

2015-16

College of Education




Annual Report


# **College of Education**

## **Annual Report**


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

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1. **Mission Statement**

The College of Education at the University of Central Arkansas, is Arkansas' premier educator preparation college, is dedicated to providing exemplary programs for the preparation of professional educators, including teacher preparation, educational leadership, school counseling, library media, instructional technologies, higher education student personnel administration, and other related professional fields. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to the improvement of educational programs and services by collaboratively working with organizations that have teaching and human development as their mission. The professional education programs in the College prepare professionals who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

To accomplish this mission, the College of Education:

- Provides programs of study at both the undergraduate and graduate levels based on empirically-supported pedagogical and clinical practices.
  
- Prepares educators to effectively teach and enhance learning conditions and outcomes for diverse learners.
  
- Promotes a commitment to understanding and working effectively with children and adults in geographically and culturally diverse settings.
  
- Employs a faculty who demonstrate excellence in teaching, scholarship, and service.
  
- Establishes a professional environment conducive to both student and faculty growth and development.
  
- Supports faculty to establish prominence and visibility through state and national professional contributions and to maintain UCA's prominence as the premier educator preparation institution in Arkansas.
  
- Maintains and promotes resources such as the Technology Learning Center, the Child Study Center, the Mashburn Center for Learning and a variety of summer outreach programs for school-aged children. Go to <https://uca.edu/education/cub-camps/> for more information.
  
- The College also promotes on-going professional development for educators through such programs as the UCA College of Education Leadership Institute, National Board Certification for Teaching Standards program, Pre-K Early Literacy Learning Program, Dyslexia, and professional development for educators offered through UCA's Outreach and Community Engagement Office and the UCA STEM Institute.

## 2. Status/Achievement of 2015 Goals

1. **Goal 1:** The College will strengthen external partnerships with schools, agencies, and community organizations to ensure program quality and maximize college and career readiness for the COE graduate and undergraduate students.

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

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 6: Increase Engagement with External Partners

### **Results:**

#### ELSE:

- Junior Block field placement was expanded to include all North Little Rock Elementary Schools expanding our partnerships with the district.
- The first rotation of ELSE 4325 Special Education Practicum-Secondary began in spring 2016 implementing a partnership with Conway Public Schools, once again in Special Education.
- Faculty continue to serve as advocates to children and families across the state to address educational services for students that struggle in the area of reading.
- ELSE faculty collaborated with MAT faculty to implement literacy tutoring for children at the UCA Reading Center using MAT graduate students as tutors in fall and spring semesters for struggling readers from the community.
- Undergraduate and graduate advisory boards met with ELSE faculty to review program data and changes in licensure/programs, as well as to seek input regarding candidate performance, curriculum, suggestions for improvement
- Mashburn Center continued to provide state-wide professional development to enhance teacher knowledge and skills for addressing struggling learners
- Mashburn Center was awarded ADE grant to support continuation of work in school district
- Mashburn Center hosted a tribute to the life of Dr. J. D. Mashburn
- Faculty reviewed feedback from Internship I placement sites, specifically the success of the Bigelow tutoring program and addressed plans for expanding the program to other sites.
- Implemented summer services to the community including Summer Enrichment, University Challenge, and Super Kids.
- The new student organization, Teachers of Tomorrow, hosted professional development sessions involving presentations from partnership mentor teachers.

- Selected ELSE faculty continued to serve on ADE taskforces and panel reviews in an effort to influence state decisions and practices.
- Selected ELSE faculty continued to serve as advocates for students with disabilities by actively participating public hearings regarding proposed licensure changes.

#### Leadership Studies:

- SLMA and EDLP program employs principals and superintendents from surrounding schools to serve as adjunct professors, assessors of students' capstone presentations, and in advisory roles for program development/improvement.
- School leadership faculty members maintain membership in the Arkansas Professors of Educational Leadership (ARPEA); one faculty member has served on ARPEA Executive Board for 13 years with two terms as secretary, president-elect, and president. This faculty member represents ARPEA on the Arkansas Department of Education's (ADE) Professional Licensure Standard Board and as a member of its Ethics Subcommittee. This faculty member has also represented ARPEA on two ADE task forces, the Teacher Excellence Support System and the Arkansas' Superintendent Evaluation System.
- School Counseling program convened two meetings of the School Counseling Advisory Board elicit input for improvement of practicum and internship evaluations.
- A faculty member from the school counseling program served as conference coordinator for the spring meeting of the Arkansas Counseling Association.
- CSPA program faculty members recruit annually at both the Southern Placement Exchange (Memphis) and the Oshkosh Placement Exchange (Wisconsin).
- CSPA program faculty place over half of its students in internships outside the state of Arkansas.
- CSPA program faculty work in partnership with the UCA Housing Department to screen and select graduate assistants for Housing to serve in campus housing units.
- LIBM and ITEC program faculty work with the Arkansas Association of Instructional Media and Arkansas State Library system to advocate for and maintain professional standards based on the American Library Association Standards.

#### Teaching and Learning:

- An Internship I course has been moved and taught on a middle school site, Carl Stuart Middle School (MSIT 4312), resulting in special enrichment Friday afternoon cooking classes for ELL K-12 students with MSIT candidates teaching and an after school Book Club and discussion of the latest research in reading for UCA students, Carl Stuart teachers and UCA faculty.
- GATE faculty received a \$5,000 grant from Kimberly Clark Corporation to implement STEMulate Academy in the summer with GATE graduate students, undergraduate STEM students, UCA faculty and children from the community. Engineers from Kimberly Clark taught sessions of the camp in collaboration with UCA GATE faculty. .
- MAT faculty collaborated with ELSE department faculty to implement literacy tutoring for children at the UCA Reading Center using MAT graduate students as tutors in fall

and spring semesters for struggling readers from the community.

