

College of Education

Annual Report

July 1, 2025 – June 30, 2026

Mission Statement

The College of Education empowers all students to excel as lifelong learners, enabling them to make meaningful contributions to their fields and communities. As a premier educator preparation college, we are committed to delivering exemplary professional preparation grounded in innovation, collaboration, and a sustained commitment to educational excellence. With an emphasis on teaching, research, and service, the members of the College of Education, along with campus partners, demonstrate a commitment to continuous improvement to support student learning and development.

To accomplish this mission, the College of Education:

- Offers undergraduate and graduate programs grounded in empirically supported pedagogical and clinical practices.
- Promotes a commitment to understanding and working effectively with children and adults in all educational settings.
- Prepares educators to effectively teach and enhance learning conditions and outcomes for all learners.
- Employs a faculty who demonstrate excellence in teaching, scholarship, and service.
- Cultivates a professional environment that fosters student and faculty growth and development.
- Fosters an environment where all individuals are respected, valued, and able to thrive.
- Oversees and supports resources for the diverse units housed within the College of Education.

1. Status / Achievement of Goals (2025–2026)

Goal 1: Maximizing Program Quality and Partnerships

The College will continuously engage partners to maximize program quality and opportunity for all.

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).

Completed Activities

- **Dean's Office:**

- Coordinated meetings of the Executive Advisory Board; agenda and minutes are maintained.
- Oversees programs to ensure annual meetings with program advisory boards, where data are shared for response and input from the field.
- Partnership with Arch Ford is firmly established; the Assessment Director serves on Arch Ford's advisory board, and Arch Ford faculty sit on the COE Executive Advisory Board.
- Submitted the CAEP annual report, recognized as an exemplar for data staging and transparency.
- Nineteen students successfully enrolled in the Arkansas Teacher Diversity Loan Forgiveness Program.
- Secured support from 120 donors during the annual Day of Giving, raising a record total of \$60,639.80.
- Established three new endowed scholarships through private donors to benefit College of Education students.
- Held the First Annual Match Day on April 24, 2026, for incoming Fall 2026 Resident I students, with 14 districts and over 80 residents attending.
- **Elementary, Literacy, and Special Education (ELSE):**
 - **ELSE 4319:** Embedded field experiences applying classroom concepts (Morning Meeting with a Purpose, Tier III Progress Monitoring Tool, and a Service-Learning Project at Pediatrics Plus in Conway).
 - Conducted K-6/SPED Advisory Meeting on May 1, 2026, and MSE Graduate Literacy Advisory Board meeting on April 29, 2026.
 - Revised key assessments in the MSE program and conducted reliability and validity testing across Fall 2025 and Spring 2026.
 - Partnered via the Mashburn Center for Learning with multiple entities (Searcy School District, Little Rock Southwest High School, Pulaski County Joe T. Robinson Middle School, Watson Chapel School District, Guy Fenter Educational Cooperative, and AR Schools) to provide evidence-based professional development.
 - Participated in Read Across America, partnering with former students to read in novice teacher classrooms at Marguerite Vann and Florence Mattison Elementary schools.
 - **ELSE 4305:** Internship I students in Ashley Wilson's class provided small group literacy intervention to K–2 students at Anne Watson Elementary.
 - Hiring two new visiting clinical lecturers to support the rapidly growing K–6 program.
- **Leadership Studies:**
 - Met mentoring, advisory board, and guest speaker needs through ongoing school partnerships.
 - Established signed partnership agreements and MOUs with participating school districts.
 - Maintained detailed tracking of student field experience assignments across diverse school sites.
 - Collected site supervisor evaluations, practicum grades, course feedback, and candidate surveys reflecting high placement quality.
- **Teaching and Learning:**
 - Supported four meetings for each graduate program advisory board (MAT, GATE/ASTL, and ITEC/EDDL) to communicate DESE alignment and program

