



**Department of  
Leadership Studies**

**Annual Report**  
July 1, 2014 - June 30, 2015

## 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.

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 2015 Goals

**Goal 1:** Maintain high quality programs for each degree/certificate program.

### **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) The PMC for district administration added one course based upon feedback from field

professionals and after reviewing Arkansas Department of Education requirements for students seeking licensure directly from ADE. 2) The school counseling program faculty began reviewing internship and practicum requirements to ensure alignment with Arkansas Department of Education standards. Particular attention focused on the supervision requirements and field placement expectations.

**Status:** Ongoing

### **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:** 1b. Licensure driven programs collected and analyzed data from key performance indicators. Coordinators and program faculty members reviewed the data to determine if curricular changes or other practices needed changes. (See 1a above.)

**Status:** Ongoing

### **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:** 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 conducted searches for three replacement faculty members. One search was cancelled (school leadership). The other two searches were successful. The new assistant professor for CSPA will teach primarily in that program, but

has the potential in future years to assume shared responsibility for teaching research courses and higher education courses. The new assistant professor for school counseling will retain primary responsibilities in that area, but has the potential to teach specialized courses for students seeking advanced study through the EdS program, should that program expand to offer a concentration in advanced school counseling or a related area.

**Status:** Ongoing

### **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 Educational Specialist program now has a track in higher education. One student has enrolled. If additional faculty resources can be secured, then students can be recruited more aggressively for this program concentration.

**Status:** Ongoing

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**Goal 2:** Support appropriate faculty development experiences.

### **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 on effective teaching strategies for teaching online courses.

**Expected Results:** Faculty members seeking to improve their online teaching will work with at least one more experienced faculty member to develop new skills.

**Actual Results:** 1) The Department held two faculty meetings that focused on sharing online teaching methodologies with each other. 2) Ms. Jamie Stacks, hired as a one-year replacement, was mentored by Dr. Shelly Albritton, her program coordinator. This mentoring covered all aspects of the position: teaching, exposure to ADE personnel, research, and service. 3) Dr. Patricia Smith, hired as a tenure-track faculty member, previously taught as an adjunct, was mentored by the Dr. Susan Barclay, program coordinator. Dr. Smith was more fully integrated into the program. 4) Dr. Helen Hu, ITEC Assistant Professor, conducted a training workshop on Blackboard/Collaborate for several adjunct faculty members as well as for regular faculty members that chose to attend. 5) Dr. Kevin Stoltz mentored and collaborated with Dr. Karen Haas on a research project to assist Dr. Haas in increasing her scholarly productivity. 6) Program coordinators (Albritton, Barclay, Haas, and Huffman) worked with adjunct faculty members to ensure their understanding of curriculum goals and student outcomes for the courses being taught. 7) Dr. Rhonda McClellan in her capacity as Director of the Interdisciplinary PhD program and assistant to the Dean of COE sponsored several initiatives to assist COE faculty members with their scholarly productivity.

**Status:** Completed

#### **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:** All full-time faculty members were fully funded to attend at least one professional conference.

**Status:** Completed

#### **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:** One faculty member (Rickman) was eligible for tenure and promotion to associate professor and two faculty members (Albritton and McClellan) were eligible for promotion to professor. All three candidates were successful. One faculty member (Barclay) completed successfully her mid-tenure review. All faculty members had one or more contributions to the scholarly agenda of the department.

**Status:** Completed

#### **Supporting Program Statistics**

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

None

**Goal 3:** Expand program level data information regarding diversity and retention/graduation patterns.

#### **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:** Diversity data, using data provided by Institutional Research, were collected for the time period of Fall Semester 2012 through Spring Semester 2014 (5 semesters). The Department enrolled 317 students. Using the IR categories of race (self-reported by students), 22.6% (N=70) students reported being a member of a group other than White-Non Hispanic, with Black having the largest representation (N=54). With regard to Gender, 280 students listed Female, 36 students listed male, and one student listed Other.

**Status:** Ongoing

## Supporting Program Statistics

### Links to Supporting Documents

None

**3b.** Conduct degree audits to determine average number of semesters from admission to program completion. (Goal modified to use data from Fall Semester 2012 admission to determine program completion rate.)

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

**Actual Results:** With regard to graduation, data analysis from students admitted in Fall Semester 2012 revealed the following (departmental-wide analysis rather than program specific): 56 new students were admitted; 34 student graduated by May 2014, one student graduated in May 2015, and 3 other students were expected to graduate by August 2015 for a 67.9% graduation rate within 3 years. Three students appear to be on-track for graduation within the next year. One student transferred after one year, one student left because of major health issues, one student left to assist with a family business, and at least 4 students either did not enroll or chose not to stay active. For several students, records are not clear as to their completion status although a few appear to have completed a licensure program.

**Status:** Ongoing

## Supporting Program Statistics

### Links to Supporting Documents

None

**3c.** Determine retention rates for subsequent semesters, using summer and fall semester 2014 enrollments for base data. (Goal modified to use data from Fall Semester 2013 as the basis of analysis.)