- EdCamp Professional Development was implemented by several T and L faculty to bring in teachers from all over the state for a creative day of professional development.
- We established a partnership with at risk middle and secondary level students through the Greenbrier VIP (Very Important Panther) kids and Soaring Wings Community Foster Home kids through several activities. Our MSIT students tutor these children after school four days a week. One of our faculty has set up an after school book club for the VIP kids providing middle level quality literature. We also hosted these students for an on campus visit including a UCA basketball game. A week long summer camp was implemented for these children free of charge. UCA students have volunteered at Soaring Wings Ranch, implementing a summer book club.
- All MSIT 3310 students in Learning and Development have gone to schools for tutoring four days a week- 10 hours each at Greenbrier, Menifee, or Plumerville.
- Field coordinators implemented coordinated seminars for placed MAT candidates and Internship II candidates where public school administrators, teachers, superintendents, directors of human resources from regional schools come to speak to students, conduct our mock interviews and provide our professional developments.
- Kappa Delta Pi brought in guest speakers from area schools as well as alums to present at meetings, go to CONVO professional conferences, and conduct service activities as donating to Women’s Shelter in Conway
- We also implemented several summer learning and enrichment camps for school age children, using UCA students and faculty members as instructors - see below:

<b>Camp</b>	<b>Children</b>	<b>Faculty</b>	<b>UCA students</b>	<b>Teachers</b>
Bearswrite	30	3	4	3
Bearswrite Advanced	27	3	3	3
Reading Success Center (BearsRead)	65	2	21	
Soar	40	5	10	
Stemulate Engineering	59	4	3	5

#### Candidate Services:

- Presented to education students at Pulaski Technical College and Arkansas State Univ - Heber Springs. In both locations, visited with faculty/advisors about the university's 2 plus 2 initiative.
- Responded to questions, inquiries, and concerns from a variety of school administrators and personnel.

#### Dean's Office:

- Held Superintendent/Principal appreciation breakfast on April 26<sup>th</sup>. Updated participants on new initiatives in COE and gained their feedback on directions to take for next year. Sent follow-up survey. 6 participants attended.
- Dean attended AR Department of Career Education Conference at UACCM. Participated on a panel for teacher education.
- Created new partnerships through Teacher Cadet program
- Helped to create and secure new MOUs for partner districts with the assistance of the Office of Candidate Services
- Implemented pilot of ASIS/Student GPS with ADE and included Conway schools in implementation
- Initiated and continued discussions of field quality and field quality assurance in both graduate and undergraduate programs of study

**Status:** on-going

**Supporting Program Statistics:** None

2. **Goal 2:** The College will maintain external recognition by continuing to meet the rigorous CAEP accreditation and state program approval standards and/or SPA standards for initial and advanced educator preparation programs.

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

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

#### **Results:**

#### ELSE:

- All departmental licensure programs successfully completed either the SPA or state review successfully as part of the last NCATE self-study and review.
- ELSE faculty serve on CAEP committees.

- The new undergraduate program in Special Education is beginning data collection of model assessments.
- The new graduate endorsement program in B-K is in the process of determining review process. Currently, CAEP review with feedback appears to be the better route
- Program coordinators have reviewed feedback on program report from Associate Dean and are currently engaged in conversation regarding necessary changes to address CAEP standards, with special attention on field experiences and ensuring all model assessment data is collected each semester.
- Key assessments are being examined for possible revision.

#### Leadership Studies:

- All departmental licensure programs successfully completed either the SPA or state review as part of the last NCATE self-study and review.
- Instructional Technology program is nearing completion of its self-study as part of the ADHE requirement for external review that will occur in AY 2016-17.
- School Counseling program was recognized by Best Schools. Com as the 12th best online program in the nation.

#### T&L:

- All departmental licensure programs successfully completed either the SPA or state review successfully as part of the last NCATE self-study and review.
- T and L faculty chair several CAEP committees and actively serve on various CAEP subcommittees and initiatives (diversity, field, etc).
- Key assessments in all programs have been revised, put in a blackboard pass through to Chalk and Wire for collection purposes, and analyzed based on data received. Program coordinators shared this data at department faculty meetings and a faculty retreat where curriculum decisions were made based on the results.

#### Candidate Services:

- Refined system for data gathering and reporting as requested to aid in CAEP reporting.
- Continued to improve access to Argos Reporting tools to retrieve data to support the accreditation process.

#### Dean's Office:

- Submitted CAEP annual report prior to deadline including link to public data on COE website - <http://uca.edu/education/accountability/>
- Piloted use of ITEC program to stage user-friendly data for open accountability and placed on [COE website](#)
- Programs submitted annual program reports in fall for review and support
- Focus year around unit plan key assessment for scorer calibration and inter-rater reliability studies



- CAEP Standard 1 committee (initial) aligned all key assessments to the CAEP standard 1 expectations
- CAEP standard 2 committee (initial): (1) Created undergraduate/initial programs field best practices guidelines (tbd), (2) Created quality assurance survey for all undergraduate/initial programs to assess quality, cohesiveness, and sequence of field experiences within programs, (3) Created field report in fall on [2014-2015 field data](#) for accountability purposes
- CAEP standard 2 committee (advanced): Created graduate program [field best practices](#) guidelines
- CAEP standard 3 committee (advanced): Agreed on method to report on candidate dispositions in beginning in Fall 2017 annual report giving programs 1 year to create, pilot, and implement their systems
- CAEP standard 4 committee (initial): devised induction class to gather CAEP standard 4 data and support recent graduates.
- Diversity committee revised of existing [diversity proficiencies](#) to update and include alignment to key assessments.
- Technology committee: (1) Formal adoption of COE [technology proficiencies](#) with alignment to key assessments, (2) review of existing assessment platforms with decision to continue with Chalk and Wire, (3) creation of new key assessment embedded in EDUC 4210

**Status:** We will continue to improve our accountability system through CAEP, validate our assessment measures, and develop a plan to follow our graduates into their first years of teaching to measure their effectiveness.

3. **Goal 3:** The College will sustain a data-driven quality assurance system for continuous program improvement and innovation focused on completers' positive impact on student learning and development.

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

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

### **Results:**

ELSE:

- All departmental programs submitted their Continuous Improvement Program data to the UCA Office of Assessment in Fall 2015. Data indicate that programs are meeting targets.
- At the 2016 retreat, ELSE faculty reviewed the NAEP Report on Elementary and Special Education as it relates to our current programs.

- SmartEvals completed by undergraduate and graduate candidates are used to address faculty teaching effectiveness and instruction. Student evaluations of faculty instruction are discussed/addressed during the faculty annual review process and if needed, goals for improvement are discussed. This was not the case during the past year. The vast majority of ELSE faculty members have sound and excellent evaluation of their teaching.
- PLT Praxis Scores remain acceptable
- Spring 2016 was the second semester our K-6 Elementary candidates have taken the new Praxis II Multiple Subjects Test #5001. We are working carefully with the three candidates who have not been successful on all four subtests.
- Data on all key assessments are collected through Blackboard/Chalk and Wire pass throughs, analyzed, discussed and changes made based on data, which is included in program coordinator's annual reports. Challenges with collecting data in spring 2016 semester in new undergraduate program has been addressed.

