



**Department of  
Leadership Studies**

**Annual Report**  
July 1, 2013 - June 30, 2014

## 1. Mission Statement

The primary mission of the Department of Leadership Studies is to prepare high quality individuals to assume leadership positions in education and affiliated organizations such as non-profits and governmental agencies. At the time of its formation (July 2006), the department's mission was to prepare individuals for entry level student services positions in post-secondary education (CSPA MS program) and to prepare school leaders for positions of assistant principal and principal (SLMA MS program), and district level leaders for superintendent and assistant superintendent (EDS program). In AY 2007-2008, the SLMA MS program was revised to prepare individuals for school-based leadership positions as curriculum administrators and program administrators for gifted/talented education and special education. Simultaneously, the MS in School Counseling was moved to the department, further strengthening the philosophy that school leadership was a collaborative endeavor that included other key professional positions. In January 2010, the mission of the department again expanded with the MS programs in Library Media and Instructional Technology moving to the department. Effective in AY2012-2013 the Educational Specialist degree was revised to provide for two tracks: a P-12 track for individuals interested in advanced study related to P-12 schools as well as leadership positions requiring a license and a post-secondary track for individuals interested in higher education administration.

To accomplish its mission, the Department of Leadership Studies:

- Seeks to find commonalities in the leadership roles in positions typically accepted by candidates who graduate from our programs.
- Reviews all programs on an annual basis to ensure that curricular offerings and related experiences address emerging trends and meet professional standards.
- Employs a competent faculty that stays active in research, service, and teaching methodology.
- Provides financial support necessary for faculty necessary to engage in service, research, and professional development.
- Within the limits imposed by the University, provides physical facilities necessary for a professional work environment.
- Encourages collegiality among faculty, staff, and students.
- Actively recruits students for all of its programs.

## 2. Status/Achievement of 2014 Goals

**Goal 1:** Maintain high quality programs for each degree/certificate program.

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

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 3: Provide a Learner-Focused Environment for All Students

### **Action Plans**

**1a.** Conduct annual academic audits to ensure compliance with mandatory regulatory policies of accrediting agencies and consistency with other influence bodies.

**1b.** Conduct annual audits on student learning outcomes and other student focused data such as completion and employment rates.

**1c.** Seek replacement and/or new faculty members with the competencies to contribute to at least two program areas when new or replacement positions become available.

**1d.** Identify potential new programmatic initiatives for existing degrees.

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance.

**Actual Results:** With regard to annual academic audits, the department accomplished the following:

**1a.** The school counseling program was revised to comply with ADE mandates to offer a K-12 program rather than P-8 and 7-12 programs. Approvals were received at all levels: institutional, ADHE, and ADE.

**1b.** The school counseling program was revised to reflect two tracks: Candidates seeking initial licensure and candidates seeking the add-on license (candidates who hold a valid teaching license). Approvals were received at all levels: institutional, ADHE, and ADE.

**1c.** The PMC program for district licensure was modified to add a course in facilities. Institutional level approval was received and notifications were sent to both ADHE and ADE.

**Status:**

Ongoing

**Supporting Program Statistics**

**Links to Supporting Documents**

**Goal 2:** Support appropriate faculty development experiences.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

**Action Plans**

**2a.** Sponsor departmental level support sessions for faculty members who teach online courses.

**2b.** Provide financial resources necessary for each faculty member to attend at least one external professional development workshop and/or conference.

**2c.** Dedicate at least one faculty meeting to departmental level performance expectations regarding teaching, scholarly activity, service, and departmental responsibilities as these relate to annual evaluations, tenure, and promotion.

**2d.** Encourage faculty participation in appropriate IDC sponsored activities.

**Expected Results:**

1. High ratings from students on their evaluations of faculty.

2. Faculty utilization of more advanced tools available on Blackboard.

Measures:

Student ratings of faculty

Faculty reported use of IDC resources

Departmental financial support per faculty member for professional development

**Actual Results:**

**2a.** Three departmental meetings were dedicated to sharing sessions among faculty regarding effective strategies and techniques used to utilize Blackboard tools and to share person experiences that improved instruction and learning.

**2b.** Full funding was provided for each faculty member assigned who requested funds was provided financial resources to attend at least one professional conference/professional development activity that related to their teaching and/or scholarly interests. Significant amounts of the base M&O budget was transferred to the travel budget. All of the money transferred to the department from summer enrollment incentive fund was dedicated to faculty professional development.

**2c.** Matters related to faculty expectations were discussed in multiple venues: faculty meetings, COE sponsored Brown-bag meetings, and annual conferences with faculty.

**2d.** Thirty-eight (38) professional development activities were reported by faculty on their annual report forms for AY2013-14. Approximately half (18/38) were workshops that faculty attended.

**Other:** Faculty ratings on the student course evaluations instrument were the highest overall since this unit became a department. Only one faculty member received ratings that fell within the “concern” category. Permanent departmental faculty collectively received student evaluations on 219 required items (based on 5 or more evaluations per course). Nearly 75% (74.4%) of these items were rated 4.5 or above; 19.6% were rated between 4.00 - 4.49, and 5.9% were rated less than 4.00. Nine faculty members had no individual ratings of less than 4.00.

**Status:**

Ongoing

**Supporting Program Statistics**

See Appendix D.

**Links to Supporting Documents**

**Goal 3:** Clarify program level data needs.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence  
Goal 3: Provide a Learner-Focused Environment for All Students  
Goal 6: Promote Diversity in All Areas

### **Action Plans**

**3a.** Review and refine existing data bases.

**3b.** Work with Institutional Research to identify data retrievable from their data bases that do not need to be duplicated at the departmental level.