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

**Actual Results:** With regard to retention, the department chair worked with Institutional Research to develop an appropriate data base that could be managed at the departmental level. While helpful, this data base needs additional refinement. However, this data base allowed for an initial analysis of retention. An analysis was conducted for students that enrolled in Fall Semester 2013 (N=101). For Spring Semester 2014, 89/101 (88%) returned; of the 12 students that did not return, 9 did not return for any subsequent

semester. Data for subsequent semesters is adjusted for students that became inactive. Students are considered inactive if they do not enroll for two semesters. If they enroll at a later date, they are considered to be active. Percentages are calculated on the adjusted number of active students. For Summer Semester 2014, 70 of the 92 active students enrolled (76%). Ten (10) students did not return for either summer or fall semester or any subsequent semester lowering the number of active students to 82. Of these 82 active students, 80 (97.6%) returned for Fall Semester 2014 and 72 (87.8.7%) returned for Spring Semester 2015. Twenty-nine (29) students graduated in May 2015; one transferred to another department, and one transferred to another institution. Of the 51 students that were eligible to enroll for 2015 summer terms, 35 (68.6%) did enroll. Nine (9) students were scheduled to graduate in August 2015. In two years, 38 of 82 active students graduated (46.3.7%), including 100% (N=18) of the full-time College Student Personnel Services and Administration students. The other 20 graduates were part time students that completed their programs in the minimal amount of time. Thirty-four of 42 (81%) of the remaining students enrolled for Fall Semester 2015. Several of the non-enrolled students appear to be working on incomplete grades and/or may return at a later date. It should be noted that with the exception of the full-time CSPA students, other students are typically employed in full-time professional positions.

**Status:** Ongoing

### **Supporting Program Statistics**

### **Links to Supporting Documents**

None

**Goal 4:** Develop medium term goals for the department.

#### **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.** Focused faculty meetings devoted to brainstorming and responses to potential scenarios.

**Expected Results:** Potential responses to different scenarios that might emerge in the next 2-4 years.

**Actual Results:** Based upon a report to Academic Council by the Provost that departments and programs heavily invested in online learning would receive a % of tuition generated by those programs, the department did a brainstorming activity with three different levels of funding to identify potential uses of this money. The preferred



uses of these monies included funding for promoting student research, professional development for faculty that did not require or give priority to conference presentations, supporting student attendance at professional conferences, and upgrading present facilities.

**Status:** Not Completed (No Longer Ongoing)

#### **Supporting Program Statistics**

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

None

### **3. 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.

**Resources:** Program faculty

**Responsible Person(s):** Chair and Program Coordinators

**Projected Completion Date:** June 2016

**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):** Chair and Program Coordinators

**Projected Completion Date:** June 2016

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

**Resources:** Program faculty

**Responsible Person(s):** Chair and Program Coordinators

**Projected Completion Date:** June 2016

**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**

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

**Resources:** Program faculty

**Responsible Person(s):** Chair and Program Coordinators

**Projected Completion Date:** June 2016

**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**

**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.

**Resources:**

**Responsible Person(s):** Chair, Tenured faculty

**Projected Completion Date:** June 2016

**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.

**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:**

**Responsible Person(s):** Chair, Tenured faculty

**Projected Completion Date:** June 2016

**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:**

**Responsible Person(s):** Chair, Tenured faculty

**Projected Completion Date:** June 2016

**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**

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.

**Resources:** IR data bases; departmental data bases

**Responsible Person(s):** Program Coordinators

**Projected Completion Date:** August 2016

**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:** IR data bases; departmental data bases

**Responsible Person(s):** Program Coordinators

**Projected Completion Date:** August 2016

**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:** IR data bases; departmental data bases

**Responsible Person(s):** Program Coordinators

**Projected Completion Date:** August 2016

**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**

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.

**Resources:**

**Responsible Person(s):** Chair, Program Leaders, and faculty

**Projected Completion Date:** June 2016

**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**

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

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

**Projected Completion Date:** June 2017

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

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

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

**Projected Completion Date:** June 2016

**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**

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

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

Goal 6: Promote Diversity in All Areas

**Projected Completion Date:** June 2017

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

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

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

**Projected Completion Date:** June 2017

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

#### **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

Goal 6: Promote Diversity in All Areas

**Projected Completion Date:** June 2016

**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**

Goal 1: Focus on Integrity at All Levels of Action

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

**Projected Completion Date:** July 2016

## 5. Challenges

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

Professional level resources continue to be marginally adequate 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. Currently the department has 12 faculty members, one of which is only part time in the department, to staff its programs. In the last two academic years (4 semesters), the assignment of courses to part-time/overload faculty have ranged from 30% to 38% of the courses taught. In AY 2014-2015, the department needed 33 part-time/overload positions to deliver its programs. In AY2013-2014, the department needed 24 part-time/overloads to deliver its programs. In Ay2012-2013, the department needed 17 part-time/overloads to deliver its programs. (The PhD program is not included in these numbers. That program did not report to the department in AY2014-2015 or earlier years, and that program has its own unique staffing issues).

For AY2015-2016, the needs are even greater. For example, for Fall Semester 2015, 23 part-time and/or overload positions were needed, representing 48% of the courses taught. These numbers do not include the PhD program that is currently staffed primarily through overloads and part-time assignments. While the department has been given a new position for school counseling for AY 2016-2017, it is likely that at over 50% of the courses for school counseling students will be taught by part-time faculty. In addition to school counseling, both the LIBM program and the combined SLMA and EdS programs are understaffed, with each program averaging about 4 part-time positions per semester. With the addition of the PhD program, and the importance of the department to assume a more significant role, faculty resources will continue to be marginal.

