



**Department of  
Leadership Studies**

**Annual Report**  
July 1, 2015 - June 30, 2016

## 1. Mission Statement

The primary mission of the Department of Leadership Studies is to prepare high quality individuals to assume leadership positions in education and affiliated organizations such as non-profits and governmental agencies. At the time of its formation (July 2006), the department's mission was to prepare individuals for entry level student services positions in post-secondary education (CSPA MS program), to prepare school leaders for positions of assistant principal and principal (SLMA MS program), and to prepare district level leaders for positions of superintendent and assistant superintendent (EDS program). In AY 2007-2008, the SLMA MS program's scope was broadened to prepare individuals for school-based leadership positions as curriculum administrators and program administrators for gifted/talented education and special education. Simultaneously, the MS in School Counseling was moved to the department, further strengthening the philosophy that school leadership was a collaborative endeavor that included other key professional positions. In January 2010, the mission of the department again expanded with the MS programs in Library Media and Instructional Technology moving to the department. Effective in AY2012-2013 the Educational Specialist degree was revised to provide for two tracks: a P-12 track for individuals interested in advanced study related to P-12 schools as well as leadership positions requiring a license and a post-secondary track for individuals interested in higher education administration. The mission of the department expanded again on July 1, 2015 when the PhD program in Interdisciplinary Studies returned to the department. With the return of the PhD program, the department now offers a full range of advanced degree program.

To accomplish its mission, the Department of Leadership Studies:

- Seeks to find commonalities in the leadership roles in positions typically accepted by candidates who graduate from our programs.
- Reviews all programs on an annual basis to ensure that curricular offerings and related experiences address emerging trends and meet professional standards.
- Employs a competent faculty that stays active in research, service, and teaching methodology.
- Provides financial support necessary for faculty to engage in service, research, and professional development.
- Encourages collegiality among faculty, staff, and students.
- Actively recruits students for all of its programs.

## 2. Status/Achievement of 2016 Goals

**Goal 1:** Maintain high quality programs for each degree/certificate program. (COE Goals 1-5)

### **Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 3: Provide a Learner-Focused Environment for All Students

### **Action Plans**

**1a.** Conduct annual academic audits to ensure compliance with mandatory regulatory policies of accrediting agencies and consistency with other influence bodies.

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

**Actual Results:** All licensure driven programs were reviewed by program faculty to determine compliance with licensure requirements. Actions taken include the following: 1) School counseling faculty recommended that candidates complete LEAD 6321 Research methods prior to enrolling in SCCN 6365 Assessment. This change has been reflected on advising information and implemented in practice during advising sessions. 2) School counseling program faculty continued reviewing internship and practicum requirements to ensure that these are aligned with Arkansas Department of Education established standards. Particular attention focused on the supervision requirements and field placement expectations. 3) The Library Media program revised its practicum placement to comply with new definitions of issued by the Arkansas Department of Education requiring that such practicum and internships be fully K-12 based.

**Status:**

#### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**1b.** Conduct annual audits on student learning outcomes and other student focused data such as completion and employment rates.

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

**Actual Results:** All program areas completed the first data collection for the Continuous Learning Outcomes required by UCA. Faculty are in the process of reviewing both the outcomes and the documentation required to determine if changes in process and/or curriculum are needed.

**Status:**

#### **Supporting Program Statistics**

#### **Links to Supporting Documents**

None

**1c.** Seek replacement and/or new faculty members with the competencies to contribute to at least two program areas.

**Expected Results:** Each program area will be staffed by highly competent faculty that have or are completing terminal degrees appropriate to their appointment.

**Actual Results:** The department conducted three searches during AY2015-2016: replacement faculty in school leadership and school counseling, and a new position for school counseling. One search was cancelled (school leadership). The other two searches were completed successfully. Both new faculty for the school counseling position have potential to teach in other program areas. However, given the level of staffing for school counseling, their assignments will be in that area. The school leadership position was approved for a new search in AY2016-2017.

**Status:**

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

#### **1d. Identify potential new programmatic initiatives for existing degrees.**

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

**Actual Results:** The department was represented on a college-wide committee to investigate this initiative. No definitive recommendations have emerged from the work of this committee.

The CSPA program began a review of its curriculum to determine the feasibility of providing an optional course in the non-thesis track. A new course in career advising has been developed and a request is pending to have approval to change the courses required in the non-thesis option of the program.

**Status:**

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**Goal 2:** Support appropriate faculty development experiences. (COE Goal 1)

### **Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

### **Action Plans**

**2a.** Utilize experienced faculty as mentors for less experienced faculty to help assimilate junior faculty into the department and program.

**Expected Results:** Faculty members seeking to improve their teaching will work with at least one more experienced faculty member to develop new skills. Student evaluations of teaching performance will reflect quality teaching performance.

**Actual Results:** Both new faculty members (CSPA and SCCN) were assigned departmental mentors. Mentors assisted their mentee in the following areas: understanding the mission of the department, college, and university; grasping the complexities of their particular program areas including the curriculum, student recruitment, and performing faculty responsibilities and priorities within the context of UCA. Both new faculty members were provided assistance related to scholarship development, and balancing their responsibilities for teaching, scholarship, service, and student recruitment.

**Status:**

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**2b.** Provide financial resources necessary for each faculty member to attend at least one external professional development workshop and/or conference.

**Expected Results:** Full time faculty teaching departmental courses will attend at least one fully funded conference and/or professional development program.

**Actual Results:** : Financial support for professional development comes from several sources. Approximately \$10,000 is reallocated from the departmental M&O budget to support this travel. Discretionary money that results from the summer incentive program is allocated to this initiative. Additional funds come from the professional development money reassigned from the Office the Provost. Faculty are encouraged to seek small grants from UCA sources to support their professional development. The department chair has one small contract/grant with discretionary money that is used for additional

support. The department chair does not use departmental budgeted funds for his professional travel.

**Status:**

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**2c.** Encourage faculty to engage in collaborative research endeavors as appropriate and to submit papers and manuscripts to state, regional, and national/international venues as appropriate.

**Expected Results:** Faculty members will have multiple scholarly artifacts that include joint authorship on at least one artifact. Faculty seeking tenure and/or promotion should have at least three artifacts that includes at least one peer reviewed publication.

**Actual Results:** Goal eliminated and combined with previous goal.

**Status:**

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**Goal 3:** Expand program level data information regarding diversity, retention, graduation, and employment patterns. (COE Goals 3 & 5)

### **Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 6: Promote Diversity in All Areas

### **Action Plans**

**3a.** Collect program level data on candidate diversity.

**Expected Results:** Exploratory to determine if intervention strategies are needed.

**Actual Results:** Over the last several semesters, the diversity rate of students has been 15.5%. Approximately 80% of the underrepresented groups are African-American. This rate has stayed reasonably steady regardless of enrollment trends.

**Status:**

### Supporting Program Statistics

#### Links to Supporting Documents

None

**3b.** Determine retention rates for subsequent semesters, using data from Fall Semester 2013 through Summer Semester 2016 as the basis of analysis.

**Expected Results:** Exploratory to determine if intervention strategies are needed.

**Actual Results:** Actual Results:

The department chair worked with Institutional Research to create dashboards to pull data related to retention and graduation. Using data from Fall Semester 2012 through Summer Semester 2015, retention ranges from 73.8% to 84.7% per semester.

Graduation rate for the period Fall Semester 2012 through Summer Semester 2013 was 61.8% with an additional 30 students still active, providing a potential graduation rate of 79%.