#### **Expected Results:**

1. Revised data bases that house information needed for tracking students and compiling other descriptive information about programs.
2. More effective utilization of IR data bases.

Measures:

Refined data bases that have accurate and sortable data needed for decision-making.

#### **Actual Results:**

**3a.** All programs used Excel data bases to help track students. P-drive file folders are kept on all current and graduated students. Individual program coordinators augment the departmental records with data bases that help address course needs based on potential enrollments and for other programmatic needs.

**3b.** The Department Chair worked with IR to access information needed for particular departmental needs. More importantly, with institutional initiatives related to Digital Measures and Degree Works, and with input from deans and chairs, UCA is taking direct actions to increase access to data that needed at departmental levels.

#### **Status:**

Ongoing

### **Supporting Program Statistics**

### **Links to Supporting Documents**

**Goal 4:** Recruit quality students for each program.

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

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence  
Goal 3: Provide a Learner-Focused Environment for All Students  
Goal 5: Increase Engagement with External Partners  
Goal 6: Promote Diversity in All Areas

### **Action Plans**

**4a.** Encourage upper administration to continue current policies on flat rate tuition for online graduate programs.

**4b.** Work with Outreach to continue strategic marketing initiatives that proved successful in spring 2013.

**4c.** Review individual program recruitment needs and strategies.

**Expected Results:**

1. Stable to increased enrollments in all programs.
2. Diverse student populations for each program.

Measures:

1. Number of new admit students to individual programs.
2. Diversity of students admitted to individual programs.

**Actual Results:**

**4a.** No formal process has been created to allow programs to share information with upper administration regarding the effects the flat rate tuition has on enrollment numbers. However, some data do support that the combined effects of online delivery and flat rate tuition have been positive. For example, the school counseling program has shown the greatest increase in enrollment of all departmental programs. Program admissions for Fall Semester 2013 through Summer Semester 2014 show that new 57 students have taken at least one course. Thirty-one (54.4%) are domiciled at least 100 miles from campus; another 12% (7) live at least 50 miles from campus.

**4b.** The University curtailed the initiative undertaken in spring 2013. The department provided the Outreach Office with information about programs and continued to respond to queries.

**4c.** Individual programs within the department continued to monitor recruitment needs and strategies. The CSPA program engaged in conversations with student support units on campus in an effort to establish additional options for graduate assistantships for students in that program. Other programs work cooperatively to appeal to the P-12 schools. The Ed.S program was revised to create new options for students to seek that degree. Ed.S. program growth is reflected in headcounts, credit hours, and degrees awarded. Degrees awarded in 2013-2014 and 2012-2013 total 18; in the previous three years, degrees were awarded to six individuals. Appendix B provides additional information regarding student numbers, credit hours, and degrees for all departmental programs.

**Status:**

Ongoing

**Supporting Program Statistics**

See Appendix B.

**Links to Supporting Documents**

None

### 3. 2015 Goals

**Goal 1:** Maintain high quality programs for each degree/certificate program.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 3: Provide a Learner-Focused Environment for All Students

**Action Plans**

**1a.** Conduct annual academic audits to ensure compliance with mandatory regulatory policies of accrediting agencies and consistency with other influence bodies.

**1b.** Conduct annual audits on student learning outcomes and other student focused data such as completion and employment rates.

**1c.** Seek replacement and/or new faculty members with the competencies to contribute to at least two program areas.

**1d.** Identify potential new programmatic initiatives for existing degrees.

**Resources:** Program faculty

**Responsible Person(s):** Chair and Program Coordinators

**Projected Completion Date:** June 2015

**Expected Results:** Program standards that are in compliance with regulatory agencies and consistent with appropriate learned societies. Program goals, standards and requirements will be reviewed for compliance. Expectation is that all programs are reviewed and in compliance with appropriate standards.

**Supporting Program Statistics**

**Goal 2:** Support appropriate faculty development experiences.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

**Action Plans**

**2a.** Utilize experienced faculty as mentors for less experienced faculty on effective strategies for teaching online courses.

**2b.** Provide financial resources necessary for each faculty member to attend at least one external professional development workshop and/or conference.

**2c.** Encourage faculty to engage in collaborative research endeavors as appropriate and to submit papers and manuscripts to state, regional, and national/international venues as appropriate.

**Resources:**

**Responsible Person(s):** Chair, Tenured faculty

**Projected Completion Date:** June 2015

**Expected Results:**

**2a.** Faculty members seeking to improve their online teaching will work with at least one more experienced faculty member to develop new skills.

**2b.** Full time faculty teaching departmental courses will attend at least one fully funded conference and/or professional development program.

**2c.** Faculty members will have multiple scholarly artifacts that include joint authorship on at least one artifact. Faculty seeking tenure and/or promotion should have at least three artifacts that includes at least one peer reviewed publication.

