



**Department of
Student Transitions**

Annual Report
July 1, 2024 - June 30, 2025

1. Mission Statement

To promote learning and development for students in transition and to assist in establishing skills that help them progress to graduation.

To achieve this mission, the Department of Student Transitions:

- Provides developmental courses in literacy, writing, and math
- Offers coordinated courses to reinforce and apply academic skills in the academic core
- Assists with the development of non-cognitive skills
- Participates in research on methodologies necessary for student success.

2. Status/Achievement of 2025 Goals

Goal 1: DST will recruit, retain, and support a diversity of students, faculty, and staff.

Related UCA Strategic Planning Goals

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

1a. DST will prioritize hiring and maintaining a diverse faculty cohort.

DST will design first-year seminar courses with diversity-focused themes.

DST will continue to structure their courses using equity-minded principles that provide support to students.

DST will develop specialized support services for international students to ensure access to appropriate course placement and academic success in their first semester.

Actual Results:

--DST's faculty that teach ACAD 1300: Journeys to Success have historically been diverse and have helped retain higher percentages of students of color.

--DST's first-year seminar courses are themed around topics of diversity.

--DST's entire corequisite program was designed around principles to help retain and support UCA's diverse student population.

--When our international students first arrive on campus at the beginning of each semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.

Goal 2: DST will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

Action Plans

2a. DST faculty will continue to explore and adopt student-centered pedagogical approaches for their courses.

DST faculty will continue to participate in professional development opportunities as participants, leaders, and facilitators.

DST will continue to integrate innovative educational technology into the classroom.

Actual Results:

--DST faculty developed and delivered corequisite developmental and college-level mathematics, literacy, and first-year seminar courses.

--DST faculty provide innovative learning experiences for students by centering student choice in class assignments, embedding service-learning opportunities in classes, incorporating contract or specs grading into their courses, and partnering with AmeriCorp to bring peer mentors into their classrooms.

--Ms. Gomes continues to serve as a facilitator for CETAL's Teaching Excellence Institute.

--Several DST faculty continue to use their iPads as presentation devices in class and have developed engaging iPad activities using the iPad cart.

Goal 3: DST will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals

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Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

3a. DST will continue to look for opportunities to assess student growth during their first semester.

DST will continue to utilize pre- and post-assessment tools across all transitional math courses to generate quantitative data on student learning outcomes and identify areas for curriculum improvement.

DST will actively participate in college-wide assessment initiatives.

DST will continue to partner with the COE Director of Assessment to develop a meaningful and comprehensive annual assessment reporting process.

Actual Results: --Dr. Baldwin, ACAD 1300 Coordinator, collected students' academic autobiographies and assessed for student growth.

--DST math faculty delivered and assessed the results from a pre- and post-assessment that was administered to all transitional math courses.

--DST faculty participated in COE's Data Day.

--DST worked closely with the COE Director of Assessment to continue to improve upon their annual assessment report.

Goal 4: DST will develop, implement, and review processes, practices, and policies to ensure equity.

Related UCA Strategic Planning Goals

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

4a. DST will implement targeted academic support for international students to ensure equitable access to course placement by providing review sessions for standardized placement tests.

DST will continue to offer one-credit hour academic support courses that address diverse learning needs and backgrounds.

Expected Results:

Actual Results: --When our international students first arrive on campus at the beginning of the semester they must take the Accuplacer tests in Reading, Writing, and Mathematics in order to be placed into the appropriate courses. Ms. Gomes held an evening Accuplacer review session to help the students prepare.

--DST has created a variety of one credit hour ACAD classes to support learners with various needs and backgrounds. Topics include Academic Strategies, Reading Between the Lines, Career and Life Planning, Educational and Career Exploration, Community Engagement, and Procrastination & Time Management.

Goal 5: DST will continuously engage partners to maximize program quality and opportunity for all.

Related UCA Strategic Planning Goals

Action Plans

5a. DST will continue to strengthen ongoing partnerships with discipline departments.

DST will continue to support the first-year seminar program and Dr. Baldwin, FYS Coordinator as she continues to provide faculty development and support to FYS faculty.

DST faculty will continue to the service learning project that provides fresh produce to the Bear Essential Food Pantry.