**Status:**

### Supporting Program Statistics

#### Links to Supporting Documents

[Retention Summary for ADHE Fall 2012-Spring 2015-1.xlsx](#)

**3c.** Begin follow-up studies of graduates to determine employment rates and employer satisfaction with candidates that they employ.

**Expected Results:** Exploratory to determine if intervention strategies are needed.

**Actual Results:** The ITEC program began their 10 year self-study; the report is not completed. Also, the COE designed an End of Program survey of students. Data from this survey revealed that 56.8% (79/139) of the students were employed at the time they completed the survey. No follow-up studies on satisfaction have been initiated.

**Status:**

### Supporting Program Statistics

#### Links to Supporting Documents

None

**Goal 4:** Develop medium term goals for the department regarding infusion of the PhD program and other curricular expansion possibilities. (COE Goals 1 & 4)

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

**Action Plans**

**4a.** Devote one or more faculty meetings to these topics and work with individuals and small groups as necessary.

**Expected Results:** Fuller integration of the PhD program into the departmental staffing plans and identification of programs with potential to expand their scope and service areas.

**Actual Results:** This matter has been discussed informally in terms of departmental staffing needs.

**Status:**

**Supporting Program Statistics**

**Links to Supporting Documents**

None

**3. 2017 Goals**

**Goal 1:** Maintain high quality programs for each degree/certificate program. (COE Goals 1-5)

**Related UCA Strategic Planning Goals**

**Action Plans**

**1a.** Conduct annual academic audits to ensure compliance with mandatory regulatory policies of accrediting agencies and/or consistency with other influence bodies.

**Resources:** Program faculty

**Responsible Person(s):** Program coordinators and department chair

**Projected Completion Date:** July 2017

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

**Supporting Program Statistics**



**1b.** Conduct annual audits on student learning outcomes and other student focused data such as completion and employment rates.

**Resources:** Program Faculty

**Responsible Person(s):** Program coordinators and department chair

**Projected Completion Date:** July 2017

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

#### **Supporting Program Statistics**

**1c.** Conduct annual audits on student learning outcomes and other student focused data such as completion and employment rates.

**Resources:**

**Responsible Person(s):** Program coordinators and department chairs

**Projected Completion Date:** July 2017

**Expected Results:** Program candidates are meeting expectations as established by student learning outcomes and program completion rates.

#### **Supporting Program Statistics**

**1d.** Seek replacement and/or new faculty members with the competencies to contribute to at least two program areas

**Resources:** Program faculty

**Responsible Person(s):** Program coordinators and department chairs

**Projected Completion Date:** June 2017

**Expected Results:** : Employment of a faculty that has the expertise to contribute to their primary program, and if necessary, contribute in limited ways to a second program and/or teach a course that serves more than one program area.

#### **Supporting Program Statistics**

**Goal 2:** Support appropriate faculty development experiences. (COE Goal 1)

**Related UCA Strategic Planning Goals**

**Action Plans**

**2a.** Utilize experienced faculty as mentors for less experienced faculty to help assimilate junior faculty into the department and program.

**Resources:**

**Responsible Person(s):** Program coordinators and department chair

**Projected Completion Date:** May 2017

**Expected Results:** Faculty members seeking to improve their skills as teachers, researchers, and/or service providers teaching will work with at least one experienced faculty member and/or the Center for Teaching Effectiveness to enhance identified skill sets. Student evaluations of teaching performance will reflect quality teaching performance.

**Supporting Program Statistics**

**2b.** Provide financial resources necessary for each faculty member to attend at least one external professional development workshop and/or conference.

**Resources:** Departmental budget

**Responsible Person(s):** Department chair

**Projected Completion Date:** July 2017

**Expected Results:** : Full time faculty teaching departmental courses will attend at least one fully funded conference and/or professional development program

**Supporting Program Statistics**

**2c.** Encourage faculty to engage in collaborative research endeavors as appropriate and to submit papers and manuscripts to state, regional, and national/international venues as appropriate.

**Resources:** Digital Measures

**Responsible Person(s):** Department chair

**Projected Completion Date:** August 2017

**Expected Results:** : Faculty members will have multiple scholarly artifacts that include joint authorship on at least one artifact. Faculty seeking tenure and/or promotion should have at least three artifacts that includes at least one peer reviewed publication.

**Supporting Program Statistics**

**Goal 3:** Expand program level data information regarding diversity, retention, graduation, and employment patterns. (COE Goals 3 & 5)

## **Related UCA Strategic Planning Goals**

### **Action Plans**

**3a.** Collect program level data on candidate diversity.

**Resources:** Argos reports

**Responsible Person(s):** Department chair

**Projected Completion Date:** August 2017

**Expected Results:** Exploratory to determine if intervention strategies are needed

#### **Supporting Program Statistics**

**3b.** Determine retention rates for subsequent semesters, using data from Fall Semester 2013 through Summer Semester 2016 as the basis of analysis

**Resources:** Argos reports

**Responsible Person(s):** Department chair and program coordinators

**Projected Completion Date:** August 2017

**Expected Results:** Exploratory to determine if intervention strategies are needed

#### **Supporting Program Statistics**

**3c.** Begin follow-up studies of graduates to determine employment rates and employer satisfaction with candidates that they employ.

**Resources:** Departmental data basis and COE survey data

**Responsible Person(s):** Program coordinators and department chair

**Projected Completion Date:** August 2017

**Expected Results:** Exploratory to determine if intervention strategies are needed.

#### **Supporting Program Statistics**

**Goal 4:** Develop medium term goals for the department regarding infusion of the PhD program and other curricular expansion possibilities. (COE Goals 1 & 4)

## **Related UCA Strategic Planning Goals**

### **Action Plans**

**4a.** Devote one or more faculty meetings to these topics and work with individuals and small groups as necessary.

**Resources:**

**Responsible Person(s):** Program director and Department chair

**Projected Completion Date:** June 2017

**Expected Results:** Fuller integration of the PhD program into the departmental staffing plans and identification of programs with potential to expand their scope and service areas.

#### **Supporting Program Statistics**

#### **4. Five-year Goals**

**Goal 1:** Monitor and assess delivery systems for all programs to ascertain the appropriateness for these delivery systems as positive responses to program needs.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** June 2017

**Goal 2:** Establish professional and scholarly expectations for faculty supported by adequate resources.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** June 2017

**Goal 3:** Create at least one new degree program or track within an existing degree that aligns with the mission of a department of leadership studies and will diversify the student base for the department.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** June 2019

**Goal 4:** Gain increased visibility for our programs and faculty within and outside the state.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** July 2018

**Goal 5:** Institute and maintain an effective data base on graduates.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** June 2017

**Goal 6:** Through reassignment of existing faculty, use of adjunct faculty, and new hires, develop a diverse teaching faculty for each program area.