**Supporting Program Statistics**

**Goal 3:** Expand program level data information regarding diversity and retention/graduation patterns.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 6: Promote Diversity in All Areas

**Action Plans**

**3a.** Collect program level data on candidate diversity.

**3b.** Conduct degree audits to determine average number of semesters from admission to program completion.

**3c.** Determine retention rates for subsequent semesters, using summer and fall semester 2014 enrollees for base data.

**Resources:** IR data bases; departmental data bases

**Responsible Person(s):** Program Coordinators

**Projected Completion Date:** August 2015

**Expected Results:** Exploratory to determine if intervention strategies are needed.

**Supporting Program Statistics**

**Goal 4:** Develop medium term goals for the department.

**Related UCA Strategic Planning Goals**



Goal 1: Focus on Integrity at All Levels of Action

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

#### **Action Plans**

**4a.** Focused faculty meetings devoted to brainstorming and responses to potential scenarios.

##### **Resources:**

**Responsible Person(s):** Chair and faculty

**Projected Completion Date:** June 2015

**Expected Results:** Potential responses to different scenarios that might emerge in the next 2-4 years.

##### **Supporting Program Statistics**

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

**Goal 1:** Implement and assess hybrid delivery systems for all programs approved during AY 2010-2011.

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

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

**Projected Completion Date:** June 2015

**Goal 2:** Establish professional and scholarly expectations for faculty supported by adequate resources.

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

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

**Projected Completion Date:** June 2016

**Goal 3:** Create at least one new degree program that aligns with the mission of a department of leadership studies that will diversify the student base for the department.

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

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

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 6: Promote Diversity in All Areas

**Projected Completion Date:** June 2015

**Goal 4:** Gain increased visibility for our programs and faculty within and outside the state.

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

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

**Projected Completion Date:** June 2015

**Goal 5:** Institute and maintain an effective data base on graduates.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

Goal 3: Provide a Learner-Focused Environment for All Students

Goal 6: Promote Diversity in All Areas

**Projected Completion Date:** June 2016

**Goal 6:** Through reassignment of existing faculty, use of adjunct faculty, and new hires, develop a diverse teaching faculty for each program area.

**Related UCA Strategic Planning Goals**

Goal 1: Focus on Integrity at All Levels of Action

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

**Projected Completion Date:** July 2016

## 5. Challenges

### A. Faculty Resources

Faculty resources are marginally adequate for current enrollments. A normal academic year, when the department is fully staffed, requires 15-18 sections taught by a combination of part time faculty and overloads for existing faculty. The need for adjuncts/part time faculty increased to 24 sections for AY2013-2014; enrollment projections indicate at least a 25% increase for AY2014-2015. The availability to adjuncts is highly variable by program area and type of expertise. School counseling, the fastest growing program, needs field supervisors and that pool is limited. School leadership draws from a fairly large pool; however, with one retirement and another reassignment to a central administration position, that program effective F 2014 will have only one tenured/tenure track faculty member.

### B. Financial Resources

The department's growth in P-12 licensure programs that have required practicum/internships that need site supervision requires significant financial commitments, and this cost is expected to increase in future semesters. Given the departmental expectation that faculty establish visibility and service in appropriate professional organizations is a reasonably requires significant financial commitment to support. The CSPA program has built a national reputation for both recruitment and placement, and the recruitment cost is significant.

### C. Student Recruitment

All departmental programs are required to maintain an active presence in student recruitment. We compete with most other Arkansas institutions for students. Failure to stay active in this area has the potential to lead to rapid drops in enrolments. For CSPA, there is a need to develop a greater number of graduate assistantships on campus.

## 6. Opportunities

The next two to five years will provide the department several opportunities. There will be leadership changes at multiple levels within the university structure that directly affect the future of the department. The changes may provide opportunities for the department to undertake initiatives that are not yet known. The department should begin creating and exploring various scenarios that might evolve with the goal of having tentative responses identified for situations that might develop. As examples, there are ongoing substantive discussions at high levels of central administration to

create financial incentives for departments that utilize distance learning. Tentative plans for utilizing these resources need to be made. Given that the political scene in Arkansas will change, it is probable that the Arkansas Department of Education may undergo changes and initiatives focusing on P-12 education might create opportunities for developing partnerships. The department should brainstorm ideas that have potential for improving P-12 education in Arkansas and increasing the visibility of UCA. The department now has a critical mass of faculty with tenure and established/emerging scholarly records. These faculty can now assume greater roles in mentorship of junior faculty and provide leadership for the department to develop a presence with grants and contracts. If increased enrollments continue and stabilize at predictable levels, new positions may become a reality. If new positions do eventuate, then defining these positions becomes critical for the longer range future of the department.

## **7. Summary**

AY 2013-2014 was a productive year for the department. Enrollments increased from previous years with the most noticeable growth in the school counseling program. The department definitely benefited from the online flat rate tuition and from the recruiting initiative launched by President Courtway. At least two online programs now routinely have applicants from all areas of the state (library media and school counseling). The changes made in the educational specialist program to made it possible to actively recruit students other than those seeking district level licensure has been a positive. Enrollments have increased, and it is anticipated that this trend will continue. The CSPA program is heavily dependent upon graduate assistantships. Efforts have been expended to increase the number of these assistantships in several areas of the student services programs. The decision of Admissions to drop the two assistantships in that area represents a concern, particularly if other student services offices choose not to participate in the preparation of new professionals if there are financial costs involved.

Faculty productivity is solid. The quality of scholarship is improving, and should continue to improve. Faculty in this department carry heavy service roles outside the university, and most expend additional energy to engage in university-wide service roles. Faculty are working collaboratively and collegially to support colleagues and programs that are not their own. Faculty are willing to accept new challenges, and they respond positively to external factors that affect their individual programs.

