**Department of
Teaching & Learning**

Annual Report
July 1, 2019 - June 30, 2020

1. **Mission Statement**

The Department of Teaching and Learning (T&L) actively recruits, develops, equips, and supports culturally competent educators who engage all learners in meaningful explorations generating rigorous outcomes and who reflect on their practices and professionalism to enhance their self-efficacy.

2. **Status/Achievement of 2020 Goals**

Goal 1: Department faculty will engage in peer-reviewed and practitioner-based research/scholarship that contributes productively to the individual faculty member's scholarly agenda, individual faculty member's respective academic discipline(s), and education as both a process and a profession.   All department faculty will be supported by the department and mentored by senior faculty aligning research/scholarship with the College of Education Tenure and Promotion and/or Advancement guidelines.

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)

Action Plans

1a. Senior faculty will actively mentor junior faculty, particularly with respect to peer-reviewed scholarship. Share publishing opportunities and writing workshop availabilities with faculty.

Expected Results: Increased collaboration among faculty on peer-reviewed research and mentoring activities.

Actual Results: Scholar group partnership with Leadership Studies.

Multiple faculty members had papers accepted for presentation at AERA.

Scholar group partnership with Harvard DEEP Initiative

Faculty presented at multiple local, state, regional, national, and international conferences and organizational meetings.

Grant proposals with other colleges and departments (Dr. Trumble proposing an NSF CS4ALL grant as co-PI with the Computer Science Department.   Michelle Buchanan is a co-PI on NSF grant with Chemistry dept.).

Faculty serve on various editorial review boards

Status:

Supporting Program Statistics

None

Goal 2: Teaching and Learning Department will promote a professional culture by holding high expectations for professional attitudes and behaviors. T & L faculty will positively embrace change initiatives in their conversations and actions.

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.

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

2a. Faculty will participate in various trainings and initiatives to develop an awareness and understanding of issues of racism, equity, and diversity.

Expected Results: Faculty and students will develop an awareness of systemic racism, equity, and diversity issues.

Actual Results: Monthly faculty meetings provided opportunities for faculty to build positive rapport and review initiatives underway in department, college, and university.

T&L faculty collaborated to identify ROI initiative areas of importance.

Faculty collaborated on research, course and program design (PhD/EDS).

Harvard DEEP attended by 14 faculty within the department.

Many faculty members participated in the redesign of rubrics for key assessments.

All reading classes, both undergraduate and graduate programs, had field work embedded with supervision where candidates tutored struggling readers and applied what they had learned about reading interventions, content area strategies, child development and classroom management.

GATE Practicum students instructed a virtual STEMulate Engineering Academy during the summer.

Faculty collaborate on research, course and program design for Digital Age Teaching & Learning (PhD/EdS).

T&L faculty participated in working groups for courses in classroom management, classroom assessment, and education as a profession

T&L faculty participated in COE Faculty book club on White Fragility: Why It's So Hard for White People to Talk about Racism

Middle Level and STEMteach are collaborating with other departments to incorporate Foundations of Reading within its program

T&L added a new track (Digital Age Teaching and Learning) to the ASTL Program.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: Provide innovative pedagogy, reflective practice opportunities, application of learning (e.g., service learning, field experiences opportunities), and mentoring support to transform students to educators.

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)

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. Engage faculty in professional development that focuses on transformational pedagogy. Encourage faculty to integrate innovative practices in their teaching. Encourage students to take increased ownership of their classes. Develop innovative initiatives for cultural proficiency awareness among faculty and students.

Expected Results: Earn state approval of proficiency pathway for the science of reading in K-6 MAT track and awareness pathways for middle and secondary level in MSIT and MAT.

Earn institutional recognition for innovative use of mobile technology

Actual Results: Continued facilitation of mobile device—embedded curriculum and instruction to increase student engagement and voice in the classroom and field experiences.

Initiative led by T&L Faculty to develop EDDL/EDS program and add ASTL Track in Digital Age Teaching & Learning.

Approved Cultural Proficiency Field trips to LRSD were planned and implemented.

COE continues its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. COE offers 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connect academic to co-curricular offerings on campus. Edge residents can take EDUC 1300 or 2330 both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession.

MSIT 4328 and MSIT 4312 have transitioned to service learning courses based at Carl Stuart Middle School and serving middle level students (reluctant readers and writers). Students build integrated lesson plans and units as part of their collaborative reflections under the guidance of the instructor.