#### Leadership Studies:

- All departmental programs submitted their Continuous Improvement Program data to the UCA Office of Assessment in Fall 2015. Data indicate that programs are meeting targets.
- Licensure programs use Chalk and Wire and Blackboard to collect data for key assessments. These data are discussed within program area and with the department chair.
- Most programs are refining individualized data basis to help track candidate progress and to collect other data on candidates.
- Exit surveys are distributed to candidates graduating from licensure programs; CSPA typically holds end-of-program feedback sessions with graduating students.
- CSPA program faculty began a process of interviewing each returning student at the end of the fall and spring semesters as a means for fostering self-reflection and program feedback on individual progress.

#### T&L:

- All departmental programs submitted their Continuous Improvement Program data to the UCA Office of Assessment in Fall 2015. Data indicate that programs are meeting targets.
- Data on all key assessments are collected through Blackboard/Chalk and Wire pass throughs, analyzed, discussed and changes made based on data, which is included in program coordinator's annual reports.
- SmartEvals reveal that student evaluations on instruction has increased for all department faculty members.
- PRAXIS II scores are up in all programs.

#### Candidate Services:

- Refined system for data gathering and reporting to support the needs of the College.
- Continued to improve access to Argos Reporting tools to retrieve data to support the data needs of the College.

Dean's Office:

- Dean established and held Undergraduate and Graduate Advisory Board. Feedback was given to department chairs.
- Programs submitted annual program reports in fall for review and support
- Creation of induction class model
- Creation of faculty meeting and advisory board reporting structures (Qualtrics)
- Creation of graduate end-of-program survey and continued oversight of undergraduate end-of-program survey
- Staging of first COE "Data Day"

**Status:** ongoing

### **Supporting Program Statistics**

Monthly agenda and minutes for CAEP Committees, PEC, UPC, and GPC are available in P-drive

4. **Goal 4:** The College will incorporate transformational learning opportunities and innovative activities into its academic programs that positively impact our students, P-12 education, and the community.

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

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

### **Results:**

ELSE:

- ELSE faculty of all post admission courses in the elementary and special education programs are participating in the Apple Initiative
- ELSE Disposition Model was revised and assessments were revisited for possible revision. The program model will be shared with adjunct Intern II supervisors to enhance follow-through during the internship semester. A committee was formed to address these issues.
- Revisions in Jr Block placement were made for spring 2016 semester. A current committee is examining Jr Block assignments for possible changes in an effort to schaffel experiences across Jr Block, Internship I and Internship II placements.
- Internship I field hours have been extended to 2 full placement days each week. This change is to accommodate the inclusion of Bigelow tutoring as a field assignment.
- Field handbooks have been revised.

- At the annual retreat, a process was discussed to integrate writing alerts we are currently providing to students into the Interview process. A committee is discussing a process to be implemented in fall 2016.
- UCA Core upper division assessments were revised in the both the elementary and special education programs to reflect curriculum content changes.
- As a result of program analysis and identification of vital content omission, program changes in the undergraduate SPE program are in the university curriculum change process.
- Department website has been updated to reflect program changes.
- Implementation of the revised M.S.E in Reading and the new Dyslexia Therapist Endorsement program began in spring 2016. Enrollment has increased significantly.
- Faculty continue to work toward increasing productivity in the area of scholarship and professional development. ELSE Faculty Scholarship Incentive Awards continued to be allocated each each.
- New SpEd Resource License.

#### Leadership Studies:

- All programs sponsor a comprehensive New Student Orientation event that addresses departmental expectations, reviews policies on student rights and responsibilities, overviews program level requirements and expectations, and introduces students to resources available at UCA.
- All master's programs and the Educational Specialist program require student learning outcomes and key assessments that focus on student learning outcomes and/or community engagement projects. Examples include the school culture analysis in the school leadership program, comprehensive case study in the school counseling program, community outreach/program assessment in the educational leadership program, assessment project in the College Student Personnel program, a collections analysis in the library-media program, and student project in the Instructional Technology program.
- LIBM program promotes the writer's Colony, the Technology Institute, AASLA Conference, and AAIM conference by encouraging candidates to participate.
- The PhD in Interdisciplinary Leadership Studies has a dissertation plus other projects built into courses that focus on community engagement appropriate to the student's area of emphasis.
- The PhD program actively encourages candidates to participate in appropriate state, national, and international conferences via proposals for presentations.

#### T&L:

- EDUC 4210 Integration of Technology was revised to include more relevant technology tools and online instruction
- Faculty under the leadership of our Apple Distinguished Educator investigated, prepared and helped to implement a 1:1 technology initiative for our students providing an ipad for

each student to be used as a tool of effective teaching in all middle level and secondary education courses.

- Faculty worked with ELSE faculty to put ELSE 6347 Introduction to Dyslexia online with a blackboard shell, video podcasts, and other online instructional advances. The dyslexia track was added to the ASTL graduate program.
- Two faculty successfully completed the Center for Teaching Excellence online teaching certificate
- Increased access for diverse student candidates to the ASTL graduate program by deleting license and 2 year teaching requirement
- Strong, impressive professional development training by faculty in digital measures
- Rewrote MAT 6302 and MAT 6310 (Models and Diversity) with the integrated unit plan moved from diversity to models based on data collected from students and key assessments.
- Internship II field handbook revised to better reflect assignments, directions, and clear expectations.
- Assignments were added midterm and summative professional reflection in MAT 5390 practicum to provide more relevant feedback to students based on data collected from students and key assessments
- Department and program websites were revised and modified to provide a better resource to students and the community
- Addition of a MAT advisor which benefitted students and provided new student orientations, moved practicum/ internship orientations to online formats, and implemented two Saturday professional development days
- Some of our evidence with partnerships - summer camps etc also fit here
- Eight faculty were involved in the ADE grant where our faculty provided supervision and guidance to teachers in the Delta and other high need areas of the state.
- Faculty increased grant production for opportunities to positively impact K-12 education and to help with travel to professional conferences (A+ grant, ADE grant, Transition to Teaching Grant). Professional presentations and scholarly works to motivate, inspire and education faculty were priorities for department spending. Total Dept. spent on travel: \$35,983.94, External Grants (TTT, A+): \$19,257.68, internal Grants (CTE, FD, awards): \$4,396.50, and TOTAL GRANTS: \$23,654.18. This met the department's goal of raising \$20,000 for professional travel. Faculty also received Summer research stipends totaling \$7800.
- Increase collaborations of research projects and scholarly presentations with faculty within and outside of UCA, alumni, graduate and undergraduate students. Our faculty presented at HSTI with undergraduate students, KDP members presented with our faculty at their national conference in Orlando, students presented at Arkansas Curriculum Conference with their faculty sponsors (STEM and middle level ), and three MAT students presented at the Arkansas Reading Association conference. Conference presentations and prestigious publications increased across the board for faculty in the department, with extremely impressive scholarship results (refer to DM).