**Related UCA Strategic Planning Goals**

**Projected Completion Date:** July 2017

## 5. Challenges

### A. Professional Level Resources (Faculty and other)

Professional level resources continue to be marginal given the number of degree programs (7) and certificate programs (8), the number of students, and the expectations for faculty engagement both internally and externally. As of July 1, 2016, the department has 7 degree programs and 12 faculty members active in the department; an average of 1.7 faculty members per degree. Three faculty members have major administrative assignments (Patricia Smith is Assistant Dean for Honors College with assigned one course per semester in the department. Rhonda McClellan is Director of the PhD program with a 50% administrative assignment, and Terry James is department chair). Given faculty reassignments and administrative roles, the department has 26 three hour course equivalents per semester including the PhD program. In the last four academic years (8 semesters), the assignment of courses to part-time/overload faculty has continued to increase. For AY2015-2016, 46% of regular 3 semester hour courses were taught by adjuncts or overload faculty assignments (45/98 course sections). This is an increase from 37.5% taught by adjuncts in AY2014-2015. In AY 2013-2014, adjuncts taught 30.5% of course sections, up from 22.5% in AY 2012-2013. This trend is projected to remain the same for AY2016-2017 with 57% of course sections taught by adjunct/overload assignments in Fall 2016.

Instruction is not the only area where resources are stretched. Advising resources are stretched. With over 400 active students each semester and the departmental practice of contacting active but not currently enrolled students for at least two follow-up semesters, the department is normally tracking approximately 500 students. The EDLP and SLMA programs track approximately 120 students and have individualized plans for most of those students. Currently one faculty handles this responsibility along with program coordination of both programs, teaching responsibilities, scholarly endeavors, and major service roles both within and outside the university. The ITEC and LIBM programs track a similar number of students, with three faculty members to assist. One faculty member is program coordinator for both programs, and the faculty conduct portfolio defenses with all potential graduates without teaching load assignments. School counseling effective Fall Semester 2016 has three faculty members with a combined one year of higher education experience. This program tracks approximately 160 students, currently done as a one course teaching load per semester by the department chair. While eventually these students will be reassigned to the faculty, this will be a major addition to the load of a very inexperienced program faculty. The PhD program director is currently advising all of those students (nearly 50 students) in addition to handling other administrative details plus a six hour teaching load.

A third area where resources are needed is coordination of practicum and internship for the program areas mentioned above. Coordination of practicum and internships are done by the program coordinators (school counseling is currently done by the department chair). Coordination of these experiences is becoming increasingly complex as ADE rules and regulations establish more conditions to these placements. Also, the numbers of students are increasing. For example, LIBM typically has 40-50 students enrolled in practicum each academic year. EDLP and SLMA approach a 100 field placements each academic year. SCCN has grown the point where it has over 100 placements per academic year. Screening is required for both candidate eligibility and field site supervisors.

A fourth challenge is lack of resources for summer terms. Given the nature of our programs, summer is essentially a third semester with approximately 30% of semester hours generated in the summer terms. However, non-direct instructional resources are essentially unavailable or done on a voluntary basis. Program coordinators are not given paid assignments for summer, and nearly five weeks exist between the end of spring semester and the beginning of summer session. This time period is critical for admission and advising. Also, summer is a critical time for program data collection and analysis, recruitment, licensure responsibilities, advising, and outreach to external constituents including the Department of Education. In many ways, summers are more hectic than the academic year.

A fifth challenge is the area of resources for professional development. The heavy use of adjuncts/part time faculty places increased pressure and time commitments on program coordinators and the department chair. Time is required in orienting and mentoring of these faculty members. The PhD program has similar issues. The program relies upon overloads from faculty campus-wide for most of the instruction, mentorship, and advisors for dissertations. This situation imposes major limitations and hurdles for that program to gain the stature that potentially exists.

Regarding challenges, perhaps the most worrisome is the cumulative effect upon faculty members. As a department that has 100 percent graduate programs, all non-adjunct departmental faculty are expected to actively engage in scholarship and professional service in their specialty areas as well as demonstrate competence as instructors and service providers to the department, college, and university. With a 3 course load assignment, most faculty have three preparations. Collectively these responsibilities result in a heavy load. Moreover, senior faculty are showing the negative effects of carrying these heavy assignments. Junior faculty need time to develop and experience success before being asked to assume major administrative roles; otherwise, they may be required to assume roles that likely will delay their development as accomplished teachers and emerging scholars and/or diminish the attractiveness of UCA.

#### B. Financial Resources

The department does not have special student fees, and prefers not to move in this direction. Student growth in programs that require off-campus supervision of practicum and internships has budget implications. Approximately \$5000 was spent in supervision during the FY2016. Additional departmental funds are expended to support the recruitment of students for the CSPA program. That program successfully recruits nationally at the two national placement exchanges with a cost of approximately \$2000. The benefit to the university is the attraction from out-of-region students, job placements of graduates nationally, and a national reputation of the program that brings benefits to UCA as an institution. Approximately 18% of the total M&O and Travel budgets is spent in the areas of supervision and student recruitment.

As a graduate level only department, there is an expectation that faculty members establish visibility and provide service in appropriate professional organizations as well as stay productive in scholarship activities. Providing support for professional development and engagement is one of the top priorities. For faculty members to engage at the desired level would cost approximately \$4000 per faculty member. There are limited ways for a department to increase discretionary funds. As such, faculty members were excited about the possibility of benefitting from the shared tuition from the UCA Online initiative when it was initially presented to the Academic Council. Unfortunately, this revenue stream is not a probability in the next few years. The department does allocate 100% of funds received via the summer incentive program to professional development; unfortunately the department received over \$4000 fewer dollars in AY2015-2016 than in AY2014-2015.

## 6. Opportunities

The next few years appear to have limited opportunities without additional revenues to enhance the visibility of the department. There is optimism that the PhD Program in Interdisciplinary Leadership Studies will provide an opportunity for faculty to engage in research projects with doctoral students interested in studying some of the significant issues in P-12 and higher education.

Over the past two years, the department has attracted several young faculty members. Hopefully conditions can be created and instituted that will allow these individuals to grow under the mentorship of our seasoned faculty members. These partnerships can provide exciting possibilities for both groups of faculty.

Another opportunity may exist given that the rapidly changing political scene in Arkansas. It is probable that new initiatives will be generated by the Arkansas Department of Education. The department has expertise to make significant contributions initiatives that may address the most significant and challenging issues facing P-12 public education.

The department is approaching the point where we have a critical mass of faculty with tenure and established/ emerging scholarly records. Recent faculty hires have added potential and capability to the department for accepting the challenges faced by our state, nation, and world and being a positive force in preparing P-20 educators/leaders as well as leaders for other organizations and agencies.

## **7. Summary**

FY 2015-2016 was a productive year for the department on several levels. With seven distinct degree programs, the easy route would be for faculty members to simply advocate for their individual program areas. However, departmental faculty continued to demonstrate the ability to work as a collaborative team. While advocating for their individual programs, they continued to pursue options to build mutual support and shared goals across departmental programs. Several faculty members teach courses that enroll students from multiple programs, and these faculty continually seek ways to make the content meaningful across these different program areas.

The department experienced enrollment growth. In fact, Leadership Studies ranked first in the university in terms of graduate majors (Fall 2015), and overall, sixth in the university in terms of majors. School counseling, library media and the combined school-district leadership programs provide a solid foundation for departmental enrollment. These programs typically provide 300 actively enrolled students each semester. The CPSA program is a full-time program face-to-face program. It continued its past history of recruiting nation-wide, attracting a diverse student population, graduating a high percentage of its students, and placing most of its graduates with a few months of graduation. Following a year when its study abroad component was placed on hold, the program took the first set of UCA students to Brazil. The PhD program graduated 9-10 students, providing a clear signal that the program is demonstrating its potential. Although the PhD program did not admit new students for AY105-2016, the program did recruit for AY2016-2017.