DST will continue to support the Autism and Neurodiversity Transition program and its coordinator, Ms. Bogoslavsky as she looks for opportunities for growth & recruitment of additional support staff.

Expected Results:

Actual Results: --DST faculty engaged and collaborated with the Philosophy & Religion, History, English, Math, and Writing departments to provide our students with quality instruction.

--Dr. Baldwin worked with department chairs and faculty from multiple departments to support the newly redesigned first-year seminar Initiative.

--Ms. Christman and Dr. Martin partnered with the Bear Essentials Food Pantry to provide fresh produce grown by the students in their service learning classes.

--Ms. Bogoslavsky served as coordinator for the Autism & Neurodiversity Transition program, coordinating among various campus programs to better accommodate students with autism.

--Ms. Bogoslavsky met with colleagues in the ELSE department to discuss ways COE could engage with the Autism and Neurodiversity Transitional Program.

--Ms. Bogoslavsky met with Leslie Gomes, Dean Vicki Groves-Scott, and Dean Patricia Smith to discuss a new living learning community, ASCEND, for neurodiverse students.

3. 2026 Goals

Goal 1: DST will recruit, retain, and support students, faculty, and staff from a wide range of backgrounds and perspectives.

Related UCA Strategic Planning Goals

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

1a. DST will continue to structure their courses using principles that ensure every student receives appropriate support.

DST will develop specialized support services for international students to ensure access to appropriate course placement and academic success in their first semester.

Goal 2: DST will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

Action Plans

2a. DST faculty will continue to explore and adopt student-centered pedagogical approaches for their courses.

DST faculty will continue to participate in professional development opportunities as participants, leaders, and facilitators.

DST will continue to integrate innovational educational technology into the classroom.

Goal 3: DST will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals

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Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

3a. DST will continue to look for opportunities to assess student growth during their first semester.

DST will continue to utilize pre- and post-assessment tools across all transitional math courses to generate quantitative data on student learning outcomes and identify areas for curriculum improvement.

DST will actively participate in college-wide assessment initiatives.

DST will continue to partner with the COE Director of Assessment to develop a meaningful and comprehensive annual assessment reporting process.

Goal 4: DST will develop, implement, and review processes, practices, and policies to ensure fairness and equal opportunity.

Related UCA Strategic Planning Goals

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

4a. DST will implement targeted academic support for international students to ensure equal access to course placement by providing review sessions for standardized placement tests. DST will continue to offer one-credit hour academic support courses that address various learning needs and backgrounds.

Goal 5: DST will continuously engage partners to maximize program quality and opportunity for all.

Related UCA Strategic Planning Goals

Action Plans

5a. DST will continue to strengthen ongoing partnerships with discipline departments. DST will continue to support the first-year seminar program and Dr. Baldwin, FYS Coordinator as she continues to provide faculty development and support to FYS faculty. DST faculty will continue to the service learning project that provides fresh produce to the Bear Essential Food Pantry. DST will continue to support the Autism and Neurodiversity Transition program and its coordinator, Ms. Lisa Christman as she looks for opportunities for growth & recruitment of additional support staff.

4. Five-year Goals

Goal 1: To provide co-requisite transitional courses so that students can earn college-level course credit in the same semester that they are remediated and improve the success levels in the college-level courses each year.

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)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Projected Completion Date: August 2026

Goal 2: To create an environment of continuous improvement in teaching, learning, and day-to-day administration of the department.

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)

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Projected Completion Date: May 2026

5. Challenges

The Department of Student Transitions continues to be challenged by a lack of adequate resources. This year, the College of Education and a private donor provided funds to purchase new furniture for six classrooms, and the university provided funds to paint three classrooms and replace flooring in one classroom. While these improvements have greatly enhanced learning spaces for our students, our limited funding continues to hinder our ability to upgrade classroom technology, repair and replace broken technology, and maintain our building on an ongoing basis.

We remain the only full-time academic department in Old Main and continue serving as building administrator. The Ida Waldran Auditorium, managed by the student center staff, presents challenges when events are scheduled during times that interrupt our academic classes. Numerous summer camps also cause substantial wear and tear on facilities, and the department lacks the resources to make necessary repairs afterward.