- innovations.
 - **MSIT 4312:** Completed two semesters of service-learning serving 12 students at St. Joseph Middle School, developing case study reports for principals, parents, and students.
 - **MSIT 4325:** Partnered with Courtway Middle School for small group disciplinary literacy instruction.
 - **EDUC 2330:** Participated in a COIL project with Universidad de La Salle (Dr. Buchanan and Dr. Dominguez), where students produced bilingual educational comic strips with voiceovers.
 - **MSIT 3320:** Conducted observation sessions at Simon Middle School.
 - Continued MAT partnership with Hendrix College allowing undergraduates to complete up to 15 MAT program credit hours.
 - Partnered with Conway Public Schools to host the Quiz Bowl on May 4, 2026.
 - Organized a study abroad trip for 18 students and community members to Stranmillis University College in June 2026.
- **Student Transitions (DST):**
 - Collaborated with Philosophy & Religion, History, English, Math, and Writing departments to deliver quality instruction.
 - Developed and implemented First-Year Seminars in collaboration with chairs in CAHSS, COSE, and COB.
 - Partnered with the Green Bear Coalition and Bear Essentials Food Pantry to distribute fresh produce grown in service-learning classes.
 - Coordinated the Autism & Neurodiversity Transition Program and provided academic coordination for the ASCEND Living Learning Community.
 - Initiated collaboration with the Intensive English Program and volunteered with International Friendship Outreach.
- **Ph.D. Program:**
 - Hosted two virtual Distinguished Speaker Series workshops focused on engaging in research.
 - Hired two adjunct faculty with outstanding credentials to teach in the Community Leadership concentration.
 - Hosted a COE Ph.D. faculty breakfast to maximize faculty engagement and program oversight.
- **Technology Learning Center (TLC):**
 - Updated departmental and program websites (Teaching & Learning, Leadership Studies, ELSE, DST, SLMA, CSPA, Ph.D., and Literacy) with user-friendly graphics and direct links.
 - Expanded social media outreach (Facebook and Instagram) to increase event engagement and fundraising awareness.
 - Organized Summer 2025 professional development featuring six presentations.
 - Maintained MacBook and iPad checkout inventory for faculty and students.
 - Prepared "Grab and Go" maker packs for Simon Prize participants and hosted a mentor teacher gift-making event for Junior Block students.

Goal 2: Ensuring Fairness, Equity, and Student Success

The College will develop, implement, and review processes, practices, and policies to ensure fairness and equal opportunity.

Related UCA Strategic Planning Goals:

- **CV b: Community:** We value and respect as our greatest asset the people who make up our community (Collegiality, Partnerships, Safe and Healthy Environment, Service).
- **CV d: Integrity:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students (Ethics, Respect, Responsibility, Trust).
- **Goal 1:** UCA will support and empower students to succeed.

Completed Activities

- **Dean's Office:**
 - Hosted New Faculty Coaching Circles to foster a strong sense of belonging and inclusion.
 - Provided direct financial relief through the Student Emergency Fund.
 - Launched RISE@Hughes, a Living Learning Community for careers in education and service coordinated by Dr. Nykela Jackson.
- **ELSE:**
 - Hosted "Lunch & Learn" and "Zoom & Learn" support sessions for students in ELSE 4311.
 - Implemented a consultation model and PIP meetings to support candidate progression.
 - Administered an early field experience survey (IRB-approved) in ELSE 4309 to improve scaffolded Junior Block experiences.
- **Leadership Studies:**
 - Updated program application workflows to meet modified state requirements.
 - Produced summary reports of student course evaluations and surveys to drive continuous improvement.
 - Conducted systematic reviews of candidate interview records, application materials, and course syllabi.
- **Teaching and Learning:**
 - Evaluated LMS course shells for online accessibility, ensuring full compliance with ADA standards.
 - Participated in the UDL Arkansas Community of Practice monthly seminars hosted by CAST.
 - Served 56 students in the ESOL Academy through coursework, guest lectures, and endorsement support.
- **Student Transitions:**
 - Hosted Accuplacer review sessions for incoming international students.
 - Developed targeted 1-credit-hour ACAD courses focusing on academic strategies, life planning, and time management.
 - Maintained a departmental supply cart offering free school supplies to students in need.
- **Ph.D. Program:**
 - Structured recruitment to ensure equitable representation across applicant pools.
 - Required students to focus research on change leadership, equity, and access.
 - Held monthly virtual interest meetings to minimize geographic and financial barriers for prospective candidates.
- **Technology Learning Center & Candidate Services:**

- Supported Admitted Students Days, Bears Teach Summit, and maintained Redcat voice amplification systems across six classrooms.
- Maintained holistic admission evaluations without relying solely on ACT or Praxis scores.
- Utilized updated Praxis/Pearson policies (such as "Free after Three" retests and modular 8000-series subtests) to lower financial barriers for candidates.

