

# ANNUAL REPORT

**2014-2015**

**University of Central Arkansas  
College of Education**

*"I am excited  
about the renewed  
energy at UCA in  
the College of  
Education."*

*Dr. Patty Phelps*

*Poised to Lead Education in Arkansas*



- Mission Statement
- 2015 Goals Report
- 2016 Goals
- 5 Year Goals
- Challenges
- Opportunities
- Summary
- Appendices



**College of Education**

**Annual Report**

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

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, and a variety of summer outreach programs for school-aged children. Go to <http://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

**Goal 1:** Complete Foundational Tasks Related to Instructional Program Changes and Accountability Reporting

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

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

### **Action Plans**

**1a.** \* Complete & implement remaining program-specific student assessment revisions in Chalk & Wire, as well as UCA Core course assessments.

\* Modify and simplify Conceptual Framework for 2020 CAEP review.

\*Temporarily suspend PEU Standing Committees until needed; when reactivated, realign committee structure with new CAEP standards

**Expected Results:** Completion of all Action Plan steps above.

### **Actual Results:**

- Chalk and Wire, the database which houses all performance assessment data for both undergraduate and graduate programs, was upgraded several times over the past year. As programs assessments/assignments were revised, the corresponding rubrics were upgraded in Chalk and Wire. While the data base housing candidate demographic data was improved somewhat, additional upgrading is still necessary.
- New or revised rubrics for key assessments #3, #4, and #5 were vetted with stakeholders (internal and external) for validity. These new/revised rubrics were loaded to Chalk and Wire and connected to appropriate student portfolios (i.e., Table of Contents). Assessments #3 (unit plan) and #5 (impact on student learning) were revised significantly from previous rubrics. Assessment #4 (TESS) was a new rubric and protocol put into place to reflect current ADE structures for in-service teachers.
- New Conceptual Framework was approved through faculty and adopted by the College. See link: <http://uca.edu/education/conceptualframework/>

- PEU Standing Committees were disbanded in 2014-15 but were recharged in July of 2015 and aligned new CAEP standards

**Status:** completed

### **Supporting Program Statistics**

None

**Goal 2:** Promote C of Ed Summer Programs and other ‘Programs of Distinction’

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

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

Goal 5: Increase Engagement with External Partners

#### **Action Plans**

**2a.** \* Work with UCA Communications division to market C of Ed Summer 2015 programs under the branding “Junior University”. Also, work with UCA Outreach division to handle Junior University enrollments for school-aged community students.  
\*Utilize summer programs as training opportunities for C of Ed educator candidates and/or research opportunities.

**Expected Results:** Successful completion of tasks outlined in the Action Plan, resulting in strong Junior University program enrollments for school-aged students, more consumer-friendly registration process for parents, and greater College identity with community/student outreach work.

#### **Actual Results:**

- The College of Education did work with Outreach to advertise all summer camp offerings but did have to rebrand the camps due to a request from the Provost’s Office. Instead of “Junior University”, the COE used “Cub Camps.” The COE did determine that Outreach would not be able to handle camp registration as was the original plan due to need to keep funds and accounts separate (most camps use Foundation accounts).
- The College of Education designed and launched a new website to consolidate information about the COE Summer Camps - <http://uca.edu/education/cub-camps/>. The summer camp offerings were

expanded to eight camps in summer of 2015 and teacher candidates, both graduate and undergraduate, were involved through practicum and research. Kimberly Clark sponsored Stimulate Academy designed for gifted children interested in engineering. Because of their sponsorship, the children only paid 25 dollars for the materials fee. UCA Outreach also created a website for the various summer camps at UCA. See link: <http://uca.edu/outreach/camps/>

**Status:** We will continue to explore expanding camp offerings and continue to work with Outreach to create a consolidated camps offering webpage.