Despite efforts to limit enrollment in transitional classes, the department continues to need three visiting lecturers, and more than 10 adjuncts to meet enrollment demands during the fall semester. Relying on contingent faculty, even when completely qualified and experienced, presents a challenge.

6. Opportunities

The Department of Student Transitions had many opportunities to continue to help students succeed in their first semester of college. We continue to collaborate with outside departments (namely English, History, Philosophy and Religious Studies) to provide courses to pair with our literacy corequisite. We look forward to continuing these partnerships with departments on campus.

This year, we had the opportunity to develop a new collaboration with Living and Learning Communities to create an LLC for students who self-identify as neurodiverse. This complements our long-standing Autism and Neurodiversity Transition Program housed in the department while giving these students an opportunity to live together and form a community outside of an academic environment.

We were also successful in removing the university's transitional suspension policy, which placed an undue burden on faculty with untenable fall semester teaching loads. With this policy's removal, math faculty were given the opportunity to choose their teaching load. All full-time math faculty chose

to teach 5 sections in the fall and 3 in spring, which helped with morale. This policy change also gave students requiring remediation in more than 1 subject the opportunity to remediate one subject at a time.

7. Summary

The Department of Student Transitions continues to provide intentional and intrusive support for students who are required to complete remedial coursework. The department remains a state and national leader in corequisite developmental education in large part due to the dedication and hard work of its faculty members and the continued support of the College of Education and the university.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	0	0	0	0.00
Associate Professor	0	0	0	0.00
Assistant Professor	0	0	0	0.00
Senior Lecturer/Clinical Instructor/Lab Instructor	7	0	7	53.85
Lecturer/Clinical Instructor/Lab Instructor II	2	0	2	15.38
Lecturer/Clinical Instructor/Lab Instructor I	1	0	1	7.69
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	3	0	3	23.08
Total	13	0	13	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	0	0	0	0.00
Tenure-Track	0	0	0	0.00
Non-Tenure Track	13	0	13	100.00
Total	13	0	13	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	8.33
Associate	0	0	0	0.00
Full	1	0	1	8.33
No	10	0	10	83.33
Total	12	0	12	100.00

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	0.00
Asian	0	0	0	0.00
Black or African American	0	0	0	0.00
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	1	0	1	8.33
Two or More Races	0	0	0	0.00
White	8	3	11	91.67
Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
Total	9	3	12	100.00
%	75.00	25.00	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	5,115	0	5,115

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

No data available

Total Graduate Program Enrollment

No data available

Total Undergraduate Program Degrees Awarded

No data available

Total Graduate Program Degrees Awarded

No data available

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Member	2
Other	1
Total	3

List of Directed Individual Student Learning Activities

Dissertation Committee Member, Halliday, Kaitlynn. *Critical Discourse Analysis of Autism-Related Literature*. October 14, 2024 - Present. Proposal to conduct a critical discourse analysis of autism-related literature to discern strategies to better help autistic students in higher education., Status: Proposal.
Outcomes: Publication

Site Preceptor, Strevig, Karis. *Transition of Autistic and Neurodivergent Student to an Independent College Attendee*. August 15, 2024 - December 15, 2024. Karis aims to work with the Autism and Neurodiversity Transition Program and produce and updated website, a survey of neurodiverse students at UCA conducted through OARS, and a pamphlet or other publication on health issues for those on the spectrum., Status: In-Process.
Outcomes: Publication

Dissertation Committee Member, Johnson, Talayia. *A Case Study: A Mixed-Methods Examination of the Factors that Impact Practical Nursing Student Success at a Metropolitan Community College*. March 1, 2023 - July 31, 2024. Community colleges are known to provide affordable access to higher education. According to the National Center for Education Statistics, approximately 2 million students we reenrolled in community

colleges for the 2020 academic year. For many students, both traditional and nontraditional, access to community college provides the opportunity to accomplish their goals by allowing them to start where they are and build a solid foundation from which they can launch into increasingly difficult college level courses. Many students entering community college do not possess the skills necessary to be successful in their studies. There is a need to assess the impact of multiple barriers on the success of students in the high demand field of practical nursing. While many students enroll in community college with the intent to transfer to a four-year university, many students are looking for the community college to prepare them for employment. There is a paucity of information related to practical nursing programs. Most studies related to nursing and nursing education focus on the registered nurse.