Faculty productivity is solid, and actually quite good given the heavy demands. Faculty are expected to recruit new students, stay visible in appropriate program specific associations, provide service to the department, college, and university, and to perform well as a teaching faculty. The quality of scholarship is improving, and should continue to improve. Faculty are willing to accept new challenges, and they respond positively to external factors that affect their individual programs and the department as a unit. The faculty are to be commended for their contributions and dedication to the department, college, university, and profession.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	4	0	4	30.77
Associate Professor	4	0	4	30.77
Assistant Professor	3	2	5	38.46
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor I	0	0	0	0.00
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	0	0	0	0.00
<b>Total</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>100.00</b>

### Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	8	0	8	61.54
Tenure-Track	3	2	5	38.46
Non-Tenure Track	0	0	0	0.00
<b>Total</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>100.00</b>

### Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	0	0	0	0.00
Associate	0	0	0	0.00
Full	11	2	13	100.00
No	0	0	0	0.00
<b>Total</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>100.00</b>

### List of New Full-Time Faculty

Cisneros, Jesus, Assistant Professor, Tenure-Track

Harless, Angela McCoy, Assistant Professor, Tenure-Track

### List of Administrative Assignments

Patricia Smith, Assistant Dean, July 1, 2014 - Present

Susan Barclay, Program Coordinator - CSPA, May 2014 - Present

Angela Harless, Assistant Professor of School Counseling/Program Coordinator, August 2015 - June 2016

Terry James, Chair, Department of Leadership Studies, February 1, 2007 - Present

Rhonda McClellan, Director, June 1, 2012 - Present

Rhonda McClellan, Director, June 1, 2012 - Present



Angela Webster Smith, Interim Associate Vice President for Institutional Diversity, October 1, 2013 - Present

**Distribution of Full-Time Faculty by Gender and Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>%</b>
American Indian or Alaska Native	0	0	0	0.00
Asian	0	0	0	0.00
Black or African American	1	0	1	7.69
Hispanic/Latino of Any Race	0	1	1	7.69
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	7	3	10	76.92
Non-Resident Alien	1	0	1	7.69
Unknown	0	0	0	0.00
<b>Total</b>	<b>9</b>	<b>4</b>	<b>13</b>	<b>100.00</b>
<b>%</b>	<b>69.23</b>	<b>30.77</b>	<b>100.00</b>	

## APPENDIX B: INSTRUCTIONAL ACTIVITIES

### SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2015	0	0	527	527
Summer II Off-Schedule 2015	0	0	4	4
Fall On-Schedule 2015	0	0	2,303	2,303
Fall Off-Schedule 2015	0	0	3	3
Spring On-Schedule 2016	0	0	2,324	2,324
Spring Off-Schedule 2016	0	0	0	0
Summer I On-Schedule 2016	0	0	598	598
Summer I Off-Schedule 2016	0	0	1,147	1,147

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2015 - June 2016	0	0	6,906	6,906
July 2014 - June 2015	0	0	6,554	6,554
July 2013 - June 2014	0	0	6,062	6,062
July 2012 - June 2013	0	0	4,797	4,797
July 2011 - June 2012	0	0	4,000	4,000

### Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2015	280	462
Spring 2016	280	213

### Total Undergraduate Program Enrollment

No data available

### Total Graduate Program Enrollment

Fall On-Schedule 2015	Enrolled
EDS-Educational Leadership	54
GC-Instructional Facilitator	0
GC-Instructional Technology-Distance Education	1
GC-Instructional Technology-Media Design &	0

Development	
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	25
MS-Instructional Technology	19
MS-Library Media and Information Technologies	115
MS-School Counseling K-12	118
MS-School Leadership, Management, and Administration	28
PHD-Leadership Studies	45
PMC-District Level Administration	3
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	2
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	3
<b>Term Total</b>	<b>413</b>

<b>EDS-Educational Leadership</b>	<b>Enrolled</b>
Fall On-Schedule 2015	54
Fall On-Schedule 2014	44
Fall On-Schedule 2013	31
Fall On-Schedule 2012	24
Fall On-Schedule 2011	14

<b>GC-Instructional Facilitator</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	2

<b>GC-Instructional Technology-Distance Education</b>	<b>Enrolled</b>
Fall On-Schedule 2015	1
Fall On-Schedule 2014	1
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>GC-Instructional Technology-Media Design &amp; Development</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	2
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>GC-Instructional Technology-Technical</b>	<b>Enrolled</b>
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**Support**

Fall On-Schedule 2015	0
Fall On-Schedule 2014	2
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

**MS-College Student Personnel Services** **Enrolled**

Fall On-Schedule 2015	25
Fall On-Schedule 2014	34
Fall On-Schedule 2013	39
Fall On-Schedule 2012	33
Fall On-Schedule 2011	38

**MS-Instructional Technology** **Enrolled**

Fall On-Schedule 2015	19
Fall On-Schedule 2014	23
Fall On-Schedule 2013	22
Fall On-Schedule 2012	22
Fall On-Schedule 2011	24

**MS-Library Media and Information Technologies** **Enrolled**

Fall On-Schedule 2015	115
Fall On-Schedule 2014	122
Fall On-Schedule 2013	113
Fall On-Schedule 2012	96
Fall On-Schedule 2011	92

**MS-School Counseling** **Enrolled**

Fall On-Schedule 2014	78
Fall On-Schedule 2013	67
Fall On-Schedule 2012	33
Fall On-Schedule 2011	22

**MS-School Counseling K-12** **Enrolled**

Fall On-Schedule 2015	118
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**MS-School Leadership, Management, and Administration** **Enrolled**

Fall On-Schedule 2015	28
Fall On-Schedule 2014	30
Fall On-Schedule 2013	25
Fall On-Schedule 2012	18
Fall On-Schedule 2011	27

**PHD-Leadership Studies** **Enrolled**

Fall On-Schedule 2015	45
Fall On-Schedule 2014	52
Fall On-Schedule 2013	45

<b>PMC-District Level Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	3
Fall On-Schedule 2014	4
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0

<b>PMC-School-Based Leadership-Adult Education Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	0
Fall On-Schedule 2013	0
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>PMC-School-Based Leadership-Building Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	2
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>PMC-School-Based Leadership-Curriculum Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	2
Fall On-Schedule 2014	0
Fall On-Schedule 2013	0
Fall On-Schedule 2012	1
Fall On-Schedule 2011	0

<b>PMC-School-Based Leadership-Gifted-Talented Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	0
Fall On-Schedule 2013	0
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>PMC-School-Based Leadership-Special Education Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	3
Fall On-Schedule 2014	1
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	1

**Total Undergraduate Program Degrees Awarded**

No data available

## Total Graduate Program Degrees Awarded

<b>August 2015</b>	<b>Degrees Awarded</b>
EDS-Educational Leadership	10
GC-Instructional Facilitator	0
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	0
MS-Instructional Technology	1
MS-Library Media and Information Technologies	20
MS-School Counseling	8
MS-School Leadership, Management, & Administration	4
PHD-Leadership Studies	0
PMC-District-Level Administration	0
PMC-School-Based Leadership-Adult Education Program Admin.	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Admin.	0
PMC-School-Based Leadership-Special Ed. Program Admin.	0
<b>Total</b>	<b>43</b>
<b>December 2015</b>	<b>Degrees Awarded</b>
EDS-Educational Leadership	6
GC-Instructional Facilitator	0
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	0
MS-Instructional Technology	7
MS-Library Media and Information Technologies	13
MS-School Counseling	12
MS-School Leadership, Management, & Administration	7
PHD-Leadership Studies	6
PMC-District-Level Administration	1
PMC-School-Based Leadership-Adult Education Program Admin.	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum	0