Another challenge of the department is the student services area. The needs in this area are partially explained by the small number of faculty per program area. Currently each departmental degree program averages about 2 faculty members per degree. The lack of sufficient faculty is most evident when a faculty resignation occurs and a new faculty member is hired. Based on the last 4 times that this has occurred, the workload for the returning faculty member(s) and department chair increase significantly. This increase in workload typically falls within the areas of student support since the department provides nearly all of its own student support services through the faculty. While part-time faculty can ease the teaching load responsibilities, these faculty do not assume any responsibility for student services. These services are currently the responsibilities of full time faculty. Student support services include student recruitment and admission, advising that is labor intensive and critical to retention of students, licensure assistance, student mentorship, practicum and internship placements, and both student and program data collection and analysis. As a graduate only department, faculty members carry reasonably high expectations for scholarship, service to their particular professional group aligned with the program, service to the college and university, and teaching effectiveness. When inexperienced tenure-track faculty members are placed in a position of having to assume program coordination roles, then steps need to be taken to protect them in ways that increase their probability of earning tenure and promotion. Program coordination includes working with part-time faculty members in mentoring roles including such areas as program

expectations for students, curricular alignment, and documentation of learning outcomes for key assessments. Given that the need for part-time faculty includes every degree program, responsibility of working with part-time faculty increases the work load of coordinators, other faculty members, and the department chair. Greater flexibility in what constitutes the semester load responsibilities would be helpful to all parties directly involved with these responsibilities. With growing limitations on the ability of the chair to adjust faculty loads to account for labor intensive responsibilities, the need for a new position to assist with student support services and data collection and analysis becomes significant. This position would allow both faculty members and the chair position to attend to other priorities that are part of their assignments.

A third 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. Summer months are critical times 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.

#### B. Financial Resources

The department does not have any 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 \$4200 was spent in supervision during the FY2015. 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 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. Hopefully this initiative will soon begin sharing revenue with departments; this department has done preliminary thinking about ways this money can enhance the visibility and quality of programs.

## 6. Opportunities

The next two to five years will provide new opportunities to enhance the role and visibility of the department. The transfer of the PhD Program in Interdisciplinary Leadership Studies is one of these opportunities. Anchoring the program in the department has the potential to stabilize faculty staffing for that program. This move provides exciting challenges for LS faculty to expand their teaching, research, and service roles to contribute in more significant ways to the interdisciplinary nature of the program. Related benefits of this program include the following: the opportunity to engage faculty in sponsored program initiatives, expanded opportunities to work collaboratively with faculty across the university on high priority state, national, and global social issues, and opportunities to help influence policies of governmental bodies, agencies, and other influence sources.

Another opportunity awaiting a departmental response is the service scope of the school counseling program. Two potential opportunities await. One, school counseling licensure standards no longer require that individuals hold a teaching license. Without advertising this policy change, currently 10% of school counseling students fit into this category. With minimal publicity and marketing, the number

of students could increase significantly. Two, the school counseling program has been identified by BestSchools.com as one of the top tier online school counseling programs. Queries from potential students have come from multiple states including Alaska, Oregon, California, Oklahoma, Missouri, Ohio, Georgia, and Pennsylvania. Taking the program national is an exciting possibility. However, neither of these possibilities can move forward in an active manner without strong support from the university as these changes in marketing strategies will require additional resources, both human and technological.

A third opportunity that excites the faculty is participation in the online initiative's promise of shared revenue. The faculty has already done preliminary thinking regarding the ways additional discretionary revenue can strengthen faculty productivity, support student research, and increase outreach efforts.

A fourth 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 2014-2015 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 continue 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.

Enrollments increased from previous years with growth in the school counseling program and the combined SLMA and EdS programs. Library Media continued to be the largest program, and enrollments in that program are reasonably stable. 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. The ITEC program remains small, but is beginning to find its niche.

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.



## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	4	0	4	23.53
Associate Professor	5	0	5	29.41
Assistant Professor	8	0	8	47.06
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>17</b>	<b>0</b>	<b>17</b>	<b>100.00</b>

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

Tenure Status	Continuing	New	Total	%
Tenured	8	0	8	53.33
Tenure-Track	7	0	7	46.67
Non-Tenure Track	0	0	0	0.00
<b>Total</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>100.00</b>

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

Graduate Faculty	Continuing	New	Total	%
Affiliated	2	0	2	13.33
Associate	1	0	1	6.67
Full	10	0	10	66.67
No	2	0	2	13.33
<b>Total</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>100.00</b>

### List of New Full-Time Faculty

No new full-time faculty in report date range.

### List of Administrative Assignments

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

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

Karen Haas, Coordinator of School Counseling Program, August 13, 2013 - Present

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

Diana Pounder, UCA College of Education Dean, July 1, 2009 - 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	6.67
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	7	5	12	80.00
Non-Resident Alien	1	0	1	6.67
Unknown	1	0	1	6.67
<b>Total</b>	10	5	15	100.00
<b>%</b>	66.67	33.33	100.00	

## APPENDIX B: INSTRUCTIONAL ACTIVITIES

### SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2014	0	0	446	446
Summer II Off-Schedule 2014	0	0	11	11
Fall On-Schedule 2014	0	0	2,287	2,287
Fall Off-Schedule 2014	0	0	0	0
Spring On-Schedule 2015	0	0	2,309	2,309
Spring Off-Schedule 2015	0	0	0	0
Summer I On-Schedule 2015	0	0	468	468
Summer I Off-Schedule 2015	0	0	1,033	1,033

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
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
July 2010 - June 2011	0	0	3,668	3,668

### Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2014	260	457
Spring 2015	260	159