Purpose

The purpose of this study is to examine the impact of multiple factors on practical nursing student success as measured by program completion and first-time pass rates on the NCLEX-PN licensure exam. This case study reflects data from a single practical nursing program based at a metropolitan community college in the southern United States., Status.

Outcomes:

Number of Directed Group Student Learning Activities

Total	0
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List of Directed Group Student Learning Activities

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		No.	Funded	
	No.	Total Funds		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

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	1	0	1	0
Total	1	0	1	0

List of Publications

A. Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

Herring Watson, J. R., Waters, K. M., Trumble, J. F. Beyond traditional observation: Observing formative assessment through 360-degree video in teacher education. *International Journal of Designs for Learning*.

B. Non-Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	1	0	0	0	1	0
Unknown	2	0	0	1	1	0
Total	3	0	0	1	2	0

List of Presentations

A. Peer Reviewed

Herring Watson, J. R., Waters, K. M., Trumble, J. F. (Nov. 2025). *"Breaking the Frame: 360-Degree Video as a Tool for Enhanced Formative Assessment Observation in Teacher Education"*. Paper Session presented at MSERA Annual Meeting, Mid-south Educational Research Association, New Orleans, LA.

B. Non-Peer Reviewed

Gardner, A. F., Peten, A. J. (Feb. 2025). *"Remember the WHY!"*. presented at Keystone Conversations, UCA College of Arts, Humanities and Social Sciences, Windgate Center for Fine and Performing Arts.

Pachlhofer, K. *Co-requisite model and data*. Poster Session presented at Student Success Symposium, UCA.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	3
Continuing Education Program	1
Seminar	2
Tutorial	2
Workshop	11
Other	12
Total	31

List of Faculty Development Activities Attended

A. Professional Meetings/Conferences Attended

Teaching With AI. UCA. Conway, Arkansas. Credit Hours. August 13, 2024 - August 14, 2024.

Teaching with Artificial Intelligence. Center for Excellence in Teaching and Learning, UCA. Conway, Arkansas. Credit Hours. August 13, 2024 - August 14, 2024.

Teaching with AI. UCA CETAL. Credit Hours: 12. August 13, 2024 - August 14, 2024.

B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

Workshop. UDL Coaching Circle. UCA COE. Conway, Arkansas. Credit Hours. September 18, 2024 - Present

Continuing Education Program. Supporting Struggling Students. UCA Cetal. Conway, Arkansas. Credit Hours. January 7, 2025

Professional Development. Principles of Restorative Justice. UCA College of Education. Conway, Arkansas. Credit Hours. January 7, 2025

Professional Development. Working with Students from Low SES Backgrounds. UCA College of Education. Conway, Arkansas. Credit Hours. January 7, 2025

Workshop. COE Data Day. UCA College of Education. Conway, Arkansas. Credit Hours. October 29, 2024

Tutorial. DST Coaching Circle: iPads in Classroom. UCA Department of Student Transitions/COE. Conway, Arkansas. Credit Hours. September 15, 2023 - August 15, 2024

New Faculty Orientation Week. New Faculty Orientation Week. Credit Hours. August 2023 - Present

Workshop. Data Day. DST. Conway, Arkansas. Credit Hours. 2024

Workshop. New Faculty Coaching Circle. UCA College of Education. Conway, Arkansas. Credit Hours. 2024

DST faculty met with Donna Wake from COE to discuss DST student outcomes data. DATA Day. College of Ed and Dept of Student Transitions. Conway, Arkansas. Credit Hours. October 29, 2024

Workshop. Universal Design for Learning. College of Ed. Credit Hours. October 16, 2024

Teaching Circle. Generative AI Coaching Circle. UCA. Conway, Arkansas. Credit Hours. September 12, 2024 - Present

Seminar. Ethics and Artificial Intelligence. Oxford University Press. Oxford, UK. Credit Hours. October 29, 2024

Seminar. An Essay on the Principle of Population: A Norton Critical Edition Speakers Series Event: Joyce E. Chaplin. W.W. Norton & Company. New York, USA. Credit Hours. October 8, 2024

Learning Community. Community Cafe: Teaching & Learning in STEM. UCA. Conway, Arkansas. Credit Hours. November 13, 2024