Goal 3: Continuous Quality Assurance and Data-Driven Improvement

All College programs will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals:

- **CV a: Intellectual Excellence:** Continuous growth in learning and teaching.
- **Goal 1:** Empower students to succeed and improve retention/graduation metrics.
- **Goal 2:** Prepare students to compete effectively in the marketplace.

Completed Activities

- **Dean's Office & Assessment:**
 - Supported CAEP accreditation, SPA report submissions, and Science of Reading (SoR) audit responses in partnership with TPI-US.
 - Developed and calibrated unit-wide key assessments (Unit Plan, Impact Project, TESS, Technology Integration, PoP Cycle, Praxis, and survey measures).
 - Conducted calibration sessions using Fleiss' Kappa statistics to establish inter-rater reliability among clinical supervisors.
 - Hosted Fall Data Day events for program faculty, chairs, and advisory boards to analyze candidate performance data.
- **Departmental Highlights:**
 - **ELSE:** Reviewed assessment data, successfully completed the State Review and Science of Reading Audit, and submitted the K-6 annual report.
 - **Leadership Studies:** Revised curriculum components based on key assessment findings and updated SPA accreditation reports.
 - **Teaching & Learning:** Revised Middle Level and GATE SPA reports based on updated 2022 AMLE standards and CAEP feedback. Approved ITEC and EDDL assessment plans.
 - **Student Transitions:** Deployed student/faculty surveys for First-Year Seminars and conducted pre-/post-assessments across transitional math sequences.
 - **Candidate Services:** Provided chairs and coordinators with real-time candidate tracking via Airtable and individual student portals.

Goal 4: Transformational and Innovative Learning Experiences

The College will incorporate transformational and innovative learning experiences grounded in evidence-based practices.

Completed Activities

- **Faculty Development & Grants:**

- Provided Bytes & Bites technology sessions, Faculty Innovation Grants, and supported attendance at HQIM, Cognitive Coaching, and LETRS training.
- Awarded \$250 Innovative Tech Grants to faculty to support instructional materials and STEM Project-Based Learning (serving over 500 students at Family Learning Night).
- **Curriculum & Technology Innovations:**
 - **ISTE & AI Integration:** Faculty completed ISTE certifications, integrated ISTE AI modules into EDUC 4210, and supported candidates through the ISTE portfolio process.
 - **Living Learning Communities:** RISE and ASCEND LLCs integrated academic and service-learning initiatives.
 - **Global Learning:** Conducted COIL partnerships with Universidad de La Salle and organized international study abroad experiences to Northern Ireland.
 - **Scholarship Integration:** Ph.D. students co-authored peer-reviewed research and book chapters alongside COE faculty.

Goal 5: Recruitment, Retention, and Inclusive Growth

The College will recruit, retain, and support students, faculty, and staff from a wide range of backgrounds and perspectives.

Completed Activities

- **Recruitment Outreach:**
 - Hosted the inaugural COE Academic Experience Day (attracting 34 prospective students and 34 parents).
 - Participated in state and regional career fairs (AAIM, AAEA, ADE Summit, UAFS Job Fair, and University of the Ozarks).
 - Awarded a \$2,000 graduate recruitment grant to the Graduate Literacy program.
 - Promoted the Teacher Academy Scholarship and Nimble job placement platform to all candidate cohorts.
- **Faculty & Student Support:**
 - Hired diverse visiting and adjunct faculty across undergraduate and Ph.D. programs.
 - Provided faculty mentoring for new hires to ease transitions into higher education.
 - Hosted TLC community-building events (Popcorn Days, Scavenger Hunts, and Maker sessions) to increase engagement.

Goal 6: Research and Scholarly Activity

College faculty will be actively involved in research and scholarship that contributes to their discipline and to the profession.

Completed Activities

- Faculty presented peer-reviewed research at regional and national conferences, including AAEA, ACES, AERA, MSERA, ArLA, and AASL.
- Developed manuscripts for publication in peer-reviewed journals and contributed to

state-level research reports.