### Total Undergraduate Program Enrollment

No data available

### Total Graduate Program Enrollment

Fall On-Schedule 2014	Enrolled
EDS-Educational Leadership	44
GC-Instructional Facilitator	2
GC-Instructional Technology-Distance Education	1
GC-Instructional Technology-Media Design &	2

Development	
GC-Instructional Technology-Technical Support	2
MS-College Student Personnel Services	34
MS-Instructional Technology	23
MS-Library Media and Information Technologies	122
MS-School Counseling	78
MS-School Leadership, Management, and Administration	30
PHD-Leadership Studies	52
PMC-District Level Administration	4
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	2
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	1
<b>Term Total</b>	<b>397</b>

<b>EDS-Educational Leadership</b>	<b>Enrolled</b>
Fall On-Schedule 2014	44
Fall On-Schedule 2013	31
Fall On-Schedule 2012	24
Fall On-Schedule 2011	14
Fall On-Schedule 2010	6

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

<b>GC-Instructional Technology-Distance Education</b>	<b>Enrolled</b>
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 2014	2
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>GC-Instructional Technology-Technical Support</b>	<b>Enrolled</b>
Fall On-Schedule 2014	2
Fall On-Schedule 2013	1

Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

<b>MS-College Student Personnel Services</b>	<b>Enrolled</b>
Fall On-Schedule 2014	34
Fall On-Schedule 2013	39
Fall On-Schedule 2012	33
Fall On-Schedule 2011	38
Fall On-Schedule 2010	39

<b>MS-Instructional Technology</b>	<b>Enrolled</b>
Fall On-Schedule 2014	23
Fall On-Schedule 2013	22
Fall On-Schedule 2012	22
Fall On-Schedule 2011	24
Fall On-Schedule 2010	20

<b>MS-Library Media and Information Technologies</b>	<b>Enrolled</b>
Fall On-Schedule 2014	122
Fall On-Schedule 2013	113
Fall On-Schedule 2012	96
Fall On-Schedule 2011	92
Fall On-Schedule 2010	90

<b>MS-School Counseling</b>	<b>Enrolled</b>
Fall On-Schedule 2014	78
Fall On-Schedule 2013	67
Fall On-Schedule 2012	33
Fall On-Schedule 2011	22
Fall On-Schedule 2010	20

<b>MS-School Leadership, Management, and Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2014	30
Fall On-Schedule 2013	25
Fall On-Schedule 2012	18
Fall On-Schedule 2011	27
Fall On-Schedule 2010	33

<b>PHD-Leadership Studies</b>	<b>Enrolled</b>
Fall On-Schedule 2014	52
Fall On-Schedule 2013	45
Fall On-Schedule 2010	0

<b>PMC-District Level Administration</b>	<b>Enrolled</b>
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 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 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 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 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 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 2014</b>	<b>Degrees Awarded</b>
EDS-Educational Leadership	1
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	2

MS-Instructional Technology	1
MS-Library Media and Information Technologies	19
MS-School Counseling	7
MS-School Leadership, Management, & Administration	1
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>33</b>

**December 2014**

**Degrees Awarded**

EDS-Educational Leadership	3
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	0
MS-Library Media and Information Technologies	14
MS-School Counseling	4
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>25</b>

**May 2015**

**Degrees Awarded**

EDS-Educational Leadership	5
GC-Instructional Facilitator	0
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design &	0

Development	
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	22
MS-Instructional Technology	2
MS-Library Media and Information Technologies	17
MS-School Counseling	6
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>56</b>

<b>EDS-Educational Leadership</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	9
July 2013 - June 2014	10
July 2012 - June 2013	8
July 2011 - June 2012	1
July 2010 - June 2011	3
<b>Total</b>	<b>31</b>

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

<b>GC-Instructional Technology-Distance Education</b>	<b>Degrees Awarded</b>
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>

<b>GC-Instructional Technology-Media Design &amp; Development</b>	<b>Degrees Awarded</b>
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>

<b>GC-Instructional Technology-Technical Support</b>	<b>Degrees Awarded</b>
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>

<b>MS-College Student Personnel Services</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	24
July 2013 - June 2014	16
July 2012 - June 2013	17
July 2011 - June 2012	19
July 2010 - June 2011	15
<b>Total</b>	<b>91</b>

<b>MS-Instructional Technology</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	3
July 2013 - June 2014	11
July 2012 - June 2013	6
July 2011 - June 2012	9
July 2010 - June 2011	3
<b>Total</b>	<b>32</b>

<b>MS-Library Media and Information Technologies</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	50
July 2013 - June 2014	37
July 2012 - June 2013	40
July 2011 - June 2012	40
July 2010 - June 2011	51
<b>Total</b>	<b>218</b>

<b>MS-School Counseling</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	17
July 2013 - June 2014	10
July 2012 - June 2013	7
July 2011 - June 2012	9
July 2010 - June 2011	6
<b>Total</b>	<b>49</b>

<b>MS-School Leadership, Management, &amp; Administration</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	9
<b>Total</b>	<b>9</b>

<b>MS-School Leadership, Management, and Administration</b>	<b>Degrees Awarded</b>
July 2013 - June 2014	9
July 2012 - June 2013	10
July 2011 - June 2012	12
July 2010 - June 2011	15
<b>Total</b>	<b>46</b>

<b>PHD-Leadership Studies</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	2
July 2013 - June 2014	0
July 2010 - June 2011	0
<b>Total</b>	<b>2</b>

<b>PMC-District Level Administration</b>	<b>Degrees Awarded</b>
July 2013 - June 2014	0
July 2012 - June 2013	0
<b>Total</b>	<b>0</b>