Administration	
PMC-School-Based	0
Leadership-Gifted-Talented Program Admin.	
PMC-School-Based Leadership-Special Ed. Program Admin.	0
<b>Total</b>	<b>52</b>

<b>April 2016</b>	<b>Degrees Awarded</b>
EDS-Educational Leadership	6
GC-Instructional Facilitator	0
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	12
MS-Instructional Technology	1
MS-Library Media and Information Technologies	14
MS-School Counseling	11
MS-School Leadership, Management, & Administration	3
PHD-Leadership Studies	2
PMC-District-Level Administration	0
PMC-School-Based Leadership-Adult Education Program Admin.	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Admin.	0
PMC-School-Based Leadership-Special Ed. Program Admin.	0
<b>Total</b>	<b>49</b>

<b>EDS-Educational Leadership</b>	<b>Degrees Awarded</b>
July 2015 - June 2016	22
July 2014 - June 2015	9
July 2013 - June 2014	10
July 2012 - June 2013	8
July 2011 - June 2012	1
<b>Total</b>	<b>50</b>

<b>GC-Instructional Facilitator</b>	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>GC-Instructional Technology-Distance Education</b>	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
July 2013 - June 2014	0

July 2012 - June 2013	0
July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**GC-Instructional Technology-Media**

<b>Design &amp; Development</b>	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**GC-Instructional Technology-Technical Support**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**MS-College Student Personnel Services**

	<b>Degrees Awarded</b>
July 2015 - June 2016	12
July 2014 - June 2015	24
July 2013 - June 2014	16
July 2012 - June 2013	17
July 2011 - June 2012	19
<b>Total</b>	<b>88</b>

**MS-Instructional Technology**

	<b>Degrees Awarded</b>
July 2015 - June 2016	9
July 2014 - June 2015	3
July 2013 - June 2014	11
July 2012 - June 2013	6
July 2011 - June 2012	9
<b>Total</b>	<b>38</b>

**MS-Library Media and Information Technologies**

	<b>Degrees Awarded</b>
July 2015 - June 2016	47
July 2014 - June 2015	50
July 2013 - June 2014	37
July 2012 - June 2013	40
July 2011 - June 2012	40
<b>Total</b>	<b>214</b>

**MS-School Counseling**

	<b>Degrees Awarded</b>
July 2015 - June 2016	31
July 2014 - June 2015	17
July 2013 - June 2014	10
July 2012 - June 2013	7
July 2011 - June 2012	9
<b>Total</b>	<b>74</b>

**MS-School Leadership, Management, &**

**Degrees Awarded**



**Administration**

July 2015 - June 2016	14
July 2014 - June 2015	9
<b>Total</b>	<b>23</b>

**MS-School Leadership, Management, and Administration**

	<b>Degrees Awarded</b>
July 2013 - June 2014	9
July 2012 - June 2013	10
July 2011 - June 2012	12
<b>Total</b>	<b>31</b>

**PHD-Leadership Studies**

	<b>Degrees Awarded</b>
July 2015 - June 2016	8
July 2014 - June 2015	2
July 2013 - June 2014	0
<b>Total</b>	<b>10</b>

**PMC-District Level Administration**

	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
<b>Total</b>	<b>0</b>

**PMC-District-Level Administration**

	<b>Degrees Awarded</b>
July 2015 - June 2016	1
July 2014 - June 2015	0
<b>Total</b>	<b>1</b>

**PMC-School-Based Leadership-Adult Education Program Adminin.**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Adult Education Program Administration**

	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Building Administration**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	1
<b>Total</b>	<b>1</b>

**PMC-School-Based Leadership-Curriculum Administration**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
July 2013 - June 2014	0
July 2012 - June 2013	0

July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Gifted-Talented Program Admin.**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Gifted-Talented Program Administration**

	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Special Ed. Program Admin.**

	<b>Degrees Awarded</b>
July 2015 - June 2016	0
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

**PMC-School-Based Leadership-Special Education Program Administration**

	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
July 2011 - June 2012	1
<b>Total</b>	<b>1</b>

**Number of Directed Individual Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Chair	6
Dissertation Committee Co-Chair	6
Dissertation Committee Member	19
Doctoral Advisory Committee Chair	1
Honors Thesis Advisor	3
Independent Research Advisor	1
Independent Study Advisor	6
Other	10
<b>Total</b>	<b>52</b>

**Number of Directed Group Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Group Research	4
Study Abroad	1
<b>Total</b>	<b>5</b>

**Number of Non-Credit Instruction Activities**

<b>Total</b>	<b>0</b>
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## APPENDIX C: SCHOLARSHIP

### Number of Artistic and Professional Performances (CFAC and Honors College only)

**Total** 0

### List of Artistic and Professional Performances (CFAC and Honors College only)

No data available

### Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Federal	0	\$0	2	\$1,344,162
State	0	\$0	3	\$68,240
Other	0	\$0	1	\$3,000
<b>Total External</b>	0	\$0	6	\$1,415,402
University of Central Arkansas	1	\$2,011	1	\$1,225

### List of Grants and Contracts

#### Under Review

McClellan, R. L., "IDC Professional Development Grant," University of Central Arkansas, \$2,010.55.

#### Funded

Frederickson, C. K. (Principal Investigator), Martin, J. C. (Co-Principal Investigator), Bland, M. W. (Co-Principal Investigator), Bunn, G. O. (Co-Principal Investigator), Yarberry, F. M. (Co-Principal Investigator), Mason, A. J. (Senior Investigator), "DUE - Noyce Teacher Scholarships," Sponsored by NSF, Federal, \$1,198,506.00. (October 1, 2014 - September 30, 2019).

Garimella, U. I. (Principal Investigator), Hu, H. (Co-Principal Investigator), "Math and Science Partnership (MSP)," Sponsored by Department of Education, Federal, \$145,656.00.

Hu, H. (Professional Development Grant), "Instructional Development Center (IDC) Grant," Sponsored by Instructional Development Center, University of Central Arkansas, \$1,225.00. (March 2016 - April 2016).

Hu, H. (Evaluator), Garimella, U. I. (Principal Investigator), "No Child Left Behind: IMPROVING TEACHER QUALITY," Sponsored by Arkansas Department of Higher Education, State, \$60,699.00. (March 1, 2016 - December 31, 2016).

James, T. L., "EAST Initiative," Sponsored by EAST Inc., State, \$6,000.00. (July 1, 2015 - June 30, 2016).

McClellan, R. L. (Principal Investigator), "Stuttgart Leadership Institute," Sponsored by Stuttgart Chamber and Phillips Community College, Other, \$3,000.00.

