College of Family and Consumer Sciences
UNIVERSITY OF GEORGIA

Annual Report

2020
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College of Family and Consumer Sciences

2020 Annual Report

The 2020 annual report for the College of Family and Consumer Sciences includes major accomplishments from each department (FHCE, HDFS, FDNS, and TXMI), institute, (IHDD), and major office in FACS (Communications, Development and Alumni Relations, SSAC, and OTIS).

Faculty were productive in their research efforts despite the COVID-19 pandemic. Accomplishments include 204 total research journal publications by faculty. Faculty presented research at regional, national, and international conferences – with a total of 145 national and international conference presentations. A total of 37 national and international research awards were granted to faculty. Twenty-seven FACS faculty served as editors or associate editors of prominent peer-reviewed journals and 13 served on grant review panels. In 2020, 76 research proposals were submitted, 44 were funded totaling $6,400,051 for the College. Fifty-five FACS faculty have externally sponsored research funding, 25 of those faculty members are supporting graduate assistantships on these grants.

2020 was a challenging year for instruction, but FACS faculty were able to successfully pivot to online during Spring semester and adjusted to teaching hybrid synchronous, hybrid asynchronous, online asynchronous, online synchronous and some face-to-face classes (if social distancing protocols allowed) as the year progressed. Faculty mentored undergraduate students in research with 66 students mentored by 22 faculty. Many of these students presented their research at the virtual CURO symposium during Spring 2020 while others presented at regional and national conferences, mostly virtually. During 2020, 8 grant proposals for instruction were submitted, 7 of those were funded totaling $913,187. Numerous faculty received awards for teaching at the college, university and national levels. These awards are indicative of the continued excellence in teaching by our faculty.

The Associate Dean for Extension and Outreach and key faculty have developed an infographic depicting the 2020 Impact of Family and Consumer Sciences Extension. Currently there are 65 FACS Agents and Educators who in 2020 made 205,659 face-to-face contacts, documented 807,721 recorded video outreach contacts and 144,479 total hours of educational outreach to the public. The client in 2020 responded to post-education surveys and documented program impacts including improved health, money saved, home health, family and youth resiliency, and food safety.

Public Service, Outreach, and Extension accomplishments are also noted with the variety of projects served and supported throughout the state and nation. Most of these activities were moved to a virtual format during 2020 as the pandemic created increased needs for services in many areas. Undergraduate and graduate students were involved in several Extension projects. In 2020, 28 public service and outreach/Extension proposals were submitted by faculty, 30 of these were funded totaling $8,508,273 for the College.
Several new items have been added that must be completed in the Annual Reports for Goals and KPIs associated with FACS Strategic Goals 2020-2025.

Annual Report 2021 (January 1 – December 31, 2020)

Please check that the following have been completed.

___x__ All faculty have uploaded current CVs to their FACS webpage and updated their webpage

___x___All faculty have updated their 2020 accomplishments in UGA Elements

___x___All faculty teaching spring 2021 have uploaded a syllabus for each course via the Online Syllabus System at https://syllabus.uga.edu/. Please make sure that FACS 2000 is uploaded as well.

Please use left justified, 1” margins, Times New Roman font and size 12 font size, NO underlining, NO bold, NO numbered pages and NO italics.

OUTLINE of REPORT:

I. Overall Health of Unit

With the onset of the COVID-19 pandemic, 2020 was a year full of challenges. In spite of the uncertainty, the Department of Financial Planning, Housing and Consumer Economics adapted and had a successful year. Spring semester 2020 went fully virtual in the middle of March 2020; Classes remained online in the summer, with hybrid classes in the fall. Many of our faculty had to completely re-learn how to structure their classes, and while the result was not always perfect, the process will help our department direct itself toward a higher quality online teaching experience in the future. Many of our plans were canceled or pivoted to online, but in general, the department transitioned to the new normal.

Revisions to the Department Promotion and Tenure Guidelines were submitted to the Office of Faculty Affairs for approval, but are not yet approved as of December 31, 2020.

The department continued discussing a new strategic plan, and several subcommittees
submitted their strategic plan work in December 2020. The department helped take part in FACS Strategic Planning sessions run by the college.

The department welcomed Dr. Sam Cupples into his role as full time lecturer for the Online Masters in Financial Planning program, and we said goodbye to Dr. Brenda Cude and Michael Rupured as they retired at the end of 2020. The department had several promotions and a granting of tenure as well, solidifying our faculty’s standing at the university. VITA has grown so successfully that we hired a dedicated staff member to help run the tax assistance program, and the GICH program has secured funding to make their staff support position full time. A more comprehensive list of changes is below.

Staffing

- Dr. Kristy Archuleta was promoted to full professor.
- Dr. Andrew Carswell was promoted to full professor.
- Dr. Joseph Goetz was promoted to full professor.
- Dr. Velma Zahirovic-Herbert was promoted to full professor.
- Dr. Pamela Turner was promoted to full professor.
- Dr. Patryk Babiarz was tenured and promoted to associate professor.
- Dr. Jerry Shannon was tenured and promoted to associate professor.
- Due to budget cuts, search for assistant/associate professor in financial planning was cancelled.
- Effie Antonoudi transitioned from Academic Professional to Instructor on Griffin campus summer 2020.
- Drs. Velma Herbert and Sophia Anong moved to Athens campus effective fall 2020
- Dr. Swarn Chatterjee completed his term as Graduate Coordinator July 2020.
- Dr. Velma Zahirovic-Herbert started term as Graduate Coordinator August 2020.
- Dr. Brenda Cude retired December 2020. She was honored with emeritus status. She also completed her term as Undergraduate Coordinator. Effie Antonoudi will replace her in this role effective January 1, 2021.
- Michael Rupured retired December 2020. He was honored with emeritus status.
- Faith Rasmussen was hired on as a Temporary Program Assistant with VITA starting April 20, 2020.
- Morgan White Wolf was converted into a full time position of Housing Program Assistant for the GICH program effective March 27, 2020.

Graduate Seminars and FHCE Speakers

A dedicated class for research seminars, FHCE 8901, was offered each spring and fall semester in 2020, which allowed a dedicated time for seminars and ensured the graduate
students that need it most have time to attend. We had a wide variety of speakers and topics in 2020, listed below.

- **January 16, 2020** – Dr. Michelle Kruger, Dr. Jeffrey Robert, Dr. Kimberly Watkins - “New Assistant Professor Panel”
- **January 27, 2020** – Dr. Wookjae Heo, “Financial Planning Research Presentation”
- **January 30, 2020** – Dr. Dee Warmath “The role of hope in financial well-being” and Dr. Susan Myrden, “For the Love of the Game”
- **February 6, 2020** – Dr. Chris Mothorpe; “Overflow: Spatial spillovers from the 2009 Southeastern United States floods”
- **February 6, 2020** – Dr. HanNa Lim, “Financial Planning Research Seminar”
- **February 7, 2020** – Dr. Michelle Kruger, “Financial Planning Research Seminar”
- **February 20, 2020** – Dr. Yilang Peng – “Computer vision and its applications in social scientific research”
- **February 27, 2020** – Dr. Andy Carswell and Portia Johnson, “Analysing post-crisis housing situations and behaviors using the American Housing Survey”
- **March 5, 2020** – Dr. Joan Koonce, “FACS Extension Panel”
- **August 27, 2020** – Dr. Martin Seay, “Research agenda development and how to succeed as a tenure-track faculty producing research”
- **September 10, 2020** – Dr. Michael Gutter, “Health & Finances: Financial Toxicity”
- **September 24, 2020** – Dr. Michael Thomas, “Teaching Efficacy & the Scholarship of Teaching & Learning”
- **October 1, 2020** – Dr. Jermaine Durham, “Georgia Initiative for Community Housing (GICH) & Related Research”
- **October 7, 2020** – Princeton Williams, “The Federal Reserve and You”
- **October 15, 2020** – Dr. Youngjoo Choung, Dr Judith Aboagye, Dr. Amy Hubble, Dr. Dipesh Gangopadhyag, Dr. Kristi-Warren Scott, “Non-Academic Careers Panel”
- **November 5, 2020** – Dr. Velma Zahirovic-Herbert, “Price Impacts of Signalling in Chinese Residential Land Auctions”
- **November 12, 2020** – Dr. Patryk Babiarz and Aditi Routh, “The Effect of Income on Mental Health: Causal Estimations using Earned Income Tax Credit”
- **December 3, 2020** – Michael Gawrys, “Exploring the Cost Burden of Rural Rental Housing”

A. **FACS KPI 2.4.1 Rankings of unit, departments, and/or programs in national and international rankings.** Give the names of the organizations or sources of rankings as well as the particular major, program, or area that is ranked.
- Financial Planning program ranked “Best School for Financial Planning” by Investopedia.

B. Major Accomplishments – Instruction

The department had some major new innovations in the curriculum, such as starting a new joint Account and Financial Planning masters that started in Fall 2020. Financial Planning also launched their new Financial Therapy/Behavioral Financial Planning track to give students more options in a field that our department is already a national leader in. FHCE also instituted our new, over-hauled Consumer Economics curriculum in Fall 2020 to ensure our students are getting the most up to date information in their classes. Consumer Journalism has also been re-designed to prepare students to have relevant skills for the job market and will hopefully be renamed to “Social Entrepreneurship for Consumer Well-being.”

We had several events pre-pandemic to connect students and professionals, such as the RPM networking night and the FHCE career and internship fair. Even in spite of the challenging atmosphere, we have built our programs to help launch our students to success.

FHCE Instructional accomplishments:

Instruction - Graduate
- Revised the Three Article & Traditional Dissertation Format
- GRSC 777OE was offered by Michael Thomas for the first time during summer 2020
- FHCE 8900 Social Psychology for Consumer Decision Making was taught by Dee Warmath during summer 2020
- FHCE 4900/6900 Rural Housing Seminar was taught by Kim Skobba during summer 2020
- Finalized the Guidelines for Graduate Students Teaching Classes
- The department created a new Preliminary Exam Committee to replace the current Reading committee to evaluate and make changes (if needed) to the preliminary exam for Ph.D. students.
- Documented the Graduate Admissions Process
- Updated the Graduate Handbook
- Revised PhD, Master’s Thesis, and all MS-NT Curriculum Sheets
- Joint master’s in Accounting & Financial Planning started fall 2020
- MS-NT in Financial Planning now has a Financial Therapy track as of fall 2020
- Updated the Graduate Student Learning Outcomes and Assessment Plan
- The department started discussing potential for a hybrid online Ph.D. program.
Instruction – Undergraduate

- Admitted final students to the BSFCS in Consumer Economics on Griffin campus, fall 2020.
- FACS Education transitioned to FDN.
- Voted to approve major name change for Consumer Journalism to BSFCS in Social Entrepreneurship for Consumer Well-Being. This was approved by department, college and UCC, but still pending approval from USG as of December 31, 2020.
- Added new course FHCE 4150/6150 Women in the Global Economy
- Removed FHCE 3150 from the Cultural Diversity course list
- Revised Student Learning Outcomes and Assessment Plan for BSFCS Consumer Journalism.
- Revised Student Learning Outcomes and Assessment Plan for BSFCS Consumer Economics.
- New course: FHCE 4350/6350 & 4350E/6350E Rural Housing and Economic Development
- New Consumer Economics and Consumer Journalism curriculum was effective Fall 2020.
- Our Greek Study Abroad program was moved to all online in 2020 due to the pandemic.

Events

- RPM Career Information Night – February 5, 2020 – 67 Attendees
- Debbie Phillips Scholarship fundraising luncheon February 21, 2020

- FHCE Career and Internship Career Fair – Feb 6, 2020 (2019 – 156 students, 32 employers)
  o 2020: 37 employers, 157 students check in.
    1 Gold Sponsor, 1 Silver Sponsor, 1 Bronze Sponsor

- Financial Planning Banquet & 1% Giving Club Event February 7, 2020
  o 168 registered (30 no shows)
  o Gross residuals without sponsorships -$11,271
  o Gross residuals with sponsorships +$5,069
  o Financial Planning Program Support:
    o Georgia United Credit Union
    o Vickery Financial Strategic Partner
    o Narwhal Collaborative Partner
    o Brighthouse Financial Partner
    o In-kind Donors
- Money Dawgs Camp and the Schwab Financial Planning Academy were cancelled for summer 2020 due to COVID-19

- Financial Planning Speed Interviewing Event, October 15, 2020
  - 2 Gold Sponsors: Vanguard & SignatureFD
  - 9 Companies registered:
    - Brighthouse Financial
    - RSM Wealth Management
    - Novi Wealth Partners
    - Creative Financial Partners
    - Ayco, a Goldman Sach’s Company
    - Northwestern Mutual
    - Brightworth
    - Homrich Berg

38 FP students registered
  - 27 full-time job seekers
  - 11 internship only

- April 29, LinkedIn Power Hour, Gregg Burkhalter
- April 29, COVID-19 Research Project/Grant Brainstorming
- August 18, 2020, OVPI Honesty Faculty Listening Tour, Courtney Cullen
- August 18, Grants Updates, Michael McGough, Grants Coordinator & Jen MacDonald, Post-Award Grants Lead
- August 18, Development & Alumni Relations Updates, Tricia White, Director of Development & Alexis Randall, Director of Alumni Relations

C. Major Accomplishments in support of the college diversity plan.

The department of Financial Planning, Housing and Consumer Economics continues its commitment to diversity and inclusion so that all students are welcome and supported. The department held two major diversity-centered events (statistics below) that aimed to not only recruit new and diverse students into the FHCE field, but also allow current students and alumni to learn from current industry leaders. Dr. Diann Moorman also created a new classe
called “Women in the Global Economy” that will educate our students about women’s contributions.

Velma Zahirotvic-Herbert continued with her grant from UGA D&I called “Advising and Mentoring Minority Students for Success” in order to better prepare our department for advising minority students. The VITA program was offered to anyone in the community who might need help, and the AARP and local public libraries helped spread the word to community members in need. Dr. Joan Koonce, a FHCE Extension Specialist, helped lead a “Fighting Racism Together” workshop for college faculty, students and staff.

FHCE held the February 28th, Diversity & Inclusion in Financial Planning Symposium:

82 attended:

- 17 high school students (Lamar County, Jackson High, St. George's Episcopal School, and Talbot County)
- 65 professionals, UGA faculty/staff, UGA students/alumni
  - We worked with our Griffin campus alumni and other industry partners, and we managed to secure the following extra funds to support this initiative:
    - $250 Truewealth Management
    - $250 FPA of GA
    - $250 Merrill Lynch—A Bank of America Company
    - $100 Triad Advisors
    - $500 Vanguard

Diversitas Event, October 27, 2020: We had 42 people registered to attend our UGA virtual Breakout sessions and 27 attendees participated.

- 4 Financial Professionals that lead the discussions and answered questions during the breakout sessions
- 4 UGA student facilitators
- 7 career influencers
- 12 student participants

Diversitas was a free financial knowledge symposium bringing leaders in financial planning and wealth management together with career influencers and diversity and inclusion thought leaders, along with university and high school students who are exploring the industry and profession, to build professional hope for young people and career changers in an industry that is working diligently to be fully inclusive.

D. Major Accomplishments – Research
Attach research publications, presentations to the back of the report (these can be from the Elements report that you print out for your department).

E. Complete the table. KPI numbers for all the items that are needed for the Strategic Plan each year.

<table>
<thead>
<tr>
<th>Category</th>
<th>CY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS KPI 1.1.1 Number of undergraduate students in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>12</td>
</tr>
<tr>
<td>FACS KPI 1.1.1 Number of faculty engaged in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>FACS KPI 1.1.3 Number of FACS core and major courses that include content to assist students in understanding the AAFCS Body of Knowledge</td>
<td>Worthy</td>
</tr>
<tr>
<td>FACS KPI 1.4.5 Number of faculty and staff in attendance at sessions offered to increase their awareness of campus resources and comfort engaging with and advocating for students</td>
<td>2</td>
</tr>
<tr>
<td>FACS KPI 2.1.1 Number of FACS faculty who have externally sponsored research funding</td>
<td>17</td>
</tr>
<tr>
<td>FACS KPI 2.1.1 Number of faculty with external support for graduate assistantships</td>
<td>2</td>
</tr>
<tr>
<td>FACS KPI 2.1.4 Number of national and international research awards granted to faculty</td>
<td>11</td>
</tr>
<tr>
<td>FACS KPI 2.1.4 Number of research journal publications by faculty</td>
<td>49</td>
</tr>
<tr>
<td>FACS KPI 2.1.5 Number of research presentations at national/international conferences</td>
<td>41</td>
</tr>
<tr>
<td>FACS KPI 2.1.6 Number of faculty serving as editors or associate editors of prominent peer-reviewed journals</td>
<td>10</td>
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<tr>
<td>FACS KPI 2.1.7 Number of faculty serving on grant review panels</td>
<td>2</td>
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<tr>
<td>FACS KPI 2.2.1 Number of organized networking opportunities by FACS department each year focuses on development of new interdisciplinary teams to address complex issues</td>
<td>2</td>
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<tr>
<td>KPI 3.7 Number of new sponsored awards funded for community partnerships by county</td>
<td></td>
</tr>
<tr>
<td>KPI 3.8 Number of sponsored proposals submitted for community partnerships with a new partner by county</td>
<td></td>
</tr>
<tr>
<td>FACS KPI 3.5.1 Number of page views on the College website (Jimmy Hansen in OTIS can pull these numbers for the College)</td>
<td>849,471</td>
</tr>
<tr>
<td>KPI 3.23 Number of stories produced about community engagement (Cal Powell can pull these numbers for each department/unit)</td>
<td>2 for FHCE, 10 (for whole college)</td>
</tr>
</tbody>
</table>
F. Major Accomplishments – Internal and External Funding – this section will include all grants (instruction, research, public service, outreach and extension). Grants Coordinator will provide information on all grants from OVPR database (not separated into type).

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Sponsor</th>
<th>Amount</th>
<th>Dept</th>
<th>Faculty</th>
<th>Activation Date</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Research</td>
<td>UTILIZATION OF COMMUNITY SOCIAL CAPITAL TO ADDRESS HOUSING NEEDS</td>
<td>US DEPARTMENT OF AGRICULTURE</td>
<td>$474,999</td>
<td>FHCE</td>
<td>Skobba, Tinsley, Shannon, Gibson</td>
<td>1/7/2015</td>
<td>1/15/2015</td>
<td>1/14/2020</td>
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<tr>
<td>Public Service</td>
<td>GEORGIA STATE RADON EDUCATION PROGRAM</td>
<td>US ENVIRONMENTAL PROTECTN AGCY</td>
<td>$68,723</td>
<td>FHCE</td>
<td>Turner</td>
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<td>Public Service</td>
<td>GEORGIA INITIATIVE FOR COMMUNITY HOUSING-RENEWAL 10/05/17</td>
<td>US DEPARTMENT OF AGRICULTURE</td>
<td>$110,000</td>
<td>FHCE</td>
<td>Skobba, Worthy</td>
<td>11/10/2017</td>
<td>1/1/2018</td>
<td>12/31/2020</td>
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<tr>
<td>Public Service</td>
<td>Projects to Support the residential relocation of Fairmont families of the Griffin Housing Authority</td>
<td>City of Griffin</td>
<td>$25,000</td>
<td>FHCE</td>
<td>Zahirovic-Herbert, Anong</td>
<td>4/24/2018</td>
<td>4/1/2018</td>
<td>3/1/2020</td>
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<tr>
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<td>Project Description</td>
<td>PI</td>
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<td>End Date</td>
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<td>Research</td>
<td>Expanding the Reach of Community Geography</td>
<td>GEOH Shannon</td>
<td>8/2/2018</td>
<td>9/1/2018</td>
<td>$36,743</td>
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<td>Research</td>
<td>Creating Incentives to Increase Radon Testing in Georgia</td>
<td>FHCE Turner</td>
<td>4/9/2020</td>
<td>3/1/2020</td>
<td>$50,241</td>
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<tr>
<td>Research</td>
<td>Increasing ACE Protective Factors through Expanded Utilization of the EITC among Minority Households</td>
<td>FHCE Palmer, Koonce, Warmath</td>
<td>11/3/2020</td>
<td>9/30/2020</td>
<td>$246,894</td>
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<td>Nonprofit</td>
<td>Housing quality challenges</td>
<td>FHCE Skobba</td>
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<td>Nonprofit</td>
<td>SNAP-ED FY21</td>
<td>FDN Shannon</td>
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<td>$68,472</td>
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<td>Nonprofit</td>
<td>Impact of contactless payments for small business services</td>
<td>FHCE Anong, Koonce</td>
<td>10/12/2020</td>
<td>8/26/2020</td>
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<tr>
<td>Public</td>
<td>Strengthening Families throughout Georgia Through UGA VITA Initiatives</td>
<td>Internal Revenue Service</td>
<td>$ 43,498</td>
<td>FHCE</td>
<td>Palmer, Koonce</td>
<td>10/21/2020</td>
<td>10/1/2020</td>
<td>9/30/2021</td>
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<tr>
<td>Research</td>
<td>Actionable Insights</td>
<td>Australian Securities Investments Com</td>
<td>$ 10,000</td>
<td>FHCE</td>
<td>Warmath</td>
<td>11/9/2020</td>
<td>9/1/2020</td>
<td>5/31/2021</td>
</tr>
</tbody>
</table>
G. Major Accomplishments – Public Service and Outreach and Extension

The following tables and reporting information for Outreach and Extension are provided by Dr. Allisen Penn, Associate Dean for Outreach and Extension, FACS.

1. Complete both tables. The data for the FACS Extension Faculty Activities table may be pulled from Elements. Link to one-page guidance for Extension Specialist reporting requirements: [https://abo.caes.uga.edu/content/dam/caes-business-office/elements/Elements-One-Pager-for-Extension-Specialists.pdf](https://abo.caes.uga.edu/content/dam/caes-business-office/elements/Elements-One-Pager-for-Extension-Specialists.pdf)

Both tables may be changed to a landscape alignment and additional lines added.

<table>
<thead>
<tr>
<th>FACS Extension Faculty Activities</th>
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<tbody>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
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<tr>
<td>Public Presentation</td>
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<td>In-Service Training</td>
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<td>On-site Technical Assistance</td>
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<td>Totals</td>
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<th>Publications</th>
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<td><strong>Activity</strong></td>
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<td>Abstract</td>
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<td>Scholarly Presentation</td>
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<td>Other</td>
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<td>Totals</td>
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<td>Content Area</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Chronic Disease Prevention/Healthy Lifestyles</td>
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<td>Economics Well-Being for Individuals and Families</td>
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<td>Estate Planning</td>
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<td>Virtual VITA</td>
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<td>Financial Education for Adults</td>
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<td>ASPIRE</td>
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<tr>
<td>VITA</td>
</tr>
<tr>
<td>Food Safety and Preservation</td>
</tr>
</tbody>
</table>
| Healthy, Safe, and Affordable Housing Environments | Radon Education | - Lion’s club  
- Southeast AARST | $152,813 |
| Healthy Housing | 200,000 | - Department of Public Health  
- HUD  
- EPA | $26,844 |
| Housing Counseling | 40 | - City of Savannah  
- Chatham Public Libraries | $2,691 |
| GICH | - GA Power  
- Dept of GA Community Affairs | $110,000 |
| Positive Development for Individuals, Families, and Communities | na | |

2. Public Service, Outreach, and Extension Impacts: This section of the report is to capture collective impact and to report the economic and social return on investment to stakeholders. Use a brief narrative to report accomplishments for each of the projects listed above to highlight the total impact Public Service and Outreach and Extension using the metrics listed below:

a. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.

The HUD approved housing counseling and education program ([https://app.ehomeamerica.org/uga](https://app.ehomeamerica.org/uga)), provided online homebuyer education to 40 households.
Radon Education
Knowledge about radon was increased through interactions with 643 people at 22 programs (including webinars) and 2 exhibits. Through these events and media we sold or distributed a total of 1,357 radon in air test kits to Georgians.

Estate Planning
In 2020, estate planning seminars were conducted with almost 260 Georgia citizens. According to evaluations, over 80 percent of participants’ knowledge increased and over 50 percent planned to create estate planning documents after attending the seminars. Over 30 percent didn’t plan to create documents because they had already created them.

b. Participants’ behavior/practice changes toward the planned direction.
For Radon Education, 70% (956) of the households that received radon in air test kits, used them to test their homes. Individuals who received a radon in air test kit were sent a follow-up survey. Of the 268 respondents, 57 received test results above the EPA action level of 4 picocuries per liter (4 pCi/L). Of those who tested high, 25 had contacted a radon mitigation company or had a mitigation system installed, and 17 indicated that they planned on contacting a mitigatory or installing a system. When asked if they were going to retest their home, 81 said they “definitely will” complete a follow-up test, and 49 indicated that they “probably” will complete a follow-up test.

The program partners with the UGA CAES Agricultural and Environmental Sciences Laboratory (AESL) to provide radon in water testing. In 2020, 95 radon in water test kits were processed, with 64 testing above the MCL of 400 pCi/L, and 13 testing above the alternate MCL (4000 pCi/L). There is no EPA established action level, but the second data point (4000 pCi/L) because this level of radon in water has more negative health effects.

For Housing Counseling, the majority of those receiving a homebuyer education certificate of completion will purchase homes in Georgia and contribute to the local tax base.
For Virtual VITA and Estate Planning, follow-up with participants is not possible, so only planned behavior change was evaluated.

c. Planned end-results (Improved Social, Economic, and Environmental)

The ASPIRE Clinic served a total of 247 clients in 2020, 38 of which (approximately 15%) were financial planning/financial counseling clients. In April 2020, all services pivoted to a telehealth (online) format and this service delivery format continued throughout the fall of 2020. The number of contact hours for those 38 clients was 132 hours; therefore, ASPIRE provided 132 hours of pro-bono financial planning & financial counseling to the community. The utilization of telehealth also significantly increased our
ability to reach individuals and families in different parts of Georgia. ASPIRE services reached clients in 25 counties in 2020.

The ASPIRE Clinic did not engage in any active community partnerships in 2020; the pandemic did not make this feasible. ASPIRE also received a grant of $5,000 from the Parents Leadership Council in FY20.

Money Dawgs Camp was cancelled for 2020 due to COVID.

Estate Planning

Participants will be more knowledgeable about various estate planning documents and may save money as a result. Increased knowledge should enable them to make efficient and effective estate planning decisions, thus improving their economic well-being, as well as their heirs’ economic well-being in the future.

VITA

There were 95 undergraduate students enrolled in the VITA Service-Learning course and 20 graduate students enrolled in the course. Four additional graduate students were supported with a mix of departmental and external funding during Spring Semester for VITA. A VITA project manager (Faith Rasmussen) was also hired to manage the expanding workload and facilitate COVID-19-related changes to the delivery of VITA services in anticipation of the 2021 tax season. Ms. Rasmussen also assisted with three grant applications (two of which were successful).

The partnership with GUCU was extended into its 15th year. In spite of the closure of campus due to the pandemic midway through the tax filing season, students still gained approximately 2,880 hours of client-facing experience, working in teams, and supervising other students as part of this work. Based on learning research, service-learning, one of the highest forms of experiential learning, is one of the most impactful learning strategies. These hours also count toward professional certification work experience requirements (i.e., CFP(r) and AFC(r)).

Students completed 610 federal tax returns for individuals in the Athens community. Students filed an additional 472 tax returns through the Virtual VITA program offered in partnership with UGA Cooperative Extension. A total of $1,833,868 in refunds were claimed by students serving in these capacities. Additionally, the value of the services provided by the students was approximately $435,200 (based on IRS metrics). The total direct benefit to low-to-moderate income households from VITA was approximately $2,269,068. The IRS uses a 1.5 economic multiplier on VITA-related
activities, based on the IRS's estimates, the economic impact of the UGA VITA program was $2,832,769. UGA VITA was associated with the DHHS CASES Grant (PI-Palmer, Co PIs-Koonce and Warmath), IRS VITA grant (Palmer and Koonce), FRAMEWorks Grant (PI-Futris, CoPIs Goetz, Koonce, and Palmer) as well as a $25,000 annual foundation gift from Georgia United Credit Union for the ongoing support of the UGA VITA program. Drs. Koonce and Palmer supervise this program.

II. Review of Academic programs – this section of the report has been revised to more closely follow the requirements for UGA’s Program Review of academic programs. As noted in the instructions for “Comprehensive Program Review” some of the data comes from Office of Institutional Research, OIR. This section must be completed for each major, graduate program, and certificate in the department/division.

FHCE: Consumer Economics, Consumer Journalism, FACS Education, Financial Planning, Housing Management and Policy, MS and PhD
A. Undergraduate Programs

1. Indicators of Measures of Quality:

<table>
<thead>
<tr>
<th>Student Input – Undergraduate Programs</th>
<th>CE</th>
<th>CJ</th>
<th>Facs Ed</th>
<th>FP</th>
<th>HM&amp;PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below:</td>
<td>SAT: 1122, n=24 ACT: 24, n=20</td>
<td>SAT: 1150, n=13 ACT: 25, n=11</td>
<td>SAT: 1080, n=2 ACT: 23, n=2</td>
<td>SAT: 1144, n=40 ACT: 24, n=36</td>
<td>SAT: 874, n=7 ACT: 20, n=6</td>
</tr>
<tr>
<td>Number of Students Reported (Total N):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Index (as applicable) (Freshman Index no longer provided by OIR – they suggested we use the High School GPA instead).</td>
<td>High School GPA: 3.62, n=22</td>
<td>High School GPA: 3.81, n=13</td>
<td>High School GPA: 3.76, n=1</td>
<td>High School GPA: 3.81, n=35</td>
<td>High School GPA: 2.95, n=7</td>
</tr>
<tr>
<td>Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student Output – Undergraduate Programs | FY 2020 |
Average Exit scores or Pass Rate on national/state exams for licensure
(as appropriate)
Also indicate the number of students reporting scores for the test(s)
(Total N):

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>For the CFP exam:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34 test takers; 29% pass rate*</td>
<td></td>
</tr>
</tbody>
</table>

Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used:
Also indicate the number of students reporting scores for the test(s)
(Total N):

<table>
<thead>
<tr>
<th></th>
<th>Graduating</th>
<th>Graduating</th>
<th>Graduating</th>
<th>Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.02 (Graduating)</td>
<td>3.37 (Graduating)</td>
<td>3.65 (Graduating)</td>
<td>3.11 (Graduating)</td>
</tr>
</tbody>
</table>

Employment rates of graduates (if available)

|                        | 59% | 67% | 33% | 64% | 82% |

Admission into graduate programs (if available)

|                        | 17% | 7%  | 33% | 15% | 0%  |

*Please note: For the CFP exam, students are not required to self-report if they take it – so this data is not necessarily complete. This data comes from Dr. John Grable.

B. Graduate Programs:

1. Complete table, add columns as need for graduate programs and graduate certificates.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>MS</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Graduate and/or Undergraduate GPA admitted and enrolled.</td>
<td>85</td>
<td>26</td>
</tr>
</tbody>
</table>

Also, indicate the number of students reported (Total N).
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.

Also, indicate the number of students reporting scores for the test(s) (Total N):

<table>
<thead>
<tr>
<th>Test Score</th>
<th>GRE Total</th>
<th>GRE Quantitative</th>
<th>GRE Verbal</th>
<th>GRE Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMAT Total: 516, n=5</td>
<td>GRE Quantitative:540, n=1</td>
<td>GRE Verbal:460, n=1</td>
<td>GRE Writing:4.1, n=4</td>
<td>Rev GRE Quantitative:152.80, n=4</td>
</tr>
<tr>
<td>GMAT Total: 770, n=1</td>
<td>GRE Quantitative:525, n=1</td>
<td>GRE Verbal:480, n=1</td>
<td>GRE Writing:3.8, n=8</td>
<td>Rev GRE Quantitative:153.50, n=8</td>
</tr>
</tbody>
</table>

**Student Output – Graduate Programs**

Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam:

For the CFP exam:* MS: 4; 50% pass MS Online: 8; 68%

No Ph.D. students took the CFP exam.

Graduating Major or stand-alone degree GPA scores *Indicate whether Major GPA or Cumulative Graduation GPA is used: Indicate the number of students reported (Total N).

<table>
<thead>
<tr>
<th>GPA Score</th>
<th>3.73 (Cumulative Graduation GPA)</th>
<th>3.88 (Cumulative Graduation GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Quality Assurance (e.g., professional accreditation, surveys, market rankings)</td>
<td>For financial planning track: Registered with the CFP® Board, the Association of Financial Counseling and Planning Education (AFCPE), International Foundation for Retirement Education (InFRE), and the Financial Therapy Association.</td>
<td>For the financial planning track: Registered with the CFP® Board, the Association of Financial Counseling and Planning Education (AFCPE), International Foundation for Retirement Education (InFRE), and the Financial Therapy Association.</td>
</tr>
</tbody>
</table>
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>26</td>
</tr>
</tbody>
</table>

For financial planning track: Meets the education requirement to sit for the Certified Financial Planner (CFP®), the Accredited Financial Counselor (AFC®), the Certified Financial Therapist-I Certification, and the Certified Retirement Counselor (CRC®) exams

For financial planning track: Meets the education requirement to sit for the Certified Financial Planner (CFP®), the Accredited Financial Counselor (AFC®), the Certified Financial Therapist-I Certification, and the Certified Retirement Counselor (CRC®) exams

* Please note: For the CFP exam, students are not required to self-report if they take it – so this data is not necessarily complete. This data comes from Dr. John Grable.

2. Narrative Section: Describe additional details as needed.

C. Faculty

1. Complete table: add columns here for each undergraduate and graduate program. This may work better in a landscape alignment rather than portrait, it is ok to change for additional column space.
<table>
<thead>
<tr>
<th>Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year</td>
<td>$ 1,136,148</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.</td>
<td>$357,622</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.</td>
<td>49</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.</td>
<td>na</td>
</tr>
<tr>
<td>Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.</td>
<td>na</td>
</tr>
<tr>
<td>External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.</td>
<td>College: AAFCS Accred.; Financial Planning: CFP Board Accred.</td>
</tr>
</tbody>
</table>

2. Narrative Section: Describe additional details. (if needed)
D. Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand. (Respond here for each program).

1. Indicators of Measures of Viability: Complete the table, add columns here as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Viability:</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Demand for the Program</td>
<td>CE</td>
</tr>
<tr>
<td>Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)</td>
<td>na 19 na na na 81 12</td>
</tr>
<tr>
<td>Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)</td>
<td>na 19 na na na 72 7</td>
</tr>
<tr>
<td>Number of students in the degree program --- Institution determines the milestone for reporting purposes</td>
<td>118 30 17 201 46 119 26</td>
</tr>
<tr>
<td>Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)</td>
<td>2/2 2/2 0/0 2/2 2/2 2/2 2/2</td>
</tr>
<tr>
<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department</td>
<td>7 2 0 16 9 25 25</td>
</tr>
<tr>
<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department</td>
<td>0 0 0 0 0 1 1</td>
</tr>
<tr>
<td>Number of Full-Time faculty teaching in the program</td>
<td>7 2 0 10 7 17 17</td>
</tr>
<tr>
<td>Number of Part-Time faculty teaching in the program</td>
<td>0 0 0 6 2 6 6</td>
</tr>
</tbody>
</table>

2. Narrative Section: The department has successfully grown the housing major by ten students from 2019, which is important since the major is small. Most of the other majors have remained steady or slightly decreased in enrollment throughout 2020.
3. Measures of Productivity. Complete table, add columns as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Productivity:</th>
<th>AY 2020</th>
<th>CE</th>
<th>CJ</th>
<th>Facs Ed</th>
<th>FP</th>
<th>HM&amp; PP</th>
<th>MS</th>
<th>Ph.D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)</td>
<td>4.45</td>
<td>3.90</td>
<td>3.67</td>
<td>4.57</td>
<td>9.48*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)</td>
<td>2.58</td>
<td>3.20</td>
<td>2.00</td>
<td>2.65</td>
<td>2.52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student time to degree (average, in years) graduating in the academic year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.00</td>
<td></td>
<td>4.66</td>
</tr>
<tr>
<td><strong>Graduation - Only provide data for the level of program being reviewed.</strong></td>
<td>AY 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of degrees awarded in the program for the academic year.</td>
<td>52</td>
<td>19</td>
<td>3</td>
<td>86</td>
<td>14</td>
<td>33</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

4. Narrative – *Regarding the high number for Housing Management and Policy’s undergraduate time to degree, OIR said this was a result of a number of students returning after a long absence to complete their degrees. This does not represent our students as a whole.*
For the Appendix, please attach the Element report for your department that lists presentations, publications, and grants submitted and funded, grants submitted and not funded.