MSIT 4325 Disciplinary Literacy, also a service learning course, is offered at Courtway Middle School to allow candidates an opportunity to create and implement literacy in their own content areas.

MSIT 3310 is a service learning course with tutoring experiences.

EDUC 3322 involves a community connections volunteer partnership.

EDUC4210 participates in Hour of Code integrating Computer Science and Computational thinking with real kids.

ASTL 6380 connects MAT and ASTL teachers to local Administrators to align research to practice.

 MAT 6342 Implements classroom management strategies in field classrooms to improve student behavior and learning. STEM2301 & STEM3300 and MSIT courses are part of the one-to-one iPad initiative. STEMteach tracks classroom field experiences to ensure exposure to diverse student populations.

Most faculty participated in the Harvard DEEP Training and UCA Poverty Simulations.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: Recruit teacher and teacher leader candidates with a focus on diversity.

Related UCA Strategic Planning Goals
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Action Plans

4a. Actively market MAT program, including online options and integrated field work (with reduction to 36 hours)

Engage in various outreach activities (e. g. majors fair, serving as guest speakers for freshman-level courses, Bear Facts day, alumni events, homecoming events, working with teacher cadet programs, making public school visits, attending teacher and career fairs across the state).

Support candidates through focused retention efforts which include maintaining an active, engaged, and highly-qualified faculty.

Expected Results: Increased enrollment and retention

Actual Results: All programs track dispositions and program completers complete surveys on program effectiveness and areas of needed growth.

MAT and middle level program faculty meet to analyze data and make recommendations relevant to the overall program, individual programs, and candidates with and without provisional licenses.

The COE, specifically the MAT program, continues to support the in-house development of an online Ethics Training Program to meet the state requirement for MAT students to be trained in the standards for ethical behavior prior to gaining provisional certification.

STEM instructors visit freshman-level science and math courses in August to share about the STEMteach program.

T&L recruited for MAT program in various regions of the state (River Valley, Northeast, North Central, Southeast).

Graduate program coordinators (including T&L faculty) created a draft recruitment/retention plan for advanced programs based on review of previous 5 years' data on program admission and retention figures.

MAT program faculty created a draft recruitment/retention plan for initial MAT programs based on review of previous 5 years' data on program admission and retention figures.

T&L faculty formed a partnership with the UCA Institutional Diversity Committee and activities to investigate UCA SOC perceptions of education as a major and teaching as a career option.

Whittingham directs program recruitment efforts for COE graduate programs.

T&L faculty participate in the Teacher Cadet Partnerships

Wake has fully developed RR plans on file and submitted to CAEP.

STEMteach faculty regularly meet with candidates for retention efforts.

Individual advising appointments for all students are tailored to monitoring academic progress and providing support as needed (academic, personal).

MAT advertising with social and streaming radio to target the recruitment of students of color.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: Collaborate and review data to continue program improvement and strive to meet or exceed external review requirements.

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.

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Action Plans

5a. Program coordinators will collaborate with other faculty to synthesize and report relevant data to submit to CAEP and the university as annual reports.

Expected Results: Increased collaborations between faculty on program reviews and successful submissions of required SPA and annual reports.

Actual Results: All T&L programs (MSIT, MAT, ASTL, GATE, STEM) submitted annual reports to the Dean's office for peer review and feedback. Reports were due October 15, and all programs met this deadline. Programs received feedback from the dean's office by January 31, 2020. Data was shared to program faculty and program advisory boards which must include external, school-based partners. Agendas and minutes from these meetings are maintained by program coordinators and available by request.

Program coordinators participate in monthly graduate and undergraduate meetings to review/analyze candidate and program data, discuss program admission and licensure revisions, contribute to decision-making related to program/COE decisions

All faculty participate in reviewing prior year data during COE's Data Day.

DESE regulations required an update and review of the following programs to meet legislative rules to comply with the new "Science of Reading" guidelines. T&L initial licensure areas were approved by DESE for the Science of Reading Requirement either through Proficiency (MAT K-6) or Awareness (MAT ML & Secondary; MSIT). Dr. Benson is in the process of receiving training in the Science of Reading with the LETRS program.

EDUC 4210 Collaboration and research shifted to Triple E model in alignment with ISTE Standards for Educators (Jason, Jessica & Tech committee).