The Department of Leadership Studies continues to develop as a department. The faculty members represent the strength and vitality of the department.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	No.	%
Professor	3	21.43
Associate Professor	6	42.86
Assistant Professor	5	35.71
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	0	0.00
Lecturer/Clinical Instructor/Lab Instructor I	0	0.00
Instructor	0	0.00
Visiting Assistant Professor	0	0.00
Visiting Lecturer	0	0.00
<b>Total</b>	<b>14</b>	<b>100.00</b>

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

Tenure Status	No.	%
Tenured	8	57.14
Tenure-Track	6	42.86
Non-Tenure-Track	0	0.00
<b>Total</b>	<b>14</b>	<b>100.00</b>

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

Graduate Faculty	No.	%
Affiliated	1	7.14
Associate	1	7.14
Full	12	85.71
No	0	0.00
<b>Total</b>	<b>14</b>	<b>100.00</b>

### List of New Full-Time Faculty

Haas, Karen L, Assistant Professor, Tenure-Track  
 Stoltz, Kevin, Associate Professor, Tenured

### List of Administrative Assignments

Terry James, Chair, Department of Leadership Studies, February 1, 2007 - Present

Rhonda McClellan, Director, June 1, 2012 - Present

Diana Pounder, UCA College of Education Dean, July 1, 2009 - Present

Angela Webster Smith, Interim Associate Vice President for Institutional Diversity, October 1, 2013 - Present

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

Race/Ethnicity	Female	Male	Total	%
American Indian/Alaska Native	0	0	0	0.00
Asian	0	0	0	0.00
Black	1	0	1	7.14

Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	7	5	21	85.71
Unknown	0	0	0	0.00
<b>Total</b>	9	5	14	100.00
<b>%</b>	64.29	35.71	100.00	

## APPENDIX B: INSTRUCTIONAL ACTIVITIES

### SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2013	0	0	346	346
Summer II Off-Schedule 2013	0	0	24	24
Fall On-Schedule 2013	0	0	2,097	2,097
Fall Off-Schedule 2013	0	0	6	6
Spring On-Schedule 2014	0	0	2,109	2,109
Spring Off-Schedule 2014	0	0	0	0
Summer I On-Schedule 2014	0	0	598	598
Summer I Off-Schedule 2014	0	0	882	882

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
2009-2010	0	0	4,921	4,921
2010-2011	0	0	3,668	3,668
2011-2012	0	0	4,000	4,000
2012-2013	0	0	4,797	4,797
2013-2014	0	0	6,062	6,062

### Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2013	0	339
Spring 2014	0	126

### Total Undergraduate Program Enrollment

No data available

### Total Graduate Program Enrollment

Summer II On-Schedule 2013	Enrolled
EDS-Educational Leadership	0
GC-Instructional Technology-Distance Education	1
GC-Instructional Technology-Media Design & Development	1
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	1
MS-Instructional Technology	9

MS-Library Media and Information Technologies	61
MS-School Counseling	13
MS-School Leadership, Management, and Administration	7
PHD-Leadership Studies	20
PMC-District Level Administration	0
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	0
<b>Term Total</b>	<b>113</b>

<b>Fall On-Schedule 2013</b>	<b>Enrolled</b>
EDS-Educational Leadership	31
GC-Instructional Technology-Distance Education	1
GC-Instructional Technology-Media Design & Development	3
GC-Instructional Technology-Technical Support	1
MS-College Student Personnel Services	39
MS-Instructional Technology	22
MS-Library Media and Information Technologies	113
MS-School Counseling	67
MS-School Leadership, Management, and Administration	25
PHD-Leadership Studies	45
PMC-District Level Administration	3
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	3
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	1
<b>Term Total</b>	<b>354</b>

<b>Spring On-Schedule 2014</b>	<b>Enrolled</b>
EDS-Educational Leadership	38
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	3

GC-Instructional Technology-Technical Support	1
MS-College Student Personnel Services	36
MS-Instructional Technology	24
MS-Library Media and Information Technologies	111
MS-School Counseling	68
MS-School Leadership, Management, and Administration	30
PHD-Leadership Studies	43
PMC-District Level Administration	4
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	4
PMC-School-Based Leadership-Curriculum Administration	1
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	1
<b>Term Total</b>	<b>364</b>

<b>Summer I On-Schedule 2014</b>	<b>Enrolled</b>
EDS-Educational Leadership	15
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	2
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	0
MS-Instructional Technology	16
MS-Library Media and Information Technologies	84
MS-School Counseling	58
MS-School Leadership, Management, and Administration	1
PHD-Leadership Studies	1
PMC-District Level Administration	1
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	1
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	0
<b>Term Total</b>	<b>179</b>
<b>EDS-Educational Leadership</b>	<b>Enrolled</b>
Fall On-Schedule 2013	31
Fall On-Schedule 2012	24



Fall On-Schedule 2011	14
Fall On-Schedule 2010	6
Fall On-Schedule 2009	8

**GC-Instructional Technology-Distance Education**

	<b>Enrolled</b>
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

**GC-Instructional Technology-Media Design & Development**

	<b>Enrolled</b>
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

**GC-Instructional Technology-Technical Support**

	<b>Enrolled</b>
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0

**MAT-Teaching**

	<b>Enrolled</b>
Fall On-Schedule 2009	259

**MS-College Student Personnel Services**

	<b>Enrolled</b>
Fall On-Schedule 2013	39
Fall On-Schedule 2012	33
Fall On-Schedule 2011	38
Fall On-Schedule 2010	39
Fall On-Schedule 2009	36

**MS-Instructional Technology**

	<b>Enrolled</b>
Fall On-Schedule 2013	22
Fall On-Schedule 2012	22
Fall On-Schedule 2011	24
Fall On-Schedule 2010	20

**MS-Library Media and Information Technologies**

	<b>Enrolled</b>
Fall On-Schedule 2013	113
Fall On-Schedule 2012	96
Fall On-Schedule 2011	92
Fall On-Schedule 2010	90

**MS-School Counseling**

	<b>Enrolled</b>
Fall On-Schedule 2013	67
Fall On-Schedule 2012	33
Fall On-Schedule 2011	22
Fall On-Schedule 2010	20
Fall On-Schedule 2009	19