#### Candidate Services:

- Helped to plan and implement peer mentoring course. Though the course is not specifically aimed at teacher education candidates, it does positively impact the campus community.

#### Dean's Office:

- Developed and launched new Apple 1-1 Mobile Initiative. Updated classrooms with Apple TVs, planned PD for summer, purchased iPads for faculty participating, formed leadership team, leadership team trained in peer coaching, implemented faculty launch, planned student launch.
- Developed a series of PD for faculty covering a variety of topics such as 1) technology, 2) #BlackLivesMatter, 3) LGBTQ, 4) Innovative teaching techniques, 5) Research.
- Formal adoption of COE [technology proficiencies](#) with alignment to key assessments

**Status:** ongoing

#### **Supporting Program Statistics**

### **3. 2016 Goals**

1. The College will strengthen partnerships with schools, agencies, and community organizations to ensure program quality and maximize college and career readiness for the COE graduate and undergraduate students.

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

Goal 6: Increase Engagement with External Partners

#### **Action Plans:**

- a. College will meet with superintendents to gain feedback into programs.
- b. College will centrally administer some process of field placement (such as cooperating teacher compensation) to reduce redundancy and streamline processes for districts.
- c. College of Education will create/utilize Advisory Boards to gain input from partner districts and key stakeholders.
- d. College of Education will continue efforts to establish content validity on key assessments embedded in programs through internal and external stakeholder review.
- e. College of Education will host a Symposium for our teacher education colleagues in Community College. The symposium will focus on transfer students and ways to create seamless transition from two year colleges to UCA in education.

**Expected Results:** Completion of all Action Plan steps above. Advisory Boards will be used to revise program curriculum and to inform cogency of COE courses linked to field placement.

2. The College will maintain external recognition by continuing to meet the rigorous CAEP accreditation and state program approval standards and/or SPA standards for initial and advanced educator preparation programs. Programs that are non-accredited will receive strong reviews as part of their external review process.

**Related UCA Strategic Planning Goals**

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence.

**Action Plans:**

- a. The College will continue with the current PEU Standing Committees aligned to the new CAEP standards and add new ones to address all of the CAEP standards. New charges will be developed with specific action steps and a timeline for completion.
- b. Placements for Internship I and II via Chalk and Wire placement tracking tool as a standard practice with defined protocol will continue in 2015-2016 academic year
- c. Programs will align curriculum to recommended crosswalks (INTASC, SPA, ISTE, CCR)
- d. College will work with IR to administer the new graduate program exit surveys
- e. College will work to collect data from the new diversity/efficacy survey for graduate programs
- f. College will work to collect data from the new efficacy/disposition survey for initial and graduate programs

**Expected Results:** The College of Education will meet the new CAEP expectations and maintain accreditation.

3. The College will sustain a data-driven quality assurance system for continuous program improvement and innovation focused on completers' positive impact on student learning and development.

**Related UCA Strategic Planning Goals**

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence.

**Action Plans:**

- a. College of Education will the second (annual) Data Day for programs to analyze data within and across programs for continuous improvement initiative and invite external stakeholders to give input on process.

- b. Programs in initial teacher licensure and other educator roles (graduate) will submit annual reports which have been shared with external stakeholders
- c. College will continue validity and reliability studies on all key assessments in initial teacher licensure programs drawing from external stakeholder expertise.
- d. Review the data from the rubric calibration and inter-rater reliability data from the unit plan key assessment
- e. Rubric calibration and inter-rater reliability data expected due to impact of student learning key assessment via new Online Professional Development Seminar

**Expected Results:** The College of Education will meet the new CAEP expectations and maintain accreditation. The College of Education will allow data to guide our discussions and efforts toward continuous improvement..

- 4. The College will incorporate transformational learning opportunities and innovative activities into its academic programs that positively impact our students, P-12 education, and the community.

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

Goal 1: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence.

#### **Action Plans:**

- a. The College will develop a professional development plan to address specific need in Teacher Education and Professional Education. This will include a series of workshops delivered during x-period.
- b. The College will develop a professional development sequence that includes large group, small group, and individual PD to support faculty in the use of technology.
- c. The Dean and leadership team will implement the new apple 1-1 mobile initiative.
- d. The College of Education will explore the implementation of mobile learning technology for the initial teacher licensure candidates.
- e. The College of Education will maintain support for the Technology Learning Center to facilitate faculty and student teaching innovation using the latest technology.
- f. The College Research Committee will explore and develop a plan for a Teacher Education Undergraduate Research experience/program that works with the university efforts in this area.

**Expected Results:** Faculty will be recognized in the field for their innovation in teaching. COE faculty will disseminate their teaching innovation in conference presentations and publication.

- 5. The College will recruit, retain, and support high quality teacher candidates, graduate students, faculty, and staff with the recognition that diversity is a necessary condition for excellence.



## **Related UCA Strategic Planning Goals**

Goal 3: Promote Diversity in All Areas.

### **Action Plans:**

- a. The College will implement a climate survey to identify faculty needs related to retention of faculty from underrepresented minorities.
- b. The COE Diversity Committee review and plan a series of actions to address the self-study of teacher candidates and their preparation to work with diverse learners.
- c. The COE Diversity Committee will develop an action plan that lays out a path to strengthen teacher candidate and graduate students' competencies in effective teaching for diverse learners.
- d. The COE will develop a new general education (core) diversity class in collaboration with the College of Liberal Arts to be delivered in fall of 2017

**Expected Results:** COE students will indicate in improved scores on diversity indices

6. The faculty in the College of Education will be actively involved in the improvement of teaching, learning, and the assessment through their research/scholarship.
  - a. Tenure track faculty in the College will be actively involved in research resulting in an average of one peer-reviewed publication a year and two presentations per year.
  - b. Tenure track faculty will be asked to link their scholarship to their teaching for their annual review

**Expected Results:** Increase in scholarly activity seen in annual reports.

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

**Goal 1:** Promote and sustain a professional culture of creativity, productivity, and growth.

**Goal 2:** Meet (yet simplify) regulatory, accountability, and accreditation demands.

**Goal 3:** Manage leadership succession.

**Goal 4:** Promote increased credibility and respect for the College, its faculty, and its programs among UCA academics.

