
- HDFS offers a good range of electives
- they plan to use HDFS knowledge in their occupation
- Most students completed papers in 7 or more courses ranging from literature reviews to reaction papers

- In response to continued feedback that students are primarily writing reaction papers, rather than literature reviews or other critical thinking pieces, the department has endeavored to increase the number of undergraduates who participate in research. The result is greater participation in HDFS 5950 (Research Internship) and the first annual HDFS Undergraduate Research Symposium and
- Most students were not required to use technologies such as vlogging, blogging, wikis, or podcasts in their coursework
- Most students did not belong to any clubs or professional organizations

<table>
<thead>
<tr>
<th>Supervised Internship Results</th>
<th>Due to increased awareness of the internship program requirement, a majority of students entering 5900 (Pre-Internship Orientation) are aware of the topic area they are interested in pursuing (OT, MFT, Child Life, Youth Development, etc.).</th>
<th>With an increasing number of students pursuing internships each semester, Melissa Kozak worked to continue building relationships with new placements, in Athens and Atlanta primarily, while fostering existing relationships. Newly hired lecturer Jennifer George is assisting her to assure student access to experiential learning via the internship.</th>
</tr>
</thead>
</table>

On final student evaluations, students self-reported that they were able to apply their knowledge during the internship, their coursework prepared them for the internship, and that they felt the internship was a valuable experience and that their

Undergraduate Poster Awards.
- In an attempt to assist students in career planning, the first cohort of students required to intern progressed through the program in 2014 (see Internship results below). Lastly, three courses were taught as part of the Online Learning Fellows program in Summer 2014, meeting the goal of increasing the use of creative technologies in engaging students and student learning.
coursework prepared them for their internship.

<table>
<thead>
<tr>
<th>Minor Survey – Brief Qualtrics survey via elcNew to enrolled in Minor courses</th>
<th>Students who choose the HDFS minor are looking for: a) developmental knowledge; b) smaller classes with more discussion; and c) more applied knowledge and skills than in their home department</th>
<th>The department proposed a Certificate in Child Development via online courses in Spring 2014. The certificate passed at the college level and is in a University Subcommittee awaiting final approval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student program evaluation.</td>
<td>Input from graduate students revealed that sequencing of courses created difficulty in planning programs of study. Graduate students also requested that a course on diversity be included in the rotation. No students reported a desire for online or weekend courses.</td>
<td>In response to a review of graduate student input, course offerings were changed to improve sequence requirements. Course rotations also were changed to provide timely offering of desired courses. These changes began in fall 2014 and will be completed by spring 2016. A course on diversity will be provided fall 2015. We offer master’s level (foundational) courses every year and several doctoral level courses on an every-other-year basis. Courses associated with the Child Life emphasis were adjusted to accommodate timing of practica.</td>
</tr>
</tbody>
</table>

(Major Emphasis) A. New or Revised Outcomes in Student Learning, administrative or support areas.

No changes were made in the undergraduate learning outcomes in 2014.

(Major Emphasis) B. New methods of assessing outcomes in student learning, administrative
Portfolios are required of all HDFS undergraduate majors, beginning in HDFS 3110 (Professional Development and Community Activities) and culminating during their internship experience with an internship project. The HDFS Undergraduate Committee’s agenda for 2015 is to establish a rubric for grading portfolios for graduating seniors and establishing a rotation system for all faculty to be involved in the process.

(Major Emphasis) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

No significant changes were made to the undergraduate curriculum in 2014.

(Major Emphasis) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

HDFS faculty are productive in terms of research and scholarship; all of our faculty members, including lecturers, have published or accepted articles; some faculty have book projects in press or under contract. The total number of scholarly products includes 4 books, 10 chapters, and 66 journal articles and/or other publications. One extremely productive faculty member authored 16 published papers in 2014 alone in high quality refereed journals with HDFS students, postdocs, and colleagues. HDFS faculty presented at scholarly conferences (23 international, 47 national) and made scholarly presentations at numerous regional, state and “local” meetings held as near to UGA as Athens and as far away as Brazil and Taiwan.

A. Active Research Grants/Contracts

Faculty in HDFS have submitted 11 research proposals, 5 of which were funded. It does not include awards of HDFS faculty that are collaborative at other institutions like Smith’s NIDA award in 2014 for $528,935. However, this is an overall decrease in proposals and awards from the previous year. It is expected that faculty who are successful in being awarded grants are engaged in successfully managing the current awards. Our goal will be endeavor to increase submissions and awards in 2015.

Table IV.A.1. Research Grants and Awards

<table>
<thead>
<tr>
<th>Research Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kogan: &quot;HIV-Related Behavior Among Rural African American, Young Adult Men,&quot; NIH</td>
</tr>
<tr>
<td>Brody, Kogan, Bryant: &quot;Home-Based Prevention for African American Families in Rural</td>
</tr>
</tbody>
</table>
Communities," NIH
Kogan: "A Dual Inoculation Approach to Alcohol Prevention Among African American Youth," NIH
Wickrama: Health for Hearts United Leadership Institute," Florida State University
Oshri: "Egg Consumption, Inflammation and Bone Health in Children," American Egg Board
McKee: "Framing Purpose and Bringing Gratitude Into Focus," Character Lab

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>2014</th>
<th>2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>11</td>
<td>24</td>
<td>-54.17%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>5</td>
<td>11</td>
<td>-54.55%</td>
</tr>
<tr>
<td>Dollar Amount Awarded</td>
<td>$1,657,913</td>
<td>$5,676,538</td>
<td>-70.79%</td>
</tr>
</tbody>
</table>

Pending
Brody: "Social Technologies and Substance Use Among Rural and Urban Emerging Adults," Yale University
Brody: "Attention-Bias-Modification Micro-Trial Intervention," Leiden University Medical Center

B. Editorial and Review Contributions

Faculty served on the editorial board of members of 20 top journals and/ or reviewers for 48 of the leading journals in the field, representing a broad range of excellent peer-reviewed journals that are relevant to our field, including:

Aging
American Journal of Community Psychology
American Journal of Public Health
American Sociological Review
Child Development Research
Child Maltreatment
Developmental Psychology
Early Child Development and Care
Family and Consumer Sciences Research Journal
Family Process
Family Relations: Journal of Applied Family and Child Studies
Fathering: A Journal of Theory, Research and Practice about Men as Fathers
Green Teacher: Education for Planet Earth
V. MAJOR ACCOMPLISHMENTS – PUBLIC SERVICE & OUTREACH AND EXTENSION

HDFS faculty contribute to the public service, outreach, and extension mission of the University. Our Extension faculty, Dr. Bales, Bower, and Futris offer substantial training in infant brain development, vehicle safety and relationship education across the state of Georgia. They have talked with over 1,500 participants in face-to-face trainings. The accomplishments are detailed Table 5. Public Service & Outreach and Extension Metrics.
HDFS faculty without EFT or assignments specifically in Extension or Public Service and Outreach continue to incorporate outreach efforts in their classrooms and in their research:

Bermudez, M. Provides supervision for students offering therapy to Spanish and Latino clients at the ASPIRE Clinic.

Gale, J. organized meetings of the American Family Therapy Academy Conference and a statewide conference on obesity. As part of a joint program between the University Andina of Cusco and several universities in Israel, Dr. Gale led workshops addressing issues on domestic violence and systems theory in Cusco, Peru, (Summer 2014).

E. Smith continues to offer training to out-of-school time caregivers as part of her experimental randomized trial to improve the quality of the setting, reducing youth behavioral problems and increasing their positive youth developmental trajectories. J. George & E. Smith forged a connection between the Boys and Girls Club of Athens to further disseminate training and technical assistance to afterschool staff as part of an after school grant initiative.

S. Kogan, collaborates with Ted Futris in creating science-based intervention projects for the Strengthening African American Families program through the Center for Family Research.

M. Kozak serves as a board member on the Community Garden Network, serving as a resource for community gardens, specifically school gardens in the Athens area. She coordinates family activities at the Athens Farmers Market and organizes monthly events with Athens Farm to School program, which engages community members around Farm to School advocacy and education.

M. Landers-Potts serves as the Coordinator for a service learning course on Adolescent Development – 25 high school students per semester receive tutoring and mentoring from UGA students who are studying adolescent development. In addition, in 2014, the HDFS student in her HDFS3700E course produced a handbook to be used by current service-learners on the UGA campus who are working with adolescents in the community.

1. Child Development Lab at the McPhaul Center

The Child Development Lab (CDL) at the McPhaul Center currently has six active classrooms with a total of 93 children. The Georgia Pre-Kindergarten (Pre-K) program, located at the River’s Crossing building, offers a 6 ½ hour instructional day to 22 age-eligible children. Pre-K is funded by Bright from the Start, Georgia Department of Early Care and Learning. Pre-K children who need care beyond the instructional day can stay for the Extended Day Program, available from 2:30-5:30 p.m. Full day program (7:30 a.m. to 5:30 p.m.) at the CDL include an infant classroom serving eight infants, a young toddler classroom serving 12 children, an older toddler serving 15 children and two multi-age classrooms (with 18 children in each) serving three- and four-year-olds.

The Child Development Lab has a service component as well as teaching, research and outreach
components. Many students across campus from various departments (Human Development and Family Science, Education, Special Education, Psychology, Art Education, Kinesiology) utilize CDL and Athens Technical College also utilizes the CDL for teaching purposes. CDL teachers provide guidance to the students and model developmentally appropriate practice for young children.

2. HDFS at the Aspire Clinic

The ASPIRE is a unique setting that provides interdisciplinary services to the University and NE Georgia community. HDFS students in the MFT doctoral program see clients there and work collaboratively with students from HACE, TMI and FDN. Law students are also active in the ASPIRE clinic. Clinical supervision is provided year-round by Drs. Gale, Bermudez and Seponski. In the HDFS MFT practicums, there are often students from other FACS departments also present. The Aspire clinic had about 130 family therapy clients and 75 financial clients (where there can be overlap) in 2014. The MFT program is accredited with COAMFTE and the doctoral students meet accreditation requirements through seeing clients at ASPIRE. Additionally undergraduate students in HDFS have done internships at ASPIRE. There may be 2-5 HDFS student interns in any one semester. In this capacity they have been actively involved in doing intakes, data collection, participating in clinical case discussions and observations. Over the years, a number of undergrad students doing this internship have gone on to get masters’ and doctoral degrees in HDFS and family therapy programs.

Graduate students are involved with ongoing outreach with Latino children and their families (Project LEAF). Faculty and graduate students collaborate with a local refugee resettlement organization to provide a Refugee Resource Service that addresses physical, mental, and social issues relevant to newly arrived refugees. This program works through both UGA, the ASPIRE clinic and community collaborations.

3. UGA Extension

UGA Extension faculty serve as the primary conduit through which information generated in the discipline is distributed to professionals and citizens in Georgia, as well as across the nation. Faculty with Extension appointments work collaboratively with numerous stakeholders and partners to identify and address the educational needs related to child and family development. Such information exchange and program building were carried out through numerous publications, presentations and trainings, resource and program development and dissemination, and applied research. Below are examples of these initiatives:

**Brain Development** Dr. Diane Bales is co-leader of the statewide Better Brains for Babies (BBB) initiative to increase awareness of the importance of early brain development. Extension’s responsibilities include review and translation of brain development research, training educators, website development and maintenance, sharing brain research through social media, presentations and exhibits at state and national conferences, and many other tasks. Better Brains for Babies is funded by the Governor’s Office for Children and Families.
Eat Healthy, Be Active. Dr. Bales provides leadership for the Eat Healthy, Be Active initiative, which helps teachers and families teach nutrition and physical activity concepts to 3- to 5-year-olds, using hands-on activities and family involvement materials. During 2014, Dr. Bales and collaborators developed, pilot-tested, and revised more than 100 hands-on activities for children; developed and pilot-tested family involvement materials for use in the initiative; and developed a comprehensive training series that Extension agents can use to prepare preschool teachers to implement Eat Healthy, Be Active in their early childhood programs.

Child Care Provider Education. Extension provided a significant number of hours of community-based training in 2014 to help 1,193 child care providers meet training requirements. Extension faculty provide direct training to child care providers, teach in-service classes on child care to Extension agents, and develop and evaluate childcare training curricula. In 2014, the Injury Prevention and Control lesson developed and piloted by a team of Extension agents received the state and regional Curriculum Package awards from the National Extension Association of Family and Consumer Sciences, and received second place in the national award competition.

Relationship Education for Youth. Dr. Ted Futris provided training, technical assistance, and evaluation support to county agents who worked with 132 youth across Georgia (3410 since 2009) to foster healthy relationship skills. As well, in partnership with the Georgia Division of Family and Children Services and with funding from the Family and Youth Services Bureau, he trained 108 professionals to integrate relationship education with sex education to delay sexual activity and reduce pregnancy among at-risk youth across 10 counties in Georgia.

Strengthening Couple and Family Relationships. Dr. Ted Futris also provides primary state and national leadership on the development of resources to promote healthy couple relationships. In 2014, an additional 105 professionals across Georgia (518 since 2011) completed Dr. Futris’ Healthy Relationship and Marriage Education Training (HRMET), developed with funding from the Administration on Children, Youth and Families Children’s Bureau. He also co-authored and launched ELEVATE: Taking Your Relationship to the Next Level, an eight-hour curriculum that helps couples understand the physiology of human interactions and teaches them practical skills to regulate their heart-brain response to stressful triggers and maintain healthy relationships. He trained 75 educators in Alabama to implement ELEVATE, and is preparing to pilot the program in Georgia.

Traffic-related Injury Prevention. Extension continued its long-running leadership of childhood injury prevention through programming conducted by the Georgia Traffic Injury Prevention Institute (GTIPI). Funded by the Governor’s Office of Highway Safety ($640,000), Extension provides child passenger safety trainings as well as teen and senior driving education. For the grant year ending Sept 30, 2014, GTIPI staff certified 192 new Child Passenger Safety Technicians and 58 new CarFit technicians, certified (or recertified) 161 PRIDE (parent-teen driving) instructors who reached 2,600 teens and parents, and distributed nearly 1.1 million educational publications.
Table 5. Public Service & Outreach and Extension Metrics

<table>
<thead>
<tr>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Development for Individuals, Families, and Communities</td>
<td>Professional Development In-Service Trainings for Extension</td>
<td>4 trainings 46 participants 117.5 contact hrs</td>
<td>UGA Extension College of Agricultural and Environmental Sciences</td>
<td>• New UGA Extension county educators developed skills to effectively engage co-workers and community partners.</td>
</tr>
<tr>
<td></td>
<td>Fundamental s of Youth Development</td>
<td>2 trainings 40 participants 200 contact hrs</td>
<td>4H</td>
<td>• Beginning 4-H faculty are able to apply new knowledge of youth development.</td>
</tr>
<tr>
<td></td>
<td>Ages and Stages of Adolescent Development</td>
<td>1 training 80 participants 120 contact hrs</td>
<td>4H</td>
<td>• 4H camp counselors developed an understanding of the physical, social, and emotional changes occurring during adolescence and effective strategies to engage youth during camp.</td>
</tr>
<tr>
<td></td>
<td>Brain Development</td>
<td>9 trainings 285 participants 918 contact hrs</td>
<td></td>
<td>• 54 professionals became Better Brains for Babies Community Outreach Educators in 2014. These educators are teaching brain development to a wide variety of audiences.</td>
</tr>
</tbody>
</table>
One BBB educator is currently teaching brain development concepts to parents in Dubai, Kuwait, and Ghana.

<table>
<thead>
<tr>
<th>Program</th>
<th>Trainings</th>
<th>Participants</th>
<th>Contact Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Provider Education</td>
<td>5 training</td>
<td>56 participants</td>
<td>137.5 contact hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Resource and Referral Agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of the 2014 participants in the Injury Prevention and Control class. 92% planned to adopt 8 recommended practices to reduce injuries in child care.</td>
<td></td>
<td></td>
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<tr>
<td>Of the 2014 participants in the Child Abuse and Neglect class, 85% planned to report suspected abuse/neglect and to keep written records of warning signs.</td>
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<thead>
<tr>
<th>Program</th>
<th>Trainings</th>
<th>Participants</th>
<th>Contact Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing Up and Understanding It – For Girls</td>
<td>2 training</td>
<td>236 participants</td>
<td>354 contact hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gwinnett PTA Council</td>
<td></td>
<td></td>
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<tr>
<td>Girls significantly improved their scores on a quiz about puberty between pre-test and post-test</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Trainings</th>
<th>Participants</th>
<th>Contact Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing Up and Understanding It – For Boys</td>
<td>1 training</td>
<td>315 participants</td>
<td>630 contact hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gwinnett PTA Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys and their parents gained family communication skills regarding puberty.</td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Trainings</th>
<th>Participants</th>
<th>Contact Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger Safety Programming</td>
<td>6 CarFit training</td>
<td>58 participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 local law enforcement agencies</td>
<td></td>
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</tr>
<tr>
<td>More than 110 senior drivers are able to drive more safely.</td>
<td></td>
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<tr>
<td>Program</td>
<td>Trainings</td>
<td>Participants</td>
<td>Contact Hours</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>SafeKids Worldwide</td>
<td>20 PRIDE</td>
<td>161</td>
<td>348</td>
</tr>
<tr>
<td></td>
<td>CPST</td>
<td>192</td>
<td>6,144</td>
</tr>
<tr>
<td>SafeKids Worldwide</td>
<td></td>
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<tr>
<td>Nearly 2,700 teen drivers and their parents increased their knowledge and intent to use safer driving practices.</td>
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<tr>
<td>More than 1,000 CPSTs conduct child safety seat classes and checks across Georgia.</td>
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<tr>
<td>Healthy Relationship and Marriage Education Training</td>
<td>4</td>
<td>105</td>
<td>682.5</td>
</tr>
<tr>
<td>• Family Connection Partnership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Together Georgia</td>
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<tr>
<td>• Strengthening Families Georgia</td>
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<tr>
<td>DFCS</td>
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<tr>
<td>After the training, participants reported:</td>
<td></td>
<td></td>
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<tr>
<td>• stronger support for helping their clients develop healthy relationships;</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• ways to teach relationship skills to their clients;</td>
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<tr>
<td>• more confidence in their ability to teach relationship skills, using the tools and resources acquired to promote healthy couple relationships.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Trainings</td>
<td>Participants</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Elevate: Taking your Relationship to the Next Level</td>
<td>2</td>
<td>75</td>
<td>600</td>
</tr>
<tr>
<td>Relationship Smarts for Youth</td>
<td>4</td>
<td>108</td>
<td>980</td>
</tr>
</tbody>
</table>
A. Active Public Service and Outreach Grants/Contracts

In terms of Public Service and Outreach Proposals, HDFS faculty submitted proposals, a slight increase from 2013, of which 5 were funded for a total of 1.1 million, slightly less than the 1.2 million in 2013 but more overall submissions, a trend which we aspire to continue the increase in both the number and amount of awards.

Table 6. Sponsored Programs Summary: Public Service and Outreach and Extension

<table>
<thead>
<tr>
<th>Public Service &amp; Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awards</strong></td>
</tr>
<tr>
<td>Futris: &quot;Georgia Personal Responsibility Education Program (PREP): Relationship and Life Skills for Youth,&quot; GA Department of Human Resources</td>
</tr>
<tr>
<td>Mancini: &quot;National Resource Center for Healthy Marriage and Families,&quot; ICF Consulting Group</td>
</tr>
<tr>
<td>Kay: &quot;Bright from the Start,&quot; GA Department of Early Care and Learning</td>
</tr>
<tr>
<td>Bales: &quot;Dalai Lama Fellows,&quot; Community Initiatives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>2014</th>
<th>2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>12</td>
<td>10</td>
<td>20.00%</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>5</td>
<td>9</td>
<td>-44.44%</td>
</tr>
<tr>
<td>Dollar Amount Awarded</td>
<td>$1,118,585</td>
<td>$1,250,934</td>
<td>-10.58%</td>
</tr>
</tbody>
</table>

B. Pending


Bower: "PRIDE Program Expansion," State Farm Insurance

Bales: "Better Brains for Babies," Gov. Ofc. of Children and Families

Bales: "EABCC Website," Washington State University

Based on data from the "Proposals by Unit based on Management Unit and Academic
VI. PROGRESS IN STRATEGIC PLANNING

A. Attained Goals

Goal 1: Welcome new Department Head.

Progress: Dr. Emilie Smith officially joined the department as the Janette McGarity Barber Distinguished Professor and Head of HDFS August 2014. The professorship was established to honor Janette McGarity Barber who was known for her strong progressive qualities, dedication to academic excellence and service toward improving the lives of children, youth and families. Dr. Smith’s research informs prevention strategies for families and community-based caregivers.

Goal 2: Development of a plan to implement to increase undergraduate enrollment in the HDFS major.

Progress: Faculty, advisors and students will participate in the Academic Majors Fair and increase presence and awareness of the HDFS major. Though the major is very successful and popular, the Undergraduate Committee is currently working on a specific plan to convert HDFS minors into majors.

Goal 3: Improve research methodology preparation at the undergraduate level.

Progress: The Department offers HDFS 5100: Research Methods. We are also emphasizing joint faculty-undergrad research opportunities through the CURO initiative, which equips exceptional undergrad students with research experience and our own newly instituted research symposium in 2015. A required internship for all HDFS majors has been phased in and provides the option for a research internship.

Goal 4: Expansion of faculty positions.

Progress: Three faculty searches were approved and launched Spring 2014 resulting in two assistant professors joining the faculty, one in August 2014 and one in January 2015 and one lecturer joining the faculty August 2014. Dr. Wickrama was appointed as the Endowed Athletic Association Professor. A second UGA Athletic Association endowed professorship was approved and a search launched Fall 2014 for a senior faculty member with expertise in child health disparities.

Goal 5: Increase the proportion of HDFS faculty who are submitting grant proposals that seek support through external funding.

Progress: 11 faculty submitted external proposals in 2014, less than the 24 who submitted in 2013. This is an area for further development to assist faculty in developing and continuing their grant initiatives. However, the number of outreach and extension proposals submitted increased...
Goal 6: Transition to new leadership in the Child Life option for undergraduate and graduate students as occasioned by the retirement of Dr. Wallinga.

Progress: Dr. Denise Lewis and Dr. Jay Mancini supported Child Life students in their program of study Fall 2014 and will provide support to Dr. Laura McKee who will begin January 2015. Dr. McKee, Dr. Smith and Dr. Mancini began the process of crafting a new administrative plan for the emphasis in December 2014 which will include the hiring of a Clinical Assistant Professor to assist in instruction, supervision of Child Life students and additional grants and training opportunities relevant to child health and development.

Goal 7: Increase the potential and the profile of faculty engaged in prevention sciences. Develop a proposal for a multi-disciplinary graduate program, preferably a Ph.D. in prevention sciences.

Progress: Conversations continue about how the current HDFS focus aligns with prevention science. Currently many HDFS courses are found in programs called prevention science. Currently several faculty are conducting projects that are considered prevention science (Brody, Futris, Kogan, Mancini, and Smith as examples).

Goal 8: Complete the implementation of the new undergraduate required internship program.

Progress: Curriculum updated and approved through CAPA and University Curriculum Systems to reflect a graded A-F internship course. Dramatic progress has been made, under the direction of Melissa Kozak, HDFS Lecturer, to identify new internship sites. A new lecturer, Dr. Jennifer George is shadowing Dr. Kozak to enable a plan that allows the two to rotate their teaching of the pre-internship course and supervision of an entire cohort of internship students.

Goal 9: Implement new graduate level Certificate in Quantitative Methods in Family Science (QMFS):

Progress: The QMFS was fully approved by UGA. The two new faculty members in child development will teach in the certificate program.

Goal 10: Show evidence of efforts to enhance the visibility of HDFS faculty accomplishments.

Progress: HDFS Faculty publications have increased from 37 in 2013 to 66 in 2014 many in high-ranking outlets. HDFS faculty have won College and University awards for mentoring (Lewis), and teaching (Kozak). Mancini has been awarded an international award for his research with military families. Support of guest speakers and lecturers who present to the department and university increase opportunities for faculty and students to interact with national and international scholars and increases the visibility of HDFS and FACS faculty and students. Several HDFS faculty (Gale, Oshri, Seponski, Wickrama) and graduate student award winners (Lorien, Hicks) have been featured on the UGA website.
Goal 11: Facilitate the effective working relationships among all FACS Extension Specialists between FACS Extension Specialists and agents and collaborators.