**MS-School Leadership, Management, and Administration**

	<b>Enrolled</b>
Fall On-Schedule 2013	25
Fall On-Schedule 2012	18
Fall On-Schedule 2011	27
Fall On-Schedule 2010	33
Fall On-Schedule 2009	42

<b>PHD-Leadership Studies</b>	<b>Enrolled</b>
Fall On-Schedule 2013	45
Fall On-Schedule 2010	0
Fall On-Schedule 2009	0
<b>PMC-District Level Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
<b>PMC-School-Based Leadership-Adult Education Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	0
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0
<b>PMC-School-Based Leadership-Building Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	3
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0
<b>PMC-School-Based Leadership-Curriculum Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	0
Fall On-Schedule 2012	1
Fall On-Schedule 2011	0
<b>PMC-School-Based Leadership-Gifted-Talented Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	0
Fall On-Schedule 2012	0
Fall On-Schedule 2011	0
<b>PMC-School-Based Leadership-Special Education Program Administration</b>	<b>Enrolled</b>
Fall On-Schedule 2013	1
Fall On-Schedule 2012	0
Fall On-Schedule 2011	1

**Total Undergraduate Program Degrees Awarded**

No data available

**Total Graduate Program Degrees Awarded**

<b>August 2013</b>	<b>Degrees Awarded</b>
EDS-Educational Leadership	0
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	2
MS-Instructional Technology	2

MS-Library Media and Information Technologies	19
MS-School Counseling	1
MS-School Leadership, Management, and Administration	3
PHD-Leadership Studies	0
PMC-District Level Administration	0
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	0
<b>Total</b>	<b>27</b>

**December 2013**

**Degrees Awarded**

EDS-Educational Leadership	3
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0
GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	2
MS-Instructional Technology	6
MS-Library Media and Information Technologies	8
MS-School Counseling	6
MS-School Leadership, Management, and Administration	1
PHD-Leadership Studies	0
PMC-District Level Administration	0
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	0
<b>Total</b>	<b>26</b>

**May 2014**

**Degrees Awarded**

EDS-Educational Leadership	7
GC-Instructional Technology-Distance Education	0
GC-Instructional Technology-Media Design & Development	0

GC-Instructional Technology-Technical Support	0
MS-College Student Personnel Services	12
MS-Instructional Technology	3
MS-Library Media and Information Technologies	10
MS-School Counseling	3
MS-School Leadership, Management, and Administration	5
PHD-Leadership Studies	0
PMC-District Level Administration	0
PMC-School-Based Leadership-Adult Education Program Administration	0
PMC-School-Based Leadership-Building Administration	0
PMC-School-Based Leadership-Curriculum Administration	0
PMC-School-Based Leadership-Gifted-Talented Program Administration	0
PMC-School-Based Leadership-Special Education Program Administration	0
<b>Total</b>	<b>40</b>

<b>EDS-Educational Leadership</b>	<b>Degrees Awarded</b>
2013-2014	10
2012-2013	8
2011-2012	1
2010-2011	3
2009-2010	2
<b>Total</b>	<b>24</b>

<b>GC-Instructional Technology-Distance Education</b>	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>GC-Instructional Technology-Media Design &amp; Development</b>	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>GC-Instructional Technology-Technical Support</b>	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>MAT-Teaching</b>	<b>Degrees Awarded</b>
2009-2010	83

<b>Total</b>	83
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<b>MS-College Student Personnel Services</b>	<b>Degrees Awarded</b>
2013-2014	16
2012-2013	17
2011-2012	19
2010-2011	15
2009-2010	17
<b>Total</b>	<b>84</b>

<b>MS-Instructional Technology</b>	<b>Degrees Awarded</b>
2013-2014	11
2012-2013	6
2011-2012	9
2010-2011	3
<b>Total</b>	<b>29</b>

<b>MS-Library Media and Information Technologies</b>	<b>Degrees Awarded</b>
2013-2014	37
2012-2013	40
2011-2012	40
2010-2011	51
<b>Total</b>	<b>168</b>

<b>MS-School Counseling</b>	<b>Degrees Awarded</b>
2013-2014	10
2012-2013	7
2011-2012	9
2010-2011	6
2009-2010	6
<b>Total</b>	<b>38</b>

<b>MS-School Leadership, Management, and Administration</b>	<b>Degrees Awarded</b>
2013-2014	9
2012-2013	10
2011-2012	12
2010-2011	15
2009-2010	21
<b>Total</b>	<b>67</b>

<b>PHD-Leadership Studies</b>	<b>Degrees Awarded</b>
2013-2014	0
2010-2011	0
2009-2010	0
<b>Total</b>	<b>0</b>

<b>PMC-District Level Administration</b>	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Adult Education Program Administration</b>	<b>Degrees Awarded</b>
2013-2014	0

2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Building Administration</b>	
	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	1
<b>Total</b>	<b>1</b>

<b>PMC-School-Based Leadership-Curriculum Administration</b>	
	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Gifted-Talented Program Administration</b>	
	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	0
<b>Total</b>	<b>0</b>

<b>PMC-School-Based Leadership-Special Education Program Administration</b>	
	<b>Degrees Awarded</b>
2013-2014	0
2012-2013	0
2011-2012	1
<b>Total</b>	<b>1</b>

**Number of Directed Individual Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Dissertation Committee Chair	1
Dissertation Committee Co-Chair	5
Dissertation Committee Member	5
Independent Study Advisor	2
Master's Thesis Committee Chair	3
Master's Thesis Committee Member	2
Other	7
Unknown	1
<b>Total</b>	<b>26</b>

**Number of Directed Group Student Learning Activities**

<b>Involvement Type</b>	<b>No.</b>
Field Experience	2
Group Research	5
<b>Total</b>	<b>7</b>

**Number of Non-Credit Instruction Activities**

<b>Total</b>	<b>0</b>
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## APPENDIX C: SCHOLARSHIP

### Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	0	\$0	1	\$7,000
Federal	0	\$0	3	\$2,310,000
Private	0	\$0	1	\$12,000
State	0	\$0	0	\$0
Other	0	\$0	1	\$3,000
<b>Total External</b>	0	\$0	6	\$2,332,000
University of Central Arkansas	1	\$2,011	0	\$0

### List of Grants and Contracts

James, T. L., "EAST," Sponsored by EAST, Inc., Private, \$12,000.00. (July 1, 2013 - June 30, 2014).