Learning Community. Community Cafe: Teaching & Learning in STEM. UCA. Conway, Arkansas. Credit Hours. October 30, 2024

Learning Community. Community Cafe: Teaching & Learning in STEM. UCA. Conway, Arkansas. Credit Hours. October 16, 2024

Learning Community. Community Cafe: Teaching & Learning in STEM. UCA. Conway, Arkansas. Credit Hours. September 18, 2024

Learning Community. Community Cafe: Teaching & Learning in STEM. UCA. Conway, Arkansas. Credit Hours. September 4, 2024

Workshop. The Will to Learn Book Club. COE Student Transitions. Credit Hours: 10. September 2024 - April 2025

Workshop. Supporting Struggling Learners. UCA COE and CETAL. Credit Hours: 7. January 7, 2025

Tutorial. Pearson Inclusive Access Training. Pearson. Credit Hours: 1. January 6, 2025

Workshop. Civilian Response to Active Shooter Training. Academics Plus Charter Schools. Maumelle, Arkansas. Credit Hours: 4. November 2, 2024

Workshop. Supporting Our Students Workshop. Credit Hours. January 7, 2025 - Present

New Faculty meetings. New Faculty Orientation. Credit Hours. September 13, 2024 - April 25, 2025

Book Club. Student Motivation Book Club. Credit Hours. September 6, 2024 - February 7, 2025

Workshop. New Ideas for Writing 1320. UCA Writing Department. Conway, Arkansas. Credit Hours.

Workshop. Responding to Student Writing. UCA Writing Department. Conway, Arkansas. Credit Hours.

List of Awards and Honors

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	5	36	41
College	0	8	8
University	2	16	18
Total	7	60	67

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

List of University Service Activities

A. University

Member, First-Generation Student Success Committee, September 2024 - Present.

Committee Chair, August 2024 - Present

To provide oversight of First-Year Seminar proposals to the UCA Lower-Division Core.

Member, Undergraduate Council, August 2024 - Present.

Faculty Advisor, Sigma Nu Fraternity, August 2021 - Present

I provide academic support and guidance to the Sigma Nu fraternity. I provided guidance on academic programming as well as deliver academic skills workshops to new members.

Member, DRC Access Committee, September 23, 2016 - Present

To give input as to how UCA campus more accessible to those with disabilities.
Reviewed buildings and discussed issues that needed to be addressed.

Coordinator, Autism & Neurodiversity Transition Program, August 15, 2015 - Present

Coordinate among various programs across campus to help better accommodate students with autism; develop transitional class; help coordinate education programs. Developed contacts in the Department of Education for possible future programs with these students; continued to work individually with students on academics and campus resources; guided students in tour of class schedule before classes began each semester; hosted potential students and families.

Member, Sensory-Friendly Space Committee, February 23, 2023 - September 15, 2024

Committee meets to identify and refurbish space in library for low-sensory lounge; also looking at possible lounge in HPER Center. Identified room on first-floor of library after touring all available spaces; identified class to research and make wish list for space; contacted college with sensory space to learn more about how theirs is organized; official grand opening was held and sensory friendly space is now open.

Faculty Mentor, Provided Service Opportunities for UCA Commitment Students, January 30, 2025

Provide directions and supplies for cardmaking. Made 5 sample cards for students to use as a guide. Students made cards to donate to nursing home residents for Valentines Day. Over 30 students were able to log an hour of service and over 100 cards were made.

BearLife (SIP Grant) Advisory Council, November 2022 - Present

A comprehensive team of project stakeholders to provide guidance and ensure that the program is meeting its objectives.

Member, Undergraduate Council, 2023 - Present

On a monthly basis, council members, divided into sub-committees, are charged with reviewing, discussing, and voting on action items from various departments around campus.

Committee Chair, Undergraduate Council, 2023 - 2026

During my second year on the Undergraduate Council, I began chairing a subcommittee. We are tasked with reviewing assigned action items submitted by colleges, departments, and others and presenting these items to the Council during our monthly meetings.

Member, FYS Advisory Committee, August 15, 2024 - Present

The FYS Advisory Committee supports the implementation, development, and assessment of the FYS Program at UCA, advises the UCA Core Council, and ensures alignment with initiatives for first-year students.