Webster Smith, A. (Principal Investigator), (Co-Principal Investigator), "Amigo Cup, Health Fair & Fiesta," Sponsored by Arkansas Minority Health Commission, State, \$1,541.00. (October 1, 2015 - October 31, 2015).  
 No data available

### Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Chapter	7	0	7	0
Journal Article	15	1	16	2
Other	2	2	4	0
<b>Total</b>	<b>24</b>	<b>3</b>	<b>27</b>	<b>2</b>

### Number of Submitted Publications by Type

<b>Total</b>	0	0	0	0
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### List of Publications

#### A. Peer Reviewed

##### 1. Accepted or Published

Albritton, S. L., Stacks, J. R. (2016). "Implementing a Project-Based Learning Model in a Pre-Service Leadership Program". *NCPEA-International Journal of Educational Leadership Preparation*, 11(1), 69-97.  
<http://www.ncpeapublications.org/index.php/volume-11-number-1-spring-2016>

Barclay, S. R. (2015). Turning transition into triumph: Applying Schlossberg's Transition Model to career transition. In A. Di Fabio & K. Maree (Ed.), *Exploring New Horizons in Career Counselling: Converting Challenges into Opportunities..* Rotterdam, The Netherlands: Sense Publishers.

Bell, S., Stoltz, K. B., Barclay, S. R. (2015). Heroes: Identity and adaptability in the world of work. In S. Degges & B. Colon (Eds.) (Ed.), *Expressive art interventions for school counselors..* New York, NY: Springer Publications.

Christman, D., McClellan, R. L. Traversing borderlands: Delphi studies of resiliency and gender in higher education administration. *Journal of Higher Education*, 83(5), 648-670.

Copeland, J. H. Teacher education and copyright: A focused guide to fair use and copyright compliance. *Arkansas Association of Teacher Educators*(3 (1)), 2-6.

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (2015). Answering the call to improve STEM education. *Journal of the National Association of Alternative Certification*, 10(2), 3-16.  
[http://alt-teachercert.org/JNAAC\\_Fall\\_2015\\_Final.pdf](http://alt-teachercert.org/JNAAC_Fall_2015_Final.pdf)

Dempster, D., Stoltz, K. B. (2015). Insecure parental attachment and permissiveness: Risk factors for unwanted sexual experiences among emerging adults. *The Family Journal*, 23(4), 358-367.

Gallavan, N., Webster Smith, A., Petty, B. W. M., Mercado, S. S. (2016). Establishing a comprehensive sense of place to experience success in classrooms and school through authentic leadership. In L. G. Putney & N. P. Gallacan (Ed.), *ATE Yearbook XXIV: Establishing a sense of place for all learners in 21st century classrooms and schools.* Landham, MD: Rowman & Littlefield.

- Garimella, U. I., Hu, H. (2015). In Leping Liu and David C. Gibson (Ed.), *Beginner Robotics for STEM: Positive Effects on Middle School Teachers* (pp. 61-68). Waynesville, NC: Association for the Advancement of Computing in Education.  
[http://www.editlib.org/p/151871/\[editlib.org\]](http://www.editlib.org/p/151871/[editlib.org])
- Gaube', J. \*, Kern, R. M., Stoltz, K. B. (2015). Psychometric Properties of the BASIS-A: Lithuanian Version. *University of Texas Press*, 71(3), 290-309.  
<http://utpress.utexas.edu/index.php/journals/journal-of-individual-psychology>
- Hu, H., Garimella, U. I. (2016). *Code K-5: Teachers' Learning about Computer Programming from a Professional Development* (pp. 99-104). Chesapeake, VA: Society for Information Technology & Teacher Education International Conference (SITE) 2016:1.  
<https://www.learntechlib.org/p/172307/jgj/>
- Huffman, S. P. (2016). The Missing link: The lack of citations and copyright notices in multimedia presentations. In Magrino, W., Goeller, M., & Reda, N. (Ed.), *Effective Business and Professional Writing: From Problem to Proposal* (3rd ed., pp. 115-123). Dubuque, IA: Kendall Hunt Publishing.
- Huffman, S. P. (2015). SIMPLE Guidelines for Using Social Networking Tools in K-12 Education. *The Education Digest*, 80(3), 48-54. [www.eddigest.com](http://www.eddigest.com)
- Mazahreh, L. G., Stoltz, K. B., Turnage-Butterbaugh, I.\* (in press). Cultural Variables and Factor Analysis of BASIS-A Using a Jordanian Sample. *To appear in University of Texas Press*, 30. <http://utpress.utexas.edu/index.php/journals/journal-of-individual-psychology>
- McClellan, R. L., Hyle, A. E. Experiential learning: Dissolving classroom and research borders. *Journal of Experiential Learning*, 35(1), 238-252.
- McClellan, R. L. (2015). Transitions of identity and expertise: Pathways of the assistant principal. *Journal of School Leadership*, 25(4).
- Ott, M., Cisneros, J. (2015). Understanding the changing faculty workforce in higher education: A comparison of full-time non-tenure track and tenure line experiences. In Gustavo Enrique Fischman, Gene V. Glass (Ed.), *no* (95th ed., vol. 23). Phoenix, Arizona: Education Policy Analysis Archives. [epaa.asu.edu/ojs/article/view/1934](http://epaa.asu.edu/ojs/article/view/1934)
- Scott, R. I., Smith, P. J. Demography of Honors: The National Landscape of Honors Education. *Journal of the National Collegiate Honors Council*, 17(1), 73-91.
- Smith, P. J., Scott, R. I. (2016). Growth and Evolution of Collegiate Honors Education in the United States. In Katherine O'Flaherty and Robert W. Glover (Ed.), *Present Success and Future Challenges in Honors Education* (vol. 1). Lanham, Maryland: Rowman and Littlefield Publishers, Inc..
- Smith, P. J., Mrozek, L. J. (2016). Evaluating the Application of Program Outcomes to Study Abroad Experiences. *To appear in Honors In Practice*, 12, 9-32.  
<http://digitalcommons.unl.edu/natlcollhonors/>
- Stoltz, K. B., Haas, K. L. (in press). Mental health or career counseling: A forced choice? No need! *To appear in Career Planning and Adult Development Journal*.  
<http://www.careernetwork.org/Membership.cfm>
- Wake, D. G., Bunn, G. O. (2016). Teacher Candidate Dispositions: Perspectives of Professional Expectations. *The Teacher Educator*, 51(1), 33-54.

Wake, D. G., Bunn, G. O. (2015). Online Learning for the Left-Behind Generation. *Journal of the Southeastern Regional Association of Teacher Educators*, 24(2).  
 apbrwww5.apsu.edu/SRATE/JournalEditions/242/pdf/Wake.pdf

Webster Smith, A. (2015). Racial Identity. In Sherwood Thompson (Ed.), *Encyclopedia of Social Justice*. Lanham, MARYLAND: Rowman & Littlefield.

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

Hu, H. (2015). Teaching Philosophy: The East Meets the West. *UCA*.

Smith, P. J. (2016). It is not failure until you give up! In Vicki Parish (Ed.), *Teaching Matters @ UCA* (pp. 1). Conway, AR: Center for Teaching Excellence.  
<https://teachingmattersatuca.wordpress.com/2016/02/11/it-is-not-failure-until-you-give-up/>

Staley, T. C., Gillaspay, A., Hubbard, B. M., Anderson, D. L., Powers, E., Howard, J. Y., Bramlett, R. K., McClellan, R. L., Rainey, J. L., Monticelli, T. (2015). *ATSC Quarterly Report*.

2. Submitted

No data available

**Number of Presentations by Scope**

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	4	0	4	0	0	0
State	8	2	2	3	1	1
Regional	1	0	0	0	1	0
National	20	1	0	16	3	3
International	14	2	2	9	1	3
Unknown	9	0	0	1	8	7
<b>Total</b>	<b>56</b>	<b>5</b>	<b>8</b>	<b>29</b>	<b>14</b>	<b>14</b>

**List of Presentations**

A. Peer Reviewed

Albritton, S. L., Stacks, J. R., (Aug. 2015). *A Pre-service Leadership Program Experiments with the Project-Based Learning Model: Analysis of the Process, Products, and the Challenges the Instructors and Students Encountered*. Paper Session presented at NCPEA Summer 2015 Conference, National Council of Professors of Educational Administration, Washington, DC.

