



**Department of
Elementary, Literacy, and Special Ed**

Annual Report
July 1, 2019 - June 30, 2020

1. Mission Statement

Developing foundations for using evidence-based practices to teach all learners.

Our mission statement reflects the intent of the Department of Elementary, Literacy, and Special Education to ensure that teachers at the undergraduate and graduate levels acquire the foundational knowledge, skills, mindsets, and dispositions required to successfully implement evidence-based practices to meet the diverse academic, social, emotional, and physical needs of children and youth.

2. Status/Achievement of 2020 Goals

Goal 1: Collaborate with public schools, community colleges, agencies, and fellow educators to develop and maintain outstanding programs of teacher education, clinical experiences, and professional development.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

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Action Plans

1a. ELSE's Field Liaison will increase and/or maintain the partnerships with Central Arkansas schools.

Expected Results: Increase the number of partnerships to meet the increase in number of teacher candidates.

Actual Results: ELSE engaged in Partnerships with the following schools for internships

Partnership with Conway Public Schools

Partnership with North Little Rock Public Schools

Partnership with Little Rock Public Schools

Partnership with Bigelow Public Schools
Partnership with Vilonia Public Schools
Partnership with Mayflower Public Schools
Partnership with Bryant Public Schools
Partnership with Cabot Public Schools
Partnership with Clarksville Public Schools
Partnership with Greenbrier Public Schools
Partnership with Morrillton Public Schools
Partnership with Southside Bee Branch Public Schools
Partnership with Benton Public Schools

The UCA Mashburn Center for Learning:

Worked with LRSD High Schools JA Fair) and McClellan to improve delivery of co-taught instruction

Worked with the Instructional Resource Center in LRSD to provide teachers from area schools instruction in Cue-Do-Review.

Provided Professional Development to teachers in Watson Chapel Middle School beginning summer, 2019

Provided Professional Development to teachers in Washington Middle School beginning summer, 2019

Provided Potential Professional Developers' Institute for educators in El Dorado School District, beginning February, 2020

Collaborated with Educational Service Cooperatives and school districts to provide over 40 different professional development activities/sessions to Arkansas teachers, UCA faculty, and other Arkansas educators during 2019-2020

Collaborated with the University of Kansas on badging and micro-credentialing, partnered with the University of Kansas and The ADE to provide a Strategic Instruction Model Update Conference in January, 2020

Partnered with Berryville School District to provide XTreme Reading instruction to teachers. Participated in co-leading national work group on providing preservice teachers and faculty SIM CER and LSCo

Director of UCA Mashburn Center for Learning was awarded the National SIM Leadership Award.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: Support the integration of technology in instruction, research, scholarly activities, and service for faculty and teacher candidates.

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Action Plans

2a. Faculty will strategically increase their technology use in their classes and/or research.

Each faculty will include a technology goal in their annual self-assessment.

Expected Results: Faculty will become more comfortable using technology as demonstrated by use in classes and in research.

Actual Results: All faculty increased their use of technology, some by choice others due to Covid-19 and the move to online. No matter what the reason for the increase, all faculty have embraced technology use within their classes as a pedagogical tool in the K-12 classroom all the way to teaching in the college classroom. However, not all faculty included a technology goal in their annual self-assessment.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: Engage faculty and students in scholarly activities such as research, presentations, professional development, reflective and creative teaching practices, and service to the community and profession.

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Action Plans

3a. Provide faculty and students time to discuss research interests and ideas encouraging collaboration in scholarship

Expected Results: Increase in scholarship within the department.

Actual Results: Several faculty have participated on five dissertation committees. In addition, ELSE faculty produced 11 peer reviewed, four non-peer reviewed publications as well as 47 presentations. Several articles and presentations included students.

Status:

Supporting Program Statistics

3b. Interested faculty will engage in conversation with T&L to support the Reading Center programs.

Expected Results: Joint ownership/support of the Reading Center

Actual Results: Although the Reading Center continued to be facilitated with faculty from the department of Teaching and Learning, the actual tutoring took place in the department of Elementary, Literacy, and Special Education. In addition, the ELSE department provided 1) funding for a dinner with the families utilizing the services of the Reading Center; 2) two whiteboards; and 3) a locking cabinet for storage. Discussions occurred about moving Reading Center activities to ELSE in 2020-2021.

Status: Completed

Supporting Program Statistics

3c. Faculty and students will provide support to community partners.