Journal Articles


Books


Professional/Scholarly Presentations (unpublished)

SoTL Scholars: Expanding the Boundaries of Scholarship on Teaching and Learning ♦ April 7, 2020


The Role of Financial Security in Life Satisfaction ♦ September 30, 2020

The Academy of Financial Services 34th Annual Meeting, Virtual (Conference) Presenters: Bell J, Warmath D Scope: National

The Will and the Way - From Financial Literacy to Financial Well-being ♦ February 14, 2020

AMA Winter Educators’ Conference, San Diego, CA (Conference)
Title insurance: An overlooked market ♦ January 1, 2020
American Council on Consumer Interests, Submitted but not yet accepted (Conference)
Presenters: Brooks B, Zahirovic Herbert V
Scope: International

Is Risk of Homelessness a Barrier to Healthy Eating? ♦ January 1, 2020
ACCI Annual Conference 2020 (Conference)
Presenters: Chang Y, Chatterjee S, Kim J
Scope: International

Expectations about Public Pension and Consumption Behaviors ♦ January 1, 2020
CFP Board Academic Research Colloquium 2020 (Conference)
Presenters: Choung Y, Chatterjee S
Scope: International

Financial help-seeking behavior and life satisfaction among the U.S. elderly: The Roles of Personality, Cognitive Ability, and Risk Tolerance ♦ January 1, 2020
CFP Board Academic Research Colloquium 2020 (Conference)
Presenters: Fan L, Chatterjee S
Scope: International

Using Financial Empathy to Help All Clients Achieve Financial Well-Being and Empowerment ♦ August 7, 2020
Foundation for Financial Planning Pro Bono Virtual Education Series, Virtual Event (Workshop)
Presenters: Jorgensen T, Thomas M
Scope: National

The invisibility of money ♦ January 1, 2020
American Council on Consumer Interests Annual Conference, Submitted but not yet accepted (Conference)
Presenters: Kabaci MJ, Danis D, Brooks B
Scope: International

The mediation effect of indoor air quality: A comparison of homeowners and renters ♦ November 2, 2020
Indoor Air 2020 Conference, Seoul, South Korea (Conference)
Presenters: Kim S, Carswell A
Scope: International
Financial Capability and Asset Building Among Generation-Z: Evidence from a National Study ♦ April 1, 2020
2020 CURO Symposium, University of Georgia (Symposium)
Presenters: Li A, Liu Y, Chatterjee S
Scope: University

An Analysis of Savings and Borrowing Behavior in the Generation-Z Cohort: Evidence from a National Study ♦ January 1, 2020
ACCI Annual Conference 2020 (Conference)
Presenters: Liu Y, Chatterjee S
Scope: International

A Comparative Analysis of Financial Capability and Asset Ownership Patterns of Generation Z and the Millennial Cohorts: Evidence from a National Study ♦ January 1, 2020
CFP Board Academic Research Colloquium 2020 (Conference)
Presenters: Liu Y, Chatterjee S, Li A
Scope: International

The influence of financial well-being on Alternative Financial Services ♦ January 1, 2020
American Council on Consumer Interests, Submitted but not yet accepted (Conference)
Presenters: Nicolini G, Brooks B
Scope: International

Exploring the Connection Between Self-Regulation, Financial Self-Efficacy, and Financial Behaviors ♦ July 15, 2020
MQ University - Money Quotient Seminar (Seminar)
Presenters: Palmer L
Scope: National

Teaching Income Tax Planning ♦ October 23, 2020
University of Columbia CFP Board Teaching Academy, Online/Columbia University Professional Studies (Symposium)
Presenters: Palmer L
Scope: National

Discovering Money Solutions: A Holistic Approach to Financial Literacy Intervention ♦ November 19, 2020
AFCPE Symposium, Virtual Event (Symposium)
Presenters: Palmer L, Thomas M, Goetz J, Jorgensen T
Scope: National

Managing clients’ money fears and anxieties during these uncertain times ♦ May 5, 2020
Financial Therapy Association Webinar Series (Seminar)
Presenters: Pederson-Archuleta K
Managing client emotion during uncertainty ♦ May 14, 2020
National Association of Personal Financial Advisors Conference (Other)
Presenters: Pederson-Archuleta K
Scope: National

Managing client emotion & behavior ♦ November 5, 2020
Wharton School of Business-CFP Board Client Psychology (Seminar)
Presenters: Pederson-Archuleta K, Grable J
Scope: National

How being you impacts your work: A live demonstration of person of the therapist genogram exploration. ♦ October 8, 2020
Financial Therapy Association Annual Conference (Conference)
Presenters: Pederson-Archuleta K, McCoy M, Ponciano I
Scope: National

Pivoting to remote teaching in financial counseling and financial therapy courses ♦ November 17, 2020
Association of Financial Counseling and Planning Education Annual Symposium (Conference)
Presenters: Pederson-Archuleta K, Durband D, Murray T
Scope: National

Pet time and money expenditures ♦ January 1, 2020
American Council on Consumer Interests Annual Conference, Submitted but not yet accepted (Conference)
Presenters: Routh A, Brooks B
Scope: International

Influence of Millennials' Pet Expenditures on Housing Expenditures Using the Consumer Expenditure Survey ♦ January 1, 2020
2020 FERMA Conference, Submitted but not yet accepted (Other)
Presenters: Routh A, Johnson P, Brooks B
Scope: Regional

The influence of Millennials’ pet expenditures on their housing expenditures ♦ May 19, 2020
American Council on Consumer interests Conference (Other)
Presenters: Routh A, Johnson P, Cude B
Scope: International

Accuracy and precision in measurement of radon in water by liquid scintillation counting ♦ September 8, 2020
2019 International Radon Symposium, American Association of Radon Scientists and Technologists, Denver, CO (Symposium)
Presenters: Saha U, Turner P, Lynch D, Cooper D
Scope: International

Does Biological Aging Moderate the Effect of Chronological Aging on Risk Aversion? ♦ January 1, 2020
ACCI Annual Conference 2020 (Conference)
Presenters: Sharma M, Chatterjee S
Scope: International

Healthy GA Wellness ♦ September 15, 2020
National Extension Association of Family and Consumer Sciences Annual Conference (Conference)
Scope: National

Does Empathy Affect Behavioral Change? ♦ November 20, 2020
AFCPPE Symposium, Virtual Event (Conference)
Presenters: Thomas M
Scope: National

Developing Financial Empathy through Financial Therapy ♦ October 8, 2020
Financial Therapy Conference, Virtual Event (Conference)
Presenters: Thomas M
Scope: National

The Factors Related to the Use and Trust of Investment Advice ♦ October 8, 2020
Financial Therapy Association virtual conference (Conference)
Presenters: Travis S, Antonoudi E
Scope: National

Healthy housekeeping 101 (webinar) ♦ June 9, 2020
Healthy housing for all, United States Department of Housing and Urban Development, Online (Seminar)
Presenters: Turner P, Fisher-McLean K, Welch ME
Scope: National

What is healthy housing: How is Georgia doing when it comes to having healthy home environments? ♦ January 24, 2020
Georgia Budget and Policy Institute 2020 Policy Conference, Atlanta, Georgia (Conference)
Presenters: Turner P
Scope: State
The Demand for Fintech and Automated Investment Platforms for Individual Investors: Evidence from a National Study ♦ April 1, 2020
2020 CURO Symposium, University of Georgia (Symposium)
Presenters: Vaghela D, Chatterjee S
Scope: University

Reading the Tea Leaves: The Role of Self-Determination Theory and the Socio-Ecological Model in Help-seeking Behavior ♦ June 24, 2020
Presenters: Warmath D, Myrden S, Winterstein A
Scope: International

Savings Automation: Helpful or Harmful? ♦ February 21, 2020
CFP Academic Colloquium, Washington, DC (Conference)
Presenters: Warmath D, Newmeyer C, O'Connor G, Wong N
Scope: International

An evaluation of the impact of collegiate financial education ♦ January 1, 2020
American Council on Consumer Interests, Submitted but not yet accepted (Conference)
Presenters: Warmath D, Thomas M, Brooks B
Scope: International

Parent's Competitiveness and High School Athlete's Sport Specialization: A Dyadic Analysis ♦ March 9, 2020
Great Lakes Athletic Training Association, Chicago, Illinois (Conference)
Presenters: Warmath D, Winterstein A, Bell D
Scope: Regional

Parent's Competitiveness and High School Athlete's Sport Specialization: A Dyadic Analysis ♦ June 6, 2020
National Athletic Training Association, Virtual (Conference)
Presenters: Warmath D, Winterstein A, Bell D
Scope: International

Concussion Reporting Motivation in a Socio-ecological Context: The High School Athlete's Experience ♦ March 9, 2020
Great Lakes Athletic Training Association, Chicago, Illinois (Conference)
Presenters: Winterstein A, Warmath D, Myrden S
Scope: Regional

Concussion Reporting Motivation in a Socio-ecological Context ♦ June 6, 2020
National Athletic Training Association, Virtual (Conference)
Presenters: Winterstein A, Warmath D, Myrden S  
Scope: International

Sponsored Projects (Awarded)

Diversity and Inclusion in Financial Planning  
UGA office of Institutional Diversity, July 1, 2020–June 30, 2020  
Amount: $7,000 (US), Role: Co-investigator of  
Funding type: Public service and outreach, Status: Approved

Mobile Money Opportunities: Field Trials for Empowering Women in Ghana  
University of Georgia Office of Research, Faculty Seed Grants in the Sciences Program, January 7, 2020–Present  
Amount: $25,000 (US), Role: Principal investigator of  
Funding type: Research, Status: Awarded

Mobile money and consumer empowerment in Africa  
Office of Research and the Office of Global Engagement, January 7, 2019–Present  
Amount: $7,704 (US), Role: Principal investigator of  
Funding type: Research, Status: Awarded

A Comprehensive Evaluation of the Air Force Personal Financial Readiness Program (US DEPT OF AIR FORCE)  
September 1, 2019 - August 31, 2021  
Share of UGA Amount: USD 50,000 (Awarded)  
Application date: July 31, 2019, Award date: September 27, 2019  
Funding type: Public service and outreach

Actionable Insights (Australian Securities Investments Com)  
September 1, 2020 - May 31, 2021  
Share of UGA Amount: USD 10,000 (Awarded)  
Application date: August 28, 2020, Award date: November 9, 2020  
Funding type: Research

Air Force Personal Financial Readiness Program Evaluation Development: A Proposal Submitted by the University of Georgia (USDA NIFA)  
September 1, 2018 - August 31, 2021  
Share of UGA Amount: USD 45,455 (Awarded)  
Application date: July 31, 2018, Award date: November 16, 2018  
Funding type: Public service and outreach

An Evaluation of Collegiate Financial Education Design (AccessLex Institute)  
February 3, 2020 - February 2, 2022  
Share of UGA Amount: USD 60,371 (Awarded)  
Application date: October 9, 2019, Award date: May 1, 2020
Funding type: Research

Capturing flexible attitudes and behaviors towards Land Value Capture (Land Economics Foundation of Lambda Alpha International Headquarters)
July 1, 2019 - September 30, 2020
Share of UGA Amount: USD 10,000 (Closed)
Application date: May 16, 2019, Award date: July 8, 2019
Funding type: Research

Creating Incentives to Increase Radon Testing in Georgia (US ENVIRONMENTAL PROTECTN AGCY)
January 1, 2020 - December 31, 2022
Share of UGA Amount: USD 50,241 (Awarded)
Application date: October 25, 2019, Award date: April 9, 2020
Funding type: Public service and outreach

Creating a Healthier Georgia through Diabetes Prevention
President Morehead’s Interdisciplinary Seed Grant Program, July 1, 2019–December 31, 2020
Amount: $ 145,800 (US), Role: Co-investigator of
Funding type: Cooperative extension, Status: Awarded

Expanding the Reach of Community Geography - Resubmission - 1 (NATIONAL SCIENCE FOUNDATION)
September 1, 2018 - June 30, 2021
Share of UGA Amount: USD 36,743 (Awarded)
Application date: March 5, 2018, Award date: August 2, 2018
Funding type: Research

Financial Well-Being in Australia (Australian Securities Investments Com)
July 15, 2019 - April 29, 2020
Share of UGA Amount: USD 6,173 (Closed)
Application date: July 5, 2019, Award date: October 21, 2019
Funding type: Research

Georgia Healthy Housing: One Change, Many Impacts (US Department of Housing and Urban Development)
October 1, 2019 - August 31, 2021
Share of UGA Amount: USD 9,055 (Awarded)
Application date: September 26, 2019, Award date: March 4, 2020
Funding type: Public service and outreach

Georgia Healthy Housing: One Change, Many Impacts (US Department of Housing and Urban Development)
November 1, 2017 - August 31, 2020
Share of UGA Amount: USD 8,393 (Closed)
Application date: October 30, 2017, Award date: February 5, 2018
Funding type: Public service and outreach

Georgia Initiative for Community Housing - Renewal (US DEPARTMENT OF AGRICULTURE)
January 1, 2018 - December 31, 2020
Share of UGA Amount: USD 55,000 (Awarded)
Application date: July 25, 2017, Award date: November 8, 2017
Funding type: Public service and outreach

Georgia State Radon Education Program (US ENVIRONMENTAL PROTECTN AGCY)
October 1, 2017 - June 30, 2022
Share of UGA Amount: USD 68,723 (Awarded)
Application date: July 28, 2017, Award date: October 25, 2017
Funding type: Public service and outreach

Housing quality challenges (US DEPARTMENT OF AGRICULTURE)
January 1, 2020 - December 23, 2020
Share of UGA Amount: USD 15,000 (Awarded)
Application date: May 22, 2020, Award date: August 13, 2020
Funding type: Public service and outreach

Impact of contactless payments for small business services (Facebook, Inc.)
August 1, 2020 - August 25, 2021
Share of UGA Amount: USD 49,552 (Awarded)
Application date: May 20, 2020, Award date: October 12, 2020
Funding type: Research

Increasing ACE Protective Factors through Expanded Utilization of the EITC among Minority Households (US Dept of Health & Human Services)
September 30, 2020 - September 29, 2023
Share of UGA Amount: USD 89,780 (Awarded)
Application date: August 17, 2020, Award date: November 3, 2020
Funding type: Public service and outreach
Increasing ACE Protective Factors through Expanded Utilization of the EITC among Minority Households (US Dept of Health & Human Services)  
September 30, 2020 - September 29, 2023  
Share of UGA Amount: USD 67,335 (Awarded)  
Application date: August 17, 2020, Award date: November 3, 2020  
Funding type: Public service and outreach

Northeast Georgia, Greater Athens Economic Development Tax Coalition Participant (INTERNAL REVENUE SERVICE)  
August 1, 2018 - July 31, 2020  
Share of UGA Amount: USD 5,395 (Closed)  
Application date: October 19, 2018, Award date: December 17, 2018  
Funding type: Public service and outreach

Personalizing Financial Well-Being (Kasisto)  
February 1, 2019 - May 31, 2020  
Share of UGA Amount: USD 14,848 (Closed)  
Application date: February 1, 2019, Award date: April 25, 2019  
Funding type: Research

Projects to Support the Residential Relocation of Fairmount families of the Griffin Housing Authority (CITY OF GRIFFIN)  
April 1, 2018 - March 1, 2020  
Share of UGA Amount: USD 12,500 (Closed)  
Application date: March 30, 2018, Award date: April 24, 2018  
Funding type: Public service and outreach

SNAP-ED FY20-21 (Ga Department of Human Services)  
October 1, 2019 - September 30, 2020  
Share of UGA Amount: USD 339,358 (Closed)  
Application date: April 30, 2019, Award date: March 17, 2020  
Funding type: Public service and outreach

SNAP-ED FY21 (Ga Department of Human Services)  
October 1, 2020 - September 30, 2021  
Share of UGA Amount: USD 342,358 (Awarded)  
Application date: April 30, 2020, Award date: October 15, 2020  
Funding type: Public service and outreach

Strengthening Families throughout Georgia Through UGA VITA Initiatives (INTERNAL REVENUE SERVICE)  
October 1, 2020 - September 30, 2021  
Share of UGA Amount: USD 21,749 (Awarded)  
Application date: June 1, 2020, Award date: October 21, 2020
Funding type: Public service and outreach

The Dissemination of Healthy Marriage and Relationship Education to Couples Across Georgia (US Dept of Health & Human Services)  
September 30, 2020 - September 29, 2025  
Share of UGA Amount: USD 24,995 (Awarded)  
Application date: July 1, 2020, Award date: November 3, 2020  
Funding type: Public service and outreach

The Dissemination of Healthy Marriage and Relationship Education to Couples Across Georgia (US Dept of Health & Human Services)  
September 30, 2020 - September 29, 2025  
Share of UGA Amount: USD 12,498 (Awarded)  
Application date: July 1, 2020, Award date: November 3, 2020  
Funding type: Public service and outreach

The Impact of Nutrition Assistance Programs on Food Insecurity, Food Acquisition, and Health Outcomes among Older Adults (UNIVERSITY OF KENTUCKY)  
March 27, 2019 - February 15, 2022  
Share of UGA Amount: USD 67,500 (Awarded)  
Application date: January 23, 2019, Award date: July 30, 2019  
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership - Renewal 2 (Year 3 of 5) (US Dept of Health & Human Services)  
September 30, 2017 - March 31, 2021  
Share of UGA Amount: USD 82,968 (Awarded)  
Application date: April 11, 2017, Award date: September 27, 2017  
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership - Renewal 1 (Year 2 of 5) (US Dept of Health & Human Services)  
September 30, 2016 - September 29, 2020  
Share of UGA Amount: USD 82,968 (Closed)  
Application date: June 29, 2016, Award date: December 16, 2016  
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership (US Dept of Health & Human Services)  
September 30, 2015 - September 29, 2020  
Share of UGA Amount: USD 82,968 (Closed)  
Application date: July 7, 2015, Award date: November 5, 2015
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership - Renewal 2 (Year 3 of 5) (US Dept of Health & Human Services)
September 30, 2017 - March 31, 2021
Share of UGA Amount: USD 82,968 (Awarded)
Application date: April 11, 2017, Award date: September 27, 2017
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership - Renewal 1 (Year 2 of 5) (US Dept of Health & Human Services)
September 30, 2016 - September 29, 2020
Share of UGA Amount: USD 82,968 (Closed)
Application date: June 29, 2016, Award date: December 16, 2016
Funding type: Research

The Integration of Healthy Marriage and Relationship Education into Family and Children Services: A Campus-Community Partnership (US Dept of Health & Human Services)
September 30, 2015 - September 29, 2020
Share of UGA Amount: USD 82,968 (Closed)
Application date: July 7, 2015, Award date: November 5, 2015
Funding type: Research

Utilization of community social capital to address housing needs (USDA NIFA)
January 15, 2015 - January 14, 2021
Share of UGA Amount: USD 95,000 (Awarded)
Application date: April 28, 2014, Award date: January 2, 2015
Funding type: Research

Utilization of community social capital to address housing needs (USDA NIFA)
January 15, 2015 - January 14, 2021
Share of UGA Amount: USD 189,999 (Awarded)
Application date: April 28, 2014, Award date: January 2, 2015
Funding type: Research

UGA Special Collections Faculty Fellows Program
UGA Special Collections Library, August 1, 2019–May 1, 2020
Amount: $ 2,000 (US), Role: Funded by
Funding type: Instruction, Status: Approved

UGA-Liverpool collaborative seed grant
UGA and University of Liverpool, August 1, 2019–August 1, 2020
Amount: $6,500 (US), Role: Co-investigator of
Funding type: Research, Status: Awarded

Sophia Anong
TBD, January 1, 2021–December 31, 2021
Proposed amount: $10,000 (US), Role: Principal investigator of, Credit: 100%
Application date: September 30, 2020, Funding type: Research, Status: Not funded

COVID-19; Contactless Payments during COVID-19 and the Payment Divide in the U.S. (FP00021436)
TBD, July 1, 2020–December 31, 2020
Proposed amount: $5,000 (US), Role: Principal investigator of, Credit: 100%
Application date: June 1, 2020, Funding type: Research, Status: Not funded

Mobile Money Opportunities for Empowering Women in Ghana
U.S. Embassy - Accra, Ghana, January 9, 2020–Present
Amount: $274,750 (US), Role: Principal investigator of
Funding type: Public service and outreach, Status: Not funded

Archuleta, Kristy
Improving Signaling: Advancing Diversity and Inclusion within RIA Firms (FP00018284)
AMERITRADE INC, September 1, 2019–August 31, 2020
Proposed amount: $50,000 (US), Role: Principal investigator of, Credit: 34%
Application date: June 3, 2019, Funding type: Research, Status: Not funded

Babiarz, Patryk
House Prices and Retirement Saving Behavior (FP00014740)
Retirement Research Foundation, May 1, 2019–August 31, 2020
Proposed amount: $161,129 (US), Role: Principal investigator of, Credit: 65%
Application date: June 6, 2018, Funding type: Research, Status: Not funded

Carswell, Andrew
NMHC Student Housing Grant (FP00017290)
National Multifamily Housing Council, July 1, 2019–June 30, 2020
Proposed amount: $22,586 (US), Role: Principal investigator of, Credit: 100%
An Illustration of Owner/Operator Expenditures in Low-Income rental Communities
HDRC, 2017–Present
Amount: $ 5,000 (US), Role: Principal investigator of
Funding type: Research, Status: Not funded

An Examination of Indoor Air Triggers for Asthmatic Conditions in Rental Housing
HDRC, 2017–Present
Amount: $ 5,000 (US), Role: Principal investigator of
Funding type: Research, Status: Not funded

Goetz, Joe

Enhancing Service Learning with Virtual VITA: A Partnership with Cooperative Extension to Improve Financial Health of Rural Taxpayers (FP00011969)
US DEPARTMENT OF AGRICULTURE, September 1, 2017–August 31, 2020
Proposed amount: $ 497,876 (US), Role: Co-investigator of, Credit: 10%
Application date: July 19, 2017, Funding type: Public service and outreach, Status: Not funded

Deepening Service Learning's Benefits Through Virtual VITA: A Partnership with Cooperative Extension to Reach Rural Taxpayers (FP00011518)
US DEPARTMENT OF AGRICULTURE, October 1, 2017–September 30, 2020
Proposed amount: $ 299,940 (US), Role: Co-investigator of, Credit: 10%
Application date: May 30, 2017, Funding type: Public service and outreach, Status: Not funded

Grable, John

Gwinnett Campus Graduate Program
Gwinnett Graduate Campus, August 1, 2019–2020
Amount: $ 160,000 (US), Role: Senior/key personnel of
Funding type: Public service and outreach, Status: Not funded

Koonce, Joan

Transitioning UGA’s VITA Program through Innovation (FP00021403)
TD AMERITRADE INC, September 1, 2020–August 31, 2021
Proposed amount: $ 14,589 (US), Role: Principal investigator of, Credit: 40%
Application date: June 3, 2020, Funding type: Instruction, Status: Not funded

Enhancing Service Learning with Virtual VITA: A Partnership with Cooperative Extension to Improve Financial Health of Rural Taxpayers (FP00011969)
US DEPARTMENT OF AGRICULTURE, September 1, 2017–August 31, 2020
Proposed amount: $ 497,876 (US), Role: Principal investigator of, Credit: 30%
Application date: July 19, 2017, Funding type: Public service and outreach, Status: Not funded

Deepening Service Learning's Benefits Through Virtual VITA: A Partnership with Cooperative Extension to Reach Rural Taxpayers (FP00011518)
US DEPARTMENT OF AGRICULTURE, October 1, 2017–September 30, 2020
Proposed amount: $ 299,940 (US), Role: Co-investigator of, Credit: 10%
Application date: May 30, 2017, Funding type: Public service and outreach, Status: Not funded

Housing Prices and Retirement Savings Behavior: Homeowners’ Perspectives and Priorities
President Moorehead's Interdisciplinary Seed Grant Program, July 2019–December 31, 2020
Amount: $ 118,688 (US), Role: Co-investigator of
Funding type: Research, Status: Not funded

Moorman, Diann

UGA AFFORDABLE COURSE MATERIALS GRANT
UNIVERSITY OF GEORGIA, November 15, 2020–Present
Amount: $ 5,000 (US), Role: Principal investigator of
Application date: November 15, 2019, Award date: December 15, 2019, Funding type: Instruction, Status: Not funded

Palmer, Lance

Transitioning UGA’s VITA Program through Innovation (FP00021403)
TD AMERITRADE INC, September 1, 2020–August 31, 2021
Proposed amount: $ 14,589 (US), Role: Co-investigator of, Credit: 40%
Application date: June 3, 2020, Funding type: Instruction, Status: Not funded
KPI 3.8

Peng, Yilang

The Psychology of Patient-Healthcare Provider Communication (FP00020910)
TBD, September 1, 2020–August 31, 2021
Proposed amount: $ 18,920 (US), Role: Co-investigator of, Credit: 50%
Application date: April 15, 2020, Funding type: Research, Status: Not funded

Development of a Measure of Shared Decision Making as a Relational Framework (FP00020128)
US Dept of Health & Human Services, December 1, 2020–November 30, 2023
Proposed amount: $ 1,379,008 (US), Role: Co-investigator of, Credit: 10%
Application date: February 5, 2020, Funding type: Research, Status: Not funded

Shannon, Jerry

Examining disparities in accessing early childhood learning services and associated enrollment barriers (FP00018700)
US DEPT OF EDUCATION, July 1, 2020–June 30, 2024
Proposed amount: $1,335,282 (US), Role: Co-investigator of, Credit: 5%
Application date: August 28, 2019, Funding type: Research, Status: Not funded

Reconstructing environmental histories to communicate about pesticide exposure using animal proxies, oral histories and citizen-science in North-Central Minnesota (FP00015474)
NATIONAL SCIENCE FOUNDATION, July 1, 2019–June 30, 2022
Proposed amount: $399,955 (US), Role: Co-investigator of, Credit: 15%
Application date: September 6, 2018, Funding type: Research, Status: Not funded

Skobba, Kim

Precarious Pathways? Housing and Work Experiences of Poor Women in Rural Appalachia (FP00021023)
US DEPARTMENT OF AGRICULTURE, October 1, 2020–September 30, 2023
Proposed amount: $435,107 (US), Role: Principal investigator of, Credit: 100%
Application date: April 16, 2020, Funding type: Research, Status: Not funded

Warmath, Dee

Transitioning UGA’s VITA Program through Innovation (FP00021403)
TD AMERITRADE INC, September 1, 2020–August 31, 2021
Proposed amount: $14,589 (US), Role: Co-investigator of, Credit: 20%
Application date: June 3, 2020, Funding type: Instruction, Status: Not funded

The Psychology of Patient-Healthcare Provider Communication (FP00020910)
TBD, September 1, 2020–August 31, 2021
Proposed amount: $18,920 (US), Role: Principal investigator of, Credit: 50%
Application date: April 15, 2020, Funding type: Research, Status: Not funded

Development of a Measure of Shared Decision Making as a Relational Framework (FP00020128)
US Dept of Health & Human Services, December 1, 2020–November 30, 2023
Proposed amount: $1,379,008 (US), Role: Principal investigator of, Credit: 50%
Application date: February 5, 2020, Funding type: Research, Status: Not funded

White, Kenneth

Improving Signaling: Advancing Diversity and Inclusion within RIA Firms (FP00018284)
TD AMERITRADE INC, September 1, 2019–August 31, 2020
Proposed amount: $ 50,000 (US), Role: Co-investigator of, Credit: 33%
Application date: June 3, 2019, Funding type: Research, Status: Not funded

Enhancing Service Learning with Virtual VITA: A Partnership with Cooperative Extension to Improve Financial Health of Rural Taxpayers (FP00011969)
US DEPARTMENT OF AGRICULTURE, September 1, 2017–August 31, 2020
Proposed amount: $ 497,876 (US), Role: Co-investigator of, Credit: 10%
Application date: July 19, 2017, Funding type: Public service and outreach, Status: Not funded

Deepening Service Learning's Benefits Through Virtual VITA: A Partnership with Cooperative Extension to Reach Rural Taxpayers (FP00011518)
US DEPARTMENT OF AGRICULTURE, October 1, 2017–September 30, 2020
Proposed amount: $ 299,940 (US), Role: Principal investigator of, Credit: 50%
Application date: May 30, 2017, Funding type: Public service and outreach, Status: Not funded

Developing the Next Generation of Advisors
TD Ameritrade Institutional NextGen RIA Grant, September 1, 2017–Present
Amount: $ 50,000 (US), Role: Co-investigator of
Funding type: Public service and outreach, Status: Not funded

Zahirovic, Velma

House Prices and Retirement Saving Behavior (FP00014740)
Retirement Research Foundation, May 1, 2019–August 31, 2020
Proposed amount: $ 161,129 (US), Role: Co-investigator of, Credit: 35%
Application date: June 6, 2018, Funding type: Research, Status: Not funded

The effects of broadband access and use, on employment opportunities, small business creation, entrepreneurial activities, self-employment and income in rural areas (FP00009235)
USDA NIFA, January 9, 2017–January 8, 2022
Proposed amount: $ 387,612 (US), Role: Co-investigator of, Credit: 35%
Application date: August 31, 2016, Funding type: Research, Status: Not funded

What drives urban and peri-urban farming in the Southern region and the US? Evidence from household and county level analysis
Southern Region Sustainable Agriculture Research and Education Program, November 17, 2017–February 28, 2021
Amount: $ 197,440 (US), Role: Co-investigator of
Application date: November 17, 2017, Funding type: Research, Status: Not funded
OUTLINE of REPORT:

I. Overall Health of Unit

The overall health of the department is commendable. Faculty have been seeking and securing sources of external funding to expand research and outreach programs.

The Foods and Nutrition Department had 379 undergraduates Fall 2020. This is an increase in enrollment from Fall 2019 with 368 in our three majors. This increase is due to increased enrollment in the Dietetics/Intended Dietetics major.

The department’s graduate program experienced a slight decline in enrollment relative to the previous year, however the enrollment is higher than 2 of the past 3 years. There were 54 graduate students in fall 2020 (MS 31, PhD 23) There were 63 graduate students enrolled in fall 2019 (MS, 41; PhD, 22) compared to 45 students (MS, 25; PhD, 20) in Fall 2018 and 39 students (MS, 15; PhD, 13) in Fall 2017. The uncertainties of 2020 including limited travel options may have contributed to this decrease in graduate enrollment. The spring 2021 enrollment has rebounded and is at 63 graduate students with 11 additional Double Dawgs accepted to start in summer 2021.

There were also 15 students enrolled in the non-degree seeking School Nutrition Director Certification Program in fall 2020 compared with 12 enrolled in fall 2019.

A. FACS KPI 2.4.1 Rankings of unit, departments, and/or programs in national and international rankings. Give the names of the organizations or sources of rankings as well as the particular major, program, or area that is ranked.

Undergraduate programs: Niche.com ranks UGA #12 for 2021 top colleges for food science and nutrition but does not link the ranking to a specific program or major.

Nutritional Sciences: No known organization ranks the program

Dietetics: Ranked #1 in Georgia at collegefactual.com

Culinary Science: not ranked

MS or MS-DI: No known organization ranks the program

Online MS Rankings: Best Colleges.com ranks the online MS, Community Nutrition #7 in the nation for online Master’s in Nutrition programs; The Best Schools website, thebestschools.org, ranks the online MS program #8 nationally for best online Master’s in Nutrition Programs

B. Major Accomplishments – Instruction

Several faculty within the department implemented numerous changes to their courses as well as developed and taught new courses as evidenced below:

Tracey Brigman updated the Master’s level course FDNS 6620E Management of Foodservice Organizations.
Sarah Stotz developed the new online Master’s level course FDNS 6250E Diet and Disease for Nutrition educators, which was first taught in fall 2020.

Sarah Stotz began developing the new online Master’s level course FDNS 6270E Community Nutrition which will be offered in summer, starting summer 2021.

Joy Short (with input from Rob Pazdro and Silvia Giraudo) updated FDNS 2100E, Human Nutrition and Food.

Sina Gallo with input from Emma Laing revised FDNS 4600/6600 Food and Nutrition Policy.

Emma Laing revised the content of FDNS 5900, Professional Development in Foods and Nutrition.

Guest Seminar Speakers of FDNS 8900 included: Dr. Assaf Oshri HDFS, UGA; Dr. John Eggenschwiler, Genetics, UGA; Dr. Alicia Smith, professor in the Department of Gynecology and Obstetrics at Emory University; Dr. Sylvia Poulos, Sr. Manager at Rhythm Pharmaceuticals; Dr. Kyle Burger, Associate Professor at the University of North Carolina in the Department of Nutrition; Dr. Grace Ahn, Associate Professor, Grady College; Dr. Changwei Li, Associate Professor at UGA, College of Public Health; Dr. Brie Turner-McGrievy, Associate Professor at the University of South Carolina Arnold School of Public Health; Dr. James McCutcheon, Professor, Department of Psychology at The Arctic University of Norway; Dr. Suzanne Higgs from the University of Birmingham School of Psychology, Dr. Ernie Blevins, Research Associate Professor, University of Washington; Dr. Charles Billington, Professor of Medicine, University of Minnesota; Dr. Amber Alhadeff, Assistant Professor, University of Pennsylvania.

C. Major Accomplishments in support of the college diversity plan.
The Department is guided by the five themes of the FACS Diversity plan as follows:

Recruit and Retain Diverse Students: The department works to effectively support, recruit and retain undergraduate and graduate students by encouraging prospective students from all backgrounds at events and through communications. At the graduate level, the applications are reviewed holistically in order to broaden acceptance criteria and be more inclusive. This year, the department approved several new courses which will be crosslisted with other departments, a Phase 3 task in this area. In addition, the department applied for and received the Graduate School Diversity Recruitment grant for $1000 with $100 funds from the department. This funding was used to send recruitment materials to HBCUs and to update the website to make it more inclusive.

Infuse Diversity and Inclusion into the Curriculum and Academic Activities: The department continues its efforts to enhance current curricula and student diversity experiences by including courses specific to cultural aspects of foods and nutrition as well as by including topics such as civil rights, diversity and cultural sensitivity in courses and in experiences that provide students with real world encounters with diverse populations including public school
children, patrons of the local Council on Aging, and internships and practicums in a wide variety of settings. The department head also appoints members to decision making groups representing diverse groups and experiences such as gender, ethnicity, internationality, abilities, socioeconomic status, and employment status.

Recruit and Retain Diverse Faculty and Staff: The department strives to raise awareness and support, recruit and retain faculty and staff; and encourages faculty and staff to participate in diversity training and utilize UGA diversity resources.

Enhance Community and Educational Outreach: The department creates trainings and enhances educational outreach opportunities for programs such as SNAP-ED and EFNEP that reach diverse clients throughout the state of Georgia and beyond in a manner that reflects the college’s values.

Increase Visibility and Communication of Inclusion: Through it’s online presence such as its Facebook page, and its website, as well as in news articles, emails, etc. the department strives to highlight its commitment to the values of diversity and inclusion.

The department supports the University’s goals related to diversity as outlined in our strategic plan. The goal is to create diversity through educational opportunities to increase knowledge about diverse populations. The department offers numerous courses which align with these goals such as courses that relate food and nutrition to culture, service learning courses that expose students to diverse groups through community outreach experiences, and study abroad opportunities. The department also makes an intentional effort to recruit diverse students as well as individuals who would like to work with diverse populations. The department was awarded the Recruitment Enhancement Grant from the Graduate School for the last five years. In each case, the award was based in part on the consideration of attracting underserved populations as part of our recruitment efforts. The Communications Committee works to showcase success stories associated with diversity among current faculty and students in recruiting materials and web content.

D. Major Accomplishments – Research

Attach research publications, presentations to the back of the report (these can be from the Elements report that you print out for your department).

E. Complete the table. KPI numbers for all the items that are needed for the Strategic Plan each year.

<table>
<thead>
<tr>
<th>Category</th>
<th>CY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS KPI 1.1.1 Number of undergraduate students in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>22</td>
</tr>
<tr>
<td>FACS KPI 1.1.1 Number of faculty engaged in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>6</td>
</tr>
<tr>
<td>FACS KPI 1.1.3 Number of FACS core and major courses that include content to assist students in understanding the AAFCS Body of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>FACS KPI 1.4.5</td>
<td>Number of faculty and staff in attendance at sessions offered to increase their awareness of campus resources and comfort engaging with and advocating for students.</td>
</tr>
<tr>
<td>FACS KPI 2.1.1</td>
<td>Number of faculty who have externally sponsored research funding</td>
</tr>
<tr>
<td>FACS KPI 2.1.1</td>
<td>Number of faculty with external support for graduate assistantships</td>
</tr>
<tr>
<td>FACS KPI 2.1.4</td>
<td>Number of national and international research awards granted to faculty</td>
</tr>
<tr>
<td>FACS KPI 2.1.4</td>
<td>Number of research journal publications by faculty</td>
</tr>
<tr>
<td>FACS KPI 2.1.5</td>
<td>Number of research presentations at national/international conferences</td>
</tr>
<tr>
<td>FACS KPI 2.1.6</td>
<td>Number of faculty serving as editors or associate editors of prominent peer-reviewed journals</td>
</tr>
<tr>
<td>FACS KPI 2.1.7</td>
<td>Number of faculty serving on grant review panels</td>
</tr>
<tr>
<td>FACS KPI 2.2.1</td>
<td>Number of organized networking opportunities by FACS department each year focused on development of new interdisciplinary teams to address complex issues</td>
</tr>
<tr>
<td>KPI 3.7</td>
<td>Number of new sponsored awards funded for community partnerships by county.</td>
</tr>
<tr>
<td>KPI 3.8</td>
<td>Number of sponsored proposals submitted for community partnerships with a new partner by county.</td>
</tr>
<tr>
<td>FACS KPI 3.5.1</td>
<td>Number of page views on the College website</td>
</tr>
<tr>
<td>KPI 3.23</td>
<td>Number of stories produced about community engagement</td>
</tr>
</tbody>
</table>

F. Major Accomplishments – Internal and External Funding – this section will include all grants (instruction, research, public service, outreach and extension). Grants Coordinator will be provide information on all grants from OVPR database (not separated into type). Below are 2 tables, one for grants reported from OVPR database, the other for internal grants.
<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Sponsor</th>
<th>Amount</th>
<th>Dept</th>
<th>Faculty</th>
<th>Activation Date</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>ENHANCING THE SAFETY OF LOCALLY GROWN PRODUCE FOR VETERANS IN</td>
<td>US DEPARTMENT OF AGRICULTURE Georgia Research</td>
<td>$146,461</td>
<td>IHDD</td>
<td>Harrison</td>
<td>1/12/2018</td>
<td>9/1/2017</td>
<td>8/31/2020</td>
</tr>
<tr>
<td>Public</td>
<td>UGA - CORE - GRA Ph1A Obese Healthier Together: High Obesity Program in Georgia</td>
<td>Alliance Centers for Disease Control</td>
<td>$31,640</td>
<td>GRA Public Health</td>
<td>Hines</td>
<td>10/17/2018</td>
<td>8/31/2018</td>
<td>8/31/2020</td>
</tr>
<tr>
<td>Public</td>
<td>SNAP-ED FY20-21 Aging Mastery Program</td>
<td>GA Department of Human Services Southwest Georgia</td>
<td>$1,866,467</td>
<td>FDN</td>
<td>Grider</td>
<td>3/17/2020</td>
<td>10/1/2019</td>
<td>9/30/2020</td>
</tr>
<tr>
<td>Public</td>
<td>SNAP-ED FY21 BHEARD PhD Training</td>
<td>GA Dept of Human Services Michigan State University</td>
<td>$1,711,788</td>
<td>FDN</td>
<td>Cotwright</td>
<td>10/15/2020</td>
<td>10/1/2020</td>
<td>9/30/2021</td>
</tr>
<tr>
<td>Research</td>
<td>Interdisciplinary Graduate Research and Education in Sustainable Food Systems</td>
<td>USDA</td>
<td>$49,200</td>
<td>CAES</td>
<td>Harrison</td>
<td>9/1/2016</td>
<td>9/1/2016</td>
<td>8/31/2021</td>
</tr>
<tr>
<td>Research</td>
<td>Sponsor</td>
<td>Amount</td>
<td>Institution</td>
<td>PI</td>
<td>Start Date</td>
<td>End Date</td>
<td>Funding Date</td>
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<tr>
<td>Microbiome-Vagal-Brain signaling: impact on the reward system and food intake</td>
<td>NIH</td>
<td>$652,407</td>
<td>FDN</td>
<td>de La Serre</td>
<td>7/19/2017</td>
<td>8/1/2016</td>
<td>1/31/2020</td>
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</tr>
<tr>
<td>DEFINING THE GENETIC ARCHITECTURE OF THE GLUTATHIONE REDOX SYSTEM</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>$546,192</td>
<td>FDN</td>
<td>Pazdro</td>
<td>8/17/2017</td>
<td>8/1/2017</td>
<td>7/31/2022</td>
<td></td>
</tr>
<tr>
<td>EGG CONSUMPTION, SKELETAL HEALTH, AND COGNITION IN OBESE CHILDREN: A RANDOMIZED-CONTROLLED FEEDING TRIAL; PHASE 2</td>
<td>AMERICAN EGG BOARD</td>
<td>$282,151</td>
<td>FDN</td>
<td>Lewis, Laing</td>
<td>2/2/2018</td>
<td>12/11/2017</td>
<td>12/10/2020</td>
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<tr>
<td>Georgia Clinical and Translational Science Alliance</td>
<td>Emory University</td>
<td>$99,358</td>
<td>Pharm</td>
<td>Berg</td>
<td>3/14/2018</td>
<td>9/22/2017</td>
<td>6/30/2022</td>
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</tr>
<tr>
<td>Comparison of Blood Lipid Responses from Diets Enriched with Cottonseed Oil versus Olive Oil in Adults with High Cholesterol</td>
<td>National Cottonseed Products Association</td>
<td>$55,016</td>
<td>FDN</td>
<td>Cooper, Paton</td>
<td>8/14/2018</td>
<td>5/1/2018</td>
<td>4/30/2022</td>
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</tr>
<tr>
<td>INTERVENTION IN LOW GUINEA FOWL PRODUCTIVITY AND RELATED PRODUCTS CONSUMPTION IN BURKINA FASO AND NIGER</td>
<td>University of Florida</td>
<td>$45,000</td>
<td>ENG</td>
<td>Anderson</td>
<td>1/25/2019</td>
<td>6/1/2018</td>
<td>9/30/2020</td>
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<tr>
<td>Developing evidence-based messages for low-income African American parents to limit sugar-sweetened beverage intake among their young children</td>
<td>Robert Wood Johnson Foundation</td>
<td>Cottonseed oil as a treatment for non-alcoholic fatty liver disease</td>
<td>$ 185,996</td>
<td>FDN</td>
<td>Cotwright, Birch</td>
<td>4/12/2019</td>
<td>4/1/2019</td>
<td>3/31/2021</td>
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<tr>
<td>The Impact of Nutrition Assistance Programs on Food Insecurity, Food Acquisition, and Health Outcomes among Older Adults</td>
<td>University of Kentucky Academy of Nutrition and Dietetics</td>
<td>Melanin-concentrating hormone and the neural regulation of feeding</td>
<td>$ 225,000</td>
<td>FDN</td>
<td>Lee, Bhargava</td>
<td>7/30/2019</td>
<td>3/27/2019</td>
<td>2/15/2022</td>
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<tr>
<td>Comparison of Blood Lipid Responses from Diets Enriched with Cottonseed Oil</td>
<td>Cotton, Inc.</td>
<td>Investigating combinations of bioactive food compounds to enhance bioavailability</td>
<td>$ 152,859</td>
<td>FDN</td>
<td>Noble</td>
<td>1/15/2020</td>
<td>8/1/2019</td>
<td>12/31/2023</td>
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<tr>
<td>Research</td>
<td>Title</td>
<td>Sponsor</td>
<td>Funding</td>
<td>Begin</td>
<td>End</td>
<td>Close</td>
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<tr>
<td>Research</td>
<td>Determining the role of cottonseed oil-induced improvements in lipid metabolism and cognitive function</td>
<td>Cotton, Inc. GA Commodity Commission for Pecans</td>
<td>$32,640</td>
<td>5/12/2020</td>
<td>1/1/2020</td>
<td>12/31/2020</td>
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<td>Research</td>
<td>The Ability of Pecan Consumption to Lower Cardiovascular Disease Risk and Docosahexaenoic Acid on Gut Microbiome and Cognitive Development In An Infant Piglet Model</td>
<td>USDA</td>
<td>$274,060</td>
<td>4/9/2020</td>
<td>4/11/2020</td>
<td>4/10/2022</td>
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<tr>
<td>Type</td>
<td>Title</td>
<td>Sponsor</td>
<td>Amount</td>
<td>Dept</td>
<td>Faculty</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Research</td>
<td>Effect of Perinatal intake of eggs plus DHA on cognitive development: A study into the Neurotrophins</td>
<td>AMERICAN EGG BOARD</td>
<td>$19,712</td>
<td>FDN</td>
<td>Park</td>
<td>12/10/2020</td>
<td>12/1/2020</td>
<td>6/30/2022</td>
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<tr>
<td>Grants from Internal Funding</td>
<td>Title</td>
<td>Sponsor</td>
<td>Amount</td>
<td>Dept</td>
<td>Faculty</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Instruction</td>
<td>Graduate School Recruitment Enhancement Grant</td>
<td>UGA Graduate School</td>
<td>$1,100</td>
<td>FDN</td>
<td>Grossman</td>
<td>Dec 2, 2019</td>
<td>June 30, 2020</td>
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<tr>
<td>Instruction</td>
<td>Graduate School Recruitment Enhancement Grant</td>
<td>UGA Graduate School</td>
<td>$1,500</td>
<td>FDN</td>
<td>Grossman</td>
<td>Oct 29, 2020</td>
<td>June 30, 2021</td>
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<tr>
<td>Instruction</td>
<td>Building a more sustainable food system by linking eLearning nutrition education and supplemental local produce to improve food security and local food markets in underserved Georgia</td>
<td>USDA National Needs Fellowship (awarded by UGA Sustainable Food Systems Initiative)</td>
<td>$36,000</td>
<td>FDN</td>
<td>Lee</td>
<td>Aug, 2017</td>
<td>July 2021</td>
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<tr>
<td>Public Service</td>
<td>Creating a Healthier Georgia Through Diabetes Prevention</td>
<td>UGA Research Foundation</td>
<td>$145,799</td>
<td>FDN</td>
<td>Berg</td>
<td>July 1, 2019</td>
<td>June 30, 2021</td>
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<tr>
<td>Research</td>
<td>Grant Title</td>
<td>Sponsor</td>
<td>Amount</td>
<td>Sponsorship</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Research</td>
<td>Effects of sweet taste perception and obesity on pre-ingestive behaviors: Implications for appetite</td>
<td>Owens Institute for Behavioral Research</td>
<td>$10,000</td>
<td>FDN Cooper</td>
<td>Nov 2, 3029</td>
<td>Oct 31, 2020</td>
<td></td>
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<tr>
<td>Research</td>
<td>Metabolic, nutritional, and genetic regulation of PYY in the intestinal L-cell</td>
<td>UGA Obesity Initiative</td>
<td>$12,000</td>
<td>FDN Cooper (10%)</td>
<td>Oct 31, 2019</td>
<td>June 30, 2020</td>
<td></td>
<td></td>
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<tr>
<td>Research</td>
<td>UGA Obesity Initiative Grant, Statistical Consulting Center Award Visceral Fat and Type 2 Diabetes-Related Cardiovascular Disease in Youth</td>
<td>UGA Obesity Initiative</td>
<td>$500</td>
<td>FDN Cox</td>
<td>Feb. 20, 2020</td>
<td>June 30, 2020</td>
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<tr>
<td>Research</td>
<td>Systems Approach for Sustainable Strategies to Prevent Chronic Disease</td>
<td>UGA Obesity Initiative</td>
<td>$10,500</td>
<td>FDN Kindler</td>
<td>Oct. 8, 2020</td>
<td>June 30, 2021</td>
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<tr>
<td>Research</td>
<td>Franklin Foundation Imaging Grant</td>
<td>UGA Franklin Imaging Foundation</td>
<td>$4,500</td>
<td>KINS/FDN Kindler (Co-I)</td>
<td>Nov. 7, 2020</td>
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<tr>
<td>Research</td>
<td>Teaming for Interdisciplinary Research</td>
<td>OVPR, UGA</td>
<td>$3,500</td>
<td>FDN Park</td>
<td>Jan. 2020</td>
<td>December 2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
G. Major Accomplishments – Public Service and Outreach and Extension

The following tables and reporting information for Outreach and Extension are provided by Dr. Allisen Penn, Associate Dean for Outreach and Extension, FACS.