Progress: Pending.

Goal 12: Facilitate the effective working relationships and expanded opportunities for HDFS faculty with centers and institutes, e.g. Family Research Center, Institute for Behavioral Research, Institute for Human Development and Disabilities, departments of sociology and psychology, College of Education.

Progress: Several faculty have jointly authored research proposals with CFR and IBR entities (see above sections). Keith Campbell, psychology department head, was a member of the HDFS faculty search committee.

VII. PROGRESS IN DIVERSITY AND INCLUSION

Specific actions in the past year by the department in support of Diversity and Inclusion defined in the college as: “Diversity encompasses acceptance and respect. The term “diversity” encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age and abilities as well as political and religious affiliation and socioeconomic status. The College of Family and consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities and discrimination and build a supportive environment for all. ”

The graduate program includes a guest lecture from a representative of the Equal Opportunity Office. This lecture covers information and scenarios associated with discrimination and harassment. Attendance is mandatory for all incoming graduate students and is provided as part of the professionalization seminar (HDFS8910). A focused recruitment strategy to increase the number of African American students in the graduate program has been planned and scheduled for spring 2015. Faculty and 2 African American graduate students will attend spring recruitment events at the Atlanta University Center. Graduate students also are provided information on interdisciplinary opportunities and are encouraged to form collaborative projects. HDFS students engage in research outside HDFS with students from within and outside FACS (e.g., SPIA, Public Health, Franklin (Spanish, Sociology, and Psychology).

Also, as the request of the Provost, HDFS participated in a talk and visits by a scholar for a potential opportunity hire along with the Departments of Social Work, Sociology, and Psychology, Dr. LaToya Coleman. With further postdoctoral training and preparation, this could be a viable candidate for a faculty position. In Fall of 2014, the Department Head made plans to bring in potential opportunity scholar, Dr. Shauna Cooper (Ph.D., University of Michigan, Postdoc, University of North Carolina – Chapel Hill, Center for Developmental Science) to give a talk on Fatherhood and discuss her funded research with potential funded
collaborating faculty in HDFS (e.g. Kogan, Brown, McKee, Oshri, Bryant).

The HDFS curriculum has historically attended to issues of diversity through inclusion of diversity in the myriad ways its impact is felt by families. For example,

- HDFS included the upper division course in Diversity (HDFS 4330) as a required course in 2010.
- The department uses person first, strengths based, inclusive language in all HDFS courses. Examples are:
  - non-heterosexist language in family and couple courses
  - non-pathologizing ways of referring to multiple family forms, and
  - non-pathologizing ways of referring to individuals with disabilities
- The department actively engages in presenting literature and empirical evidence for multiple groups of individuals and families, with specific attention to the different experiences of individuals and families to include, but not limited to
  - individuals who identify as belonging to minority groups based on race, ethnicity, sexual identity
  - families from multiple socioeconomic statuses
  - non-native families,
  - disparities in access to institutions such as healthcare and education

VIII. INTERNATIONAL ACTIVITIES

A. Internationalizing the Curriculum

This year, HDFS is implementing their involvement in the Summer 2015 London Study Abroad program which includes one doctoral candidate, and 28 undergraduate students led by Graduate Coordinator, Dr. Denise Lewis.

B. International Research and Development

Dr. Bermudez has been invited by colleagues from Lewis & Clark University to co-author an advanced Marriage and Family Therapy diversity book related to social justice and decolonizing clinical and research processes, based from her two invited international presentations in Puebla, Mexico.

Dr. Hsu has a faculty development leave Fall 2014 and Spring 2015 to serve as PI on an internationally funded grant “The role of social support in postpartum adjustment of mothers of preterm infants in Taiwan, funded by the Chiang Ching-Kuo Foundation, ($25,000). There she has presented at a number of conferences, seminars and given local presentations at the National University of Taiwan.

Dr. Smith chaired a symposium at the International Conference for Community Psychology in Fortaleza Brazil on “Bridging Families, Schools, and Communityes to Support Youth: Implications for Research, Practice, and Policy including presenters from University of Georgia, Penn State, Yale, and the Universidade Federal do Rio Grande do Sul. She co-presented a paper
with Dr. Dawn Witherspoon of Penn State entitled Youth’s Collective Efficacy: Building Empowerment and Positive Youth Development in an Afterschool Setting using a Cooperative Game.

International opportunities within the department are facilitated through the renewal of the International Cooperative Agreement with the Royal University of Phnom Penh (Cambodia). At least one doctoral student may decide to travel to Cambodia for research.

HDFS supports students to attend international conferences (e.g., Society for Cross-Cultural Research, Humanitarian Innovation Conference, International Family Therapy Association World Congress). Other international research includes studies done in Caribbean countries, Israel, the Philippines, and South Korea. International students make up approximately 25% of our graduate students body (from China, Kenya, South Africa, South Korea, and Turkey). One doctoral student conducted research in Israel during summer 2014. Graduate students also are involved with ongoing outreach with Latino children and their families (Project LEAF). Faculty and graduate students collaborate with a local refugee resettlement organization to provide a Refugee Resource Service that addresses physical, mental, and social issues relevant to newly arrived refugees. This program works through both UGA and community collaborations.

A. Awards and Fellowships with International Focus

Mancini, J. A. (2014) Received the Spirit of Military Families commemorative coin for Outstanding Service to Military Families from Defense Nationale Canada.

B. International Scholars and Visitors

Dr. William Hoppitt, of the Department of Zoology, Anglia Ruskin University, Great Britain, presented “Developing quantitative methods for studying social transmission in humans and other animals” Wednesday, Sept. 17, 2014. Colloquium co-sponsored with the Departments of Psychology and Sociology.

The department sponsored the plenary session of the National Council on Family Relations annual conference with Dr. Maurizio Ambrosini speaking on “Migration and Invisible Welfare – a European Perspective – Parenting from a distance and processes of family reunification,” Nov. 21, 2014.

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS

A. Undergraduate Students

Allyson Argo, Phi Upsilon Omicron, Karin Elizabeth Willis Scholarship

Danielle Augustine, Phi Upsilon Omicron, Opal Ward Jones Scholarship, CURO – Undergraduate Research Award
Rachel Baek, Phi Upsilon Omicron

Hillary Barfield, Phi Upsilon Omicron, FACS College Ambassador

Claire Callahan, Phi Upsilon Omicron

Meaghan Cave, Phi Upsilon Omicron

Elizabeth Coffey, UGA Award of Excellence

Margaret Connolly, Betty Sewell Ragland International Study Award

Rachel Corman, Phi Upsilon Omicron

Breanna Nicole Costner, Phi Upsilon Omicron, FACS College Ambassador

Callie Dailey, named 2015 Legislative Aide Intern, assigned to Senator Frank Ginn

Alycia Nicole DeGraff, Leolene Chapman Montgomery Scholarship

Amanda Detraz, Karen R. Davis Scholarship

Kelsey Eenigenburg, FACS College Ambassador

Briana A. Evans, Selected to serve on the Georgia United Credit Union Student Advisory Board

Victoria Falco, Phi Upsilon Omicron

Brianna Garcia, Anne Montgomery Haltiwanger International Study Abroad Award, Sharon Y. Nickols International Study Award

Madeline Hayward, Phi Upsilon Omicron

Funmi Jemilugba, FACS Ambassador

Merin Joshy, Pearce L. & Mary Wells Elkins Scholarship, featured as a UGA Amazing Student on UGA website

Jessica King, Sally Schley Stith International Study Award

Morgan Kupersmith, FACS Ambassador

Taliah Lamar-Herring, named 2015 Legislative Aide Intern, assigned to Senator Bill Cowsert

Jennifer Letchuk, Phi Upsilon Omicron
Danielle Grace Lunceford, Dean’s Academic Excellence Scholarship

Hailey McCloskey, Phil Upsilon Omicron

Chelsea Taylor McElveen, Virginia Wilbanks Kilgore Undergraduate Scholarship

Calli McRae, UGA Award of Excellence

Melody Ann McTier, UGA First Honor Graduate

Cassandra Elaine Miller, Whitlock Family Scholarship

Laura Olivia Newsome, FACS College Ambassador, Phi Upsilon Omicron

Brooke Nicole Parker, Dean’s Academic Excellence Scholarship, Phi Upsilon Omicron

Analee M. Phang, Selected to serve on the Georgia United Credit Union Student Advisory Board

Tiffani Poole, Leadership UGA

Malia Rivers, 2014 SEC First-Year Academic Honor Roll

Kelly Rodriguez, Phi Upsilon Omicron

Amanda Kay Schoon, Phi Upsilon Omicron, FACS College Ambassador, Marion Louise Price Elkin Scholarship

Cindi Singleton, Lois Dowdle Cobb Scholarship

Francesca Tokarz, Phi Upsilon Omicron

Lucy Grace Tyler, FACS College Ambassador

Bea Valenzuela, Human Development and Family Science Association Co-President

Megan Williamson, Leadership UGA

Melissa Young, Anne Montgomery International Study Award, Sharon Y. Nickols International Study Award

B. Graduate Students

Matt Carlson, Karen Wampler Scholarship

Andrea Farnham – 2014 Mary Creswell Research Fund Travel Award, Hazel & Gene Franklin Scholarship

Megan Hicks – C. Everett Koop HIV/AIDS Research Grant from the Rural Center for AIDS/STD Prevention

Lorien Jordan, Feldman Outstanding Research Proposal Research in Family Policy award, National Council on Family Relations

Jacquelyn Mallette, 2014, passed the National Council on Family Relations exam to become a Certified Family Life Educator

Megan McCoy – Anne & Earl Haltiwanger Scholarship

Megan Marie Oed, Elise Bray Richey Scholarship, Karen Wampler Scholarship

Evin Richardson, 2014, passed the National Council on Family Relations exam to become a Certified Family Life Educator

Shaquinta Richardson, Gwendolyn Brooks O'Connel Scholarship; Best Poster Award, Georgia Association for Marriage and Family Therapy Conference

Savannah Spivey, Sharon Y. Nickols and Betty Davison Garcia International Study Awards Elizabeth T. Sheerer Scholarship

Michelle Marie Thompson, Rosabelle Carr Koelsche Scholarship

C. Faculty

Bales, D. (2014). Social Networking Award, National Extension Association of Family and Consumer Sciences - First place national team award, first place southern region team award, and first place Georgia team award for the FACS Extension blogging project (shared with 7 agent and specialist collaborators). Dr. Bales also received the 2014 Educational Curriculum Package Team Award, National Extension Association of Family and Consumer Sciences - First place southern regional team award, second place national team award and first place Georgia team award for the Injury Prevention and Control training course for child care providers (shared with five Extension agent collaborators).

Bermudez, J. M. 2014. HDFS nominee for the College’s Super Includer Award.

Bower, D. 2014. Eugene Sander Lifetime Achievement Award, University of Arizona College of Agriculture and Life Sciences.

Futris, T. 2014. Nominee for FACS Flatt Outstanding Extension and Outreach Award

Gale, J. 2014. Selected by the Center for Teaching and Learning as a Senior Teaching Fellow. Nominated by the College of Family and Consumer Sciences for the Josiah Meigs Distinguished Professorship for superior teaching.

Gonyea, J. 2014. UGA Online Learning Fellow, UGA; President of the Georgia Association of Marriage and Family.

Kozak, M. 2014. “Teacher of the Week – Sept. 1, 2014”, Center for Teaching and Learning, UGA. Student Career Development Recognition for faculty and staff who have had a significant, positive impact on their career decision-making process – December 2014.

S. Kogan, 2014, Nominee for Flatt Outstanding Research Award

Landers-Potts, M. 2014. Selected for the College’s 2014 Teacher of the Year Award recognized at the UGA 2014 Faculty Recognition Banquet; Recognized at the 2014 Public Service and Outreach Service-Learning Fellows Spring Showcase as a Service-Learning Fellow and for her project, “Developing an Online Service-Learning Course in Adolescent Development.

Lewis, D. 2014. Graduate School Outstanding Mentoring Award in the Professional and Applied Sciences, University of Georgia.

Oshri, A., 2014 Nominee for the FACS inaugural Early Career Award

Patterson, Julie. 2014. Selected as the College’s 2013 Advisor of the Year.

Seponski, D. 2014. Family Therapy Student/ New Professional Poster Award for best research poster, Family Therapy Section, National Council on Family Relations.

Smith, 2014, Chair of the Society for Research in Child Development Ethnic-Racial Issues Committee, proposal submitted for Guest Editor of Child Development Special Section on Positive Youth Development in Global and Diverse Contexts

Wickrama, K. A. S. Selected for the UGA Athletic Association Endowed Professorship.

2014 FACS Awards: Phillip Baumgarner, selected for the Nettie Marie Nickols Outstanding Staff Award.
D. Alumni
Alumni play such an important role in the Department and College. HDFS alumni gave 36,399 to the Department in 2014, an increase of 1.6% from the amount of 35,806 in 2013. In HDFS, we have staff training in the use of GAIL, the database of Alumni and are making plans for ways to foster more connectedness to the Department along with fostering the “culture of giving” that is valued and promoted in Alumni and Development throughout UGA.

X. FACULTY PUBLICATIONS

A. Books (Total: 4; 2 in press; 2 under contract)

(Two under contract)


B. Chapters in Books (Total: 10; 7 published, 3 in press)


In Press Chapters


C. Journal Articles (Total: 66, 36 published; 30 in press)

Published


In Press


Lewis, D. C. (in press). A responsive evaluation of mental health treatment in Cambodia: Intentionally addressing property to increase cultural responsiveness to increase cultural responsiveness in therapy.


D. Proceedings and Other Publications (Total: 7)

Book Review


Newsletter

Educational Tip Sheet
New Curricula


E. Extension and Outreach Reports (Total: 21)

Reports


Extension publications


**XI. FACULTY SCHOLARLY PRESENTATIONS**

A. International (Total: 23)

* Designates equal contributions among the presenters.
# Designates equal contributions among grantees.


Hsu, H.-C., “Night waking during the first years of life: Links to health and illness,” World Confederation for Physical Therapy, Singapore. (October 2014).

Jinnah, H., Stoneman, Z., & Rains, G., “Youth extra riding behaviors on single seated ATVs: Involvement of fathers,” International Society for Agricultural Safety and Health (ISASH), Omaha, NB. (June 2014).


Simeonova, D., Nguyen, T., & Hsu, H.-C., “Opportunities and challenges in establishing the Emory longitudinal cohort of offspring of mothers with bipolar disorder (ELCOM-BD), International Society for Bipolar Disorders, Seoul, South Korea. (February 2014).

Smith, E. P., “Bridging families, schools and communities to support youth: Implications for
research, practice and policy,” 5th International Conference on Community Psychology, Brazil. (September 2014).

Witherspoon, D. P., & Smith, E. P., “Youth collective efficacy: Building empowerment and positive youth development in an afterschool setting using a cooperative game, PaxGBG,” 5th International Conference on Community Psychology, Brazil. (September 2014).

Stoneman, Z., & Jinnah, H., “Convergence between father and youth reports of the use of safety protective gear while operating ATVs,” International Society for Agricultural Safety and Health (ISASH), Omaha, NB. (June 2014).

B. National (Total: 47)


Bower, D. W., Gibson, S. M., Bales, D. W., “The new science of grief and mourning support: FCS applications for sustainable families and communities,” American Association of Family and Consumer Sciences, St. Louis, MO. (June 2014).


Bryant, C. M., “Contextualizing the past and present: A means of understanding the marital ties (of a future that keeps arriving), The Pennsylvania State University’s annual symposium on family issues, invited and published under a new title, “Simplifying the complex complicated our findings: Understanding marriage, singlehood and health,” State College, PA. (October 2014).


Gale, J. E., “Refresher course for supervisors to maintain their supervision status workshop,” American Association of Marriage and Family Therapy, Milwaukee, WI. (October 2014).


Hicks, M. R., Bryant, C. M., Futris, T. G., “Family relationships and depression among African American stepfathers,” National Council on Family Relations, Baltimore, MD. (November


Li-P-F., & Gale, J. E., “Multicultural training in marriage and family therapy: International students’ reflections,” American Association of Marriage and Family Therapy, Milwaukee, WI. (October 2014).


Ross, D., Degraff, A., & Gale, J. E., “Relational financial therapy,” American Association of Marriage and Family Therapy, Milwaukee, WI. (October 2014).


Sutton, T., Oshri, A., Miller, J., & Thomas, A., “Family of origin maltreatment, dimensions of impulsivity, and health risk behaviors among older adolescent college students,” National


C. Regional/State (Total: 9)

Bales, D. W., “‘Baby, Talk to Me’: Supporting healthy brain development and language learning in infants and toddlers,” Georgia Preschool Association, Marietta, GA. (February 2014).

Bales, D. W., “Obesity prevention in the early childhood education setting: Teaching healthy eating and physical activity to preschoolers, teachers and families through the Eat Healthy, Be Active initiative,” Southern Obesity Summit, Louisville, KY. (October 2014).


Bales, D. W., “Eat Healthy, Be Active: Teaching healthy eating and physical activity to preschoolers and families,” Southern Conference on Children, Georgia Southern University, Statesboro, GA. (January 2014).

Bales, D. W., Wallinga, C. R., Smith, C., & Schultz, E., “Eat Healthy, Be Active: Hands-on activities to teach nutrition and physical activity to preschool-age children,” Georgia Association on Young Children, Duluth, GA. (September 2014).


Futris, T. G., “Empowering community professionals to support stable families and positive youth development through healthy couple relationships,” Georgia Family Connection Partnership, Augusta, GA. (October 2014).

Futris, T. G., & Duncan, J., “Promoting healthy teen relationship by modeling positive relationship skills,” Georgia Afterschool and Youth Development Conference, Governor’s Office for Children and Families, Augusta, GA. (October 2014).

Hicks, M., Duncan, J., & Bryant, C. M., “Examining financial strain and marital functioning in African American newlyweds,” Southeastern Symposium on Child and Family Development, Quint State, Knoxville, TN. (February 2014).
D. Local Meetings (Total: 8)


Head, L., Futris, T. G., “Differences between cohabiting and non-cohabiting couples who participated in premarital education,” 14th Annual Center for Undergraduate Research Opportunities (CURO) Symposium. UGA. (March 2014).

Hsu, H.-C., “Individuals, Culture, Society, and Early Development,” Department of Physical Therapy, National Taiwan University, Taipei, Taiwan. (December 2014).

Hsu, H.-C., “Risk and Resilience in Early Child Development: Family as a Protective Factor,” Department of Physical Therapy, National Taiwan University, Taipei, Taiwan. (December 2014).

Hsu, H.-C., “Social Dynamics in Mother-Infant Dyadic Interaction,” Department of Physical Therapy, National Taiwan University, Taipei, Taiwan. (December 2014).


### Annual Report – Progress toward Strategic Goals 2014 - Matrix

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UGA Strategic Direction I - Building on Excellence in Undergraduate Education</strong></td>
<td></td>
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<tr>
<td><strong>FACS Goal 1: Build on excellence in undergraduate education by increasing student involvement, enhancing academic advising, providing the learning environment necessary to ensure that programs of study are relevant to today’s needs, extending student recruitment to reflect a diverse student body and recruiting the best and brightest students.</strong></td>
<td>#1: Create innovative programs of study:</td>
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<tr>
<td></td>
<td>A: Evaluate the need for new majors, minors and emphases in the college.</td>
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<td></td>
<td>B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships.</td>
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<td></td>
<td>C: Integrate opportunities for undergraduate research into the curriculum.</td>
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<tr>
<td></td>
<td>D: Evaluate existing study abroad programs and explore adding new programs.</td>
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<tr>
<td></td>
<td>E: Increase student participation in study abroad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: Integrate global and diverse perspectives into course goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G: Develop and strengthen collaborations with other schools and colleges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H: Maximize class enrollments while maintaining the effectiveness of instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A) Increase in the number of majors (371, up 39) and dramatically increased the number of HDFS minors (199)
B) Continuing our successful 2-semester internship experience; adding another supervisor with new cohort
C) B) Enrolled students in 5950, the newly created Research Internship
D) Plans for study abroad in Cambodia supervised by researchers D. Lewis and D. Sepsonki
E) HDFS London Abroad opportunity with coursework and practica experience in progress for Summer 2015;
F) HDFS diversity course taught by faculty with international experience (Landers-Potts)
G) Minors increasingly
<table>
<thead>
<tr>
<th>#2: Enhance the effectiveness of academic and career advising:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Foster student-to-student mentoring.</td>
</tr>
<tr>
<td>B: Implement findings from the UGA advising survey completed by students.</td>
</tr>
<tr>
<td>A) use of students to student mentoring in the following courses: 2100, 2950, 3710, 4500, 4330, 3920, 6800, 8050, 8090, 8810</td>
</tr>
<tr>
<td>Also ask students who have completed an internship to speak to those who are in 5900.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3: Strengthen student recruitment to reflect a diverse student body:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students.</td>
</tr>
<tr>
<td>B: Increase the diversity of the college’s undergraduate enrollment.</td>
</tr>
<tr>
<td>HDFS participation and involvement in: Academic Majors Fair (NCFR for grad recruitment); Cooperation with Career Planning Office; Interface with Franklin College advisors;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4: Increase student involvement in curricular and co-curricular activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Increase student membership in professional organizations.</td>
</tr>
<tr>
<td>B: Foster opportunities to socialize between majors and organizations within the college.</td>
</tr>
<tr>
<td>C: Increase opportunities for students and faculty to interact outside the classroom.</td>
</tr>
<tr>
<td>D: Maintain leadership roles in campus organizations.</td>
</tr>
<tr>
<td>E: Provide appropriate space for student meetings.</td>
</tr>
<tr>
<td>A) Encourage student membership in NCFR through 3110, use of the NCFR Career Booklet used by administration as well as advising staff, and promotion of the NCFR Honors Student Recognition Program. Promote CFLE certificate program through NCFR.</td>
</tr>
<tr>
<td>Students in 3110 are also introduced to other fields related to the major:</td>
</tr>
</tbody>
</table>
AAMFT, NAEYC, SRCD, Child Life Council, among others

B) Encourage involvement in HDFSA as well as college wide SAFCS through 3110, listserv, etc.

D) in 3110, students are required to volunteer in the community or across campus as part of their portfolio requirement. In addition, students are encouraged to hold leadership positions in their volunteer organizations to put on their resume (also through 3110), encouraged to apply for College Ambassador positions, the Legislative Aide program and other leadership opportunities.

E) scheduled as needed for HDFSA

| UGA Strategic Direction II - Enhancing Graduate and Professional Programs |
|-------------------------------------------------|-----------------|
| FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges. | #1: Increase enrollment by increasing funding for graduate education:  |
| | A: Increase the number of assistantships.  |
| | B: Increase the amount of assistantships.  |
| | C: Increase the number and amount of travel awards.  |

| | |
| | A. Encouraging faculty in grant proposals to fund student assistantships. Publicizing Provosts 1.5 asst for writing in stipend and tuition |
Due to a generous external gift HDFS continues to fund travel of graduate students to national conferences. Due to a generous gift from a UGA emerita professor, HDFS will soon begin to bestow an award for outstanding doctoral level research.