## **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  
Goal 5: Increase Engagement with External Partners  
Goal 6: Promote Diversity in All Areas

## 5. Challenges

The one internal challenge faced by the College of Education is the ability to hire appropriate faculty for vacancies and for programs in need. The PhD program has one designated faculty member who also serves as the program director. With 30-40 PhD candidates, it's difficult to maintain the quality of this program with one dedicated faculty member. The use of internal faculty who teach on overload for the PhD program is helpful but has limitations regarding program administration. This program exists in the Leadership Studies department which also faces additional faculty resource concerns. The department already has a heavy reliance on adjunct faculty. As the counseling program grows there may be a need for another faculty position. The addition of the clinical faculty member in counseling would help with field supervision. The College has two open searches (one in Leadership studies for the principal preparation program and one in ELSE for reading) that are previously failed searches. We need to increase our recruitment efforts, allowing us to fill these two vital positions.

In the ELSE program, the loss of a faculty line in elementary education (and part of another line in elementary education) has caused an over reliance on visiting faculty. At this time there is only one tenure track faculty member with an elementary background, and that faculty is currently serving as interim chair further reducing elementary faculty presence in the classroom. These visiting faculty are tasked with key assessments for NCATE, which presents challenges. The move of that department chair back to faculty has addressed the program needs regarding a new SPE MAT program, but doesn't address the elementary education program needs. It would be helpful to be allowed to hire an external chair/elementary faculty for the ELSE department.

The external challenges are significant. The changes in state law that allows individuals without teacher preparation to serve as the teacher of record is problematic. Currently the state of Arkansas employs over 250 people as teachers who have not had any training in education. These individuals have a degree, but often the degree isn't in the content area where they are assigned to teach. Additionally they have no formal training in child development, diversity, social development, teaching pedagogy, assessment, curriculum, classroom management, technology integration, etc.. The College of Education needs to expand its outreach efforts and find innovative ways to support schools and non-licensed teachers while maintaining the rigor of the current programs. The addition of an MAT advisor as well as a program recruiter would greatly support innovation in supporting non-traditional and traditional programs in recruiting and retaining qualified candidates into the teacher education programs.

Finally, the change to CAEP presents many challenges for the College. The requirement for us to follow our graduates into the teaching field (CAEP standard 4) and collect data

on their student's performance is particularly demanding. As of now, we have created an induction program for first year teachers. Forty of our spring and summer graduates have signed up to participate in the induction program. These students attend workshops created to address "just in time issues" (organizing your new classroom, conducting positive parent teacher conferences, preparing for an observation from your principal.....). The first year teachers also meet regularly with their assigned COE faculty mentor. The mentor faculty member travels to their class to observe and offer help/support. Dr. Donna Wake is coordinating this program on top of her current teaching, CAEP, and associate dean responsibilities. Additionally, the faculty mentors are taking on these tasks (which may be extensive) without any compensation, time release, or support. If this is the only way to meet the CAEP standard 4 requirement, we will need to institutionalize this program and account for it in faculty load.

## **6. Opportunities**

The College of Education enjoys a wonderful reputation in the community with local school districts. Our graduates are highly valued as first year teachers and professional educators. The College's commitment to diversity and willingness to embrace the demographic changes in Arkansas has poised us as the leader in teacher preparation with an emphasis in the ability to work in urban, rural, low-socioeconomic, high socioeconomic, and racially/ethnically diverse areas of the state.

Our new Apple 1-1 Mobile Initiative gives the COE the opportunity to transform the educational opportunities that our teacher candidates have at UCA as well as the educational experiences of their future P-12 students. This program can serve as a model of innovation and excellence. We hope to apply for an Apple Distinguished program award this year that will showcase our efforts and innovation.

We are seeing significant increases in some of our graduate programs, specifically Counseling Education and Dyslexia Therapist. The programs have grown so quickly that it is difficult to find qualified faculty to teach the classes and supervise field experiences. Our reputation in these two areas is beginning to bring us attention within Arkansas and outside of the state.

## **7. Summary**

The College of Education has exceptional faculty who are poised to expand the sphere of influence within the state and nationally. Our work on CAEP accreditation is cutting edge and involves all the faculty in one way or another. Under the leadership of Dr. Donna Wake, the college can become an aspirational model for assessment and accreditation practices. The engaged faculty and commitment to P-12 education is remarkable. With strategic vision and planning, the College will lead teacher education with a focus on diversity, social justice, and inclusion in Arkansas. In addition to the quality undergraduate programs, the College offers a diverse set of graduate and professional studies that can shape the direction for educational leaders within the state.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	8	1	9	17.31
Associate Professor	12	0	12	23.08
Assistant Professor	9	3	12	23.08
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	1.92
Lecturer/Clinical Instructor/Lab Instructor II	5	0	5	9.62
Lecturer/Clinical Instructor/Lab Instructor I	9	3	12	23.08
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	1	0	1	1.92
<b>Total</b>	<b>45</b>	<b>7</b>	<b>52</b>	<b>100.00</b>

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

Tenure Status	Continuing	New	Total	%
Tenured	19	1	20	38.46
Tenure-Track	8	3	11	21.15
Non-Tenure Track	18	3	21	40.38
<b>Total</b>	<b>45</b>	<b>7</b>	<b>52</b>	<b>100.00</b>

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

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	1.96
Associate	6	3	9	17.65
Full	26	3	29	56.86
No	12	0	12	23.53
<b>Total</b>	<b>45</b>	<b>6</b>	<b>51</b>	<b>100.00</b>

### Distribution of New and Continuing Full-Time Faculty by Department

Department	Continuing	New	Total
Elementary, Literacy, and Special Ed	17	1	18
Honors College	1	0	1
Leadership Studies	11	2	13
Teaching & Learning	19	4	23
Unknown Department	1	0	1
<b>Total</b>	<b>49</b>	<b>7</b>	<b>56</b>

### List of Administrative Assignments

#### Elementary, Literacy, and Special Ed

Kathleen Atkins, Department Chair, July 1, 2000 - July 1, 2016

Lisa Herrington, Director of the Reading Success Center, August 15, 2014 - August 15, 2016

Lisa Herrington, Director of University Challenge (UCA Challenge), July 1, 2006 - December 31, 2015