1. Complete both tables. The data for the FACS Extension Faculty Activities table may be pulled from Elements. Link to one-page guidance for Extension Specialist reporting requirements: [https://abo.caes.uga.edu/content/dam/caes-subsite/ag-business-office/elements/Elements-One-Pager-for-Extension-Specialists.pdf](https://abo.caes.uga.edu/content/dam/caes-subsite/ag-business-office/elements/Elements-One-Pager-for-Extension-Specialists.pdf)

Both tables may be changed to a landscape alignment and additional lines added.

<table>
<thead>
<tr>
<th>FACS Extension Faculty Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentations</strong></td>
</tr>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Public Presentation</td>
</tr>
<tr>
<td>In-Service Training</td>
</tr>
<tr>
<td>On-site Technical Assistance</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
</tr>
<tr>
<td><strong>Publications</strong></td>
</tr>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>Popular Press</td>
</tr>
<tr>
<td>Abstract</td>
</tr>
<tr>
<td>Extension Bulletin</td>
</tr>
<tr>
<td>Scholarly Presentation</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
</tr>
</tbody>
</table>
## Public Service, Outreach and Extension Metrics:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Projects Related to Content Areas</th>
<th>Number of Contacts</th>
<th>Number and Type of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention/Healthy Lifestyles</td>
<td>UGA SNAP-Ed</td>
<td>3,723 participants</td>
<td>260 community partners across 159 counties</td>
<td>NA</td>
</tr>
<tr>
<td>UGA EFNEP (The Expanded Food and Nutrition Education Program)</td>
<td>Directly served: FY20 5500 limited resource adults and youth  Indirectly Served: FY20 10,600 family members through adult programming</td>
<td><strong>Due to the public health crisis of 2020, EFNEP had 7 (vs 12) full months of programming. Four and ½ of those 7 months were 100% virtual programming which is the first of its kind in the history of UGA EFENP.</strong></td>
<td>Community Collaborators FY 20 donated $49,504 through in kind service hours</td>
<td></td>
</tr>
<tr>
<td>The National Diabetes Prevention Program (PreventT2)</td>
<td>The UGA Extension Diabetes Prevention Program reached 195 participants in 13 counties for more than 2500 contact hours.</td>
<td>9 USG GA Tech UNG Cobb/Douglas Public Health Elbert Physicians Washington Physicians Crisp Regional Dublin City Govt ACC Gov</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Cooking for a Lifetime of Cancer Prevention</td>
<td>Cooking for a lifetime of cancer prevention was conducted 4 times in 2 counties, resulting in 35 face-to-face</td>
<td>~2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Participants</td>
<td>Cost</td>
<td></td>
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<tr>
<td>Walk-a-weigh</td>
<td>At least 22 Walk-a-weigh weight loss programs were conducted in at least 10 counties, resulting in 276 face-to-face or distance learning contacts and approximately 1300 educational contact hours.</td>
<td>10</td>
<td>~$500</td>
<td></td>
</tr>
<tr>
<td>Diabetes Rite Bite Cooking School</td>
<td>14 Right Bite Diabetes Programs were conducted in 4 counties. These were a combination of virtual and in-person programs resulting in 1881 contacts and 1766 educational contact hours. The virtual programs were broadcast to multiple counties through workplace health efforts.</td>
<td>~5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior health and wellness education</td>
<td>Education for seniors resulted in more than 2300 educational contact hours and approximately 1850 face-to-face or distance learning contacts.</td>
<td></td>
<td>Division of Aging Services - Area Agencies on Aging</td>
<td></td>
</tr>
<tr>
<td>Healthier Together</td>
<td>~200. Healthier Together is a program focusing on policy, systems, and environmental change to food access and physical activity</td>
<td>10</td>
<td>$1000 (man hours, matched funding for projects)</td>
<td></td>
</tr>
</tbody>
</table>
opportunities. Coalitions have been formed in Taliaferro, Calhoun, Dooly Clay and Stewart counties. Each county has prioritized interventions and several have begun projects addressing safe places to exercise and improvements to healthy food access.

<table>
<thead>
<tr>
<th>Economics Well-Being for Individuals and Families</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Food Safety and Preservation</th>
<th>ServSafe® Certification Workshops for foodservice audiences</th>
<th>There were 6 face to face food safety presentations with 123 attending</th>
</tr>
</thead>
</table>

| Home Food Preservation | The National Center for Home Food Preservation had 1.92 million users in 2020 with 2.1 million sessions and 7.1 million page views. This represents >100% increase in each category reported |
| --- | --- | --- |

<table>
<thead>
<tr>
<th>Healthy, Save, and Affordable Housing Environments</th>
<th></th>
</tr>
</thead>
</table>

| Positive Development for Individuals, Families, |  |
2. Public Service, Outreach, and Extension Impacts: This section of the report is to capture collective impact and to report the economic and social return on investment to stakeholders. Use a brief narrative to report accomplishments for each of the projects listed above to highlight the total impact Public Service and Outreach and Extension using the metrics listed below:

a. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.
b. Participants’ behaviour/practice changes toward the planned direction.
c. Planned end-results (Improved Social, Economic, and Environmental)

UGA SNAP-ED Impacts:

The goal of the University of Georgia Supplemental Nutrition Assistance Program Education (UGA SNAP-ED, funded by USDA) is to help low-income adult Georgians establish healthy eating habits and a physically active lifestyle through evidence-based nutrition education and obesity prevention interventions based on collective capacity of UGA and the existing infrastructure of the UGA Cooperative Extension. Since reestablished in 2013, UGA SNAP-ED has been developing innovative, culturally appropriate evidence-based multilevel interventions using a unique model combining robust interdisciplinary research and outreach, Cooperative Extension, and collaboration with diverse stakeholders across the state.

The UGA SNAP-ED program consists of four types of nutrition educations including 1) Food Talk, direct, face-to-face nutrition education using a paraprofessional peer educator model in 8 selected counties (i.e., Fulton, DeKalb, Clayton, Bartow, Clarke, Gilmer, Lowndes, and Coffee County), 2) Food eTalk, direct online eLearning nutrition education in 159 counties, 3) Social Marketing Food Talk intervention through newsletters, online media, and text messaging in 159 counties, and 4) Healthy Child Care Georgia (HCCG), formative study combining both Policy, Systems, and Environmental change approaches and direct nutrition education in one county.

For the purposes of this report we are capturing the following which has the potential for computing the economic and social return on investment to our stakeholders. Report brief narrative accomplishments for each of the projects listed above that highlights the total impact

PSO and Extension using the metrics listed below:

a. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.
Healthy Child Care Georgia (HCCG), one of the four projects in the UGA SNAP-ED program, was implemented in Elbert County. The program impacted 414 participants in 8 pre-kindergarten classrooms from 1 elementary school. Exactly 16 teachers completed training and delivered the HCCG program, 204 teachers participated in the online training pilot, 99 parents learned best practices on child nutrition, feeding and physical activity, and 95 children engaged in activities to learn healthy eating and physical activity practices. After participating in the HCCG intervention, children’s ability to identify fruits and vegetables as well as teachers’ confidence in teaching best practices in nutrition and physical activity significantly increased.

A total of 227 low-income Georgians participated in Food Talk: Better U direct nutrition education classes in 8 counties (i.e., Bartow, Clarke, Clayton, Coffee, Douglas, Fulton, Gilmer, and Lowndes County) and completed a total of 600 classes. Overall, participants showed improved readiness and self-efficacy related to all healthy eating and exercise behaviors. For example, 61% of Food Talk: Better U participants reported improved readiness to change one or more healthy behaviors such as drinking fewer sugary beverages, choosing healthy foods at the grocery store, and being more physically active. Likewise, 72% of Food Talk: Better U participants reported improved confidence to follow specific healthy behaviors such as reading nutrition labels, reducing sugar consumed, buying healthier foods for family, and increasing physical activity.

b. Participants’ behavior/practice changes toward the planned direction.

A total of 568 low-income Georgians participated in Food Talk and Food Talk: Better U direct nutrition education classes in 8 counties (i.e., Bartow, Clarke, Clayton, Coffee, Douglas, Fulton, Gilmer, and Lowndes County), and completed a total of 1,954 classes. Overall, participants showed gains on most outcome measures, with more participants reporting that they engaged in desired behaviors and practices at the conclusion of the intervention. For example, 34% of Food Talk participants reported reading nutrition facts labels more often after the intervention. About 25% and 36% of the Food Talk participants showed pre-post improvement in eating more than one kind of fruit and vegetable each day, respectively. Finally, 38% of Food Talk participants increased moderate to vigorous physical activity (30+ minutes per day) by at least one additional day per week.

Among Food Talk: Better U participants, a third (33%) reported a positive change in one or more healthy eating behaviors (i.e., eating more fruits and vegetables, drinking more water, drinking fewer sodas and other sugar-sweetened beverages). Nearly one-third (31%) showed pre-post improvement in eating more than one kind of fruit, while 32% showed improvement in eating more than one kind of vegetable each day. Approximately half of the Food Talk: Better U participants (49%) reported increasing
the number of strength training days per week.

c. Planned end-results (Improved Social, Economic, and Environmental condition)

With the increased access to the Internet and internet accessing devices among low-income Georgians, UGA SNAP-ED has been building an eLearning nutrition education environment by developing and evaluating the online eLearning nutrition education programs, Food eTalk and Food eTalk: Better U to expand reach and decrease barriers of attending traditional face-to-face classes. UGA SNAP-Ed observed a substantial increase in the use of eLearning programs during the pandemic. During FY2020, 1,568 SNAP-ED eligible participants accessed eLearning programs in Georgia. Of these, 82% of the participants (n = 1,285) signed up for these programs during the COVID-19 period (March 1st - September 30th, 2020). UGA SNAP-ED staff promoted eLearning programming through a variety of methods during FY2020. They utilized the UGA Extension network to distribute thousands of eLearning promotional postcards in counties across the state. They partnered with Fulton Fresh, a mobile farmers market produce distribution program, to recruit nearly 800 eLearners. They supported eLearning as part of a Decatur County health initiative, and launched an eLearning collaborative with a care management organization.

During FY2020, the Social Marketing Food Talk Intervention touched millions of individuals through various marketing channels including social media (2,828,251), Google ads (1,767,083), foodtalk.org website traffic (38,890), online newsletters (2,771), and cell phones (572).

EFNEP Impacts:

a. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.

Program Impact for adult graduates (those who completed at least 6 of 8 sessions in the FoodTalk series) : Seventy-seven percent of adult graduates compared food prices more often when making grocery purchases after completing EFNEP classes.

b. Participants’ behavior/practice changes toward the planned direction.

Program Impact for adult graduates (those who completed at least 6 of 8 sessions in the FoodTalk series): EFNEP programming improved the diet quality of adults with 93% of graduates eating more fruits and vegetables or drinking less sugary drinks.

Program Impact for youth graduates (those who completed at least 6 sessions of 8 in the FoodTalk series): 90% of youth graduates ate more fruits and vegetables or drank fewer sugary drinks

c. Planned end-results (Improved Social, Economic, and Environmental condition)

Program Impact for adult graduates (those who completed at least 6 of 8 sessions in the FoodTalk series) : 73% reduced the risk of food borne illness. (FY19)
Program Impact for youth graduates (those who completed at least 6 of 8 sessions in the FoodTalk Series): 64% reduced the risk of food borne illness (FY19)

Other Chronic Disease Prevention/Healthy Lifestyles Program Impacts:

a. Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.

Chronic Disease and Healthy Lifestyles: Due to the COVID-19 public health emergency, several of our programs pivoted to distance delivery, where reaching people was the priority over collecting evaluation data. One agent collected evaluation data from a subset of Walk-a-Weigh participants. Qualitative data from pre-post evaluation surveys indicate that the programs are feasible and acceptable and were particularly helpful for improving attitudes and intention to engage in healthy behaviors during the covid-19 public health emergency. A participant’s pre-program response indicated: “It is something I need to do. Since Covid and the heat of summer I have become less likely to exercise.” Post-program from same participant suggested improvements: “I enjoyed learning new things about trying to establish a healthy lifestyle.” Another participant noted, “The program has made me want to move more and be more active,” and “I am learning to eat right and I am doing my family the same way.”

The Diabetes Prevention Program (DPP) is a 12-month lifestyle intervention. We had rolling enrollment in 2020 with a large cohort beginning in January/February 2020. Focus groups were conducted with Diabetes Prevention Program participants the midpoint of the intervention (6 months) and endpoint (12 months). Midpoint focus groups (~June 2020) indicate the program helped them feel motivated even after pivoting to virtual programs following the start of the COVID-19 pandemic: “[The Diabetes Prevention Program class]...that I get to look forward to once a week has been great. It’s been an uplift for me. I live for Thursday morning, today, eight o’clock.” Midpoint surveys suggest the program is improving attitudes and behavioral intentions. 98% and 96% of participants reported the program “definitely” gave them the skills to make positive changes in eating and physical activity to prevent type 2 diabetes, respectively. Preliminary analyses suggest improvements in perceived health related quality of life.

b. Participants’ behavior/practice changes toward the planned direction.

Chronic Disease and Healthy Lifestyles: Sample data (n = 28) from Walk-a-Weigh participants indicated that most participants (>50%) reported they were very or extremely likely to eat at least 3 vegetables and 2 fruits daily, read nutrition labels when choosing foods, and be physically active for at least 30 minutes a day 5 days a week. Very few individuals reported both pre and post-program weight data. Of those who did (n = 13), 62% reported weight loss (range: 0.2 to 8.4 lbs.) and 23% reported no change.
Our Diabetes Prevention Program (DPP) participants experienced behavior and health changes in the planned direction. Average physical activity minutes per week increased from 58 minutes per week in February 2020 to 168 minutes per week in December of 2020. Thus, mean physical activity among our DPP participants exceeds the recommended amount of 150 minutes per week to prevent chronic disease.

Total weight loss in 2020 among DPP participants was 1,411 pounds. Average weight loss was 4.2% of initial body weight (~9.1 pounds). The weight loss goal for DPP participants is 5 to 7% of initial body weight by the end of the 12-month program. More than 75% of the sample had not reached 12 months in the program at the end of 2020 and thus, still had time in the program to reach their goals. In fact, as of December 2020, 30% of the sample had only been in the program 5 months. As of December 2020, 37% of participants had already met their weight loss goal of at least 5% of initial body weight. Thus, DPP participants are meeting and exceeding their weight loss goals and reducing their risk for developing type 2 diabetes.

c. Planned end-results (Improved Social, Economic, and Environmental condition)

Chronic Disease and Healthy Lifestyles:

There are various estimates of the ROI for the National Diabetes Prevention Program. The return on investment over three years is estimated to be as high as 42%. One study (Kahn et al., 2017) suggests for each individual that does not transition to diabetes, there is an estimated cost savings of $2,671 per year. If it was expected that 5 – 10% of all people with prediabetes will transition to diabetes in 5 years, then perhaps we have saved Georgia between $24,000 and $50,749 (5 - 10% of our sample of 195 people with prediabetes: 9 people x 2,671 = $24,039; 19 people x $2,671 per person = $50,749). The potential for savings is even greater, considering that more than 30% of our sample has met their weight loss and physical activity goals.

The CDC Healthier Together Obesity Prevention project is working in Taliaferro, Calhoun, Clay, Dooly, and Stewart counties to address policies, systems, and environment to improve the health behaviours of these counties and reduce obesity. In Taliaferro and Calhoun county, walking trails have been installed and sidewalks have been repaired has to give people safe places to be physically active. Healthy food access has been increased through improved healthy food retail in grocery stores and community gardens in all five counties. In these counties, community health coalitions decide on their priorities and work together to enact change. Work has just begun in Clay, Dooly, and Stewart counties, and we expect many of the same positive changes to the social, economic, and environmental condition.

II. Review of Academic programs – this section of the report has been revised to more closely follow the requirements for UGA’s Program Review of academic programs. As noted in the instructions for “Comprehensive Program Review” some of the data comes from
Office of Institutional Research, OIR. This section must be completed for each major, graduate program, and certificate in the department/division.

Foods and Nutrition: Culinary Science and Nutrition, Dietetics, Nutritional Sciences, MS, PHD and Obesity and Weight Management Certificate

DATA NEEDED FROM OFFICE OF INSTITUTIONAL RESEARCH CAN BE REQUESTED through OIR’s DATA REQUEST – https://oir.uga.edu. Put in your request in early January – it will take them take to put it together.

A. Undergraduate Programs
1. Complete the following table. Add or delete columns as needed for each undergraduate major in your department. This may work better in a landscape alignment rather than a portrait, fill free to change.

<table>
<thead>
<tr>
<th>Indicators of Measures of Quality:</th>
<th>Cul Sci</th>
<th>Dietetics</th>
<th>Nutri Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Input – Undergraduate Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Test Scores (if applicable), for undergraduate programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- ACT or SAT – Choose the standardized examination used and indicate in the space provided below:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Reported (Total N):</td>
<td>ACT 25</td>
<td>ACT 27</td>
<td>ACT 26</td>
</tr>
<tr>
<td></td>
<td>N=3</td>
<td>N=18</td>
<td>N=33</td>
</tr>
<tr>
<td></td>
<td>SAT 1116</td>
<td>SAT 1176</td>
<td>SAT 1147</td>
</tr>
<tr>
<td></td>
<td>N=3</td>
<td>N=22</td>
<td>N=26</td>
</tr>
<tr>
<td></td>
<td>N=6 total</td>
<td>N=40 total</td>
<td>N=59 total</td>
</tr>
<tr>
<td>Freshman Index (as applicable)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Output – Undergraduate Programs</td>
<td>AY 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Also indicate the number of students reporting</td>
<td>3.25 Degree GPA</td>
<td>3.34 Degree GPA</td>
<td>3.41 Degree GPA</td>
</tr>
<tr>
<td></td>
<td>N=4</td>
<td>N=39</td>
<td>N=43</td>
</tr>
<tr>
<td>Employment rates of graduates</td>
<td>75% n=4</td>
<td>11% n=35</td>
<td>35% n-35</td>
</tr>
<tr>
<td>Admission into graduate programs or continuing education</td>
<td>25% n=4</td>
<td>78% n=35</td>
<td>52% n=35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>includes DI</td>
<td>includes intern</td>
</tr>
</tbody>
</table>
The program remains strong with 165 students enrolled as dietetics/intended dietetics majors as of Fall, 2020. This is an increase in enrollment from the 2019 enrollment of 153. With upcoming changes to the requirements for licensure of registered dietitians, including the need to hold an advanced degree, we expect maintaining or increasing enrollment in the program will continue to be a challenge. It should also be noted that the department’s decrease in enrollment over the past several years is much less than the national decrease over the past 4 years as reported by ACEND. One benefit of this upcoming requirement has been very strong interest in our double dawg dietetics/master’s non thesis degree option.

Nutritional Sciences (formerly Nutrition Science) currently has an enrollment of 200 students in fall 2020, compared to 203 in fall 2019. This integrative discipline allows student to fulfill pre-med requirements while learning how diet and specific nutrients influence human physiology and disease. This knowledge builds a solid foundation for careers in medicine or a related health science. The mission of the Nutritional Sciences faculty is to develop students who will be competitive for admission to graduate degree programs in research, medicine and the allied health sciences.

The Culinary Science and Nutrition program offers an interdisciplinary curriculum that integrates principles of food science, nutrition, and the culinary arts. The major prepares students for positions in the food industry, industrial food service (e.g. hospitals, schools, etc.), and for food and nutrition-related educational positions. The program has experienced an enrollment drop over the past several years as there were several changes in leadership. The 2020 enrollment is the same as the 2019 enrollment; n=14. Changes to scheduling of required courses outside of the department also made the possibility of having a double major with dietetics much more challenging which also contributed to lower enrollment. Over the past year, there have been numerous improvements made to the program which we expect will lead to increased enrollment in the coming years. The program’s newly completed and extensive lab renovation is expected to attract more students to the program. An effort is now underway to identify students who are struggling in the Dietetics major by the end of their third year and providing them with information and advisement on the possibility of moving to the Culinary Science major.

The department currently has 8 double dawg options available. This program has been well received and has had particularly high interest among the dietetics students as they will soon need to hold an advanced degree as part of the registered dietitian requirements. There are currently 26 students in the double dawg program, most of them in the Dietetics B.S.F.C.S./Foods and Nutrition M.S. (non-thesis) track. To date, 12 Double Dawgs have earned their MS degree. The department expects the double dawg program will continue to be a popular option with our high achieving students.

B. Graduate Programs:
1. Complete table, add columns as need for graduate programs and graduate certificates. This may work better in a landscape alignment rather than a portrait, ok to make that change.
<table>
<thead>
<tr>
<th>Name of Program</th>
<th>MS</th>
<th>PhD</th>
<th>Obes. Cert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Graduate and/or Undergraduate GPA admitted and enrolled.</td>
<td>3.56 Undergrad GPA N=30</td>
<td>3.64 Undergrad GPA N=13</td>
<td>Not Available</td>
</tr>
<tr>
<td>Also, indicate the number of students reported (Total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Test Scores (if applicable), for graduate programs ---</td>
<td>GRE</td>
<td>152 quant 154.6 verbal 4.1 writing N=29</td>
<td>GRE</td>
</tr>
<tr>
<td>GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Output – Graduate Programs</td>
<td>AY 2020</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam:</td>
<td>100% of MS/DI students passed RDN exam N=2</td>
<td>100% of Phd/DI students passed RDN exam N=1</td>
<td>NA</td>
</tr>
<tr>
<td>Also, indicate the number of students reporting scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Major or stand-alone degree GPA scores</td>
<td>Degree GPA 3.87 N=25</td>
<td>Degree GPA 3.73 N=3</td>
<td>NR</td>
</tr>
<tr>
<td>Indicate whether Major GPA or Cumulative Graduation GPA is used:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate the number of students reported (Total N).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Quality Assurance (e.g., professional accreditation, surveys, market rankings)</td>
<td>College: AAFCS DI Program-ACEND Accreditation</td>
<td>College: AAFCS DI Program-ACEND Accreditation</td>
<td>College: AAFCS</td>
</tr>
<tr>
<td>Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

1. Narrative Section: Describe additional details as needed.
   There are several graduate degree programs available in the department. The Master’s degree is available as a Master’s thesis, Master’s non-thesis, Master’s non-thesis, Community Nutrition (online), and a combined Master’s and Dietetic Internship program. The PhD program is also available as a combined PhD/Dietetic Internship program. Enrollment in our graduate programs has decreased slightly over the past year, however the uncertainties of 2020 may have contributed and spring and summer 2021 admissions have been very strong. We anticipate these programs will continue to grow as the double dawg students move to the master’s portion of their programs. The PhD and combined graduate/dietetic internship programs remain steady.
B. Faculty

1. Complete table: add columns here for each undergraduate and graduate program. This may work better in a landscape alignment rather than portrait, it is ok to change for additional column space.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>24</td>
</tr>
<tr>
<td>Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)</td>
<td>OIR reports 1, however this incorrect, the correct number is 0</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year</td>
<td>$3,942,815</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.</td>
<td>$39,370 instructional, $3,954,989 public service</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.</td>
<td>16 reported as peer reviewed; 48 total publications</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.</td>
<td>0</td>
</tr>
<tr>
<td>Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.</td>
<td>Annual Review Process</td>
</tr>
<tr>
<td>External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.</td>
<td>College: AAFCS Accreditation</td>
</tr>
</tbody>
</table>

2. Narrative Section: Describe additional details. (if needed)
Dr. Sina Gallo joined the department this fall as an associate professor. She was hired under the President’s Strategic and Cluster Hiring Initiative. Dr. Joseph Kindler was also hired starting as an assistant professor in fall 2020. Dr. Elizabeth Andress retired at the end of the year.

B. Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand. (Respond here for each program).
1. Indicators of Measures of Viability: Complete the table, add columns here as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Viability:</th>
<th>Cul</th>
<th>Dietetics</th>
<th>Nutr Sci</th>
<th>MS</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Demand for the Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who completed an application to the program</td>
<td>14</td>
<td>83</td>
<td>80</td>
<td>64</td>
<td>30</td>
</tr>
<tr>
<td>Number of students who are admitted to the program ---</td>
<td>5</td>
<td>53</td>
<td>37</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Institution determines the milestone for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in the degree program ---</td>
<td>14</td>
<td>165 incl</td>
<td>200</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>Institution determines the milestone for reporting</td>
<td></td>
<td>intended</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Standard Faculty Workload for the degree program**  
(example: 3/3, 4/3, etc.)

<table>
<thead>
<tr>
<th>Anderson</th>
<th>50%T/50%R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andress</td>
<td>12%T/88%Ext</td>
</tr>
<tr>
<td>Bailey</td>
<td>50% (R) 50% (A)</td>
</tr>
<tr>
<td>Berg</td>
<td>60%PS/40%R</td>
</tr>
<tr>
<td>Brigman</td>
<td>100% (T)</td>
</tr>
<tr>
<td>Cooper</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Cotwright</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Cox</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>de La Serre</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Gallo</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Giraudo</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Grider</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Grossman</td>
<td>100% T</td>
</tr>
<tr>
<td>Hall</td>
<td>100% T</td>
</tr>
<tr>
<td>Harrison</td>
<td>100% T</td>
</tr>
<tr>
<td>Hennes</td>
<td>100% (Ext)</td>
</tr>
<tr>
<td>Kindler</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Laing</td>
<td>90%T/10%R</td>
</tr>
<tr>
<td>Lee</td>
<td>40%T/43%R/17% PS</td>
</tr>
<tr>
<td>Noble</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Park</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Paton</td>
<td>40% T/60%R</td>
</tr>
<tr>
<td>Pazdro</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Sattler</td>
<td>50%T/50%R</td>
</tr>
<tr>
<td>Short</td>
<td>100% T</td>
</tr>
<tr>
<td>Stotz</td>
<td>100% T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department</th>
<th>17</th>
<th>17</th>
<th>17</th>
<th>18</th>
<th>18</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Number of Full-Time faculty teaching in the program</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Number of Part-Time faculty teaching in the program</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **Narrative Section**: Describe additional details (if needed).

2. **Measures of Productivity**: Complete table, add columns as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Time to Degree AY2020</th>
<th>Cul. Sci</th>
<th>Dietetics</th>
<th>Nutr. Sci</th>
<th>MS</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to Degree AY2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>1st Value</td>
<td>2nd Value</td>
<td>3rd Value</td>
<td>4th Value</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree (average, in years) for</td>
<td>4.56</td>
<td>4.19</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree (average, in years)</td>
<td>2.33</td>
<td>2.98</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student time to degree (average, in years) graduating in the</td>
<td></td>
<td></td>
<td></td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>academic year.</td>
<td></td>
<td></td>
<td></td>
<td>4.66</td>
<td></td>
</tr>
<tr>
<td>Graduation - Only provide data for the level of program being reviewed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of degrees awarded in the program for the academic year.</td>
<td>4</td>
<td>39</td>
<td>43</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

1. Narrative – additional information if needed.

For the Appendix, please attach the Element report for your department that lists presentations, publications, and grants submitted and funded, grants submitted and not funded.
Appendix

I. Research Publications and Presentations

Journal articles

Published: Unspecified review/referee status


Published: Peer-reviewed/refereed


of the vagal afferent pathway. PHYSIOLOGY & BEHAVIOR, 225, 16 pages.

doi:10.1111/apha.13530


doi:10.1113/JP279763


doi:10.3390/foods9020232

doi:10.3390/nu12103174

In Press: Unspecified review/referee status


Accepted: Unspecified review/referee status


Accepted: Peer review

Cawthon, C. R. & de La Serre, C. B. (2020). The critical role of CCK in the regulation of food intake and diet-induced obesity. PEPTIDES; Accepted:

Walker, T., & Lee, J. S. (2020). Exploratory study of changes in key food purchasing practices of Supplemental Nutrition Assistance Program (SNAP)-eligible older adults following SNAP benefit receipt. Transl Behav Med


Submitted: Peer-reviewed/refereed


Lindke A., Smith t., Cotwright C., Morris D., Cox G. Plate Waste Evaluation of Plant-Based Protein Entrees in National School Lunch Program – submitted to Journal of Nutrition Education and Behavior

Garden Curriculum to Improve Children’s Preferences For Fruits and Vegetables. Under Review

Submitted: Unspecified review/referee status

Published online


Andress, Elizabeth (2020). National Center for Home Food Preservation, Dry Canning Isn't Canning to Me, 4/16/20, www.preservingfoodathome.com


Andress, Elizabeth (2020). National Center for Home Food Preservation, Peach Season Has Arrived, 6/21/20, www.preservingfoodathome.com


Contribution: Newsletter


Book chapter
Laye S & de La Serre, C. B. (2020). Neuroinflammation et obésité. TRAITE PRATIQUE DE MEDECINE DES OBESITES.

Book Chapter Accepted

Scholarly Activities
Posters
International:


National:


State:

Local:

Proceedings of conferences (published)
Abstract:
Fang, X., W Sun, J Jeon, Q Zhao, S Rayalam, HJ Park. Effect of maternal supplementation of lutein on brain functional organization of offspring in a piglet model. American Society for Nutrition Meeting 2020 (Flesh Talk at the Carotenoids and Retinoids Interest Group (CARIG) RIS Forum)


Unspecified


Conference Presentations, Accepted


Reports

Consulting/Advisory report
Berg, A., Andress, E., Henes, S., Brown, C., Dunn, L., & Jordan, L. (2020). Food Handling Programming Advice for UGA Extension. UGA Extension. 23 pages. This report was requested by Extension administration and prepared to provide expert opinion on procedures to limit potential food safety risks and covid-19 exposure and transmission when handling food during the COVID-19 Public Health Emergency in Extension programs and events and for educational purposes. Extension leadership used this advisory report to determine protocols for the organization. Faculty and staff training materials were created from the advice in this report.
Project report

White paper


Extension Publications
Training and educational material for Extension faculty and staff


Fact Sheet: Published online


Popular press


Instructional materials

Professional/Scholarly presentations (unpublished)
Academic Event(s): Conference


Academic Event(s): Seminar


Academic Event(s): Webinars (Invited)

Cotwright, C. (2020). It's a Family Affair: Promoting Healthy Beverage Consumption among Black Youth in Early Childhood. Council on Black Health/Solutions to Diabetes in Black Americans Core Webinar. Virtual (Zoom); National


Academic Event(s): Research Panel (Invited)


Non-academic Event(s): Conference


Non-academic Event(s): Public presentation during the COVID-19 Public Health Emergency


Non-academic Event(s): Webinar


Educational/Outreach presentations - -

State: Conference
Brigman, T. “A Different Approach to Teach Students the Importance of Accurate Measurements in the Kitchen”, June 10, 2020; GACTE Virtual conference (Georgia Association for Career and Technical Education) Role: Presenter, Target audience: Professionals

Brigman T. “Exploring A Local School Nutrition Program Experience”, March 25, 2020
Georgia Academy of Nutrition and Dietetics Annual Conference Role: Presenter, Target audience: Professional organizations Presentation was accepted, conference cancelled due to covid

Regional:Conference
Cox, G. Georgia Association of Teachers of Family and Consumer Sciences (GATFACS) – January 30, 2020
‘Eat With Your Eyes, Tongue & Gut: A Crash Course in Sensory Science’

Cox, G. Georgia Association of Teachers of Family and Consumer Sciences (GATFACS) – January 30, 2020
‘A Career for a Lifetime: Examining Occupations in Nutrition, Food, and Health’

Creative Works
Film/Video/Media - -

State
## II. 2020 FDNS Sponsored Projects Awarded

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### III. 2020 FDNS Sponsored Projects Proposed

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<td>LOI: Diet Patterns of Dairy Intake, Inflammation, and Youth-Onset Type 2 Diabetes</td>
<td>Research</td>
<td>Pending sponsor review</td>
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<tr>
<td>KINDLER, Joseph M</td>
<td>9/17/2020</td>
<td>12/31/2022</td>
<td>TBD</td>
<td>1/1/2021</td>
<td>Diet Patterns of Dairy Intake, Obesity, and Type 2 Diabetes in Youth</td>
<td>Research</td>
<td>148621 Not funded</td>
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<td>9/17/2020</td>
<td>12/31/2022</td>
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<td>1/1/2021</td>
<td>Diet Patterns of Dairy Intake, Obesity, and Type 2 Diabetes in Youth</td>
<td>Research</td>
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<td>DE LA SERRE, Claire</td>
<td>9/18/2020</td>
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<td>NATIONAL INSTITUTES OF HEALTH</td>
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<td>Maternal diet and programming of offspring gut-brain axis</td>
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<td>ANDERSON, Alex K</td>
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<td>7/1/2021</td>
<td>mhealth intervention to facilitate support for optimal maternal nutrition and postnatal care in rural Ghana</td>
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<td>10/5/2020</td>
<td>6/30/2026</td>
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<td>7/1/2021</td>
<td>A Systems Approach to GDF11 and its Effects on Cardiac Hypertrophy</td>
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<td>Name</td>
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<td>End Date</td>
<td>Sponsor</td>
<td>Title</td>
<td>Type</td>
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<td>10/9/2020</td>
<td>12/31/2021</td>
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<td>12/31/2022</td>
<td>ROBERT WOOD JOHNSON FOUNDATION</td>
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<td>59405</td>
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</table>
Please check that the following have been completed.

__X___ All faculty have uploaded current CVs to their FACS webpage and updated their webpage ...

__X___ All faculty have updated their 2020 accomplishments in UGA Elements

__X___ All faculty teaching spring 2021 have uploaded a syllabus for each course via the Online Syllabus System at https://syllabus.uga.edu/. Please make sure that FACS 2000 is uploaded as well.

OUTLINE of REPORT:

I. Overall Health of Unit

A. FACS KPI 2.4.1 Rankings of unit, departments, and/or programs in national and international rankings. Give the names of the organizations or sources of rankings as well as the particular major, program, or area that is ranked.

   In the only peer-reviewed published ranking of HDFS programs (Reifmann et al., 2019, Family Science Review), UGA HDFS is ranked #15, and ranked #11 when adjusted for faculty size, among over 50 HDFS doctoral programs.

   The HDFS graduate program fares well among aspirational and comparator peers. In the only peer-reviewed a recent metrics-based ranking of HDFS programs, UGA HDFS ranked #15 of 50, and ranked #11 when adjusted for number of faculty. This ranking is based on five metrics: (1) Mean h index of faculty; (2) Percent of faculty with NIH grant funding (a readily-available proxy for extramural funding); (3) Positions as editors, associate editors, or editorial board members; (4) Outdegree, or placement of graduates into faculty positions at other doctoral / research focused institutions; (5) Scores on an unpublished survey by another scholar assessing reputation (i.e., based on providing lists of faculty in each program to HDFS department heads or graduate coordinators, asking them to rate the reputation of each faculty / program).

   Within the specific metrics, UGA HDFS had the 7th highest outdegree, (Reifmann et al., 2015, Conference of the National Council on Family Relations; the ranking also
published as Reifmann et al., 2019). This provides evidence of the strength of admissions and doctoral training. UGA HDFS also ranked high in terms of percent faculty with NIH grant funding. UGA HDFS had an H-index comparable to similarly ranked programs, though it is expectable that this index should be high given the number of full professors (and only one assistant professor) on the faculty. We ranked relatively low in percent of faculty with editorial board, associate editor, or editor-in-chief positions.

B. Major Accomplishments – Instruction

HDFS served 488 undergraduates and 48 graduate students in 2020, both increased over the previous year (480 and 44, respectively). HDFS is a popular major for students pursuing health-related careers, and HDFS majors are able to apply knowledge of child development and family dynamics in their analysis of important issues such as childhood obesity, developmental delays, reducing drug use and addiction, and work in medical settings.