Albritton, S. L. (Aug. 2015). *Arkansas' Adoption of a Statewide Teacher Evaluation System: A Proposal to Begin the Research*. Roundtable presented at NCPEA Summer 2015 Conference, National Council of Professors of Educational Administration, Washington, DC.

- Barclay, S. R. (Nov. 2015). *Schlossberg's Career Transition Theory with a Twist: Turning Transition into Triumph*. Other, CEUonestop, <https://ceuonestop.com/wp/home/webinars/recordings/>.
- Barclay, S. R., Haas, K. L., Brown, L.\*. *Equipping School Counselors to Prepare College-Ready Student*. Workshop presented at Arkansas Counseling Association, Hot Springs, AR.
- Barclay, S. R. (2015). *Schlossberg with a Twist: Turning Transitions into Triumph*. Roundtable presented at Annual Conference, National Career Development Association (NCDA), Denver, CO.
- Barnes, D. L., James, T. L., Atkins, K. R. (Feb. 2016). *Accountability in teacher education: Improving the writing skills of teacher education candidates*. Paper Session presented at Association of Teacher Educators 2016 Annual Meeting, Association of Teacher Educators, Chicago, IL.
- Bell, S.\*, Stoltz, K. B. (Oct. 2015). *Using career narratives as a transitioning tool for doctoral students in counselor education*. Seminar presented at Association of Counselor Education and Supervision., Philadelphia, PA.
- Bunn, G. O., Wake, D. G. (Feb. 2016). *Professional expectations: Teacher candidate dispositions*. Paper Session presented at American Association of Colleges for Teacher Education (AACTE) 88th Annual Meeting, Las Vegas, NV.
- Cisneros, J. (2016). *Undocuqueer: Sociopolitical identity at the margins of LGBTQ and undocumented*. Panel presented at Coalition for Critical Qualitative Inquiry conference, Champaign, IL.
- Cisneros, J. (Apr. 2016). *Undocuqueer: Making meaning at the intersection of gender, sexuality and immigration status*. Roundtable presented at American Education Research Association, Washington, D.C.
- Cisneros, J., Anguiano, C., Gomez, C., Gutierrez Najera, L., Otoo, M., Rivas-Triana, M., Seif, H. (Apr. 2016). *Unpacking the experiences of undocumented students of color: Addressing theory and activism in higher education frontlines*. Panel accepted for the. Panel presented at Duke University Race Workshop Conference on Higher Learning: Race in Post Secondary Education conference, Durham, NC.
- Cisneros, J., Cadenas, G., Spanierman, L. B., Todd, N. (Nov. 2015). *Examining the effects of DREAMzone: An educational intervention to reduce prejudice toward undocumented immigrants*. Paper Session presented at Association for the Study of Higher Education, Denver, CO.
- Cisneros, J., Flowers, A. M. (Nov. 2015). *Undocuqueer: Interacting and working within the intersection of sexuality and immigration status*. Paper Session presented at Association for the Study of Higher Education, Denver, CO.
- Gallavan, N., Huffman, S. P. (Feb. 2016). *Taking academic selfies: Realizing the presence and power of defining moments in our lives*. Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.
- Gallavan, N., Webster Smith, A., Petty, B.\*, Mercado, S.\*. (Feb. 2016). *Developing authentic leadership to establish a comprehensive sense of place in today's classrooms*. Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

- Garimella, U. I., Hu, H. (Mar. 2016). *Code K5: Teachers' Learning about Computer Programming from a Professional Development*. Paper Session presented at Society for Information Technology and Teacher Education International Conference, Savannah GA.
- Harless, A. M. *What Arkansas School Counselors Want and Need*. Paper Session presented at ArSCA/ADE School Counselor Conference -2016, ArSCA, Hot Springs Convention Center.
- Hu, H., Oslick, M. E., Wake, D. G. (Apr. 2016). *Web 2.0 Technologies as Engagement Tools for Teaching Diverse Struggling Readers*. Roundtable presented at American Educational Research Association (AERA) International Conference., Washington, DC.
- Hu, H. (Nov. 2015). *Web-Based Teaching & Learning: Distance Education Experiences Using Google Apps*. presented at AppsEvents: Arkansas Summit Featuring Google for Education., Conway, AR.
- McClellan, R. L., Ivory, G., Hyle, A. *Recognizing personal resources necessary for superintendent leader expertise development*. Paper Session presented at American Education Research Association, San Francisco.
- Oslick, M. E., Hu, H. (2015). *Using Web 2.0 Tools to Support Teachers of Struggling Readers*. Paper Session presented at International Reading Association Annual Conference, St. Louis, MO.
- Smith, P. J., Scott, R. I. (Nov. 2015). *Best Honors Administrative Practices: Developing a Coherent Curriculum*. Paper Session presented at National Collegiate Honors Council, Chicago, IL.
- Smith, P. J., Rolland, A. \*. (Mar. 2016). *Partnerships to Meet the Mental Health Needs of Honors Students*. Paper Session presented at ACPA: College Student Educators International, Montreal, Canada.
- Smith, P. J., Cognard-Black, A. J. (Nov. 2015). *Who Gets Invited and How Do We Decide? New Results from the NCHC 2014 Admissions, Retention, and Completion Survey*. Paper Session presented at National Collegiate Honors Council, Chicago, IL.
- Smith, P. J., Rolland, A. \*. (Nov. 2015). *Mental Illness and Substance Abuse in Honors Students*. Paper Session presented at National Collegiate Honors Council, Chicago, IL.
- Smith, P. J., Scott, R. I. (Nov. 2015). *Comparing and Contrasting NCHC Member Schools with Non-Member Schools*. Paper Session presented at National Collegiate Honors Council, Chicago, IL.
- Smith, P. J., Lea, C. R., Thomas, A. D. (Oct. 2015). *Campus Partnerships to Meet Student Mental Health Needs*. Paper Session presented at Partners for Student Success Conference, Arkansas College Testing Association (ACTA), Arkansas College Health Association (ArCHA), Arkansas Association on Higher Education and Disability (Ark-AHEAD), Arkansas Student Affairs Association (ArSAA), and Arkansas Academic Advising Network (ArkAAN), Hot Springs, AR.
- Stoltz, K. B. (Nov. 2015). *Life Designing for Career Wellness: A Holistic Perspective*. Workshop presented at Mississippi Counseling Association Annual Conference, Mississippi Counseling Association, Biloxi, MS.
- Stoltz, K. B. (Nov. 2015). *Incorporating wellness into career counseling: Getting at identity, meaning, and adaptability*. Colloquium presented at University of Laussane, Career Counseling Symposium, University of Lausanne, Switzerland, Lausanne, Switzerland.



Stoltz, K. B., Harless, A. M. (2016). *Identity Crisis and the Work Life Task: High School & Beyond*. Seminar presented at NASAP 2016 Conference, North American Society of Adlerian Psychology, Bloomington, MN.

Stoltz, K. B., Rochat, S.\*. (2015). *Helping clients develop career concern with Motivational Interviewing and career narratives*. Paper Session presented at National Career Development Association Annual Conference, Denver, CO.