T&L faculty continue to play a leadership role in committees involved with analysis of data (program and college level) and to provide recommendations to the COE based on data

College Curriculum and Assessment Chair: Donna Wake

Graduate Program Coordinators' Working Group. Chair: Debbie Dailey

CAEP Standard 2. Chair: Nykela Jackson

CAEP Standard 3. Co-Chair:Jeff Whittingham

CAEP Standard 4. Chair: Donna Wake

Undergraduate and Graduate Program Coordinators. Chair: Donna Wake

All T&L faculty review student evaluation data to reflect and make course adjustments.

Status:

Supporting Program Statistics

Links to Supporting Documents

    None

Goal 6: Promote, develop, and sustain partnerships both within the university system and outside the community. The partnerships will support the implementation of quality programs in the TLC department and provide essential collaborative opportunities in the community.

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

6a. Articulate service learning opportunities throughout the middle level and MAT programs. Investigate potential future community partners and maintain strong communication with existing partners.

Expected Results: Increased commitment from community partners through funds and resources

Actual Results: Both MSIT 4312 and 4328 are field-based (CSMS) and have also been deemed service learning courses. These courses are serving students through interventions in reading, writing, and advanced strategies.

Faculty in T&L continue to serve key roles on professional organization boards in the state and at the national level (e.g., ACTELA, AGATE, ArAACTE, PLSB, ArCEC, ArATE, MSERA, AACTE, SITE, NAGC, CEC-TAG).

COE/T&L continues its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. COE offers 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connect academic to co-curricular offerings on campus. Edge residents can take EDUC 1300 or 2330 both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession.

EDUC 2330 focused on diversity in education is offered Hughes Hall as part of COE collaboration with the Edge Residential College.

STEM 2301 and STEM 3300 offer 3 hours of ADE approved PD to teachers serving as a mentor teacher in these early field classes.

T&L continues partnership with Conway Junior High with MSIT 4305, STEM 2301, STEM 3300

T&L continues partnership with NLR, LRSD, PCSSD - MSIT 4311, STEM 2301, STEM 3300

Middle Level program is building (Spring 2019, Spring 2020) internship I placement partnership with North Little Rock Middle School 6th grade campus in effort to provide diversity in placement and experience.

Advisory Boards consisting of faculty and community partners were formed to guide programming decisions. https://uca.edu/education/advisory-boards/

T&L faculty hosted Conway School District Elementary Gifted students for Hour of Code event (November 22, 2019)

BearsRead Clinic- serves community and school districts, providing reading and dyslexia therapy to K-12 students. Collaboration with faculty and has served as field placements for several programs.

Greenbrier Middle School continues partnership with STEMteach (Step 1 students receive multiple placements in exchange for university-developed lesson plans and technology training.) STEMteach mentor teachers receive 3hrs professional development for STEM2301 and STEM3300.

MAT has strengthened early field, requiring early and frequent contact with partners across the state.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

3. 2021 Goals

Goal 1: Department faculty will engage in peer-reviewed and practitioner-based research/scholarship that contributes productively to the individual faculty member's scholarly agenda, individual faculty member's respective academic discipline(s), and education as both a process and a profession.   All department faculty will be supported by the department and mentored by senior faculty aligning research/scholarship with the College of Education Tenure and Promotion and/or Advancement guidelines.

Related UCA Strategic Planning Goals

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Action Plans

1a. We will hold T&L Department Research Pod Meetings every two weeks during X period.

Senior faculty will match junior faculty (or clinical instructors) to a department mentor.

Utilizing the Tommie Sue Anthony Foundation funds, we will provide financial rewards to faculty members who publish in high ranking and quality journals in their respective fields.

Resources: Dean's office, T&L faculty

Responsible Person(s): Department chair; senior faculty

Projected Completion Date: May 2020

Expected Results: Increased collaboration among faculty on peer-reviewed research and mentoring activities.

Supporting Program Statistics

Goal 2: The Department of Teaching and Learning, in conjunction with the College, will develop and implement a Strategic Equity Plan that will include process, practices, and policies that anchor equity.

> **Related UCA Strategic Planning Goals**
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>> 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**

2a. Department faculty will attend recruitment events with a focus on diversity (majors fair, serving as guest speakers for freshman-level courses, Bear Facts day, alumni events, homecoming events, working with teacher cadet programs, making public school visits, attending teacher and career fairs across the state).

Department faculty will engage students through sponsoring and participating with education-focused student organizations. Department faculty will maintain on-going semester check-ins with students.

All faculty will attend professional learning focused on diversity, belonging, equity, and inclusion (DEEP professional development, faculty meetings with a focus on inclusive and responsive practices, attend CTE offerings focused on diversity, attend professional conferences with a focus on diversity).