HDFS faculty are excellent teaching scholars; the overall mean score of student evaluations was 4.46 for 2020. HDFS faculty are to be commended for maintaining student evaluations virtually identical to those in 2019 (4.48) during the pivot to online instruction. In March 2020 I appointed five faculty with extensive experience in online instruction to an ad hoc committee to support department faculty and teaching assistants in the pivot to online instruction. This group led regular meetings, attended by nearly all instructional faculty, throughout spring and summer. I believe that this group and a department-wide commitment to learning new skills, allowed us to make this transition successful in supporting students.

HDFS faculty also produce important pedagogical books and articles. They have been awarded the Online Learning Fellowship, Service Learning Fellowship, Special Collections Library Fellowship, Writing Fellowship, and Teaching Academy Fellowship. In 2020, three HDFS faculty members received Sweaney Innovation Fund to launch an HDFS Writing Center (though this was delayed until 2021 due to the pandemic). The HDFS Writing Center reflects a department-wide commitment to assign integrative writing and applied learning assignments to create opportunities for innovation and creativity in the classroom, foster critical thinking, and promote higher levels of academic competency in our students. When implemented, the HDFS Writing Center will provide: (a) Opportunities for current students to mentor and guide peers in the writing process; (b) Detailed and specific support in writing assignments given across the HDFS curriculum; (c) Support in developing skills around academic writing, including formatting, APA citations and references, tone, and style; (d) Support in demonstrating critical thinking through writing assignments; and (e) A mechanism through which we can develop an HDFS Writing Certificate.

HDFS also is a trendsetter in experiential learning, a critical component of the university’s focus. The department places most undergraduate majors into internship
experiences in research and/or the community, where they apply developmental learning in work with children, families, and elderly adults. Furthermore, the McPhaul Child Development Lab and the ASPIRE Clinic (an applied setting for HDFS marriage and family therapy doctoral students) enable the department to offer students integrated learning and research experience on campus. The ASPIRE Clinic provides marriage and family therapy to children, couples, and families in the local community, producing billable hours that contribute financially to the College. The McPhaul Child Development Center is NAEYC and GAEYC accredited and rated as a Quality Learning Site by Georgia DECAL.

The HDFS graduate program fares well among aspirational and comparator peers. As mentioned above, the recent metrics-based ranking of HDFS programs rated UGA HDFS as having the seventh highest outdegree of over 50 doctoral programs nationwide. Outdegree means that our doctoral students are successful in securing faculty positions at other doctoral HDFS programs through the county (Reifmann et al., 2015, Conference of the National Council on Family Relations). This success is due to the advanced training in methodology and involvement of doctoral students in active research labs. For the Child Life M.S. program, all four of the second year M.S. Child Life graduate students were placed in highly competitive internships in 2020 (as context for how competitive this process is, hospitals typically receive over 100 applications for 1-3 positions).

Despite these accomplishments in 2020, there were some challenges that threaten the continued instructional capacity of HDFS. In summer 2020, Drs. Chalandra Bryant and Emilie Smith accepted positions elsewhere, and two additional faculty (Drs. Jerry Gale and Denise Lewis) took advantage of the university’s incentivized retirement offer. Prior to these faculty departures, our student-faculty ratio was 22.9. Following these faculty departures, our ratio going forward is 28.2. Further, given that one of the faculty members is 87.5% administration (Dr. Kay as Director of the Child Development Labs), excluding her leaves us with a ratio of 30.0 undergraduate majors per faculty member. In terms of graduate education, the presence of only 14 graduate faculty to serve 48 students creates 3.4 graduate students per graduate faculty; excluding two with administrative appointments and one funded exclusively by soft-money means that most graduate faculty need to be primary advisor for 4-5 graduate students at a time. In short, the diminished size of the faculty will necessarily lead to contraction of both undergraduate majors and graduate students if additional faculty hires are not made.

C. Major Accomplishments in support of the college diversity plan.

HDFS has been actively involved in diversifying the graduate program. Using funds awarded by the Graduate School to enhance recruitment of diverse graduate students, we developed a set of videos highlighting the research of department faculty. These
recruitment videos highlight the diversity of our faculty as well as the focus of faculty research on diverse populations.

In response to national attention to racial injustices in summer of 2020, HDFS formed a Diversity, Equity, Inclusion, and Social Justice Committee. Members of this committee have met frequently through summer and fall to enhance our efforts. Some actions implemented in 2020 include having applicants to the doctoral program complete an essay documenting their commitment to equity and social justice; drafting and discussion a Social Justice Commitment among faculty (and, entering 2021, for discussion with students).

In 2020, we initiated a review of undergraduate curriculum. An important component of this review has been to assure that courses throughout the HDFS curriculum address issues of diversity. This effort goes beyond the required class, HDFS 4330, Diversity in Human Development and Family Systems.

The Department Head of HDFS chaired the FACS Diversity, Equity, and Inclusivity committee. From this position, he regularly updated and sought feedback from HDFS faculty. HDFS staff have assisted in organizing activities of the FACS DEI committee.

HDFS diversity efforts experienced a major setback in 2020 with the faculty departures. Two of the four faculty departures were faculty of color, and three of the four were female faculty members.

D. Major Accomplishments – Research

HDFS is a multidisciplinary department with faculty from various backgrounds including human development, marriage and family therapy, gerontology, maternal and child health, psychology, sociology, and statistical methodology. The developmental focus is diverse, with faculty expertise ranging from infancy to gerontology. The faculty use advanced methodologies, both quantitative and qualitative, to understand the diversity of family experiences, integrating biological, social context, and physical contextual factors.

The faculty are very productive. The total number of scholarly products during 2020 included 1 book, 7 book chapters, and 83 journal articles. That HDFS faculty increased research productivity compared to 2019 (3 books, 6 book chapters, and 78 journal articles), despite the disruptions from Covid-19 and the greater demands of teaching, speaks to the dedication of the faculty and graduate students. The success of 2020 continues the high level of scholarly productivity over time. The faculty are editors, associate editors, members of editorial boards, and reviewers for many of the significant journals in which they publish.
The faculty are highly respected within their fields, with many having been elected fellows or receiving various career-stage awards in their fields.

In 2020, Kandauda Wickrama received the Bill and June Flatt Creative Research Award; Maria Bermudez the Chris Todd Outstanding Research Award and Melissa Kozak the FACS Teacher of the Year Award.

Four faculty received final confirmation and promotion during 2020: Geoffrey Brown and Desiree Seponski were promoted to Associate Professor and awarded tenure, Catherine O’Neal was promoted to Associate Research Scientist, and Jennifer George was promoted to Senior Lecturer. Two faculty submitted promotion materials in 2020 and were approved for promotion at the Department, College, and Provost level (pending President Morehead’s approval): Diane Bales to Professor and Amy Kay to Clinical Associate Professor.

Despite these research accomplishments, the faculty departures in 2020 threaten the sustained productivity. Dr. Bryant was widely known for recently serving as Panel Chair of the National Science Foundation’s Developmental Science panel. Her departure is a loss to HDFS faculty visibility and expertise in grantsmanship. Dr. Emilie Smith has an H-index of 32, far higher than the UGA average in the Reifman et al rankings (17.4) and in the range of average H-indexes among top HDFS programs (#1 Penn State = 26.6; #2 Cornell = 35.1). Dr. Lewis’ large grant (over $3 million) from the National Academic of Sciences ended with her retirement in December 2020. Dr. Jerry Gale was well known and respected by the MFT community, as he has recently served on the boards on numerous national and international professional organizations.

E. Complete the table. KPI numbers for all the items that are needed for the Strategic Plan each year.

<table>
<thead>
<tr>
<th>Category</th>
<th>CY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS KPI 1.1.1 Number of undergraduate students in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>11</td>
</tr>
<tr>
<td>FACS KPI 1.1.1 Number of faculty engaged in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>6</td>
</tr>
<tr>
<td>FACS KPI 1.1.3 Number of FACS core and major courses that include content to assist students in understanding the AAFCS Body of Knowledge</td>
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</tr>
</tbody>
</table>
| FACS KPI 1.4.5 Number of faculty and staff in attendance at sessions offered to increase their awareness of campus resources and comfort engaging with and advocating for students.  
  - Bales – webinar to GAEYC – helping young children cope with stress, anxiety, and uncertainty during Covid-19  
  - Bermudez – leading with care: a discussion of self-care and leading your community during the Covid-19 pandemic – invited panel discussion from the Fanning Institute of Leadership and Development – virtual presentation | 4 faculty-led meetings to provide resources for faculty/staff related to comfort / instruction of students. |
- George, Landers-Potts, Bermudez, Gonyea, and Kozak – HDFS leadership on the pivot to online instruction due to Covid - Spring/Summer 2020
- Kozak – Piloted utilizing “Snowball Microphone” to live caption lecture to enhance inclusive instructional strategies

<table>
<thead>
<tr>
<th>KPI 2.1.1 Number of faculty with external support for graduate assistantships</th>
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<tbody>
<tr>
<td>FACS KPI 2.1.1 Number of FACS faculty who have externally sponsored research funding</td>
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</tr>
<tr>
<td>FACS KPI 2.1.4 Number of national and international research awards granted to faculty</td>
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</tr>
<tr>
<td>FACS KPI 2.1.4 Number of research journal publications by faculty</td>
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<tr>
<td>FACS KPI 2.1.5 Number of research presentations at national/international conferences</td>
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<td>FACS KPI 2.1.6 Number of faculty serving as editors or associate editors of prominent peer-reviewed journals</td>
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<td>FACS KPI 2.1.7 Number of faculty serving on grant review panels</td>
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<td>KPI 3.7 Number of new sponsored awards funded for community partnerships by county.</td>
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<td>KPI 3.8 Number of sponsored proposals submitted for community partnerships with a new partner by county.</td>
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<td>FACS KPI 3.5.1 Number of page views on the College website</td>
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<td>KPI 3.23 Number of stories produced about community engagement</td>
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F. Major Accomplishments – Internal and External Funding – this section will include all grants (instruction, research, public service, outreach and extension). Grants Coordinator will be provide information on all grants from OVPR database (not separated into type).

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<tr>
<th>2020 Calendar Year</th>
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<tr>
<td>Proposals Submitted</td>
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<td>Proposals Funded</td>
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<td>Research Proposals Submitted</td>
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<tr>
<td>PSO/Ext Proposals Submitted</td>
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<td>Research Proposals Funded (new awards)</td>
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<td>AWD00009241</td>
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<td>AWD00009614</td>
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<td>AWD00012377</td>
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<tr>
<td>AWD00012684</td>
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AWD00012684  Public Service  The Dissemination of Healthy Marriage and Relationship Education to Couples Across Georgia  US Dept Of Health & Human Svcs  $ 899,826  HDFS  Futris, Richardso n, O'Neal, Gale  11/3/2020  9/30/2020  9/29/2025

AWD00012591  Public Service  SNAP-ED FY21  GA Dept of Human Services  $ 342,358  FDN  Bales  10/15/2020  10/1/2020  9/30/2021

AWD00010540  Research  Acceptability of a Southern DASH Diet among Heart Failure Patients {Rupal Trivedi}  Academy of Nutrition and Dietetics Foundation  $ 750  Pharm  Seponski  6/17/2019  5/1/2019  6/13/2021

Other Funding

Maria Bermudez
Lazos Hispanos
Piedmont Community Benefit, January 1-June 30, 2020
Amount: $10,000 (US), Role: Co-investigator

Melissa Kozak, Jennifer Gonyea, Jennifer George, Melissa Landers-Potts
HDFS Writing Center
FACS: Sweaney Innovation Fund, January 7-December 31, 2020
Amount: $4,500 (US), Role: Co-investigators
Funding type: Research, Status: Awarded

Melissa Kozak
Exploring Faculty Awareness and Knowledge of Student Support Structures
Academic Partnerships and Initiatives, July 3, 2019-December 18, 2020
Amount: $1,160 (US), Role: Co-investigator of
Funding type: Research, Status: Awarded

Submitted not funded

Diane Bales
Lifting Infants and Toddlers through Language-Rich Environments
(FP00020941)
GA Dept of Early Care and Learning, July 1, 2020-June 30, 2021
Proposed amount: $52,000 (US), Role: Principal investigator of Credit: 100%
Application date: April 3, 2020, Funding type: Instruction, Status: Not funded

Ted Futris
Evaluation of the “Building and Enhancing Younger Youth Through Relationship Education” (BEYYTRE) Project
(FP00021357)
US Dept of Health & Human Services, October 1, 2020-September 30, 2021
Proposed amount: $61,089 (US), Role: Principal investigator of, Credit: 50%
Application date: May 21, 2020, Funding type: Public service and outreach, Status: Not funded
G. Major Accomplishments – Public Service and Outreach and Extension

The following tables and reporting information for Outreach and Extension are provided by Dr. Allisen Penn, Associate Dean for Outreach and Extension, FACS.

1. Complete both tables. The data for the FACS Extension Faculty Activities table may be pulled from Elements. Link to one-page guidance for Extension Specialist reporting requirements: https://abo.caes.uga.edu/content/dam/caes-subsite/ag-business-office/elements/Elements-One-Pager-for-Extension-Specialists.pdf

Both tables may be changed to a landscape alignment and additional lines added. First table is from Dr. Penn / Sunshine Jordan.
### FACS Extension Faculty Activities

#### Presentations

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<th>Area</th>
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<th>Sub-Type</th>
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<th>2020</th>
<th>2019 Contact Hours</th>
<th>2020 Contact Hours</th>
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<tbody>
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<td>Professional Activity</td>
<td>Educational/ Outreach Presentation</td>
<td>Continuing Education</td>
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<td>691</td>
<td>2023</td>
<td>1645</td>
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<td>In-Service Training</td>
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<td>Educational Event</td>
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<td>721</td>
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#### Publications

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<th>Sub-Type</th>
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## Scholarly Presentation

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<th>Professional/Scholarly Presentation (unpublished) OR Proceedings of Conference (published)</th>
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<th>72</th>
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<tr>
<td>Other</td>
<td>Publications</td>
<td>All Other</td>
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<td>1764711</td>
<td>Healthy Child Care Georgia Comprehensive Teacher Training</td>
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<td>Local</td>
</tr>
<tr>
<td>1416255</td>
<td>Youth Mental Health First Aid- Elbert County</td>
<td>Bales, Diane</td>
<td>Certification</td>
<td>Local</td>
</tr>
<tr>
<td>1753942</td>
<td>Youth Mental Health First Aid - Lumpkin County</td>
<td>Bales, Diane</td>
<td>Certification</td>
<td>Local</td>
</tr>
<tr>
<td>1754230</td>
<td>Youth Mental Health First Aid- Washington and Tattnall</td>
<td>Bales, Diane</td>
<td>Certification</td>
<td>Local</td>
</tr>
<tr>
<td>1764613</td>
<td>Lessons Learned - Children and Families as Creators and Storytellers: Learning at Home Using Digital Tools</td>
<td>Bales, Diane</td>
<td>Workshop</td>
<td>National</td>
</tr>
<tr>
<td>1764615</td>
<td>Children and Families as Creators and Storytellers: Learning at Home Using Digital Tools</td>
<td>Bales, Diane</td>
<td>Workshop</td>
<td>National</td>
</tr>
<tr>
<td>Event ID</td>
<td>Title</td>
<td>Type</td>
<td>Presenter</td>
<td>Program Type</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>1764676</td>
<td>Better Brains for Babies Community Outreach Educator Training</td>
<td>Bales, Diane</td>
<td>Extension</td>
<td>standard program</td>
</tr>
<tr>
<td>1764696</td>
<td>Better Brains for Babies Virtual Community Outreach Educator Training</td>
<td>Bales, Diane</td>
<td>Extension</td>
<td>standard program</td>
</tr>
<tr>
<td>1753948</td>
<td>Combating Opioid Misuse in Rural Georgia Through Collaboration</td>
<td>Bales, Diane</td>
<td>Conference</td>
<td>State</td>
</tr>
<tr>
<td>1764579</td>
<td>Telecommuting and Supporting Children/Youth at Home</td>
<td>Bales, Diane</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>1764608</td>
<td>Preventing Opioid Misuse: Tips and Strategies for Local Communities</td>
<td>Bales, Diane</td>
<td>Extension</td>
<td>standard program</td>
</tr>
<tr>
<td>1764686</td>
<td>Know Your Risk: Preparing for Hurricane Season</td>
<td>Bales, Diane</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>1781193</td>
<td>Helping Youth Develop Relationship Smarts: Relationship Smarts Training - Part 1 (SES-022896)</td>
<td>Futris, Theodore</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>1781196</td>
<td>Helping Youth Develop Relationship Smarts: Relationship Smarts Training - Part 2 (SES-023096)</td>
<td>Futris, Theodore</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>ID</td>
<td>Title</td>
<td>Presenter</td>
<td>Type</td>
<td>Location</td>
</tr>
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</tr>
<tr>
<td>1781167</td>
<td>Together We Can: Supporting Single Parent Families</td>
<td>Futris, Theodore</td>
<td>Conference</td>
<td>State</td>
</tr>
<tr>
<td>1781169</td>
<td>Promoting Healthy Relationships</td>
<td>Futris, Theodore</td>
<td>Conference</td>
<td>State</td>
</tr>
<tr>
<td>1781183</td>
<td>ELEVATE: Taking Your Relationship to the Next Level</td>
<td>Futris, Theodore</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>1781185</td>
<td>ELEVATE: Taking Your Relationship to the Next Level</td>
<td>Futris, Theodore</td>
<td>Workshop</td>
<td>State</td>
</tr>
<tr>
<td>1709198</td>
<td>Transitioning to Online Service-Learning</td>
<td>Landers-Potts, Melissa</td>
<td>Seminar</td>
<td>University</td>
</tr>
<tr>
<td>1709199</td>
<td>ABCs &amp; XYZs: Teaching Today’s Students</td>
<td>Landers-Potts, Melissa</td>
<td>Workshop</td>
<td>University</td>
</tr>
<tr>
<td>1768509</td>
<td>Service-Learning Fellows Retreat</td>
<td>Landers-Potts, Melissa</td>
<td>Retreat</td>
<td>University</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Certification</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Colloquium</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Conference</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Extension standard program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Retreat</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Seminar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Workshop</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Public Service, Outreach and Extension Metrics:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Projects Related to Content Areas</th>
<th>Number of Contacts</th>
<th>Number and Type of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention/ Healthy Lifestyles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 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, Save, 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>Healthy Child Care Georgia Comprehensive Teacher Training and Learning Collaborative Foundations of Child Development and Child Care Programming</td>
<td>23 sessions; 9 hours</td>
<td>UGA Extension</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 training; 3 hours; 6 participants; 18 contact hrs.</td>
<td>UGA Extension, College of Agricultural and Environmental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Family Life Education</td>
<td>1 training; 3 hours; 6 participants; 18 contact hrs.</td>
<td>UGA Extension, College of Agricultural and Environmental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child Care Training Updates &amp; Using and Citing Photos in Extension Publications and Resources</td>
<td>4 trainings; 1.5 hours; 63 participants; 94.5 contact hrs.</td>
<td>UGA Extension, College of Agricultural and Environmental Sciences</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Trainings (Duration)</td>
<td>Participants</td>
<td>Contact Hrs.</td>
<td>Organization</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Brain Development</td>
<td>3 trainings (2-12 hours); 88 participants; 593.5 contact hrs.</td>
<td></td>
<td></td>
<td>Better Brains for Babies, Sheltering Arms Georgia Training Institute</td>
</tr>
<tr>
<td>Healthy Child Care Georgia (HCCG)</td>
<td>3 trainings (1 – 4 hours); 19 participants; 61 contact hrs.</td>
<td></td>
<td></td>
<td>Clarke County Office of Early Learning, includes 5 Clarke elementary schools</td>
</tr>
<tr>
<td>Early Childhood Teacher Education (excluding Brain Development and HCCG)</td>
<td>3 trainings (1 – 2 hours); 124 participants; 186 contact hrs.</td>
<td></td>
<td></td>
<td>UGA Extension, Georgia Preschool Association</td>
</tr>
<tr>
<td>Togetherness Can: Creating a Healthy Future for our Family</td>
<td>11 programs; 155 participants; 1,240 contact hrs.</td>
<td></td>
<td></td>
<td>Single parents</td>
</tr>
<tr>
<td>Elevate: Taking Your Relationship to the Next Level</td>
<td>14 programs; 510 participants; 4,080 contact hrs.</td>
<td></td>
<td></td>
<td>Married and unmarried couples</td>
</tr>
<tr>
<td>Relationship Smarts for Youth</td>
<td>1 (2-day) training; 25 participants; 350 contact hrs. 1 (1-day) training; 15 participants; 105 contact hrs. 84 programs (6-10 hours); 3,013 participants; 24,104 contact hrs.</td>
<td></td>
<td></td>
<td>UGA Extension  UGA Extension  Community partners  Teens (10-18 yrs.) across 30 counties</td>
</tr>
<tr>
<td>Total</td>
<td>20 trainings; 354 participants; 1,810 contact hrs. 109 programs; 3,678 participants; 29,424 contact hrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Public Service, Outreach, and Extension Impacts: This section of the report is to capture collective impact and to report the economic and social return on investment to stakeholders. Use a brief narrative to report accomplishments for each of the projects listed above to highlight the total impact Public Service and Outreach and Extension using the metrics listed below:

- Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction.
- Participants’ behaviour/practice changes toward the planned direction.
- Planned end-results (Improved Social, Economic, and Environmental

UGA Extension faculty serve as the primary conduit through which research generated in Human Development and Family Science 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 human development and family sciences topics, including relationship education, child development, early childhood teacher education, and parenting education. Such information exchange and program building were carried out through numerous publications, presentations and trainings, resource and program development and dissemination, and applied research.

The following are examples of the primary 2020 HDFS Extension initiatives within the Extension goal of positive development of individuals, families, and communities:

**Brain Development.** Dr. Diane Bales is co-leader of the statewide Better Brains for Babies (BBB) initiative to increase knowledge of the importance of early brain development. Better Brains for Babies is funded by the Division of Family and Children Services (DFCS) Prevention and Community Support Section. Extension’s responsibilities include review and translation of brain development research, in-depth training of community outreach educators (including Extension agents), training for other audiences, website development and maintenance, sharing brain research through social media, presentations and exhibits at state and national conferences, evaluating the effectiveness of brain development programming, and related tasks. A total of 25 professionals became Better Brains for Babies Community Outreach Educators in 2020, and 198 individuals attended Better Brains for Babies webinars. These educators are teaching brain development to a wide variety of audiences.

In 2020, Dr. Bales and a team of Extension agents worked with Extension Evaluation Specialist Dr. Virginia Brown to develop a follow-up evaluation study to determine the effectiveness of the “Building Baby’s Brain” series of four 2-hour training modules for ECE teachers. Extension agents across Georgia who teach these modules in 2021 and beyond will collect pre-session, post-session, and 6-week follow-up evaluation data to assess participants’ learning, intent to adopt recommended practices, and actual use of recommended practices to support healthy brain development.
Healthy Child Care Georgia. Dr. Bales is co-leader (with faculty member Caree Cotwright in Foods and Nutrition) of Healthy Child Care Georgia (HCCG), a component of the federally-funded UGA SNAP-Ed grant project that works with early care and education programs to reduce childhood obesity risk through a combination of policy changes and nutrition education for children. During 2020, Dr. Bales, Dr. Cotwright, and collaborators implemented HCCG in 5 Georgia Pre-Kindergarten classrooms in Elbert County, and collected and analysed program evaluation data from teachers, families, children, and classroom observation. Teachers participating in Healthy Child Care Georgia taught 42 hands-on activities about nutrition and physical activity to 4- and 5-year-old children. Teachers reported increased knowledge about nutrition education and increased confidence in their ability to teach nutrition and physical activity to preschool-age children as a result of participating in the intervention. Preschool children were more able to identify and classify fruits and vegetables after participating in the HCCG intervention.

Early Childhood Teacher Education. Extension provided a substantial number of hours of community-based training in 2020 to help thousands of early childhood teachers meet state training requirements. Extension agents provide direct training teachers, teach in-service classes on early childhood education to Extension agents, and develop and evaluate early childhood teacher training curricula. In 2020, Dr. Bales provided 36 contact hours of training to Extension agents to prepare them to educate early childhood teachers working directly with children. Agents reported increases in their knowledge at the end of each program, and stated that they intended to implement recommended practices in teaching early childhood professionals.

Relationship Education for Youth. In 2020, Dr. Ted Futris provided training to 20 professionals to foster healthy relationship skills to youth through in-school and after-school programs. With funding from the Georgia Department of Human Services – Office of Prevention and Family Support, he led a team of Extension agents across 13 counties who completed 16 programs reaching 1440 youth across Georgia. Following the program, at least 70% of the youth reported greater awareness and understanding of what it means to have a healthy relationship, were more confident that they can use these skills and behaviors in their everyday lives, indicated that they were “very likely or likely” to use the skills learned, and felt better about themselves. Research shows that these changes in attitudes and behaviors can reduce adolescents’ risk for teen pregnancy, intimate partner violence, and unhealthy relationship as adults.

Strengthening Couple and Family Relationships. Dr. Ted Futris also provides primary state and national leadership on the development and dissemination of resources to promote healthy couple relationships. Dr. Futris is the PI for an $8.2 million, 5-year, federal grant-funded initiative, Project F.R.E.E., to integrate healthy marriage and relationship education into family and children services in NE Georgia. In 2020, this project came to a close. Since the launch of programming in 2016, Project F.R.E.E. delivered 132 programs (23 program in 2020) that supported 1371 families (273 families in 2020). Following the program, participants, on average, report feeling more confident in practicing the skills learned, improvements in how they interact with their partner, greater
satisfaction in their couple and/or coparenting relationship, and lower parenting stress. Research shows that these changes can promote family stability and child safety and well-being. In October 2020, Dr. Futris and a team of faculty in FACS were awarded a second 5-year, $6.2 million grant from the U.S. Department of Health and Human Services for a project that aims to enhance the relationship quality of over 2,200 Georgia couples by 2025.

II. Review of Academic programs – this section of the report has been revised to more closely follow the requirements for UGA’s Program Review of academic programs. As noted in the instructions for “Comprehensive Program Review” some of the data comes from Office of Institutional Research, OIR. This section must be completed for each major, graduate program, and certificate in the department/division.

HDFS: HDFS undergraduate, HDFS MS and PHD and MFT certificate, Quantitative Research Certificate

A. Undergraduate Programs

1. Complete the following table. Add or delete columns as needed for each undergraduate major in your department. This may work better in a landscape alignment rather than a portrait, fill free to change. Example here is FHCE.

<table>
<thead>
<tr>
<th>Indicators of Measures of Quality:</th>
<th>HDFS 2019</th>
<th>HDFS 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Input – Undergraduate Programs</strong></td>
<td>From OIR</td>
<td>From OIR</td>
</tr>
<tr>
<td>Standardized Test Scores (if applicable), for undergraduate programs</td>
<td>N= 112; High School GPA 3.79</td>
<td>N= 111; High School GPA 3.82</td>
</tr>
<tr>
<td>-- ACT or SAT – Choose the standardized examination used and indicate in the space provided below:</td>
<td>N = 93; ACT 26;</td>
<td>N= 100; ACT 26</td>
</tr>
<tr>
<td>Number of Students Reported (Total N):</td>
<td>N= 99; SAT 1161</td>
<td>N= 101; SAT 1142</td>
</tr>
<tr>
<td>Freshman Index (as applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Output – Undergraduate Programs</strong></td>
<td>AY 2019</td>
<td>2020</td>
</tr>
<tr>
<td>Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate); Also indicate the number of students reporting scores for the test(s) - (Total N):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Average Graduating Major GPA or Cumulative GPA for the Academic Year

Please indicate which GPA is used: Also indicate the number of students reporting scores for the test(s)

(Total N):

<table>
<thead>
<tr>
<th>OIR Degree GPA</th>
<th>OIR Degree GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.51; N=143</td>
<td>3.50; N=155</td>
</tr>
</tbody>
</table>

### Employment rates of graduates (if available)

<table>
<thead>
<tr>
<th>FT employed</th>
<th>PT employed</th>
<th>Seeking</th>
<th>Median salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>2%</td>
<td>3%</td>
<td>$31,600</td>
</tr>
<tr>
<td>5%</td>
<td>2%</td>
<td>50% in continuing education</td>
<td>$35,284</td>
</tr>
</tbody>
</table>

### Admission into graduate programs (if available)

<table>
<thead>
<tr>
<th>Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
</tr>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

2. Narrative – add here if needed.

HDFS undergraduate students enter the major with most having taken the SAT and about one-third having taken the ACT. They graduate with a mean GPA of 3.50 [with more than 40% employed and nearly half entering graduate school. Overall, approximately 90% are in post-graduate placements.

Toward the goal of increasing the number of undergraduate students participating in research via directed study, research practica and CURO, the department continued to offer HDFS 2300 to introduce students earlier in their program of study to research content within the department. Overall the number of undergraduate students participating in research increased in 2019, but decreased in 2020. The COVID-19 pandemic undoubtedly impacted research opportunities overall. Directed Study HDFS 3010 decreased from 9 to 7; 10 HDFS 5950 students were unable to complete Study Tours cancelled due to COVID-19. 10 CURO students (same number as 2019) were to participate in research, but as of Fall 2020 there was no evidence of participation based on available data.
B. Graduate Programs:

1. Complete table, add columns as need for graduate programs and graduate certificates. This may work better in a landscape alignment rather than a portrait, ok to make that change.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>AY 2019</th>
<th>AY 2020 HDFS MSCL</th>
<th>AY 2020 HDFS MS</th>
<th>AY 2020 HDFS Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Input - Graduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Graduate and/or Undergraduate GPA admitted and enrolled.</td>
<td>MS 3.64; N=4</td>
<td>Admitted GPA MSCL N=4</td>
<td>Admitted GPA MS HDFS N=3</td>
<td>Admitted GPA Ph.D. N= 8</td>
</tr>
<tr>
<td>Also, indicate the number of students reported (Total N).</td>
<td>Graduate GPA: Ph.D. 3.77; N=7 Undergraduate GPA: 3.65; N=9</td>
<td>Undergraduate GPA: 3.8</td>
<td>Undergraduate GPA: 3.75</td>
<td>Undergraduate GPA: 3.54; Graduate GPA 3.85</td>
</tr>
<tr>
<td><strong>Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also, indicate the number of students reporting scores for the test(s) (Total N):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Output – Graduate Programs</strong></td>
<td>AY 2019</td>
<td>AY2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam</td>
<td>If available 100% - N=2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also, indicate the number of students reporting scores for the test(s) (Total N):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Major or stand-alone degree GPA scores</td>
<td>MSCL N=5; GPA: 3.99; MSHDFS N=1; GPA 4.0; Ph.D. N= 5; GPA 3.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Indicate whether Major GPA or Cumulative Graduation GPA is used:</em></td>
<td>MSCL N=7 GPA: 3.94; MSHDFS N=4; GPA 3.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate the number of students reported (Total N).</td>
<td>Ph.D. N=7 GPA 3.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Quality Assurance (e.g., professional accreditation, surveys, market rankings)</td>
<td>UGA HDFS MSCL program endorsed by the ACLP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UGA HDFS Ph.D MFT emphasis IFTA accreditation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Institutional indicators of quality - student output (campus determined). Please define what indicators are used and how they are interpreted.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>According to the UGA Career Center 6 out of 7 graduates responded to a career outcomes survey. Of those 6, 2 are now assistant professors; 1 is a clinical director; 3 are in post-doctoral positions</th>
</tr>
</thead>
</table>
C. Faculty

1. Complete table: **add columns** here for each undergraduate and graduate program. This may work better in a landscape alignment rather than portrait, it is ok to change for additional column space.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>AY 2019</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>OIR</td>
<td>OIR</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)</td>
<td>OIR</td>
<td>OIR</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year</td>
<td>$6,669,468</td>
<td>$3,544,758</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External Funds for program support. Provide the total amount for the academic year.</td>
<td>$1,724,524</td>
<td>$2,802,606</td>
</tr>
<tr>
<td></td>
<td>Total: $8,393,991</td>
<td>Total: $6,347,364</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.</td>
<td>78</td>
<td>83</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Quality Assurance (e.g. professional accreditation surveys; market rankings). Please define what Indicators are used and how they are interpreted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Narrative Section: Describe additional details. (if needed)

Diane Bales, in collaboration with Michael Rupured, Elizabeth Andress, Ginnefer Cox, received the Chris Todd Outstanding Outreach Award in the College of Family and Consumer Sciences for their collaboration on Professional Development for FACS Teachers.
Maria Bermudez received the Chris Todd Outstanding Outreach Award for her project, Lazos Hispanos. The selection committee praised “…this program and [Dr. Bermudez’] collaboration, dedication and willingness to enhance the health and wellbeing of Latinx people living in surrounding areas.”

Kandauda Wickrama was selected as the recipient of the 2020 Bill and June Flatt Outstanding Faculty Research Award. The selection committee wrote that they were “…impressed with [Dr. Wickrama’s] productivity, collaborative work and quality of research.”

Dr. Melissa Kozak received the 2020 FACS Teacher of the Year Award.

Ted Futris has been appointed the new editor for the National Council on Family Relations Journal, Family Focus.

According to The UGA Career Center, 13 HDFS faculty and affiliates were named by the Class of 2020 as having had a positive impact on their career development: Diane Bales, Maria Bermudez, Margaret Caughy, Ted Futris, Jennifer George, Jennifer Gonyea, Amy Kay, Melissa Kozak, Melissa Landers-Potts, Korie Leigh and Mr. Danny Stevens, Mrs. Anjanette Russell and Mrs. Julie Patterson.
D. Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand. (Respond here for each program).

1. Indicators of Measures of Viability: Complete the table, add columns here as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Viability:</th>
<th>AY 2019</th>
<th>AY 2020 Undergraduate</th>
<th>AY 2020 Graduate HDFS MSCL</th>
<th>AY 2020 Graduate HDFS MS</th>
<th>AY 2020 Graduate HDFS Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Demand for the Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who completed an application to the program (if an applicable process is in place)-...</td>
<td>OIR</td>
<td>n/a for undergrad admission</td>
<td>MSCL: 35</td>
<td>MS: 5</td>
<td>Ph.D.: 22</td>
</tr>
<tr>
<td>Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)</td>
<td>OIR</td>
<td>MSCL: 5</td>
<td>MS: 3</td>
<td>Ph.D.: 9</td>
<td></td>
</tr>
<tr>
<td>Number of students in the degree program --- Institution determines the milestone for reporting purposes</td>
<td>OIR</td>
<td>BSFCS: 488</td>
<td>MSCL: 11</td>
<td>MS: 4</td>
<td>Ph.D.: 33</td>
</tr>
<tr>
<td>Standard Faculty Workload for the degree program</td>
<td>2/2</td>
<td>2/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Faculty (tenured/track and non-tenured)</td>
<td>23</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Narrative Section: Describe additional details (if needed).