<b>PMC-District-Level Administration</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Adult Education Program Admin.</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Adult Education Program Administration</b>	<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>

<b>PMC-School-Based Leadership-Building Administration</b>	<b>Degrees Awarded</b>
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>

<b>PMC-School-Based Leadership-Curriculum Administration</b>	<b>Degrees Awarded</b>
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>

<b>PMC-School-Based Leadership-Gifted-Talented Program Admin.</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Gifted-Talented Program Administration</b>	<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>

<b>PMC-School-Based Leadership-Special Ed. Program Admin.</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Special Education Program Administration</b>	<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	7
Dissertation Committee Co-Chair	8
Dissertation Committee Member	20
Doctoral Advisory Committee Chair	1
Honors Thesis Advisor	2
Honors Tutorial Advisor	1
Independent Study Advisor	4
Master's Thesis Committee Chair	9
Master's Thesis Committee Member	4
Other	4
<b>Total</b>	<b>60</b>

**Number of Directed Group Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Field Experience	3
Group Research	4
Study Abroad	2
<b>Total</b>	<b>9</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
	0	\$0	1	\$7,000
Federal	0	\$0	2	\$2,305,000
Private	1	\$3,000	1	\$6,000
State	1	\$77,704	2	\$243,772
Other	0	\$0	1	\$3,000
<b>Total External</b>	<b>2</b>	<b>\$80,704</b>	<b>7</b>	<b>\$2,564,772</b>
University of Central Arkansas	1	\$2,011	2	\$4,030

### List of Grants and Contracts

#### Under Review

Hu, H. (Co-Principal Investigator), Garimella, U. I. (Principal Investigator), "No Child Left Behind: IMPROVING TEACHER QUALITY," Sponsored by Arkansas Department of Higher Education, State, \$77,704.00.

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

McClellan, R. L., "Nonprofit News Brief," Sponsored by Arkansas Nonprofit Alliance, Private, \$3,000.00. (December 2014 - Present).

#### Funded

Hu, H. (Professional Development Grant), "Instructional Development Center (IDC) Grant," Sponsored by Instructional Development Center, University of Central Arkansas, \$850.00. (March 2015 - April 2015).

Hu, H., "Summer Research Incentive Grant," Sponsored by UCA College of Education, University of Central Arkansas, \$3,180.00. (June 2014 - July 2014).

Hu, H. (Co-Principal Investigator), Garimella, U. I. (Principal Investigator), "No Child Left Behind: IMPROVING TEACHER QUALITY," Sponsored by Arkansas Department of Higher Education, State, \$68,772.00. (March 1, 2014 - December 31, 2014).

James, T. L., "EAST Initiative," Sponsored by EAST, Inc., Private, \$6,000.00. (July 1, 2014 - June 30, 2015).

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

McClellan, R. L., \$7,000.00. (January 1, 2013 - January 1, 2015).

OConnell, S. M. (Co-Principal Investigator), Adams, G. L. (Co-Principal Investigator), McClellan, R. L. (Principal Investigator), "Sustainable Communities Mini-grant," Sponsored by US Department of Housing and Urban Development, Federal, \$5,000.00. (January 2013 - February 2015).

Pounder, D. G. (Co-Principal Investigator), Williams, C. (Co-Principal Investigator), "Partnership for Transition to Teaching (P3T)," Sponsored by US Dept of Education, Federal, \$2,300,000.00. (October 1, 2011 - October 1, 2016).

Staley, T. C., Howard, J. Y., Rainey, J. L., McClellan, R. L., Bramlett, R. K., Powers, E., Hubbard, B. M., Gillaspay, A., Anderson, D. L., "Arkansas Tobacco Settlement Commission Evaluation," Sponsored by State of Arkansas, State, \$175,000.00. (November 1, 2014 - Present).  
No data available

### Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	2	0	2	0
Book Review	0	1	1	0
Chapter	6	0	6	0
Conference Proceeding	1	0	1	0
Journal Article	13	1	14	1
<b>Total</b>	<b>22</b>	<b>2</b>	<b>24</b>	<b>1</b>

### Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	3	0	3	2
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>

### List of Publications

#### A. Peer Reviewed

##### 1. Accepted or Published

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.

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. Emerging technologies and copyright: A librarian's guide to Fair Use and copyright. *Arkansas Libraries*(69 (1)), 8-10.

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.