<table>
<thead>
<tr>
<th>#2: Determine demand for alternative delivery of graduate courses and programs:</th>
<th>A. In progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Evaluate potential and current students’ preferred times for on-campus classes.</td>
<td></td>
</tr>
<tr>
<td>B: Evaluate potential and current students’ preference for online classes.</td>
<td></td>
</tr>
<tr>
<td>C: Consider adjusting times for on-campus classes and on-line offerings as needed.</td>
<td></td>
</tr>
</tbody>
</table>

| #3: Establish additional collaborations within the college, throughout UGA and with other institutions to enhance research opportunities for students. | HDFS and FHCE faculty (Ewen and Lewis, Smith and Rupert) have collaborated on grant proposals. Bales collaborates on Snap-Ed |

<p>| #4: Explore opportunities for international exchanges among student and faculty. | The HDFS department head met with administrators and scholars from University of Milano Seoul National University |</p>
<table>
<thead>
<tr>
<th>UGA Strategic Direction III - Investing in Proven and Emerging Areas of Research Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world.</strong></td>
</tr>
</tbody>
</table>
| #1: Position the College as a hub of state, national and international excellence in family and consumer sciences related research:  
  A: Increase faculty research stature through increased journal publications and presentations at national and international conferences.  
  B: Increase funding for research from federal and non-federal resources.  
  C: Explore opportunities for collaboration with colleagues across campus and at other institutions.  
| HDFS faculty continue to be very active in presenting and publishing their research in US and international journals. Faculty who have previously not been involved in grantsmanship opportunities submitted proposals this year. |
| #2: Hire and retain faculty with a significant focus on current or emerging excellence in FACS’ areas of research:  
  A: Identify emerging research areas when hiring new faculty and staff.  
  B: Designate additional resources for supporting faculty in identified areas.  
  C: Establish a formal mentoring program for junior faculty.  
  D: Provide awards for excellence in research conducted by junior faculty.  
| Recent hires in HDFS reflect key areas of research in the social and behavioral sciences, including positive youth development, child health, and culturally-responsive marriage and family therapy. Junior faculty meet regularly with DH and have internal “natural” mentors of their selection. Junior faculty have won internal and external awards this year (Oshri, Seponski) |
| #3: Provide fiscal and technological infrastructure to conduct cutting edge research in the new FACS building.  
| Continuing |

<table>
<thead>
<tr>
<th>UGA Strategic Direction IV - Serving the Citizens of the State of Georgia and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 4: Serve the</strong></td>
</tr>
<tr>
<td>#1: Increase public awareness of</td>
</tr>
<tr>
<td>HDFS programs relating to</td>
</tr>
</tbody>
</table>
citizens of the state of Georgia through educational programs and community partnerships.

<table>
<thead>
<tr>
<th>FACS programming through Cooperative Extension and outreach programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Address parenting and child development educational needs in Georgia.</td>
</tr>
<tr>
<td>B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia.</td>
</tr>
<tr>
<td>C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety.</td>
</tr>
<tr>
<td>D: Provide educational programs that enhance the quality of housing and healthy living environments among Georgia households.</td>
</tr>
<tr>
<td>E: Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2: Involve university students in outreach in Georgia and beyond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Engage students in service learning.</td>
</tr>
<tr>
<td>B: Encourage internships through Cooperative Extension and other outreach programs.</td>
</tr>
</tbody>
</table>

| #3: Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents |

children’s health, brain development in infancy and early childhood, youth development programs, and marital enrichment programs remain vibrant contributions to Georgia’s citizens. HDFS continues to be the leading academic department in the ASPIRE Clinic.

As an indicator of commitment to supporting service learning, an HDFS faculty member is currently a UGA Service Learning Fellow. HDFS offers both in-person and online opportunities for service learning (Landers-Potts).
| FACS Goal 5: Improve faculty and staff recruitment, retention and development. | #1: Recruit outstanding faculty and scholars:  
A: Establish additional endowed professorships and chairs.  
B: Identify top scholars in emerging areas. | The Search for the Endowed Professor in Child Health Disparities continues and several nationally prominent scholars will be visiting to give talks in Fall 2015 |
| --- | --- | --- |
| | #2: Retain outstanding faculty:  
A: Earmark additional resources for faculty conducting research in identified areas of excellence.  
B: Increase the internal grant program funding to support research.  
C: Evaluate instructional, research and service loads to enhance productivity and achieve balance.  
D: Develop a matrix to determine productivity for merit pay increases. | |
| | #3: Ensure the diversity of the faculty in the broadest sense:  
A: Continue to support racial, ethnic, and gender diversity.  
B: Recruit from a variety of institutions and areas of specialization. | Department pursued Opportunity Hire of faculty member with content in fatherhood, funded research, and would diversify faculty in terms of race-ethnicity |
| | #4: Ensure that adequate staff are available to support the College.  
A: Provide development opportunities for staff to keep current in today’s environment.  
B: Support the racial, ethnic and gender diversity of the staff.  
C: Consider current staff for promotions and reclassifications within the college. | HDFS has supported staff development with regard to enrollment in several UGA certificate programs, training programs, and recruitment of new excellent staff to replace those who have advanced. |
<table>
<thead>
<tr>
<th>UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents.</strong></td>
</tr>
<tr>
<td>#1: Upgrade and modernize FACS buildings:</td>
</tr>
<tr>
<td>A: Enhance technology to meet the needs of students, staff and faculty.</td>
</tr>
<tr>
<td>B: Encourage the use of environmentally sound practices for cleaning and maintaining FACS buildings.</td>
</tr>
<tr>
<td>C: Improve and modernize facilities (e.g., restrooms, lounge).</td>
</tr>
<tr>
<td><strong>#2: Construct a new building that will include teaching, research and outreach facilities:</strong></td>
</tr>
<tr>
<td>A: Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design).</td>
</tr>
<tr>
<td>B: Incorporate state-of-the-art technology to enhance the College’s teaching, research and outreach missions.</td>
</tr>
<tr>
<td>C: Secure funding for furnishing the new building.</td>
</tr>
</tbody>
</table>

| **HDFS has now completed renovations to faculty offices at the Family Science Center (buildings A and D), including a new seminar room for graduate courses. HDFS is now embarking on locating and renovating additional space for faculty research.** |

<table>
<thead>
<tr>
<th>UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 7: Improve stewardship of natural resources and advance the college’s dedication to sustainability.</strong></td>
</tr>
<tr>
<td>#1: Decrease energy consumption and waste in FACS buildings:</td>
</tr>
<tr>
<td>A: Increase awareness of recycling efforts.</td>
</tr>
<tr>
<td>B: Support initiatives to transform the campus from “high energy” to “low energy.”</td>
</tr>
<tr>
<td>#2: Incorporate sustainable materials</td>
</tr>
</tbody>
</table>
in the construction of the new FACS building:
A: Investigate opportunities for student involvement in designing the new building.
B: Work with university architects to ensure the new building is LEED certified.

#3: Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:
A: Increase college involvement in sustainability-related community activities.
B: Identify and seek external funding opportunities for sustainability-related outreach and research efforts.
C: Increase course offerings with sustainability-related content.
I. OVERALL HEALTH OF UNIT/AREA

Overall the TMI department had a healthy year with many positive activities: new faculty hires, facility changes, and new and continuing experiential learning activities for undergraduate students, opportunities for graduate students to present research at national and regional conferences, and alumni guest speakers coming to Fashion Merchandising and Furnishings and Interiors classes.

Facilities
Dr. Jose Blanco, graduate students, and student volunteers began the move of the Historic Clothing and Textiles Collection to the Special Collection library vault. In preparation of the physical move of items, each garment and accessory is photographed, documented into the software database, and prepared for the move through acid free boxes or as hanging garments. With the removal of the HCTC items, Dawson 301 will return to a classroom. TMI department head in working with Dean Fox submitted a request for MRR funds to cover the cost of renovation of 301 to an innovation lab.

Undergraduate Activities
Six TMI undergraduate students presented research papers at CURO on March 31. These included Mallory Cox, Lindsay Nation, Nancy Satola and Devon Sprague under the direction of Dr. Katalin Medvedev and Molly Dodd and Anne Fernandes under the direction of Dr. Patricia Hunt-Hurst.

Fashion Week was held Feb. 21 – Feb. 28 with a number of activities. The week ended with fashion shows by the Student Merchandising Association, and FDSA. The GSGE foundation voted to rename the scholarships in honor of Charlie Gilbert. Charlie
retired in December 2014, he was the department’s first Distinguished Professor of Soft Goods Merchandising and Manufacturing.

The Georgia Soft Goods Education Foundation’s spring 2014 keynote speaker was Kaki Read, Executive Assistant and PR Coordinator at Warby Parker. Kaki graduated from UGA with a B.S. in Fashion Merchandising and a B.A. in Public Relations.

Couture a la cart gained wheels! 2014 was the first year of the mobile couture a la cart that traveled around campus to merchandise and sale student designed and produced products.

Four fashion merchandising attended the Big Show in NYC with Emily Blalock, Senior Lecturer.

FI students participated in learning activities with home builders, residential interior designers and others in the industry through field trips in Athens and Atlanta, as well as guest speakers to campus. Graduating seniors in FI held their Senior Exit Show on May 8, 2014 at the Highwire Lounge.

**Graduate Student Activities**

Graduate students in TMI received funding from the department and college to present research at national/international meetings including: International Textile and Apparel Association, American Association of Textile Chemists and Colorists, SE Region, Costume Society of America, BSRI, Fiber Society, Global Plastics Environmental Conference, Atlantic Marketing Association National Conference, American Chemical Society, and the Global Academy of Business and Economic Research.

**New Faculty Hires**

Dr. Sergiy Minko, three graduate students, and one post-doc arrived on campus in January 2014. Dr. Minko and his team immediately began setting us the Nanostructured Materials Laboratory at Riverbend North. An open house was held on Monday, April 28 with faculty, students, staff, and others in attendance. Linda Lyons started as a Lecturer in FI Fall 2014. Linda received her MFA from Florida State University and brings to UGA many years of experience as a residential interior designer.

**II. MAJOR ACCOMPLISHMENTS - INSTRUCTION**

A. Quality of Instruction
TMI faculty continuously update courses to facilitate changes in technology offered at UGA and changes in the fashion merchandising, furnishings and interiors, fiber, polymers, and textile industries. Several faculty members have attended workshops at the Center for Teaching and Learning or participated in round table discussions for FYO.

B. Majors, Minors and Certificates

We have two undergraduate majors in TMI: Fashion Merchandising and Furnishings and Interiors. The fashion merchandising major also includes an emphasis in Product Development and Design. The department also has one minor in Fashion Merchandising.

C. Visiting Professors and Alumni Guest Speakers

The department has had numerous guest speakers to classes, many of whom are alumni of the department and college. Furnishings and Interiors alumni guest speakers included:
Joy Coleman,
Lindsey Harper, and others in the residential design industry.
Pam Goldstein, residential interior designer
Kimberly Love, interior designer

Alumni guest speakers in Fashion Merchandising included:
Sarah Fishburne (Director of Trend and Design for Home Depot,
Tosha Hays, (SPANX),
Kaki Read (Georgia Soft Goods Education Foundation Reception keynote)
Michelle Blue, owner of Bene
Rachel Babin, Marketing Manager of Umano
Stefanie Ellis, Training & Development Manager, Stein Mart
Madison Moskowitz, Assistant Buyer, K&G Fashion Superstore
Ally Urquhart, Assistant Buyer, Cloister Collection
and a variety of others from Kohl’s, Fab’rik, Macy’s, Nordstrom and other major retailers in the U.S.

D. Enrollment Trends – Undergraduate and Graduate

TMI’s graduate enrollment has remained stable with 19 – 21 students each year. Undergraduate enrollment is down from 265 students in 2013 to 209 in 2014. However, the minor in fashion merchandising has increased enrollment by 61 students.

Table 1. Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Current Year Spring 14</th>
<th>Previous Year Spring 13</th>
<th>Percent Change</th>
</tr>
</thead>
</table>
Undergrad Headcount Enrollment | 254 | 264 | -4%
Graduate Headcount Enrollment | 22 | 14 | 36%

<table>
<thead>
<tr>
<th></th>
<th>Summer 14</th>
<th>Summer 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Enrollment</td>
<td>174</td>
<td>154</td>
</tr>
<tr>
<td>Summer Online Course Enrollment</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Residential Summer Credit Hours (includes Online)</td>
<td>699</td>
<td>524</td>
</tr>
</tbody>
</table>

E. Degrees Awarded

ASSOCIATE DEAN WILL PULL FROM INSTITUTIONAL RESEARCH (IR)

DATA

<table>
<thead>
<tr>
<th></th>
<th>Current year 14</th>
<th>Previous Year 13</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>61</td>
<td>39</td>
<td>36%</td>
</tr>
<tr>
<td>Summer</td>
<td>9</td>
<td>11</td>
<td>-18%</td>
</tr>
<tr>
<td>Fall</td>
<td>16</td>
<td>20</td>
<td>-20%</td>
</tr>
</tbody>
</table>

F. Active Instructional Grants/Contracts

Internal: ($5,000)

Zenti, Sarah, 2014 – was awarded one of 17 innovative instruction grants given at UGA. Her project: “Technology (in)Design: Intergrating Three-Dimensional Technology into the Design Process.

External: ($36,800)

Hunt-Hurst, P., Gomez-Lanier, L., Zenti, S., Sharma, S., and Blalock, E. Cotton for Healthy Living, Cotton Incorporated, funded for $36,800.

Table 2. Sponsored Programs Summary: Instructional Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No. Proposals</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Awarded*  

<table>
<thead>
<tr>
<th>Dollar Amount of Instructional Grants Awarded</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$36,800</td>
<td></td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

(New) Grants Submitted/Pending: none

G. Faculty – Transitions New Hires in 2014

TMI had two new hires in 2014. A search was conducted and Linda Lyons was hired as a Lecturer in FI. Linda’s MFA is from Florida State University, she brings many years of experience in residential interior design with her to this position.

Dr. Sergiy Minko began in January 2014, he is the Georgia Power Professor of Polymer, Fiber, and Textile Science.

The department had two resignations in 2014. Georgia Soft Goods Distinguished Professor Charlie Gilbert resigned in Dec. 2014. The department began a search to fill his position, with interviews to be held in January and February 2015. Dr. Jose Blanco also gave his letter of resignation in December. The search for this open position in Merchandising will begin Fall semester 2015.

Search for an Assistant Professor in Product Design and Development began during fall semester with a committee chaired by Kati Medvedev and including Emily Blalock and Clair McClure (doctoral student), and Lilia Gomez-Lanier (she became chair when Kati left for Cortona, Italy program for spring semester 2015).

III. PROGRESS IN ASSESSING DEPARTMENTAL EFFECTIVENESS

Table 3. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Program Review, Review of Student learning Outcomes Assessment, etc.).</td>
<td>(e.g., A survey of employers of program graduates found that the following improvement was needed: )</td>
<td>(e.g., In response to the assessment findings, the curriculum as modified as follows: )</td>
</tr>
<tr>
<td>Exit interviews with seniors graduating from Fashion</td>
<td>Graduating seniors responded that they needed a course that provided</td>
<td>FI faculty added this to TXMI 5901 and FM faculty plan to add</td>
</tr>
</tbody>
</table>
### Furnishings and Interiors

A. New or Revised Outcomes in Student Learning, administrative or support areas.

Students will demonstrate both verbal and graphic communications skills equivalent to an entry level residential interior designer.

(B) New methods of assessing outcomes in student learning, administrative or support areas

Each junior student in TXMI will create a digital and hard copy portfolio showcasing her or his design work completed during the sophomore and junior years. These portfolios will be evaluated through a professional and peer review at the end of the semester.

(C) Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

No action at this time, Spring 2015 will be the first semester this learning outcome and assessment method is in place.

(D) Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

No action at this time, Spring 2015 will be the first semester this learning outcome and assessment method is in place.

### IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

The Department of Textiles, Merchandising and Interiors has gained considerably in the area of grants submitted and grants funded in 2014. The addition of Dr. Sergiy Minko to the faculty and the nanotechnology lab (Riverbend North) has greatly assisted in this area of research productivity. Dr. Minko has submitted grant
proposals with other TMI faculty (Hardin and Sharma), plus in collaboration with other departments at UGA.

TMI research faculty continue to publish in top peer reviewed journals in their disciplines, publish invited book chapters, and presented at regional, national and international meetings.

A. Active Research Grants/Contracts

Internal: ($X) -none

External: ($786,397)

Insert grant citations here, listed for the unit for the current year (fiscal) by PI

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Description</th>
<th>Agency</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minko</td>
<td>Development Of Thermostable Protein-Polymer Conjugate Bionanoparticle</td>
<td>US Dept Of Navy</td>
<td>$249,890</td>
<td>2013</td>
</tr>
<tr>
<td>Minko</td>
<td>Materials World Network: Switchable Polymer Interfaces For Bottom-Up Stimulation Of Mammalian Cells</td>
<td>Clemson University</td>
<td>$106,160</td>
<td>2014</td>
</tr>
<tr>
<td>Minko</td>
<td>Collaborative Research: Ph-Responsive Capsules For Enhanced Delivery And Recovery Of Cellulases For Biomass Hydrolysis</td>
<td>National Science Foundation</td>
<td>$39,277</td>
<td>2014</td>
</tr>
<tr>
<td>Minko</td>
<td>Biopolymer Structure Development</td>
<td>Procter &amp; Gamble Company</td>
<td>$29,025</td>
<td>2014</td>
</tr>
<tr>
<td>Minko</td>
<td>Dynamic Structure Of Interfacial Nafion® In Pemfc Electrodes With Applied Potential</td>
<td>General Motors Holdings Llc</td>
<td>$67,500</td>
<td>2014</td>
</tr>
<tr>
<td>Minko</td>
<td>Biopolymer Structure Development Understanding Using Afm</td>
<td>Procter &amp; Gamble Company</td>
<td>$10,802</td>
<td>2014</td>
</tr>
<tr>
<td>Minko, Hardin, Sharma</td>
<td>Novel, Sustainable, And Cost-Effective, Textile Dyeing Techniques</td>
<td>Walmart Foundation</td>
<td>$166,230</td>
<td>2014</td>
</tr>
<tr>
<td>Minko</td>
<td>Self-Assembly Of Functional Coatings: Superomniphobic Coatings</td>
<td>Clarkson University</td>
<td>$18,813</td>
<td>2014</td>
</tr>
</tbody>
</table>

Table 4. Sponsored Programs Summary: Research Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td>18</td>
<td>6</td>
<td>200.00</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----</td>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td>8</td>
<td>1</td>
<td>700.00</td>
</tr>
<tr>
<td>Dollar Amount of Research Grants Awarded</td>
<td>545,807</td>
<td>249,890</td>
<td>118.42</td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

B. (New) Grants Submitted/Pending:

Minko  SNM: Melt-Spinnable Graphene For High-Volume Manufacturing Of Ultrastrong Thermoplastic Nanocomposites  Clemson University  $69,465

Minko  Collaborative Research: Engineering Of Cellulosome Inspired Biocapsules  National Science Foundation  $71,244  2014

Minko  High Temperature Resistant Materials For Micro-Replication Corning Glass Works  $90,000  2014

C. Editorial and Review Contributions


Blanco, J. Editor, Associate Editor, (appointed) Critical Studies in Men’s Fashion (Journal), and Fashion, Style and Popular Culture (Journal); media review editor. Bristol: critical studies in men’s fashion.  http://www.intellectbooks.co.uk/journals/view-issue,id=2518/  PUT IN editorial/reviewer section.


Hunt-Hurst, P. reviewed for the Clothing and Textiles Research Journal and Dress.


Minko, S. was Editorial Review Board Member, Elsevier journal Colloid and Interface Science Communications (Amsterdam, Netherlands), Elsevier journal Colloid and Interface Science (Amsterdam, Netherlands), Reviewer for Journal Article, (appointed) Scholarly Journals: Board of Advisors of a Company, Wiley Journal Particles & Particulate Systems (Wanheim, Germany); reviews for Grant Proposal (appointed) Nanostructured materials lab open house (Athens).


V. MAJOR ACCOMPLISHMENTS – PUBLIC SERVICE & OUTREACH AND EXTENSION

TMI has no public service, outreach or extension faculty.

VI. PROGRESS IN STRATEGIC PLANNING

The Department of Textiles, Merchandising and Interiors has made progress in several strategic goals in 2014.

A. Attained Goals

Goal 1: Conduct a review of the American Apparel and Footwear Association Competencies in comparison to Fashion Merchandising/Product Development and Design curriculum.

Progress: This goal was achieved in Spring 2014. FM/PD&D curriculum matched at least 70% of the AAFA competencies and we became an endorsed program. This allows our students to compete for YMA scholarships.

Goal 2: Emphasize faculty collaborations with students; publish or present research papers co-authored with graduate students.

Progress: This year most research faculty in TMI (Hunt-Hurst, Kim, Medvedev, Minko, Seock and Sharma) gave research presentations with graduate students and/or had one or more papers published with graduate students.
Goal 3: Create a new tenure track faculty position in the Merchandising area for product development/global retailing/design with the main responsibilities of undergraduate teaching and research.

Progress: The Dean approved a proposal to hire an Assistant Professor in Product Development and Design, the search began during fall semester 2014 with interviews set for spring semester 2015.

Goal 4: Evaluate the Historic Clothing and Textiles workroom and storage space needs.

Progress: The TMI workroom will remain in its location, however in conversation with the Director of the Special Collections, Dean Fox, Jose Blanco and TMI department head Patricia Hunt-Hurst it was agreed that moving the collection to the Special Collections library vault would provide the clothing, textiles, and accessories with museum quality temperature and humidity control.

B. New/Revised Goals Adopted

Progress: No new goals have been adopted.

VII. PROGRESS IN DIVERSITY AND INCLUSION

Specific actions in the past year by the department in support of Diversity and Inclusion defined in the college as: “Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.”

TMI continues to value diversity. We have graduate students representing a variety of cultures, religions, and races: India, Korea, China, Russia, Ukraine, Iran and the United States. Faculty members and staff also represent diversity: Costa Rica, Korea, India, Ukraine, and USA.

VIII. INTERNATIONAL ACTIVITIES

A. Internationalizing the Curriculum
Dr. Kati Medvedev developed a course on Italian Fashion for UGA’s Cortona Program, she will be the first TMI faculty to participate in the program in spring 2015.

Dr. Patricia Hunt-Hurst directed the Ghana Study Abroad program with 3 students in her course (Entrepreneurship in Ghana). The three students worked with Athens retailers (Cheeky Peach, Community, and Fab’rik) and number of women entrepreneurs in Ghana. Students visited entrepreneurs at work on their creations (bead making, batik, dressmaking, and kente weaving) and worked with some of the same entrepreneurs in purchasing clothing and accessories to bring back to the Athens retailers. The James Family Fund supplied $250 to each student to use in buying products and $1,000 in scholarship money. A total of 15 students participated in the program offered by the School of Social Work.

Charles Gilbert directed the China Study Abroad program.

Dr. Katalin Medvedev directed the London Study Abroad program with 25 students.

B. International Research and Development

Dr. Suraj Sharma and Dr. Sergiy Minko submitted a proposal with Dr. Srinviasa Reddy Ronda (Associate Professor, Department of Biotechnology, LKEF University, Green Fields, Vaddeswaram, Guntur, India) to the U.S. – India Education Foundation (USIEF) for LOI for the Obama-Singh 21st Century Knowledge Initiative entitled, “Development of Technologies and Processes for Sustainable, Value-Added Biomaterials and Biofuels from Cottonseed By-Products and Cotton Agricultural Wastes.”

C. Awards and Fellowships with International Focus

Insert text here

D. International Scholars and Visitors

Dr. Sergiy Minko invited Zhiwei Li (research scholar) and Xin Lin (post doc) to UGA to conduct research in the nanotechnology lab.

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS

A. Undergraduate Students

Molly Dodd, CURO Research Assistantship
Lucie Reynolds, CURO Research Assistantship
Lauren, CURO Research Assistantship
Molly Dodd, Jim Liles Travel Award, Southeast Region Costume Society of America
Molly Dodd, FACS Ambassador
Elizabeth Holland, FACS Ambassador
Lucie Reynolds, received the NRF Next Generation Scholarship
Nicole Kutnik, OIE scholarship, China Study Tour
Tierra Creekmur, Student Speaker for Fall 2014 FACS Commencement
Samantha Manning, YMA-FSF Scholarship, $5,000

Six TMI students participated in the YMA/AAFA scholarship competition during fall semester. Dr. Mike Fralix, board member for Georgia Soft Goods Education Foundation and President and CEO of TC² served as the mentor. Fashion Merchandising undergraduate student, Samantha Manning won a YMA scholarship with her case study of LuluLemon.