### Supporting Program Statistics

Camp	Grade Level(s) of Children Served	Number of Children Served	Faculty Associated with Camp	# of Candidates Associated with Camp	Program of Candidates Associated with Camp
Bearswrite	4-6	26	Wake, Whittingham, Vanderslice	4	MAT, Middle Level
Bearswrite Advanced	7-9	31	Wake, Whittingham, Vanderslice	3	MAT, Middle Level
Reading Success Center	K-8	65	Herrington, Thompson	21	MAT, MSE Reading
SOAR	K-10	40	Voegele, Alumbaugh, Phelps, Dyson, Ward	10	Middle Level, Secondary
STEMulate	3-5	59	Dailey, Cotabish, Buchanan, Miller	3	STEM Teach
Summer Enrichment	K-8	20	Barrington	6	MSE SPED
UCA Challenge	4-6	55	Herrington, N. Runge, Menon	0	n/a
UCA Super Kids	1-3	204	Crow, Dallas, Cooper	0	n/a

### **Goal 3: Continue to Develop Normative Aspects of the C of Ed Professional Culture**

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

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

#### **Action Plans**

**3a.** \* Hold 3-4 faculty seminars regarding topics of interest and relevance to C of Ed faculty.

\* Through those conversations, promote shared norms and understandings of faculty role expectations.

**Expected Results:** Through the action steps above (over multiple years), we would hope to help faculty focus on work responsibilities and processes in ways that motivate and challenge them, rather than strictly focusing on work related to internal and external regulatory and bureaucratic compliance.

#### **Actual Results:**

- The College of Education Research Committee staged a “Dean’s Research Cracker Barrel”. In this event, faculty worked to establish shared norms and understandings of research expectations for faculty.
- The College of Education Research Committee awarded four (4) Summer Research Incentive Grants to support faculty continued research
- The College of Education promoted a series of “Tea Time Talks” featuring faculty presenting on their research and service work in the field.
- The standing committee structures for Professional Education Council (PEC), Undergraduate Program Coordinators, and Graduate Program Coordinators were maintained with each committee meeting monthly to discuss policy and best practices for candidates in all UCA COE programs.

**Status:** ongoing

#### **Supporting Program Statistics**

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

Research committee meeting agenda and minutes are available in P-drive

## 2016 Goals

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 6: Increase Engagement with External Partners

#### Action Plans:

- a. College will revise the Partnership Agreements with local school districts that govern placement in field sites.
- 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.

**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.

### Related UCA Strategic Planning Goals

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

#### Action Plans:

- a. The College will re-engage the PEU Standing Committees aligned to the new 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 to develop graduate program exit surveys
- e. College will work to develop diversity/efficacy survey for graduate programs
- f. College will work to develop 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 stage the first (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. Rubric calibration and inter-rater reliability data expected due to unit plan key assessment via new Online Professional Development Seminar
- e. College will partner with ITEC MA students to define “viewer friendly” data via an infographic project

**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 develop plan to address specific need in Teacher Education and Professional Education. This will include a series of workshops delivered during x-period.
- b. The Dean will regularly disseminate innovative teaching practices from Faculty Focus on the COE e-mail list.
- c. The College will implement a weekly video series disseminated through e-mail and place on the web called “2 Minute Tips”. Faculty within COE will record teaching, research, or service innovation that will be shared with their colleagues.
- d. Foundation money will be used to incentivise faculty in the development and use of innovative teaching techniques.

- e. The College of Education will explore the implementation of mobile learning technology for the initial teacher licensure candidates.
- f. The College of Education will maintain support for the Technology Learning Center to facilitate faculty and student teaching innovation using the latest technology.
- g. The College will explore additional or expanding graduate programs by charging a taskforce to analyze current and potential programs.
- h. 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 use training material from the NSF Advance program on diversity, the college search process for search committee professional development.
- b. The College will implement a climate survey to identify faculty needs related to retention of faculty from underrepresented minorities.
- c. The COE Diversity Committee will be charged with conducting a self-study of teacher candidates and their preparation to work with diverse learners.
- d. 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.
- e. The COE will implement new programs in Dyslexia and seek national recognition for those programs.

**Expected Results:** The self-study will inform the action plan and lead to programmatic and systemic changes.

### **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**

With the rapidly changing landscape of education, UCA teacher candidates need to be fully prepared to meet the needs of diverse learners in a variety of settings. This means a constant change in teaching pedagogy and the implementation of the newest technology. These changes take tremendous effort on the part of faculty. The curriculum is under constant revision to address needs of English Language Learners, children with disabilities, culturally responsive teaching, social justice issues, etc.