McClellan, R. L. (Principal Investigator), "Literacy Action Council of Arkansas," State, \$5,000.00.

McClellan, R. L. (Principal Investigator), "Stuttgart Leadership Institute," Sponsored by Stuttgart Chamber and Phillips Community College, Other, \$3,000.00.

McClellan, R. L. (Principal Investigator), "Women's Foundation of Arkansas," Sponsored by Women's Foundation of Arkansas, State, \$1,000.00.

McClellan, R. L., "IDC Professional Development Grant," University of Central Arkansas, \$2,010.55.

McClellan, R. L. (Principal Investigator), "Metroplan/Minigrant," Sponsored by HUD, Federal, \$5,000.00.

McClellan, R. L., \$7,000.00. (January 1, 2013 - January 1, 2015).

OConnell, S. M. (Co-Principal Investigator), Adams, G. L. (Co-Principal Investigator), McClellan, R. L. (Principal Investigator), "Sustainable Communities Mini-grant," Sponsored by US Department of Housing and Urban Development, Federal, \$5,000.00. (January 2013 - Present).

OConnell, S. M. (Co-Principal Investigator), Adams, G. L. (Co-Principal Investigator), McClellan, R. L. (Principal Investigator), "Sustainable Communities Mini-grant," Sponsored by US Department of Housing and Urban Development, Federal, \$5,000.00. (January 2013 - February 2015).

Pounder, D. G. (Co-Principal Investigator), Williams, C. (Co-Principal Investigator), "Partnership for Transition to Teaching (P3T)," Sponsored by US Dept of Education, Federal, \$2,300,000.00. (October 1, 2011 - October 1, 2016).

### Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	0	1	0
Chapter	5	0	5	0

Journal Article	9	0	9	0
Published Art Works (CFAC & HC only)	1	0	1	0
<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>0</b>

### Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Chapter	1	0	1	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>

### List of Publications

#### A. Peer Reviewed

##### 1. Accepted or Published

Barclay, S. R. (2013). Assessing career interests: A career construction perspective. In A. Di Fabio & K. Maree (Eds.) (Ed.), *Psychology of career counseling: New challenges for a new era*. Hauppauge, NY: Nova Science Publishers, Inc.

Bell, S., Barclay, S. R., Stoltz, K. B. (2013). Depression in college students: Diagnosis, treatment, and campus planning. In S. Degges-White & C. Borzumato-Gainey (Eds.) (Ed.), *College mental health counseling: A developmental perspective*. New York, NY: Springer Publications.

Christman, D., McClellan, R. L. Traversing borderlands: Delphi studies of resiliency and gender in higher education administration. *Journal of Higher Education*, 83(5), 648-670.

Copeland, J. H. Emerging technologies and copyright: A librarian's guide to Fair Use and copyright. *Arkansas Libraries*(69 (1)), 8-10.

Copeland, J. H. Teacher education and copyright: A focused guide to fair use and copyright compliance. *Arkansas Association of Teacher Educators*(3 (1)), 2-6.

Gallavan, N., Webster Smith, A. (2014). Advancing cultural competence and intercultural consciousness through a simulation with teacher candidates. In Nancy P. Gallavan (Ed.), *Annual editions: Multicultural education (17th ed.)* (vol. 17th edition). New York, New York: McGraw-Hill.

Hu, H., Driscoll, M. P. (2013). Self-Regulation in e-Learning Environments: A Remedy for Community College? *Educational Technology & Society*, 16(4), 171-184.  
<http://www.ifets.info/>

Huffman, S. P. (2013). SIMPLE: guidelines for the use of social networking tools in k-12 education. *Education*, 134(2), 154-160.

Kohler, P. A., Webster Smith, A., Albritton, S. L. (2013). Conversations for school personnel: A new pathway to school improvement. *Education*, 134(1), 19-24.  
[projectinnovation@subscriptionoffice.com](mailto:projectinnovation@subscriptionoffice.com)

McClellan, R. L., Hyle, A. E. Experiential learning: Dissolving classroom and research borders. *Journal of Experiential Learning*, 35(1), 238-252.

McClellan, R. L. (in press). Opposing forces: an organizational view of transfer policies and practices. *To appear in College Student Affairs Journal*.



McClellan, R. L. (in press). *Transitions of Identity and expertise: Pathways of the assistant principal.*: Journal of School Leadership.

Webster Smith, A. (2014). Reflecting on Racial Identity: A Prevailing Influence on Social Justice Advancement. *Encyclopedia of Social Justice*. Lanham, MARYLAND: Rowman & Littlefield.

Webster Smith, A. (2014). Status of the Dream: A Study of Teachers in Little Rock and Memphis Regarding How They Honor the Life and Legacy of Dr. Martin Luther King, Jr. in Contemporary Classrooms. *Annual Editions in Multicultural Education*. New York, New York: McGraw Hill.