Expected Results:

Actual Results: Service Learning for ELSE 4324. We Care for Bears is a respite care for parents who have students with disabilities. We have generated a partnership with Community Connections-Courtney Leach and Arkansas Down Syndrome Association (ASDA) DeAnn Hunt. In addition, respite service was provided to roughly 25 families.

Service Learning for ELSE 4308. Students provide 1:1 intervention with struggling readers. This included pre and post assessment, collaboration with peers and teachers and culminated into a written report.

Field Experience for Wilson Dyslexia Specialist Practicum, Faculty member provided intervention to K-12 students

Status:

Supporting Program Statistics

3d. Faculty will take an active role within the professional communities.

Expected Results: Faculty will participate in organizations based on their professional training.

Actual Results: Project Collaborator, Just Communities Arkansas. Just communities Arkansas is a civic and equity organization that provides training and support to educational and business organizational throughout the state.

Fundraising, Chicks for Children, Inc., Chicks for Children is an organization that support children and families in Kitale, Kenya support and maintain a safe and secure living condition.

Research Associate, The University of Kansas SIM International
Professional Developers Network, Provide national professional
development as requested in Interventions developed by the
KUCRL.

Faculty in ELSE continue to serve key roles on professional organization boards in the state and at the national level (e.g., ArCEC, Arkansas Literacy Educators, AR Diamond Book, Scholastic Advisory Board, MSERA, Louisiana Educational Research Association, IDA, AR Council for the Social Studies, Women's Suffrage Centennial Commemoration Committee).

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: Provide rigorous licensure and other programs of study for undergraduate and graduate teacher candidates.

Related UCA Strategic Planning Goals

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Action Plans

4a. All department programs will be realigned with best practices in their respective fields, updating syllabus to reflect high leverage practices. Faculty will work with colleagues within the different program areas: Special Education, K-6, Literacy

Expected Results: All courses will be reviewed and syllabi updated to reflect current practices.

Actual Results: Although faculty were diligent in working on this objective, Covid-19 cut their efforts short; therefore faculty will continue their work into 2020-2021.

Status: Ongoing

Supporting Program Statistics

4b. Interested faculty will begin work on a new undergraduate online program for individuals who work in special education programs who would like to complete a BSE for special education licensure.

Expected Results: The ELSE Department will submit a program proposal to ADE

Actual Results: This outcome was not met and the feasibility under Covid-19 and budget cuts are currently being reviewed. It is expected that this objective will continue into 2020-2021.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: Recruit and retain high quality teacher candidates who demonstrate promise in learning and teaching.

Related UCA Strategic Planning Goals

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Action Plans

5a. All ELSE faculty will participate in recruitment activities as their schedule permits.

Expected Results: Faculty will participate in various recruitment activities.

Actual Results: Faculty participated in the Major's Fair. Other recruitment efforts were coordinated through Candidate Services and the COE Dean's Office

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 6: Recruit and retain high quality teacher candidates who demonstrate promise in learning and teaching.

Related UCA Strategic Planning Goals

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Action Plans

6a. Faculty will actively participate in recruiting activities as their schedule permits.

Expected Results: Faculty will participate in recruitment efforts.

Actual Results: Faculty participated in the Major's Fair. Other recruitment efforts were coordinated through Candidate Services and the COE Dean's Office

Status: Ongoing

Supporting Program Statistics

6b. ELSE faculty will be diligent in their advising of teacher candidates.

Expected Results: Students will feel supported.

Actual Results: Once students are admitted to teacher education and begin Junior Block classes, they are divided into professional development groups and assigned a faculty member. This faculty member is responsible for connecting with other faculty members to gather information on the level of support each student needs. The faculty member is also responsible for connecting with the students in his/her group to help teacher candidates with their professional growth plans.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 7: Recruit and retain high quality faculty who represent diverse backgrounds and viewpoints, and who demonstrate excellence in learning and teaching.

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Action Plans

- 7a.** 1. Provide a mentor for all new faculty and encourage them to set regularly scheduled meetings with their mentor.
2. Encourage all faculty to meet with CTE for feedback in teaching.

Expected Results: New faculty will make progress in the tenure and promotion process.

Actual Results: All tenure track faculty have participated in monthly meetings about the tenure process planned through the COE Dean's Office (until Covid-19 sent us home). In addition tenured track faculty have been paired with senior faculty. Although all tenured track faculty are on target for tenure and promotion, all have asked for an extension due to Covid-19.