The change from NCATE to CAEP in accreditation brings new standards, program changes, assessment changes, and a focus on continuous improvement. CAEP has added the expectation that Educator Preparation Programs evaluate their performance by utilizing data from children who are taught by graduates. This means tracking our graduates for at least 5 years and collecting learning outcomes data from the children taught by our graduates. The thought is overwhelming. We may have to establish a teacher induction program and follow a sample of our graduates into the field. We are working closely with CAEP to develop a plan to meet this and all the other new CAEP requirements. As we gear up for the next CAEP visit, the College of Education's resources may become overly-consumed with accountability and reporting demands on the part of faculty and administrators. It is a challenge to efficiently and effectively use limited resources to meet demands that exceed that of many disciplines.

The facilities offered in Mashburn often hinders our ability to teach. The outdated HVC system and limited classroom/office space present challenges. Our ability to shine as a model of excellence is affected by the outdated classrooms and utility of the space in the Mashburn building.

## **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 made us poised 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.

The College has high quality graduate programs, including an Interdisciplinary Leadership Ph.D. program that has the potential for expansion and growth. We have a committee looking into potential growth in graduate programs (both on-ground and on-line).

## **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 leaders within the state.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

<b>Rank</b>	<b>Continuing</b>	<b>New</b>	<b>Total</b>	<b>%</b>
Professor	9	0	9	15.00
Associate Professor	14	0	14	23.33
Assistant Professor	17	0	17	28.33
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	1.67
Lecturer/Clinical Instructor/Lab Instructor II	6	0	6	10.00
Lecturer/Clinical Instructor/Lab Instructor I	10	0	10	16.67
Instructor	0	0	0	0.00
Visiting Assistant Professor	1	0	1	1.67
Visiting Lecturer	2	0	2	3.33
<b>Total</b>	<b>60</b>	<b>0</b>	<b>60</b>	<b>100.00</b>

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

<b>Tenure Status</b>	<b>Continuing</b>	<b>New</b>	<b>Total</b>	<b>%</b>
Tenured	19	0	19	34.55
Tenure-Track	15	0	15	27.27
Non-Tenure Track	21	0	21	38.18
<b>Total</b>	<b>55</b>	<b>0</b>	<b>55</b>	<b>100.00</b>

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

<b>Graduate Faculty</b>	<b>Continuing</b>	<b>New</b>	<b>Total</b>	<b>%</b>
Affiliated	4	0	4	7.27
Associate	9	0	9	16.36
Full	29	0	29	52.73
No	13	0	13	23.64
<b>Total</b>	<b>55</b>	<b>0</b>	<b>55</b>	<b>100.00</b>

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

<b>Department</b>	<b>Continuing</b>	<b>New</b>	<b>Total</b>
Elementary, Literacy, and Special Ed	19	0	19
Honors College	1	0	1
Leadership Studies	17	0	17
Teaching & Learning	26	0	26
Institutional Diversity	1	0	1
<b>Total</b>	<b>64</b>	<b>0</b>	<b>64</b>

## List of Administrative Assignments

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

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

### **Honors College**

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

### **Leadership Studies**

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

Diana Pounder, UCA College of Education Dean, July 1, 2009 - June 30, 2015

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	1.67
Black or African American	6	1	7	11.67
Hispanic/Latino of Any Race	1	1	2	3.33
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	38	11	49	81.67
Non-Resident Alien	1	0	1	1.67
Unknown	0	0	0	0.00
<b>Total</b>	46	14	60	100.00
<b>%</b>	76.67	23.33	100.00	

### Diversity of Full-Time Faculty by Department

Department	Female		Male		Minority*	
	No.	%	No.	%	No.	%
Elementary, Literacy, and Special Ed	15	25.00	3	5.00	1	1.67
Honors College	1	1.67	0	0.00	0	0.00
Leadership Studies	11	18.33	6	10.00	1	1.67
Teaching & Learning	20	33.33	5	8.33	1	1.67
<b>Total</b>	46	76.67	14	23.33	3	5.00

\* 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 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
July 2011 - June 2012	0	4,833	1,173	6,006

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

<b>Teaching &amp; Learning</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
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
July 2011 - June 2012	0	4,101	4,203	8,304



### Academic Advising Loads

<b>Term</b>	<b>Undergraduate</b>	<b>Graduate</b>
Fall 2014	575	835
Spring 2015	647	454

### Total Undergraduate Program Enrollment

<b>Elementary, Literacy, and Special Ed</b>	
<b>BSE-Elementary Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	1

<b>BSE-P-4 Licensure</b>	<b>Enrolled</b>
Fall On-Schedule 2014	200
Fall On-Schedule 2013	192
Fall On-Schedule 2012	216
Fall On-Schedule 2011	225