The Georgia Soft Goods Education Foundation presented four scholarships to undergraduate students for internships and study abroad. This included: $2,500 study abroad scholarship to Nadine Hernandez; $2,500 internships scholarship to Kaitlyn Randolph; $1,000 Buhler Leadership & Academic Scholarship to Tierra Creekmur, and $1,000 Buhler Leadership and Academic Scholarship to Taylor Campbell.

B. Graduate Students

Charity Everett, Jim Liles Travel Award, Southeast Region, Costume Society of America
Marisa Tyler, Jim Liles Travel Award, Southeast Region, Costume Society of America
Apurba Banerjee, Third Place, AATCC 2014 Herman and Myrtle Goldstein Student Paper Competition.
Alex Jones received the Endsley-Peifer Student research award, College of Family and Consumer Sciences.
Briana Martinez received Outstanding Teaching Assistant Award, UGA
Clair McClure, Leadership UGA 2014-2015
Andrey Zakharchenko, Best Graduate Student Poster Award, Bioenergy Systems Research Institute, 2014.

C. Faculty

Gomez-Lanier, L. 2014 – Teaching Academy Fellow, Center for Teaching and Learning, UGA
Zenti, Sarah, 2014 – was awarded one of 17 innovative instruction grants given at UGA. Her project: “Technology (in)Design: Integrating Three-Dimensional Technology into the Design Process.

D. Alumni

Lindsey Coral Harper, 40 Under 40, University of Georgia Alumni Association
X. FACULTY PUBLICATIONS
DEPARTMENT WILL PULL FROM FAR

A. Books (Total: 2)


B. Chapters in Books (Total: 8)


C. Journal Articles (Total: 21)


Hong, H., Seock, Y.-K., & Kim, S. (submitted). The roles of consumer skepticism toward and perceived usefulness of online product reviews in online shopping. Journal of Retailing and Consumer Services.


D. Other Publications/Reports (Total: #)

1. Abstracts/Proceedings (Total: #)


   Everett, Charity & Hunt-Hurst, P. (2014). Cleverly Designed Frocks: Maternity Clothing Expansion Techniques in Sewing Patterns. Southeast Region, Costume Society of

E. Extension and Outreach Reports (Total: #)

2. Curricula/Manuals (Total: #)

3. Bulletins/Circulars (Total: #)

4. Bulletins, Circulars, Fact Sheets or Reports (Total: #)

XI. FACULTY SCHOLARLY PRESENTATIONS
DEPARTMENT WILL PULL FROM FAR

A. International (Total: #)


B. National (Total: 11)


Sharma, S., & Tolbert, L. (April 2014). Effects of antimicrobial activities of peppermint and rosemary oils incorporated into textiles. AATCC 2014 International Conference, Asheville, NC.


C. Regional/State (Total: 4)


D. Local (Total: #)
## Annual Report – Progress toward Strategic Goals 2014 - Matrix

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UGA Strategic Direction I - Building on Excellence in Undergraduate Education</strong></td>
<td>#1: Create innovative programs of study: A: Evaluate the need for new majors, minors and emphases in the college. B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships. C: Integrate opportunities for undergraduate research into the curriculum. D: Evaluate existing study abroad programs and explore adding new programs. E: Increase student participation in study abroad. F: Integrate global and diverse perspectives into course goals. G: Develop and strengthen collaborations with other schools and colleges. H: Maximize class enrollments while maintaining the effectiveness of instruction.</td>
<td></td>
<td></td>
<td>TMI continues to offer undergraduate students a variety of experiential learning experiences through study abroad (China, Ghana, NY, London), internships (for both FI and FM undergraduates majors), research experiences, (through directed study course (TXMI 3010) and in class research projects). The GSGE foundation offers both study abroad and internship scholarships to help students defray costs. Opened the search for a new position – Assistant Professor of Product Design and Development to offer courses that bridge the understanding between design and manufacturing.</td>
</tr>
</tbody>
</table>
| #2: Enhance the effectiveness of academic and career advising:  
| A: Foster student-to-student mentoring.  
| B: Implement findings from the UGA advising survey completed by students. |  |
| #3: Strengthen student recruitment to reflect a diverse student body:  
| A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students.  
| B: Increase the diversity of the college’s undergraduate enrollment. | TMI is working with the college in strengthening diversity in FACS and TMI. |
| #4: Increase student involvement in curricular and co-curricular activities:  
| A: Increase student membership in professional organizations.  
| B: Foster opportunities to socialize between majors and organizations within the college.  
| C: Increase opportunities for students and faculty to interact outside the classroom.  
| D: Maintain leadership roles in campus organizations.  
| E: Provide appropriate space for student meetings. | TMI faculty serve as advisors to six different student associations: Student Chapter of AATCC (Sharma), SMA (Medvedev/Weigle), FDSA (Blalock), the Agency (Blalock), and the Little Red Book (Hunt-Hurst) |

**UGA Strategic Direction II - Enhancing Graduate and Professional Programs**

**FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.**

| #1: Increase enrollment by increasing funding for graduate education:  
| A: Increase the number of assistantships.  
| B: Increase the amount of assistantships.  
| C: Increase the number and amount of travel awards. | TMI received funding from Cotton Incorporated grant to fund one graduate assistantship. |
| #2: Determine demand for alternative delivery of graduate courses and programs: |
|-----------------------------|--------------------------|
| A: Evaluate potential and current students' preferred times for on-campus classes. |
| B: Evaluate potential and current students' preference for online classes. |
| C: Consider adjusting times for on-campus classes and on-line offerings as needed. |

| #3: Establish additional collaborations within the college, throughout UGA and with other institutions to enhance research opportunities for students. |

| TMI is in the process of hiring an Assistant Professor in a joint appointment with Engineering; this will enhance research opportunities for students and faculty. |

| #4: Explore opportunities for international exchanges among student and faculty. |

| Several TMI faculty have collaborations with faculty in India, Ukraine, and Germany. |

**UGA Strategic Direction III - Investing in Proven and Emerging Areas of Research Excellence**

| FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world. |
|-----------------------------|--------------------------|
| #1: Position the College as a hub of state, national and international excellence in family and consumer sciences related research: |
| A: Increase faculty research stature through increased journal publications and presentations at national and international conferences. |
| B: Increase funding for research from federal and non-federal resources. |
| C: Explore opportunities for |

<p>| TMI research faculty collaborate with faculty across the college and UGA in research projects: engineering, chemistry. |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>collaboration with colleagues across campus and at other institutions.</strong></td>
<td><strong>#2: Hire and retain faculty with a significant focus on current or emerging excellence in FACS’ areas of research:</strong>&lt;br&gt;A: Identify emerging research areas when hiring new faculty and staff.&lt;br&gt;B: Designate additional resources for supporting faculty in identified areas.&lt;br&gt;C: Establish a formal mentoring program for junior faculty.&lt;br&gt;D: Provide awards for excellence in research conducted by junior faculty.</td>
<td>Dr. Suraj Sharma put forth his P&amp;T dossier for promotion to associate professor this year; the college hired Dr. Sergiy Minko (this appointment is 10% with Chemistry and 90% with TMI); the dept. is in the process of hiring Dr. Leonid Ionov as a joint appointment with Engineering.</td>
</tr>
<tr>
<td><strong>#3: Provide fiscal and technological infrastructure to conduct cutting edge research in the new FACS building.</strong></td>
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</table>

**UGA Strategic Direction IV - Serving the Citizens of the State of Georgia and Beyond**

**FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community partnerships.**

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<tbody>
<tr>
<td><strong>#1: Increase public awareness of FACS programming through Cooperative Extension and outreach programs:</strong>&lt;br&gt;A: Address parenting and child development educational needs in Georgia.&lt;br&gt;B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia.&lt;br&gt;C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety.&lt;br&gt;D: Provide educational programs that enhance the quality of housing and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the main goal of UGA Strategic Direction V?

The main goal of UGA Strategic Direction V is Improving Faculty Recognition, Retention and Development.

What are the steps taken to improve faculty recognition, retention and development?

1. Recruit outstanding faculty and scholars:
   - Establish additional endowed professorships and chairs.
   - Identify top scholars in emerging areas.

2. Retain outstanding faculty:
   - Earmark additional resources for faculty conducting research in identified areas of excellence.
   - Increase the internal grant.

3. Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents in the state.

4. Involve university students in outreach in Georgia and beyond:
   - Engage students in service learning.
   - Encourage internships through Cooperative Extension and other outreach programs.

5. Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities.

6. Recruit outstanding faculty and scholars:
   - Establish additional endowed professorships and chairs.
   - Identify top scholars in emerging areas.

Hired Linda P. Lyons, MFA, FSU to teach residential interior design in the FI program.

Dr. Sergiy Minko started in January as the Georgia Power Professor of Polymer, Fibers and Textile Science.

Dr. Suraj Sharma submitted his P&T dossier for Associate Professor.
<table>
<thead>
<tr>
<th>UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents.</td>
</tr>
<tr>
<td><strong>#1:</strong> Upgrade and modernize FACS buildings:</td>
</tr>
<tr>
<td>A: Enhance technology to meet the needs of students, staff and faculty.</td>
</tr>
<tr>
<td>B: Encourage the use of environmentally sound practices for cleaning and maintaining FACS buildings.</td>
</tr>
<tr>
<td>C: Improve and modernize facilities (e.g., restrooms, lounge).</td>
</tr>
<tr>
<td><strong>#2:</strong> Construct a new building that will include teaching, research and outreach facilities:</td>
</tr>
<tr>
<td><strong>#3:</strong> Ensure the diversity of the faculty in the broadest sense:</td>
</tr>
<tr>
<td>A: Continue to support racial, ethnic, and gender diversity.</td>
</tr>
<tr>
<td>B: Recruit from a variety of institutions and areas of specialization.</td>
</tr>
<tr>
<td><strong>#4:</strong> Ensure that adequate staff are available to support the College.</td>
</tr>
<tr>
<td>A: Provide development opportunities for staff to keep current in today’s environment.</td>
</tr>
<tr>
<td>B: Support the racial, ethnic and gender diversity of the staff.</td>
</tr>
<tr>
<td>C: Consider current staff for promotions and reclassifications within the college.</td>
</tr>
<tr>
<td>TMI continues to have one of the most diverse faculty in terms of ethnic diversity with India, Korea, Ukraine, U.S., Costa Rica, and Hungary represented.</td>
</tr>
<tr>
<td>TMI staff participate in workshops relative to their position responsibilities.</td>
</tr>
<tr>
<td>MRR request was made to renovate Dawson 301 from the Historic Clothing and Textiles Collection to a innovative classroom.</td>
</tr>
</tbody>
</table>
A: Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design).
B: Incorporate state-of-the-art technology to enhance the College's teaching, research and outreach missions.
C: Secure funding for furnishing the new building.

### UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability

**FACS Goal 7: Improve stewardship of natural resources and advance the college’s dedication to sustainability.**

**#1: Decrease energy consumption and waste in FACS buildings:**
A: Increase awareness of recycling efforts.
B: Support initiatives to transform the campus from “high energy” to “low energy.”

**#2: Incorporate sustainable materials in the construction of the new FACS building:**
A: Investigate opportunities for student involvement in designing the new building.
B: Work with university architects to ensure the new building is LEED certified.

**#3: Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:**
A: Increase college involvement in sustainability-related community activities.
<p>| | |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>B:</strong> Identify and seek external funding opportunities for sustainability-related outreach and research efforts.</td>
<td></td>
</tr>
<tr>
<td><strong>C:</strong> Increase course offerings with sustainability-related content.</td>
<td></td>
</tr>
</tbody>
</table>
I. OVERALL HEALTH OF UNIT/AREA

IHDD is excited to continue our initiatives and activities developed through our current five years. As specified later, we have a strong extramural funding base funding our successful programs that serve to improve the quality of life for individuals with disabilities and their families. Our faculty and staff are tremendously well-regarded both in the state of Georgia and nationally. Students from across the UGA campus continuously rate their instruction at IHDD highly and testify to major changes in their careers and life course that occur because of IHDD classes and programs. IHDD maintains strong partnerships with other units, organizations, groups, and state agencies are expansive and allow us to leverage and magnify our resources to achieve significant outcomes for people with disabilities.

Our programs focus on building bridges leading to unconditional and categorical community inclusion in everyday lives for people with disabilities of all ages. These programs range from: building capacities of communities to support people with disabilities; to strengthening our communities through various employment initiatives.

II. MAJOR ACCOMPLISHMENTS - INSTRUCTION

A. Quality of Instruction

Similar to African-American Studies and Women’s Studies, the Disability Studies Program is grounded in the civil rights movement. It is based on the idea that as members of the largest minority group in the US, and one which has historically been marginalized and oppressed, people with disabilities share a history, a culture, and desire for social, political, and economic self-determination. Disability is viewed as a natural part of human existence and is therefore a representation of the diversity which exists amongst human beings. As a field of study, Disability Studies is interdisciplinary and multidisciplinary. Potential students include those from the
educational, medical, and social sciences, but also include students from virtually every discipline including history, the arts, and humanities.

In 2014, IHDD offered IHDD 2001 twice (Spring and Fall), IHDD 4050/6050 in the Spring, IHDD 4002S/6002S in the Fall, and IHDD 3010/7010 in all semesters (Spring, Summer and Fall).

B. Majors, Minors and Certificates

In 2014, there were 47 active Disability Studies Certificate students (3 graduate students and 44 undergraduates). This is a 213% increase from 2013 where there were 15 active Certificate students. IHDD 2001, Introduction to Disability, was redesigned to meet the core curriculum requirement for social science for undergraduate students. It was approved in CAPA in 2014 and submitted to the General Education curriculum system in 2014. It is awaiting curriculum staff review. A new service-learning course was designed to engage students in understanding disability across the lifespan. Disability Issues in Childhood and Adolescence (IHDD 4005S/6005S), passed through all levels of curriculum review in 2014.

C. Visiting Professors and Alumni Guest Speakers

Not Applicable

D. Enrollment Trends – Undergraduate and Graduate

In 2014, an increase in enrollment occurred across IHDD courses. Undergraduate enrollment saw a modest increase (33.75%) from 2013, and graduate student enrollment increased substantially from 2 students in 2013 to 14 students.

Table 1. Enrollment

<table>
<thead>
<tr>
<th>ASSOCIATE DEAN WILL PULL FROM INSTITUTIONAL RESEARCH (IR) DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
</tr>
<tr>
<td>Undergrad Headcount Enrollment</td>
</tr>
<tr>
<td>Graduate Headcount Enrollment</td>
</tr>
<tr>
<td>Summer Enrollment &amp; Credit Hours</td>
</tr>
<tr>
<td>Summer Online Course Enrollment</td>
</tr>
<tr>
<td>Residential Summer Credit Hours (includes Online)</td>
</tr>
</tbody>
</table>

E. Degrees Awarded

ASSOCIATE DEAN WILL PULL FROM INSTITUTIONAL RESEARCH (IR) DATA
<table>
<thead>
<tr>
<th>Season</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
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</tr>
<tr>
<td>Summer</td>
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<tr>
<td>Fall</td>
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</table>

F. Active Instructional Grants/Contracts

Internal: ($0)

External: ($X)

**GRANTS COORDINATOR WILL PULL GRANTS DATA FROM OVPR DATABASE(S)**

(Planning Grant to Explore the Feasibility of an Inclusive Post-Secondary Education Program at UGA for Students with Intellectual and Development Disabilities. Funded through J.W. Fanning Institute for Leadership Development / the Inclusive Post-Secondary Education Implementation Grant, Georgia State University, 7/1/2014 – 6/30/2015, $9,734.40)

Table 2. Sponsored Programs Summary: Instructional Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of Instructional Grants Awarded</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

(New) Grants Submitted/Pending:

Not Applicable

G. Faculty – Transitions New Hires in 2014

Not Applicable

**III. PROGRESS IN ASSESSING DEPARTMENTAL EFFECTIVENESS**

Table 3. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2013, IHDD’s Interdisciplinary Pre-Service Education Coordinator reviewed the</td>
<td>The review revealed that there was significant overlap in topics covered across courses, that the learning objectives</td>
<td>In response to these findings, the Disability Studies Certificate curriculum was modified in 2014 to reduce</td>
</tr>
</tbody>
</table>
existing Disability Studies (IHDD) courses in the certificate by examining learning objectives, topics, and assessment methods across courses. were not written to support significant learning as defined by Fink (2013) and recommended by UGA’s Center for Teaching and Learning, and that learning assessment did not allow students to engage in real world or experiential learning to apply learning in practice. redundancy in topics across courses, the learning objectives for all courses were rewritten to support significant learning, and new courses were created to allow for service-learning experiences and to address content gaps in the curriculum.

(Major Emphasis) A. New or Revised Outcomes in Student Learning, administrative or support areas.

In 2014, the learning objectives for 6 IHDD courses (2001, 4002/6002, 4005/6002, 4050/6050, 5720/7720, and 6001) were redesigned using Fink’s (2013) model for creating significant learning experiences. Further, the objectives for IHDD 2001 were re-designed to meet the General Curriculum Core requirements for Social Science and Diversity.

(Major Emphasis) B. New methods of assessing outcomes in student learning, administrative or support areas

In 2014, the methods of assessing student learning outcomes in all of the aforementioned courses were redesigned as well to align with best practices in higher education as described by Fink (2013). These new methods include reflective writing, response papers, critical analysis of film and literature, group presentations, student-led class discussions, and the creation of products to improve supports for people with disabilities in community settings.

(Major Emphasis) C. Changes or improvements made in programs or processes (as a result of assessment findings. Show relationship of changes to assessment methods and results.)

In 2014, improvements to the Disability Studies Certificate program were made to include a focus on service-learning. To that end, IHDD 5702S/7720S was incorporated into the Certificate curriculum, IHDD 4002S/6002S was redesigned to add the ‘S’ designation, and 4005S/6005S was created. IHDD 4002S/6002S was offered in the Fall. Twenty-four students provided 20 hours of service to a disability provider organization in Athens. Learning objectives were assessed via in-class discussions, reflective writing, and the production of a strengths-based portfolio with an adult with a disability. Results indicated that students demonstrated competence in their ability to:

1. Identify social/environmental barriers to adult life for people with a disability.
2. Demonstrate knowledge of strengths-based approaches to understanding adults with disabilities.
3. Apply course material to understanding the lives of adults living with disabilities in our community through service-learning.
4. Interact with adults with disabilities in an age appropriate manner.
5. Challenge negative/pitying attitudes toward adults with disabilities.
6. Integrate student knowledge into tools for empowering individuals, families, and/or organizations in our community.

(Major Emphasis) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

Evidence of improvements in students’ knowledge, skills, and attitudes toward people with disability was collected via pre/post service survey and in reflection papers. Data are being analyzed, but preliminary findings suggest that service-learning affected student’ emotions, cognitions and behavior positively. Additionally, improved outcomes were reported by the community partner in that people with disabilities had an increased ability to advocate for themselves and share who they are via their strengths-based portfolio.

IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

FACULTY RECEIVES FACULTY RESEARCH GRANT (FRG) FROM OVPR (Jinnah)

IHDD received a FRG in 2014 from OVPR to study parental involvement in All-Terrain Vehicle (ATV) Safety education and youth injury prevention. The number of ATV-related injuries and fatalities has been increasing exponentially in recent times. Parents play an important role in ensuring youth safety behaviors while operating ATVs. The study aims at developing a storyboard for video development and tailored messages targeted at mothers and fathers about youth ATV safety. Messages will be developed based on formative research focus groups that will be guided by Protection motivation Theory. IHDD has submitted a larger grant to NIH that will enable us to develop the videos and implement a family-based safety intervention for youth. The proposal uses a randomized control design to test and evaluate the efficacy of the intervention.

FACULTY PUBLISHES ON PARENTAL INVOLVEMENT IN YOUTH INJURY/DISABILITY PREVENTION (Stoneman, Jinnah)

In 2014, researchers at IHDD published seminal articles in highly rated journals like Journal of Adolescent Health, Journal of Rural Health, and Journal of Rural Mental Health (listed below). Several other manuscripts are under peer review with journals. These publications were related to IHDD research focusing on involving parents in youth injury/disability prevention. Farm injury and death rates in the Southern region of the U.S. are particularly high with 40% of the farm youth fatalities and 30% of youth injuries reported nationwide. Most farm injuries lead to significant disabilities in youth; many of which can be easily prevented. Results from the AgTeen Randomized Control Study (funded by NIH) revealed that involving fathers in teaching youth about safety leads to positive behavioral changes for fathers as well as youth on key safety behaviors. When farmers recognize that they are powerful models for youth, they are more willing to adopt safer practices themselves, in order to protect their youth. These results suggest that farm safety interventions are most effective when parents are involved as teachers and models of safety for youth.
Augmentative and alternative communication (AAC) allows individuals with complex communication needs to interact with the world around them. Individuals with disabilities who experience difficulty with others understanding them have great risks of seclusion, segregation, and their abilities misinterpreted. With the proper supports, individuals with complex communication needs can accomplish life’s milestones, including making successful transitions into adulthood. In 2014, in collaboration with faculty from Penn State University, IHDD faculty published a manuscript in the Work journal entitled, "Home is at work and work is at home": Telework and individuals who use augmentative and alternative communication. For individuals who use AAC the traditional workplace brings challenges with respect to transportation, technology access, and activities of daily living. This study was designed to address four major questions: (a) what types of telework employment are currently observed for individuals who use AAC? (b) What are the benefits of telework as described by individuals who use AAC? and; (c) What are the challenges to promote successful telework experiences for individuals who use AAC? In this study, nine individuals who use AAC and who are engaged in telework employment activities participated in an online focus group discussion. Participants identified clear advantages to telework over traditional office activities, including flexibility of scheduling and increased efficiency. At the same time, participants spoke of a need to be proactive in addressing challenges associated with telework, including developing techniques for regular communication with fellow workers, and utilizing strategies to ensure receiving regular feedback from the employer.

Published in the American Association on Intellectual and Developmental Disabilities journal, the study examined staff turnover of direct support professionals. Community-based direct support professionals (DSPs) face a myriad of challenges on the job that are intensified by the complexities of supporting people with disabilities who are aging. The purpose of this study was to compare the variables of job stress/demand, empowerment/control, perceived organizational support, organizational commitment, job satisfaction, and intent to turnover (identified as attitudinal antecedents to attrition), between DSPs who primarily support aging adults with an intellectual disability and those who support younger people. Ninety-seven DSPs completed an online survey. Results indicate that DSPs who support aging adults showed statistically lower empowerment/control than their peers. Data suggest that they are also at comparatively higher risk of attrition. Implications and recommendations for strengthening this workforce are shared.

The purpose of the study was to determine the amount of formal training occupational therapy students receive on assistive technology (AT). Assistive technology recommendations, clinical placement, and evaluation are critical skills required of occupational therapists. However many occupational schools still do not offer adequate training in AT. Ideally, students should receive
at least one course dedicated to the study of AT. Course descriptions of 151 accredited master’s level occupational therapy programs were examined. Only 64% of schools had a dedicated AT course. Of the schools that had a course, 89% required the course to be taken. The findings underscore the need for more occupational school programs to develop dedicated AT courses. Findings of the study are being developed into a manuscript for journal submission in 2015. Similar study is underway for Speech Therapists.

STUDY UNDERWAY TO EXPLORE HOW PEOPLE WITH DISABILITIES INTERNALIZE MESSAGES REGARDING THEIR ABILITY TO LIVE INDEPENDENTLY ABOVE THE POVERTY LEVEL (Rackensperger)

In 2014, a research study was under development entitled Exploring the Reproduction of Poverty and Governmental Dependence of People with Developmental Disabilities When They Transition Into Adulthood. It focuses on exploring the roles families, social agencies, and secondary education systems play in formulating the points of view of individuals with disabilities regarding their capabilities to live independently, without having to rely on governmental supports (such as SSI and SSDI). The key research question is the following. How do individuals with developmental disabilities, at two vital phases in their lives, internalize perceived explicit and ambiguous messages that secondary education institutions, their own families, and social service agencies send regarding their abilities to live independently above the poverty level? Data collection will begin in May 2015.