3. Measures of Productivity. Complete table, add columns as needed for each program.

<table>
<thead>
<tr>
<th>Indicators of Measures of Productivity</th>
<th>AY 2019</th>
<th>AY 2020 BSFCS - HDFS</th>
<th>AY 2020 HDFS MSCL</th>
<th>AY 2020 HDFS MS</th>
<th>AY 2020 HDFS Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(average, in years) for non-transfer</td>
<td>OIR</td>
<td>OIR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students graduating in the academic</td>
<td>3.89</td>
<td>4.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>year (AY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate student time to degree</td>
<td>OIR 2.66</td>
<td>OIR 2.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(average, in years) for transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students graduating in the academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>year (AY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate student time to degree</td>
<td>OIR MSCL: .33</td>
<td>OIR MSCL: 1.33</td>
<td></td>
<td></td>
<td>Ph.D.: 4.66</td>
</tr>
<tr>
<td>(average, in years) for</td>
<td>MS: n/a</td>
<td>MS: .66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduating in the academic year.</td>
<td>Ph.D.: 5</td>
<td>Ph.D.: 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation - Only provide data for the level of program being reviewed.**

<p>| AY 2019 | AY 2020 |</p>
<table>
<thead>
<tr>
<th>Number of degrees awarded in the program for the academic year.</th>
<th>OIR BSFCS: 143</th>
<th>OIR BSFCS: 155</th>
<th>OIR MSCL: 7</th>
<th>OIR MS: 4</th>
<th>OIR Ph.D.: 7</th>
</tr>
</thead>
</table>

4. Narrative – additional information if needed.

For the Appendix, please attach the Element report for your department that lists presentations, publications, and grants submitted and funded, grants submitted and not funded.
Journal Articles


doi:10.1037/cdp0000339


Books:

Chapters:


Published proceedings:


**PRESENTATIONS - INTERNATIONAL**

A collective narrative of families disrupted by war and a cry for connection among first generation Cambodian immigrant • February 1, 2020

Society for Cross-Cultural Research 49th Annual Conference (Other)
Presenters: Mak C, Phal M, Steacy C, Lewis D, Seponski D, Gangidi V
Scope: International

A lifetime of visible and invisible barriers: Cambodian and Laotian refugee communities’ search of health and wellbeing ♦ February 1, 2020
Society for Cross-Cultural Research 49th Annual Conference (Symposium)
Scope: International

A review of health fairs targeting Cambodian and Laotian refugee families in coastal USA using a transnational intersectionality lens ♦ February 1, 2020
Society for Cross-Cultural Research 49th Annual Conference (Other)
Presenters: Ann S, Seponski D, Deyoung S
Scope: International

Community based projects with marginalized populations: A systemic perspective ♦ February 28, 2020
2020 Society for Cross-Cultural Research 49th Annual Conference (Conference)
Presenters: Muruthi B, Seponski D, Chou J, Jordan L, Bermudez J
Scope: International

Duality of healthcare roles of elder in Cambodian and Laotian refugee populations in coastal Alabama ♦ March 1, 2020
International Family Therapy Association World Congress (Other)
Presenters: Lewis D, Seponski D, Kelley A
Scope: International

Gender inequality and disaster recovery among women living in a disaster-prone area ♦ March 1, 2020
2020 International Family Therapy Association World Congress (Other)
Presenters: Curtis M, Seponski D, Lewis D
Scope: International

Healthcare accessibility and barriers for Cambodian and Laotian refugee elders in coastal Alabama ♦ February 1, 2020
Society for Cross-Cultural Research 49th Annual Conference (Other)
Presenters: Kelley A, Phal M, Lewis D, Seponski D, Deyoung S
Scope: International

Invited virtual presentation titled, La Interseccionalidad en el campo de la terapia familiar sistémica (Intersectionality in Systemic Family Therapy) ♦ May 18, 2020
el Encuentro Universitario, 2020 del SUAyED de la Universidad Autónoma de México (UNAM) FES, Iztacala., la Universidad Autónoma de México (UNAM) FES, Iztacala, Mexico (Other)
Presenters: Gomez-Lamont F, Bermudez J, Silva-Arragon A  
Scope: International

Narratives of unwanted experiences: Dealing with environmental disasters among Cambodian and Laotian refugees ♦ February 1, 2020  
Society for Cross-Cultural Research 49th Annual Conference (Other)  
Presenters: Basilio R, Steacy C, Lewis D, Seponski D, Deyoung S  
Scope: International

Posttraumatic stress disorder and culturally bound idioms of distress in post-genocide Cambodia ♦ November 6, 2020  
International Society for Traumatic Stress Studies Annual Meeting (Other)  
Presenters: Kelley A, Seponski D  
Scope: International

Promoting generativity beyond income: Roles of elders in Cambodian and Laotian refugee populations ♦ March 1, 2020  
International Family Therapy Association World Congress (Other)  
Presenters: Kelley A, Seponski D, Lewis D  
Scope: International

Racial identity, masculine identity, and unmarried, African American fathers’ involvement with young children ♦ June 20, 2020  
International Society for the Study of Behavioural Development (accepted; conference cancelled) (Symposium)  
Presenters: Brown G, Kogan S  
Scope: International

Reflecting on cultural responsivity, sensitivity, and humility: Motivation, engagement, and role of the researcher ♦ February 1, 2020  
Society for Cross-Cultural Research 49th Annual Conference (Other)  
Presenters: Seponski D  
Scope: International

Self-regulation development among young Spanish dual language learners: A four site study. ♦ June 26, 2020  
International Society for the Study of Behavioral Development, Isle of Rhodes, Greece (Conference)  
Presenters: Caughy M, Brinkley D, Pacheco D, Rojas R, Miao A, Contreras M, McClelland M  
Scope: International

Sociocultural and Ethical Considerations for Interdisciplinary Supervision in a Holistic Clinic ♦ March 13, 2020  
2020 World Family Congress- For the International Family Therapy Association, Basel, Switzerland- Conference Cancelled due to Covid 19 (Workshop)
Presenters: Gonyea J, Bermudez J
Scope: International

Spirituality, mental health, grief, and loss among first generation Cambodian immigrants ♦ March 1, 2020  
2020 International Family Therapy Association World Congress (Other)  
Presenters: Mak C, Lewis D, Seponski D  
Scope: International

The road unable to be taken: Deconstructing the meaning of rural roads ♦ February 1, 2020  
Society for Cross-Cultural Research 49th Annual Conference (Other)  
Presenters: Curtis M, Phal M, Steacy C, Seponski D, Lewis D  
Scope: International

Unmarried, African American Fathers of Young Children: Multiple Levels of Influence on Fathering Behavior ♦ February 27, 2020  
Society for Social and Personality Psychology (Parenting & Family Dynamics Pre-Conference), New Orleans, LA (Symposium)  
Presenters: Brown G  
Scope: International

Using photovoice to investigate disaster preparedness among immigrant families in the USA ♦ March 1, 2020  
International Family Therapy Association World Congress (Other)  
Presenters: Phal M, Seponski D, Lewis D  
Scope: International

Using photovoice to investigate socioecological resilience among Cambodian and Laotian refugees along the Alabama Gulf Coast ♦ May 1, 2020  
International Congress of Qualitative Inquiry (Other)  
Presenters: Steacy C, Phal M, Seponski D, Lewis D  
Scope: International

PRESENTATIONS -- NATIONAL

A case study in Cambodia: The politics of therapeutic global expansion ♦ November 1, 2020  
American Association for Marriage and Family Therapy Annual Conference (Other)  
Presenters: Jordan L, Seponski D, Krpo N, Kelley A  
Scope: National

Assessing mental health among Cambodian people living in coastal areas of the United States of America ♦ November 1, 2020  
American Association for Marriage and Family Therapy Annual Conference (Other)  
Presenters: Ann S, Lewis D, Seponski D  
Scope: National
Becoming an Antiracist Society: Setting A Developmental Research Agenda ♦ June 30, 2020
Presenters: Caughy M, Seaton E, White R
Scope: National

Conjoint trajectories of couple marital and parental conflictual behaviors and later health and relationship consequences ♦ November 12, 2020
NCFR (Conference)
Presenters: Lee S, Wickrama KAS, Lee TK
Scope: National

Couple BMI Trajectory Patterns During Mid-Later Years: Socioeconomic Stratification and Later-Life Physical Health Outcomes ♦ November 13, 2020
National Council on Family Relations Annual Conference (Conference)
Presenters: Wickrama K, Lee TK, O'Neal CW
Scope: National

Creative Expression in Family Policy ♦ November 11, 2020
The National Council on Family Relations Conference, Virtual (Conference)
Presenters: Kozak M, Farnsworth M
Scope: National

Culturally relevant parenting practices: Measuring respeto instead of style ♦ May 4, 2020
SRCD 2020 Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination (Abstract retracted due to COVID), Puerto Rico (Other)
Presenters: Suma K, Caughy M, Owen M, Tamis-LeMonda C
Scope: National

Demographic and developmental patterns in telomere length across adolescence ♦ June 22, 2020
NIA-Sponsored Biomarker Network Meeting (Conference)
Scope: National

Examining the moderating effects of racial socialization on the relationship between neighborhoods and identity development in Black and Latinx youth ♦ November 9, 2020
National Council on Family Relations (NCFR) (Other)
Scope: National

Gardens of memory and sanctuary-making among Cambodian and Laotian communities in the U.S. South ♦ March 1, 2020
Society for Applied Anthropology 80th Annual Meeting (Workshop)
Presenters: Basilio R, Lewis D, Seponski D  
Scope: National

Having “a” person: The importance of family and non-family social support for military adolescents’ well-being ♦ November 1, 2020  
National Council on Family Relations annual conference (Conference)  
Presenters: Richardson E, O Neal C, Mancini J  
Scope: National

Healthy GA Wellness ♦ September 15, 2020  
National Extension Association of Family and Consumer Sciences Annual Conference (Conference)  
Scope: National

Investigating the association between dimensions of meaning in life and adjustment: A meta-analysis ♦ May 1, 2020  
Annual meeting of the Association for Psychological Science, [Note: Conference cancelled due to covid 19. Work accepted and partially prepared for presentation] (Conference)  
Presenters: Taylor R, Card N  
Scope: National

Longitudinal Effects of Adverse Childhood/Adolescent Experience on Health Risk ♦ November 13, 2020  
NCFR (Conference)  
Presenters: Lee TK, Wickrama KAS, O'Neal CW  
Scope: National

Military couples’ childhood experiences and romantic relationship satisfaction: The role of accepting influence ♦ November 1, 2020  
National Council on Family Relations annual conference (Conference)  
Presenters: Peterson C, O Neal C  
Scope: National

Military REACH: Linking research and practice ♦ December 1, 2020  
Airman and Family Readiness Center: Basic Course Training (Other)  
Presenters: Lucier-Greer M, O Neal C  
Scope: National

Military stressors, parent-adolescent relationship quality, and adolescent adjustment ♦ November 1, 2020  
National Council on Family Relations annual conference, awarded "Outstanding Student Proposal Award" by the Military Families and Children Focus Group (Conference)  
Presenters: Farnsworth M, O Neal C  
Scope: National
Partnering with a refugee resettlement community in times of political tension: Community-based experiential learning for graduate students ♦ March 1, 2020
Annual Meeting of The Gulf-South Summit (Other)
Presenters: Jordan L, Seponski D
Scope: National

Profiles of ethnic racial socialization among African American and Latinx caregivers: Observed conversations with children and a person-centered approach. ♦ November 9, 2020
Poster presented at the National Council on Family Relations (NCFR) conference, Virtual Conference (Other)
Scope: National

Promoting Health and Social Equity Among Latinxs: Outcomes and Lessons Learned from a Community-Based, Multi-Stakeholder Promotoras Program in the Southeast U.S. ♦ January 16, 2020
24th Annual Conference of the Society for Social Work and Research (SSWR), Washington, DC. (Workshop)
Scope: National

Promoting health and social equity among Latinxs: Outcomes and lessons learned from a community-based, multi-stakeholder promotoras program in the Southeast US ♦ January 17, 2020
24th Annual Conference of the Society for Social Work Research (Conference)
Scope: National

Promoting Positive Youth Development Through Relationship Education - Teamwork across Disciplines ♦ September 15, 2020
National Extension Association of Family and Consumer Sciences, Logan, UT [Virtual] (Conference)
Presenters: Stackhouse R, Averill B, Futris T
Scope: National

Prosocial Ties Moderate the Influence of Fatherhood on Substance Abuse Among Rural African American Emerging Adult Men ♦ November 11, 2020
National Council on Family Relations (Symposium)
Scope: National

Racial socialization in Black families and clinical implications ♦ November 9, 2020
American Association for Marriage and Family Therapy (AAMFT) Annual Conference, Virtual conference (Symposium)
Presenters: Anderson L, Caughy M, Owen M  
Scope: National  
Reflection strategies to enhance online service-learning ✦ March 26, 2020  
2020 Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, Nashville, TN (Workshop)  
Scope: National  
Service member and civilian parents’ reporting on child's deployment experiences and their perceptions of the re-establishment of relationships after deployment ✦ November 1, 2020  
National Council on Family Relations annual conference (Conference)  
Presenters: Sherman H, Lucier-Greer M, O'Neal C  
Scope: National  
Socioculturally Attuned Family Therapy: Guidelines for Third Order Thinking and Praxis. ✦ May 16, 2020  
Invited 3 hour Virtual Workshop presented for the AAMFT Doctoral Minority Fellowship Training Institute; sponsored by AAMFT and SAMHSA., Virtual Presentation for the AAMFT Minority Fellowship Doctoral Students (Workshop)  
Presenters: Bermudez J  
Scope: National  
Spirituality and grief resolution among Cambodian immigrants ✦ November 1, 2020  
American Association for Marriage and Family Therapy Annual Conference (Other)  
Presenters: Mak C, Lewis D, Seponski D  
Scope: National  
Stressors, coparenting, satisfaction, and intent to continue: The first five years of foster parenting ✦ November 13, 2020  
Annual Meeting of the National Council on Family Relations, St. Louis, MO [Virtual] (Conference)  
Presenters: Petren R, Cooley M, Winkelman Richards E, Futris T  
Scope: National  
Teen Relationships Matter: Research and Practice with Relationship Smarts PLUS in Georgia ✦ September 9, 2020  
Dibble Institute Monthly Webinar Series [On-line] (Seminar)  
Presenters: Futris T, Sheram C  
Scope: National  
The associations between trait mindfulness, relationship efficacy, and interparental relationship quality for child welfare-involved couples: A dyadic data analysis. ✦ November 11, 2020  
Annual Meeting of the National Council on Family Relations, St. Louis, MO [Virtual] (Conference)
Presenters: Winkelman Richards E, Pettit M, Futris T, Dean S, Gale J
Scope: National

The influence of relationship education on reducing parenting stress among single-parent mothers engaged in child welfare services ♦ November 13, 2020
Annual Meeting of the National Council on Family Relations, St. Louis, MO [Virtual] (Conference)
Presenters: Pettit M, Futris T, Winkelman Richards E
Scope: National

The Intentional Practitioner ♦ May 16, 2020
Invited 2 hour Virtual Panel Discussion conducted for the AAMFT Doctoral Minority Fellowship Training Institute; sponsored by AAMFT/SAMHSA., Virtual Presentation (Other)
Presenters: Bermudez J, Wills M, Laird H, Nealy E
Scope: National

Understanding Cambodian mental health literacy ♦ November 1, 2020
American Association for Marriage and Family Therapy Annual Conference (Other)
Presenters: Kelley A, Seponski D
Scope: National

What is the optimal time lag in longitudinal research on adolescence? A re-analysis of meta-analyses using lag as moderator ♦ March 18, 2020
Biennial meeting of the Society for Research on Adolescence, Note: Conference cancelled due to Covid one week before scheduled to occur. This work was accepted and fully prepared for presentation. (Conference)
Presenters: Taylor R, Card N
Scope: National

PRESENTATIONS -- REGIONAL

Be an Author ♦ February 28, 2020
Southern Early Childhood Association annual conference, Tulsa, OK (Conference)
Presenters: Bales D, Costa D
Scope: Regional

Childhood experiences and accepting influence in military couples ♦ April 1, 2020
Southeastern Council on Family Relations annual conference - conference canceled (Conference)
Presenters: Peterson C, O Neal C
Scope: Regional

What human services and helping professionals need to know about employee retention and work-life balance ♦ April 1, 2020
Southeastern Council on Family Relations annual conference (conference canceled)
PRESENTATIONS -- STATE

Helping Young Children Cope with Stress, Anxiety, and Uncertainty during COVID-19 ♦ October 2, 2020
Georgia Association for the Education of Young Children virtual conference (Conference
Presenters: Bales D
Scope: State

“Leading with Care:” A Discussion of Self-Care and Leading Your Community During the Covid-19 Pandemic ♦ April 2, 2020
Invited Panel Discussion from The Fanning Institute of Leadership and Development. Moderated by Dr. Matt Bishop., Virtual Presentation (Workshop)
Presenters: Bermudez J, Shewell A, Mayo C
Scope: State

PRESENTATIONS -- LOCAL

A Feminist and Decolonizing Approach to Community-Based Participatory Research, Outreach, and Activism in Athens, GA. ♦ October 9, 2020
Woman Studies Friday Speaker Series, University of Georgia, Virtual Presentation (Workshop)
Presenters: Bermudez J
Scope: Local

Attendance barriers and associated outcomes for low-resource couples participating in relationship enrichment programming ♦ April 6, 2020
Annual Center for Undergraduate Research Opportunities (CURO) Symposium, Athens, GA (Conference)
Presenters: Futris T, Cohen H
Scope: University

Changes in unmarried mothers’ mindfulness, parenting stress, and co-parenting relationship following the Together We Can program ♦ April 6, 2020
Annual Center for Undergraduate Research Opportunities (CURO) Symposium, Athens, GA (Conference)
Presenters: Dean S, Futris T
Scope: University

Linking research and practice: Program evaluation and Military REACH ♦ March 1, 2020
Webinar for the Military Family Research Institute Learning Meeting (Other)
Presenters: O Neal C
Scope: University
MFT Supervision of telehealth in response to Covid-19 ♦ August 4, 2020
MFT Supervision of telehealth in response to Covid-19 (Workshop)
Presenters: Gonyea J
Scope: Local

MFT Supervision of telehealth in response to Covid-19 ♦ March 30, 2020
MFT Supervision of telehealth in response to Covid-19, UGA (Workshop)
Presenters: Gonyea J
Scope: Department

Narrative Therapy: Sociocultural and Creative Applications ♦ November 11, 2020
University of Oregon, Couple and Family Therapy Master’s Program; 3 hour virtual presentation, Virtual- 3 hour clinical training for MFT Master Students (Workshop)
Presenters: Bermudez J
Scope: University

Relationship quality following a couples’ relationship enrichment program: Variations based on marital and stepfamily status ♦ April 6, 2020
Annual Center for Undergraduate Research Opportunities (CURO) Symposium, Athens, GA (Conference)
Presenters: Hawley T, Futris T
Scope: University
Annual Report 2021 (January 1 – December 31, 2020)

Please check that the following have been completed.

✔ All faculty have uploaded current CVs to their FACS webpage and updated their webpage

✔ All faculty have updated their 2020 accomplishments in UGA Elements

✔ All faculty teaching spring 2021 have uploaded a syllabus for each course via the Online Syllabus System at https://syllabus.uga.edu/. Please make sure that FACS 2000 is uploaded as well.

OUTLINE of the REPORT:

I. Overall Health of Unit

A. FACS KPI 2.4.1 Rankings of unit, departments, and/or programs in national and international rankings.
B. Major Accomplishments – Instruction
C. Major Accomplishments in support of the college diversity plan.
D. Major Accomplishments – Research

E. Complete the table. KPI numbers for all the items that are needed for the Strategic Plan each year.

F. Major Accomplishments – Internal and External Funding

G. Major Accomplishments – Public Service and Outreach and Extension

II. Review of Academic programs
   A. Undergraduate Programs
   B. Graduate Programs
   C. Faculty
I. Overall Health of the Unit

Year 2020 has been a challenging year for us just like it has been for everyone else in the University and elsewhere. In spite of all the challenges, the department did extremely well, and it reflects on the excellent health and condition of the department. Fashion Merchandising (FM), the most popular major in the department continues to grow in enrollment. For the past five years it has seen a steady growth, and 2020 was not an exception, as it saw 9.6% increase over the previous year. Graduate student applications have been continuing to increase with more high quality students applying, and the department can be increasingly selective in whom to admit and offer assistantships to. As a result, the number of PhD students enrolled has been increasing steadily. These are definitely the reflection of the visibility and reputation of our programs. Also, this will help us achieve our targeted growth in our graduate program.

Everyone in the department was busy focusing on needs of the time, especially with the challenges of the pandemic. Faculty were able to pivot to online instruction after spring break and did very well. During Fall, they continued to teach in multiple modes; face-to-face, hybrid or online, based on the class and student enrollment. All of the transitions worked very well with very good satisfaction from students based on the student feedback. This was possible because of the hard work of dedicated faculty in the department, who are passionate, and care for the success of students.

Because of the pandemic, all of the study away programs were cancelled. In fact, the New York study away program had one of the highest recruitments in 2020. To help meet the needs of the students who were affected by the cancellation, Yoo-Kyoung Seock offered an alternate course during summer. Similarly, fashion shows had to be cancelled, and many other activities and invited presentations in the class had to be rearranged to virtual formats.

GSGEF had its meetings moved to virtual format as well. GSGEF continued to support the programs, especially with the increase in enrollment in product design and development (PDD) emphasis. They had pledged a scholarship of $50,000 for study away programs for two years. Since the study away programs had to be cancelled, the GSGEF board decided to support the department in other ways. They approved the request of supporting a graduate student for two years to help the needs of growing PDD emphasis, and then offer multiple scholarships of $2,000 each to students affected by the pandemic and are in great need of financial assistance. These scholarships are to be offered during Spring of 2021 with a well-organized selection process.

Internship, which was an integral part of the FM and Furnishing and Interiors (FI) programs had to be cancelled for the majority of the students. There were a few exceptions where students could participate virtually with permission from companies. Clair McClure organized an externship program to help those students who were affected, so that they could still get the unique experience, the best alternative to actual internship in a company.
Collaboration with the Interior Design (ID) program in Lamar Dodd school was developed this year. Being aware of the fact that the FI and ID programs have several similarities, faculty in the two departments have been discussing ways to collaborate. These collaboration efforts were initiated by Dean Fox setting up initial meetings with the ID program interim chairs and Department Head of TMI. Multiple meetings were held between the faculties of the two departments in this area, with the TMI undergraduate coordinator also being involved as needed, so that future course offerings can be planned to accommodate the needs of the two programs.

In Barrow a lounge was created for presentation and evaluation of student projects. For this lounge we also received furniture donations from Corporate Environments. An MRR proposal has been submitted to upgrade the hood in Dawson 362.

Graduate seminar has been going well for the past three years with presentations from faculty, graduate students and some invited speakers. With the pandemic affecting invited speakers, the format was changed with limited virtual presentations from outside speakers, a few faculty gave presentations, and seminar presentations were made mandatory for all graduate students. This allowed almost all graduate students to make at least 15-20 minute presentations, and was received very well by students. This gave an opportunity for graduate students to improve their presentation skills because of good feedback. Also, this was a good opportunity for students to practice their presentations for upcoming conferences.

Several of our graduate students made presentations in conferences. Obviously these were all virtual presentations since no travel was allowed. Many faculty were also involved in conferences as organizers/presenters. Vladimir Reukov co-organized the 36th Southern Biomedical Engineering Conference in New Orleans early in the year, before the pandemic hit the states. There were several presentations in the ITAA conference that are important for recruitment to our International Merchandising graduate program. Presentations were also made in ACRA, INDA and a few other International conferences. Graduate recruitment efforts continued. We were successful in getting support for one MS student through the GAIN program from the Graduate School. Some of the students admitted could not join the program due to the challenges of getting the required Visa.

Some of the undergraduate students also received awards. We had 19 undergraduate students participate in research under faculty supervision, and five of them received CURO research awards as well. Among these, Niasia Ferguson (FI student) won the Burton Fowler Undergraduate Research Award. Sabrina Lee won the prestigious Fashion Scholarship Fund of $7,500 as a part of nationwide competition. She was among 116 National recipients out of 648 applicants from 60 Universities in the USA. Also, NRF awarded $3,000 in tuition scholarship funding to FM students.

Two FI alumna Charlotte Lucas and Maggie Griffin, were named as 2020 Bulldog 100. Abbe Godson, a FM minor, was featured in Entrepreneurship at UGA. Nicole Crawford, a double major including FM was featured as Amazing Student in UGA Today.
Two graduate students, Sha’Mira Covington and Jaleesa Reed, worked on the department supported proposal, ‘Enhancing Diversity in Fashion Initiative.’ They organized a seminar ‘Enhancing Diversity in Fashion.’ Katalin Medvedev conducted an online workshop on fashion and race for the American University in Paris, France. Carters Inc., funded a proposal submitted by Laura McAndrews and Clair McClure in the amount of $5,000 to develop an education module, “Hidden Voices,” to be included in McClure’s Retailing class pertaining to diversity and inclusion.

During the pandemic several faculty members were involved in research related to masks and protective fabrics and were in the news. Suraj Sharma’s work on Neck Gaiters was publicized in FACS website and UGA research news. Gajanan Bhat was interviewed for multiple stories on face masks and meltblown nonwovens, especially by USA today, NPR reporters and a reporter for Georgia Voice. Bhat’s research on converting recycled denim into insulation products with graduate student Shafiqul Islam was featured in UGA research. This research was also featured in an article published in Florida Specifier, ‘UGA Technology Researcher sees Golden Opportunity for Fiber Reuse.’ UGA Research also featured Monic Sklar’s work on digitization of Historic Clothing and Textile Collection. One of the highly visible articles was the cover story in Georgia Magazine featuring how FACS and UGA alumni are shaping the fashion industry, which referenced Sklar’s work in the department.

Brooklyn Tweed published an article ‘Legacy of Cotton,’ based on the work of two graduate students under the supervision of Katalin Medvedev. Another article featuring Laura McAndrews, ‘Combating fast fashion in Athens: The relationship between clothes and consumers,’ was published in Red and Black. Also published in Red & Black was an article, “Fashion Merchandising Instructor Discusses Vintage Clothing Collection,” by Beth Weigle, one of our PhD students who also teaches courses regularly. Katalin Medvedev was interviewed by China Daily and Atlantic Magazine on topics of Sustainability and Politics of Dress.

PhD student, Jaleesa Reed, was selected to be a member of the Future Faculty Fellows program (one of only 15 selected in the campus) by the Center for Teaching and Learning. Shafiqul Islam and Sha’mira Covington received the Edsley-Peifer Student Research Paper Awards from College. Shafiqul Islam was featured in International Fiber Journal as well for his research accomplishments.

A. FACS KPI 2.4.1 Rankings of unit, departments, and/or programs in national and international rankings.

Fashion Merchandising, the main undergraduate major in the department is one of UGA’s 2018 Top 15 undergraduate earning majors. There is no official ranking available for the department or most of the majors. However, there is a private company (fashionschools.org) that publishes
ranking of FM majors in the country and regions. According to that ranking, UGA’s FM program is #13 in the country and #5 in the south. However, their ranking criteria is not clear.

B. Major Accomplishments – Instruction

One of the major stories and challenges of 2020 was instruction during the pandemic. Obviously all faculty had to pivot to online instruction with a short notice as students were not allowed to come back to campus after spring break. Faculty rose to the challenge, adapted their course to the required change, and did very well in being able to provide quality instruction and keep students engaged and happy. This was evident from positive comments from students that praised the efforts of faculty in making the transition smooth.

During fall, a significant number of courses were offered in Hybrid mode. The challenge was to create opportunities for students to be in the classroom safely. Realistically, this was a much bigger challenge because of occasional Covid positive cases among students and their concern for being in the classroom with masks on all the time. Majority of the faculty experienced poor attendance in the classroom, but were empathetic to students’ concerns. At the same time, several of the studio/laboratory courses had good attendance, and of course all covid19 safety protocols were practiced. The hybrid system of instruction was quite straining to faculty to meet the demands of students in the classroom as well as on zoom. Faculty, because of their care and concern for students, embraced it and worked very hard to keep our students engaged.

While several courses were revised by faculty as their continuing improvement, there were some new courses offered as well. FI curriculum was reviewed to ensure compliance with CIDA accreditation standards. Lilia Gomez-Lanier offered TXMI 4900, The Theory of Color, for the first time for FI and FM students. Also, the Entrepreneurship course, TXMI5280, was offered twice (both during Spring and Fall) during 2020, since there used to be a waitlist in earlier years as it used to be offered only during spring semester. This course, being a hands on course with store management etc., had to be redesigned significantly for the hybrid mode. McClure redesigned the course very well, and students learned to adapt to changing realities of real world business.

PDD emphasis enrollment has been growing and it created a challenge because of limited capacity in computer and product development laboratories. To manage the enrollment, a plan has been developed where students interested in PDD emphasis will apply with a portfolio, and a committee of three faculty will select the students to be part of the program. Students who are not in this emphasis can still take many of the courses based on availability.

Active collaboration with the ID program has been flourishing. Already our FI faculty have been helping the ID program by teaching courses to ID students, especially when the ID program is having challenges without their faculty available to teach some of their critical courses. Having students from two programs in some of the classes together has been of benefit
to students in these two separate departments. Plans for future course offerings are also being planned based on discussion with the faculty from the two programs.

C. Major Accomplishments in support of the college diversity plan

Two graduate students, Sha’Mira Covington and Jaleesa Reed, worked on the department supported proposal, ‘Enhancing Diversity in Fashion Initiative,’ which was also funded by the University. They organized a workshop on ‘Enhancing Diversity in Fashion,’ during the FACS Week. As a follow up to this event further activities may be planned in the future. The goal is to make the FM program attractive to minorities by educating the prospective students on the benefits of being an FM major. Also, the goal is to make the atmosphere conducive to minority students in the department so that we will be successful in recruiting and retaining minority students in increasing numbers. Katalin Medvedev conducted an online workshop on fashion and race for the American University in Paris, France.

Laura McAndrews and Clair McClure have been working to develop an education module, “Hidden Voices,” to be included in McClure’s Retailing class pertaining to diversity and inclusion. Two separate proposals were submitted to Cotton Inc., and Carters. Carters has funded the project for $5,000. Monica Sklar took the lead in conducting an online event, ‘Diversity in Museums.’ This event sponsored by Costumes Society of America (CSA) had nationwide participation. Sklar also hosted a Webinar discussion on Black Representation in Fashion History Classroom for CSA.

The department continues to work on different approaches to increase diversity in students, faculty and staff.

D. Major Accomplishments – Research

As summarized in the KPI table shown in next section, this has been a very productive year as far as research is concerned. There were a higher number of publications and grant funding. Of course, increase in funding should lead to improvement in future productivity as well. Faculty continue to submit grants, and hope for more additional success in the future. One of the grant is to build an infrastructure with pilot lines for meltblown fabric production and evaluation for N95 masks, and to set up a prototyping machine to produce such masks. This facility will also include equipment for research on next generation protective textiles. This research infrastructure is for collaboration with faculty in other departments, and outside the university.

There were some other collaborative research efforts as well, other than multidisciplinary proposal submissions by Sergiy Minko and Vladimir Reukov. Laura McAndrews started collaboration with the Neuromusculoskeletal Health Laboratory in the Kinesiology department. With the help of a Polymer Fiber and Textile Sciences graduate student, she developed prototypes using 3D printing to collect neurological information from children with
cerebral palsy. Vladimir Reukov participated in the Georgia Clinical and Translational Science Alliance Teams program to explore future collaborations for his research. We hope to continue to have more active collaborations with other departments to meet the KPIs set in the college strategic plan.

E. Complete the table. KPI numbers for all the items that are needed for the Strategic Plan each year.

<table>
<thead>
<tr>
<th>Category</th>
<th>CY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS KPI 1.1.1 Number of undergraduate students in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>19</td>
</tr>
<tr>
<td>FACS KPI 1.1.1 Number of faculty engaged in CURO and in other FACS Undergraduate Research Opportunities</td>
<td>5</td>
</tr>
<tr>
<td>FACS KPI 1.1.3 Number of FACS core and major courses that include content to assist students in understanding the AAFCS Body of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>FACS KPI 1.4.5 Number of faculty and staff in attendance at sessions offered to increase their awareness of campus resources and comfort engaging with and advocating for students.</td>
<td>5</td>
</tr>
<tr>
<td>FACS KPI 2.1.1 Number of FACS faculty who have externally sponsored research funding</td>
<td>7</td>
</tr>
<tr>
<td>FACS KPI 2.1.1 Number of faculty with external support for graduate assistantships</td>
<td>3</td>
</tr>
<tr>
<td>FACS KPI 2.1.4 Number of national and international research awards granted to faculty</td>
<td>4</td>
</tr>
<tr>
<td>FACS KPI 2.1.4 Number of research journal publications by faculty</td>
<td>27</td>
</tr>
<tr>
<td>FACS KPI 2.1.5 Number of research presentations at national/international conferences</td>
<td>25</td>
</tr>
<tr>
<td>FACS KPI 2.1.6 Number of faculty serving as editors or associate editors of prominent peer-reviewed journals</td>
<td>6</td>
</tr>
<tr>
<td>FACS KPI 2.1.7 Number of faculty serving on grant review panels</td>
<td>4</td>
</tr>
</tbody>
</table>
FACS KPI 2.2.1 Number of organized networking opportunities by FACS department each year focusing on development of new interdisciplinary teams to address complex issues

| KPI 3.7 Number of new sponsored awards funded for community partnerships by county. | 0 |
| KPI 3.8 Number of sponsored proposals submitted for community partnerships with a new partner by county. | 0 |
| FACS KPI 3.5.1 Number of page views on the College website | 46,536 |
| KPI 3.23 Number of stories produced about community engagement | 0 |

Since the college has developed the strategic plan, which is being implemented effective 2021, the data that are important for tracking Key Performance Indicators (KPI) are listed in the Table above for the department.

F. Major Accomplishments – Internal and External Funding

As per the data provided by the Office of Research, it is clearly evident that we have more active grants this year. This is also the result of an increase in proposal submissions. Because of the economy, funding availability is much lower. However, TMI was fortunate to see significant success. There were also other proposals submitted, which are not captured in OVPR reports, which include proposals from Monica Sklar to other foundations. Also, Sklar received some funding from CSA for her HCTC project.

There was some internal funding to help the program. Clair McClure applied for the Sweaney Innovation grant and it was funded for her project to be implemented during 2021. Lilia Gomez-Lanier received funding to renovate the gallery in Barrow. Student technology funds were used for some of the needed upgrades in the Barrow computer lab. Also, proposals have been submitted for one of the laboratory upgrades with the new hood. Internal funding requests were made for upgrading aging textile testing equipment. Of the amount requested for four different instruments for ~$190K, $27k was approved from the college for purchasing an FTIR, and the instrument has already been ordered.
### FACS Extension Faculty Activities

#### Presentations

<table>
<thead>
<tr>
<th>Activity</th>
<th>Area</th>
<th>Entry Type</th>
<th>Sub-Type</th>
<th>Number of Contacts</th>
<th>Number of Educational Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Presentation</td>
<td>Professional Activity</td>
<td>Educational/Outreach Presentation</td>
<td>Continuing Education</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>In-Service Training</td>
<td>Professional Activity</td>
<td>Educational Event</td>
<td>In-Service</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>On-site Technical Assistance</td>
<td>Professional Activity</td>
<td>Technical Assistance</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

#### Publications

<table>
<thead>
<tr>
<th>Activity</th>
<th>Area</th>
<th>Entry Type</th>
<th>Sub-Type</th>
<th>Number of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Press</td>
<td>Publications</td>
<td>Popular Press</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Abstract</td>
<td>Publications</td>
<td>Abstract</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Extension Bulletin</td>
<td>Publications</td>
<td>Report</td>
<td>Extension Bulletin</td>
<td>0</td>
</tr>
</tbody>
</table>
TMI has three faculty (Minko, Reukov and Sharma) with 25% extension appointments and one scientist/laboratory manager (Raha Saremi) supported by the extension funding. Everyone of these are involved in hatch projects and are very productive with publications and presentations. Also, they are involved in research critical to the state’s economy and well-being of citizens. These projects include sustainable materials, agro-based products, products helping the life of individuals by working on sustainable protective fabrics, as well as products that help agriculture and commerce in a wide range. Some of the faculty and staff also gave presentations to extension agents and participants in the related conferences. Notable are presentations from Suraj Sharma, ‘3D printing of Food Products and much more,’ at the workshop for Georgia Association Career and Technical Education (GACTE) and ‘Knowing your Fabric,’ at the GATFACS conference. Overall TMI faculty has been highly productive.

II. Review of Academic programs

A. Undergraduate Programs

<table>
<thead>
<tr>
<th>Indicators of Measures of Quality:</th>
<th>FM</th>
<th>FI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Input – Undergraduate Programs</strong></td>
<td>ACT - 26/36</td>
<td>ACT - 26/14</td>
</tr>
<tr>
<td>Standardized Test Scores (if applicable), for undergraduate programs</td>
<td>SAT - 1167/37</td>
<td>SAT - 1115/12</td>
</tr>
<tr>
<td>Number of Students Reported (Total N):</td>
<td>3.85</td>
<td>3.78</td>
</tr>
<tr>
<td>Freshman Index (as applicable)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.</td>
<td>AY 2020</td>
<td></td>
</tr>
</tbody>
</table>
The department has two undergraduate programs, Fashion Merchandising (FM) and Furnishing and Interiors (FI). Due to increasing effort in recruitment through multiple approaches, enrollment in FM major has been going up and FI major numbers are staying steady with slight fluctuations. Also, the quality of both the programs are very good as seen by all of the measures. Both the ACT and SAT scores of the incoming students were high.

Within the FM program, we have two emphases, Fashion Brand Management and Product Development. The curriculum is continuing to be revised to meet the requirements of the next generation of our graduates, and also to grow our program in both quality and number of students. Also, some of the class sizes have been growing in number, and additional sections for some classes are being offered.

B. Graduate Programs:

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>PFTS</th>
<th>TMI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Input- Graduate Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>PhD</td>
<td>MS</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Average Graduate and/or Undergraduate GPA admitted and enrolled.</td>
<td>Graduate: 3.79</td>
<td>Graduate: 3.24</td>
</tr>
<tr>
<td></td>
<td>Total N: 10</td>
<td>Total N: 1</td>
</tr>
<tr>
<td></td>
<td>Undergraduate: 3.58</td>
<td>Undergraduate: 3.58</td>
</tr>
<tr>
<td></td>
<td>Total N: 11</td>
<td>Total N: 19</td>
</tr>
<tr>
<td>Standardized Test Scores (if applicable), for graduate programs.</td>
<td>GRE Writing: 3.4</td>
<td>GRE Writing: 3.5</td>
</tr>
<tr>
<td></td>
<td>Quantitative: 154</td>
<td>Quantitative: 156</td>
</tr>
<tr>
<td></td>
<td>Verbal: 148</td>
<td>Verbal: 149</td>
</tr>
<tr>
<td></td>
<td>Total N: 11</td>
<td>Total N: 19</td>
</tr>
</tbody>
</table>

**Student Output – Graduate Programs**

<table>
<thead>
<tr>
<th>Category</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam:</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduating Major or stand-alone degree GPA scores</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Major GPA: 3.78</td>
</tr>
<tr>
<td></td>
<td>Total N: 5</td>
</tr>
<tr>
<td>External Quality Assurance</td>
<td>N/A</td>
</tr>
<tr>
<td>Institutional Indicators of Quality- Student Output</td>
<td>Oral Exam</td>
</tr>
<tr>
<td></td>
<td>Oral Exam</td>
</tr>
</tbody>
</table>

Consistent with the University and College goals, the major emphasis of the department is to achieve steady growth and improvement in the graduate program. During the year, our PhD student enrollment increased since our assistantship funding was given to doctoral students as a higher priority. The department has two tracks for graduate students, Polymer, Fiber and Textile Science (PFTS) and Textiles Merchandising and Interiors (TMI). We were able to admit high calibre students into these programs because of the increasing number of quality applications. We were also able to increase the number of assistantships to students to financially support them so that we can continue to recruit and retain good students. This support has been augmented by other scholarships from various sources in the department, college and the Graduate School. We were successful in getting one GAIN fellowship to support an MS student, but the student could not join in fall because of difficulty in getting the
required Visa. One of the PhD students was awarded the Dissertation Completion Award from the Graduate School. The Department is continuing to submit multiple proposals to all the available funding sources to increase the number of graduate assistantships. Also, we are seeing slowly increasing interest in the Double Dawg program, which should help grow the total number of graduate students in the department in future years.

C. Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>13</td>
</tr>
<tr>
<td>Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)</td>
<td>3</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year</td>
<td>$1,616,288</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External funds for program support.</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.</td>
<td>27</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.</td>
<td>N/A</td>
</tr>
<tr>
<td>Institutional Indicators of Faculty Quality- Output</td>
<td>N/A</td>
</tr>
<tr>
<td>External Quality Assurance (e.g. professional accreditation surveys; market rankings)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

During 2020 we had more full time faculty than in the recent past to meet the department requirements. However, the continuing growth in enrollment is increasing the teaching load of current faculty and we need to seek additional faculty positions soon, especially to meet the growing graduate student enrollment.
Faculty have been active in grant submission and the department had more proposals submitted and funded during this year than previous years ($1,616K compared to $1,016K previous year). The plan is to continue to grow this trend and increase the proposal submissions and success rates in 2021, especially to support graduate students. Faculty were also active in sharing their research through publications and presentations. Whereas journal publications increased (27 compared to 20 in the previous year), due to the pandemic, several conferences were cancelled. However, some of our faculty presented their research in several virtual international conferences. Significant number of presentations were made from our graduate students as well in multiple conferences, despite the pandemic.

Laura McAndrews and Clair McClure participated in the CTL’s ‘Preparing to Pivot’ program during Summer 2020. McAndrews also participated in the 2nd year of Lilly Teaching Fellows program. Yoo-Kyoung Seock was one of the Aspire Fellows selected by the Office of Faculty Affairs. Jewon Lyu was selected to participate in the Active Learning Summer institute. However, it was cancelled due to pandemic, and she will participate in Summer 2021.

<table>
<thead>
<tr>
<th>Indicators of Measures of Viability:</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Demand for the Program</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Number of students who completed an application to the program | PFTS: 13  
TMI: 28 |
| Number of students who are admitted to the program | PFTS: 11  
TMI: 19 |
| Number of students in the degree program | 21 |
| Standard Faculty Workload for the degree program | Tenured/Track: 2/2  
Non-Tenured: 4/4 |
| Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department | 16 |
| Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department | N/A |
| Number of Full-Time faculty teaching in the program | 15 |
| Number of Part-Time faculty teaching in the program | 1 |

We have seen a continuing increase in graduate student applications and this is allowing us to be more selective. Challenge is to come up with enough financial support to successfully recruit
these high quality students into our program. As mentioned earlier we are seeking funding from graduate school and other sources as well. Successfully implementing the Double-Dawgs program should also help in increasing graduate student enrolment. This means we need additional tenure-track faculty positions to be able to teach all the required courses effectively, and to develop new courses to continue to be a highly competitive program. Additional faculty can also help in supporting the growth in graduate program, especially with projected increase in PhD students.