Appendix A: Faculty Profile

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	8	0	8	12.90%
Associate Professor	12	0	12	19.35%
Assistant Professor	8	1	9	14.52%
Senior Lecturer / Clinical Instructor / Lab Instructor	10	0	10	16.13%
Lecturer / Clinical Instructor / Lab Instructor II	4	0	4	6.45%
Lecturer / Clinical Instructor / Lab Instructor I	9	3	12	19.35%
Instructor	0	0	0	0.00%
Visiting Assistant Professor	1	0	1	1.61%
Visiting Lecturer	6	0	6	9.68%
Total	58	4	62	100.00%

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	20	0	20	32.26%
Tenure-Track	8	1	9	14.52%
Non-Tenure Track	30	3	33	53.23%

Tenure Status	Continuing	New	Total	%
Total	58	4	62	100.00%

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty Status	Continuing	New	Total	%
Affiliated	4	2	6	13.04%
Associate	8	0	8	17.39%
Full	29	1	30	65.22%
No	2	0	2	4.35%
Total	43	3	46	100.00%

Distribution of Full-Time Faculty by Department

Department	Continuing	New	Total
Elementary, Literacy, and Special Education	14	1	15
Leadership Studies	14	0	14
Student Transitions	12	1	13
Teaching & Learning	18	2	20
Total	58	4	62

Administrative Assignments

- **Elementary, Literacy, and Special Education:**
 - Donna Cain – Program Coordinator for Elementary Education K–6 and Special Education K–12 (May 2025 – Present)
 - Janet Filer – Program Coordinator (May 2024 – September 2025)
 - Deanna Rice – Program Coordinator MSE Special Education (August 2025 – Present)

- Amy Thompson – Ph.D. Concentration Leader; Program Coordinator for MSE Literacy/Dyslexia & GC Dyslexia (August 2017 – Present)
- Brandy Walthall – Head Supervisor to Intern I; Program Director, SPED Resource Teacher Academy (April 2022 – Present)
- **Leadership Studies:**
 - Erin Shaw – COE Graduate Program Recruitment Coordinator (August 2025 – Present)
 - Angela Webster – Interim Associate Vice President for Institutional Diversity (October 2013 – Present)
 - Jeffery Whittingham – Interim Department Chair (July 2024 – June 2026)
- **Teaching & Learning:**
 - Deborah Dailey – Dean (April 2026 – Present)
 - Allison Freed – Interim Chair, Teaching & Learning (June 2025 – Present)
 - Michael Mills – Associate Dean (July 2020 – Present)
 - Sunny Styles-Foster – Residency Coordinator and External Reporting Liaison (July 2025 – Present)
 - Jason Trumble – Interim Associate Dean (June 2025 – June 2026)
 - Donna Wake – Assessment Coordinator (August 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	8	0	8	13.33%
Hispanic / Latino of Any Race	2	0	2	3.33%
Native Hawaiian or Other Pacific Islander	1	0	1	1.67%
Two or More Races	0	1	1	1.67%
White	37	10	47	78.33%
Non-Resident Alien	0	0	0	0.00%
Total	48	12	60	100.00%

Diversity of Full-Time Faculty by Department

Department	Female (No.)	Female (%)	Male (No.)	Male (%)	Minority* (No.)	Minority* (%)
Elementary , Literacy, and Special Ed	13	21.67%	1	1.67%	1	1.67%
Leadership Studies	8	13.33%	6	10.00%	2	3.33%
Student Transitions	10	16.67%	2	3.33%	1	1.67%
Teaching & Learning	17	28.33%	3	5.00%	1	1.67%
Total	48	80.00%	12	20.00%	5	8.33%

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

Appendix B: Instructional Activities

Academic Advising Loads

Term	Undergraduate	Graduate	Total
Fall 2025	25	440	465
Spring 2026	0	272	272
Total	25	712	737

Undergraduate Program Enrollment (Fall On-Schedule 2025)

Department / Program	Enrolled
Elementary, Literacy, and Special Education	
BSE – Elementary Education	294

Department / Program	Enrolled
BSE – Elementary Education K–6 & Special Education Dual Licensure	5
BSE – Special Education K–12	24
Teaching & Learning	
BSE – Middle Level	55
Total Undergraduate Enrollment	378