A. Active Research Grants/Contracts

Internal: ($9,981)

GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)

External: ($X)

Table 4. Sponsored Programs Summary: Research Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td></td>
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</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of Research Grants Awarded</td>
<td></td>
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</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

B. (New) Grants Submitted/Pending:

C. Editorial and Review Contributions

Patrick, Adele
Manuscript Reviewer, Journal of Rehabilitation

Rackensperger, Tracy
Consulting Editor, Augmentative and Alternative Communication

V. Major Accomplishments – Public Service & Outreach and Extension

FACULTY RECEIVES SERVICE IN REHABILITATION AWARD (Crandell)

Doug Crandell, Public Service Faculty member, was honored at the Georgia Rehabilitation Association’s (GRA) annual conference in Savannah, Georgia. Crandell received the Service in Rehabilitation Award, given to an individual for outstanding contributions to the field of rehabilitation. GRA is a membership organization whose mission is to improve the quality of life for individuals with disabilities through education and advocacy. Members work together to promote ethical and state of the art practice in rehabilitation. GRA is part of the National Rehabilitation Association. “Doug has worked tirelessly to bring agencies together, by building relationships, starting conversations, and advising on best practices. He has done this not only in Georgia, but in many states across the country. He has managed, staffed and directed community mental health and disability programs at the provider level for 25 years, providing customized and evidence-based practices to people with disabilities and mental illness and their employers,” said Lauri S. Tuten, Awards Chair for the Georgia Rehabilitation Association.

PROJECTS CONTRIBUTE TO ECONOMIC DEVELOPMENT IN GEORGIA - The unemployment rate for adults with disabilities is within the range of 75% to 90%. Most Georgians with developmental disabilities spend their days in facility-based non-work settings. Last year 65% - 85% of youth with disabilities graduated from high school in Georgia without employment in their future. This situation wastes the gifts of people with disabilities, traps people in poverty, costs tax-payers, and keeps people with disabilities from becoming tax-paying citizens. The State of Georgia has prioritized a goal of increasing the number of Georgians with disabilities who are employed at the minimum wage or higher. IHDD has helped increase the capacity of professionals to aide individuals with disabilities to be gainfully employed at competitive wages.

MENTAL HEALTH TECHNICAL ASSISTANCE - IHDD WAS RECOGNIZED BY THE DEPARTMENT OF JUSTICE FOR EXCELLENCE (Crandell)

In 2014, IHDD continued its’ training and technical assistance relationship with the Department of Behavioral Health and Developmental Disabilities. Separate and distinct technical assistance activities were developed for the Developmental Disabilities and Mental Health divisions. The
Department of Justice evaluators noted the technical assistance by IHDD was a significant element in helping the state mental health program achieve its milestones in employment programs. TA focused on various providers in Georgia, consisting of on-site technical assistance, as well as webinar trainings related to evidence-based practices. These have included personnel from mental health agencies, employment providers, and Vocational Rehabilitation Counselors. IHDD provided 50 days of Intensive Technical Assistance for 127 staff, through webinars, in-person training, and on-site facilitation. 94% of the staff completed the training. In addition, IHDD was contracted to provide four webinars regarding best practices in supported employment. The topics ranged from disability disclosure to rural job development. Over 300 specialists gained knowledge, skills, and abilities necessary to improve employment supports throughout systems.

VOCATIONAL REHABILITATION TECHNICAL ASSISTANCE (Crandell)

Leadership at Georgia Vocational Rehabilitation Agency requested ongoing technical assistance for their Vocational Rehabilitation Counselors on evidence-based and best practices. The TA was provided in eight locations across the state resulting in 162 Vocational Rehabilitation Counselors receiving training for which they received CEUs to maintain their Certified Rehabilitation Counselor status. The learning objectives from the training are below.

PARTNERSHIP WITH UNIVERSITY OF NEW MEXICO (Crandell)

The Partners for Employment initiative is a collaborative approach to increasing employment outcomes for individuals with intellectual or developmental disabilities. The initial partners are the University of New Mexico, the Department of Health Developmental Disabilities Support Division and the Division of Vocational Rehabilitation. The primary goal for Partners for Employment is to build capacity within the state of New Mexico among state agencies personnel, service providers, family members, self-advocates, employers and other supports. IHDD staff, Doug Crandell is one of four subject matter experts providing support and training to the project.

PROVIDES LEADERSHIP TO NATIONAL ALLIANCE FOR DIRECT SUPPORT PROFESSIONALS (Britton-Laws)

The National Alliance for Direct Support Professionals mission is to enhance the quality of support provided to people with disabilities through the provision of products, services, and certifications which elevate the status of direct support workers, improve practice standards, promote systems reform and, most importantly, advance the knowledge, skills, and values of direct support workers. Carol Britton Laws continued in her role as President of the National Alliance for Direct Support Professionals. Some noted accomplishments in 2014 included:

- Recognized by the United States Senate and 46 state Governors. This was the most widely recognized DSP week in its five year history.
- The NADSP reviewed, approved and awarded 162 new certifications to DSPs and accredited two new training curricula.
- The creation of FLS C-I: an NADSP certification for Frontline Supervisors based on nationally validated competencies which were developed in 2014.
- The development of an NADSP state Chapter in North Carolina.
- Conducted a 2 day DSP Leadership Academy as a pre-conference session at AAIDD in Miami.
- NADSP became a partner with the National Leadership Consortium on Developmental Disabilities at the University of Delaware as one of only ten national partners.

PARTNERSHIP WITH THE SHEPHERD CENTER TO FORM THE GEORGIA DISABILITY HISTORY ALLIANCE (GDHA)

Americans with disabilities are a group of approximately 56.7 million people that today lead independent, self-affirming lives and who define themselves according to their person-hood – their ideas, beliefs, hopes and dreams – above and beyond their disability. The ongoing effort of people with disabilities to gain full citizenship is an important part of our American heritage. The disability rights movement shares many similarities with other 20th-century civil rights struggles by those who have been denied equality, independence, autonomy, and full access to society. We are living in a notable time in history where many critical events in the disability movement are occurring - from legislative actions to changes in societal views regarding disability.

Understanding the need to preserve this important part of Georgia history, IHDD and The Shepherd Center formed the Georgia Disability History Alliance. The goal is to bring together Georgians interested in protecting and preserving the State’s disability history. Over 100 organizations have joined this effort. The Richard B. Russell Library for Political Research and Studies joined the partnership and will house the disability history and artifacts collection. Many disability leaders, organizations, advocates, and self-advocates have donated items to the collection. Learn more at www.historyofdisability.com.

GEORGIA ASSOCIATION OF PEOPLE SUPPORTING EMPLOYMENT FIRST (GAPSE) ANNUAL CONFERENCE HELD (Patrick and Chase)

Faculty planned the 19th annual statewide GA APSE training conference. “Maximizing Employment through Small Business Relationships” was the conference theme. Conferees included 112 persons representing direct service providers, persons with disabilities and their family members, educators, and organization administrators. GAPSE provides our faculty with a platform to promote Employment First, the elimination of sub-minimum wage, and high quality credentials for service providers. The administrative office of GAPSE is housed within IHDD.

PROJECT AIDS FARMERS AND RANCHERS WITH DISABILITIES (Brightwell)

IHDD received $485,928 funding from the Clif Bar Family Foundation and the United States of Agriculture to aide farmer with chronic health conditions and disabilities. Even with modernization, agricultural production is one of the nation’s most hazardous occupations. Each year, thousands of people working in agriculture experience injuries that limit their ability to perform essential farm tasks. Many more become disabled as a result of non-farm injuries,
illnesses, other health conditions, and aging. The Farm Again / AgrAbility project enables farmers to continue doing what they love through work site modifications, business planning, and other resources.

COMMUNITY BUILDING PROJECTS STRENGTHEN COMMUNITIES (Grable)

Threads of Our Community is a project that brings diverse community members together around common interests. Through storytelling and the arts, the project brings together people with and without disabilities to form friendships around common causes. IHDD has been working closely with community members in Tift, Hancock and Baldwin counties. In particular, Hancock residents have been coming together on a regular basis under the facilitation of IHDD staff member Gillian Grable. Hancock County was created in 1793 as Georgia’s 15th County, and the City of Sparta was chartered in 1805. According to 2010 census data, the median household income in Hancock County was $21,664, and the median family income was $24,044. About 31.8% of families and 34.8% of the population were below the poverty line. IHDD met with key stakeholders in Hancock five times (County Commission Chair, the Mayor, business people, 4-H, Quilting Guild, Fitness Club member, citizen advocacy, for example) to draft plans for Martin Luther King holiday service day projects, Heritage Quilting Day and public mural projects. UGA Textile professor has committed to teach citizens about quilts with her students helping young people. A Georgia College public mural professor will participate. IHDD additionally developed a plan with the citizen group, a middle school teacher and 40 middle school students to build upon the assets and needs they described in their community. They will present their design to the School Board, to turn an abandoned school into a community arts center. Similar activities were held in Tift and Baldwin Counties. Over 600 community members have participated.

IHDD HOSTS LAW SCHOOL PANEL AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA (Brightwell, Jamieson, Wells)

IHDD has been engaging law schools around the country to understand issues around segregation and rights of people with disabilities. In particular, the aim is to increase awareness of a landmark Supreme Court case - Olmstead v. L.C. and E.W. This case is commonly referred to as the Brown v. Board of Education of disability rights cases - yet few people outside of the disability community know much about the history, outcome, and positive effect on society. Sue Jamieson, a member of IHDD staff and a lawyer with the Atlanta Legal Aid Society, Inc., was the lead attorney in the case. On January 2014, IHDD and UDC co-hosted a panel on the Olmstead decision and continued issues around segregation. It was a wonderful success with over 85 people attending from five different states. Recordings of the event can be seen on IHDD’s YouTube Channel: http://youtu.be/Xz5-n-4na_E (series of videos). The panelists included: Nicholas Lee, Esq: Attorney with the United States Department of Justice Disability Rights Section; Joe Shapiro: NPR News Investigative Journalist and author of NO PITY: People with Disabilities Forging a New Civil Rights Movement; Marjorie Rifkin, Esq.: Managing attorney at University Legal Services (ULS); Sue Jamieson who was the lead attorney in Olmstead v. L.C.;; Robert L. Burgdorf, Jr. Esq.: Professor of Law, UDC David A. Clarke
School of Law (drafted the original Americans with Disabilities Act introduced in Congress 1988); and Melissa Taylor, self-advocate.

Table 5. Public Service & Outreach and Extension Metrics

<table>
<thead>
<tr>
<th>Chronic Disease Prevention/Health Lifestyles</th>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>AgTeen – Farm Safety / Injury Prevention</td>
<td></td>
<td>30</td>
<td></td>
<td>$3,500</td>
<td>Increase in safety behaviors in fathers and youth. Increased involvement of parents in safety education. Increased knowledge and skills of occupational and physical therapists in assistive technology evaluations and placement.</td>
</tr>
<tr>
<td>AgTeen – All Terrain Vehicle (ATV) Safety</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assistive Technology</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Well-Being for Individuals and Families</th>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Rehabilitation Technical Assistance</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>-Professionals (VR counselors, direct support workers) have increased knowledge and skills related to evidence-based supported employment at competitive wages, for people with disabilities.</td>
</tr>
<tr>
<td>Mental Health Technical Assistance</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>- Professionals (VR counselors, direct support workers) have increased knowledge and skills in best practices related to finding and retaining employment opportunities for individuals.</td>
</tr>
<tr>
<td>Person Centered Planning and Customized Employment</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>-Positive attitudinal changes of professionals related employability of people with disabilities.</td>
</tr>
<tr>
<td>Partners for Employment / University of New Mexico</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>-83% of the mental health employment agencies passed their secondary</td>
</tr>
<tr>
<td>Event/Program</td>
<td>Participants</td>
<td>Funds Provided</td>
<td>Benefits</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| GAPSE Conference                      | 9            | $6,000 (volunteer/speakers) | - More people with disabilities are gainfully employed at competitive wages.  
- Agricultural families have increased likelihood of success by obtaining individualized consultative services and technical assistance to address AT needs, access to benefits, work site accommodations, business planning and other concerns. |
| National Direct Support Professionals  | 12           |                |                                                                          |
| Family Support Professionals           | 2            |                |                                                                          |
| FarmAgain / AgrAbility                | 20           | $4,500 (volunteer time) |                                                                          |
| Food Safety and Preservation          |              |                |                                                                          |
| Healthy, Safe and Affordable Housing Environments | *See note at end |                |                                                                          |
| Positive Development for Individuals, Families, and Communities |              | $2,500 | - Community members with and without disabilities develop mutual friendships and work on common activities to bring positive changes in the community.  
- People with disabilities are supported to live with permanent loving families and not in institutions.  
- Georgians’ come together in protecting and preserving the states’ disability history.  
- Increasing awareness and |
| Threads of Our Community              | 40           |                |                                                                          |
| Beyond the Asylum Documentary         | 3            |                |                                                                          |
| Children’s Freedom initiative         | 8            |                |                                                                          |
| Georgia History Alliance              | 100          | $600           |                                                                          |
| Olmstead Law                          | 6            | $1,200         |                                                                          |
| School Tour - UDC | 6 | (speakers, space) |
| People First of Georgia Charter / People First Annual Conference | 16 | $1,800 (speakers, gift bags) |

*People First Conference had sessions on accessible housing (by IHDD)*

Impacts:

Planned end-results (Improved Social, Economic, and Environmental condition)
- Overall quality of life of people with disabilities and their families is enhanced.
- More people with disabilities are gainfully employed at competitive wages.
- People with disabilities are able to live with permanent loving families, develop friendships and participate in community building activities.
- Georgia’s rich history of disability is protected and preserved.
- Youth and families are safer on Georgia farms; injuries and resulting disabilities are prevented.

Participants’ behavior/practice changes toward the planned direction
- More people with disabilities are able to have and retain jobs at competitive wages.
- Professionals (VR counselors, mental health workers, and direct support workers) have higher earnings and job retention; agencies have improved functioning and better community services due to professional development.
- Eighty three percent of the mental health employment agencies in Georgia passed their secondary fidelity review, and were therefore able to retain their funding, as a result of TA received from IHDD.
- People with disabilities are supported to live with permanent loving families and not in institutions.
- Community members with and without disabilities develop mutual friendships and work on common activities to bring positive changes in the community.
- People with disabilities are able to advocate for themselves and their rights.
- There is increased evidence base on ways to improve farm safety behaviors of fathers as well as youth.

Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction
- Positive changes in attitudes of professionals as well as community related to employability of people with disabilities at competitive wages.
- Professionals (VR counselors, mental health workers, and direct support workers) had increased knowledge and skills related to evidence-based supported employment for people with disabilities.
Professionals had increased knowledge and skills related to best practices in finding and retaining employment opportunities for individuals with disabilities.

Agricultural families had increased likelihood of success by obtaining individualized consultative services and technical assistance to address AT needs, access to benefits, worksite accommodations, business planning and other concerns.

Increased knowledge and skills of occupational and physical therapists in assistive technology evaluations and placement of people with disabilities.

Georgians’ come together in protecting and preserving the states’ disability history.

Increased awareness and knowledge of law school students on issues around segregation and the rights of people with disabilities.

Increase in farm safety knowledge and attitudes of participating fathers as well as youth.

A. Active Public Service and Outreach Grants/Contracts

Internal: ($X)

**GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)**

External: ($X)

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
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<tbody>
<tr>
<td>No. Proposals Submitted*</td>
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<tr>
<td>No. Proposals Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of PSO and Extension Grants Awarded</td>
<td></td>
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</table>

*As PI/PD

B. (New) Grants Submitted/Pending:

VI. PROGRESS IN STRATEGIC PLANNING

IHDD’s strategic plan for 2012-2016 includes the following goals: A Job, Not Poverty: Creating equal opportunities so people with disabilities can reach their full potential for employment and contribution to their communities, Friends and Places: Building relationships through ordinary living and active participation with family, friends, and community, Families: Building confidence and competence of families to support and advocate for their family member with a disability, and Human Rights: Promoting the recognition of people with disabilities as equal
citizens with rights to a full and ordinary life, without fear of exclusion or abuse.

A. Attained Goals

Goal 1: A Job, Not Poverty - Adults with disabilities are over three times more likely than other adults to live in poverty (26% vs. 9). Over 70% of SSI beneficiaries (age 18-64) are poor. The unemployment rate for adults with DD is within the range of 75% to 92%. In a survey done by the Office of Disability Employment Policy, only 13.6% of employers reported they actively recruited people with disabilities. Many employers think of hiring people with disabilities as a charitable activity rather than a management decision that makes sound business sense. Most (76%) Georgians with developmental disabilities spend their days in facility-based non-work settings.

Progress: IHDD continued to make strides as a National leader in supported employment. As demonstrated in the project highlights on page 8-11, staff continues to be recognized for their contributions on a state and national level. Our work in this area was most notably recognized by the U.S. Department of Justice. Most importantly, people with disabilities directly benefit from increased employment options.

Projects in this area: Under the WorkWorks Umbrella (Mental Health Technical Assistance; Vocational Rehabilitation Technical Assistance; Person Centered Planning and Customized Employment; Partners for Employment / University of New Mexico; Job Coach Certification; GAPSE; FarmAgain / AgrAbility); National Direct Support Professionals; Iowa Family Support Professionals Online Module Development; and I am a Gadget Geek Professional Development Trainings.

Goal 2: Friends and Places - Historically, people with disabilities have been removed from their families and communities, confined to segregated programs and institutions against their will. Even as people return to community life, many experience loneliness and isolation. Often their only companions are their family members and paid support staff. Friendships and community connections are most effective way to protect people from abuse and neglect; when people care, people act. We are committed to bringing the following question to communities across Georgia, “Why and what keeps people apart?” This goal revolves around the theme of intentional invitations for community members to be in conversation, discover what they have in common, recognize each other’s gifts, and create opportunities for people living on the edge to be visible as contributing members. Intentional conversations begin by being introduced (or introducing oneself) by one’s gifts and raising the question “What does your community need from you?”

Progress: IHDD has done extensive work in Tift, Baldwin and Hancock counties to bring together community members with and without disabilities so natural friendships and connections may happen. The community members work on items that are important to their town and come together to make positive change. From wall murals to cleaning up public areas, the projects vary by the needs of each community.

Projects in the area: Threads of our Community, Waddie Welcome Readings,
Goal 3: Families - Most people with disabilities live with their families. Although family care serves about 6 times as many people as are served by formal residential supports, few service dollars are directed toward families. Georgia lacks a comprehensive system of family support, ranking 50th in the US for spending for family supports. Lack of family support contributes to the placement of youth in institutions, nursing homes, and other residential facilities.

Progress: A core of all of the work that IHDD has done since its inception has revolved around families and supporting their needs. From using a person-centered tool to engage families to identify their child’s strengths to providing benefit counseling to farm families, IHDD has a wide variety of projects to directly assist families.

Projects in this area: Take a Look at Me Portfolio; Children’s Freedom Initiative; I am A Gadget Geek Technical Assistance; AgTeen Farm Safety Outreach; Farm Again / AgrAbility

Goal 4: Human Rights - Like many other states, the history of services in Georgia has been dominated by a model of segregation and congregation. A U.S. Department of Justice (DOJ) v. Georgia Settlement Agreement, signed in October 2010, is creating dramatic change in the state. The DOJ Settlement Agreement requires Georgia to establish an array of services and supports for people with developmental disabilities and those with mental illness.

Progress: IHDD continues to raise the bar to challenge others to see people with disabilities as equal citizens entitled to the same privileges and rights as everyone else. From working with law school students to convening leaders to preserve disability history, IHDD made great strides in this area in 2014.

Projects in this area: Giving Voice; People First; Law School Tours; Georgia Disability History Alliance, History Filming

B. New/Revised Goals Adopted

Not Applicable

VII. PROGRESS IN DIVERSITY AND INCLUSION

In 2014, IHDD increased the diversity of our Disability Studies Certificate students. We now have 2 graduate students from diverse backgrounds and 6 undergraduates who come from diverse backgrounds. Four undergraduate students identify as having a disability.

IHDD offered three (3/20/14, 4/2/14, 12/11/14) highly rated Disability as Diversity workshops to 76 UGA staff, on both Athens and Gwinnett campuses, as part of the Diversity and Inclusion
Certificate offered by the UGA Office of Institutional Diversity. Some participant feedback is below:

This was probably one of the best T&D sessions that I have attended. The experience of having a staff member with a disability facilitate the discussion took the understanding to a new level. Thank you!

I've taken 5 Diversity Certifications classes, and this one was by far my favorite. I had had experience with many other issues relating to diversity, but I had never thought of people with disabilities as a minority group (and the largest at that!). A real eye opener on understanding people with disabilities and society's false perceptions on people with disabilities.

Very informative and engaging class. It provided me with a fresh mindset of how to engage with individuals that have disabilities.

Though short, the class was extremely thought provoking. In terms of diversity we never have to think about the privileges we have. My biggest takeaway of the day was the facilitator saying we are all TAB temporarily able bodied...

VIII. INTERNATIONAL ACTIVITIES

A. Internationalizing the Curriculum

B. International Research and Development

C. Awards and Fellowships with International Focus

D. International Scholars and Visitors

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS

A. Undergraduate Students

B. Graduate Students

C. Faculty

290
Doug Crandell, Public Service Faculty member, was honored at the Georgia Rehabilitation Association’s (GRA) annual conference in Savannah, Georgia. Crandell received the Service in Rehabilitation Award, given to an individual for outstanding contributions to the field of rehabilitation.

D. Alumni

X. FACULTY PUBLICATIONS
DEPARTMENT WILL PULL FROM FAR

A. Books (Total: #)

B. Chapters in Books (Total: #)

Include citations using APA

C. Journal Articles (Total: 5 Published / 2 Under Review)


McNaughton, D., Rackensperger, T., Dorn, D., & Wilson, N. (2014). "Home is at work and work is at home": Telework and individuals who use augmentative and alternative communication. Work, 48(1), 117. doi:10.3233/WOR-141860


Manuscript submitted


D. Other Publications/Reports (Total: #)

1. Abstracts (Total: #)

Include citations using APA

E. Extension and Outreach Reports (Total: #)

2. Curricula/Manuals (Total: #)

Include citations using APA

3. Bulletins/Circulars (Total: #)

Include citations using APA

4. Bulletins, Circulars, Fact Sheets or Reports (Total: #)

Include citations using APA

XI. FACULTY SCHOLARLY PRESENTATIONS
DEPARTMENT WILL PULL FROM FAR

A. International (Total: #)

Include citations here

B. National (Total: 3)


C. Regional/State (Total: #)

Include citations here

D. Local (Total: 1)

Laws, C.B. (April 2014). Enriching Undergraduate Education in Disability Studies through Service-Learning Engagement. Poster presented at the University of Georgia Public Service and Outreach Annual Meeting and Awards, Athens, GA.
## Annual Report – Progress toward Strategic Goals 2014 - Matrix

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UGA Strategic Direction I - Building on Excellence in Undergraduate Education</strong></td>
<td>#1: Create innovative programs of study: A: Evaluate the need for new majors, minors and emphases in the college. B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships. C: Integrate opportunities for undergraduate research into the curriculum. D: Evaluate existing study abroad programs and explore adding new programs. E: Increase student participation in study abroad. F: Integrate global and diverse perspectives into course goals. G: Develop and strengthen collaborations with other schools and colleges. H: Maximize class enrollments while maintaining the effectiveness of instruction.</td>
<td>Throughout 2014, all undergraduate IHDD courses offered saw steady growth. We saw a 34% increase in undergraduate enrollment and a 600% increase in graduate enrollment. There were 47 active Disability Studies Certificate students (3 graduate students and 44 undergraduates). This is a 213% increase from 2013 where there were 15 active Certificate students. IHDD 2001, Introduction to Disability, was redesigned to meet the core curriculum requirement for social science for undergraduate students. It was approved in CAPA in 2014 and submitted to the General Education curriculum system in 2014. It is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
 awaiting curriculum staff review. A new service-learning course was designed to engage students in understanding disability in across the lifespan. Disability Issues in Childhood and Adolescence (IHDD 4005S/6005S), passed through all levels of curriculum review in 2014.

| #2: Enhance the effectiveness of academic and career advising: A: Foster student-to-student mentoring. B: Implement findings from the UGA advising survey completed by students. |
|---|---|
| We advised 47 students in 2014 on the academic benefits of the Disability Studies Certificate and their future career plans. |

| #3: Strengthen student recruitment to reflect a diverse student body: A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students. B: Increase the diversity of the college’s undergraduate enrollment. |
|---|---|
| IHDD increased course advertisement through the Office of Institutional Diversity and now has 6 students from minority backgrounds in the Certificate program. There are also 4 Certificate students who identify as having a disability. In addition, IHDD offered Disability Awareness to UGA faculty and staff through Training and Development on behalf of the Office of Institutional Diversity as part of the Diversity Certificate. |
#4: Increase student involvement in curricular and co-curricular activities:
A: Increase student membership in professional organizations.
B: Foster opportunities to socialize between majors and organizations within the college.
C: Increase opportunities for students and faculty to interact outside the classroom.
D: Maintain leadership roles in campus organizations.
E: Provide appropriate space for student meetings.