<b>BSE-Special Education, K-12</b>	<b>Enrolled</b>
Fall On-Schedule 2014	0

<b>Teaching &amp; Learning</b>	
<b>BSE-Business and Marketing Technology</b>	<b>Enrolled</b>
Fall On-Schedule 2011	2

<b>BSE-Middle Level Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	51
Fall On-Schedule 2013	32
Fall On-Schedule 2012	37
Fall On-Schedule 2011	47

## Total Graduate Program Enrollment

<b>Elementary, Literacy, and Special Ed</b>	
<b>GC-Early Childhood Special Education Instructional Specialist (P-4)</b>	<b>Enrolled</b>
Fall On-Schedule 2014	6
Fall On-Schedule 2013	2
Fall On-Schedule 2012	2
Fall On-Schedule 2011	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
Fall On-Schedule 2011	2

<b>GC-Special Education Instructional Specialist 4-12</b>	<b>Enrolled</b>
Fall On-Schedule 2014	4
Fall On-Schedule 2013	14
Fall On-Schedule 2012	3
Fall On-Schedule 2011	0

<b>MSE-Reading</b>	<b>Enrolled</b>
Fall On-Schedule 2014	19
Fall On-Schedule 2013	15
Fall On-Schedule 2012	13
Fall On-Schedule 2011	12

<b>MSE-Special Education</b>	<b>Enrolled</b>
Fall On-Schedule 2014	16
Fall On-Schedule 2013	17
Fall On-Schedule 2012	18
Fall On-Schedule 2011	23

<b>Leadership Studies</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

<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

<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

<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

<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

<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

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

<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

<b>Teaching &amp; Learning</b>	
<b>MAT-Teaching</b>	<b>Enrolled</b>
Fall On-Schedule 2014	325
Fall On-Schedule 2013	317
Fall On-Schedule 2012	251
Fall On-Schedule 2011	264

<b>MSE-Advanced Studies in Teacher Leadership</b>	<b>Enrolled</b>
Fall On-Schedule 2014	27
Fall On-Schedule 2013	22
Fall On-Schedule 2012	10
Fall On-Schedule 2011	11

### Total Undergraduate Program Degrees Awarded

<b>Elementary, Literacy, and Special Ed</b>	
<b>BSE-Elementary Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>
<b>BSE-P-4 Licensure</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	96
July 2013 - June 2014	83
July 2012 - June 2013	63
July 2011 - June 2012	71
<b>Total</b>	<b>313</b>
<b>BSE-Special Education, K-12</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>

<b>Teaching &amp; Learning</b>	
<b>BSE-Business and Marketing Technology</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
July 2011 - June 2012	4
<b>Total</b>	<b>4</b>
<b>BSE-Middle Level Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	22
July 2013 - June 2014	13
July 2012 - June 2013	19
July 2011 - June 2012	19
<b>Total</b>	<b>73</b>

### Total Graduate Program Degrees Awarded

<b>Elementary, Literacy, and Special Ed</b>	
<b>BSE-Elementary Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	<b>0</b>
<b>BSE-P-4 Licensure</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	96
July 2013 - June 2014	83

July 2012 - June 2013	63
July 2011 - June 2012	71
<b>Total</b>	313
<b>BSE-Special Education, K-12</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
<b>Total</b>	0

<b>Teaching &amp; Learning</b>	
<b>BSE-Business and Marketing Technology</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	0
July 2011 - June 2012	4
<b>Total</b>	4
<b>BSE-Middle Level Education</b>	<b>Degrees Awarded</b>
July 2014 - June 2015	22
July 2013 - June 2014	13
July 2012 - June 2013	19
July 2011 - June 2012	19
<b>Total</b>	73

#### Number of Directed Individual Student Learning Activities

<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Chair	10
Dissertation Committee Co-Chair	10
Dissertation Committee Member	30
Doctoral Advisory Committee Chair	1
Honors Thesis Advisor	5
Honors Tutorial Advisor	1
Independent Study Advisor	7
Internship Advisor	8
Master's Thesis Committee Chair	9
Master's Thesis Committee Member	9
Other	6
<b>Total</b>	96

<b>Elementary, Literacy, and Special Ed</b>	
<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Member	1
Honors Thesis Advisor	3
Independent Study Advisor	1
Master's Thesis Committee Member	4
<b>Total</b>	<b>9</b>