Graduate Program Enrollment (Fall On-Schedule 2025)

Department / Program	Enrolled
College of Education (Dean's Office / Interdisciplinary)	
Ph.D. – Change Leadership	147
PMC – Change Leadership	0
Elementary, Literacy, and Special Education	
GC – Dyslexia	15
GC – Integrated Early Childhood Education	0
GC – Special Education K–12	0
MAT – Special Education K–12	11
MSE – Literacy with Dyslexia Endorsement	92
MSE – Special Education K–12	9
Leadership Studies	
Ed.S. – Educational Leadership	23
GC – Computer Science Teaching and Learning	0
GC – Instructional Technology – Leadership and Tech in ID	0
GC – Online Teaching and Learning	0

Department / Program	Enrolled
MS – College Student Personnel Administration	26
MS – Instructional Technology	17
MS – Library Media and Information Technologies	59
MS – School Counseling K–12	53
MS – School Leadership, Management, and Administration	27
PMC – District-Level Administration	13
PMC – School-Based Leadership – Building Administration	10
PMC – School-Based Leadership – Curriculum Administration	2
PMC – School-Based Leadership – Gifted-Talented Administration	0
PMC – School-Based Leadership – Special Education Administration	1
Teaching & Learning	
Ed.S. – Digital Age Teaching and Learning	5
GC – Gifted and Talented Education	0
GC – Teaching English as a Second Language (TESOL)	54
MAT – Teaching	118
MSE – Advanced Studies in Teacher Leadership	11
Total Graduate Enrollment	693

Degrees Awarded (July 2025 – June 2026)

Undergraduate Degrees Awarded

Department / Program	Degrees Awarded
Elementary, Literacy, and Special Education	
BSE – Elementary Education	55
BSE – Elementary Education K–6 & Special Education Dual Licensure	5
BSE – Special Education K–12	3
Teaching & Learning	
BSE – Middle Level	8
Total Undergraduate Degrees Awarded	71

Graduate Degrees Awarded

Department / Program	Degrees Awarded
College of Education	
PMC – Change Leadership	10
Elementary, Literacy, and Special Education	
GC – Dyslexia	4
MAT – Special Education K–12	8
MSE – Literacy with Dyslexia Endorsement	39
MSE – Special Education K–12	6
Leadership Studies	
Ed.S. – Educational Leadership	9
MS – College Student Personnel Administration	14
MS – Instructional Technology	19
MS – Library Media and Information Technologies	30
MS – School Counseling K–12	19

Department / Program	Degrees Awarded
MS – School Leadership, Management, and Administration	25
Ph.D. – Leadership for Inclusion and Equity	14
PMC – District-Level Administration	7
PMC – School-Based Leadership – Building Administration	8
Teaching & Learning	
Ed.S. – Digital Age Teaching and Learning	5
GC – Gifted and Talented Education	11
GC – Teaching English as a Second Language	54
MAT – Teaching	58
MSE – Advanced Studies in Teacher Leadership	6
Total Graduate Degrees Awarded	346

Directed Individual Student Learning Activities

Involvement Type	ELSE	Leadership Studies	Student Transitions	Teaching & Learning	Total
Dissertation Committee Chair	3	18	0	23	44
Dissertation Committee Co-Chair	2	9	0	13	24
Dissertation Committee Member	6	23	1	26	56
Honors Thesis Advisor	7	1	0	1	9

Involvement Type	ELSE	Leadership Studies	Student Transitions	Teaching & Learning	Total
Honors Tutorial Advisor	1	0	0	0	1
Independent Study Advisor	3	2	0	0	5
Master's Examination Committee Member	0	2	0	0	2
Master's Thesis Committee Chair	0	2	0	0	2
Master's Thesis Committee Member	0	1	0	0	1
Other	0	0	0	1	1
Total Activities	22	58	1	64	145

Directed Group Student Learning Activities

Involvement Type	ELSE	Leadership Studies	Student Transitions	Teaching & Learning	Total
Field Experience	1	4	0	4	9
Group Research	0	5	0	0	5
Service Learning	0	0	1	3	4
Study Abroad	1	0	0	1	2
Other	0	1	0	0	1
Total	2	10	1	8	21