Member, UCA Core Council, August 2023 - Present

Representative. College of Education.

Member, FYS Teaching Circle, March 2023 - Present

Committee established to teach & develop UCA's revamped First-Year Seminar ((introduced Fall 2023)).

Member, Teaching Excellence Committee, October 1, 2021 - Present.

Member, Faculty Grievance Panel, September 1, 2020 - Present.

Member, Athletic Committee, January 15, 2022 - Present

The committee serves as a liaison among the athletic department, the academic faculty, and the administration and concerns itself with policies governing the athletic program and ensuring a desirable balance between the athletic program and the academic programs of the university. The committee will review aspects of the athletic program such as schedules, budget allocations, Title IX compliance, and academic progress of athletes. The committee recommends policies concerning the university athletic program as well as those of the conference. Completed first meeting in over three years!

Member, Information Technology Advisory Committee, September 22, 2018 - Present.

B. College

Member, Committee to Review Advancement Procedures, September 15, 2023 - Present

To review current advancement guidelines and revise as necessary. Advancement guidelines were revised to better reflect both DST and COE requirements; collegiality statement was added.

Member, COE Diversity Committee, August 31, 2023 - Present.

Member, COE Curriculum & Assessment Committee, August 2023 - Present.

Member, COE Curriculum & Assessment Committee, August 15, 2023 - Present
As a member of the committee, I review curriculum proposals and changes, make recommendations regarding curriculum proposals and changes, and approve curriculum proposals and changes. The committee has met monthly to review curriculum changes/proposals.

Member, COE Candidate Quality, Recruitment, and Selectivity Committee, October 11, 2024 - Present
Leadership Studies Chair Search Committee.

Member, COE Awards Committee, September 1, 2023 - Present
Annual award to COE faculty in the areas of Teaching, Research, & Scholarship.

Member, COE Technology & Distance Education Committee, August 2023 - Present
Assess technology needs and usage for COE faculty, staff and students.

Member, COE Awards Committee, March 2025 - April 2025
Review materials submitted for nominees for the Research, Service and Teaching awards for the College of Education for academic year 2024-2025.

C. Department

Member, Literacy Assessment work group, April 20, 2023 - Present
To develop and deploy an assessment of Literacy students in DST. Developed and presented rubric for use; worked with group to develop assessment protocols and procedure. Coded artifacts, organized and processed data; wrote report and developed graphs. Met with Donna Wake in Fall 2024 to discuss changing our assessment procedure for Fall 2025.

Member, Assessment and Curriculum Sub-Committee (ACAD), August 2019 - Present
To review course descriptions and outcomes.

Member, Assessment and Curriculum Sub-Committee (Literacy), August 2019 - Present
To review course descriptions and learning outcomes along with completion policies. Began work on new course descriptions for UNIV 0310 to parallel other transitional courses.

Member, Professional Development Work Group, October 1, 2018 - Present
Discuss programs to bring in to our unit as part of our professional development. Continued work on programming/ideas.

Member, Assessment and Curriculum Committee, January 19, 2018 - Present
Evaluate and suggest curriculum changes in tandem with Assessment Curriculum proposals.

Committee Chair, DST Hospitality Committee, January 2021 - Present. Purchased and had department members sign sympathy cards for the deaths of faculty members family. Planned, set up and attended the end of semester gatherings for spring and fall. Transitioned to chair in the spring semester of 2022 and took on the task of collecting and tracking all donations.

Committee Chair, DST Assessment & Curriculum Committee, August 11, 2023 - Present
Review and vote on new curriculum proposals and curriculum changes. Voted to approve several curriculum updates as well as new ones.

Member, Assessment Committee -- Gen Ed/Literacy Assessment, April 20, 2022 - Present
To come up with an assessment instrument for students taking the Gen Ed/Literacy co-req. Developed and deployed an assessment instrument which we piloted in fall 2022.

Member, Literacy coreq faculty, October 2021 - Present
Teach Foundations of College Literacy to students who are required to take the course based on ACT scores.
Work with gen ed faculty across campus who teach freshmen and are interested in teaching an FYS class corequisite with Literacy.
Help new Literacy faculty (whether fulltime or adjunct) to develop their Literacy classes and coreq partnerships.