We will "intentionally" be professional and considerate in our conversations and encounters through collaborations/meetings/service/etc.

We will critically reflect on our practices surrounding equity.

> **Resources:** Program coordinators; faculty in T and L and secondary programs; Associate Dean; Department chair
>
> **Responsible Person(s):** Department chair; T&L faculty
>
> **Projected Completion Date:** May 2020
>
> **Expected Results:** Instill a sense of equity, belonging, and inclusion among faculty and students.

> **Supporting Program Statistics**

Goal 3: The Department of Teaching and Learning will provide innovative pedagogy, reflective practice opportunities, exposure to diversity in virtual and face to face learning environments, application of learning (e.g., service learning, field experience opportunities), and mentoring support to transform students to educators.

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)
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Action Plans

3a. We will hold virtual stakeholder panels including diverse panelists.

We will model innovative pedagogical practices in our classes and professional learning presentations.

We will conduct TESS-Aligned goal setting activities.

We will provide blended field experience (eg. remote, face-to-face, hibrid, highflex) and purposeful placement in diverse settings,

We will utilize student-faculty consultation and mentoring models in our classes.

> **Resources:** COE faculty; Dean of COE; Department chairs; Director of Candidate Services
>
> **Responsible Person(s):** Department Chair
>
> **Projected Completion Date:** June 2020
>
> **Expected Results:** Continued recognition as an innovative leader of pedagogy in the university.
>
> **Supporting Program Statistics**

Goal 4: The Department of Teaching and Learning, in line with the college, 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.
>
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Action Plans

4a. Complete review of department-level data for the annual report.

Share data to program faculty.

Share data with K-12 partners.

Use data to improve programs.

Advanced programs engage with the plan to ensure the quality of assessments (initial programs use COE validated assessments but can consider processes for program-specific assessments).

> **Resources:** Program coordinators; faculty in T and L and secondary programs; Associate Dean
>
> **Responsible Person(s):** Department chair
>
> **Projected Completion Date:** June 2019
>
> **Expected Results:** Increased collaborations between faculty on program reviews and successful submissions of required SPA and annual reports.
>
> **Supporting Program Statistics**

Goal 5: The Department of Teaching and Learning will promote, develop, and sustain partnerships both within the university system and the outside community. The partnerships will support the implementation of quality programs in the Teaching and Learning Department and provide essential collaborative opportunities in the community.

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

5a. 1. Continue the annual Partnership Cafe event by offering virtual delivery if a face to face event cannot be held.

2. When in-person early field experiences are not available due to health/safety concerns, faculty will provide an equitable and engaging practices in lieu of on-site experiences to the best of faculty ability.

3. Maintain open lines of communication between T&L faculty and school partners, especially given the current pandemic climate, in order to preserve established relationships.

Resources: Program coordinators; faculty in T and L and secondary programs; community partners; field placement coordinator

Responsible Person(s): Department Chair and Program Coordinators

Projected Completion Date: May 2020

Expected Results: Increased involvement with community partners and continued commitment from community partners.

Supporting Program Statistics

4. **Five-year Goals**

Goal 1: Recruit and retain high quality faculty and students, especially those of diversity.

   Related UCA Strategic Planning Goals

   Projected Completion Date: June 2020

Goal 2: Enhance faculty diversity and scholarship in our department.

   Related UCA Strategic Planning Goals

   Projected Completion Date: June 2021

Goal 3: Increase the latest use of technology to model, teach, and efficiently organize our professional roles as teacher educators and supervisors in the field.

   Related UCA Strategic Planning Goals

   Projected Completion Date: June 2020

Goal 4: Strengthen partnerships with public schools, corporations, and community outreach programs to positively impact the learning of at-risk students.

   Related UCA Strategic Planning Goals

   Projected Completion Date: June 2021

Goal 5: Increase quality of on-line instruction in graduate programs emphasizing collaboration and community among graduate students.