Involvement Type	ELSE	Leadership Studies	Student Transitions	Teaching & Learning	Total
Activities					

Appendix C: Scholarship

Summary of Contracts and Grants

Funding Source	Under Review (No.)	Under Review Amount	Funded (No.)	Funded Amount
Federal Grants	0	\$0	2	\$30,650,000
State Grants	0	\$0	2	\$1,513,969
Private Grants	1	\$5,000	1	\$206,816
Other External Grants	1	\$300,000	3	\$3,720
Total External Funding	2	\$305,000	8	\$32,374,505
University of Central Arkansas Grants	1	\$2,011	19	\$35,297

Contracts and Grants by Department

Elementary, Literacy, and Special Education

Funding Source	Under Review (No.)	Under Review Amount	Funded (No.)	Funded Amount
Private Grants	1	\$5,000	0	\$0
Total External Funding	1	\$5,000	0	\$0
UCA Internal Funding	0	\$0	9	\$11,224

Leadership Studies

Funding Source	Under Review (No.)	Under Review Amount	Funded (No.)	Funded Amount
Federal Grants	0	\$0	1	\$30,000,000
State Grants	0	\$0	1	\$40,001
Other External Grants	0	\$0	3	\$3,720
Total External Funding	0	\$0	5	\$30,043,721
UCA Internal Funding	1	\$2,011	6	\$7,223

Student Transitions

Funding Source	Under Review (No.)	Under Review Amount	Funded (No.)	Funded Amount
Other External Grants	1	\$300,000	0	\$0
Total External Funding	1	\$300,000	0	\$0
UCA Internal Funding	0	\$0	0	\$0

Teaching & Learning

Funding Source	Under Review (No.)	Under Review Amount	Funded (No.)	Funded Amount
Federal Grants	0	\$0	1	\$650,000
State Grants	0	\$0	1	\$1,473,968
Private Grants	0	\$0	1	\$206,816
Total External Funding	0	\$0	3	\$2,330,784
UCA Internal Funding	0	\$0	7	\$27,447

Accepted or Published Publications

Department	Peer Reviewed	Non-Peer Reviewed	Total Publications	Student Author Involved
Elementary, Literacy, and Special Ed	6	1	7	0
Leadership Studies	14	2	16	18
Teaching & Learning	13	2	15	0
Total	33	5	38	18

Publications Breakdown by Category

Publication Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Books	1	0	1	0
Book Reviews	0	1	1	2
Book Chapters	0	3	3	0
Journal Articles	21	0	21	16
Other Works	4	1	5	0
Total	26	5	31	18

Submitted Publications

Department	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Elementary, Literacy, and Special Ed	1	0	1	0
Leadership Studies	2	0	2	3

Department	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Teaching & Learning	3	0	3	0
Total	6	0	6	3

Presentations by Scope

Scope	Total	Peer Reviewed (Invited)	Non-Peer Reviewed (Invited)	Peer Reviewed (Accepted)	Non-Peer Reviewed (Accepted)	Student Author
Local	26	0	17	1	8	0
State	18	1	5	5	7	0
Regional	18	2	2	12	2	0
National	16	2	0	13	1	1
International	16	0	2	14	0	0
Other / Unspecified	16	0	5	2	9	1
Total	110	5	31	47	27	2

Departmental Breakdown of Presentations

Department	Total Presentations	Invited	Accepted	Student Author
Elementary, Literacy, and Special Ed	33	11	22	0
Leadership Studies	37	6	31	1
Student Transitions	5	0	5	0
Teaching & Learning	51	22	29	1

Appendix D: Professional Development and Recognition

Faculty Development Activities Attended by Type

Activity Type	ELSE	Leadership Studies	Student Transitions	Teaching & Learning	Total Activities
Conference	20	6	2	10	38
Continuing Education Program	4	0	0	7	11
Course Towards a Degree	1	1	2	9	13
Courses Beyond Last Degree	0	0	0	9	9
Faculty Fellowship	1	1	0	1	3
Self-Study Program	2	6	0	2	10
Seminar	15	0	0	9	24
Tutorial	3	1	1	1	6
Workshop	154	23	11	34	222
Other / Unspecified	140	4	4	21	169
Total	340	42	20	103	505