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

<b>Leadership Studies</b>	
<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>

<b>Teaching &amp; Learning</b>	
<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Chair	3
Dissertation Committee Co-Chair	2
Dissertation Committee Member	9
Independent Study Advisor	2
Internship Advisor	8
Master's Thesis Committee Member	1
Other	2
<b>Total</b>	<b>27</b>



### Number of Directed Group Student Learning Activities

<b>Involvement Type</b>	<b>No.</b>
Field Experience	18
Group Research	5
Study Abroad	2
Other	1
Unknown	1
<b>Total</b>	<b>27</b>

<b>Elementary, Literacy, and Special Ed</b>	
<b>Involvement Type</b>	<b>No.</b>
Other	1
<b>Total</b>	<b>1</b>

<b>Leadership Studies</b>	
<b>Involvement Type</b>	<b>No.</b>
Field Experience	3
Group Research	4
Study Abroad	2
<b>Total</b>	<b>9</b>

<b>Teaching &amp; Learning</b>	
<b>Involvement Type</b>	<b>No.</b>
Field Experience	15
Group Research	1
Unknown	1
<b>Total</b>	<b>17</b>

### Number of Non-Credit Instruction Activities

<b>Instruction Type</b>	<b>No.</b>
Guest Lecture	1
Seminar	2
Workshop	9
Other	4
Unknown	2
<b>Total</b>	<b>18</b>

<b>Elementary, Literacy, and Special Ed</b>	
<b>Instruction Type</b>	<b>No.</b>

Seminar	2
Workshop	9
Other	4
Unknown	1
<b>Total</b>	<b>16</b>

<b>Teaching &amp; Learning</b>	
<b>Instruction Type</b>	<b>No.</b>
Guest Lecture	1
Unknown	1
<b>Total</b>	<b>2</b>

## APPENDIX C: SCHOLARSHIP

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

<b>Total</b>	0
--------------	---

### Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	2	\$0	3	\$11,310
Federal	0	\$0	4	\$5,503,506
Local	0	\$0	1	\$5,000
Private	1	\$3,000	1	\$6,000
State	1	\$77,704	5	\$278,034
Other	0	\$0	1	\$3,000
<b>Total External</b>	4	\$80,704	15	\$5,806,850
University of Central Arkansas	1	\$2,011	20	\$126,408

Elementary, Literacy, and Special Ed				
Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	0	\$0	2	\$4,310
State	0	\$0	1	\$15,000
<b>Total External</b>	0	\$0	3	\$19,310
University of Central Arkansas	0	\$0	4	\$14,400

Leadership Studies				
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>	2	\$80,704	7	\$2,564,772
University of Central Arkansas	1	\$2,011	2	\$4,030

<b>Teaching &amp; Learning</b>				
	<b>Under Review</b>		<b>Funded</b>	
<b>Organization</b>	<b>No.</b>	<b>Total Funds</b>	<b>No.</b>	<b>Total Funds</b>
	2	\$0	0	\$0
Federal	0	\$0	2	\$3,198,506
Local	0	\$0	1	\$5,000
State	0	\$0	2	\$19,262
<b>Total External</b>	2	\$0	5	\$3,222,768
University of Central Arkansas	0	\$0	14	\$107,978

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

<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Book	13	0	13	0
Book Review	2	2	4	0
Chapter	27	1	28	0
Conference Proceeding	5	0	5	1
Journal Article	32	5	37	2
Other	11	7	18	0
<b>Total</b>	90	15	105	3

<b>Elementary, Literacy, and Special Ed</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Conference Proceeding	1	0	1	0
Journal Article	8	3	11	1
Other	0	2	2	0
<b>Total</b>	9	5	14	1

<b>Honors College</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Chapter	1	0	1	0
Journal Article	1	0	1	0
<b>Total</b>	2	0	2	0

<b>Leadership Studies</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
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>	22	2	24	1

<b>Teaching &amp; Learning</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Book	11	0	11	0
Book Review	2	1	3	0
Chapter	22	1	23	0
Conference Proceeding	3	0	3	1
Journal Article	12	2	14	0
Other	11	5	16	0
<b>Total</b>	61	9	70	1

#### Number of Submitted Publications by Type

<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Chapter	1	0	1	0
Journal Article	11	0	11	3
<b>Total</b>	12	0	12	3