Whittingham, J. L., Rickman, W. A. (Apr. 2016). *A study of the attitudes of pre-service school librarians toward the stonewall award*. Paper Session presented at Annual Meeting of the American Educational Research Association, Washington, DC.

Whittingham, J. L., Rickman, W. A. (Nov. 2015). *The Stonewall Award: A Study of the Attitudes of Pre-Service Librarians*. Seminar presented at National Council of Teachers of English Annual Conference, National Council of Teachers of English, Minneapolis, MN.

Whittingham, J. L., Rickman, W. A. (Nov. 2015). *The Attitudes of Pre-Service Librarians Towards the Stonewall Award*. Poster Session presented at National Council of Teachers of English Annual Conference, National Council of Teachers of English, Minneapolis, MN.

#### B. Non-Peer Reviewed

Albritton, S. L., Stacks, J. R. "A Study of Teachers' Perceptions: A New State Supervision System and Trust in the Principal". Paper Session presented at 2016 NCPEA Annual conference, NCPEA, Detroit, MI.

Argue, S.\*, Lane, E.\*, Brantley, S.\*. (2015). *Qualitative Report*. presented at Arkansas Tobacco Settlement Commission, Arkansas Tobacco Settlement Commission, Little Rock, AR.

Argue, S.\*. (2015). *High-achieving women in public leadership*. presented at International Leadership Association, International Leadership Association, Barcelona, Spain.

Atkinson, T., (2015). *Entrepreneurs and positive psychology*. presented at International Leadership Association, International Leadership Association, Barcelona, Spain.

Barclay, S. R. (2016). *U.S. study abroad Opportunities: Creating Excellence in Student Affairs*. Seminar presented at II Congresso Internacional, grupo UNIS, Varginha, Brazil.

Cisneros, J. (Oct. 2015). *Working for and with communities*. Seminar presented at AERA Division G, American Educational Research Association, Arizona State University.

Copeland, J. H. (Sept. 2015). *Copyright Issues and Response to Copyright Issue and Questions Submitted by ADE PD Team to Kevin Beaumont*. Seminar presented at Arkansas Department of Education Professional Development seminar, Arkansas Department of Education, Plumerville AR.

Copeland, J. H. (Mar. 2016). *Copyright Essentials: The Do's and Don't's of Copyright for Students*. Paper Session presented at UCA KPED 2300 Class Session on Copyright, UCA.

Frederickson, C. K., Alumbaugh, A. D., Martin, J. H., Bunn, G. O., Bland, M. W., Yarberry, F. M., Mason, A. J. (Oct. 2015). *The UCA Noyce Program Two Programs in One*. Poster Session presented at Midwest Regional Robert Noyce Connections Integrating STEM: Grounding STEM Learning for All, Midwest Regional Robert Noyce Connections, Omaha, NE.

- Frederickson, C. K., Alumbaugh, A. D., Martin, J. H., Bunn, G. O., Bland, M. W., Yarberry, F. M., Mason, A. J. (Oct. 2015). *LA's in the UCA Noyce Program*. Poster Session presented at 2015 Colorado Learning Assistant Workshop, Learning Assistant Alliance, University of Colorado, Boulder, CO.
- Gallavan, N., (Mar. 2016). *Immigration & Social Justice*. Seminar presented at COE Professional Development Workshops, University of Central Arkansas, Conway, AR.
- Gallavan, N., Webster Smith, A. (Feb. 2016). *Barnaga*. Workshop presented at Second Annual Students of Success Symposium: Diversity, Dyslexia, and Differentiation, University of Central Arkansas, Conway, AR.
- Huffman, S. P. (Apr. 2016). *The digital divide revisited*. Paper Session presented at Arkansas Association of Instructional Media, Rogers, AR.
- Lane, E.\* , Boles, J.\* , Argue, S.\* , , (2015). *Well-meaning and well-being in the Arkansas Delta*. presented at Arkansas Delta Health Conference, Arkansas State University, Jonesboro, AR.
- McClellan, R. L. (2015). *Leader Development and Personal Resources*. presented at Arkansas Community College Association, Leadership Institute, Harrison, AR.
- McClellan, R. L. (2015). *National doctoral leadership directors: Surveying progress*. presented at International Leadership Association, International Leadership Association, Barcelona, Spain.
- McClellan, R. L. (2015). *Leadership Program Development.*, Cooley College, Kansas.
- McClellan, R. L. (2015). *Rhonda McClellan and the Interdisciplinary PhD in Leadership Program.*, Rotary Club, Conway.
- Shelly, A., Jamie, S., (Aug. 2015). *A Pre-Service Leadership Program Experiments with the Project-Based Learning Model: Analysis of the Process, Products, and the Challenges the Instructors and Students Encountered*. Paper Session presented at 69th NCPEA Annual Conference, National Council of Professors of Educational Administration, Washington, DC.
- Smith, P. J., Scott, R. I. (2016). *Future of Research within Honors Education*. Paper Session presented at National Collegiate Honors Council Research Forum, NCHC, Wayne State University Detroit, MI.
- Stacks, J. R. (Oct. 2015). *Global Social Justice in Education: What Factors Influence Superintendents to Challenge the Status Quo?* Roundtable presented at ILA - 17th Annual Global Conference, International Leadership Association, Barcelona, Spain.
- Wake, D. G., Bunn, G. O. (Aug. 2015). *Benefits and Techniques of Effective Questioning*. Workshop presented at Mayflower High School Opening Workshop, Mayflower School District, Mayflower AR.

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	7
Seminar	1
Workshop	6
Other	12
<b>Total</b>	<b>26</b>

### List of Awards and Honors

Copeland, Judd Harris ArLA President Service Aard, Arkansas Library Association, State.  
(January 15, 2016).

Webster Smith, Angela Latino Education Outreach of the Year Award, League of United Latin  
American Citizens Council, Local. (October 24, 2015).

Copeland, Judd Harris UCA Faculty Excellence in Teaching Nomination, UCA, University.  
(January 12, 2016).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Fundraising	1
Other	7
Unknown	1
<b>Total</b>	<b>9</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	4	30	34
College	11	25	36
University	10	39	49
<b>Total</b>	<b>54</b>	<b>94</b>	<b>148</b>

\* Includes Committee Chair, Event Coordinator, Parliamentarian, Program Director, President, Vice-President, Secretary, Session Chair, and Workshop Organizer

### Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	34	34
<b>Total</b>	<b>0</b>	<b>34</b>	<b>34</b>

\* Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and Sponsor

### Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Chair/Co-Chair/Leader	0	3	0	1	2	6
Editor	0	1	0	2	8	11
Member	0	6	1	8	2	17
Officer (Not President)	0	3	0	0	0	3
President	0	2	0	0	0	2
Reviewer	0	1	0	5	5	11
Other	0	4	0	1	2	7
<b>Total</b>	<b>0</b>	<b>20</b>	<b>1</b>	<b>17</b>	<b>19</b>	<b>57</b>

### Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	1	0	0	0	0	1
Chair	1	0	0	0	0	1
Coordinator/Organizer	0	1	0	0	0	1
Member	1	0	0	0	0	1
Officer (Not President)	1	0	0	0	0	1
Other	2	0	0	0	0	2
<b>Total</b>	<b>0</b>	<b>20</b>	<b>1</b>	<b>17</b>	<b>19</b>	<b>57</b>