#### Honors College

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

## Leadership Studies

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

## Teaching & Learning

Tammy Benson, Chair, Department of Teaching & Learning, July 2010 - Present

Donna Wake, Associate Dean, July 2014 - Present

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00
Asian	0	1	1	1.92
Black or African American	5	1	6	11.54
Hispanic/Latino of Any Race	1	1	2	3.85
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	33	8	41	78.85
Non-Resident Alien	1	0	1	1.92
Unknown	1	0	1	1.92
<b>Total</b>	41	11	52	100.00
<b>%</b>	78.85	21.15	100.00	

### Diversity of Full-Time Faculty by Department

Department	Female		Male		Minority*	
	No.	%	No.	%	No.	%
Elementary, Literacy, and Special Ed	15	28.85	2	3.85	1	1.92
Honors College	1	1.92	0	0.00	0	0.00
Leadership Studies	9	17.31	4	7.69	1	1.92
Teaching & Learning	17	32.69	5	9.62	1	1.92
<b>Total</b>	41	78.85	11	21.15	3	5.77

\* Includes Hispanic/Latino of Any Race, American Indian or Alaska Native, Asian, Asian, Native Hawaiian or Other Pacific Islander, and Two or More Races

**APPENDIX B: INSTRUCTIONAL ACTIVITIES**

**SSCH by ADHE Term and Department**

<b>Elementary, Literacy, and Special Ed</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2015 - June 2016	0	5,466	1,689	7,155
July 2014 - June 2015	0	5,865	1,350	7,215
July 2013 - June 2014	0	5,979	1,077	7,056
July 2012 - June 2013	0	5,970	957	6,927

<b>Leadership Studies</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
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

<b>Teaching &amp; Learning</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2015 - June 2016	0	2,951	5,325	8,276
July 2014 - June 2015	0	2,993	5,577	8,570
July 2013 - June 2014	0	3,648	5,685	9,333
July 2012 - June 2013	0	4,042	4,161	8,203

**Academic Advising Loads**

<b>Term</b>	<b>Undergraduate</b>	<b>Graduate</b>
Fall 2015	459	632
Spring 2016	332	270

## Total Undergraduate Program Enrollment

<b>Elementary, Literacy, and Special Ed</b>	
<b>BSE-Elementary Education</b>	<b>Enrolled</b>
Fall On-Schedule 2015	91
Fall On-Schedule 2014	1
<b>BSE-P-4 Licensure</b>	<b>Enrolled</b>
Fall On-Schedule 2015	84
Fall On-Schedule 2014	200
Fall On-Schedule 2013	192
Fall On-Schedule 2012	216
<b>BSE-Special Education, K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	9
Fall On-Schedule 2014	0
<b>Teaching &amp; Learning</b>	
<b>BSE-Middle Level</b>	<b>Enrolled</b>
Fall On-Schedule 2015	37
<b>BSE-Middle Level Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	51
Fall On-Schedule 2013	32
Fall On-Schedule 2012	37

## Total Graduate Program Enrollment

<b>Elementary, Literacy, and Special Ed</b>	
<b>GC-Early Childhood Special Education</b>	
<b>Instructional Specialist (P-4)</b>	<b>Enrolled</b>
Fall On-Schedule 2015	5
Fall On-Schedule 2014	6
Fall On-Schedule 2013	2
Fall On-Schedule 2012	2
<b>GC-Gifted and Talented Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	12
Fall On-Schedule 2013	11
Fall On-Schedule 2012	0
<b>GC-Instructional Facilitator</b>	<b>Enrolled</b>
Fall On-Schedule 2013	1
Fall On-Schedule 2012	1
<b>GC-Special Education Instructional</b>	
<b>Specialist 4-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	3
Fall On-Schedule 2014	4
Fall On-Schedule 2013	14
Fall On-Schedule 2012	3
<b>GC-Special Education K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
<b>MSE-Reading K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	28

<b>MSE-Reading</b>	<b>Enrolled</b>
Fall On-Schedule 2014	19
Fall On-Schedule 2013	15
Fall On-Schedule 2012	13
<b>MSE-Special Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	16
Fall On-Schedule 2013	17
Fall On-Schedule 2012	18
<b>MSE-Special Education K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	22
<b>Leadership Studies</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
<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
<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
<b>GC-Instructional Technology-Technical Support</b>	<b>Enrolled</b>
Fall On-Schedule 2015	0
Fall On-Schedule 2014	2
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
<b>MS-College Student Personnel Services</b>	<b>Enrolled</b>
Fall On-Schedule 2015	25
Fall On-Schedule 2014	34
Fall On-Schedule 2013	39
Fall On-Schedule 2012	33
<b>MS-Instructional Technology</b>	<b>Enrolled</b>
Fall On-Schedule 2015	19
Fall On-Schedule 2014	23
Fall On-Schedule 2013	22
Fall On-Schedule 2012	22



<b>MS-Library Media and Information Technologies</b>	<b>Enrolled</b>
Fall On-Schedule 2015	115
Fall On-Schedule 2014	122
Fall On-Schedule 2013	113
Fall On-Schedule 2012	96
<b>MS-School Counseling</b>	<b>Enrolled</b>
Fall On-Schedule 2014	78
Fall On-Schedule 2013	67
Fall On-Schedule 2012	33
<b>MS-School Counseling K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2015	118
<b>MS-School Leadership, Management, and Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2015	28
Fall On-Schedule 2014	30
Fall On-Schedule 2013	25
Fall On-Schedule 2012	18
<b>PHD-Leadership Studies</b>	<b>Enrolled</b>
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
<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
<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
<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

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

**Enrolled**

Fall On-Schedule 2015 3  
Fall On-Schedule 2014 1  
Fall On-Schedule 2013 1  
Fall On-Schedule 2012 0

**Teaching & Learning  
GC-Gifted and Talented Education**

**Enrolled**

Fall On-Schedule 2015 8

**MAT-Teaching**

**Enrolled**

Fall On-Schedule 2015 302  
Fall On-Schedule 2014 325  
Fall On-Schedule 2013 317  
Fall On-Schedule 2012 251

**MSE-Advanced Studies in Teacher  
Leadership**

**Enrolled**

Fall On-Schedule 2015 30  
Fall On-Schedule 2014 27  
Fall On-Schedule 2013 22  
Fall On-Schedule 2012 10

**Total Undergraduate Program Degrees Awarded**

**Elementary, Literacy, and Special Ed  
BSE-Elementary Education**

**Degrees Awarded**

July 2015 - June 2016 18  
July 2014 - June 2015 0  
**Total** 18

**BSE-P-4 Licensure**

**Degrees Awarded**

July 2015 - June 2016 54  
July 2014 - June 2015 96  
July 2013 - June 2014 83  
July 2012 - June 2013 63  
**Total** 296