<table>
<thead>
<tr>
<th>Indicators of Measures of Productivity:</th>
<th>AY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to Degree</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY) | FM: 3.88  
|                                         | FI: 4.09 |
| Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY) | FM: 2.57  
|                                         | FI: 3.06 |
| Graduate student time to degree (average, in years) graduating in the academic year. | MS: 2.00 |
| **Graduation**                         |         |
| Number of degrees awarded in the program for the academic year. | FM: 65  
|                                         | FI: 21  
|                                         | MS: 5 |

The department continues to work hard to ensure that our students graduate in time, both in undergraduate and graduate programs. This has resulted in improvement in time for matriculation. Faculty have been teaching an increasing number of required courses in summer to help undergraduate students make progress to matriculation. Years taken for graduation have also improved for graduate students. We have a very reasonable time for graduation for all the MS and PhD students, and there is continuing effort to make sure that they graduate in a timely manner.
Appendix A

TMI Faculty Publications. Presentations and Research Grants in 2020

**Journal Articles**

Bhat, Gajanan


Lyu, Jewon


McAndrews, Laura


McClure, Clair


Medvedev, Katalin


Meister, Kim


Minko, Sergiy


Seock, Yoo-Kyoung


Sharma, Suraj


Sklar, Monica


**Book Chapters**

Medvedev, Katalin

Medvedev, K., & Reed, J. (2020). Beauty entrepreneur with a social conscience: Rihanna gets real with her power and influence. In Ethical Glamour: Styling & Branding Persona (pp. 104-111)

Sharma, Suraj


**Proceedings of Conferences (published)**

Lyu, Jewon


McAndrews, Laura


Seock, Yoo-Kyoung


Shin, J., & Seock, Y. -K. (2020). Does Instagram matter to consumers’ psychological well-being and consumption behavior?. In 2020 Proceedings of American Collegiate Retailing Association (pp. 36-40)


Sklar, Monica


Sklar, M., Strubel, J., & Haenfler, R. (2020). X Swatch Merchandising Bought in or Sold Out

**Professional/Scholarly Presentations (unpublished)**

Bhat, Gajanan

Scope: International

Scope: National

Scope: International, Invited

Scope: International

Scope: International

McClure, Clair

Scope: Regional

Medvedev, Katalin

Scope: International

Scope: International

Seock, Yoo-Kyoung


Shin, J., & Seock, Y. -K. (2020). Does Instagram matter to consumers’ psychological well-being and consumption behavior?. In 2020 Proceedings of American Collegiate Retailing Association (pp. 36-40)


Sharma, Suraj


Sklar, Monica


Sklar, M., Strubel, J., & Haenfler, R. (2020). X Swatch Merchandising Bought in or Sold Out


**Sponsored Projects (Awarded)**

Bhat, Gajanan

Equipment to produce N95 quality meltblown webs and prototypes (FP00021977)
US Department of Defense, W15QKN-16-3-0001, January 1, 2021–October 31, 2021
Amount: $ 950,000 (US), Role: Principal investigator of, Credit: 90%
Application date: September 28, 2020, Award date: November 20, 2020,
Funding type: Research,
Status: Awarded

Evaluation of Antimicrobial Coatings for Nonwoven Fabrics (FP00020792)
KHG fiteBac Technology, CK1405, March 15, 2020–September 14, 2020
Amount: $ 5,000 (US), Role: Principal investigator of, Credit: 80%
Application date: March 25, 2020, Award date: April 2, 2020,
Funding type: Research,
Status: Awarded

Testing and Evaluation of Spa Filters (FP00018108)
PLEATCO LLC, n/a, May 1, 2019–January 31, 2020
Amount: $ 6,000 (US), Role: Principal investigator of, Credit: 100%
Application date: May 15, 2019, Award date: July 31, 2019,
Funding type: Research,
Status: Closed

Textile Coating (FP00017287)
Roundtree Valley Enterprises, LLC, n/a, April 4, 2019–January 31, 2020
Amount: $ 3,000 (US), Role: Principal investigator of, Credit: 100%
Application date: April 9, 2019, Award date: April 29, 2019,
Funding type: Research,
Status: Closed

Lyu, Jewon

Cotton and Social Media: Perceptions versus Scientific Evidence
Cotton Incorporated, August 20, 2018–Present
Amount: $ 21,640 (US), Role: Co-investigator of Funding type: Instruction,
Status: Closed
McAndrews, Laura

Hidden Voices, Funded from Carters, $5,000, Role: Co-investigator of Funding type: Instruction,

McClure, Clair

Entrepreneurial Literacy Project for High School Students (FP00013888) Bank of America Foundation, N/A, June 1, 2018–May 31, 2021
Amount: $ 5,000 (US), Role: Co-investigator of, Credit: 50%
Application date: February 23, 2018, Award date: April 2, 2018,
Funding type: Public service and outreach,
Status: Awarded

Hidden Voices, Funded from Carters, $5,000, Role: Co-investigator of Funding type: Instruction,

Minko, Sergiy

Efficient polymer-enzyme complexes for cellulose hydrolysis in biofuel production: experiments, theory and computer simulations (FP00020426)
US DEPARTMENT OF STATE, OISE20667060, August 1, 2020–September 16, 2021
Amount: $ 15,000 (US), Role: Principal investigator of, Credit: 70%
Application date: February 27, 2020, Award date: September 30, 2020,
Funding type: Research,
Status: Awarded

IUCRC-2020-C6-Urbanowicz-Unlocking the Potential of Biodegradable Xylan-based Polymer Materials (FP00020202)
NORTH DAKOTA STATE UNIVERSITY, 2020c6, February 1, 2020–December 31, 2020
Amount: $ 79,712 (US), Role: Co-investigator of, Credit: 33%
Application date: December 1, 2019, Award date: April 3, 2020,
Funding type: Research,
Status: Award modification requested

UGA-BioScaffold-GRA PhIA (FP00019893)
GEORGIA RESEARCH ALLIANCE, GRAVL20D, February 3, 2020–March 31, 2021
Amount: $ 25,000 (US), Role: Co-investigator of, Credit: 100%
Application date: November 26, 2019, Award date: July 9, 2020,
Funding type: Research,
Status: Awarded

MRI: Acquisition of a High Resolution Low Voltage Electron Microscope for Multidisciplinary Needs at the University of Georgia (FP00016596)
NATIONAL SCIENCE FOUNDATION, 1919942, October 1, 2019–August 13, 2022
Amount: $ 997,499 (US), Role: Co-investigator of, Credit: 5%
Application date: January 22, 2019, Award date: October 8, 2019,
Funding type: Research
Status: Awarded

Piezoelectric Geotextile (FP00016842)
ROYAL TEN CATE (USA), INC., NA, January 1, 2020–June 30, 2020
Amount: $ 15,000 (US), Role: Co-investigator of, Credit: 40%
Application date: January 17, 2019, Award date: November 18, 2019,
Funding type: Research,
Status: Closed

Dynamic polymer interfaces for rectification of soft colloids (FP00016186) NATIONAL SCIENCE FOUNDATION, 1904365, August 1, 2019–July 31, 2022
Amount: $ 435,000 (US), Role: Principal investigator of, Credit: 100%
Application date: October 30, 2018, Award date: March 28, 2019,
Funding type: Research,
Status: Awarded

Sustainable Nanocellulose Based Phase Change Textile Coatings (FP00009454) NATO SCIENTIFIC AFFAIRS DIV, ESC(2017)0225, September 1, 2017–January 31, 2021
Amount: $ 310,441 (US), Role: Principal investigator of, Credit: 100%
Application date: September 30, 2016, Award date: November 7, 2017,
Funding type: Research,
Status: Awarded

Collaborative Research: Engineering of Recoverable Cellulosomes for Bioconversion (FP00006584) NATIONAL SCIENCE FOUNDATION, 1604526, July 1, 2016–December 31, 2020
Amount: $ 206,995 (US), Role: Principal investigator of, Credit: 80%
Application date: October 20, 2015, Award date: June 24, 2016,
Funding type: Research,
Status: Awarded

Sharma, Suraj

Cooling Towel - Phase 7 (FP00022320)
Allstar Marketing Group, LLC, NA, September 28, 2020–March 27, 2021
Amount: $ 7,489 (US), Role: Principal investigator of, Credit: 100%
Application date: September 23, 2020 Award date: October 19, 2020,
Funding type: Research,
Status: Awarded

Wash Durability Study: Laminated ePTFE Film (FP00022035) NexTex Innovations Inc., n/a, August 24, 2020–November 24, 2020
Amount: $ 1,000 (US), Role: Principal investigator of, Credit: 100%
Application date: August 18, 2020, Award date: September 8, 2020,
Funding type: Research,
Status: Awarded

Droplet Disbursement Testing of Mission Fabrics (FP00022036)
MISSION PRODUCTS HOLDINGS INC, n/a, August 20, 2020–March 31, 2021
Amount: $10,000 (US), Role: Principal investigator of, Credit: 75%
Application date: August 18, 2020, Award date: September 3, 2020,
Funding type: Research,
Status: Awarded

Cooling Towel - Phase 6 (FP00020776)
Allstar Marketing Group, LLC, NA, March 10, 2020–September 9, 2020
Amount: $7,400 (US), Role: Principal investigator of, Credit: 100%
Application date: March 9, 2020, Award date: May 22, 2020,
Funding type: Research,
Status: Closed

Cooling Towel - Phase 5 (FP00018532)
MISSION PRODUCTS HOLDINGS INC, n/a, July 15, 2019–January 14, 2020
Amount: $5,673 (US), Role: Principal investigator of, Credit: 100%
Application date: July 8, 2019, Award date: July 23, 2019,
Funding type: Research,
Status: Closed

EcoaTEX - Eco-Friendly Textile Coatings (FP00018411)
NATIONAL SCIENCE FOUNDATION, 1939078, October 1, 2019–February 28, 2021
Amount: $50,000 (US), Role: Principal investigator of, Credit: 100%
Application date: June 19, 2019, Award date: August 15, 2019,
Funding type: Research,
Status: Awarded

Piezoelectric Geotextile (FP00016842)
ROYAL TEN CATE (USA), INC., NA, January 1, 2020–June 30, 2020
Amount: $15,000 (US), Role: Principal investigator of, Credit: 40%
Application date: January 17, 2019 Award date: November 18, 2019
Funding type: Research,
Status: Closed

Testing and Analysis of Cooling Towel (FP00011628)
MISSION PRODUCTS HOLDINGS INC, N/A, June 8, 2017–September 7, 2022
Amount: $3,026 (US), Role: Principal investigator of, Credit: 100%
Application date: June 7, 2017, Award date: July 21, 2017,
Funding type: Research,
Status: Awarded

Sklar, Monica

Diverse and Hard to Access Clothing Research in Washington (FP00019445)
Costume Society of America, NA, March 1, 2020–February 28, 2021
Amount: $2,100 (US), Role: Principal investigator of, Credit: 100%
Application date: October 9, 2019, Award date: January 27, 2020,
Funding type: Research,
Status: Awarded
Colleen Callahan Professional Development Award (FP00018560)
Costume Society of America, N/A, September 1, 2019–August 31, 2020
Amount: $1,000 (US), Role: Principal investigator of, Credit: 100%
Application date: July 12, 2019, Award date: October 16, 2019,
Funding type: Research,
Status: Closed

**Internal Funding (Awarded)**

Gomez-Lanier, Lilia

University of Georgia Parents Leadership Council - Podium
University of Georgia Parents Leadership Council, November 10, 2017–Present
Amount: $1,259 (US), Role: Co-investigator of
Funding type: Instruction,
Status: Awarded

FI Resource Room Renovation
UGA Parents Leadership Council, May 1, 2019–May 31, 2020
Amount: $2,175 (US), Role: Funded by
Funding type: Instruction,
Status: Approved

FI Resource Room Renovation
UGA Parents Leadership Council, May 1, 2019–May 31, 2020
Amount: $2,175 (US), Role: Principal investigator of
Funding type: Instruction,
Status: Approved

Additional STF Funding for Technology Improvements
UGA's Student Technology Fee Advisory Committee, January 8, 2020–Present
Amount: $14,747 (US), Role: Funded by
Funding type: Instruction,
Status: Awarded

Corporate Environments Donation
Corporate Environments, January 15, 2020–July 22, 2020
Amount: $2,700 (US), Role: Senior/key personnel of
Funding type: Instruction,
Status: Completed

Medvedev, Katalin

New Approaches in Diversity and Inclusion grant titled Enhancing Diversity in Fashion
UGA Foundation, August 16, 2019–April 28, 2020
Amount: $6,555 (US), Role: Principal investigator of
Funding type: Public service and outreach,
Status: Awarded
Sponsored Projects Proposals (under review or not funded)

Bhat, Gajanan

Processing and Evaluation of Acoustic Insulation Products from Recycled Textiles (FP00022037)  
Sony Corporation of America, May 1, 2021–April 30, 2022  
Proposed amount: $149,134 (US), Role: Principal investigator of, Credit: 100%  
Application date: September 14, 2020,  
Funding type: Research,  
Status: Not funded

Electrospun Antimicrobial Mask Materials for Health Care Workers (FP00021187)  
NATIONAL SCIENCE FOUNDATION, July 1, 2020–March 31, 2021  
Proposed amount: $153,000 (US), Role: Principal investigator of, Credit: 80%  
Application date: May 11, 2020,  
Funding type: Research,  
Status: Pending sponsor review

Lyu, Jewon

A New Way to Shop: Collective Consumerism through the Facebook Marketplace (FP00021322) Facebook, Inc., December 1, 2020–November 30, 2021  
Proposed amount: $88,227 (US), Role: Principal investigator of, Credit: 100%  
Application date: May 19, 2020,  
Funding type: Research,  
Status: Pending sponsor review

McAndrews, Laura

Hidden Voices in the Cotton Supply Chain: (FP00021849) COTTON INCORPORATED,  
January 1, 2021–December 31, 2021  
Proposed amount: $20,000 (US), Role: Principal investigator of, Credit: 50%  
Application date: July 28, 2020,  
Funding type: Instruction,  
Status: Pending sponsor review

McClure, Clair

Hidden Voices in the Cotton Supply Chain: (FP00021849) COTTON INCORPORATED,  
January 1, 2021–December 31, 2021
Medvedev, Katalin

Cotton Supply Chain: Building Awareness of Cotton in the Supply Chain in the Textiles and Fashion Industry (FP00021881)
COTTON INCORPORATED, January 1, 2021–December 31, 2021
Proposed amount: $ 49,999 (US), Role: Principal investigator of, Credit: 100%
Application date: July 29, 2020,
Funding type: Instruction,
Status: Pending sponsor review

Minko, Sergiy

Collaborative Research: Rational assembly of enzymatic circuits for efficient cell-free synthesis (FP00022777) NATIONAL SCIENCE FOUNDATION, August 1, 2021–July 31, 2024
Proposed amount: $ 300,000 (US), Role: Co-investigator of, Credit: 33%
Application date: November 16, 2020,
Funding type: Research,
Status: Pending sponsor review

Biomimetic 3D nanostructured materials for guiding vascular endothelial cells (FP00022524)
NATIONAL SCIENCE FOUNDATION, July 1, 2021–June 30, 2024
Proposed amount: $ 552,113 (US), Role: Co-investigator of, Credit: 50%
Application date: November 2, 2020,
Funding type: Research,
Status: Pending sponsor review

Nitric Oxide-Releasing (FP00022331)
USDA NIFA, February 1, 2021–January 31, 2023
Proposed amount: $ 293,941 (US), Role: Co-investigator of, Credit: 30%
Application date: September 30, 2020,
Funding type: Research,
Status: Pending sponsor review

Bioderived compostable plastic (FP00022306)
US DEPARTMENT OF AGRICULTURE, February 1, 2021–January 31, 2024
Proposed amount: $ 105,000 (US), Role: Principal investigator of, Credit: 100%
Application date: September 22, 2020, Funding type: Research, Status: Pending sponsor review

PFI RP: Dynamic interfaces for non-enzymatic harvesting of adherent cell cultures (FP00021505) NATIONAL SCIENCE FOUNDATION, January 1, 2021–December 31, 2023
Proposed amount: $ 374,690 (US), Role: Principal investigator of, Credit: 60%
Application date: August 5, 2020, Funding type: Research, Status: Pending sponsor review

PFI TT: Sustainable Nanocellulose-based Textile Dyeing (FP00021930) NATIONAL SCIENCE FOUNDATION, January 1, 2021–June 30, 2022
Proposed amount: $ 249,318 (US), Role: Principal investigator of, Credit: 100%
Application date: August 5, 2020, Funding type: Research, Status: Not funded

Hemicellulose based compostable thermoplastic for packaging applications (FP00021561) US Department of Energy, March 1, 2021–February 29, 2024
Proposed amount: $ 2,504,971 (US), Role: Principal investigator of, Credit: 60%
Application date: July 2, 2020, Funding type: Research, Status: Not funded

Multifunctional Meso/Nano Porous Carbon Trap and Filtration for Selective Recovery and Separation of Rare Earth Elements from Acidic Media (FP00021215) US Department of Energy, September 1, 2020–August 31, 2023
Proposed amount: $ 449,656 (US), Role: Principal investigator of, Credit: 100%
Application date: May 8, 2020, Funding type: Research, Status: Pending sponsor review

UGA-3D CC-GRA PhIA (FP00020857) GEORGIA RESEARCH ALLIANCE, May 1, 2020–October 31, 2020
Proposed amount: $ 25,000 (US), Role: Co-investigator of, Credit: 100%
Application date: March 31, 2020, Funding type: Research, Status: Pending sponsor review

Seock, Yoo-Kyoung
Beyond Dawg (Distance Ain’t Withhold Good Students): Converting Traditional Classroom Into The Virtual Classroom
Sweaney Innovation Fund, November 16, 2020–December 23, 2020
Amount: $ 5,502 (US), Role: Co-investigator of
Funding type: Instruction,
Status: Not funded

Sharma, Suraj

Nanocellulose from Woody Biomass: Surface Modification for Biomedical Applications by Nitric Oxide-Releasing (FP00022331)
USDA NIFA, February 1, 2021–January 31, 2023
Proposed amount: $ 293,941 (US), Role: Principal investigator of, Credit: 60%
Application date: September 30, 2020,
Funding type: Research,
Status: Pending sponsor review

Sustainable facemask using hemp fibers and nanocellulose hydrogel functional coating (FP00021943) NORTH DAKOTA STATE UNIVERSITY, January 1, 2021–December 31, 2021
Proposed amount: $ 50,950 (US), Role: Principal investigator of, Credit: 100%
Application date: August 5, 2020,
Funding type: Research,
Status: Pending sponsor review

Kudzu Fiber Testing (FP00021811)
TBD, August 15, 2020–December 14, 2020
Proposed amount: $ 15,000 (US), Role: Principal investigator of, Credit: 100%
Application date: July 20, 2020,
Funding type: Research,
Status: Pending sponsor review

Sklar, Monica

Proposed amount: $ 19,495 (US), Role: Principal investigator of, Credit: 100%
Application date: June 23, 2020,
Funding type: Research,
Status: Pending sponsor review
Digital Angels: Digitizing and Preserving In-need Costume Collections Across America (FP00021353)
National Endowment for the Humanities, March 1, 2021–February 29, 2024
Proposed amount: $ 350,000 (US), Role: Principal investigator of, Credit: 100%
Application date: June 9, 2020,
Funding type: Public service and outreach,
Status: Not funded
2020 Annual Report of Accomplishments

Institute of Human Development and Disabilities

Annual Report 2021 (January 1 – December 31, 2020)

X All faculty have uploaded current CVs to their FACS webpage and updated their webpage

X All faculty have updated their 2020 accomplishments in UGA Elements

X All faculty teaching spring 2021 have uploaded a syllabus for each course via the Online Syllabus System at

I. Overall Health of Unit

The Year 2020 was definitely a challenging year for the world. The ongoing pandemic has affected every facet of our lives. However, the Institute of Human Development and Disabilities remained steadfast in its’ determination to serve people with disabilities and their families through these difficult times. IHDD continued our initiatives and activities developed as a part of our current five year plan. IHDD’s strategic plan for 2017-2022 includes the following goals: 1) A job, not poverty: Creating equal opportunities so people with disabilities can reach their full potential for employment and contribution to their communities, 2) Friends and Places: Building relationships through ordinary living and active participation with family, friends, and community, 3) Families: Building confidence and competence of families to support and advocate for their family member with a disability, 4) 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, and 5) Assistive Technology. Promoting independence and optimizing the education, employment, daily living and social integration of people with disabilities through assistive technology.

The purpose of IHDD public service is to increase the capacity of service systems and communities to support meaningful inclusion of children and adults with disabilities in all aspects of community life, to foster self-determination, and to support families who have a member with a disability. In 2020, IHDD conducted approximately 1,000 hours of technical assistance reaching about 2,500 individuals and over 1,200 hours of training reaching about 800 individuals. These individuals were from diverse audiences, including people with disabilities and their families. IHDD research and product dissemination impacted thousands of individuals around the state.

During the Covid-19 pandemic, IHDD dedicated to reach the vast community through dissemination efforts during the year 2020. IHDD has been active on social media platforms educating and interacting with the community. IHDD’s Facebook has grown by 18.75% with an increase of 105 followers, resulting in a total of 667 followers. IHDD’s Instagram has grown by 73.28% with an increase of 170 followers, resulting in a total of 406 followers. IHDD conducted Alumni interviews from graduate students of our Disability Studies Certificate program to see how the certificate program helped them and what they are doing now. These stories were highlighted on our social media platforms and our website.

IHDD finalized a website update that now displays clear and concise information on our current project initiatives. With this new website, two communications portals have been development to improve communication. One portal is for IHDD staff members and the other portal for Community Advisory Council (CAC).
A. Major Accomplishments – Instruction

In 2020, we had 97 students in our Disability Studies Certificate program. Sixty-eight students are in progress and 29 graduated with the certificate in 2020. This is equivalent to our 2019 enrollment and reflects that we are sustaining the maximum capacity for the program in spite of the Covid-19 pandemic.

The Disability Studies Certificate program completed a successful academic program review conducted throughout the fall of 2020. The report noted that the disabilities studies certificates have shown considerable increase in student enrollment, particularly the undergraduate certificate, since the last PRAC review (conducted in 2012). The certificate programs are highly regarded by enrolled students. These students identified the passion and expertise of the faculty as a strength of the certificate program. The addition of the Destination Dawgs program fits well within the mission of the institute and provides on-campus service learning opportunities for both students in the certificate programs as well as UGA students from many majors. Both the undergraduate and graduate certificates were determined by the review committee to meet the institution’s criteria as critical to the mission and recommended to be retained.

Also, 2020 brought the establishment of the Rita Wood-Travaglione Scholarship. This $1,000 scholarship is for FACS students enrolled in classes to complete the Disabilities Studies Certificate or FACS Education majors. Students should be a rising junior or senior. Preference will be given to students who have demonstrated, through course work and/or volunteer work and internships, a strong interest in working with middle and high school students or with a social service agency.

In the 2020 Academic Year, we had 180 students complete IHDD courses. IHDD offered IHDD 2001 (Introduction to Disability) in the Spring and Fall. IHDD 4050/6050 (Critical Issues in Disability) in the Spring, IHDD 2050(S) (Principles of Person-Centered Practices) in the Spring and Fall, IHDD 4002(S)/6002(S) (Disability Issues in Adulthood) in the Fall, IHDD 6001 (Introduction to Disability) in the Fall, and IHDD 3010/7010 (Directed Study) in all three semesters (Spring, Summer and Fall). Of note, 28 students enrolled in IHDD 2050(S) and served as mentors to Destination Dawgs students the program provided internships to six HDFS majors.

The Institute continued to recruit students from multiple disciplines across campus including the College of Family and Consumer Sciences, the College of Education, Franklin College of Arts and Sciences, the School of Social Work, the College of Public Health, the School of Public and International Affairs, and Grady College of Journalism.

IHDD courses continue to have very positive course evaluations for all courses across instructors.

DESTINATION DAWGS EXPANDS OFFERINGS TO STUDENTS WITH INTELLECTUAL DISABILITIES DESPITE PANDEMIC

In 2020, Destination Dawgs supported ten students with intellectual disabilities to successfully navigate academic courses and stay engaged in the broader UGA community during the Covid-19 pandemic. In the spring 2020 semester, students participated in 16 unique courses across 12 UGA departments. They also participated in 17 clubs/student organizations with the support of 40 peer mentors. Two students graduated and were
recognized in a virtual commencement ceremony with other IPSE graduates hosted by the Georgia Inclusive Postsecondary Education Consortium.

In spite of coronavirus, Destination Dawgs had all eight full time students return this Fall. Classes were offered to all students in socially distanced classrooms, with face coverings required, and in hybrid synchronous online settings. Dr. Ulmer worked with each instructor and each of our students to be sure they are accessing the content and fully participating in the class. Students took 19 unique courses aligned with their interests and goals. We had two interns this Fall who are acting as lead mentors to our students as well as 40 volunteer mentors. Additionally, students participated in a number of online and outdoor activities including virtual mentor mingles, game nights, movie and music nights. Students participated in 6 student organizations including Women in Business, Student Government Association, Wesley, Campus Mininistries, ESP at UGA, and Sports Media.

Students who will be graduating next spring participated in new career building activities. UGA’s Mentorship Program paired students with a UGA Alumni in order to get one on one coaching and mentorship in their career area of interest. Students received their mentors in August and meet with them two times a month until the end of the semester. They help with internships connections, networking and professionalism skills, as well as barriers they may face in their chosen field. The Arch Ready certificate allowed students to select 5 professional development webinars to attend that is held through the UGA Career Center. Students build skills relating to personal finance, resume and cover letters, networking, elevator pitches, and navigating independence. They will receive a certificate of completion at the end that represents a mastery of professionalism content upon graduation. Finally, each student participated in five hours of work-based experiential learning in the area of his/her career interest. These sites included the Morton Theatre as a production assistant, Alumni Cookie Dough as a bakery assistant, virtual open mic music production, and marketing and branding through IHDD media.

Change in Knowledge, Attitudes, Skills, and Aspiration (KASA): Graduates gain new knowledge, skills, and specific competencies to help them lead a good adult life. Students report having gained social skills and increased confidence in their ability to develop and maintain friendships and relationships. Completing graduates report gaining skills and confidence in their ability to live independently in the community post-graduation. Student mentors develop friendships with participants and assist in increasing natural supports on campus.

Change in behavior/practice changes: During 2020, students with disabilities were able to gain valuable work experiences in their areas of interest in multiple settings on campus. Students also gained important skills in using virtual meeting platforms and social media. These experiences along with transition planning will increase the likelihood that graduating students will be employed in a job of their choice in integrated setting, at minimum wage or higher. Completing graduates are able to live independently in the community post-graduation. Student mentors apply knowledge, skills and values learned by being allies for people with IDD in the workplace.

Planned end-results (Improved Social, Economic, and Environmental condition): Graduating students with disabilities will be able to lead a good independent adult life in the community, have competitive meaningful employment in integrated setting at minimum wage or higher, while developing meaningful relationships. Support for IPSE program will build leading to sustainability.
Nationally, Dr. Carol Britton Laws continued to serve on the National IPSE Accreditation Workgroup and was given an Outstanding Service award from the Institute for Community Inclusion at the University of Massachusetts Boston. She was invited to continue to serve on the National Coordinating (Think College) Inclusive Postsecondary Education Accreditation Workgroup for the next five year cycle (2020-2025).

IHDD PROVIDES RESEARCH MENTORING FOR UNDERGRADUATE STUDENT

IHDD faculty provided research mentoring to an undergraduate student with disabilities on research in disability studies. Through directed study hours, the student is learning about and conducting qualitative research on the social life of high school students with disabilities who use alternative forms of schooling. Qualitative phone interviews are being conducted with students with disabilities who are used alternative schooling options (homeschooling, online or blended schooling; ages 14-22 years); data collection is ongoing. Results of the research were presented at the UGA Center for Undergraduate Research Opportunities (CURO) symposium 2020 and the AUCD 2020 conference. She received the AUCD conference scholarship. She has also been admitted to the doctoral program in disability studies at a reputed university of her choice.

IHDD PROVIDES PRACTICUM SUPERVISION OF CLINICAL REHABILITATION COUNSELING GRADUATE STUDENT

AgrAbility/Farm Again formed a partnership with Fort Valley’s Clinical Rehabilitation Counseling and Case Management master’s program to increase capacity among Rehabilitation Counseling professionals who are knowledgeable about agriculture and accommodations for farmers that allow them to continue farming. In 2020, IHDD provided 300 hours of supervision to a graduate student completing her practicum experience, a required component of the graduate program. This supervision met the Council for Accreditation of Counseling and Related Educational Programs standards, the accreditation body for clinical rehabilitation counseling programs, as well as incorporated the knowledge domains identified by the Commission on Rehabilitation Counselor Certification.

B. Major Accomplishments in support of the college diversity plan.

Dr. Coes developed and implemented monthly virtual Conversations on Anti-Racism which were well-attended by IHDD faculty and staff. These conversations are ongoing.

C. Major Accomplishments – Research

Attach research publications, presentations to the back of the report (these can be from the Elements report that you print out for your department).

IHDD faculty have an ongoing program of research focused on generating new knowledge that helps inform provision of high quality supports to families. IHDD faculty continue to seek funding opportunities to support ongoing research efforts, submit research grants, meet with CAC to receive ongoing feedback on research topics and progress. They continue to do data collection, analysis, and writing of existing research projects and present findings at conferences.

RESEARCH AND EVALUATION UNIT AT IHDD HAS ONGOING CONTRACTS WITH THE GEORGIA VOCATIONAL REHABILITATION AGENCY
The Research and Evaluation Unit (REU) at IHDD provides a full range of applied research and program evaluation services to help organizations answer important social questions and help support informed and accountable decision making. REU uses a participatory, utilization-focused, strength-based and culturally sensitive approach to research and evaluation, as appropriate. Services that REU provides include designing and conducting formative and summative evaluations, needs assessments, developing logic models, conducting qualitative, quantitative and mixed method research. The multidisciplinary team of researchers at REU has a pooled experience of over 30 years.

After completing a statewide customer satisfaction survey for the Georgia Vocational Rehabilitation Agency (GVRA) and the Georgia State Rehabilitation Council in 2018, the Research and Evaluation Unit (REU) at IHDD completed another contract to conduct a Statewide Comprehensive Needs Assessment (CSNA). The purpose of the CSNA was to identify the rehabilitation needs of individuals in Georgia, particularly the Vocational Rehabilitation (VR) service needs of individuals with the most significant disabilities, including their need for supported employment services; individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the state vocational rehabilitation program; individuals with disabilities served through other components of the statewide workforce development system as identified by those individuals and personnel assisting them through the components of that system; youth with disabilities, and students with disabilities, including their need for Pre-Employment Transition Services, an assessment of the needs for transition services, and the extent to which services provided are in coordination with the Department of Education, under the Individuals with Disabilities Education Act (IDEA); to identify the need to establish, develop or improve Community Rehabilitation Programs within the state.

The first step in the CSNA involved review of existing, secondary data to conduct an environmental scan so as to identify the current picture within Georgia specific to population demographics and projections, prevalence of disability, labor market trends, economic trends and forecasts, employment service availability, VR agency data and practice, entitlement beneficiary enrollment, Workforce Development Program data and practice, and other trends relevant to the CSNA. Additional qualitative and quantitative data was collected through online surveys, stakeholder focus groups and key informant/stakeholder interviews to identify current perceptions, service needs, VR program strengths, and impressions related to implementation of VR program initiatives and collaborations. The goal was to gather information from multiple sources including select clients or client groups; vocational rehabilitation staff, supervisors, administrators; providers, community partners; and employers as applicable. Four surveys were developed and pilot tested to collect stakeholder input. The surveys were designed to collect input from the following: 1) Individuals with Disabilities; 2) Employers; 3) Service Providers and; 4) Parents, professionals, educators and other stakeholders. A dedicated webpage for CSNA was developed on IHDD’s website including the four key surveys. The webpage provided information about our CSNA and provided instructions and links to completing the survey. A total of about 900 valid responses were received from a variety of entities including individuals with disabilities, parents, family members, employment service providers, other community professionals and employers. Interviews were conducted with key informants in the disability field in Georgia including SRC members to get their input for the project. A series of focus groups were also conducted to gather information from stakeholders. A comprehensive research report was prepared based on the findings. Results were shared
via a presentation with the State Rehabilitation Council (SRC) leadership, board members as well as GVRA leadership.

FACULTY CONDUCTS QUALITATIVE EVALUATION RESEARCH OF THE NATIONAL AGRABILITY PROJECT

An IHDD faculty member is conducting qualitative evaluation research of the National AgrAbility Project using a case studies approach. The mission of the National AgrAbility project is to enhance quality of life for farmers, ranchers, and other agricultural workers with disabilities, so that they, their families, and their communities continue to succeed in rural America. The purpose of the research study is to explore and understand the reasons for, and mechanisms (personal and programmatic factors) that lead to significant changes in quantitative pre-post scores in Quality of Life (QOL) levels and Independent Living and Working (ILW) levels for clients with disabilities who were part of the AgrAbility project. Phone interviews were conducted with nine farmers having disabilities who were past clients of project as well as the staff members that worked with those clients. Farmers shared about how their participation in the project led to positive impacts on physical, mental and emotional health (less stress, less pain, prevention of secondary injuries), led to increased mobility and enhanced ability to continue farming as well as increased productivity and positive financial impact. Key programmatic factors that farmers appreciated include comprehensive farm assessments and recommendations, Assistive Technology modifications and services (in-house or referrals), funding for equipment, modifications from vocational rehabilitation, ongoing communication and trust with project staff.

IHDD CONDUCTS RESEARCH ON ALTERNATIVE FORMS OF SCHOOLING THAT FAMILIES HAVING CHILDREN WITH DISABILITIES USE

Alternative forms of schooling including homeschooling, flexischooling (instruction at home and school) and online public schools (virtual schools) are increasingly becoming schools of choice for youth with disabilities, especially low incidence disabilities and those on the spectrum. The flexibility to pursue individualized education based on the youth’s unique needs and pace, in a bullying-free environment facilitates the wellbeing and outcomes for youth with disabilities. Schools can be supportive of alternative options so families can use school resources through Individualized Education Program (IEP), which they so much need. The goal of this study is to identify and the understand the motivators, benefits, challenges, support needs and experiences of families for their children with disabilities. The study also explores the status and nature of transition planning available to these children. Phone interviews have been conducted with mothers (or primary caregivers) of children with disabilities who use alternative forms of schooling. Results should inform researchers and policymakers to be able to provide adequate supports to parents who believe alternative form of school is best to meet their child’s learning and other needs.

IHDD CONDUCTS RESEARCH ON SOCIAL LIFE OF HIGH SCHOOL STUDENTS WHO USE ALTERNATIVE FORMS OF SCHOOLING

There has been a national increase in the number of students with disabilities (SWD) who use alternative schooling. Alternative schooling can be defined as any form of school outside of the traditional “brick and mortar” school. This includes home school, virtual school, dual enrollment, and hybrid (a blended form of homeschool/virtual school and traditional school). Some studies have been done on why parents choose alternative schooling for SWD; there
has been limited research that looks into the student’s perspectives on using alternative schooling and the impact that it might have on their social lives. A qualitative study is being conducted to understand the perspective of SWD on alternative schooling and their own social lives. Purposive sampling is being used to recruit SWD who are currently enrolled in high school or have recently graduated high school (ages 14-22 years). Phone interviews have been conducted. Findings from this study will inform us on how to create more inclusive environments for SWDs in both academic and social environments.

RESEARCH EXAMINES IMPROVEMENTS IN QUALITY OF LIFE FOR FARMERS WITH DISABILITIES

The Farm Again/AgrAbility project is part of a nationwide quality of life research study. Sixteen states are part of the research. The study looks at how farmers self-report on how their life is at the time of enrolment and at set intervals into the future. Using the McGill Quality of Life Survey and the AgrAbility Independent Living and Working Survey, data are being collected and analysed on a state and national level. Pre and post data related to Quality of Life measure, ability to perform farm/ranch tasks, reported assistance received and reported impact of disability on farm’s productivity and financial return are being collected from all customers benefitting from the project. Farmers vary in the length of time they stay with the program but on an average, each customer stays with the program for about two years. Post-data will be collected when the staff is getting ready to close the case and then six months after case closure. A recent program evaluation study found focusing on 191 AgrAbility participants in 10 states found that their Independent Living and Working Levels (ILW) and QOL levels improved (p < .001) (Fetsch, Jackman & Collins, 2016). Also, an experimental-control group study, it was found that AgrAbility participants (N = 215) reported statistically significant pretest-posttest improvements in QOL levels while control group participants (N =100) reported no change in QOL levels (Fetsch & Turk, 2016). As of 2020, a total of 34 farmers in the Georgia Farm Again/AgrAbility project completed the pre surveys and 5 have completed the post surveys. The survey is on-going.

D.

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS KPI 1.1.1 Number of undergraduate students in CURO and in other FACS Undergraduate Research Opportunities</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>FACS KPI 1.1.1 Number of faculty engaged in CURO and in other FACS Undergraduate Research Opportunities</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>FACS KPI 1.4.5 Number of faculty and staff in attendance at sessions offered to increase their awareness of campus resources and comfort engaging with and advocating for students.</td>
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<tr>
<td>FACS KPI 2.1.1 Number of faculty with external support for graduate assistantships</td>
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<td>FACS KPI 2.1.4 Number of research journal publications by faculty</td>
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<td>4</td>
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<tr>
<td>FACS KPI 2.1.5 Number of research presentations at national/international conferences</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>FACS KPI 2.1.7 Number of faculty serving on grant review panels</td>
</tr>
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</table>

E. Major Accomplishments – Internal and External Funding
IHDD Grants Active in 2020

Federal Grants (total = $6,447,279)


Jinnah, H. Qualitative Evaluation Research on the impact of the National AgrAbility project. United States Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA) sub-contract with Colorado State University, 2017 – 2022, $29,301.


Rains, G. & Brightwell, R. AgrAbility in Georgia. 9/01/2018-8/31/2022, United States Department of Agriculture, $720,000

Stoneman, Z. Administrative support to train personnel who serve individuals who have developmental disabilities. Administration on Developmental Disabilities, U.S. Dept. of Health and Human Services, 7/1/17 - 6/30/22, $2,735,000.

Stoneman, A. Georgia College Transition Partnership. Administration on Community Living, 9/1/2020 – 8/31/2021. $100,000.

GA State Contracts & State Technical Assistance ($574,509)


Crandell, D. ACRE Customized Employment Training for Georgia Providers, Georgia Vocational Rehabilitation Agency, 1/1//2020 – 6/30/2021, $200,009


F. Major Accomplishments – Public Service and Outreach and Extension
### Public Service, Outreach and Extension Metrics:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Projects Related to Content Areas</th>
<th>Number of Contacts</th>
<th>Number and Type of Collaborations/Partnerships</th>
<th>Dollar Amount of In-Kind Contributions/Match</th>
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</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention/Healthy Lifestyles</td>
<td>AgrAbility</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistive Technology Innovation Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barn Share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics Well-Being for Individuals and Families</td>
<td>Advancing Employment Technical Assistance Center</td>
<td>885</td>
<td>15</td>
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<tr>
<td></td>
<td>Person-Centered Career Planning</td>
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<td></td>
<td>ACRE Training</td>
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<td></td>
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<tr>
<td></td>
<td>Rural Transportation and Employment Video</td>
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<td>7</td>
<td></td>
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<td></td>
<td>College Transition Partnership</td>
<td>25</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Food Safety and Preservation</td>
<td>Veterans Food Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Development for Individuals, Families, and Communities</td>
<td>Tell the Valued Story Project</td>
<td>305</td>
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<td></td>
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<tr>
<td></td>
<td>Living Well</td>
<td></td>
<td>24</td>
<td></td>
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1. Public Service, Outreach, and Extension Impacts:

Chronic Disease Prevention/Healthy Lifestyles

**AGRABILITY ASSISTS GEORGIA FARM FAMILIES IMPACTED BY DISABILITIES (Farmagain.com)**

The AgrAbility project is a USDA grant that promotes independence for agricultural workers with chronic health conditions and disabilities. Funded since 2005, over 1,500 farm families have benefited from technical assistance and/or workshops. The role of Georgia’s AgrAbility project is to make recommendations on assistive technology and
work site accommodations to assist with farm tasks. To accomplish this, staff partner with a wide range of partners and agencies on behalf of the farmer. As a result, over $180,000 in 2020 was funded through various agencies in order for the farmers to have the assistive technology needed. The project served 78 farmers during the year and conducted 51 farm site visits. The project has an active board that is made up of the commodity heads from around the state. The board continued to work with the project virtually during the year.

In addition, during 2020, AgrAbility hosted three webinars attended by 60 people total. The webinars covered the following topics: Creating Low-Cost AT Solutions for Upper Extremities, Creating Low-Cost AT Solutions for Lower Extremities, and New Fabrication tools, materials, and techniques for making AT solutions in minutes.

Change in Knowledge, Attitudes, Skills, and Aspiration (KASA): All (100%) of the farmers who completed AgrAbility services in 2020 documented on their post-service McGill Quality of Life Survey and the AgrAbility Independent Living & Working survey that the information they received from AgrAbility was useful in their farming operation and the assistance had increased their farm’s productivity.

Change in behavior/practice changes: Participating farmers reported being able to begin or continue farming with support from the project. Qualitative feedback from farmers on the project: “The equipment allows me to continue to do things I could not before”.
“I would have had no idea on how to connect all of these resources. It was extremely beneficial as I was getting started”.
“The services (from AgrAbility) has made me feel as though I have a goal in life and my life feels purposeful”.

Planned end-results (Improved Social, Economic, and Environmental condition): As more people gain knowledge and skills about assistive technology, individuals with disabilities will be able to more readily access assistive technology and will be able to fully participate in work, recreation and community/home life. Participating farmers who may have ended up unemployed are able to continue in their profession and experience improved financial productivity (higher earnings, job retention) and quality of life. Gain is not only for the farmer but for the surrounding community as well. Feed stores, hardware stores and employees of the farm all benefit economically.

ASSISTIVE TECHNOLOGY INNOVATION LAB PROMOTES ACCESSIBILITY AND INCLUSION

IHDD’s Assistive Technology Innovation Lab promotes accessibility and inclusion in our community. We want more people to see, access, and feel comfortable with Assistive Technology (AT). The lab works on the development of new technologies and offers a variety of workshops. In 2020, the lab became an official GoBabyGo affiliate site. GoBabyGo is a national organization that works with parents, clinicians, students, and community members from around the world to help to modify toy ride-on cars for kids with disabilities using D.I.Y mobility design and pediatric innovation. These cars empower children who have trouble moving on their own to be a part of the action at home, in the daycare center, and on the playground.
Participants’ change in Knowledge, Attitudes, Skills, Aspiration (KASA) as well as behaviour/practice changes toward the planned direction: More people will understand how assistive technology improves the social and economic lives of people with disabilities.