Member, Literacy coreq faculty, October 2021 - Present
Participated with other DST literacy and gen ed faculty to review Accuplacer placement scores for Literacy.

Member, Foundations of College Literacy subcommittee, August 21, 2019 - Present
Reviews course descriptions, learning outcomes, Began work on new description of courses

Held a workshop for gen ed faculty new to teaching in the literacy coreq (August 2021).

Member, Assessment and Curriculum Committee, November 2017 - Present
We are developing an assessment plan for the Department of Student Transitions

We review and offer suggestions on new course proposals, such as the one-credit hour ACAD courses.

Member, Literacy Faculty Committee, August 2016 - Present
UC faculty who teach Literacy meet once a week to discuss curriculum, scheduling, co-requisite courses, etc. for Intro to College Literacy course.

Member, DST Search Committee, November 2024 - April 2025
In light of Becky Bogoslavsky's impending retirement, a Search Committee was created to find a replacement for her position as full time Literacy instructor. The Committee first created an advertisement for the position, and now, we will discuss applications as they come in, select a few applicants to be interviewed, select applicants to demonstrate a lesson, and, eventually, we will make a recommendation.

Member, Hospitality Committee, August 15, 2021 - Present
Planning social activities and honoring important moments in the lives of the faculty and staff in the Department of Student Transitions.

Member, Hospitality Committee, August 15, 2021 - Present
Planning social activities and honoring important moments in the lives of the faculty and staff in the Department of Student Transitions.

Member, Student Transitions Assessment Committee, August 15, 2021 - Present.

Member, Student Transitions Assessment Committee, August 15, 2021 - Present.

Member, DST Literacy Hiring Committee, December 15, 2024 - Present

I helped develop the job description and I will review and screen applications, conduct candidate interviews, and help author detailed candidate summaries to support evaluation and selection for the hiring process. Currently, I have helped author the job description. We are still in the process of reviewing applications.

Committee Chair, DST Curriculum Committee, August 15, 2023 - Present

My responsibilities include reviewing the DST annual report, sharing DST curriculum proposals/changes with the committee, and forwarding proposals.

Member, Gen-Ed/Literacy Assessment Workgroup, April 20, 2022 - Present

We are charged with developing an assessment instrument and scoring student artifacts. We developed and deployed a pilot assessment instrument in Fall 2022.

Subcommittee Chair, Assessment and Curriculum Literacy Subcommittee, August 21, 2019 - Present

The committee reviews course descriptions, learning outcomes, and completion policies. The subcommittee has rewritten the course description and completion policy for UNIV 0370.

Member, Professional Development Committee, August 15, 2018 - Present

The committee is currently looking into possible in-house and/or CTE professional development activities.

Member, Tenure Track Work Group, August 15, 2018 - Present

Key responsibilities include the exploration of tenure track options for the Department of Student Transitions. Currently, the work group has pulled together information on tenure track conversions in other UCA departments. More concretely, the work group is making contact with other departments and colleges to eventually create an advisory council for the DST.

Member, Assessment Committee, November 1, 2017 - Present

The primary responsibility is to develop an assessment plan for the Department of Student Transitions. We have met and I am currently developing a plan for the collection and review of assessment materials.

I have drafted a mission statement for the assessment component of the Assessment and Curriculum Committee.

Member, Literacy Lecturer Hiring Committee, October 1, 2024 - Present

To fill a Lecturer I position for Fall 2025.

Member, First-Year Seminar Circle, December 16, 2022 - Present

Unable to record as University Committee.

Member, DST Tenure Committee, November 2021 - Present

Draft Language for Faculty Handbook. meeting with Amber Wilson, Faculty Senate & Library (11/03, 11/10).

Member, DST Literacy Group, August 5, 2021 - Present

1. UNIV 0370 / Core Cluster Workshop (08/05/2021)
2. "D" Grades in UNIV 0370/ Core Clusters (04/07/2021).

Committee Chair, Assessment & Curriculum Committee, January 1, 2021 - Present
Co-Chair of Assessment & Curriculum Committee
Chair of Curriculum Subcommittee.

Member, DST Promotion Committee, February 15, 2020 - Present.