- Degges, S., Stoltz, K. B. (in press). Archetypal Identity Development, Meaning in Life, and Life Satisfaction: Differences Among Clinical Mental Health Counselors, School Counselors, and Counselor Educators. *To appear in Adultspan Journal*, 29. <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%292161-0029>
- Gallavan, N., Webster Smith, A. (2014). Advancing cultural competence and intercultural consciousness through a simulation with teacher candidates. In Nancy P. Gallavan (Ed.), *Annual editions: Multicultural education (17th ed.)* (vol. 17th edition). New York, New York: McGraw-Hill.
- Gaube, J. \*, Kern, R. M., Stoltz, K. B. (in press). Psychometric Properties of the BASIS-A: Lithuanian Version. *To appear in University of Texas Press*, 32. <http://utpress.utexas.edu/index.php/journals/journal-of-individual-psychology>
- Haas, K. L. (in press). The Road Not Taken: Career Journey as Life Story. In Suzanne Degges-White (Ed.), *Career Interventions.*:
- Hu, H., Garimella, U. I. (2015). In David Slykhuis; Gary Marks (Ed.), *Beginner Robotics for STEM: Positive Effects on Middle School Teachers.* Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). <http://www.editlib.org/p/150537/>
- Hu, H. (2015). Building virtual teams: Experiential learning using emerging technologies. *E-Learning and Digital Media*, 12(1), 17-33.
- Hu, H., Garimella, U. I. (2014). iPads for STEM Teachers: A Case Study on Perceived Usefulness, Perceived Proficiency, Intention to Adopt and Integration in K-12 Instruction. *Journal of Educational Technology Development and Exchange*, 7(1), 49-66. <http://166.111.9.196/evaluate/index.do?groupId=3>
- Huffman, S. P. (2014). 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)
- Jacobson, S., McCarthy, M., Pounder, D. G. (2015). UCEA 2013 Exemplary Leadership Programs: Contributions and Commendations. *To appear in Journal of Research on Leadership Education.*
- Jacobson, S., McCarthy, M., Pounder, D. G. (in press). UCEA 2013 Exemplary Leadership Programs: Contributions and Commendations. *To appear in J of Research on Leadership Education/SAGE Publications.*
- McAllister, T. D., Whittingham, J. L., Huffman, S. P., Christensen, W. R. (2014). Developing Independent Readers with Audiobooks. *Association of Middle Level Education Magazine*, 2(3), 19-21.
- McClellan, R. L., Hyle, A. E. Experiential learning: Dissolving classroom and research borders. *Journal of Experiential Learning*, 35(1), 238-252.
- Smith, P. J., Scott, R. I. (2015). Growth and Evolution of Collegiate Honors Education in the United States. In Katherine O'Flaherty and Robert W. Glover (Ed.), *With Honors: Challenges and Promises in the Future of Honors Education* (vol. 1). Lanham, Maryland: Rowman and Littlefield Publishers, Inc..
- Smith, P. J. (2015). A Quality Instrument for Effective Honors Program Review. *Honors In Practice*, 11, 53-92. <http://digitalcommons.unl.edu/natlcollhonors/>

Stoltz, K. B. (2015). In C. Maree & A. DiFabio (Ed.), *Counseling Toward Career Adaptability: The Charge of a New Era* (pp. 24). Rotterdam, Netherlands: Sense Publishing.

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

Webster Smith, A. (2014). Scaling the Pyramid of Self-Reflection: A Model for Teachers to Contest Demographic Destiny. In E. G. Pultorak (Ed.), *Reflectivity and Cultivating Student Learning: Critical Elements for Enhancing a Global Community of Learners and Educators* (pp. 29-51). Lanham, MD: Rowman & Littlefield.

Webster Smith, A. (2014). Status of the Dream: A Study of Teachers in Little Rock and Memphis Regarding How They Honor the Life and Legacy of Dr. Martin Luther King, Jr. in Contemporary Classrooms. *Annual Editions in Multicultural Education*. New York, New York: McGraw Hill.

2. Submitted

Barclay, S. R., Stoltz, K. B. Student career construction counseling: Case study assessment of the Life Design Group. *Journal of Student Affairs Research and Practice*.

Barclay, S. R., Stoltz, K. B. The Life Design Group: Career Development through Career Construction Counseling. *Journal of Student Affairs Research and Practice*.

Stoltz, K. B., Wolff, L. A., Michael, T.\*, Mazahreh, L. G.\* Protean and Boundaryless Career Attitudes: Do Teacher Candidates Have These? *Journal of Teaching Effectiveness and Student Achievement*, 15.  
[https://www.angelo.edu/dept/ceducation/the\\_journal\\_of\\_teaching\\_effectiveness\\_and\\_student\\_achievement.php](https://www.angelo.edu/dept/ceducation/the_journal_of_teaching_effectiveness_and_student_achievement.php)

B. Non-Peer Reviewed

1. Accepted or Published

Barclay, S. R. (2014). In Mathew R. Wawrzynski (Ed.), *Media Review: Mental Health Issues and the University Student* (3rd ed., vol. 51, pp. 346-348). Berlin, Germany: Journal of Student Affairs Research and Practice.  
<http://www.degruyter.com/view/j/jsarp.2014.51.issue-3/jsarp-2014-0036/jsarp-2014-0036.xml>

Whittingham, J. L., Rickman, W. A. (2015). Booktalking: Avoiding Summer Drift. *Knowledge Quest*, 43(5), 18-21.  
<http://knowledgequest.aasl.org/dive-into-summer-learning-with-the-mayjune-2015-issue/>

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	5	0	5	0	0	1
State	10	2	1	6	1	3
Regional	2	0	0	2	0	1
National	22	3	5	14	0	5
International	9	1	0	8	0	2

Unknown	7	0	0	2	5	0
<b>Total</b>	55	6	11	32	6	12

## List of Presentations

### A. Peer Reviewed

Albritton, S. L. (Aug. 2014). *Arkansas scholastic audit results: Leadership trends in struggling schools*. Paper Session presented at Council of Professors of Educational Administration Annual Conference, Camarillo, CA.

Albritton, S. L. (Aug. 2014). *Utilizing social networks and professional learning communities for state level advocacy: The Arkansas case (ARPEA)*. Panel presented at National Council of Professors of Educational Administration Annual Conference, National Council of Professors of Educational Administration, Camarillo, CA.

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., Stoltz, K. B. (June 2015). *The Life Design Group: Career Development through Career Construction Counseling*. Other presented at Annual Conference, National Career Development Association (NCDA), Denver, CO.