   Related UCA Strategic Planning Goals

   Projected Completion Date: June 2020

5. Challenges

Significant external challenges facing our department are an increased number of charter schools that do not require licensed teachers, as well as a state law that allows some districts to seek a waiver to allow unlicensed teachers to become a teacher of record. Also, as with many other departments, we lack financial resources to fully support the needs of students, programs, and faculty (e.g., research-related travel, mobile technology, classrooms, materials, replacing retired or relocated faculty members). We also face the challenge of adopting new mobile technology-enhanced teaching methods to support students through the iPad mobile learning initiative. Furthermore, the recent pandemic due to COVID-19 caused all classes to be hurriedly moved online in March. The faculty in the department of teaching and learning did a nice job of quickly transitioning to online teaching. Faculty provided virtual office hours, breakout rooms through zoom, and one-to-one guidance as needed for students. Additional challenges included field experiences due to schools being shut down in March. Our candidates continued to work with mentor teachers developing AMI plans and teaching online. In fall 2020, our early field will not visit schools face-to-face but will instead participate in virtual tutoring and work with teachers in creating project-based learning experiences for their students. At this time, our fall plans our uncertain due to COVID-19 but I am positive that our faculty will do what is necessary for our students.

6. Opportunities

The faculty in the Department of Teaching and Learning are committed to collaboration, innovation, and inclusivity. Our cultural proficiency awareness visits and field-embedded courses taught on public school campuses are having a positive impact on the academic success of children and strengthening our partnerships with schools and teachers. There are a number of innovative research and service projects faculty have invested in and committed to. We will continue to revise and update our curriculum and key assessments as needed to ensure we are providing our students with exceptional but practical experiences that mimic teaching in the real classroom. We will continue to work on the curriculum for the EDDL track in the Ph.D. program. A concerted effort to increase mobile technology-enhanced learning opportunities, transformational pedagogies for students, and cultural awareness and inclusivity for all will be a priority. We will continue to nurture strong relationships within and outside the department with the goal of increasing leadership opportunities and excellence in our faculty. An additional focus will be on preparing teacher candidates to teach in virtual classrooms as this opportunity and need arose with COVID-19.

7. Summary

This past year was a very busy and productive year for the Teaching and Learning Department. Our faculty have been stellar, even in the face of a pandemic, social unrest in the nation, changing state regulations, and stagnant resources from the state. Regardless of these challenges, the department faculty have been committed to innovation and the practical implementation of innovative mobile technology and field-based pedagogy that incorporates service learning and cultural responsive practices. Examples include new graduate programs in digital age teaching and learning with a new emphasis on a Ph.D. program, field-based classes (e.g., Carl Stuart, Courtway) when possible, participation in equity and diversity training (Harvard Deep), and alternative field experiences. Finally, a robust approach to curriculum modification and marketing for the MAT program, including a move to fully online delivery, a reduction of the program to 36 hours through integration of field, and a revised track system that is now customized to the grade level needs of each, has resulted in steadily increasing enrollment. Even in the face of a pandemic, our MAT numbers have increased from last year. All in all, the Department of Teaching and Learning still faces several challenges in meeting its mission, but the faculty have performed exceptionally and look forward to innovating more, promoting more inclusivity, and further serving the university and its community partners.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

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

Distribution of Full-Time Faculty by Tenure Status

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

Distribution of Full-Time Faculty by Graduate Faculty Status

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

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

No data available

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

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

Total	0	0	0	�
%	�	�	�	
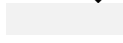
APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2019	0	22	456	478
Summer II Off-Schedule 2019	0	0	0	0
Fall On-Schedule 2019	87	1,403	1,287	2,777
Fall Off-Schedule 2019	0	0	45	45
Spring On-Schedule 2020	27	1,442	1,107	2,576
Spring Off-Schedule 2020	0	0	45	45
Summer I On-Schedule 2020	0	119	420	539
Summer I Off-Schedule 2020	0	0	120	120

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2019 - June 2020	114	2,986	3,480	6,580
July 2018 - June 2019	66	2,900	3,351	6,317
July 2017 - June 2018	39	3,028	3,999	7,066
July 2016 - June 2017	48	3,106	4,839	7,993
July 2015 - June 2016	0	2,951	5,325	8,276

Academic Advising Loads

No data available

Total Undergraduate Program Enrollment

Fall On-Schedule 2019	**Enrolled**
BSE-Middle Level	65
Term Total	65

BSE-Middle Level	**Enrolled**
Fall On-Schedule 2019	65
Fall On-Schedule 2018	74
Fall On-Schedule 2017	46
Fall On-Schedule 2016	55
Fall On-Schedule 2015	37

Total Graduate Program Enrollment

Fall On-Schedule 2019	Enrolled
EDS-Digital Age Teaching and Learning	0
GC-Gifted and Talented Education	5
MAT-Teaching	189
MSE-Advanced Studies in Teacher Leadership	16
Term Total	210