Planned end-results (Improved Social, Economic, and Environmental condition): Assistive technology becomes more available and allows for further inclusion of people with disabilities.

BARN SHARE CONNECTS FARMERS WITH ASSISTIVE TECHNOLOGY THROUGH AN EQUIPMENT LOAN PROGRAM

Started in 2020, the Barn Share project is an agricultural assistive technology lending program for farmers. Fundraising efforts are underway and the first pieces of loan equipment have been purchased.

Planned end-results (Improved Social, Economic, and Environmental condition): Farmers will have access to assistive technology to maintain their farming businesses. Thus, they can maintain economic security. This will lead to increased economic well-being for Individuals, families and communities.

Food Safety

AIDING VETERANS ENTERING AGRICULTURE TO UNDERSTAND FOOD SAFETY

Veterans have been increasingly entering into agricultural careers. Understanding food safety is a critical component of operating a farm. Many of the Veterans entering into agriculture also have a disability diagnosis as a direct result of their service. Due to the prevalence of service-related injuries and mental health impairments, researchers have suggested the need to both understand and accommodate Veterans in learning environments. The Universal Design for Learning framework is a key component in the curricula design. This framework provides a basis so the materials are presented in a way that can reach the maximum number of users. IHDD began a project that builds on a successful pilot funded by USDA/NIFA. During the pilot that was completed last year, existing food safety curricula was adapted for a Veteran audience to address military culture and accommodate for the most common disabilities Veteran's experience. The current project expands the work to a larger geographical Veteran audience through a partnership with Texas A&M. In 2020, the in-person curriculum was being converted to an online format. To date, 53 military veterans have completed the training.

Change in Knowledge, Attitudes, Skills, and Aspiration (KASA): Veterans who participated in the food safety workshops reported increased knowledge of food safety practices including FSMA, water testing and sampling and developing food safety plans. Post test measures indicate that majority of participants stated they either strongly agreed or agreed that particular food safety measures were important.

Qualitative feedback: “Everyone was so friendly and informative about their specialties and willing to answer all questions. Great materials”.
“The pace that the instructors taught at made it easy to understand”.
“Great teachers, box of resources, and learning with other veterans”.

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Change in behavior/practice changes: Participants completed goal setting cards at the end of the workshops for items that they plan to implement. Most (98%) of the veterans participated in the goal setting exercise indicating their intent to have behavior/practice changes as a result of attending. Follow up calls tracking changes are in process.

Planned end-results (Improved Social, Economic, and Environmental condition): This training will provide increased opportunities for veterans to succeed in agricultural careers. Participating veterans are successful in farming thus improving their quality of life and financial productivity.

Economic Well-Being

IHDD CONTINUES TO ADVANCE EMPLOYMENT FOR PEOPLE WITH DISABILITIES

IHDD received a second year of funding from the Georgia Council on Developmental Disabilities (GCDD) to continue the Advancing Employment Technical Assistance Center in Best Practices in Employment Supports. Through this initiative, IHDD has maintained the Advancing Employment website, which serves as a virtual community of practice for employment professionals, as well as a virtual learning community for consumers, family members and other stakeholders. Currently, approximately 180 individuals receive Advancing Employment’s monthly e-newsletter, which shares information, resources and the latest information on issues related to Georgia, employment, and best practices. This is about a 20% increase from last year.

Also, through this project, IHDD is supporting provider transformation and their implementation of best-practice strategies that lead to competitive, integrated employment among individuals with disabilities through individualized, hands-on technical assistance and mentoring. This year, we did a Fall / Winter webinar series. We had a great lineup of speakers. To start us off, James Meadours conducted a webinar in October about his experience as someone who worked for sub-minimum wages and participated in segregated employment. He is a nationally-known leader in the movement for disability rights; he is a past President of Self-Advocates Becoming Empowered (SABE), the national self-advocacy organization. Our other webinar speakers included Julie Christensen who is the Director of Policy and Advocacy at the Association of People Supporting Employment First (ASPE), Christine Gudgin who is Region Director at Brigg’s and Associates and is also the Georgia APSE President, Amy Price who leads Price Support Network, Sue Babin who coordinates Rhode Island’s self-employment project, and our own Doug Crandell who is the Project Director of Advancing Employment. We had an average of 100-140 people attend each session.

IHDD provided many hours of individualized, hands-on technical assistance and mentoring to three employment services providers to address their specific needs related to provider transformation and implementation of best practices. We focused on providing information to community rehabilitation facilities in Georgia currently paying subminimum wage through active 14 (c) certificates to workers with intellectual and/or developmental disabilities.
Participants’ increase in Knowledge, Attitudes, Skills, Aspiration (KASA) as well as behaviour/practice changes toward the planned direction: Participating employment providers report an increase in their competency on implementing best practice approaches. Employment providers report implementing best-practice strategies that lead to competitive-integrated employment. More consumers seek employment opportunities in the community.

Participants’ behaviour/practice changes toward the planned direction. Planned end-results (Improved Social, Economic, and Environmental condition): An eventual outcome would be that more employers would hire more individuals with disabilities. Individuals with disabilities are able to seek and obtain competitive, integrated employment through providers using best-practice approaches. When people with disabilities find, obtain and maintain meaningful employment, their social and economic status improves.

IHDD PROMOTES PERSON-CENTERED CAREER PLANNING

Tennessee Project: Person-centered Thinking and Everyone Can Work project is in conjunction with Griffin-Hammis Associates and is focused on Tennessee’s Vocational Rehabilitation Agency. To date, 425 staff have been trained in Person-Centered Career Planning. The sessions were held over Zoom. Thirty hours of training was offered, which was intended to provide a foundation for an online, self-paced Moodle course designed in 2021. This project is part of Tennessee’s overall transformation goals related to the Governor’s plan to make reforms across health and human services.

Planned end-results (Improved Social, Economic, and Environmental condition): Vocational Rehabilitation staff will be able to provide Person-Centered Career Planning to people with disabilities. By providing this service, they will enable people with disabilities to plan for long-term economic security.

IHDD OFFERS TRAINING TO EMPLOYMENT SUPPORT PROVIDERS

With funding from the Georgia Vocational Rehabilitation Agency (GVRA), IHDD provides Association of Community Rehabilitation Educators (ACRE)-based training to GVRA’s providers. Four cohorts of 25 trainees each received training using a Moodle platform and live Zoom sessions. This training enables provider agencies to attain credentials necessary to provide person-centered career planning and customized employment under GVRA contracts. Community of Practice meetings are held monthly between GVRA staff and provider agency personnel who’ve received the ACRE certificate.

Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction: Pre and Post tests were utilized. The average post-test score for Cohort one was 92% while Cohort two’s average score was nearly 95%.

Planned end-results (Improved Social, Economic, and Environmental condition): Provider agencies will be able to provide person-centered career planning and customized employment services to people with disabilities. By providing these services, they will enable people with disabilities to find and obtain employment, leading to improved social and economic statuses.
VIDEO CREATED TO PROMOTE RURAL TRANSPORTATION AND EMPLOYMENT

IHDD recruited, coached, designed and filmed with self-advocates a short film connecting the need for rural transportation with the need for people with disabilities to get to work. We created visual resumes for three men and coached staff to find valued settings and activities in which to film the men who want to work. We obtained information to send film to all 55 House and Senate Transportation Committee members as well as Senators Warnock and Ossoff and Mayor of Statesboro.

Planned end-results (Improved Social, Economic, and Environmental condition): Political leaders and community members have greater awareness of the importance and urgency of transportation needs of individuals with disabilities for maintaining employment. As a result, policies and programs will focus on addressing the transportation needs to enable more individuals with disabilities to obtain and maintain competitive, meaningful employment in the community.

IHDD FACULTY LEAD A STATEWIDE PARTNERSHIP GRANT WITH EMORY UNIVERSITY, GEORGIA STATE UNIVERSITY AND ARC GEORGIA.

IHDD was awarded funding by Administration on Community Living for the Georgia College Transition Partnership grant. The grant seeks to increase the proportion of college graduates with autism-spectrum disorders (ASDs) who are either employed in careers related to their college majors with wages comparable to other college graduates in their field or are enrolled in a graduate school in their field of choice.

To accomplish this goal, a partnership was convened in 2020 utilizing the Collective Impact framework to develop a comprehensive plan for an innovative, actionable pilot that focuses on providing supports to college students on the autism spectrum, which will result in successful transitions from college to employment or graduate school. The transition model for the pilot is being guided by a comprehensive review and analysis of relevant transition services in Georgia using a realist synthesis approach and by the input of students with autism. The partnership will reach consensus on the practicality and realistic likelihood that the pilot will be successful and that it will address gaps identified in the CRA. The grant is accomplishing tasks through several workgroups including Backbone team, CRA, data and evaluation and Action Planning.

Planned end-results (Improved Social, Economic, and Environmental condition): A plan is being developed which, upon implementation will increase the proportion of college graduates with autism-spectrum disorders (ASDs) who are either employed in careers related to their college majors with wages comparable to other college graduates in their field or are enrolled in a graduate school in their field of choice.

Positive Development for Individuals, Families, and Communities

IHDD EDUCATES ABOUT HOW PEOPLE CAN PRESENT PEOPLE WITH DISABILITIES
As a result of meetings, IHDD has created “tellthevaluedstory” website, where we will recruit self-advocates to critique articles submitted and gather stories told in an enhancing way as well as plans for instructional webinars.

Planned end-results (Improved Social, Economic, and Environmental condition): Member of the community including media are able to develop and share stories about people with disabilities told in an enhancing and empowering way.

LIVING WELL GEORGIA OFFERS TRAININGS TO COMMUNITY PROVIDERS

Through the Living Well Georgia Project, we have offered in-person trainings to our five provider partners. These trainings include Supporting Informed Decision Making, Supporting Social Roles, and Code of Ethics. Since Covid-19, we wanted to continue providing these trainings but were unable to conduct them in-person. During 2020, we re-designed the Supporting Informed Decision-Making training and Supporting Social Roles training and made them functional in a virtual environment. While we were unsure if the change in format would be beneficial for learners as they are interactive trainings. However, the feedback has been positive from learners. In addition, by offering the trainings online, we have been able to reach more Direct Support Professionals and other staff within our five provider partners who may have been unable to attend an in-person training.

Throughout our project, we utilized the College of Direct Support (CDS) online learning platform through DirectCourse. At the start of the pandemic, we created a new module within CDS that focused on Covid-19 for Direct Support Professionals titled LWG Coronavirus and Health Module. The courses in this module ranged from Universal Precautions to Pandemics. This was available for all staff within our five providers. In addition to the online learning, we also created a PowerPoint for the DSPs that focused on pandemics titled Living Well Georgia: Pandemics and DSPs. The online learning and PowerPoint were not mandatory but served as an additional resource for staff.

Participants’ change in Knowledge, Attitudes, Skills, and Aspiration (KASA) toward the planned direction: Direct support providers reported a positive increase in scores from pre to post test in their knowledge of what IDM/SSR are, why they are important for the people they support, how to support people to have choice using IDM, and how to support people’s social roles at home and in the community.

Qualitative feedback.

“I hope to assist in helping individuals I support with finding the best decision”.

“Explore options approaching risky situations to allow individuals to experience their choices and make more informed choices rather than just shutting down choice based on risk or allowing a full risk "bad decision".

“Keep in mind that individuals may be experience poor and need assistance gaining information for their choice”.

Participants’ behaviour/practice changes toward the planned direction: People with I/DD receiving supports demonstrate increased achievement of personal goals related to choice, independence, community integration and productivity (community monitoring).
Planned end-results (Improved Social, Economic, and Environmental condition): Quality of life of people with IDD served by the provider agencies is enhanced.

I. Review of Academic programs
   IHDD: Undergraduate and Graduate Certificate

B. Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>AY 2020</th>
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<tbody>
<tr>
<td>Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>8</td>
</tr>
<tr>
<td>Number of Non-terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)</td>
<td>2</td>
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<tr>
<td>Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year</td>
<td>$29,301</td>
</tr>
<tr>
<td>Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.</td>
<td>$2,025,960</td>
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C. Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand.

1. Indicators of Measures of Viability

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<tr>
<th>Indicators of Measures of Viability:</th>
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<td>Internal Demand for the Program</td>
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<tr>
<td>Number of Students in the Certificate Program</td>
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<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department</td>
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<tr>
<td>Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department</td>
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<tr>
<td>Number of Full-Time faculty teaching in the program</td>
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<td>Number of Part-Time faculty teaching in the program</td>
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1. Measures of Productivity.

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<tr>
<td>Time to Degree</td>
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Conference Presentations

Coes, J. What Do We Grow from Here? (2020, December). Georgia Association for Positive Behavior Support. Atlanta, Georgia (virtual)


Number of certificates awarded in the program for the academic year. 29


Publications and Reports


Overall Health of Unit

Summary of accomplishments by FACS Director of Communications Cal Powell

2020 proved to be a year of adaptation, inspired by events beyond anybody’s control. I’m proud of the way we collectively pivoted to prioritize everyone’s health while still striving for excellence in instruction and messaging. Of course, this pivot meant much of our plans for the year had to be adjusted significantly or scrapped altogether, but I believe we also learned valuable lessons that will inform future operations and decisions. For example, we quickly pivoted to an online delivery of FACS Magazine and the Celebrating Excellence event. Both approaches were radical departures from previous operations that required quick thinking and innovation, but ultimately we maintained high standards and produced efforts that reflected well on the college and university.

Writing
I wrote 25 published news articles in 2020, an average of two a month. This number excludes speeches, scripts, an un-published donor spotlight, etc. A great point of pride were the articles I wrote in the early days of the pandemic, as I coordinated with UGA Marketing and Communications (MarComm) to pitch several stories quoting our faculty experts on topics ranging from food to taxes to financial technology. Between March 17 and April 23, I wrote seven articles related to the pandemic and helped coordinate other coronavirus-specific articles featuring FACS Extension experts written by CAES and UGA MarComm writers. These efforts resulted in significant exposure for the college. I also oversaw a directed study student, Cami Crosby, who contributed several articles for the FACS website. A summary provided by UGA MarComm showed we had 39 stories placed on UGA Today; 243 media mentions; 936,000 impressions across UGA main social media channels; 17.4 million media impressions; 43,000 pageviews to FACS stories on UGA Today; and 30,000 engagements across UGA main social media channels. We produced 10 stories about community engagement (in response to KPI 3.23).

Research Writing
Due largely to the pandemic and the news cycle being dominated by coronavirus and election coverage, research writing was not a priority in 2020. However, two articles I wrote earned considerable pickup, including a piece with Suraj Sharma on neck gaiters and a release on Yilang Peng’s work related to social media and politicians. I also was pleased to garner significant writing support from the Office of Research. Our efforts to highlight our college’s research efforts paid off with Dr. Gajanan’s Bhat textiles research enjoying significant coverage in April and the Historic Clothing and Textile Collection being prominently featured in June. HDFS research was featured four times in October and November, and FHCE research was featured twice during that same span. In addition, financial therapy/ASPIRE Clinic research was featured in the spring issue of Georgia Magazine, while Kristy Archuleta’s research was featured in the summer edition.
FACS Magazine
In light of budget concerns related to the pandemic, we made the decision not to print the annual FACS Magazine in 2020. While the pandemic forced us to reconsider many story ideas planned for the magazine, notably a cover story on Project FREE’s impact, we were able to produce a digital version of the magazine and deliver it electronically to the entire mailing list in our database. The focus of the digital magazine was the college’s response to the pandemic, including a piece on a doctoral student who defended her dissertation from her childhood home in Mississippi. To promote the magazine, I worked with Bulldog Print + Design to create a postcard featuring the student, with instructions on the back as to how to access the digital magazine. The postcard was printed and mailed to our entire mailing list. The recent development of the facsmag.uga.edu website, a major point of pride for me as I worked with our web team to assemble this 2+ years ago, saw 3,404 visits between July 2020 – February 2021.

Beat Week
In early fall, we organized a giving challenge with our counterpart at Auburn University as part of the university’s “Beat Week” fundraising campaign. To promote it to our constituents, I took several photos and videos of Dean Fox and advertised it heavily on our social media and internal communications channels, and then shared a wrapup video featuring Dean Fox in an Auburn shirt announcing the results. The promotion garnered 196 gifts for the college for a fundraising haul of $23,500, in addition to fostering goodwill between the two colleges.

C. Major Accomplishments in support of the college diversity plan
Commitment to Diversity and Inclusion
In the aftermath of several high-profile incidents, the college released a statement condemning the killings of George Floyd, Breona Taylor and Ahmaud Arbery and affirming its support of Black students. Conversations I initiated helped inform the statement I ultimately wrote and posted on our social media channels. The statement was well-received and hopefully helped spark a conversation about efforts we can collectively undertake to improve in the area of diversity and inclusion. In early 2021, I was part of an External Relations team that spearheaded a video project featuring several Black alumni, faculty and students in recognition of the 60th anniversary of desegregation at UGA. The videos will be completed and distributed throughout 2021.

Pandemic communications
I collaborated closely with MarComm to share information related to the pandemic, from “Dawg Strong” digital signage regarding masks and social distancing to electronic communications on academic programming to creating editable templates for building signage. Prior to the beginning of fall semester, I worked with Dean Fox to create a Community Health Pledge video for our students to remind them of the need for social distancing, wearing masks and what to expect when they returned to campus, augmented by a webpage where students could commit to community health. We also launched several “Coffee hour” Zoom meetings with Dean Fox to provide a forum for people to ask questions of Dean Fox directly. The meetings were well-attended and I believe helped assuage concerns and promote a sense of unity during a difficult time.
Social Media
Social media continues to be a significant component of our communications plan. We saw continued growth across all primary social media platforms in 2020. Below is updated audience information relative to February 2020:

Facebook: 3,179 – 3,515 (+336)
Instagram: 2,378 – 2,720 (+342)
Twitter: 1,000 – 1,031 (+31)

Graduate profiles
Working with SSAC and all the departments, I identified 55 graduates to profile prior to spring and fall graduations. These profiles were posted on our website and Facebook pages. The number of graduates profiled in 2020 represents an increase of 71 percent from the previous year despite the challenges presented by the pandemic.

Celebrating Excellence
We shifted to a virtual format for the annual Celebrating Excellence event. Working with Bulldog Print + Design, we assembled an attractive, interactive document complete with embedded videos recognizing each honoree and a welcome video from Dean Fox. I wrote bios for each honoree, provided a tip sheet and instructions to send to speakers and collected most of the videos, uploading them to our YouTube page (with captions) and then embedding them in the final document that was sent electronically to virtual attendees and shared with the college.

Graphics/Publication Design
I designed the template for the FACS Magazine postcard and re-designed and saw to completion both spring and fall graduation programs that included a special configuration cover seal commissioned by a designer in UGA MarComm. Some of the graphics I created included an original design featuring alumnus Antavious Coates, the Beat Week content, a Dean’s Challenge promotion and a Black History Month collage.

KPI 3.5.1 – Number of pageviews on the College website: 849,471
KPI 3.23 – Number of stories produced about community engagement: 10
Office of Development and Alumni Relations

Annual Report 2020

I. Personnel

The FACS DAR team in 2020 was Patricia White, Director of Development; Alexis Randall, Director of Alumni Relations; and Kethia Gates, Annual Fund and Stewardship Coordinator.

A. Training and Professional Development


The team took advantage of professional development opportunities in the area of diversity, equity and inclusion. Kethia joined the UGA DAR Diversity, Equity and Inclusion (DEI) Working Group and the FACS DEI Committee. Alexis and Patricia participated in the FACS-based, interactive training “Facing Racism Together,” and Patricia participated in Plus Delta training “Fundraising for DEI Initiatives.”

II. Fundraising Overview

Due to the COVID-19 pandemic and budget constraints, FACS did not participate in one of our past premiere cultivation and stewardship opportunities, a SkySuite in Sanford Stadium for home football games. As with all schools and units at UGA, in March we moved all of our cultivation and solicitation to the virtual world, taking advantage of Zoom, ThankView and other online technology to engage prospects and donors with FACS.

On June 30, 2020, UGA concluded the eight-year Commit to Georgia campaign. The university exceeded its $1.2 billion goal, raising $1.45 billion. FACS exceeded our $10 million goal, raising over $10.1 million. During the campaign, FACS donors added 21 new endowed funds to provide student and faculty funding (not counting endowed professorships), and 8 new endowed professorships. Twenty-one FACS alumni and friends added FACS to their estate plans, and FACS added 2,272 donors to the rolls.

In CY 2020, FACS raised $1,942,785. This represents a 26.4 % increase over fundraising for CY 2019. This increase is due in large part to a $1 million planned gift, a $200,000 planned gift, and increased annual giving. This increase in annual giving is probably attributable to the new coordination plan with central annual giving, which results in more targeted solicitations.
A. Gifts of $10K+ (January-December 2020, including annual gifts, major gifts and planned gifts.

- J.D. Chesnutt
- Douglas C. Childers
- The Michael and Meghan Crook Fund
- Patricia M. Fandt
- William P. Flatt
- Georgia Power Foundation
- Georgia Soft Goods Education Foundation
- Georgia United Credit Union Charitable Foundation
- Eric C. Haun
- John H. Irby
- Sharon M. Richardson
- William H. Riddle
- Lynda C. Talmadge
- Roger Tinsley
- Vickery Financial Services, Inc.
- Wells Fargo Bank
- Rita T. Wood

III. FACS Alumni Relations

A. FACS Alumni Signature Events

Due to the pandemic, we were unable to host our signature events in person. The majority of FACS signature events were cancelled or postponed either because they did not lend themselves to the virtual format or they occurred so early in the pandemic that postponement seemed the best option; one FACS signature event was held virtually.

1. 42nd FACS Alumni Awards

The FACS Alumni Awards event was originally scheduled for Saturday, March 21, 2020. It was postponed due to the pandemic and the decision made to attempt to host an in person event in March 2021. We did not hold a call for nominations in the fall of 2020.

The recipients of the awards are as follows:
- Pacesetter Award: Alan Moore
- Creswell Award: Emma Laing
- FACS Appreciation Award: Jay Moughon and John T. Robertson
- Outstanding Service Award: Jessica Tripp
- Emily Quinn Pou Achievement Award: Scott Edwards
- Distinguished Alumni Award: DeRetta Rhodes
- Honor Hall of Recognition: Louise Hill
2. Trivia Night hosted by the FACS Young Alumni Council (YAC) was held virtually via Zoom on Thursday, November 5 and had 33 people in attendance.

3. Get the Finals Scoop Event
   This event was cancelled due to the pandemic.

4. Dogs with the Dean
   This event was cancelled due to the pandemic.

5. FACS Alumni Homecoming Tailgate
   This event was cancelled due to the pandemic.

6. Cookies and Cocoa
   This event was cancelled due to the pandemic.

B. FACS Regional Events
   A planned Regional Event in Macon was cancelled due to the pandemic.

C. FACS/Partnerships with UGA Signature Events (Virtual)

1. Bulldog 100

   12 FACS alumni were recognized in the 2020 Bulldog 100 class: Charlotte Lucas (BSFCS ’05), Ryan Delettre (BSFCS ’06), Charlie Holderness (BSFCS ’05), John Loftin (BSFCS ’03), Edward Heath Milligan (BSFCS ’05), Maggie Griffin (BS ’08, BSFCS ’08), Margaret Long (BSFCS ’03), Allison Priebe (BSFCS ’00), Andrew Thoms (BSFCS ’02), Matt Brooks (M ’04), Emily Poole (BSFCS ’00), Vera Stewart (BSHE ’74).

2. 40 Under 40

   One FACS alumna was selected to be in the 2020 40 Under 40 Class: Tosha Dunnigan Wright (BSFCS ’05)

3. UGA Alumni Awards:
   This event was held virtually. No FACS alumni were honored this year.

D. FACS Alumni Board of Directors

The FACS Alumni Association Fall meeting was held virtually via Zoom on August 28-29, 2020 in conjunction with the FACS Leadership Retreat.

<table>
<thead>
<tr>
<th>2019-2020 FACS Alumni Association Board of Directors</th>
<th>2020-2021 FACS Alumni Association Board of Directors</th>
</tr>
</thead>
</table>

205
1. Scholarships
Awarded the second annual FACS Alumni Association Scholarship in the amount of $1,000 which benefited an undergraduate student

2. Fundraising
The Board raised a total of $9,760.50 in donations. The usual sponsorship program was cancelled this year due to the pandemic.
3. Committee Programming

   a. The Student Engagement Committee
      1. New series called Archside Chat that focuses on connecting FACS alumni and students. This series will continue in 2021 featuring an Entrepreneurship discussion and a Life After College discussion.
      2. The committee also hosted Nedza’s Food Truck in collaboration with the Student Success and Advising Center. This event replaced Cookies and Cocoa in an effort to safely distribute a treat to FACS students.

   b. The Programs Committee
      Launched a virtual event series called the FACS Extracurricular Series. This series was launched to focus on highlighting the different departments in FACS. Two events were hosted in fall 2020 featuring Ivy Odom and Vera Stewart which highlighted the FDN department. The series will continue into 2021.

E. Other Alumni Events and Initiatives

1. Dean's Challenge Pre-game Event
   In conjunction with the Dean’s Challenge, a contest to see which UGA college could get more people at a Lady Dawgs basketball game, the Alumni office hosted a pre-game event at the College of Family and Consumer Sciences for alumni, staff, faculty and students. This event featured complimentary food, games, and the opportunity for fellowship before the game.

2. FACS Student T-shirt Competition
   Students in Dr. Laura McAndrews’ Digital Apparel Design and Development Applications class used their graphic design skills to design a T-shirt that encompasses the true essence of FACS. FACS Alumni, donors, faculty, staff and students vote on their favorite shirt which is made available for purchase. 20 sweatshirts and 22 T-shirts were sold. $466.50 were raised from shirt sales and those funds go toward student support initiatives and scholarships.

3. FACS Holiday Gift Guide
   The Alumni office launched the gift guide in December to encourage the alumni community to “shop FACS” for the holidays. 24 FACS-affiliated business owners participated in the gift guide. Our intention is to expand this initiative into a year-round FACS Marketplace.

IV. FACS Annual Giving

   A. CY20 Annual Giving Number
      1. Total Giving by FACS Alumni to UGA:
         a. Number of Donors: 2,168
b. Total Dollars: $1,332,481.89  
c. Participation Rate: 11.35%

2. Total Giving by FACS Alumni to FACS:
   a. Number of Donors: 441  
   b. Total Dollars: $209,201.10  
   c. Participation Rate: 2.3%

B. Annual Giving Projects

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<tr>
<th>Table Title</th>
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<th>CY20 Donor Total</th>
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**V. FACS Calendar Year 2020 Stewardship Plan**

A. Stewardship matrix for gift acknowledgements:

<table>
<thead>
<tr>
<th>Giving Levels</th>
<th>Postcard</th>
<th>Signed Thank You Card</th>
<th>Phone Call from the Dean</th>
<th>Listed on Website</th>
<th>Birthday Card</th>
<th>Special VIP Communications</th>
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<tr>
<td>$100 - $999</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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</tbody>
</table>

209
C. Other stewardship activities not included in the matrix

1. Gifts larger than $10,000 warranting individualized stewardship will be handled on a case-by-case basis
2. All first time donors receive a signed TY card regardless of gift amount
3. Homecoming Happies: All FACS donors who work on campus receive a FACS thank you gift. Traditionally, these gifts are delivered the Thursday of FACS Week by FACS Ambassadors and staff. In 2020 these gifts were mailed out due to Covid-19.

D. FACS VIP Communications

Pre-pandemic, the FACS DAR office sent out quarterly VIP newsletters to Dean’s Circle and Heritage Society members. This practice was suspended in March, 2020. In June, 2021 the office will sending Dean’s Circle members a VIP newsletter three times a year.

E. Endowment Stewardship

1. This year we implemented a new Gratitude Report process. The Gratitude Reports help endowment representatives learn about their scholarship recipients. Once scholarships are awarded in the spring, students are notified that they need to complete an electronic survey. Central Development Donor Relations and Stewardship collects this information, designs the Gratitude Reports and mails the reports to the endowment representatives. We partnered with our colleagues in Central Development to ensure complete and timely completion of the steps in creating the Gratitude Reports.

2. Food and Gratitude event and the Celebrating Excellence Luncheon.
   a. Food and Gratitude (August 2020): This event, which is usually an in-person opportunity for scholarship recipients to write thank you notes to their scholarship donors while enjoying a meal, was changed into a virtual drop-in event in 2020. Students picked up their thank you card materials ahead of time and were notified of a date when they could drop-off their completed thank you cards. In return for writing thank you cards, they were mailed Chick-fil-A sandwich coupons. These thank you cards were sent to their donors with the donor’s invitation to Celebrating Excellence.

   b. Celebrating Excellence Luncheon (October 2020): The in-person luncheon did not occur due to COVID-19. We instead created a digital and interactive program that featured videos of speakers and award winners. This interactive program was emailed to donors, endowment representatives and other supporters connected with the faculty or student which has benefited from their gift. Student scholarships, study abroad awards, and faculty and staff awards were celebrated.
Overall Health of Unit

The year began with a continued focus on prospective student recruitment as well as academic advising, experiential learning, student leadership, student organizations, and FACS 2000. The SSAC also continued to focus on ways to elevate student experiences using the FACS 2025 Strategic Plan as a guide. In March 2020, the declaration of COVID-19 as a global pandemic changed the trajectory of operations for the University of Georgia, the College of Family and Consumer Sciences, and the Student Success and Advising Center. Despite the dramatic impact that COVID-19 had on the entire campus community, the Student Success and Advising Center’s student-focused mission remained at the forefront of our activities and operations in a dramatically altered campus environment.

Highlights for the Student Success and Advising Center in 2020 include an enhanced social media presence; shifting the SSAC internship experience to a hybrid/virtual model; a continued focus on prospective student recruitment; student leadership; and a successful transition to a virtual academic advising model to serve students. In the coming year, the SSAC will continue to focus on ways to elevate student experiences using the FACS 2025 Strategic Plan and the forthcoming Diversity and Inclusion Strategic Plan as guides.

Student Success and Advising Center Staff

Professional Staff
Director: Cara Simmons, Ph.D.
Assistant Director: Melissa Garber
Administrative Associate: Kassie Suggs
Academic Advisor: Anne Allen
Academic Advisor: Beverly Hull
Academic Advisor: Julie Patterson
Academic Advisor: Debra Peavler
Academic Advisor: Christie Sanders
Academic Advisor: Ahmaud Templeton

Student Staff
Student staff are an integral component of the success and day-to-day operation of the center. Their range of responsibilities include front-line management, prospective student recruitment, content creation for various communication mediums (e.g., FACS Connection newsletter and The inSTALLment), and planning events for various constituents. As a center, we understand and value the importance of providing valuable career and learning opportunities to undergraduate and graduate students. Student staff provided significant support to in-person/virtual events and how to share our story via social media. Our FACS Instagram highlights were developed by SSAC interns.

Student Assistants
Spring 2020 – April Bullard, Resean Wallace, and Kenya Wilson
Summer 2020 – April Bullard and Resean Wallace (partial)

Fall 2020 – April Bullard, Kenya Wilson, Sam D’Alba, and Jasmine Jones

**Student Interns**

Spring 2020 – Alexis Smith (Lead), Alyssa Andrews, April Bullard, Resean Wallace, Kaitlyn Godfrey, Marisa Hutchens, Joanna Eleftheriou, Erin Mason, Celeste Dawson (Impact Hours = 1240.75)

Summer 2020 – Averi Hill, Amelia Holley, April Bullard, Merryn Ruthling (Impact Hours = 503)

Fall 2020 – April Bullard (Lead), Morgan Sager, Sabrina Lotti, Tatiana Nguyen, Olivia Sawyer, Jennifer Zhu (Impact hours = 1,128)

Staff Accomplishments, Training, and Professional Development

Training and professional development is an important focus for all SSAC staff in order to advance their personal professional growth. During 2020, staff attended a virtual spring campus-wide Academic Advising Workshop; various virtual courses offered by UGA Training and Development, and other virtual webinars and conferences. The Assistant Director, Melissa Garber, participated in the Women’s Leadership Professional Development Circle sponsored by the Office of Training and Development. Dr. Simmons presented four times to internal and external audiences. Staff meetings continued to balance learning, professional development, and developing best practices for academic advising and were held in a virtual environment.
The annual SSAC staff retreat offered an opportunity for the group to reflect on the previous spring and fall semesters. Due to campus restrictions, the retreat was held virtually. Despite the altered meeting format, SSAC staff welcomed the opportunity to spend time together to discuss the impact of the changes that occurred during the spring semester and to prepare for summer orientation.

Staff Accomplishments
Several SSAC staff members received awards and accolades during 2020. Christie Sanders was selected as the FACS Advisor of the Year. Recognition was included in the Celebrating Excellence video released in the fall. Ahmaud Templeton was recognized in the Advising Oracle Newsletter for his work on developing a new advising software tool for FACS advisors. Several SSAC staff were also identified by the Career Center as individuals who contributed to the career development of recent UGA graduates. Debra Peavler completed the Academic Advising Certificate offered by Training and UGA Development.

Dr. Cara Simmons was a nominee for the FACS Alumni Association’s Creswell Award. Dr. Simmons, in collaboration with Dr. Melissa Kozak, Dr. Rob Pazdro, Dr. Beau Seagraves, and Dr. Carrie Smith were awarded $2,160 in faculty support funds for their research proposal entitled “Exploring Faculty Awareness and Knowledge of Student Support Structures.” It was one of five programs selected out of 13 applications. Kassie Suggs assumed responsibility for planning the Learn. Grow. Go. Showcase, the Step into Success Open House, and assumed a lead role with FACS student organizations.

Leadership Roles & Committee Service
Staff hold membership and leadership responsibilities in the college, across campus, and the state of Georgia. Both Dr. Simmons and Melissa Garber are members of the FACS Curriculum Committee. Dr. Simmons holds a state officer position as President-Elect of the Georgia Association of Family and Consumer Sciences. Dr. Simmons is also a member of the new Transitions Collaborative with the Office of Student Transitions in the Diversion of Student Affairs and serves as a co-organizer on the TEDxUGA Advisory Council. Additionally, she serves on the Career Center CORE group, the Embark@UGA Campus & Community Board, and the UGA Gymnastics Ten-O Board of Directors.

Dr. Simmons continues her service on the university’s Staff Grievance Committee when needed. Dr. Simmons and Melissa Garber are both members of the Office of Instruction’s Academic Advising Coordinating Council (AACC) and Melissa continued to serve as AACC Chair during the 2020-2021 academic year. Melissa serves on the AACC Advisor Awards Committee, the AACC Retention Committee, and co-chairs the AACC Orientation Committee. In addition, Melissa is also a member of the Office of the Registrar’s Graduation Clearance Officer Committee. Dr. Simmons serves as the SSAC liaison to the FACS Alumni Association Student Engagement Committee.

Melissa Garber serves as a Hearing Administrator for the Office of Student Conduct and Student Judiciary and attended specialized training in both the fall and spring. Melissa also serves as an
Academic Honesty facilitator for the Office of Academic Honesty and Student Appeals. In addition, Melissa also serves as a Title IX panelist for the Office of Student Conduct.

**Budget**
Kassie Suggs and Dr. Simmons maintained the over $37,000 combined SSAC state and UGA Foundation monies. Funds support staff professional development, student programming, Bulldog Basics, the Faculty and Student Ambassadors, promotional materials, giveaways, and prospective student recruitment. Additional funds were also allocated to the SSAC by the dean to support emerging leaders in policy, teaching, interns, and student leadership.

**Academic Advising**
Academic advising is a key component of the student experience in the College of Family and Consumer Sciences. Advisors saw increases in caseloads as enrollment in degree programs and minors continued to grow. Several FACS degree programs continued to see enrollment growth in 2020. Advising successfully shifted to virtual and electronic platforms in March 2020 in response to COVID-19.

**Advisor Caseloads**

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<th>Advisor</th>
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*Includes students with a FACS minor.  **Previous percent time was 0.75.
Advising for Undecided Students
Ahmaud Templeton continued his service as the dedicated academic advisor for students who are undecided about a FACS major. Advisees benefit from in-depth discussions about academic and career goals in order to identify possible majors. This type of focused advising allows the SSAC to continue to serve these students within FACS, while also allowing unspecified students to benefit from the services offered by the Exploratory Center. Undecided students were also encouraged to use Dawson Drop-In hours as a vehicle for addressing questions regarding specific majors.

Dawson Drop-Ins
Dawson Drop-Ins allow students to meet with an SSAC advisor to ask degree program questions, discuss a major change, inquire about FACS resources, or to address other topics that do not necessitate a formal advising appointment. Dawson Drop-Ins offers availability two days per week to allow for open drop-in hours on a designated day and for advisor-specific drop-in hours on the other. Academic advisors continued to assist students with their current degree programs and provide information about other academic programs and opportunities available to FACS students. Due to the restrictions imposed by COVID-19 in mid-March, Dawson Drop-Ins were temporarily paused during spring semester. Beginning in fall 2020, Dawson Drop-Ins were offered via Zoom and assisted 102 participants.

SAGE
The Student Advising and Guidance Expert (SAGE), continued to be used by all colleges and schools on campus in 2020. The Assistant Director attended virtual SAGE User Group meetings to help troubleshoot issues with the software. During the first two months of spring semester the SSAC began piloting the SAGE Kiosk feature, which allows students to check-in for their advising appointment from a designated computer in the SSAC. Once advising appointments shifted to virtual formats in mid-March the Kiosk feature was not able to be used. The SSAC will continue to pilot this feature when in person advising appointments are able to be conducted.

Academic Advising Surveys
Students provided feedback about their academic advising experience by completing an advising survey facilitated by the Office of Instruction. The 2020 survey was distributed using the “To Do Item” feature available in SAGE. Once the Assistant Director attaches the “To Do” to a student in SAGE, a customized email with a link to the advising survey is sent directly from the software system. Advising surveys provide valuable insight into the academic advising experience and allow the SSAC to monitor any potential issues that may be impacting FACS students. Survey results indicate that 89% of respondents were satisfied with their FACS academic advising experience.

Orientation
SSAC staff welcomed 201 students (136 first year & 65 transfer) during 2020 new student orientation sessions. Due to the impact of COVID-19 on campus operations, the summer orientation format shifted from the traditional in-person format to a virtual model. Academic
units contributed information to online orientation modules, which included the information that would be included in an academic area meeting. Once students completed their online orientation modules and a small group with their designated orientation leader, the Assistant Director contacted each student directly with instructions for academic advising. Students were able to schedule a virtual academic advising appointment to be conducted via Zoom or Microsoft Teams. In contrast to previous orientation seasons, appointment times were able to be extended because advising appointments were not limited to a one-day window. SSAC staff and interns also hosted virtual drop-in hours for new students to address any additional questions or concerns.

**Academic Status**
The majority of FACS students are classified in good academic standing. However, there is a small population who are either on scholastic probation or dismissal. Students on scholastic or continued academic probation must meet certain academic benchmarks in order to maintain enrollment eligibility. During 2020, Melissa Garber worked as part of a group of colleagues assembled by the Division of Academic Enhancement to develop a proposal for an update to UGA’s probation and dismissal framework, which will continue into 2021.

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>SP_20</th>
<th>SU_20</th>
<th>F_20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Probation</td>
<td>15</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Continued Probation</td>
<td>28</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>First Dismissal</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Second Dismissal</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>24</td>
<td>47</td>
</tr>
</tbody>
</table>

**FACS Convocation and Graduation**
Due to health and safety restrictions spring 2020 convocation and graduation ceremonies were cancelled. The University of Georgia hosted an in-person, socially distanced ceremony in Sanford Stadium for spring and summer graduates on October 16, 2020. To honor graduates, the College of Family and Consumer Sciences sent each student copies of a printed graduation program and a gift. The same was done for fall 2020 graduates.