Barclay, S. R., Culbreath, M.\*. (Mar. 2015). *A 21st Century Approach to Career Advising: Listening for the Story*. Colloquium presented at Navigating with Courage, NASPA, New Orleans, LA.

Barclay, S. R. (Mar. 2015). *Career Adaptability: A Key Ingredient for College and Career Readiness*. Colloquium presented at Navigating with Courage, NASPA, New Orleans, LA.

Barclay, S. R. (Oct. 2014). *Career Adaptability: A Key Ingredient for College and Career Readiness*. Colloquium presented at Partners for Student Success, Hot Springs, AR.

Barclay, S. R., Stoltz, K. B. (2014). *Some Assembly Required: Use of the Career Construction Interview with College Students*. Paper Session presented at National Career Development Association Annual Conference, Long Beach, California.

Barnes, D. L., Atkins, K. R., James, T. L. (Feb. 2015). *Advocating for students least served in elementary schools*. presented at Association of Teacher Educators 2015 Annual Meeting, Association of Teacher Educators, Phoenix, AZ.

Bell, S.\* , Stoltz, K. B. (Oct. 2014). *Early recollections in counselor supervision: A career construction process*. Paper Session presented at Southern Association of Counselor Education and Supervision Annual Conference, Birmingham, AL.

Cawein, M. J., Stacks, J. R., Wolfe, D.\* , Balla, M. L.\*. (Nov. 2014). *Integrating Public Leadership to Enhance Access to Knowledge*. Symposium presented at Annual ILA Global Conference, International Leadership Association, San Diego, CA.

Copeland, J. H. (2014). *Mapping the Field of Mixed Methods Research: Camping Out with Innovative Research*. Paper Session presented at Arkansas Association of School Librarians Annual Conference, Little Rock, Arkansas.



- Gallavan, N., Webster Smith, A. (Apr. 2015). *Taking Academic Selfies: Realizing the Presence and Power of Defining Moments in Our Own Journeys*. Paper Session presented at American Educational Research Association, AERA.
- Gallavan, N., Webster Smith, A., Petty, B.\*. (Feb. 2015). *Obtaining a Baccalaureate Degree: How High School GPAs and ACT Scores Affect African American Males*. Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.
- Garimella, U. I., Hu, H. (Mar. 2015). *Beginner Robotics for STEM: Positive Effects on Middle School Teachers*. Paper Session presented at Society for Information Technology and Teacher Education International Conference, Las Vega, NV.
- Stoltz, K. B. (Panelist). (2014). *Advocating for the Centrality of Career Counseling*. Panel presented at National Career Development Association Annual Conference, Long Beach, California.
- Haas, K. L., McClellan, R. L., Kohler, P. A., Hyle, A. *Exploring the Evolution of Women Leaders' Freedom of Agency in Higher Education: The Role of Psychological Hardiness in Overcoming Challenges*. Symposium presented at International Leadership Association, Madrid, Spain.
- Haas, K. L., Dean, A.\*. (Nov. 2014). *When Things Start to Sizzle: Using Technology to Counsel Middle School Students*. Seminar presented at Arkansas Counseling Association, Hot Springs, AR.
- Haas, K. L. (2014). *Preparing ALL Students for College and Career Readiness: The Role of the School Counselor in Implementing the Common Core*. Workshop presented at Arkansas School Counseling Association Annual Conference, Arkansas Department of Education, Hot Springs.
- Hu, H. (June 2015). *Beginner Robotics for STEM Teaching: Technologies Used in a Middle School Teacher Professional Development*. Paper Session presented at Hot Springs Technology Institute, Hot Springs, AR.
- Hu, H. (Apr. 2015). *Web-Based Teaching & Learning: Distance Education Experiences from Two Years*. Paper Session presented at Arkansas Distance Learning Association Conference, Hot Springs, AR.
- Hu, H., Oslick, M. E. (Nov. 2014). *Web 2.0 Technologies for Reading: Instructional Design to Foster Teacher Candidates' Acceptance and Adoption*. Poster Session presented at Association for Educational Communications and Technology International Conference, Jacksonville, FL.
- Huffman, S. P. (Feb. 2015). *The online challenge for teacher education preparation programs*. Roundtable presented at Association of Teacher Educators Annual Conference, Association of Teacher Educators, Phoenix, AZ.
- 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.
- Pounder, D. G. (Nov. 2014). *Improving Ed Leadership Preparation with the INSPIRE 360 Survey Suite*. Panel presented at UCEA, Washington, DC.
- Pounder, D. G. (Nov. 2014). *Mentoring Session for professors seeking promotion*. Panel presented at UCEA, Washington, DC.

- Rickman, W. A., Whittingham, J. L. (2014). *2014 ALA Rainbow List and Stonewall Book Awards for Children and Young Adults*. Workshop presented at Arkansas Association of School Librarians Annual Conference, Arkansas Association of School Librarians, Little Rock, AR.
- 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., 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.
- Smith, P. J. (Apr. 2015). *Priorities for Quality Honors Education*. Poster Session presented at American Educational Research Association, Chicago, IL.
- Smith, P. J. (Discussant). (Nov. 2014). *Honors Students and the Superman Complex: Dealing with Mental Health and Substance Abuse in Honors Communities*. Roundtable presented at National Collegiate Honors Council, Denver, CO.
- Smith, P. J., Richard, B., Lydia, D. (Nov. 2014). *Recruiting and Admitting Honors Students*. Panel presented at National Collegiate Honors Council, Denver, CO.
- Stoltz, K. B., Barclay, S. R. (2014). *Adaptability in Career Counseling: You're adaptable; I'm not. So What?* Paper Session presented at National Career Development Association Annual Conference, Long Beach, California.
- Webster Smith, A. (Mar. 2015). *A Six-Point Model of Diversity and Inclusive Excellence for Academic Human Resources*. Poster Session presented at NADOHE, National Association of Diversity Officers in Higher Education, Washington, DC.
- Whittingham, J. L., Rickman, W. A. (Sept. 2014). *The Stonewall Award: A Study of the Attitudes of Pre-Service Librarians*. Workshop presented at Arkansas Association of Teacher Educators Fall Conference, Arkansas Association of Teacher Educator, Russellville, AR.