As far as recruiting diverse faculty, with the current budget situation, we were not allowed to hire any permanent new faculty. In fact, we lost a position line when one faculty member retired this year. We were able to hire a one year visiting professor when a second faculty member retired unexpectedly in mid-summer 2020. This faculty member has expertise in teaching strategies in math and science. She is an individual of color and we hope to be able to hire her in a permanent position.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3. 2021 Goals

Goal 1: ELSE faculty will maintain and increase collaboration around scholarship.

Related UCA Strategic Planning Goals

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Action Plans

1a.

Resources:

Responsible Person(s):

Projected Completion Date:

Expected Results:

Supporting Program Statistics

Goal 2: : ELSE faculty will increase the use of transformative and innovative learning experiences grounded in evidence-based practices in carrying out ELSE responsibilities.

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Action Plans

2a.

Resources:

Responsible Person(s):

Projected Completion Date:

Expected Results:

Supporting Program Statistics

Goal 3: ELSE will maintain and enhance a variety of public and private partnerships to ensure the success of our students and expand the reach of the ELSE Department.

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Action Plans

3a.

Resources:

Responsible Person(s):

Projected Completion Date:

Expected Results:

Supporting Program Statistics

Goal 4: Faculty within ELSE will deepen their understanding of the role of social justice and educational equity as it pertains to our primary activity of preparing our teacher candidates for teaching in K-12 schools.

Related UCA Strategic Planning Goals

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Action Plans

4a.

Resources:

Responsible Person(s):

Projected Completion Date: May 2021

Expected Results:

Supporting Program Statistics

4. Five-year Goals

Goal 1: Increase ability to recruit, retain, and support candidates of diverse backgrounds.

Related UCA Strategic Planning Goals

Projected Completion Date:

5. Challenges

Our main challenge is lack of resources:

1. Although we were successful in hiring two tenure track and one clinical instructor positions, we are still down faculty to support our growing programs. In addition, one faculty member retired and another resigned. The department lost the line from the retired faculty whereas we hired a one-year visiting instructor to replace the faculty who resigned.

2. Many faculty are teaching overloads and we have a high number of adjuncts. Physical space for classes at times is problematic with classes being held in less than ideal spaces.

3. With many "hands on" classes, storage space for material used in these classes is extremely limited. Lack of resources also includes not having the finances to order the various assessments faculty need.

4. Changes in ADE requirements come often before new programs have barely started. Although changes are the "new norm", the constant revision in standards takes a drain on limited faculty resources.

5. Program needs frequently require faculty to retune their own skill sets. This is not only costly, but time intensive with little time provided for retuning. For example, incorporating technology into research and classes is a goal within the department and college; however, learning new technology

is time consuming. Such time consuming processes, limits the time for research (also another goal for the department).

6. Opportunities

1. ELSE faculty are amazing and they rise to meet every new challenge they meet.
2. We have hired two new tenured-track faculty, permanently hired our visiting instructor in special education, and hired a new visiting instructor for reading. These individuals bring fresh eyes to our programs and reenergize faculty and students.
3. Ms. Doran completed Dibels Train the Trainers which allows her to teach our faculty and students, certifying them to use Dibels with K-12 students.
4. ELSE has an opportunity to reengage in providing a valuable community resource through supporting the Reading Center. We have interested faculty in developing an undergraduate online program for paraprofessionals.
5. We have interested faculty in developing a special education undergraduate online program for paraprofessionals.
6. About 60% of our faculty are participating in the DEEP training and the rest of the faculty will begin this training this coming year.

7. Summary

I am guessing that the ELSE Department is not the only department that struggles with a lack of resources, especially now under the crunch of Covid; however, our faculty are professionals whose main goal is to work with and help develop the best teachers within our state. With that being stated, I firmly believe we have not only met, but excelled at this. Our faculty spend many hours meeting the needs of all our students.

Lastly, while there is always room for improvement, the efforts and achievements over the past 12 months of the department are significant. Additional productivity and accomplishments are presented in the program statistics which follow.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	0	0	0	?
Associate Professor	0	0	0	?
Assistant Professor	0	0	0	?
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	?
Lecturer/Clinical Instructor/Lab Instructor II	0	0	0	?
Lecturer/Clinical Instructor/Lab Instructor I	0	0	0	?
Instructor	0	0	0	?
Visiting Assistant Professor	0	0	0	?
Visiting Lecturer	0	0	0	?
Total	0	0	0	?