Member, ACAD 1103 Subcommittee, November 2019 - Present.

Committee Chair, DST Professional Development Work Group, October 2019 - Present.

Member, FYS General Education & Literacy Group, September 2019 - Present.

Member, ACAD Subcommittee, August 26, 2019 - Present.

Member, DST Assessment and Curriculum Committee, January 2018 - Present.

Member, DST Tenure Committee, January 2018 - Present
To advocate for -- and determine how to -- bring tenure to the DST faculty.

Math Advisory Committee.

Member, Assessment and Curriculum Committee, August 18, 2018 - Present.

Member, Assessment and Curriculum Committee, August 15, 2018 - Present
Make recommendations to the DST administration for curricular changes submitted to the assessment and curriculum committees as well as collect, review, and analyze assessment data and develop assessment reports. DST Syllabus Template
Change of course numbers for consistency.

Member, DST Assessment and Curriculum Committee, August 16, 2024 - May 1, 2025.

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	41	41
Total	0	41	41

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

List of Student Activities in which Faculty Participated

Mentor, Green Bear Coalition, July 2023 - Present
I am one of three mentors/advisors to the Green Bear Coalition. I attend all executive committee meetings and some student meetings. I help coordinate activities throughout the academic year. I supervise the graduate intern in the garden.

Alternate Faculty Sponsor, PhiRe Club (Philosophy and Religion), December 1, 2021 - Present
Attend meetings, help plan and promote events.

Advisor, Racquetball Club, September 1, 2015 - Present
Give students who enjoy racquetball a place to come and play together.

Advisor, The Greenhouse, August 18, 2014 - Present.

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Editor	0	0	0	1	0	1
Member	0	0	0	1	1	2
Reviewer	0	0	0	0	0	0
Other	1	0	0	1	0	2
Total	1	0	0	3	1	5

List of Professional Activities by Scope of Organization

Board Member, Innovative Educators National Advisory Board, Innovative Educators, January 2023 - Present.

Provide guidance and feedback to Innovator Educators regarding student success products. I donated my board compensation to the UCA Foundation to support our first-generation college students Registered Student Organization.

Accreditation Team Member, SACS-COC Quality Enhancement Plan/Reaffirmation Visit, Southern Association of Colleges and Schools, USA, October 20, 2015 - Present.

Provide evaluation of a Quality Enhancement Plan (QEP) for institutions as part of their SACS reaffirmation visit. This is ongoing service that I have been doing, when invited, since 2014. Have provided professional evaluation of QEPs, have suggested changes to plans to improve outcomes, have completed written reports to serve as records of accomplishments.

Member, Advisory Board, National Center for First-Year Experience and Students in Transition, January 2020 - December 2026.

Provide feedback and support for the Center's mission and responsibilities.

Member, Advisory Board, Center for First-Generation Student Success, January 2021 - December 2025.

Provide feedback and support for the Center's mission and responsibilities.

Editorial Review Board Member, Journal of First-Generation Student Success, Center for First-Generation Student Success, Philadelphia, Pennsylvania, January 2021 - December 2024.

Provide editorial feedback on improving quality of submissions, review assigned articles, and provide quality feedback to authors.

Designer, UCA Corequisite Website, Department of Student Transitions, Conway, Arkansas, April 2019 - Present.

Board Member, Contemporary Learning Series, McGraw-Hill Higher Education, March 2007 - Present.

Taking Sides: Clashing Views on Bioethical Issues

Taking Sides: Clashing Views on Business Ethics and Society

Taking Sides: Clashing Views on Moral Issues

Taking Sides: Clashing Views on Science, Technology, and Society.

Reviewer, Textbook, Review Committee, Oxford University Press, July 2006 - Present.

Infrequent but on-going review of academic volumes and textbooks.

Reviewer, Textbook, Review Committee, Wadsworth / Cengage Learning, March 2006 - Present.

Infrequent but on-going review of academic volumes and textbooks.

Reviewer, Textbook, Review Committee, McGraw-Hill, January 2004 - Present.
Infrequent but on-going review of academic volumes and textbooks.

Number of Non-Credit Instruction Activities

Total	0
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List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

Total	1	0	0	3	1	5
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List of Public Service Activities by Scope of Organization