Webster Smith, A. (2013). Rethinking the recruitment of African American teacher education candidates. *Arkansas Association of Teacher Educators Electronic Journal*, 2013(4/2), 29-41. [www.arkansasate.org/journal.html](http://www.arkansasate.org/journal.html)

Wolff, L. A., Barclay, S. R., Buning, M. (2013). Promoting student wellbeing: It takes a village. In S. Degges-White & C. Borzumato-Gainey (Eds.) (Ed.), *College mental health counseling: A developmental perspective*. New York, NY: Springer Publications.

2. Submitted

Barclay, S. R. Turning transition into triumph: Applying Schlossberg’s Transition Model to career transition. In A. Di Fabio & K. Maree (Ed.), *Exploring New Horizons in Career Counselling: Converting Challenges into Opportunities..* Rotterdam, The Netherlands: Sense Publishers.

B. Non-Peer Reviewed

1. Accepted or Published

No data available

2. Submitted

No data available

**Number of Presentations by Scope**

Scope	Invited		Accepted		Total	Student Author
	Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed		
Local	0	3	0	1	7	0
State	0	4	3	0	10	1
Regional	0	1	1	0	3	0
National	6	3	5	0	15	0
International	0	0	3	0	3	0
Unknown	1	2	0	0	4	0
<b>Total</b>	<b>7</b>	<b>13</b>	<b>12</b>	<b>1</b>	<b>42</b>	<b>1</b>

**List of Presentations**

A. Peer Reviewed

Barclay, S. R., Haas, K. L., Brown, L.\*. *Equipping School Counselors to Prepare College-Ready Student*. Workshop presented at Arkansas Counseling Association, Hot Springs, AR.

- Barclay, S. R., Stoltz, K. B., Haas, K. L., (Feb. 2014). *Career Adaptability: A Key Ingredient to College and Career Readiness*. Workshop presented at Set Sail to Succeed Career Development Conference, Arkansas Department of Education, Hot Springs, AR.
- Barclay, S. R., Stoltz, K. B. (Nov. 2013). *Use of Occupational Images in Counselor Supervision*. Paper Session presented at We are One Serving the Needs of All, Arkansas Counseling Association, Hot Springs, AR.
- Black, G., Jennifer, B., Freddie, B., Gallavan, N., Elizabeth, J., Shirley, L.-D., Jane, M., Terrell, P., Cathy, P., Walt, P., Bianca, P.-J., LeAnn, P., V. Carole, S., Elizabeth, W., Webster Smith, A., Steven, W., William, Y. (Feb. 2014). *Delving into teacher efficacy with candidates, classroom teachers, and colleagues*. Roundtable presented at Association of Teacher Educators, St. Louis.
- Hu, H., Oslick, M. E. (Mar. 2014). *Web 2.0 Tools: a Valuable Support to Teachers of Struggling Readers*. Roundtable presented at Society for Information Technology & Teacher Education (SITE).
- Hu, H., Garimella, U. I. (Oct. 2013). *iPad or Not: An Exploratory Study about a Summer Technology Professional Development*. Paper Session presented at Association for Educational Communications and Technology International Conference, Anaheim, California.
- McClellan, R. L., Ivory, G., Hyle, A. *Recognizing personal resources necessary for superintendent leader expertise development*. Paper Session presented at American Education Research Association, San Francisco.
- Pounder, D. G. (Mar. 2014). *The Impact of Quality Principal Preparation*. Symposium presented at American Association of Colleges of Teacher Education (AACTE), Indianapolis, IN.
- Pounder, D. G. (Panelist). (Nov. 2013). *Mentoring Session for Associate Professors Seeking to be Full Professors*. Workshop presented at University Council for Educational Administration, Indianapolis, IN.
- Pounder, D. G. (Panelist). (Nov. 2013). *Role-Alike Session for Sitting and Aspiring Deans*. Seminar presented at University Council for Educational Administration, Indianapolis, IN.
- Pounder, D. G. (Nov. 2013). *What is the Research Base for the Standards that Guide UCEA Program Content and Features?* Symposium presented at University Council for Educational Administration (UCEA), Indianapolis, IN.
- Rickman, W. A., Whittingham, J. L. (Feb. 2014). *Diversity in children's and young adult literature: Teacher perceptions and attitudes*. Paper Session presented at Annual Conference, Association of Teacher Educators, St. Louis, MO.
- Stoltz, K. B., Barclay, S. R., Degges, S. (2013). *Creative Interventions for Mid-Course Career Corrections*. Colloquium presented at Association for Adult Development and Aging, Association for Adult Development and Aging, New York, NY.
- Webster Smith, A., Albritton, S. L., Kohler, P. A. (Feb. 2014). *Meaningful conversations: The way to comprehensive and transformative school improvement*. Roundtable presented at Association of Teacher Educators, St. Louis.
- Webster Smith, A. (Feb. 2014). *The power of dreams, the importance of hope, and the need for exemplars as learned in the presence of a king*. Other presented at Association of Teacher Educators, St. Louis.

Webster Smith, A. (Feb. 2014). *Coaching: The essential skill for leading in the future*. Paper Session presented at Association of Teacher Educators, St. Louis.

Webster Smith, A. (Feb. 2014). *In the presence of a king*. Roundtable presented at Association of Teacher Educators, St. Louis.

Webster Smith, A. (Feb. 2014). *Scaling the Pyramid of Self-Reflection: A Model for Teachers to Contest Demographic Destiny*. Paper Session presented at Association of Teacher Educators, St. Louis.