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	0	0	0	?
Tenure-Track	0	0	0	?
Non-Tenure Track	0	0	0	?
Total	0	0	0	?

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	0	0	0	?
Associate	0	0	0	?
Full	0	0	0	?
No	0	0	0	?
Total	0	0	0	?

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

No data available

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	?
Asian	0	0	0	?
Black or African American	0	0	0	?
Hispanic/Latino of Any Race	0	0	0	?
Native Hawaiian or Other Pacific Islander	0	0	0	?
Two or More Races	0	0	0	?
White	0	0	0	?
Non-Resident Alien	0	0	0	?
Unknown	0	0	0	?

Total
%

0
?

0
?

0
?

?



APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2019	0	48	300	348
Summer II Off-Schedule 2019	0	0	3	3
Fall On-Schedule 2019	0	3,327	504	3,831
Fall Off-Schedule 2019	0	0	0	0
Spring On-Schedule 2020	0	3,351	630	3,981
Spring Off-Schedule 2020	0	0	0	0
Summer I On-Schedule 2020	0	30	501	531
Summer I Off-Schedule 2020	0	0	105	105

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2019 - June 2020	0	6,756	2,043	8,799
July 2018 - June 2019	51	7,203	2,004	9,258
July 2017 - June 2018	39	6,882	1,620	8,541
July 2016 - June 2017	63	6,786	1,761	8,610
July 2015 - June 2016	0	5,466	1,689	7,155

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

Fall On-Schedule 2019	Enrolled
BSE-Elementary Education	354
BSE-Special Education K-12	67
Term Total	421

BSE-Elementary Education	Enrolled
Fall On-Schedule 2019	354
Fall On-Schedule 2018	367
Fall On-Schedule 2017	131
Fall On-Schedule 2016	149
Fall On-Schedule 2015	91

BSE-P-4 Licensure	Enrolled
Fall On-Schedule 2018	5

Fall On-Schedule 2017	20
Fall On-Schedule 2016	11
Fall On-Schedule 2015	84

BSE-Special Education K-12	Enrolled
Fall On-Schedule 2019	67
Fall On-Schedule 2018	79
Fall On-Schedule 2017	35
Fall On-Schedule 2016	21

BSE-Special Education, K-12	Enrolled
Fall On-Schedule 2015	9

Total Graduate Program Enrollment

Fall On-Schedule 2019	Enrolled
GC-Dyslexia Interventionist	5
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	11
MAT-Special Education K-12	24
MSE-Reading K-12	45
MSE-Special Education K-12	22
Term Total	107

GC-Dyslexia Interventionist	Enrolled
Fall On-Schedule 2019	5
Fall On-Schedule 2018	3
Fall On-Schedule 2017	3
Fall On-Schedule 2016	2

GC-Early Childhood Special Education Instructional Specialist (P-4)	Enrolled
Fall On-Schedule 2018	0
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	5

GC-Integrated Early Childhood Education	Enrolled
Fall On-Schedule 2019	0
Fall On-Schedule 2018	0
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0

GC-Special Education Instructional Specialist 4-12	Enrolled
Fall On-Schedule 2018	0
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	3

GC-Special Education K-12	Enrolled
Fall On-Schedule 2019	11
Fall On-Schedule 2018	4
Fall On-Schedule 2017	7
Fall On-Schedule 2016	2
Fall On-Schedule 2015	0

MAT-Special Education K-12	Enrolled
Fall On-Schedule 2019	24
Fall On-Schedule 2018	17
Fall On-Schedule 2017	6

MSE-REading K-12	Enrolled
Fall On-Schedule 2015	28

MSE-Reading K-12	Enrolled
Fall On-Schedule 2019	45
Fall On-Schedule 2018	45
Fall On-Schedule 2017	29
Fall On-Schedule 2016	43

MSE-Special Education K-12	Enrolled
Fall On-Schedule 2019	22
Fall On-Schedule 2018	28
Fall On-Schedule 2017	34
Fall On-Schedule 2016	33
Fall On-Schedule 2015	22

Total Undergraduate Program Degrees Awarded

August 2019	Degrees Awarded
BSE-Elementary Education	0
BSE-Special Education, K-12	0
Total	0

December 2019	Degrees Awarded
BSE-Elementary Education	34
BSE-Special Education, K-12	8
Total	42

May 2020	Degrees Awarded
BSE-Elementary Education	46
BSE-Special Education, K-12	13
Total	59