<table>
<thead>
<tr>
<th>Honors Conferred</th>
<th>SP_20</th>
<th>SU_20</th>
<th>F_20</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Honor Graduate</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>24</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>53</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>60</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>137</td>
<td>21</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>SP_20</th>
<th>SU_20</th>
<th>F_20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total BSFCS</td>
<td>329</td>
<td>110</td>
<td>157</td>
</tr>
</tbody>
</table>
Data Reporting
The SSAC continues to maintain a centralized data storage location housed in OneDrive, allowing administrators, department heads, and designated departmental contacts convenient access to the information. The OneDrive houses the most requested types of information (e.g., enrollment, student demographics) from departments related to undergraduate and graduate enrollment. The information is updated at designated points during the semester by utilizing reports from UGA’s ARGOS Reporting System. At the end of the semester, information is updated from reports provided by the Office of Institutional Research’s FACTS & FIGURES portal.

Recruitment
Recruitment remained an important priority in 2020 with a focus on engagement improvements and new ways to connect with students. SSAC staff, led by Debra Peavler and Dr. Simmons continued efforts to promote the College of Family and Consumer Sciences across a variety of platforms. Beginning in 2020, we exhibited in person at the Georgia Association of Teachers of Family and Consumer Sciences (GATFACS), HOSA-Future Health Professionals, DECA and the Georgia Technology Student Association (GaTSA). Promotional materials including folders, prospectus sheets, major overview sheets, cups, and hand fans were used to generate interest and to better articulate and highlight the value of FACS curricular and co-curricular opportunities. These items were distributed to prospective students and guests at recruitment events throughout the beginning of 2020.

In response to COVID-19, many in-person events shifted to a virtual platform. We were able to continue our partnerships with multiple organizations and exhibit virtually at several events and conferences. As many events, including our SSAC hosted events including FACS Info Sessions,
went virtual, our focus remained on engaging students and providing information through new platforms. We were able to attend the National FCCLA conference as well as participate in FCCLA and GaTSA state conferences. This year we also increased our engagement and partnership with UGA Extension and Outreach.

The biggest shift in our recruitment efforts centered on how we engaged and had direct contact with prospective students. We no longer had a physical exhibiting space to highlight our upgraded materials. We were able to utilize PowerPoints and videos to connect with students. With our exhibiting partners shifting to virtual conferences, the SSAC was able to enjoy a larger reach, but not as much direct contact. An example of this is the GaTSA Conference. We were asked to record a presentation of our program to be made available for participants to watch. FCCLA’s national conference had the ability for us to ‘sit’ in a booth and we were able to chat with participants.

*Example of virtual booth for FCCLA conference*

Each interaction with a prospective student is an opportunity to encourage them to choose FACS. With this in mind, we prioritized the ability to truly showcase the college through individual conversations and presentations. Over the course of the year, we were able to meet with over 100 students individually, continue to hold our FACS Info Sessions and create stronger relationships with our partners. When meeting with prospective students, parents, and supporters individually, we were able to create an opportunity to connect outside of time-restricted events like Info Sessions and tabling events. As FACS Info Sessions transitioned to virtual formats, we were able to utilize our Faculty Ambassadors, Student Ambassadors and interns more frequently. The flexibility of joining a virtual meeting and speaking with students helped us connect prospective students to current students. We were also able to connect with Extension and Outreach from all regions and districts to discuss our partnership and ability to serve as a resource. In the future, we believe we will be able to continue to offer virtual experiences and host virtual meetings to offer more flexibility for prospective student visits.

Examples of presentation models utilized during 2020 are included below. After the transition to virtual formats, we utilized pdf versions of our materials and highlighted the FACS website as
a resource. A new Business and Entrepreneurship flyer was created to highlight the opportunities available to students within each FACS major.

Over the summer, we worked with the Office of Undergraduate Admissions to update and improve the information on the UGA Majors website. We continued recruitment efforts by joining the Virtual New Dawgs experiences and Virtual Majors Fair.
The shift to the virtual world proved to be very beneficial to our recruitment efforts. We were able to find new ways to connect with prospective students and reach large groups through video presentations. The versatility of meeting options gave prospective students, their parents, and supporters the opportunities to connect with FACS despite the challenging effects of COVID-19.

<table>
<thead>
<tr>
<th>Spring 2020 Recruitment Events</th>
<th>Direct Contact</th>
<th>Estimated General Event Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS Info Sessions</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>UGA New Student Welcome</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Valwood High School Group Tour</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Individual Visits/Communications</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>GATFACS Career Expo</td>
<td>35</td>
<td>350</td>
</tr>
<tr>
<td>Franklin County High School Career Fair</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>Atlanta Public School Visit Days</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>DECA Career Development Conference</td>
<td>50</td>
<td>1500</td>
</tr>
<tr>
<td>HOSA State Leadership Conference</td>
<td>150</td>
<td>3000</td>
</tr>
<tr>
<td>UNG Gainesville Heath Career Expo</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>Exploratory Center Meeting</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>GAFCCLA State Leadership Conference</td>
<td>CANCELLED</td>
<td>CANCELLED</td>
</tr>
<tr>
<td>4H College Fair</td>
<td>CANCELLED</td>
<td>CANCELLED</td>
</tr>
<tr>
<td>PAGE Future Educators Days</td>
<td>65</td>
<td>300</td>
</tr>
<tr>
<td>UGA Admissions Email</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>TSA Conference</td>
<td>30</td>
<td>200</td>
</tr>
<tr>
<td>FCCLA State Conference</td>
<td>CANCELLED</td>
<td>CANCELLED</td>
</tr>
<tr>
<td>UGA Majors Fair</td>
<td>10</td>
<td>Unknown</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>768</strong></td>
<td><strong>6,138</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2020 Recruitment Events</th>
<th>Direct Contact</th>
<th>Estimated General Event Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual FACS Info Sessions</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>New Dawgs Information Event</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FCCLA National Conference</td>
<td>150</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
<td><strong>6,007</strong></td>
</tr>
</tbody>
</table>

*The charts represent spring 2020 and summer 2020 events and estimated numbers. All fall events were virtual and submitted as presentations. Because of the presentation submissions, we do not have direct contact numbers. Direct contact numbers lower due COVID-19 and new formats in place.*
<table>
<thead>
<tr>
<th>Fall 2020 Recruitment Events</th>
<th>Estimated General Event Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual FACS Info Sessions (8)</td>
<td>8 Info Sessions-10 students registered</td>
</tr>
<tr>
<td>GA FCCLA Fall Leadership Conference</td>
<td>Virtual Presentation-LIVE</td>
</tr>
<tr>
<td>FCCLA National Fall Conference</td>
<td>Virtual Presentation-Submitted</td>
</tr>
<tr>
<td>Weekend in the Classic City</td>
<td>Virtual Presentation-LIVE</td>
</tr>
<tr>
<td>Technology Student Association (GaTSA)</td>
<td>Virtual Presentation-Submitted</td>
</tr>
<tr>
<td>Individual Visits/Tours</td>
<td>55 Individual Visits/Virtual Meetings</td>
</tr>
<tr>
<td>UGA Virtual Majors Fair</td>
<td>Virtual Presentation- LIVE</td>
</tr>
<tr>
<td>Westover Comprehensive High School Virtual Tour</td>
<td>Class of 30 students</td>
</tr>
<tr>
<td>Admissions Annual Dean’s Letter</td>
<td>Sent to over 200 Students</td>
</tr>
</tbody>
</table>

*Numbers of direct contacts/meetings recorded, submitted and live presentations do not have exact general event attendance numbers.

**Service and Outreach**

Outreach opportunities during 2020 allowed SSAC staff to enhance the profile of FACS both on and off campus through speaking to internal and external audiences on various topics. Dr. Simmons served on a panel to pitch an idea to second-year College of Education master’s students to assess How do FACS faculty, staff, and students know what we (SSAC) do?. The project was selected and continues in 2021.

**Bulldog Basics**

Bulldog Basics offers toiletry and personal care items to the UGA student community with a temporary or long-term need on the Athens campus. 2020 was a pivotal year for the sustainability and efficiency of Bulldog Basics. Spring 2020 started with four satellite campus locations that students could enter to get items anonymously and discreetly.

When UGA paused instruction for two weeks, Dr. Simmons developed a plan to continue providing items through a no-contact process. A Microsoft form was created for students to order up to five items. Orders were processed weekly with pickup after a certain time on a designated day outside Dawson Hall. This worked well for the spring semester, but would not be feasible for long-term success.

Over the summer, Bulldog Basics was fortunate to partner with two Terry College of Business Management Information Systems students to transition the Microsoft Form to an eStore. Students place an order and select their preferred pick-up location. Currently, orders are delivered to each pick-up location once a week. The new platform is user-friendly, maintains student confidentiality, and has reporting functions. Two of our three satellite locations now serve as pick-up locations. Read more about the transition here: [https://bit.ly/3bHybZo](https://bit.ly/3bHybZo).
After working with Bulldog Basics in a student staff support role, April Bullard transitioned into the role of Student Director in 2020. Bulldog Basics continued to work with Paw Print Agency for an in-depth analysis to increase program awareness. Our work with Paw Print Agency continues in 2021.

Throughout the year, Bulldog Basics received items, monetary donations, and support from many individuals and units on and off campus. In December, the UGA Athens Area Alumni Chapter hosted our first virtual donation drive through our Amazon, Target, and Wal-Mart wish list links. We received a $2,500 donation during UGA’s Beat Week. Bulldog Basics also continued to partner with the Athens Area Diaper Bank.

Due to the change of Bulldog Basics from one main process to three different processes in 2020, numbers are not included. We continue to make an impact on the university community through our student response to the new eStore. Below are some selected quotes from users:

- **Bulldog Basics is such a helpful resource to have and the process of using it is incredible.** Being able to order products online and pick them up anonymously saves any worry about judgement and really makes this resource accessible. There is so much to worry about while you’re in school and not having to worry about how you’re going to get essentials is a massive help.

- **As a graduate student with a kid, I’m always on a tight budget. Bulldog Basics has been of great help. I would tell everyone that has worked, volunteered, and donated to the program; thank you. A million times over, thank you.**

- **Thank you so much. You are helping me get by.**

**FACS 2000**

FACS 2000: Introduction to Family and Consumer Sciences continues to be an enjoyable course for new students. In 2020, we continued to offer two sections of FACS 2000 (in-person/hybrid) for fall and spring and the online FACS 2000E each semester including summer. Improvements will continue to be made from student evaluation feedback. Students feedback on the course is below:

- **Overall, I liked how in this class, there was always something different happening. Even though the class was at 8 AM and I might not have been extremely awake or ready to learn, the fact that class was never the same kept it entertaining. I am glad I was introduced to so much through this class. This is my first semester in FACS and I have been in 2 other colleges here at UGA, I wish that every college required a course exactly like this one. I also really enjoyed the student involvement panel and the career panel.**

- **Loved this class & it helped me get a better understanding of my college and the different pathways within.**
- (Instructor name removed) knows her stuff. She wants us to be involved and makes it easy for us to get information about being involved. I loved her as a professor!!!

Dr. Cara Simmons and Dr. Clair McClure, former FACS 2000 instructor and TXMI Lecturer, received the Sweaney Innovation Fund Grant for their FACS 2000 project. The project will create a unified and comprehensive e-resource with interactive elements for seamless instruction across all instructors and sections; illustrate the alignment between FACS 2000/E and other FACS departmental courses (i.e., FHCE 2100, HDFS 2100); and develop substantial dissemination of information about the Body of Knowledge (BoK) for student learning, instructive effectiveness, and accreditation documentation.

A new course, FACS 2001: Leadership in Family and Consumer Sciences, will be taught for the first time in spring 2021. It is an extension of FACS 2000 with a focus on leadership.

**Experiential Learning & Student Leadership**

*Learn. Grow. Go. Showcase*

FACS continued to increase student awareness of experiential learning and student leadership by offering the Learn. Grow. Go. Showcase. The event was again separated into two parts in 2020. Due to COVID-19 restrictions, the showcase was presented virtually. Students utilized an event playbook documenting zoom links and listing the available programs. Part I was held on September 9, 2020 and focused on FACS student organizations and opportunities. Part II was held on September 23, 2020 and focused on experiential learning opportunities including internships, the Legislative Aide Leadership Fellows Program, departmental EL opportunities, the Career Center, UGA certificate programs, and FACS Study Away opportunities.
Experiential Learning and Student Leadership opportunities were promoted by a variety of outlets including The (Virtual) inSTALLment monthly newsletter; the FACS Connection e-newsletter; and social media postings of events, other experiential learning offerings, and student leadership opportunities. The center will continue work in this area with a college-wide experiential learning infographic and website update.

**Student Success and Advising Center Internship Program**
The Student Success and Advising Center Internship Program continued to be a popular experience for undergraduate and graduate students seeking to develop career competencies or exposure to student affairs work in an academic setting. The intern curriculum was updated significantly for fall 2020 to better meet intern needs. Interns said the following about their experience:

- **The SSAC internship has been a priceless experience that has helped me to develop leadership, collaboration, and interpersonal skills that will surely guide me in my future endeavors.**

- **Being an intern for the SSAC has been one of the most cherished experiences I will have. Through this internship, I have learned about the College of Family and Consumer Sciences, how to prioritize tasks, how to utilize a variety of digital technology, and how to increase my teamwork, leadership, and communicational skills.**

**Family and Consumer Sciences Day at the Capitol**
The 2020 Family and Consumer Sciences Day at the Capitol was a successful event planned by the director and interns with 100+ attendees. Legislators were not in session, but attendees participated in pictures, capitol tours, and a luncheon with table topics to answer questions related to the important of advocating for family and consumer sciences.

**Legislative Aide Leadership Fellows Program**
After significant changes to the program in 2019, two students applied and were accepted into the program for 2020. They were placed with two local legislators at the capitol where they had an opportunity to expand their knowledge related to legislative in Georgia and assist with Family and Consumer Sciences Day at the Capitol. Five students were interviewed and offered positions for the 2021 Georgia General Assembly with Georgia legislators. We will continue to enhance this program in 2021.

**Emerging Leader in Policy**
Dr. Simmons worked with two M. Josephine Martin Emerging Leader in Policy Award Scholars in 2020, Kimberly Osborne and Dr. Taylor Newman. The purpose of the fund is to provide financial support to a FACS student who has a demonstrated interest in policy, with a preference for students interested in policy centered on health and nutrition. The funds can provide support to conferences, Educational forums, Internships within state, national government, or other agencies, and school systems. Kimberly interned with a local nonprofit organization, Family
Connection – Communities in Schools (FC-CIS) of Athens-Clarke County She developed two key documents for the organizations. First, a decision-making guide regarding COVID-19 exposures and program closures for childcare providers with an accompanying decision tree. Dr. Newman policy experience focused on professional development. She attended the American Public Health Association Virtual Annual Meeting and Expo in October supplemented by books. Her final project included an infographic focused on Food Activism in Athens, Georgia through a neoliberal lens.

**FACS SGA Senator**
Dr. Simmons worked with FACS senator Bridget Helms (fall 2020) in her Student Government Association role to serve as a voice for FACS students. This position sits on the college’s Student Leadership Advisory Council.

**Career Development**
Dr. Simmons worked closely with FACS Career Consultant Marla Ebert through 2020 to identify deeper connection and understanding of National Association of Colleges and Employers (NACE) career competencies with the SSAC Internship Program and Legislative Aide Leadership Fellows Program. Marla also joined weekly Dawson Drop-Ins to provide career assistance to FACS students. Marla also served as both a planning committee member and presenter during the annual fall FACS Leadership Retreat.

The strong partnership between the Career Center and FACS increases the career readiness of FACS students after graduation. In 2020, we collaborated to update the FACS Class of 2019 Career Outcomes sheet. Below is the breakdown of students and their status 6 months after graduation. Six months out, 97% of our students had post-graduation plans! See appendix for the complete FACS Career Outcomes for the Class of 2019.

**Of All Full-Time Employed FACS Graduates...**

- 57% obtained employment before graduation
- 88% obtained employment within 3 months of graduation
- 97% obtained employment within 6 months of graduation
FACS Ambassador Programs

Student Ambassadors
Due to COVID-19, interviews for the 2020-2021 FACS Student Ambassadors were held virtually during March and April. During spring and fall 2020, Student Ambassadors assisted with prospective student recruitment virtual meetings. During fall semester, Student Ambassadors participated in the Virtual FACS Leadership Conference. Due to the restriction of in-person events, the focus for Ambassadors turned to assisting with the development of new tour scripts and an enhanced use of social media to reach prospective students.

Faculty Ambassadors
The role of the Faculty Ambassador Program is to help increase the profile of the College of Family and Consumer Sciences by engaging prospective students, current students, and other guests. Four Faculty Ambassadors were named to assist with these efforts. Departmental representatives were Sherle Brown (FHCE), Melissa Kozak (HDFS), Clair McClure (TXMI), and Rob Pazdro (FDNS). Faculty Ambassadors participated in the annual fall FACS Leadership Retreat and with virtual prospective student events in 2020. Faculty Ambassadors meet with Dr. Simmons and the Associate Dean of Academic Programs twice an academic year to provide feedback on prospective student recruitment, current student engagement, and their role as faculty ambassadors.

Student Organizations
A focus on student organization support continued in 2020. Kassie Suggs and Dr. Simmons continued to work with the FACS Business and Finance Office on the student allocation and reimbursements process. FACS student organization executive boards were encouraged to participate in the annual fall Leadership Retreat.

Advised by Debra Peavler, the Student Association of Family and Consumer Sciences (SAFCS) continued to engage students within the college. With monthly meetings, the Executive Board worked to provide service to the community and connect students to alumni. They started the year with a Valentine’s Day Bake Sale Fundraiser as a fundraiser for an upcoming DawsonX Pageant. COVID-19 forced the cancellation of the pageant, however, SAFCS was still able to hold meetings and interviews for the 2020-2021 Executive Board in a virtual format. SAFCS finished the year by hosting a virtual Dine-In Day for state members. The group looks forward to continuing their monthly meetings and service events in the coming year.

Led by Dr. Simmons and supported by interns, the Student Leadership Advisory Council, regularly convenes college leaders by providing a reciprocal opportunity for administrators to learn more about the student experience and for students to learn more about the College. Four at-large positions were added fall 2020. Meeting topics included a FACS 2001 course discussion, social media preferences, COVID-19 check-in, a presentation from the FACS Alumni Association, and moving the council forward. Students discussed their concerns and started planning for a spring student organizations event.
Accreditation
The SSAC assisted with preparation for the college accreditation process by providing information and data to the Office of the Dean, reviewing self-study submissions, and assisting with other aspects of the process as needed. SSAC staff also participated in the Dietetics program accreditation process during the on-site visit.

Annual Fall Leadership Retreat
Dr. Cara Simmons, Alexis Morgan, Marla Ebert, Kassie Suggs, Carol Halstead, Melissa Garber, and April Bullard served on the planning committee to execute the annual fall leadership retreat, held August 29, 2020 in a virtual format. Weekly meetings were held from May to August. The annual retreat brought together students, alumni, administrators, faculty, and staff to build leadership capacity through speakers, workshops, and planning time. Over 90+ people attended the 2020 retreat.

University Mentor Program
The center continues to work with the mentor program. It is an integrated part of the SSAC Internship and the Legislative Aide Leadership Fellows Program and is included on the FACS website for increased student, faculty, and staff awareness.
Appendix

College of Family and Consumer Sciences
Class of 2019 Career Outcomes

The Career Outcomes Rate is calculated from the percentage of students who are either working, continuing their education, or not seeking employment within an average of 6 months after graduation. A Career Outcomes Rate of 92% is based on the known career outcomes of 439 of the 500 College of Family & Consumer Sciences (FACS) graduates from the Class of 2019. For more information, please visit the FACS Career Outcomes webpage or email success@uga.edu.

FACS Career Outcomes Breakdown

- Employed Full-Time 54%
- Graduate School 28%
- Internships/Postdoc/Residency 7%
- Employed Part-Time 2%
- Still Seeking 4%

73% of graduates described their overall experience with the College of Family and Consumer Sciences as EXCELLENT!

FACS Students Participate In...

- 85% Career Relevant Internships
- 71% Service Learning
- 61% Research
- 31% Study Away

*Gray represents student response of Not Applicable
*Respondents could participate in multiple opportunities

Of All Full-Time Employed FACS Graduates...

- 57% obtained employment before graduation
- 88% obtained employment within 3 months of graduation
- 97% obtained employment within 6 months of graduation

Top Destinations of 2019 FACS Graduates:

- Atlanta, GA
- Athens, GA
- New York, NY
- Charlotte, NC
- Austin, TX
- Chicago, IL
- Nashville, TN
- Dallas, TX
- San Francisco, CA
- Washington, D.C.

Top Graduate & Professional Schools Include:

- Augusta University
- University of the Arts London
- Emory University
- Appalachian State University
- Medical University of South Carolina
- The University of Georgia

Top Employers Include:

- The University of Georgia
- Clarke County School District
- Teach for America
- The Vanguard Group
- Georgia 4-H Foundation
- Spanx
- Synovus
- Teach For America
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 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 serving as a backup manager for 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 ensure classroom instruction continues. Responsible for maintaining the student computer labs, all SMART technology classrooms, presentation classrooms, software training, and instructional technology development.

- Web Development (Web Developer Principal): Responsible for the design, organization, functionality, accessibility, navigation and overall usability of the college's website. 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 website.

- SNAP-ED Web Development (Web Developer Principal): Responsible for the design, organization, functionality, accessibility, navigation and overall usability of the Snap-Ed website Foodtalk.org. Works closely with Snap-Ed team to ensure the website supports the instruction, research, and outreach initiatives that sustain the overall mission of the Snap-Ed initiative/program. Provide graphics support and act as liaisons to the College for the collection of information for the website.

- IT Professional Specialist/Associate: 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 1000 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 six 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 Specialist. Responsibilities include: Install and configure software and hardware, manage network servers and technology tools, set up accounts and user access, monitor performance and maintain systems according to requirements, troubleshoot issues and outages, ensure security through access controls, backups and firewalls, upgrade systems with security patches, upgrades and new releases, maintain web, file, and print sharing services, as well as general server maintenance. These services operate on 28 Server-Class computers running VMware VSphere, RedHat Linux, and Microsoft Windows Operating Systems.

Our production servers and network devices currently include:

VMware ESXi Host Array comprised of 7 Enterprise Servers make up the hosting array for all the virtual servers in the FACS Data-Center.

Network Firewall and Email filtering protection

More than a dozen Virtual Servers that all run within the FACS VMware ESXi Host Array providing multiple services throughout the college.

C. Student Computer Laboratory Services and Support

In previous years, the College offered a vast array of computing facilities used by students to complete assignments, analyze data, and engage with classmates for group projects or research topics of interest. Many of the courses taught within the college use these resources as a vital tool for examining current research and helping students prepare for success in the professional marketplace. This year OTIS had to realign our services to accommodate both work and study in hybrid and remote forms. To achieve this goal, we partnered with Apporto, to provide individual virtual desktop environments for Fashion and Interior Design and Advances statistical and financial analysis. Our staff made themselves available, virtually, and physically when needed, to
assist any student, faculty, or staff with one-on-one guidance in use of this new service upon request. Instructional handouts and online tutorials were available to assist faculty, staff, and students utilizing equipment and services provided by OTIS.

With the fluid and everchanging environment, OTIS continues to maintain three student computer labs and two computer cart for a total of 120 available workstations. The environment consists of one general purpose labs, two AutoCAD labs, and one combination statistics and pattern design lab. In addition, we have two portable computer carts that houses 20 laptop computers each. All computers have common software needed by university students such as Microsoft Office and Adobe Creative Cloud and specialized software needed by the College including Diet Analysis, The Food Processor, and IBM SPSS Statistics.

D. Instructional Technology Support

OTIS provides a full time instructional technologist to support faculty and graduate students. Areas of focus include, but are not limited to:

• Instructional design and development assistance, including best teaching practices appropriate for face-to-face and online instruction with respect to technology integration,

• Audio-visual equipment training and support,

• Video conferencing training and support,

• ELearning Commons training and support,

• Promotion of emerging practices, technologies, and resources with respect to teaching and learning.

Learning Environments:

OTIS is proud to support computers and audio-visual equipment in 18 classrooms and 4 computer labs located in Dawson and Barrow Halls. All are fully outfitted “digital” classrooms. These rooms contain a ceiling mounted LCD projector with a projection screen, a Dell desktop computer and monitor, BluRay player, web camera, sound system and document camera along with a touch screen panel that controls each item. Input cables on each podium are available for instructor laptops.

Some rooms and college classrooms may be reserved by contacting FACS Student Services. A list of the classrooms along with a description of resources in each room is available on the OTIS website.

Testing Services:

Student Technology Fees support the use of UGA Testing Services for Scantron grading. In addition to Scantron support, OTIS offers training and support by appointment to faculty and
graduate students who utilize the built-in quiz feature in eLearning Commons, the online course management software supported by the University of Georgia, or the university site licensed software, Respondus 4.0.

Video Recording

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 FACS YouTube page or Kaltura MediaSpace. Two video recording backpack kits are available for loan to faculty and graduate students who need more extensive video support or after hours recording. Two self-record kits containing a Razer webcam with ring light, tripod, and USB microphone are also available to faculty.

Print Services

OTIS continues to support our two Wēpa® kiosks, located across from the student lounge on the first floor of Dawson Hall and 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 our lab computers to the Wēpa® servers, then walk up to any of the kiosks to pay and print their jobs.

E. Web Administration and Development

OTIS has a web team consisting of two web developers who are responsible for the web presence of FACS and the Snap-Ed program. This includes the main FACS website, Foodtalk.org, other websites for special projects, databases that serve special purposes, and other digital communications.

F. Desktop and Peripheral Technology Support

OTIS employs one full-time IT Professional who is responsible for desktop and peripheral support throughout the College’s ten on campus buildings. These positions support more than 1000 computers (laptops and desktops) and also support a vast array of computer peripherals.

III. OTIS 2020 Accomplishments

1. Migrated remaining computers capable of updating to Windows 10 Professional.
2. Maintained infrastructure and network security during pandemic and mitigated increased number of attacks on college network resources.

3. Utilized Code42 Backup software to provide off-site and backup facilities for remote workers.

4. Further consolidated networked production file servers to reduce maintenance, security, and resources where feasible. Acquired a new Storage Area Network (SAN) device to improve storage performance and reliability.

5. Further utilized PDQ and TrendMicro Antivirus management services throughout the college to identify and mitigate potential malware issues proactively.

6. Successfully created, got approval for, and submitted the college 3-year plan for FY21 STF base funding of $120,909 for review by the University STF advisory committee.

7. Programmed and added additional enhancements in the SpiceWorks helpdesk ticketing system to improve workflow and communication between team members of OTIS during pandemic.

8. OTIS responded to and satisfactorily completed 1467 submitted helpdesk requests during 2020 and an additional ~200 that were called in or emailed to OTIS staff members directly.

9. Increased and improved security protections of our college-level systems by enhancing the automatic ransomware blocking file screens on files shares, implementing best practices and additional security on file shares by limiting access via share and NTFS permissions, implementing additional firewall rules and protections, and reconfiguring the email spam filter to improve the catching of potential virus and spam attacks.

10. Worked with EITS to PEN (Network Penetration) test the college network resources to identify and mitigate security holes. Only three computers in the college were identified with security issues and were mitigated.

11. Continued to utilize all systems/resources provided by the University that are beneficial to the College and eliminated any duplication of those systems within the College where feasible. Including the Institutional File Storage services, the Secured file storage services, the Microsoft Office 365 suite, Microsoft OneDrive, Microsoft IT Academy, Adobe software suite, SPSS software, VMWare virtualization, and other University-level services such as DLP network scanning and TrendMicro monitoring for malicious programs.
12. Continued to participate in ITMF, UGANET, EdTech, and other organizations 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 the expertise and reduce costs related to procuring new technologies by working toward joint licensing of products.

13. Continued to provide technical support and implement technical systems for multiple projects or institutes within the College. (Project VITA, Project F.R.E.E., IHDD, Aspire Clinic, SNAP-ED, Riverbend North, Charles Schwab FP Center, etc…)

14. Increased technical support and provided supervision of personnel for the SNAP-ED program. Hired and supervised SNAP-ED web developer – Adam Goodman.

15. Completed the new FACS website and all its subsites. Provided ongoing development and support for its 2,000+ pages and 100+ forms.

16. Created new sites (or made major updates) for: Better Brains for Babies (BBB), Georgia Association of Family and Consumer Sciences (GAFCS), Volunteer Income Tax Assistance (VITA), Institute of Human Development and Disability (IHDD), Historical Costume and Textiles Collection (HCTC), Student Success and Advisement Center (SSAC), Project FIND, and created many additional new individual pages.

17. Assisted with moving all classes to online learning formats during pandemic.

18. Upgraded an additional three classrooms in Dawson and Barrow Hall to new A/V equipment for teaching and outfitted them for remote learning.

IV. OTIS Goals for 2021:

1. Recommend, create, get approval for, procure, and implement the College's base Student Technology Fee projects.

2. Successfully recommend, create, get approval for, procure, and implement Student Tech Fee Supplemental funding projects (if available).

3. Continue to support faculty and staff of the College with a timely response to all service requests.

4. Maintain an atmosphere oriented toward providing a great customer service experience for all users and maintain a staff that is courteous, helpful, accessible, responsive, and knowledgeable in their dealings with all faculty, staff, and students.
5. Continue working with grant-funded programs by assisting with all technological needs of the grant project and garner cost recovery dollars to be used to supplement OTIS accounts where feasible.

6. Provide and/or facilitate informational training sessions pertaining to the use of classroom instructional technology and eLC to the faculty of the College.

7. Further utilize the OTIS website to provide more information about services, self-help, and processes while making it more easily accessible to end-users.

8. Further maximize the utilization of the AMX RMS (Remote Management System) to better maintain the classroom technology by monitoring the equipment and proactively identify and rectify any problems. Incorporating this technology into all remaining classrooms.

9. Further the knowledge of IT security standards and provide updated training to OTIS staff members regarding updated security protocols and procedures.

10. Successfully hire and integrate one additional OTIS desktop support staff member into the OTIS team to bring our desktop support staff back up to two desktop support members.

11. Better utilize the physical space available to OTIS to be more efficient by working through space management techniques in conjunction with the TMI furnishings and Interiors program in the college.

12. Identify, procure, and implement new infrastructure back-end hardware to replace older end-of-life equipment.

13. Improve the security, management, on-going maintenance, and reliability of the SNAP-ED foodtalk.org website.

College of Family and Consumer Sciences

Appendix

2020
FACS Calendar Year 2020 Stewardship Plan
Below includes the stewardship matrix for producing gift acknowledgements:

<table>
<thead>
<tr>
<th></th>
<th>Postcard</th>
<th>Signed TY Card/ Letter</th>
<th>Phone Call from Dean Fox</th>
<th>Thank You Thon Call from Ambassador</th>
<th>Listed on Website</th>
<th>*Birthday Card (i.e., Thanksgiving)</th>
<th>Seasonal Card</th>
<th>Dean’s Circle stewardship (see below)</th>
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<tr>
<td>Recurring Gifts</td>
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<td>Heritage Society</td>
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Other stewardship activities not included in the matrix:
- Gifts larger than $10,000 warranting individualized stewardship will be handled on a case-by-case basis
- All first time donors: receive a signed TY card regardless of gift amount
- “Homecoming Happies:” In October, Special delivery of FACS gift from FACS Ambassadors to all donors who work on campus (FACS faculty and staff, and faculty/staff from other colleges/units who support FACS with an annual gift). These were mailed out due to COVID-19.
- Portfolio and Endowment Representatives: Quarterly, FACS Executive Director - DAR’s portfolio AND a list of all current endowment representatives will be reviewed to determine when/what next steps of engagement. Endowment reports are sent from the central office in November. Follow up to all endowment representatives should coincide with this mailing.
Below is the Dean’s Circle correspondence stewardship plan:

<table>
<thead>
<tr>
<th>Mailing</th>
<th>Description</th>
<th>Date</th>
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<tr>
<td>VIP Newsletter</td>
<td>Include Dean’s List in mailing of spring VIP newsletter</td>
<td>April 2020*</td>
</tr>
<tr>
<td>Spring Convocation “Student Challenge” Speech</td>
<td>Mailing of the “Student Challenge” speech from Spring Convocation</td>
<td>May 2020*</td>
</tr>
<tr>
<td>VIP Newsletter</td>
<td>Include Dean’s List in mailing of fall VIP newsletter</td>
<td>August 2020*</td>
</tr>
<tr>
<td>Fall Convocation “Student Challenge” speech</td>
<td>Mailing of the “Student Challenge” speech from Fall Convocation</td>
<td>December 2020*</td>
</tr>
<tr>
<td>VIP newsletter</td>
<td>Include Dean’s List in mailing of winter VIP newsletter</td>
<td>December 2020*</td>
</tr>
</tbody>
</table>

*These correspondents were paused due to COVID-19 and they will resume in 2021.

Endowment Stewardship: This year we implemented a new gratitude report process. The Gratitude Reports serve as a form of stewardship to allow endowment representatives to learn more about their scholarship recipients. Once scholarships are awarded in the spring, students are notified to complete an electronic survey. We partnered with Central Development Donor Relations and Stewardship who collect, design, and mail out the Gratitude Reports to the endowment representatives.

There are also two events that occur in conjunction with the Gratitude Reports. These events include the Food and Gratitude drop-in events and the Celebrating Excellence Luncheon.

- **Food and Gratitude (August 2020):** This event was changed into a virtual drop-in event. Students were allowed to pick-up their thank you card materials ahead of time. They were notified of a drop-off date where they could drop-off their completed thank you cards. In return for writing thank you cards, they were mailed Chick-fil-a sandwich coupons.

- **Celebrating Excellence Luncheon (October 2020):** The physical luncheon did not occur due to COVID-19. We instead created a digital and interactive program that featured videos of speakers and award winners. This interactive program was emailed to donors, endowment representatives and other supporters connected with the faculty or student which has benefited from their gift. Student scholarships, study abroad awards, faculty awards and more were also celebrated.

Stewardship materials collected from Food and Gratitude will be compiled by fund representative and sent in a packet along with their invitation to the Celebrating Excellence Luncheon (late August 2020).
**Effective June 2020**

### PROFESSOR

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<tr>
<th>HDFS</th>
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<tbody>
<tr>
<td>Noel Card, Dept. Head</td>
<td>Elizabeth Andress</td>
<td>Brenda Cude</td>
<td>Gajanan Bhat, Dept. Head</td>
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<tr>
<td>K.A.S. Wickrama</td>
<td>Lynn Bailey, Dept. Head</td>
<td>Linda Kirk Fox, Dean</td>
<td>Patricia Hunt-Hurst, Associate Dean</td>
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<tr>
<td>Jerry Gale</td>
<td>Jung Sun Lee</td>
<td>John Grable</td>
<td>Sergiy Minko</td>
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<td>Emilie Smith</td>
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<td>Katalin Medvedev</td>
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<td>Zo Stoneman, Director, IHDD</td>
<td>Jamie Cooper</td>
<td>Lance Palmer</td>
<td>Yoo Kyoung Seock</td>
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<td>Margaret Caughy</td>
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<td>Steve Kogan</td>
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<td>Swarn Chatterjee</td>
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<td>Ted Futris</td>
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<td>Andy Carswell</td>
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<td>Liz Wieling</td>
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<td>Velma Herbert</td>
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<td>Pamela Turner</td>
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### ASSOCIATE PROFESSOR

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<td>Diane Bales</td>
<td>Silvia Giraudo</td>
<td>Diann Moorman</td>
<td>Lilia Gomez-Lanier</td>
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<td>Maria Bermudez</td>
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<td>Denise Lewis</td>
<td>Clair de La Serre</td>
<td>Kimberly Skobba</td>
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<tr>
<td>Assaf Oshri</td>
<td>Chad Paton (joint with Food Science and Technology, CAES)</td>
<td>Patryk Babiarz</td>
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<tr>
<td>Geoffrey Brown</td>
<td>Rob Pazdro</td>
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<td>Desiree Seponski</td>
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<td></td>
<td>Sina Gallo</td>
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### Assistant Professor

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<tr>
<td>Kelsea Koss</td>
<td>Caree Cotwright</td>
<td>Jerry Shannon <em>(joint with Geography)</em></td>
<td>Laura McAndrews</td>
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<tr>
<td>Hea Jin Park</td>
<td>Kenneth White</td>
<td>Kenneth White</td>
<td>Monica Sklar</td>
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<td>Sarah Henes</td>
<td>Dee Warmath</td>
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<td>Jewon Lyu</td>
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<tr>
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<td>Jermaine Durham</td>
<td>Jermaine Durham</td>
<td>Vladimir Reukov</td>
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<tr>
<td>Emily Noble</td>
<td>Yilang Peng</td>
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<tr>
<td>Gennifer Cox</td>
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<td>Joe Kindler</td>
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### Research Scientist

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### Lecturer

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<td>Jennifer George, Sr. Lecturer</td>
<td>Michael Thomas Lecturer</td>
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<td>Clair McClure Lecturer</td>
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<td>Melissa Landers-Potts, Sr. Lecturer</td>
<td>Sam Cupples</td>
<td></td>
<td>Thea Ellenberg Lecturer</td>
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<td>Melissa Kozak, Sr. Lecturer</td>
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<td>Kim Meister Rich Lecturer</td>
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### CLINICAL FACULTY, INSTRUCTOR, ASSISTANT, ASSOCIATE

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<td>Amy Kay,</td>
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<tr>
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<tr>
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<td>Barbara Grossman,</td>
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### ACADEMIC PROFESSIONAL

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### PUBLIC SERVICE ASSISTANT, ASSOCIATE, SENIOR PUBLIC SERVICE ASSOCIATE

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<td>Tracey Rackensperger</td>
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<td>Lisa Jordan</td>
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<td>SE District PDC PSO Assoc.</td>
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## DEAN’S ADMINISTRATIVE UNIT

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Administrative Manager</td>
<td>Lynn Parham</td>
</tr>
<tr>
<td>Administrative Specialist</td>
<td>Carol Halstead</td>
</tr>
<tr>
<td>Administrative Specialist</td>
<td>Janet Fowler</td>
</tr>
<tr>
<td>Grants Coordinator</td>
<td>Michael McGough</td>
</tr>
<tr>
<td>Associate Dean for Academic Programs</td>
<td>Patti Hunt-Hurst</td>
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<tr>
<td>HR Coordinator</td>
<td>Delilah Nageotte</td>
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<tr>
<td>Director of Alumni Relations</td>
<td>Alexis Randall</td>
</tr>
<tr>
<td>Director of Communications</td>
<td>Cal Powell</td>
</tr>
<tr>
<td>Director of Development</td>
<td>Tricia White</td>
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<tr>
<td>Associate Dean Extension and Outreach</td>
<td>Allisen Penn</td>
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<tr>
<td>Development Coordinator</td>
<td>Kethia Gates</td>
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<tr>
<td>Facilities Manager</td>
<td>Stephen “Joe” Nageotte</td>
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## BUSINESS AFFAIRS

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Director</td>
<td>Jenny Ramsey</td>
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<tr>
<td>Business Manager</td>
<td>Lynn Woodall</td>
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<tr>
<td>Business Analyst</td>
<td>Debbie Christopher</td>
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<tr>
<td>Accountant EFNEP</td>
<td>Vacant</td>
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<td>Accountant SNAP-Ed</td>
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<tr>
<td>Finance Manager</td>
<td>Scott Bonfield</td>
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<tr>
<td>Post-award grants</td>
<td>Jen McDonald</td>
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<tr>
<td>Analyst</td>
<td>Amy Fricks</td>
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<td>Analyst</td>
<td>Anne Marie Johnson</td>
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## STUDENT SUCCESS AND ADVISING CENTER

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Director</td>
<td>Cara Simmons</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>Debra Peavler</td>
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<tr>
<td>Assistant Director, Student Affairs Professional</td>
<td>Melissa Garber</td>
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<tr>
<td>Academic Advisor</td>
<td>Ahmaud Templeton</td>
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<tr>
<td>Administrative Associate</td>
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<tr>
<td>Academic Advisor</td>
<td>Christie Sanders</td>
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<td>Anne Allen</td>
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## OFFICE OF TECHNOLOGY AND INSTRUCTIONAL SERVICES

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Director</td>
<td>Mark Ellenberg</td>
</tr>
<tr>
<td>Systems/Network Administrator</td>
<td>Jason Stair</td>
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<tr>
<td>Programmer</td>
<td>Jimmy Hansen</td>
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<tr>
<td>Web Developer</td>
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<tr>
<td>Network Admin. Associate</td>
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<tr>
<td>IT Professional Assoc.</td>
<td>Richard Barrett</td>
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