EDS-Digital Age Teaching and Learning	Enrolled
Fall On-Schedule 2019	0

GC-Gifted and Talented Education	Enrolled
Fall On-Schedule 2019	5
Fall On-Schedule 2018	5
Fall On-Schedule 2017	6
Fall On-Schedule 2016	14
Fall On-Schedule 2015	8

MAT-Teaching	Enrolled
Fall On-Schedule 2019	189
Fall On-Schedule 2018	171
Fall On-Schedule 2017	224
Fall On-Schedule 2016	271
Fall On-Schedule 2015	302

MSE-Advanced Studies in Teacher Leadership	Enrolled
Fall On-Schedule 2019	16
Fall On-Schedule 2018	16
Fall On-Schedule 2017	18
Fall On-Schedule 2016	23
Fall On-Schedule 2015	30

Total Undergraduate Program Degrees Awarded

August 2019	Degrees Awarded
BSE-Middle Level	0
Total	0

December 2019	Degrees Awarded
BSE-Middle Level	6
Total	6

May 2020	Degrees Awarded
BSE-Middle Level	8
Total	8

BSE-Middle Level	Degrees Awarded
July 2019 - June 2020	14

July 2018 - June 2019	18
July 2017 - June 2018	31
July 2016 - June 2017	33
Total	96

BSE-Middle Level Education	**Degrees Awarded**
July 2015 - June 2016	20
Total	20

Total Graduate Program Degrees Awarded

August 2019	**Degrees Awarded**
GC-Gifted and Talented Education	6
MAT-Teaching	0
MSE-Advanced Studies in Teacher Leadership	3
Total	9

December 2019	**Degrees Awarded**
GC-Gifted and Talented Education	1
MAT-Teaching	22
MSE-Advanced Studies in Teacher Leadership	4
Total	27

May 2020	**Degrees Awarded**
GC-Gifted and Talented Education	0
MAT-Teaching	23
MSE-Advanced Studies in Teacher Leadership	1
Total	24

GC-Gifted and Talented Education	**Degrees Awarded**
July 2019 - June 2020	7
July 2018 - June 2019	3
July 2017 - June 2018	3
July 2016 - June 2017	10
Total	23

MAT-Teaching	**Degrees Awarded**
July 2019 - June 2020	45
July 2018 - June 2019	72
July 2017 - June 2018	92
July 2016 - June 2017	94
July 2015 - June 2016	113
Total	416

MSE-Advanced Studies in Teacher Leadership	**Degrees Awarded**
July 2019 - June 2020	8
July 2018 - June 2019	6
Total	14

| **MSE-Advanced Studies in Teacher** | **Degrees Awarded** |

Learning
July 2017 - June 2018   10
July 2016 - June 2017   16
July 2015 - June 2016   17
Total   43

Number of Directed Individual Student Learning Activities

Total   0

List of Directed Individual Student Learning Activities

Number of Directed Group Student Learning Activities

Total   0

List of Directed Group Student Learning Activities

<div align="center">**APPENDIX C: SCHOLARSHIP**</div>

Total Contracts and Grants

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

List of Grants and Contracts
    No data available

Number of Accepted or Published Publications by Type

Total	0	0	0	0

Number of Submitted Publications by Type

Total	0	0	0	0

List of Publications
  A. Peer Reviewed
     1. Accepted or Published

       No data available

     2. Submitted

       No data available
  B. Non-Peer Reviewed
     1. Accepted or Published

       No data available

     2. Submitted

       No data available

Number of Presentations by Scope

Total	0	0	0	0	0	0

List of Presentations

  A. Peer Reviewed
    No data available

  B. Non-Peer Reviewed
    No data available

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

    Total   0

List of Faculty Development Activities Attended

    A. Professional Meetings/Conferences Attended

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

List of Awards and Honors
    No data available

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

> **Total**   0

List of Activities with External Partners

Number of University Service Activities

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

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

List of University Service Activities

    A. University

    B. College

    C. Department

Number of Student Activities in which Faculty Participated

> **Total**   0   0   0
> * Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and Sponsor

List of Student Activities in which Faculty Participated

Number of Professional Activities by Scope of Organization

> **Total**   0   0   0   0   0   0

List of Professional Activities by Scope of Organization

Number of Non-Credit Instruction Activities

> **Total**   0

List of Non-Credit Instruction Activities

Number of Public Service Activities by Scope of Organization

> **Total**   0   0   0   0   0   0

List of Public Service Activities by Scope of Organization