BSE-Elementary Education	Degrees Awarded
July 2019 - June 2020	80
July 2018 - June 2019	68
July 2017 - June 2018	86
July 2016 - June 2017	71
July 2015 - June 2016	18
Total	323

BSE-P-4 Licensure	Degrees Awarded
July 2018 - June 2019	0
July 2017 - June 2018	0
July 2016 - June 2017	1
July 2015 - June 2016	54
Total	55

BSE-Special Education, K-12	Degrees Awarded
July 2019 - June 2020	21
July 2018 - June 2019	16
July 2017 - June 2018	15
July 2016 - June 2017	3
July 2015 - June 2016	0
Total	55

Total Graduate Program Degrees Awarded

August 2019	Degrees Awarded
GC-Dyslexia Interventionist	2
GC-Integrated Early Childhood Education	1
GC-Special Education K-12	2
MAT-Special Education K-12	1
MSE-Reading K-12	11
MSE-Special Education K-12	6
Total	23

December 2019	Degrees Awarded
GC-Dyslexia Interventionist	2
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	0
MAT-Special Education K-12	7
MSE-Reading K-12	5
MSE-Special Education K-12	2
Total	16

May 2020	Degrees Awarded
GC-Dyslexia Interventionist	4
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	2
MAT-Special Education K-12	2
MSE-Reading K-12	5
MSE-Special Education K-12	2
Total	15

GC-Dyslexia Interventionist	Degrees Awarded
July 2019 - June 2020	8
July 2018 - June 2019	5
July 2017 - June 2018	5
July 2016 - June 2017	0
Total	18

GC-Early Childhood Special Ed. Instructional Spec. (P-4)	Degrees Awarded
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July 2016 - June 2017	2
July 2015 - June 2016	2
Total	4

GC-Gifted and Talented Education	Degrees Awarded
July 2015 - June 2016	0
Total	0

GC-Integrated Early Childhood Education	Degrees Awarded
July 2019 - June 2020	1
July 2018 - June 2019	4
July 2017 - June 2018	2
July 2016 - June 2017	0
Total	7

GC-Special Education Instructional Specialist 4-12	Degrees Awarded
July 2018 - June 2019	1
July 2016 - June 2017	3
July 2015 - June 2016	2
Total	6

GC-Special Education K-12	Degrees Awarded
July 2019 - June 2020	4
July 2018 - June 2019	1
July 2017 - June 2018	3
July 2016 - June 2017	1
July 2015 - June 2016	0
Total	9

MAT-Special Education K-12	Degrees Awarded
July 2019 - June 2020	10
July 2018 - June 2019	1
July 2017 - June 2018	0
Total	11

MSE-Reading	Degrees Awarded
July 2015 - June 2016	9
Total	9

MSE-Reading K-12	Degrees Awarded
July 2019 - June 2020	21
July 2018 - June 2019	10
July 2017 - June 2018	24
July 2016 - June 2017	16
Total	71

MSE-Special Education	Degrees Awarded
July 2015 - June 2016	8
Total	8

MSE-Special Education K-12	Degrees Awarded
July 2019 - June 2020	10
July 2018 - June 2019	6
July 2017 - June 2018	14
July 2016 - June 2017	12

Total

42

Number of Directed Individual Student Learning Activities

Total 0

List of Directed Individual Student Learning Activities

Number of Directed Group Student Learning Activities

Total 0

List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Total External	0	\$0	0	\$0
University of Central Arkansas	0	\$0	0	\$0

List of Grants and Contracts

No data available

Number of Accepted or Published Publications by Type

Total	0	0	0	0
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Number of Submitted Publications by Type

Total	0	0	0	0
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List of Publications

A. Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

Number of Presentations by Scope

Total	0	0	0	0	0	0
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List of Presentations

A. Peer Reviewed

No data available

B. Non-Peer Reviewed

No data available

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Total	0
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List of Faculty Development Activities Attended

- A. Professional Meetings/Conferences Attended
- B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

List of Awards and Honors

No data available

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Total 0

List of Activities with External Partners

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	0	0	0
College	0	0	0
University	0	0	0
Total	0	0	0

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

List of University Service Activities

- A. University
- B. College
- C. Department

Number of Student Activities in which Faculty Participated

Total 0 0 0

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

List of Student Activities in which Faculty Participated

Number of Professional Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Professional Activities by Scope of Organization

Number of Non-Credit Instruction Activities

Total 0

List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Total 0 0 0 0 0 0

List of Public Service Activities by Scope of Organization