<b>Elementary, Literacy, and Special Ed</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Journal Article	3	0	3	0

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

<b>Teaching &amp; Learning</b>				
<b>Type</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Total</b>	<b>Student Author</b>
Chapter	1	0	1	0

Journal Article	5	0	5	1
-----------------	---	---	---	---

### Number of Presentations by Scope

<b>Scope</b>	<b>Total</b>	<b>Invited</b>		<b>Accepted</b>		<b>Student Author</b>
		<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	
Local	27	0	25	0	2	1
State	85	15	20	37	13	11
Regional	30	3	5	17	5	2
National	68	7	6	53	2	6
International	35	2	1	32	0	7
Unknown	16	0	2	7	7	1
<b>Total</b>	261	27	59	146	29	28

<b>Elementary, Literacy, and Special Ed</b>						
<b>Scope</b>	<b>Total</b>	<b>Invited</b>		<b>Accepted</b>		<b>Student Author</b>
		<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	
Local	7	0	6	0	1	0
State	16	1	4	4	7	6
Regional	4	0	0	2	2	0
National	3	0	0	3	0	0
International	8	1	0	7	0	0
Unknown	7	0	2	3	2	1
<b>Total</b>	45	2	12	19	12	7

<b>Honors College</b>						
<b>Scope</b>		<b>Invited</b>		<b>Accepted</b>		<b>Student Author</b>
	<b>Total</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	
State	1	0	0	1	0	0
National	7	1	0	6	0	3
<b>Total</b>	8	1	0	7	0	3

<b>Leadership Studies</b>						
<b>Scope</b>		<b>Invited</b>		<b>Accepted</b>		<b>Student Author</b>
	<b>Total</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	
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

<b>Teaching &amp; Learning</b>						
<b>Scope</b>		<b>Invited</b>		<b>Accepted</b>		<b>Student Author</b>
	<b>Total</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	<b>Peer Reviewed</b>	<b>Non-Peer Reviewed</b>	
Local	17	0	16	0	1	1
State	61	12	15	29	5	2
Regional	24	3	5	13	3	1
National	46	4	1	39	2	2
International	21	1	1	19	0	7
Unknown	2	0	0	2	0	0
<b>Total</b>	171	20	38	102	11	13

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	84
Continuing Education Program	3
Course Towards a Degree	9
Courses Beyond Last Degree	2
Faculty Fellowship	3
Self-Study Program	3
Seminar	39
Tutorial	11
Workshop	55
Other	23
Unknown	3
<b>Total</b>	<b>235</b>

Elementary, Literacy, and Special Ed	
Type of Activity	No.
Conference	15
Continuing Education Program	1
Course Towards a Degree	1
Courses Beyond Last Degree	2
Self-Study Program	1
Seminar	21
Tutorial	3
Workshop	17
Other	6
Unknown	1
<b>Total</b>	<b>68</b>

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



<b>Teaching &amp; Learning</b>	
<b>Type of Activity</b>	<b>No.</b>
Conference	63
Continuing Education Program	2
Course Towards a Degree	8
Faculty Fellowship	3
Self-Study Program	2
Seminar	14
Tutorial	4
Workshop	32
Other	7
Unknown	2
<b>Total</b>	<b>137</b>

## **List of Awards and Honors**

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

Cain, Donna D COE Teaching Excellence Award, College of Education, Teaching, College. (May 15, 2015).

Cooper, Mark J Chick-fil-A True Inspiration Award, Chicks for Children Foundation, Inc., Service, Community, International. (January 22, 2015).

Howard, Leeann C Diamond Award, Arkansas Reading Association, Service, Professional, State. (July 21, 2014).

Howard, Leeann C Growth in IRA Membership, Arkansas Reading Association, Service, Community, State. (July 2014).

Howard, Leeann C Honor Council, Arkansas Reading Association- NCARC, Service, Community, National. (November 2014).

Howard, Leeann C Local Council Growth (2nd place), Arkansas Reading Association, Service, Community, State. (July 2014).

Pearson, Mary M Orland "Jack" Morgan Award, Arkansas Council for Exceptional Children, Service, Professional, State. (November 13, 2014).

### **Leadership Studies**

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

## **Teaching & Learning**

Mills, Michael S College Teacher of the Year, ACTELA, Teaching, State. (October 30, 2014).