**BSE-Special Education, K-12**

**Degrees Awarded**

July 2015 - June 2016 0  
July 2014 - June 2015 0  
**Total** 0

**Teaching & Learning**

**BSE-Business and Marketing Technology**

**Degrees Awarded**

July 2014 - June 2015 0  
**Total** 0

**BSE-Middle Level Education**

**Degrees Awarded**

July 2015 - June 2016 20  
July 2014 - June 2015 22  
July 2013 - June 2014 13  
July 2012 - June 2013 19  
**Total** 74

## Total Graduate Program Degrees Awarded

### Elementary, Literacy, and Special Ed

#### BSE-Elementary Education

	Degrees Awarded
July 2015 - June 2016	18
July 2014 - June 2015	0
<b>Total</b>	<b>18</b>

#### BSE-P-4 Licensure

	Degrees Awarded
July 2015 - June 2016	54
July 2014 - June 2015	96
July 2013 - June 2014	83
July 2012 - June 2013	63
<b>Total</b>	<b>296</b>

#### BSE-Special Education, K-12

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

### Teaching & Learning

#### BSE-Business and Marketing Technology

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

#### BSE-Middle Level Education

	Degrees Awarded
July 2015 - June 2016	20
July 2014 - June 2015	22
July 2013 - June 2014	13
July 2012 - June 2013	19
<b>Total</b>	<b>74</b>

## Number of Directed Individual Student Learning Activities

### Involvement Type

Involvement Type	No.
Dissertation Committee Chair	11
Dissertation Committee Co-Chair	7
Dissertation Committee Member	34
Doctoral Advisory Committee Chair	1
Honors Thesis Advisor	4
Independent Research Advisor	1
Independent Study Advisor	7
Internship Advisor	8
Master's Thesis Committee Member	1
Other	10
Unknown	1
<b>Total</b>	<b>85</b>

### Elementary, Literacy, and Special Ed

#### Involvement Type

Involvement Type	No.
Dissertation Committee Member	2
Honors Thesis Advisor	1
Independent Study Advisor	1
Master's Thesis Committee Member	1
<b>Total</b>	<b>5</b>

### Honors College

#### Involvement Type

Involvement Type	No.
Dissertation Committee Member	1

Honors Thesis Advisor	2
<b>Total</b>	<b>3</b>

**Leadership Studies**

<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>

**Teaching & Learning**

<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Chair	5
Dissertation Committee Co-Chair	1
Dissertation Committee Member	13
Internship Advisor	8
Unknown	1
<b>Total</b>	<b>28</b>

**Number of Directed Group Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Field Experience	19
Group Research	5
Study Abroad	1
Other	1
<b>Total</b>	<b>26</b>

**Elementary, Literacy, and Special Ed**

<b>Involvement Type</b>	<b>No.</b>
Field Experience	3
Other	1
<b>Total</b>	<b>4</b>

**Leadership Studies**

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

**Teaching & Learning**

<b>Involvement Type</b>	<b>No.</b>
Field Experience	16
Group Research	1
<b>Total</b>	<b>17</b>

**Number of Non-Credit Instruction Activities**

<b>Instruction Type</b>	<b>No.</b>
Seminar	1
Tutoring	1
Workshop	5
Other	2

Unknown	1
<b>Total</b>	<b>10</b>

**Elementary, Literacy, and Special Ed**

<b>Instruction Type</b>	<b>No.</b>
Seminar	1
Workshop	3
Other	1
<b>Total</b>	<b>5</b>

**Teaching & Learning**

<b>Instruction Type</b>	<b>No.</b>
Tutoring	1
Workshop	2
Other	1
Unknown	1
<b>Total</b>	<b>5</b>

**APPENDIX C: SCHOLARSHIP**

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

**Total** 0

**Total Contracts and Grants**

<b>Organization</b>	<b>Under Review</b>		<b>Funded</b>	
	<b>No.</b>	<b>Total Funds</b>	<b>No.</b>	<b>Total Funds</b>
	2	\$0	0	\$0
Federal	0	\$0	5	\$3,402,039
Private	0	\$0	1	\$11,725
State	0	\$0	9	\$224,070
Other	0	\$0	1	\$3,000
<b>Total External</b>	<b>2</b>	<b>\$0</b>	<b>16</b>	<b>\$3,640,834</b>
University of Central Arkansas	1	\$2,011	14	\$113,621

**Elementary, Literacy, and Special Ed**

<b>Organization</b>	<b>Under Review</b>		<b>Funded</b>	
	<b>No.</b>	<b>Total Funds</b>	<b>No.</b>	<b>Total Funds</b>
Federal	0	\$0	1	\$50,365
State	0	\$0	3	\$50,000
<b>Total External</b>	<b>0</b>	<b>\$0</b>	<b>4</b>	<b>\$100,365</b>
University of Central Arkansas	0	\$0	3	\$13,000

**Leadership Studies**

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

**Teaching & Learning**

<b>Organization</b>	<b>Under Review</b>		<b>Funded</b>	
	<b>No.</b>	<b>Total Funds</b>	<b>No.</b>	<b>Total Funds</b>
	2	\$0	0	\$0
Federal	0	\$0	2	\$2,007,512
Private	0	\$0	1	\$11,725
State	0	\$0	3	\$105,830
<b>Total External</b>	<b>2</b>	<b>\$0</b>	<b>6</b>	<b>\$2,125,067</b>
University of Central Arkansas	0	\$0	10	\$99,396

**Number of Accepted or Published Publications by Type**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	8	1	9	0
Chapter	24	0	24	0
Journal Article	29	4	33	2
Other	7	8	15	0
<b>Total</b>	<b>68</b>	<b>13</b>	<b>81</b>	<b>2</b>

**Elementary, Literacy, and Special Ed**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	7	1	8	0
Other	0	1	1	0
<b>Total</b>	<b>7</b>	<b>2</b>	<b>9</b>	<b>0</b>

**Honors College**

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

**Leadership Studies**

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>

**Teaching & Learning**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	8	1	9	0
Chapter	18	0	18	0
Journal Article	10	2	12	0
Other	5	5	10	0
<b>Total</b>	<b>41</b>	<b>8</b>	<b>49</b>	<b>0</b>

**Number of Submitted Publications by Type**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	9	0	9	0
<b>Total</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>

**Elementary, Literacy, and Special Ed**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	4	0	4	0

**Teaching & Learning**

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	5	0	5	0

### Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	24	3	18	0	3	0
State	87	5	31	31	20	5
Regional	19	0	2	15	2	3
National	69	5	7	50	7	3
International	34	3	3	27	1	5
Unknown	32	0	5	11	16	7
<b>Total</b>	<b>265</b>	<b>16</b>	<b>66</b>	<b>134</b>	<b>49</b>	<b>23</b>