## B. Non-Peer Reviewed

- Adams, K.\*, Albritton, S. L. (Feb. 2015). *2E or not 2E: That is the question*. presented at 2015 AGATE Convention, Arkansasans for Gifted and Talented Education, Little Rock, AR.

- Cawein, M. J., Stacks, J. R., Tubb-Warbington, C. D., Wolfe, D.\*, McClellan, R. L. (Mar. 2015). *Hearing Our Story: AR Women's Education Reflections*. Seminar presented at Special University Presentation/Invitation, Gender Studies at UCA, UCA, Conway.
- Copeland, J. H. (Oct. 2014). *Copyright Essentials: The Do's and Don't's of Copyright for Students*. Other presented at Copyright Essentials: The Do's and Don'ts of Copyright for Students October 20, 2014, Betty Sessums, KPED 2300 – Principles of Kinesiology and Physical Education Class Farris Center 201.
- McClellan, R. L. (Nov. 2014). presented at University Council of Educational Administration, UCEA, Washington, D.C.
- McClellan, R. L. (Oct. 2014). *Grooming Our Own: Frames that inform community leadership development*. Roundtable presented at International Leadership Association, ILA, San Diego, CA.
- McClellan, R. L. (Oct. 2014). *Integrating public leadership to enhance access to knowledge*. Paper Session presented at International Leadership Association, ILA, San Diego, CA.
- McClellan, R. L. (Oct. 2014). *The alpha and the omega of leader development*. Paper Session presented at International Leadership Association, ILA, San Diego, CA.
- McClellan, R. L. (Oct. 2014). Roundtable presented at Research on Women in Education, AERA, SIG, New Orleans, LA.
- Pounder, D. G. (Nov. 2014). *Celebrating 50 Years as the Premier Journal in Educational Leadership: Recent Editors Discuss Where EAQ Has Been and Where It is Going*. Panel presented at UCEA, Washington, DC.
- Pounder, D. G. (Nov. 2014). *Role-Alike Session for Sitting and Aspiring Deans*. Panel presented at UCEA, Washington, DC.
- Pounder, D. G. (Nov. 2014). *UCEA Graduate Student Summit: Student Presentations and Mentor Feedback Sessions*. Seminar presented at UCEA, UCEA, Washington, DC.
- Pounder, D. G. (Nov. 2014). *UCEA Looking Back and Looking Forward on a Legacy for Leadership Preparation*. Panel presented at UCEA, Washington, DC.
- Pounder, D. G. (Nov. 2014). *We Know What Effective Leadership Preparation Looks Like: Featuring the 2014 Award Winning Programs*. Panel presented at UCEA, Washington, DC.
- Stacks, J. R. (Panelist). (Mar. 2015). *Hearing our story: Arkansas Women's Education Reflections*. Panel presented at Women's Month Activity, UCA - Doyne Health Science Building.
- Webster Smith, A. (2015). *Advisors Helping Students Make the GRADE with CARE*. Other presented at ArkAAN, Arkansas Academic Advising Network, North Little Rock, AR.
- Webster Smith, A. (Apr. 2015). *Mentoring*. Other presented at 100 Black Men of Greater Little Rock, 100 Black Men of Greater Little Rock, Little Rock, AR.
- Webster Smith, A. (Mar. 2015). *A Celebration of Womanhood*. Other presented at Women's History Month Tea, UCA, Conway, AR.

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	6
Seminar	4
Tutorial	4
Workshop	6
Other	10
<b>Total</b>	<b>30</b>

### List of Awards and Honors

Barclay, Susan Rene NCDA President Elect-Elect nominee, National Career Development Association, Leadership, International. (April 2015).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Recruitment	2
Other	4
Unknown	1
<b>Total</b>	<b>7</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	3	32	35
College	9	29	38
University	6	34	40
<b>Total</b>	<b>46</b>	<b>95</b>	<b>141</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	35	35
<b>Total</b>	<b>0</b>	<b>35</b>	<b>35</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	4	0	2	1	7
Editor	0	1	0	2	7	10
Member	0	3	1	8	2	14
Officer (Not President)	0	3	0	0	0	3
President	0	1	0	0	0	1
Reviewer	0	1	0	4	4	9
Other	0	3	1	0	2	6
<b>Total</b>	<b>0</b>	<b>16</b>	<b>2</b>	<b>16</b>	<b>16</b>	<b>50</b>

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

Position/Role	Local	State	Regional	National	International	Total
Chair	1	0	0	0	0	1
Guest Speaker	0	1	0	0	0	1
Other	1	0	0	0	0	1
<b>Total</b>	<b>0</b>	<b>16</b>	<b>2</b>	<b>16</b>	<b>16</b>	<b>50</b>