Webster Smith, A. (Sept. 2013). *The pyramid of self-reflection: A model to increase teacher effectiveness with diverse student populations*. Paper Session presented at Arkansas Association of Teacher Educators., Conway, AR.

Whittingham, J. L., Huffman, S. P., Christensen, W. R., McAllister, T. D. (Nov. 2013). *Audiobooks: Improving middle level literacy*. Roundtable presented at Association of Middle Level Education National Conference, Association of Middle Level Education, Minneapolis, MN.

#### B. Non-Peer Reviewed

Albritton, S. L., Huffman, S. P. (2013). *Politics of Universalism and School Libraries*. Paper Session presented at Empowering 21st Century Learners, Arkansas Association of School Librarians, Little Rock, AR.

Pounder, D. G. (Panelist). (Mar. 2014). *Preparing Teacher Candidates for CCSS in Mathematics: Implications for Teacher Education Programs, Pedagogy, and Practice*. Other presented at American Association of Colleges of Teacher Education (AACTE), Indianapolis, IN.

Pounder, D. G. (Panelist). (Nov. 2013). *Preparing for Teaching as Part of the Academy: Lessons from UCEA Master Professor Award Winners*. Symposium presented at University Council for Educational Administration (UCEA), Indianapolis, IN.

Pounder, D. G. (Discussant). (Nov. 2013). *UCEA Graduate Student Summit*. Seminar presented at University Council for Educational Administration (UCEA), Indianapolis, IN.

Pounder, D. G. (Panelist). (Nov. 2013). *We Know What Effective Leadership Preparation Looks Like*. Symposium presented at University Council for Educational Administration (UCEA), Indianapolis, IN.

Webster Smith, A. (June 2014). *Effective Programming for Success of Underserved Students: Parents and Community Leaders*. Symposium presented at AR Bridging the Achievement Gap, AR Bridging the Achievement Gap Commission, Springdale, AR.

Webster Smith, A. (June 2014). *A Model of Inclusive Excellence for Student Services Leaders*. Workshop presented at AR College Personnel Association, ArCPA, Little Rock, AR.

Webster Smith, A. (2014). *in the Presence of a King*. Other presented at Assembly, St. George's Independent School, Memphis, TN.

Webster Smith, A. (2014). *Dream BIG with Authenticity*. Workshop presented at Dream BIG Girls Conference, University of Arkansas - Fayetteville, Marvel, AR.

Webster Smith, A. (Apr. 2014). *A Model of Inclusiveness Excellence for the College & University Campus*. Workshop presented at Crucial Conversations on Diversity and Inclusion, ASU - Jonesboro.

Webster Smith, A. (Apr. 2014). *Tearing Down the Wall of Hate*. Other presented at Wall of Hate, UCA.

Webster Smith, A. (Mar. 2014). *The seasons of REAL BEAUTY*. Other presented at Real Beauty Business Meeting, Real Beauty, UCA.

Webster Smith, A. (Feb. 2014). *Leadership from the heart: A reflection of the self*. Workshop presented at Leadership Foundations Series, UCA, UCA.

Webster Smith, A. (Dec. 2013). *Your personal glory: The unveiling of your REAL BEAUTY*. Other presented at REAL BEAUTY Business Meeting., UCA.

Webster Smith, A. (Nov. 2013). *Gratitude, thankfulness, and thanksgiving: Qualities of REAL BEAUTY*. Other presented at REAL BEAUTY Business Meeting., UCA.

Webster Smith, A. (Oct. 2013). *Leadership development: A REAL BEAUTY quality*. Other presented at REAL BEAUTY Business Meeting., UCA.

Webster Smith, A. (Sept. 2013). presented at ArATE Presidential Introduction, Conway, AR.

Webster Smith, A. (Sept. 2013). *The ladies of REAL BEAUTY: Friends for life*. Other presented at REAL BEAUTY Business Meeting., UCA.

## APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

### Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	8
Continuing Education Program	3
Seminar	3
Workshop	18
Other	6
<b>Total</b>	<b>38</b>

### List of Awards and Honors

Barclay, Susan Rene NCDA Leadership Academy member awardee, National Career Development Association, Leadership, International. (2013).

Rickman, Wendy Anne Pat McDonald Outstanding Individual Achievement, Arkansas Association of Instructional Media, Leadership, State. (March 31, 2014).

Webster Smith, Angela Presidential Service Award, Association of Teacher Educators, Service, Professional, National. (February 17, 2014).

Haas, Karen L Thank at Teacher Fall 2013, UCA Instructional Development Center, Teaching, University. (December 10, 2013).

## APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

### Number of Activities with External Partners

Type of Activity	No.
Other	3
Unknown	1
<b>Total</b>	<b>4</b>

### Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	4	25	29
College	10	26	36
University	5	23	28
<b>Total</b>	<b>37</b>	<b>74</b>	<b>111</b>

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

### Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	29	29
<b>Total</b>	<b>0</b>	<b>29</b>	<b>29</b>

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

### Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Chair/Co-Chair/Leader	0	5	0	0	2	7
Editor	0	1	0	2	4	7
Member	0	5	1	8	1	15
Officer (Not President)	0	4	0	0	0	4
President	0	1	0	0	0	1
Reviewer	0	1	0	5	6	12
Other	1	9	1	1	3	15
<b>Total</b>	<b>1</b>	<b>26</b>	<b>2</b>	<b>16</b>	<b>16</b>	<b>61</b>

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

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	1	0	0	0	0	1
Guest Speaker	0	0	0	0	0	0
Other	1	0	0	0	0	1
<b>Total</b>	<b>1</b>	<b>26</b>	<b>2</b>	<b>16</b>	<b>16</b>	<b>61</b>