<table>
<thead>
<tr>
<th>UGA Strategic Direction II - Enhancing Graduate and Professional Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.</strong></td>
</tr>
<tr>
<td><strong>#1: Increase enrollment by increasing funding for graduate education:</strong></td>
</tr>
<tr>
<td>A: Increase the number of assistantships.</td>
</tr>
<tr>
<td>B: Increase the amount of assistantships.</td>
</tr>
<tr>
<td>C: Increase the number and amount of travel awards.</td>
</tr>
<tr>
<td><strong>#2: Determine demand for alternative delivery of graduate courses and programs:</strong></td>
</tr>
<tr>
<td>A: Evaluate potential and current students’ preferred times for on-campus classes.</td>
</tr>
<tr>
<td>B: Evaluate potential and current students’ preference for online classes.</td>
</tr>
<tr>
<td>C: Consider adjusting times for on-campus classes and on-line offerings as needed.</td>
</tr>
<tr>
<td><strong>#3: Establish additional collaborations within the college,</strong></td>
</tr>
</tbody>
</table>
throughout UGA and with other institutions to enhance research opportunities for students.

#4: Explore opportunities for international exchanges among student and faculty.

### UGA Strategic Direction III - Investing in Proven and Emerging Areas of Research Excellence

<table>
<thead>
<tr>
<th>FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world.</th>
<th>#1: Position the College as a hub of state, national and international excellence in family and consumer sciences related research: A: Increase faculty research stature through increased journal publications and presentations at national and international conferences. B: Increase funding for research from federal and non-federal resources. C: Explore opportunities for collaboration with colleagues across campus and at other institutions.</th>
<th>IHDD faculty presented research findings at the International Society for Agricultural Safety and Health (ISASH). Two presentations were given: Convergence between Father, Mother and Youth Reports of Protective Gear Use while Operating ATVs; and Youth Extra Riding Behaviors on Single Seated ATVs: Involvement of Fathers. Faculty had 5 papers published and 2 under review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2: Hire and retain faculty with a significant focus on current or emerging excellence in FACS’ areas of research: A: Identify emerging research areas when hiring new faculty and staff. B: Designate additional resources for supporting faculty in identified areas. C: Establish a formal mentoring program for junior faculty. D: Provide awards for excellence in research conducted by junior faculty.</td>
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<tr>
<td>#3: Provide fiscal and technological infrastructure to conduct cutting</td>
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<tr>
<td>FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community partnerships.</td>
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</tbody>
</table>
| #1: Increase public awareness of FACS programming through Cooperative Extension and outreach programs: 
  A: Address parenting and child development educational needs in Georgia. 
  B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia. 
  C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety. 
  D: Provide educational programs that enhance the quality of housing and healthy living environments among Georgia households. 
  E: Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities. |

In 2014, IHDD conducted over 1,800 hours of community training and technical assistance to a diverse audience, including people with disabilities and their families. In-person outreach and technical assistance activities reached 3,787 people across the state, region, and nation. These people included approximately 3,500 paraprofessionals and about 200 people with disabilities and their family members. In addition, media messages potentially impacted hundreds of thousands of members of the general public around the state. Over 193,000 people benefited from the information distributed by IHDD.

| #2: Involve university students in outreach in Georgia and beyond: 
  A: Engage students in service learning. 
  B: Encourage internships through Cooperative Extension and other outreach programs. |

edge research in the new FACS building.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>#3: Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents in the state.</td>
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**UGA Strategic Direction V - Improving Faculty Recognition, Retention and Development**

**FACS Goal 5: Improve faculty and staff recruitment, retention and development.**

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<table>
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</table>
| #1: Recruit outstanding faculty and scholars:  
A: Establish additional endowed professorships and chairs.  
B: Identify top scholars in emerging areas. |   |

| #2: Retain outstanding faculty:  
A: Earmark additional resources for faculty conducting research in identified areas of excellence.  
B: Increase the internal grant program funding to support research.  
C: Evaluate instructional, research and service loads to enhance productivity and achieve balance.  
D: Develop a matrix to determine productivity for merit pay increases. |   |

| #3: Ensure the diversity of the faculty in the broadest sense:  
A: Continue to support racial, ethnic, and gender diversity.  
B: Recruit from a variety of institutions and areas of specialization. |   |

| #4: Ensure that adequate staff are available to support the College.  
A: Provide development opportunities for staff to keep current in today’s environment.  
B: Support the racial, ethnic and gender diversity of the staff.  
C: Consider current staff for |   |
promotions and reclassifications within the college.

<table>
<thead>
<tr>
<th>UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure</th>
</tr>
</thead>
</table>
| **FACS Goal 6:** Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and constituents. | **#1:** Upgrade and modernize FACS buildings:  
A: Enhance technology to meet the needs of students, staff and faculty.  
B: Encourage the use of environmentally sound practices for cleaning and maintaining FACS buildings.  
C: Improve and modernize facilities (e.g., restrooms, lounge). |
| **#2:** Construct a new building that will include teaching, research and outreach facilities:  
A: Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design).  
B: Incorporate state-of-the-art technology to enhance the College’s teaching, research and outreach missions.  
C: Secure funding for furnishing the new building. |

<table>
<thead>
<tr>
<th>UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability</th>
</tr>
</thead>
</table>
| **FACS Goal 7:** Improve stewardship of natural resources and advance the college’s dedication to sustainability. | **#1:** Decrease energy consumption and waste in FACS buildings:  
A: Increase awareness of recycling efforts.  
B: Support initiatives to transform the campus from “high energy” to “low energy.” |
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<tbody>
<tr>
<td>#2: Incorporate sustainable materials in the construction of the new FACS building:</td>
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<tr>
<td>A: Investigate opportunities for student involvement in designing the new building.</td>
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<tr>
<td>B: Work with university architects to ensure the new building is LEED certified.</td>
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<tr>
<td>#3: Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:</td>
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</tr>
<tr>
<td>A: Increase college involvement in sustainability-related community activities.</td>
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<tr>
<td>B: Identify and seek external funding opportunities for sustainability-related outreach and research efforts.</td>
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<tr>
<td>C: Increase course offerings with sustainability-related content.</td>
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</tbody>
</table>
Launched re-designed FACS website (fcs.uga.edu)

Re-branded and printed new departmental brochures as well as brochures for Study Abroad, Ghana tour, Legislative Aide and TMI masters/PhD. programs

Created college-wide communications plan with accompanying graphic outlining the various communications channels/authors and provided easy-to-follow standards

Created college templates and uploaded to website to give college materials consistency, made all materials easily accessible on the FACS website

Taught class in conjunction with Jimmy Hansen to instruct FACS staff on web writing

Took numerous portraits of FACS faculty and staff for website, and arranged for new professional portraits to be taken at picnic in August

Continue to post, monitor and engage on various social media channels. In addition to keeping content fresh on both FACS Facebook pages, we added Twitter and Instagram in 2014 and have seen our audience grow each week. As of April 16, 2015: FACS Facebook: 1,115 followers; FACS Alumni Facebook: 757; FACS Twitter: 402; FACS Instagram: 277

Increased the frequency of communications via FACS website, UGA Public Affairs, UGA Calendar, Columns, UGA Research Magazine, Athens MOVE magazine, Georgia magazine, local and state newspapers, etc.; more than 20 articles published by UGA Public Affairs since my arrival in October 2013; several published via FACES weekly newsletter; generally raised the profile of the college via numerous channels. FACS content was on the front page of the Athens Banner-Herald for two consecutive weeks in March (Thinc Week event and Couture a la Cart) and the college has enjoyed several high-profile placements in Columns.

Created content for and oversaw delivery of quarterly alumni newsletter; established regular distribution schedule for future newsletters

Oversaw publication of FACS Magazine in the fall; 16,000 issues were delivered and much of content was re-purposed for the FACS website. Vast majority of content was original, fresh copy produced exclusively for the magazine, including a cover story on Suraj Sharma’s research and various faculty/student/alumni profiles.

Produced numerous graphics for promotional materials and VISIX screens

Served on search committee for alumni affairs/corporate engagement position that resulted in the hiring of Vicky Dorsey
Photographed numerous FACS events for both Facebook and Flickr

Created social media cards

Improved YouTube presence with numerous videos

Improved relationship with College of Ag communications staff

Launched directed study program in conjunction with Sheri Worthy/FHCE department head for consumer journalism students. Three students will have completed this directed study by May 2015, contributing work that has appeared on both the FACS and UGA web sites and in Athens MOVE magazine
I. Leadership

The College of Family & Consumer Sciences’ development and alumni relations team was reorganized the beginning of FY15. These efforts were led by Dean Linda Kirk Fox and Victoria Prevatt, who had served as Director of Development since July 2011. Beginning, July 1, 2014, Victoria took on an expanded role as the Executive Director of Development and Alumni Relations. Amy Brackett served as Development Officer through July 2014, leaving the position vacant until November, when Libby Carter was hired in November. In addition, the Director of Alumni Relations, Susan Byus, left the college March for a new position in UGA’s Admissions Office. At that time, the Alumni Relations and Student Leadership position was changed to the Director of Alumni and Corporate Engagement. The Student Leadership component moved to the Student Success & Advising Center. The alumni role was redefined at that time and Vicky Dorsey was selected as the Director of Alumni and Corporate Engagement, beginning her service to the college in August 2014.

The Executive Director of Development and Alumni Relations continued to serve on the Executive Cabinet, Administrative Cabinet, and Ex Officio on the FACS Alumni Board of Directors. Participation at monthly executive cabinet meetings and input into the agendas encourages communication among departments and serves as an opportunity for development efforts to be more effectively coordinated and communicated. The External Relations team continues to holds bimonthly meetings, often attended by the Dean.

A. Training and Professional Development

Training has continued in the systems and procedures of the University of Georgia, including external relations policies and procedures and gift accounting. Continued training in GAIL and OneSolution, the main IT systems used by both development and alumni relations.

II. The College of Family and Consumer Sciences Funds

A. Gifts of $10k + (January – December 2014)
   a. The Coca-Cola Foundation
   b. The Coca-Cola Company
   c. Wal Mart Foundation
   d. William F. Flatt (new fund: Marihope Troutman Flatt International Study Award)
   e. The Elliott Family
   f. TD Ameritrade Institutional
g. The Tucker Family Foundation (new fund: The Tucker Family Experience
Learning Award)
h. State Farm Mutual Automobile Insurance Company
i. John and Claudia Noell
j. Joel Katz (new fund)
k. Greg and Jennifer Holcomb
l. Matthew Nickols (Matched by Verizon Foundation)
m. Don McNeill and McNeill Family Foundation
n. Georgia Power Company
o. Georgia United Credit Union
p. Georgia Soft Goods Education Foundation

B. Portfolio

Victoria maintains a portfolio of approximately 75 individuals in various stages of the
solicitation cycle – suspect, prospect, soliciting, and stewardship. Monthly meetings with Brooks
McCommons, Senior Director of Development for Constituent Programs, allows time to review
portfolio and move prospects through the development process. Victoria has 94 face-to-face
visits documented for the calendar year 2014, which does not include the 70 guests to the Sky
Suite during the fall of 2014. In addition, Victoria led the following invitation-only events:
Consultation Lunch with Middle Georgia Alumni (March 2014, approximately 20 guests);
Extension Celebration Lunch (May 2014, approximately 40 guests).

III. Stewardship / Cultivation

Special Events this year

Pre-game events and UGA football games

The Dean and Executive Director of Development/Alumni hosted 8 – 10 friends, donors,
prospects, and alumni for seven home football games in a Sky Suite shared with the Division of
Student Affairs. Suites were strategically coordinated around academic priorities as reflected in
the campaign goals.

Prior to each home game, a FACS tailgate was organized by key alumni. The tailgate was open
to all alumni, faculty and students and offered another opportunity to meet friends of the college
both before and after the games.

FACS Dean’s Circle, corporate partners, Sky Suite guests, alumni board members, and tailgate
hosts were given preference for football parking in the Dawson Hall lot.
Donor Scholar Recognition

A Donor Scholar recognition reception was held to recognize endowment donors and their recipients on Friday, October 17th. The 2014 Donor Scholar event was held at the Richard B. Russell Special Collections Library, on the campus of the University of Georgia. Josh Whitlock, FACS alumni and scholarship donor, gave an energetic speech. The Elliott family was recognized and provided a check for $50,000 at the event.

Parents and Families Day

Initiated by the FACS Development Office, the college hosted its first Parents and Families Day, the Saturday following the Donor Scholar reception on Saturday, October 18th. The college worked with UGA’s Parents and Families Association and the FACS Student Success and Advising Center.

1785 Society – President’s Dinner with Dr. Bill Flatt

Generous FACS supporter, Bill Flatt, reached a milestone in FACS giving in 2014 – reaching $1 million in cumulative giving to the College of Family & Consumer Sciences. Victoria Prevatt and Dean Fox organized an intimate dinner at the home of President Morehead to celebrate Dr. Flatt’s entry into the 1785 Society. A small group of 10-12 of Dr. Flatt’s colleagues and college representatives attended.

Additional

In 2014, FACS leveraged other university-wide events to increase stewardship with key stakeholders and increase the college’s visibility and presence. This includes, but is not limited to, 40 Under 40, Bulldog 100, Georgia Economic Outlook Lunches, Thank-A-Donor Day, UGA Days, UGA Alumni Awards, Presidents Club Reception, and other statewide events.

IV. Annual Fund

Annual Fund efforts were led through July by Development Officer, Amy Brackett. Libby Carter joined the team in November. Annual fund efforts include direct mail, Ruffalo Cody, and an on-campus Faculty-Staff campaign. Special stewardship events are also coordinated under these efforts.

Direct Mail Summary-

- The spring direct mail “Don’t Get Left Behind” piece secured 11 gifts totaling $2,950, an increase from 2013 of $1480, or a 100% increase.
- Magazine inserts were included in the fall magazine. Overall there were 4 gifts from magazine inserts, totaling $345.
- The 2nd Sweaney Innovation Fund appeal was sent in Spring 2014 and accrued 15 gifts totaling $4,875.

Phonathon
The phonathon contracted through Ruffalo Cody is one measure of the total FACS Annual fund effort. Solicitation phone calls are made from February through April of each year. In the 2014 FACS Call Campaign, the phonathon generated $8,225 from 112 donors. This represents a 78% pledge fulfillment rate. In total, the expense of the program was $3,500 resulting in $4,725 in revenue from the campaign.

**Faculty/Staff Giving**
- Approximately 80 University of Georgia faculty and staff made gifts to FACS in 2014.

**Student Giving**
52 FACS seniors made Senior Signature gifts in 2014, designating a total of $1,560 to FACS.

**Annual Giving Stewardship**

**General**
- Weekly letter acknowledgments of incoming gifts:
  - $100+ gift donors received a letter signed by Dean Fox and Victoria Prevatt
  - First time donors received a letter signed by Dean Fox and Victoria Prevatt
  - $99 and below received a FACS postcard signed by an external relations staff member
- April: 476 donors of $25 and up to FACS were telephoned by 14 FACS Student Ambassadors and thanked for their gifts.

**Faculty/Staff**
- October: 69 University of Georgia faculty and staff donors to FACS were thanked by a FACS student ambassador with a red FACS tumbler during homecoming week.

**Dean’s Circle**
- The Dean’s Circle initiative (annual gifts of $2,500+) continues to gain momentum. Since its launch in 2011, membership to the Dean’s Circle has doubled (from 22 in FY11 to 44 in FY15).
- January: 60 donors were mailed a copy of President Morehead’s State of the University Address from Dean Fox
- May: 64 donors received a copy of Kelsey Brooks’ student speech from the Spring convocation ceremony
- December: sent holiday cards signed by Dean Fox to 44 donors

V. **EVENTS & ACTIVITIES from the Alumni Relations Office (prepared by Vicky Dorsey)**

A. Events for 2014
1. The 6th annual Chilly Dawg 5K Run/Walk was held Saturday, January 25, 2014 at Sandy Creek Park.
2. The 37th annual FACS Alumni Awards Luncheon was held Saturday, February 22, 2014. Dean Fox gave a college update and Dr. Gene Brody was inducted into the FACS Honor Hall of Recognition.
   a. 2014 Honorees were:
      Pacesetter Award: Dr. Anne Corinne Huggins
      Emily Quinn Pou Professional Achievement Award: Jody Rosen Atkins
      Outstanding Service Award: Camille Kesler
      FACS Appreciation Award: American Cancer Society
      Distinguished Alumni Award: Tommie G. Mullis
      Creswell Award: Dr. Mary Ann Johnson
3. The FACS Alumni Association Board Retreat was held on August 15-16, 2014. The spring meeting was held on April 14, 2014. The fall meeting was held on November 11, 2014.
4. Worked with the Director of Alumni Relations for the College of Agricultural on the 20th Annual South Campus Tailgate Event held at Legion Field on September 20, 2014 prior to the UGA versus the Troy football game.
5. Held a regional alumni reception in Macon for Middle Georgia Alumni on October 20, 2014.
6. Hosted 11th annual “Dogs with the Dean” lunch on the porch of Dawson Hall for students to meet and mingle with Dean Fox on Wednesday, October 7, 2014.

B. Launched a FACS Alumni LinkedIn Group to better connect our FACS community. Continued utilizing and promoting our UGA FACS Alumni Facebook page and our FACS flickr web albums.

C. Began development of Alumni Association Sponsorship program and Corporate Engagement initiatives.

IV. FACS Alumni Board as of December 31, 2014:
   President: Theresa Glasheen
   President-Elect: Lauren Coheley
   Vice President -Development: Jason Payne
   Secretary: Lauren Coheley
   Past President: Mitch Hardeman

Program Representatives:
   Human Development and Family Science:
   Don Bower, Lori Fields, Michele Santilli Melton

   Foods and Nutrition:
   Alison Berg, Megan Bodie, Tracey Brigman
Financial Planning, Housing and Consumer Economics:
Ericka Escoe, Tom Greene, Joan Koonce, Kelly Preston

Textiles, Merchandising & Interiors:
Holly Hill Floyd, Patti Hunt-Hurst

FACS Education:
Camille Blair

Graduate Representative:
Josie Kwon, Kristi-Warren Scott

College Relations Committee Chair:
Danny Stevens

Out of State Representative:
Open

Vicky Dorsey, Victoria Prevatt and Dean Fox served as ex-officio members.
I. OVERALL HEALTH OF UNIT/AREA

The Office of Student Services transitioned to the Student Success and Advising Center on August 1. With that came a new Director, additional staff hires, and increased roles and scope of responsibilities. In addition to the name change and holistic student focus, the partnership between the center and departmental advisors was strengthened with an increased emphasis on communication and problem-solving. Overall, the health of the unit is moving in a positive way to advance the goals of the University of Georgia and the College of Family and Consumer Science.

II. MAJOR ACCOMPLISHMENTS - INSTRUCTION

A. Quality of Instruction

Not applicable

B. Majors, Minors and Certificates

Not applicable

C. Visiting Professors and Alumni Guest Speakers

Not applicable

D. Enrollment Trends – Undergraduate and Graduate
Table 1. Enrollment

<table>
<thead>
<tr>
<th>ASSOCIATE DEAN WILL PULL FROM INSTITUTIONAL RESEARCH (IR) DATA</th>
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<tbody>
<tr>
<td>Current Year</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Undergrad Headcount Enrollment</td>
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<tr>
<td>Graduate Headcount Enrollment</td>
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<tr>
<td>Summer Enrollment &amp; Credit Hours</td>
</tr>
<tr>
<td>Summer Online Course Enrollment</td>
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<tr>
<td>Residential Summer Credit Hours (includes Online)</td>
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</table>

E. Degrees Awarded

<table>
<thead>
<tr>
<th>ASSOCIATE DEAN WILL PULL FROM INSTITUTIONAL RESEARCH (IR) DATA</th>
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</thead>
<tbody>
<tr>
<td>Current Year</td>
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<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
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<tr>
<td>Fall</td>
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</tbody>
</table>

F. Active Instructional Grants/Contracts

Internal: Not applicable

GRANTS COORDINATOR WILL PULL GRANTS DATA FROM OVPR DATABASE(S)

External: Not applicable

Insert grant citations here, listed for the unit for the current year (fiscal) by PI

Table 2. Sponsored Programs Summary: Instructional Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td>No. Proposals Submitted*</td>
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</tr>
<tr>
<td>No. Proposals Awarded*</td>
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<tr>
<td>Dollar Amount of Instructional</td>
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</tbody>
</table>
Grants Awarded

*As Principal Investigator (PI) or Project Director (PD)

(New) Grants Submitted/Pending:

The Student Success and Advising Center applied for a 2015-2016 UGA Parent’s and Families Grant through the Parents & Families Association in the amount of up to $3000 to enhance the new student program – The Bridge.

G. Staff – Transitions New Hires in 2014

Jennifer Eberhart – Advisor I, Summer 2014
Kelly S. King – student Affairs Specialist II, Fall 2015

III. PROGRESS IN ASSESSING DEPARTMENTAL EFFECTIVENESS

Table 3. Assessment efforts in the college which result in specific changes in the various department or units must be included in section III. Required format is included:

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Findings from the Assessment Process</th>
<th>Actions Taken in Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Program Review, Review of Student learning Outcomes Assessment, etc.).</td>
<td>(e.g., A survey of employers of program graduates found that the following improvement was needed: _________________)</td>
<td>(e.g., In response to the assessment findings, the curriculum as modified as follows: ________________)</td>
</tr>
</tbody>
</table>

(Major Emphasis) A. New or Revised Outcomes in Student Learning, administrative or support areas.

Not currently applicable, but we hope to development our own outcomes related to students’ interactions with our center.

(Major Emphasis) B. New methods of assessing outcomes in student learning, administrative or support areas

Not currently applicable, but we hope to development our own outcomes related to students’ interactions with our center that we can assess.

(Major Emphasis) C. Changes or improvements made in programs or processes (as a result of...
assessment findings. Show relationship of changes to assessment methods and results.)

Not currently available.

(Major Emphasis) D. Evidence of improvement in effectiveness (as a result of changes. Include evidence of improved learning outcomes, improved support or administrative services, or improved outcomes in special programs or projects.)

Not currently available.