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

Mills, Michael S Faculty Teaching Award, UCA College of Education, Teaching, College. (May 1, 2015).

Gallavan, Nancy Innovation in Teacher Education Award, Southeastern Regional Association of Teacher Educators (SRATE), Leadership, Regional. (October 2014).

Gallavan, Nancy LaureATE, Association of Teacher Educators, Service, Professional, National. (February 16, 2015).

Thompson, Amy Danielle National Board for Professional Teaching Standards Renewal, NBPTS, Teaching, National. (October 24, 2014).

Gallavan, Nancy UCA COE Faculty Award for Service-nominee, University of Central Arkansas College of Education, Service, Professional, College. (May 1, 2015).

Gallavan, Nancy UCA COE Faculty Award for Teaching-nominee, University of Central Arkansas College of Education, Teaching, College. (May 1, 2015).

Gallavan, Nancy UCA Faculty Excellence Award for Service-finalist, University of Central Arkansas, Service, Professional, University. (April 26, 2015).

Gallavan, Nancy UCA Faculty Excellence Award for Teaching-finalist, University of Central Arkansas, Teaching, University. (April 26, 2015).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Fundraising	2
Recruitment	3
Service Learning	1
Other	9
Unknown	2
<b>Total</b>	<b>17</b>

Elementary, Literacy, and Special Ed	
Type of Activity	No.
Fundraising	2
Recruitment	0
Service Learning	1
Other	1
Unknown	1
<b>Total</b>	<b>5</b>

Leadership Studies	
Type of Activity	No.
Fundraising	0
Recruitment	2
Service Learning	0
Other	4
Unknown	1
<b>Total</b>	<b>7</b>

Teaching & Learning	
Type of Activity	No.
Fundraising	0
Recruitment	1
Service Learning	0
Other	4
Unknown	0
<b>Total</b>	<b>5</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	36	141	177
College	22	111	133
University	11	110	121
<b>Total</b>	168	362	530

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

<b>Elementary, Literacy, and Special Ed</b>			
Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	21	64	85
College	6	32	38
University	2	18	20
<b>Total</b>	45	114	159

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

<b>Honors College</b>			
Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	0	3	3
College	5	3	8
University	0	5	5
<b>Total</b>	10	11	21

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

<b>Leadership Studies</b>			
Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	3	32	35
College	9	29	38
University	6	34	40
<b>Total</b>	46	95	141

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

<b>Teaching &amp; Learning</b>			
<b>Type of Activity</b>	<b>Leadership Positions*</b>	<b>Non-Leadership Positions</b>	<b>Total</b>
Department	12	45	57
College	7	50	57
University	3	58	61
<b>Total</b>	<b>77</b>	<b>153</b>	<b>230</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

<b>Type of Activity</b>	<b>Leadership Positions*</b>	<b>Non-Leadership Positions</b>	<b>Total</b>
Unknown	0	177	177
<b>Total</b>	<b>0</b>	<b>177</b>	<b>177</b>

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

<b>Type of Activity</b>	<b>Leadership Positions*</b>	<b>Non-Leadership Positions</b>	<b>Total</b>
Unknown	0	85	85
<b>Total</b>	<b>0</b>	<b>85</b>	<b>85</b>

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

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

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

<b>Type of Activity</b>	<b>Leadership Positions*</b>	<b>Non-Leadership Positions</b>	<b>Total</b>
Unknown	0	57	57
<b>Total</b>	<b>0</b>	<b>57</b>	<b>57</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	3	16	3	8	1	31
Coordinator/Organizer	0	3	0	0	0	3
Editor	0	3	0	8	9	20
Member	4	23	3	19	10	59
Officer (Not President)	0	9	0	0	0	9
President	1	3	0	0	0	4
Reviewer	0	3	1	19	18	41
Other	2	26	4	8	5	45
<b>Total</b>	10	86	11	62	43	212

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

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	3	2	0	0	0	5
Chair	1	1	0	0	0	2
Coordinator/Organizer	5	1	0	1	0	7
Director	2	0	0	0	0	2
Guest Speaker	8	2	0	1	0	11
Judge	0	1	0	0	0	1
Member	4	1	0	0	0	5
Officer (Not President)	1	1	0	0	0	2
Other	9	1	0	0	0	10
<b>Total</b>	10	86	11	62	43	212