### Elementary, Literacy, and Special Ed

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	5	0	3	0	2	0
State	26	2	12	9	3	2
Regional	7	0	1	6	0	0
National	4	0	0	4	0	0
International	3	0	0	3	0	0
Unknown	5	0	0	0	5	0
<b>Total</b>	<b>50</b>	<b>2</b>	<b>16</b>	<b>22</b>	<b>10</b>	<b>2</b>

### Honors College

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
State	1	0	0	1	0	0
National	4	1	0	3	0	1
International	2	0	1	1	0	1
<b>Total</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>2</b>

### Leadership Studies

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>



## Teaching & Learning

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	16	3	12	0	1	0
State	60	1	22	21	16	2
Regional	13	0	1	10	2	3
National	53	4	7	37	5	2
International	18	1	1	16	0	2
Unknown	18	0	5	10	3	0
<b>Total</b>	<b>178</b>	<b>9</b>	<b>48</b>	<b>94</b>	<b>27</b>	<b>9</b>

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	65
Continuing Education Program	12
Course Towards a Degree	10
Faculty Fellowship	1
Self-Study Program	9
Seminar	40
Tutorial	12
Workshop	78
Other	54
Unknown	3
<b>Total</b>	<b>284</b>

### Elementary, Literacy, and Special Ed

Type of Activity	No.
Conference	21
Continuing Education Program	5
Self-Study Program	8
Seminar	26
Tutorial	2
Workshop	33
Other	24
Unknown	1
<b>Total</b>	<b>120</b>

### Leadership Studies

Type of Activity	No.
Conference	6
Seminar	1
Workshop	5
Other	12
<b>Total</b>	<b>24</b>

### Teaching & Learning

Type of Activity	No.
Conference	37
Continuing Education Program	7
Course Towards a Degree	10
Faculty Fellowship	1
Self-Study Program	1
Seminar	13
Tutorial	10
Workshop	39
Other	18
Unknown	2
<b>Total</b>	<b>138</b>

### Unknown Department

Type of Activity	No.
Conference	0
Workshop	0
<b>Total</b>	<b>0</b>

## **List of Awards and Honors**

### **Elementary, Literacy, and Special Ed**

Barnes, Candice Dowd Key Speaker, National Civility Center, International. (July 2015).

### **Leadership Studies**

Copeland, Judd Harris ArLA President Service Award, 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).

### **Teaching & Learning**

Cotabish, Alicia Ann AERA TACTL SIG, American Education Research Association, National. (April 2016).

Gallavan, Nancy ATE Distinguished Member, Association of Teacher Educators, National. (February 15, 2016).

Cawein, Mara Jane Achieving Chapter Excellence Award, Kappa Delta Pi, International. (October 22, 2015).

Alumbaugh, Audra D Distinguished Teacher in General Education, Arkansas Federation of the Council for Exceptional Children.

Thompson, Amy Danielle Mid-South Educational Research Association Research in Progress Award Recipient, MSERA, Regional. (November 5, 2015).

Cotabish, Alicia Ann National Association for Gifted Children Early Scholar Award, National Association for Gifted Children, National. (November 2015).

Gallavan, Nancy SRATE Innovation in Teacher Education, Southeastern Regional Association of Teacher Educators (SRATE), Regional. (October 2015).

Gallavan, Nancy UCA COE Faculty Award for Research-nominee, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA COE Faculty Award for Service-nominee, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA COE Faculty Award for Teaching-recipient, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA Diversity/Inclusive Excellence Award-nominee, University of Central Arkansas, University. (April 2016).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Other	10
Unknown	3
<b>Total</b>	<b>15</b>

### Elementary, Literacy, and Special Ed

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

### Leadership Studies

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

### Teaching & Learning

Type of Activity	No.
Fundraising	0
Other	2
Unknown	0
<b>Total</b>	<b>2</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	28	121	149
College	27	109	136
University	13	102	115
<b>Total</b>	<b>157</b>	<b>332</b>	<b>489</b>

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

### Elementary, Literacy, and Special Ed

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	12	52	64
College	4	40	44
University	2	24	26
<b>Total</b>	<b>40</b>	<b>116</b>	<b>156</b>

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

### Honors College

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	1	2	3
College	5	2	7
University	1	10	11

**Total** 16 14 30

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

### Leadership Studies

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

### Teaching & Learning

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	12	39	51
College	12	44	56
University	1	39	40
<b>Total</b>	<b>63</b>	<b>122</b>	<b>185</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	149	149
<b>Total</b>	<b>0</b>	<b>149</b>	<b>149</b>

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

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	64	64
<b>Total</b>	<b>0</b>	<b>64</b>	<b>64</b>

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

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	3	3
<b>Total</b>	<b>0</b>	<b>3</b>	<b>3</b>

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

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

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	51	51
<b>Total</b>	<b>0</b>	<b>51</b>	<b>51</b>

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

**Number of Professional Activities by Scope of Organization**

<b>Position/Role</b>	<b>Local</b>	<b>State</b>	<b>Regional</b>	<b>National</b>	<b>International</b>	<b>Total</b>
Chair/Co-Chair/Leader	3	9	0	4	3	19
Coordinator/Organizer	0	2	0	0	0	2
Editor	0	3	0	7	9	19
Member	3	22	1	18	11	55
Officer (Not President)	0	9	0	0	0	9
President	0	3	0	0	0	3
Reviewer	0	3	0	16	19	38
Other	2	16	3	8	5	34
<b>Total</b>	<b>8</b>	<b>67</b>	<b>4</b>	<b>53</b>	<b>47</b>	<b>179</b>

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

<b>Position/Role</b>	<b>Local</b>	<b>State</b>	<b>Regional</b>	<b>National</b>	<b>International</b>	<b>Total</b>
Advisor/Consultant	0	0	0	0	0	0
Board Member/Trustee	3	2	0	0	0	5
Chair	1	1	0	0	0	2
Coordinator/Organizer	3	2	0	0	0	5
Guest Speaker	2	1	0	0	0	3
Judge	0	1	0	0	0	1
Member	2	3	0	0	0	5
Officer (Not President)	1	0	0	0	0	1
Other	6	2	0	0	0	8
<b>Total</b>	<b>8</b>	<b>67</b>	<b>4</b>	<b>53</b>	<b>47</b>	<b>179</b>