IV. MAJOR ACCOMPLISHMENTS – RESEARCH AND SCHOLARSHIP

Not currently applicable

A. Active Research Grants/Contracts

Not currently applicable

GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)

External: ($X)

Insert grant citations here, listed for the unit for the current year (fiscal) by PI

Table 4. Sponsored Programs Summary: Research Grants and Contracts

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of Research Grants Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As Principal Investigator (PI) or Project Director (PD)

B. (New) Grants Submitted/Pending:

C. Editorial and Review Contributions

V. MAJOR ACCOMPLISHMENTS – PUBLIC SERVICE & OUTREACH AND EXTENSION
Table 5. Public Service & Outreach and Extension Metrics

<table>
<thead>
<tr>
<th>Specific Projects in these categories</th>
<th>Number of Contacts</th>
<th>Number of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention/Health Lifestyles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Well-Being for Individuals and Families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Safety and Preservation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy, Safe and Affordable Housing Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Development for Individuals, Families, and Communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Impacts:

For the purposes of this report we are capturing the following which has the potential for computing the economic return on investment to our stakeholders:

1. Planned end-results (Improved Social, Economic, and Environmental condition)
   Insert text here
2. Participants’ behavior/practice changes toward the planned direction
   Insert text here

3. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA)
   toward the planned direction
   Insert text here

A. Active Public Service and Outreach Grants/Contracts

Internal: ($X)

**GRANTS COORDINATOR WILL PULL EXTERNAL GRANT DATA FROM OVPR DATABASE(S)**

External: ($X)

Insert grant citations here, listed for the unit for the current year (fiscal) by PI

---

Table 6. Sponsored Programs Summary: Public Service & Outreach and Extension

<table>
<thead>
<tr>
<th>Sponsored Programs</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Proposals Submitted*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Proposals Awarded*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollar Amount of PSO and Extension Grants Awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As PI/PD

B. (New) Grants Submitted/Pending:

---

VI. PROGRESS IN STRATEGIC PLANNING
We will develop a Student Success and Advising Center strategic plan over 2015.

A. Attained Goals

Goal 1:
Progress:

Goal 2:
Progress:

Goal 3:
Progress:

Goal 4:
Progress:

Goal 5:
Progress:

B. New/Revised Goals Adopted

Progress:

VII. PROGRESS IN DIVERSITY AND INCLUSION

Specific actions in the past year by the department in support of Diversity and Inclusion defined in the college as: “Diversity encompasses acceptance and respect. The term “diversity” encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.”

We have hosted Georgia Daze, First Look, and high schools that are from diverse demographics to recruit a diverse student body to the College of Family and Consumer Sciences.

VIII. INTERNATIONAL ACTIVITIES
A. Internationalizing the Curriculum
Insert text here

B. International Research and Development
Insert text here

C. Awards and Fellowships with International Focus
Insert text here

D. International Scholars and Visitors
Insert text here

IX. AWARDS, HONORS, OUTSTANDING RECOGNITIONS
A. Undergraduate Students
Insert text here

B. Graduate Students
Insert text here

C. Faculty
Insert text here

D. Alumni
Insert text here

X. FACULTY PUBLICATIONS
DEPARTMENT WILL PULL FROM FAR
A. Books (Total: #)
Include citations using APA
B. Chapters in Books (Total: #)
Include citations using APA

C. Journal Articles (Total: #)
Include citations using APA

D. Other Publications/Reports (Total: #)
1. Abstracts (Total: #)
Include citations using APA

E. Extension and Outreach Reports (Total: #)
2. Curricula/Manuals (Total: #)
Include citations using APA

3. Bulletins/Circulars (Total: #)
Include citations using APA

4. Bulletins, Circulars, Fact Sheets or Reports (Total: #)
Include citations using APA

XI. FACULTY SCHOLARLY PRESENTATIONS
DEPARTMENT WILL PULL FROM FAR

A. International (Total: #)
Include citations here

B. National (Total: #)
Include citations here

C. Regional/State (Total: #)
Include citations here

D. Local (Total: #)
Include citations here
### A. Enrollment

<table>
<thead>
<tr>
<th>Class</th>
<th>Spring '14</th>
<th>Summer '14</th>
<th>Fall '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>81</td>
<td>4</td>
<td>74</td>
</tr>
<tr>
<td>Sophomores</td>
<td>221</td>
<td>63</td>
<td>184</td>
</tr>
<tr>
<td>Juniors</td>
<td>421</td>
<td>186</td>
<td>396</td>
</tr>
<tr>
<td>Seniors</td>
<td>535</td>
<td>351</td>
<td>693</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>157</td>
<td>93</td>
<td>157</td>
</tr>
<tr>
<td>Totals</td>
<td>1415</td>
<td>697</td>
<td>1504</td>
</tr>
</tbody>
</table>

#### Enrollment by Department by Semester

<table>
<thead>
<tr>
<th>Department</th>
<th>Spring '14</th>
<th>Summer '14</th>
<th>Fall '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDNS</td>
<td>461</td>
<td>220</td>
<td>464</td>
</tr>
<tr>
<td>FHCE</td>
<td>279</td>
<td>140</td>
<td>360</td>
</tr>
<tr>
<td>HDFS</td>
<td>383</td>
<td>203</td>
<td>418</td>
</tr>
<tr>
<td>TMXI</td>
<td>276</td>
<td>127</td>
<td>245</td>
</tr>
<tr>
<td>FACS ED</td>
<td>15</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>1415</td>
<td>697</td>
<td>1504</td>
</tr>
</tbody>
</table>

#### Transfer by Semester

<table>
<thead>
<tr>
<th>Transfer Pattern</th>
<th>Spring '14</th>
<th>Summer '14</th>
<th>Fall '14*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Into College (A)</td>
<td>174</td>
<td>14</td>
<td>140</td>
</tr>
<tr>
<td>Out of College (B)</td>
<td>41</td>
<td>6</td>
<td>44</td>
</tr>
<tr>
<td>Net Gain (A-B)</td>
<td>133</td>
<td>8</td>
<td>96</td>
</tr>
</tbody>
</table>

*The Transfer by Semester data for Fall '14 is only from the second half of the semester, 10/23/14-01/04/15. Data from the first half of the semester, 08/18/14-10/22/14, is not available.

### B. Academic and Graduation Status

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Spring '14</th>
<th>Summer '14</th>
<th>Fall '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential Scholar</td>
<td>49</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>257</td>
<td>142</td>
<td>220</td>
</tr>
</tbody>
</table>

#### Graduation Status: Number of Graduates by Degree Program by Department (Spring '14 – Fall '14)

<table>
<thead>
<tr>
<th>Department</th>
<th>BSFCS</th>
<th>MS</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDNS</td>
<td>127</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>FHCE</td>
<td>106</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HDFS</td>
<td>101</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>TXMI</td>
<td>84</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>FACS ED</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>426</td>
<td>23</td>
<td>8</td>
</tr>
</tbody>
</table>
C. Orientation Sessions

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>40</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>142</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>28</td>
</tr>
</tbody>
</table>

D. Recruitment

On-campus, High School, 2 Year Institutions, and various on and off campus events

**On-Campus Recruitment**

- New Dawgs (7 sessions)
- Scholar Initium (3 sessions)
- SGA Major Fair (2 sessions)
- Spring Fling
- UGA FiRST Look (12 sessions)
- Academic Resource Fairs (16 sessions)

**High School and Two-Year Institutions**

- Several Fulton County High Schools
- Several Cobb County High Schools
- Jones County High School
- Madison County High School
- Abraham Baldwin Agricultural College
- University of North GA - Oconee Campus

**Other Recruitment Opportunities**

- Clayton County College and Career Expo – 13 HS & 10 MS
- FACS Retreat
- FACS Parents Day
- Georgia FCCLA Conference
- FCCLA Camp (6 sessions)
- FCCLA National Cluster Meeting – Little Rock, AR
- GATFACS Conference
- Oconee County 8th Grade Career Fair
- Franklin Arts and Sciences Advisors
- UGA Orientation Leaders Luncheon
- South Campus Tailgate
- College Connections for Student Success Conference – Stone Mt., GA

15+ Prospective Family Visits
### Annual Report – Progress toward Strategic Goals 2014 - Matrix

1. Strategic Plan Measures originally adopted (institutional and individual selected performance indicators)
2. Baseline for each measure
3. Annual targets for each measure
4. Actual performance for each year

<table>
<thead>
<tr>
<th>Strategic Plan Measures</th>
<th>FACS Benchmarks</th>
<th>Baseline for each Benchmark</th>
<th>Annual targets for each Benchmark</th>
<th>Actual performance for each year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UGA Strategic Direction I - Building on Excellence in Undergraduate Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **FACS Goal 1: Build on excellence in undergraduate education by increasing student involvement, enhancing academic advising, providing the learning environment necessary to ensure that programs of study are relevant to today’s needs, extending student recruitment to reflect a diverse student body and recruiting the best and brightest students.** | #1: Create innovative programs of study:  
A: Evaluate the need for new majors, minors and emphases in the college.  
B: Provide increased experiential learning opportunities such as the Legislative Aide Program, student organizations, service learning, and internships.  
C: Integrate opportunities for undergraduate research into the curriculum.  
D: Evaluate existing study abroad programs and explore adding new programs.  
E: Increase student participation in study abroad.  
F: Integrate global and diverse perspectives into course goals.  
G: Develop and strengthen collaborations with other schools and colleges.  
H: Maximize class enrollments while maintaining the effectiveness of instruction. | | B. New position created to expand Experiential Learning throughout the College to increase promotions and student involvement in FACS programs. | B. FACS Students |
| | | | E. Study Abroad Brochure and Fair and Bulletin Board Display | E. FACS Students |
| | | | B. Promote and recruit College Ambassador program; Legislative Aide program, with the largest pool of applicants to date; student organizations; service learning; and internships opportunities. | |
| | | | E. Promoted Study Abroad opportunities by creating and widely distributing an eye-catching brochure for the programs, updating the bulletin board to inform students, and promoted the Fair college wide. | |
#2: Enhance the effectiveness of academic and career advising:
A: Foster student-to-student mentoring.
B: Implement findings from the UGA advising survey completed by students.

<table>
<thead>
<tr>
<th>A: The Bridge program established and continued promoting of FACS student organizations. Worked closely with UGA FACS Career Consultant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Focused on FACS first year and transfer students. All students were welcome to attend. Look at retention of students who attend the program in compared to the class. Receive feedback from students through oral and written formats to assess benchmarks. Received high ratings 2 fall programs.</td>
</tr>
<tr>
<td>A: The Bridge program was established to help FACS first year and transfer students. 4 workshops a year on a variety of topics with student mentoring opportunities. Promoted the FACS about center and college offerings such as study abroad, student organizations through the 2000 class and informing each student at orientation sessions.</td>
</tr>
</tbody>
</table>

#3: Strengthen student recruitment to reflect a diverse student body:
A: Increase undergraduate enrollment by recruiting the best and brightest undergraduate students.
B: Increase the diversity of the college’s undergraduate enrollment.

<table>
<thead>
<tr>
<th>A: Participated in admissions events such as New Dawgs, Scholar Initium, First Look, major fairs. Some events had a focus on diverse populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: UGA prospective students that are early admittance and diverse groups.</td>
</tr>
<tr>
<td>A&amp;B: Participated in admissions events such as New Dawgs, Scholar Initium, First Look, major fairs targeting diverse populations.</td>
</tr>
</tbody>
</table>

#4: Increase student involvement in curricular and co-curricular activities:
A: Increase student membership in professional organizations.
B: Foster opportunities to socialize between majors and organizations within the college.
C: Increase opportunities for students and faculty to interact outside the classroom.
D: Maintain leadership roles in

<table>
<thead>
<tr>
<th>4. Promoting awareness of FACS Clubs and lead the ambassador program and other experiential learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. FACS Students</td>
</tr>
<tr>
<td>A. SAFCS Members</td>
</tr>
<tr>
<td>B. FACS students</td>
</tr>
<tr>
<td>C. FACS Students and Faculty</td>
</tr>
<tr>
<td>D. FACS Students</td>
</tr>
<tr>
<td>E. All students</td>
</tr>
<tr>
<td>4. Provide club information to all FACS students by handout, use of monitors, and club fair.</td>
</tr>
<tr>
<td>A. Promote membership of AAFCS.</td>
</tr>
<tr>
<td>B. Providing a handout linking major to a FACS club</td>
</tr>
<tr>
<td>C. Club organizations, Dawgs with the Dean,</td>
</tr>
<tr>
<td>Campus organizations.</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>

### UGA Strategic Direction II - Enhancing Graduate and Professional Programs

<table>
<thead>
<tr>
<th>FACS Goal 2: Build on excellence in graduate education by increasing funding, providing flexible course offerings, and establishing collaborations across colleges.</th>
<th>#1: Increase enrollment by increasing funding for graduate education: A: Increase the number of assistantships. B: Increase the amount of assistantships. C: Increase the number and amount of travel awards.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#2: Determine demand for alternative delivery of graduate courses and programs: A: Evaluate potential and current students’ preferred times for on-campus classes. B: Evaluate potential and current students’ preference for online classes. C: Consider adjusting times for on-campus classes and on-line offerings as needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3: Establish additional collaborations within the college, throughout UGA and with other institutions to enhance research opportunities for students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4: Explore opportunities for international exchanges among</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UGA Strategic Direction III - Investing in Proven and Emerging Areas of Research Excellence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FACS Goal 3: Invest in current and emerging areas of research excellence in Georgia and the world.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| #1: Position the College as a hub of state, national and international excellence in family and consumer sciences related research:  
A: Increase faculty research stature through increased journal publications and presentations at national and international conferences.  
B: Increase funding for research from federal and non-federal resources.  
C: Explore opportunities for collaboration with colleagues across campus and at other institutions.  
#2: Hire and retain faculty with a significant focus on current or emerging excellence in FACS’ areas of research:  
A: Identify emerging research areas when hiring new faculty and staff.  
B: Designate additional resources for supporting faculty in identified areas.  
C: Establish a formal mentoring program for junior faculty.  
D: Provide awards for excellence in research conducted by junior faculty.  
#3: Provide fiscal and technological infrastructure to conduct cutting edge research in the new FACS building. |

<table>
<thead>
<tr>
<th>UGA Strategic Direction IV - Serving the Citizens of the State of Georgia and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACS Goal 4: Serve the citizens of the state of Georgia through educational programs and community</strong></td>
</tr>
<tr>
<td>#1: Increase public awareness of FACS programming through Cooperative Extension and outreach programs:</td>
</tr>
</tbody>
</table>
| Partnerships. | A: Address parenting and child development educational needs in Georgia.  
B: Provide educational programs in cooperation with government agencies and private partnerships to enhance financial stability in Georgia.  
C: Improve the health of Georgia citizens through non-formal education and outreach in nutrition, fitness and food safety.  
D: Provide educational programs that enhance the quality of housing and healthy living environments among Georgia households.  
E: Collaborate on developing multi-discipline programs such as the ASPIRE clinic that engage the citizens of Georgia in opportunities for strengthening families and communities. | | |
| --- | --- | --- | |
| #2: Involve university students in outreach in Georgia and beyond:  
A: Engage students in service learning.  
B: Encourage internships through Cooperative Extension and other outreach programs. | | | |
| #3: Explore alternative funding partnerships to increase the number of FACS Cooperative Extension agents in the state. | | | |

**UGA Strategic Direction V - Improving Faculty Recognition, Retention and Development**

**FACS Goal 5: Improve faculty and staff recruitment, retention and development.**

#1: Recruit outstanding faculty and scholars:  
A: Establish additional endowed
<table>
<thead>
<tr>
<th>#1: Upgrade and modernize FACS buildings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Enhance technology to meet the needs of students, staff and faculty.</td>
</tr>
<tr>
<td>B: Encourage the use of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2: Retain outstanding faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Earmark additional resources for faculty conducting research in identified areas of excellence.</td>
</tr>
<tr>
<td>B: Increase the internal grant program funding to support research.</td>
</tr>
<tr>
<td>C: Evaluate instructional, research and service loads to enhance productivity and achieve balance.</td>
</tr>
<tr>
<td>D: Develop a matrix to determine productivity for merit pay increases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3: Ensure the diversity of the faculty in the broadest sense:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Continue to support racial, ethnic, and gender diversity.</td>
</tr>
<tr>
<td>B: Recruit from a variety of institutions and areas of specialization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4: Ensure that adequate staff are available to support the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Provide development opportunities for staff to keep current in today’s environment.</td>
</tr>
<tr>
<td>B: Support the racial, ethnic and gender diversity of the staff.</td>
</tr>
<tr>
<td>C: Consider current staff for promotions and reclassifications within the college.</td>
</tr>
</tbody>
</table>

| A. Professional development opportunities | A. All Student Success & Advising Center staff | A. Attended Banner and Athena trainings |

**UGA Strategic Direction VI - Improving and Maintaining Facilities and Infrastructure**

**FACS Goal 6: Enhance the physical and technological environment and capabilities to meet the needs of our students, faculty, staff and**
constituents.

| Environmentally sound practices for cleaning and maintaining FACS buildings. |
| C: Improve and modernize facilities (e.g., restrooms, lounge). |

| #2: Construct a new building that will include teaching, research and outreach facilities: |
| A: Design the building to support an interdisciplinary clinic (e.g., couples and family therapy, financial management, nutrition consultations and universal design). |
| B: Incorporate state-of-the-art technology to enhance the College's teaching, research and outreach missions. |
| C: Secure funding for furnishing the new building. |

**UGA Strategic Direction VII - Improving Stewardship of Natural Resources and Advancing Campus Sustainability**

| FACS Goal 7: Improve stewardship of natural resources and advance the college's dedication to sustainability. |
| #1: Decrease energy consumption and waste in FACS buildings: |
| A: Increase awareness of recycling efforts. |
| B: Support initiatives to transform the campus from “high energy” to “low energy.” |

| #2: Incorporate sustainable materials in the construction of the new FACS building: |
| A: Investigate opportunities for student involvement in designing the new building. |
| B: Work with university architects to ensure the new building is LEED. |
#3: Promote college and campus wide awareness of faculty and student leadership in sustainable living and learning:
A: Increase college involvement in sustainability-related community activities.
B: Identify and seek external funding opportunities for sustainability-related outreach and research efforts.
C: Increase course offerings with sustainability-related content.
Office of Technology and Instructional Services

Annual Report, 2014

I. Office of Technology and Instructional Services (OTIS)

OTIS supports the technological needs of the College of Family and Consumer Sciences. The main office of OTIS is located in the 200 suite of Dawson Hall. OTIS supports the College of Family and Consumer Sciences by offering the following key services:

- Student Computer Labs
- Instructional Technology and Development
- Desktop and Peripheral Technology Support
- Network Administration and Systems Management
- Web Administration and Development
- Administrative and Organizational Support
- Leadership in the integration and use of technology

A. Personnel

- IT Director: Responsible for IT strategic and/or tactical planning, evaluation and implementation of the plan for a unit, department, or college. Responsible for project management, resource management, supervision of OTIS staff, and effective communication among faculty, staff, administration, students and appropriate IT resource providers at the University. This position is responsible for the identification, selection, and application of appropriate technology resources to support the College and the University goals of instruction, research, and public service. Technology services provided under the leadership of this position meet University standards for design, security, and delivery. Responsible for providing research, specifications, and pricing information for new equipment being purchased by the College. Manages the Student Technology Fee and College technology budgets. Represents the college on various university level committees as well as many college level committees. Is the technical security liaison for the College of Family and Consumer Sciences as well as manages the after hour’s access system for Dawson and Barrow halls.

- Systems Administrator Principal: Performs daily operations of managing all of the college’s server systems. Troubleshoots hardware/software problems and system failures. Determines and initiates appropriate and immediate actions needed to restore normal services with minimal downtime. Identifies trends and source of problem(s), and recommends/initiates corrective action. Monitors and evaluates operating efficiency, analyzes hardware/software performance,
and tuning. Performs long-range and capacity planning studies to determine the type of resources needed to support expected volume, types of application systems and operating assurance. Monitors systems backup procedures and executes recovery operations when necessary. Prepares documentation of systems and software for permanent records.

- Instructional Technology Systems Professional Principal: Collaborates and supports faculty and departments through the design, development, implementation, evaluation and/or classroom support of instructional technologies. Involved in the design of classrooms and installation of technology as well as maintenance and repair of instructional technology systems such as integrated video/audio/data classroom presentation systems, distance learning systems and a wide range of instructional technologies. Responsible for providing quick, efficient telephone and on-site support for classroom instructional technology and/or systems to insure classroom instruction continues. Responsible for maintaining five student computer labs, six SMART technology classrooms, three presentation classrooms, test scoring training and form distribution, software training, and instructional technology development.

- Web Development Team (Web Developer Principal and Web Developer Assistant): Responsible for the design, organization, functionality, accessibility, navigation and overall usability of the college's website. This team works closely with clients to ensure the website supports the instruction, research, and outreach initiatives that sustain the college's overall mission. Provide graphics support and act as liaisons to the College for the collection of information for the web site.

- IT Professional Specialist: Responsible for providing general client Information Technology support. Diagnoses and resolves issues pertaining to standalone and interconnected systems hardware, software, peripherals, and network devices used by college personnel throughout ten on campus buildings to perform assigned work duties. This position directly addresses technical issues at the local level and acts as a technical liaison for resolving broader issues. Supports more than 750 desktop and laptop computers as well as various other peripherals.

II. Services

A. Administrative and Directional Support

The IT Director is the IT coordinator for the entire College of Family and Consumer Sciences. Is responsible for coordinating the 5 team members of the OTIS group, resolving personnel issues, making decisions regarding equipment support, developing goals and objectives for the OTIS staff, and providing research and guidance as related to technology to the College. Is involved in policy recommendations to the University through membership in various university level committees. Is responsible for creating, maintaining, and implementing policies within the college as related to technology and its use within the college. Maintains and manages the student technology fee and college level technology budgets. Develops and creates the college’s short term and long term technology plan as well as setting goals for OTIS. Responsible for IT
strategic and/or tactical planning, evaluation and implementation of the plan for the college. Responsible for project management, resource management, and effective communication among faculty, staff, administration, students and appropriate IT resource providers at the University.

B. Network Services and Development

OTIS employs a System Administrator Principal. His responsibilities are to maintain web services, file, and print sharing services, as well as general server maintenance. The College's computer network spans twelve buildings and includes a Category 5e 10/100/1000Base-T network of 26 network switches and more than 750 workstations. The network infrastructure provides access to the College's Web server, Universities electronic mail server, print server, and file-sharing services. These services operate on 29 server-class computers running VMware Vsphere, Novell NetWare, RedHat Linux, Ubuntu Linux, and Microsoft Windows operating systems. Our production servers and network devices currently include:

- ADA: provides a host environment running VMware ESXi Server 5.5. ESX runs on a Dell PowerEdge 2970.
- APOLLO: provides print server services for all mainframe print jobs. Apollo is currently a RedHat Enterprise Linux 4 Virtual Machine running under VMware ESXi Server 5.5.
- ASPIRE: provides a host environment running VMware ESXi Server 5.5. Aspire runs on a Dell PowerEdge T410.
- BAAL: provides backup services for personnel in the Nickols building. Baal is a Supermicro machine built by TEC services for IBR.
- BISHOP: provides network storage services. Bishop is a Dell PowerEdge R200 running FreeNAS 9.2.1.8.
- CAD: provides applications and storage for the Furnishing and Interiors group of TMI. CAD is a PowerEdge 2950 running Netware 6.5 SP8.
- CRS: provides Camtasia Relay Server for Faculty in the college. CRS is currently a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.
- DEV: provides a development platform for the Web team to build applications and Web pages before moving to the production server, Spock. Dev is currently a RedHat Enterprise Linux 5 Virtual Machine running under VMware ESXi Server 5.5.
- FARPOINT: provides a collaborative production Web server using Expression Engine, Moodle, and other web applications. Farpoint is currently a RedHat Enterprise 5 Virtual Machine running under VMware ESXi Server 5.5.

- GHOST: provides Imaging for computers in the college. GHOST is currently a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.

- LANDESK: provides Desktop Management and Imaging for computers in the college. Landesk is currently a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.

- ARK: provides a host environment running VMware ESXi Server 5.5. ARK runs on a Dell PowerEdge T310.

- ESX: provides a host environment running VMware ESXi Server 5.5. ESX runs on a Dell PowerEdge 2850.

- ESX1: provides a host environment running VMware ESXi Server 5.5. ESX1 runs on a Dell PowerEdge 2950.

- ESX2: provides a host environment running VMware ESXi Server 5.5. ESX2 runs on a Dell PowerEdge 2950.

- ESX3: provides a host environment running VMware ESXi Server 5.5. ESX3 runs on a Dell PowerEdge 2850.

- ESX5: provides a host environment running VMware ESXi Server 5.5. ESX5 runs on a Dell PowerEdge R610.

- ESX6: provides a host environment running VMware ESXi Server 5.5. ESX6 runs on a Dell PowerEdge R610.

- ESX7: provides a host environment running VMware ESXi Server 5.5. ESX7 runs on a Dell PowerEdge R610.

- EXTENSION: provides file and print services in Hoke Smith Annex for personnel of Cooperative Extension. Extension is a PowerEdge 2850 running Netware 6.5 SP8.

- HERA: provides storage services for the Marriage and Family Therapy Clinic at the McPhaul Center. Hera is a Dell PowerEdge T410 running Netware 6.5 SP8 under VMware ESXi Server 5.5 host Aspire.

- HESTIA: College-wide NetWare server, offering file and print services the majority of our college faculty and staff. Hestia is a Dell PowerEdge 2650 running Netware 6.5 SP8.
- **HICKS**: provides Web services for Diane Bales Drupal site eathealthybeactive.net. Hicks is an Ubuntu Linux 12 server running under VMware ESXi Server 5.5.

- **OTIS-DATA1**: provides shared storage for servers and workstations migrated to the msmyid.uga.edu Active Directory domain. Otis-Data1 is a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.

- **PROCARE**: provides a Check In/Out service for the Child Development Lab. Procare runs on a Windows XP virtual machine under VMWare ESXi Server 5.5.

- **RIPLEY**: provides a Web Server for the SNAP-Ed Program. RIPLEY is a Redhat Linux 4 virtual machine under VMware ESXi Server 5.5.

- **SNAP1**: the backup server in Dawson Hall that is used for snapshot differential backups of all the Linux servers. Snap1 is a Dell PowerEdge R200 running RedHat Enterprise Linux 5.

- **SPOCK**: Production college-wide UNIX resource, offering web, email, and database services. Spock is currently a Dell PowerEdge 2850 running RedHat Enterprise Linux 4.

- **SPOCK2**: a backup server mirroring the production server Spock for failover purposes. Spock2 is currently a RedHat Enterprise Linux 4 virtual machine under VMWare ESXi Server 5.5.

- **TITAN**: is a server joined to UGA’s msmyid domain and provides file and print services for the Institute for Human Development and Disabilities. Titan is a Windows 2008 R2 under VMware ESXi Server 5.5 host ESX7.

- **OTIS-VCENTER**: provides a management interface for all VMWare ESXi 5.5 Hosts and virtual machines. OTIS-VCENTER is currently a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.

- **VISIX**: provides digital signage services for many colleges within the University System. Visix is currently a Windows 2008 R2 64-bit Enterprise Server running under VMware ESXi Server 5.5.

- **XENA**: provides AutoCAD Licensing Services for our Autodesk Computer Aided Design applications running on more than 60 PCs. Xena is currently a Windows XP Virtual Machine running under VMware ESXi Server 5.5.

- **FACS Students can login to any of our OTIS computer labs or classrooms using their UGA MyID login username, and have access to our applications and file/print services.**
C. Student Computer Laboratory Services and Support

The College offers a vast array of computing facilities used by students to complete assignments, analyze data, and engage with classmates for group projects or just research topics of interest. Many of the courses taught at the college use these resources as a vital tool for examining up-to-date research and helping students prepare for success in the job marketplace. In addition to class projects, students are strongly encouraged to use the full range of computing facilities to expand their subject matter knowledge. Our staff is available to assist any student, faculty, or staff with one-on-one guidance in the use of the facilities upon request. Instructional handouts, online tutorials, and workshops are available to assist faculty, staff, and students utilizing equipment and services provided by OTIS.

OTIS maintains five student computer labs for a total of 121 available workstations. The environment consists of two general use labs, two AutoCAD labs, and one combination statistics and pattern design lab. One of these is the largest computer classroom on the University campus. It contains 46 Dell computers with hideaway monitors to allow for quick conversion into a general-purpose classroom. This room was designed to serve as a remote access classroom and has a Cisco C60 Telepresence video conferencing system that can be used to connect up to 3 remote sites for distance learning. All lab computers have the common software needed by university students such as Microsoft Office, Adobe Creative Suite, and vLab access, as well as specialized software needed by the College including Diet Analysis, FoodProcessor, and SPSS. Workstations with scanners are available that include accessibility software for students who wish to use them for learning support.

Dawson 202 and 264 computer classrooms may be reserved for seminars, presentations, examinations or workshops. When not reserved for special class functions, they are open 7:00 a.m. to 6:00 p.m., Monday through Friday, when the University is in session. Graduate students may request after-hours access to the computer labs located in Dawson 204 and 264 using their UGA ID card or Dawson 202 by obtaining the lock combination from OTIS. Barrow Computer classrooms and labs are restricted to Furnishings and Interiors students.

D. Instructional Technology Support

OTIS provides a full-time instructional technologist to support faculty and graduate students. Areas of focus include:

- Instructional design and development assistance, including best teaching practices appropriate for face-to-face and online instruction with respect to technology integration,

- Classroom audio-visual equipment training and support,

- Video conferencing training and support,
- eLearning Commons (UGA’s learning management system) training and support,

- Promotion of emerging practices, technologies, and resources with respect to teaching and learning.

Learning Environments:

OTIS fully supports computers and audio-visual equipment in 18 classrooms located in Dawson and Barrow Halls. Twelve general classrooms and two computer classrooms in Dawson Hall, as well as one classroom and one lab in Barrow Hall, are fully outfitted “SMART” classrooms. All rooms contain a ceiling mounted LCD projector with a projection screen, a Dell desktop computer and SMART Podium monitor, DVD/VHS player, sound system and document camera along with a touch screen panel that controls each item. Remaining classrooms in Dawson and Barrow Halls and one additional lab in Dawson Hall are outfitted with a ceiling mounted LCD projector, projection screen, a computer and inputs for a laptop.

The two computer classrooms, Dawson 202 and 264, as well as all other college classrooms, may be reserved by contacting FACS Student Services. A list of the classrooms along with a photo and description of resources in each room is available on the OTIS website.

Room upgrades:

In order to improve the student experience in our most used computer lab, Dawson 204, we have increased the number of workstations from 14 to 18 and replace the systems with ultra-small form factor units that produce less heat and allow more working desk space for the students. We have also installed large framed prints from the University’s photo archives and a campus map marking our location. Stations at each end of the room provide useful supplies for the students such as pens, pencils, staplers, and hole-punches.

We have recently added a 70” Sharp AQUOS BOARD instructors can use to create a more interactive experience in the classroom. The board can be used in place of the standard PC, projector, and whiteboard. Currently, the device is housed in Dawson 216 for demonstration and training, awaiting final placement in an instructional classroom.

Video Recording Services:

OTIS offers faculty, staff and student group’s basic video recording for special events, including guest speakers and assemblies, located in Dawson and Barrow Halls during regular business hours. We provide stationary recording up to 1 hour using a digital camcorder and basic microphone, basic editing, and posting to the private FACS Instructional Services YouTube page. One additional professional camera kit is available for loan for after-hours recording. Editing and posting of this video are the responsibility of the user.
Print Services:

OTIS has invested in two free-standing Wēpa® kiosks. One is located across from the student lounge on the first floor of Dawson Hall and the other on the second floor adjacent to the 202 and 204 labs and the OTIS office. This network of printers allows students to submit documents from their phones, tablets, laptops, or lab computers, and then walk up to any of the kiosks to pay and print their jobs. With 20 kiosks on the UGA main campus and five additional stations within 25 miles, they are quickly replacing any other mode of printing on campus.

E. Web Administration and Development

OTIS has a two-person web team consisting of two web developers that are responsible for the design, building, and maintenance of the College’s website. Members of the College can contact them about updating any web content, providing web-based surveys, and making additions to the existing site by emailing the helpdesk or via the website.

F. Desktop and Peripheral Technology Support

OTIS employs one full-time IT Professional Specialist who is responsible for desktop and peripheral support throughout the College's ten on campus buildings. This position supports more than 750 computers (laptops and desktops) and also supports a vast array of computer peripherals.

III. OTIS Accomplishments

A. Administrative and Directional

- Migrated one-fourth of all networked resources within the college to UGA’s MSMYID Active Directory Services for desktop management and authentication.

- Launched the new FACS website consisting of 2014 pages, built on modern technologies/standards.

- Manually migrated all network resources (more than 680 devices) from EITS DHCP to BlueCat Proteus DHCP system.

- Continued to take advantage of all systems/resources provided by the University and eliminated any duplication of those systems within the College where feasible. This includes the Microsoft Office 365 initiative, Microsoft OneDrive, LANDesk management suite, Microsoft IT academy,
Adobe software suite, SPSS software, VMWare virtualization, and other University level services such as network scanning and monitoring for malicious programs.

- Continued to improve the overall workflow and communications within OTIS by evaluating helpdesk ticketing software, policies, and procedures and making modifications where necessary.

- Continued to participate in ITMF and UGANET on campus as well as continued to develop relationships with peers at other similarly sized institutions. Collaborated with other units on campus to take advantage of expertise and reduce costs related to procuring new technologies by working toward joint licensing of products.

- Continued to explore and examine the implementation of the campus cloud-based storage solution- Microsoft (OneDrive) and services for classroom and lab utilization.

- Continued to provide technical support and implement technical systems for multiple projects or institutes within the college. (IHDD, Aspire Clinic, SNAP-ED, Riverbend North, etc…)

- Continued to house, manage, and maintain the campus level digital signage content server for the Visix-AxisTV system all across campus and at many off-campus university sites.

- Identified and upgraded all remaining networked Windows XP computers to Windows 7 and replaced those computers not capable of being upgraded to Windows 7.

- Continued to participate as a member of the IT leadership reading club founded by the Vice President of Informational Technology at UGA. Continued to build better relationships with the CIO, IT directors, and EITS staff at UGA by having regular meetings and participating in IT related events held by EITS.

- Continued to provide faculty and all instructional support personnel with training opportunities for the new Elec system (Desire2Learn) as well as other basic instructional level training classes.

- Successfully created, got approval for, procured, and implemented the college plan for STF funding.

- Identified and procured training opportunities for staff in emerging new technologies to keep skills at an appropriate level as related to job performance/responsibilities.

- Acquired upgraded network storage array equipment to increase the overall capacity of the college's network storage for departmental use.

- Investigated and evaluated AMX Inspired digital signage as potential replacement service for our current digital signage solution (AxisTV).

- OTIS responded to and satisfactorily completed more than 1200 helpdesk requests during 2014.
B. Networking

- Continued to migrate physical servers to virtual servers. This allows us to run many different purpose servers on a single piece of hardware thereby saving rack space and increasing the utilization of all hardware. We have four servers in the college environment that remain to be migrated.

- Rebuilt and configured the Aspire clinic server, Hera from a Novell server to a Windows server to run the Titanium Scheduler program.

- Migrated all remaining computer lab and classroom computers to UGA’s MSMYID active directory services.

C. Instructional Technology and Development

- Provided front-line hardware and software support for faculty and staff in the college as needed.

- Assisted with managing and maintaining classroom technologies for the five departments in the College.

- Maintained expertise in audio-visual, lecture capture, and emerging technologies to provide pertinent recommendations for grant proposals, classroom renovations, and other planning activities.

- Provided training to faculty and graduate assistants on incorporating advanced media technologies into their face-to-face and online classes.

- Actively participated in UGA Planning and Support Team for the management of the Desire2Learn LMS platform.

- Completed AMX Systems Design Expert and Installation Expert Training (design, selection, and layout of audio-visual systems)

- With assistance from OTIS student workers, printed over 170 posters for faculty and graduate student presentations, classroom projects, and departmental displays.

- Actively participated in both UGA’s EdTech (Educational Technology) and WAG (Web Accessibility) Groups.
D. Web Development

- Launched the new FACS website consisting of 2182 pages, built on modern technologies/standards in:

  - Device responsiveness
  - Content management
  - Content writing
  - Accessibility
  - Front-end design
  - Usability
  - Interactivity (Forms)

- Developed Expression Engine, our content management system, into a multi-user system, enabling 90 content authors to collaborate

- Trained and supported content authors in person, email and with online documentation (http://www.fcs.uga.edu/otis/facs-website-development)

- Met weekly with Dean Fox and others to refine every aspect of the FACS website

- Developed and supported additional websites: Foodtalk (Snap Ed), NERMEN, NCHFP, Better Brains for Babies, Live Well Age Well, ASPIRE Clinic, So Easy to Preserve.

E. Desktop and Peripheral Technology Support

- Migrated all remaining identified Windows XP computers to Windows 7 Pro.

- Implemented additional methods for computer recovery and improved methods for reinstalling Windows on existing computers.

- Began deploying Adobe Creative Cloud and created one master image for all desktops and one master image for all laptops.

- Migrated lab computers and classroom computers from workgroups to Active Directory.
IV. Goals for 2015

A. Administrative and Directional

- Migrate all remaining networked resources within the college to UGA’s MSMYID Active Directory Services for desktop management and authentication purposes.

- Migrate all remaining capable networked resources within the college to the LANDesk management suite.

- Migrate remaining network server class resources from Novell E-Directory services to Microsoft Windows Active Directory Services.

- Procure and attend additional training for the LANDesk management software suite.

- Identify, acquire, and attend additional training for Microsoft Active Directory services and associated network resource implementation.

- Improve and expand the use of cloud-based storage and services for classroom and lab utilization as well as explore the possibilities for use by faculty and staff members at the College.

- Explore the use of virtualization software within the college computer labs to minimize hardware upgrade expenses.

- Continue to improve network security by better identifying and eliminating all identified threats.

- Continue the established upgrade path for the college website to include new partnerships with other units on and off campus as well as take advantage of all identifiable resources that would benefit our site.

- Continue to provide individual/group training sessions to faculty and all instructional support personnel for the Elc online learning-management system, as well as other basic instructional level training classes.

- Continue to investigate, develop, and implement new inventory tracking procedures/software to assist the college in better tracking computer inventory.

- Further, improve the network infrastructure of Dawson Hall by implementing a phased upgrade strategy and identifying funding sources.

- Utilize more website components for dissemination of IT related information and provide a more streamlined helpdesk request system that is more easily accessible from various platforms.
B. Networking

- Migrate existing computers from local workgroups to UGA MyID Active Directory.

- Deploy EITS vLab to 204 computer lab.

- Migrate faculty and staff PCs from eDirectory primary authentication to UGA's MyID Active Directory authentication.

- Replace and configure backup servers for the college for both onsite and offsite redundancy/recovery.

C. Computer Labs and Instructional Development

- Continue to support faculty by responding to requests for consultation and assistance.

- Continue to create an atmosphere of customer service and be courteous, helpful, accessible, responsive, and knowledgeable in my dealings with all faculty, staff and students.

- Establish metrics to determine the impact of new technology implementations on student learning and satisfaction

- Establish a social networking presence for OTIS to provide Tech Tips, Fun Facts, and Important updates.

D. Web Development

- Continue prompt, polite and thorough service to clients with web requests

- Continue learning the latest best practices in web development, particularly in marketing and usability

- Improve content areas: Scholarships, Graduation, Research (TMI, HDFS), Extension Publication Peer Review, and Entrepreneurship Certificate

- Explore evolving trends in design, social media, and interactivity

- Refactor websites to improve performance, maintenance, and mobile usability.
E. Desktop and Peripheral Technology Support

- Receive training relevant to the continued migration to Microsoft Active Directory.

- Receive training relevant to LanDesk desktop management tools and their use in an Active Directory environment.

- Continue to improve response time to reported problems.
College of Family and Consumer Sciences

Appendix

2014
**College of Family and Consumer Sciences**  
**Stewardship Plan 2014-2015**

<table>
<thead>
<tr>
<th>UGA Gift Club</th>
<th>FACS Gift Club</th>
<th>Gift Range</th>
<th>FACS Recognition</th>
<th>UGA Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$1 - $99</td>
<td>Postcard (Victoria/Amy/Jennifer)</td>
<td>Georgia Fund decals mailed with gift receipts for all gifts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$100 +</td>
<td>Letter from Dean &amp; Director of Development (Victoria/Amy/Jennifer)</td>
<td>Quarterly Georgia Fund newsletter <em>Profiles</em> sent to all e-mail addresses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For gifts to specific departments:</td>
<td>Regular University publications (<em>Georgia Magazine, Georgia Research, Report to Donors, etc.</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Letter from Dean &amp; Director of Development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>cc: Department Heads</td>
<td></td>
</tr>
<tr>
<td>Georgian Club</td>
<td></td>
<td>All First Time Donors (Letter regardless of gift amount)</td>
<td>Acknowledgement letter with calendar or Traditions book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$25 - up</td>
<td>Contacted during Thank-You-Thon in April (Amy)</td>
<td>Thank A Donor Day video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$50 - up</td>
<td>Listed on the Honor Roll on the website (TBD)</td>
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<tr>
<td></td>
<td></td>
<td>$500 - $999</td>
<td>Listed on the Honor Roll on the website (TBD)</td>
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<tr>
<td></td>
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<td></td>
<td>Seasonal card from Dean</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Handwritten note from Dean</td>
<td></td>
</tr>
</tbody>
</table>

* *Donor / Scholar Event (annually, November) = event for donor representatives of scholarship funds and the current student recipient*
<table>
<thead>
<tr>
<th>Donor Level</th>
<th>President’s Club</th>
<th>Dean’s Circle</th>
<th>Benefits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>$1,000 - $4,999</td>
<td>$1,000 +</td>
<td>Listed on the Honor Roll on website (TBD) Seasonal card from Dean Birthday card from Dean’s Office Phone call from Dean</td>
<td>Invitation to the President’s Club Reception <strong>Subject to change</strong></td>
</tr>
<tr>
<td>President’s Club</td>
<td>$1,000 +</td>
<td>Alumni/Friends: $2,500+; UGA Faculty/Staff: $1,500+</td>
<td>Special Communications and Invitations – see Dean’s Circle Calendar (Appendix A)</td>
<td>Invitation to the President’s Club Reception <strong>Subject to change</strong></td>
</tr>
<tr>
<td>Dean’s Circle</td>
<td>Alumni/Friends: $2,000+; Faculty/Staff: $1,000 (portion to FACS fund)</td>
<td>Same as above</td>
<td></td>
<td>Invitation to the President’s Club reception Invitation to Partner’s tailgate at President’s home (not annual event) <strong>Subject to change</strong></td>
</tr>
<tr>
<td>Fellows</td>
<td>$5,000 - $9,999</td>
<td>Alumni/Friends: $2,000+; Faculty/Staff: $1,000 (portion to FACS fund)</td>
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<td></td>
</tr>
<tr>
<td>Benefactors</td>
<td>$10,000 +</td>
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<td>Letter from Chair of UGA Foundation</td>
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<td>1785 Society</td>
<td>$1,000,000 - $4,999,999</td>
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<tr>
<td>Abraham Baldwin Society</td>
<td>$5,000,000 - $9,999,999</td>
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<tr>
<td>Crystal Arch Society</td>
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</tbody>
</table>

* Donor / Scholar Event (annually, November) = event for donor representatives of scholarship funds and the current student recipient

**Subject to change**
<table>
<thead>
<tr>
<th>Amount</th>
<th>Recognition and Stewardship</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000,000+</td>
<td>Heritage Society: Planned Gifts &amp; 100 Legacies</td>
</tr>
<tr>
<td></td>
<td>Thank you letter from Dean &amp; Director of Development Listed on the Honor Roll on the website Seasonal card from Dean Birthday card from Dean's Office Card in January &amp; July (Amy)</td>
</tr>
<tr>
<td></td>
<td>Thank you from President Morehead Invitation to President’s Reception &amp; Celebration of Support Donor Newsletter twice a year Donor Impact – Monthly email Quarterly Georgia Fund Newsletter to email addresses Acknowledgement letter, certificate, decal &amp; lapel pin Birthday cards sent to select donors Gifts given to select donors Stewardship visits to select donors Regular University publications Presidential holiday card</td>
</tr>
<tr>
<td></td>
<td>Reactivated Annual Gifts: First gift after skipping entire Fiscal Year</td>
</tr>
<tr>
<td></td>
<td>Personal Contact (Amy)</td>
</tr>
<tr>
<td></td>
<td>Increased Annual Gifts: 25% Increase from typical gift</td>
</tr>
<tr>
<td></td>
<td>Personal Contact (Amy)</td>
</tr>
<tr>
<td>Senior Signature</td>
<td>Senior Signature: $30 portion to FACS Fund</td>
</tr>
<tr>
<td></td>
<td>Personal Contact (Amy) Name engraved on plaque displayed in Tate Plaza.</td>
</tr>
<tr>
<td>Marketing Effort Gift</td>
<td>Response to ME solicitation (varies) – any $</td>
</tr>
<tr>
<td></td>
<td>Letter or Card (Amy, Victoria, and/or Dean)</td>
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<td>Recurring gifts (all amounts)</td>
<td>Card in January &amp; July (Amy) Pledges of $25K and up are acknowledged at establishment and completion.</td>
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*Donor / Scholar Event (annually, November) = event for donor representatives of scholarship funds and the current student recipient*
Appendix B:

Donor Bill of Rights

Philanthropy is based on voluntary action for the common good. It is a tradition of giving and sharing that is primary to the quality of life. To assure that philanthropy merits the respect and trust of the general public, and that donors and prospective donors can have full confidence in the not-for-profit organizations and causes they are asked to support, we declare that all donors have these rights:

One  To be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.

Two To be informed of the identity of those serving on the organization's governing board, and to expect the board to exercise prudent judgment in its stewardship responsibilities.

Three To have access to the organization's most recent financial statements.

Four To be assured their gifts will be used for the purposes for which they were given.

Five To receive appropriate acknowledgment and recognition.

Six To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.

Seven To expect that all relationships with individuals representing organizations of interest to the donor will be professional in nature.

Eight To be informed whether those seeking donations are volunteers, employees of the organization or hired solicitors.

Nine To have the opportunity for their names to be deleted from mailing lists that an organization may intend to share.

Ten To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.
## PROFESSOR

<table>
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## ASSISTANT PROFESSOR

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# RESEARCH SCIENTIST

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# LECTURER

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<td>Emily Blalock, Sr. Lecturer</td>
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# CLINICAL FACULTY, INSTRUCTOR, ASSISTANT, ASSOCIATE

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# PUBLIC SERVICE ASSISTANT, ASSOCIATE, SENIOR PUBLIC SERVICE ASSOCIATE

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# DEAN’S ADMINISTRATIVE UNIT

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<td>Rebecca Price, Administrative Specialist II</td>
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<td>Debbie Murray, Associate Dean Extension &amp; Outreach</td>
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<td>Libby Carter, Development Coordinator</td>
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### BUSINESS AFFAIRS

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<tr>
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<td>Associate Accountant</td>
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<tr>
<td>Senior Budget Analyst</td>
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### STUDENT SUCCESS AND ADVISING CENTER

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<tr>
<td>Director</td>
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<tr>
<td>Student Affairs Professional</td>
<td>Kassie Suggs,</td>
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<td>Academic Advisor I</td>
<td>Andy Davis,</td>
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<td>Student Affairs Specialist</td>
<td>Jennifer Eberhart,</td>
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### OFFICE OF TECHNOLOGY AND INSTRUCTIONAL SERVICES

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<tbody>
<tr>
<td>Director</td>
<td>Mark Ellenberg,</td>
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<td>Systems/Network Administrator</td>
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<td>Programmer</td>
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<td>Web Developer</td>
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</table>
Deborah Murray
Associate Dean for Extension & Outreach

Silvia Giraudo
Associate Dean for Academic Programs

Cara Simmons
Student Success and Advising Center Director

Vacant
AD for Research & Grad. Educ.

Michael McGough
Grants Coordinator

Jennifer Griffeth
Asst. to External Relations

Ginny Benedict
Finance Director

Mark Ellenberg
Tech Services Director

Cal Powell
Communications Director

Victoria Prevatt
Exec Director of Development & Alumni Relations

Vicky Dorsey
Alumni & Corporate Engagement Director

Libby Carter
Development Coordinator

Sherri Stephens
Asst. to the Dean

Jennifer Griffeth
Alumni & Corporate Engagement Director

Broc Funke
Asst. to Associate Deans

The University of Georgia
College of Family and Consumer Sciences