



## **College of Education**

**Annual Report  
July 1, 2022 - June 30, 2023**

## 1. Mission Statement

The College of Education is dedicated to fostering equity and empowering students to excel as lifelong learners, enabling them to make a meaningful impact every day.

The College of Education prepares educators, leaders, and other professionals to impact Arkansas and beyond.

## 2. Status/Achievement of 2023 Goals

### **Goal 1: 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)

**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.

### **Completed Activities**

#### **Dean's Office:**

- The MOUs were coordinated with local partners - see [link](#) here.
- The programs continued to host Advisory Board meetings to connect with stakeholders. Additionally, the college has an Executive Advisory Board. All program and college advisory boards maintain minutes/agenda and post these online - <https://uca.edu/education/advisory-boards/>.
- The partnership with Arch Ford continued to evolve. The Assessment Director met with the staff from Arch Ford and discussed collaboration on new teacher mentoring and data sharing. The Director sits on Arch Ford's advisory board. Arch Ford faculty sit on our Executive Advisory Board.
- Faculty in the COE served key roles within professional organization boards in the state and at the national level (e.g., ACTELA, AGATE, ArAACTE, PLSB, ArCEC, ArATE, ALA, MSERA, CEC-TAG, ).
- COE hosted four ad hoc working groups involving K-12 partners in revising course curriculum and key assessments. These groups focused on: revising internship requirements to adjust for new course load requirements, revisions to the unit plan to

pull in more language centering equity, revisions to impact on student learning to break project into 2 pieces, creation of new equity rubric to support TESS observations

- The COE continued involvement in the ADE Educators Rising program to network with local schools, teachers, and students studying education as a profession.
- Continued conversations as the state rules change removing CAEP as an accreditation requirement and moving to a state-review process.
- Submission of the CAEP annual report - recognized as an exemplar for data staging and transparency.
- Continued involvement of COE faculty on CAEP standards teams and being involved by CAEP on panel presentations for best-practices and for guidance on accreditation publications.
- COE faculty recognized for UCA roles. | Louis Naelson (Graduate Mentoring); Alicia Cotabish (Finalist: Research);
- The COE hosted the Educators Rising Regional Conference on Wed., Nov. 30, 2022. There were 188 total participants: 108 rising educators from 10 high schools, 35 Educators Rising collegiate chapter members, and 45 guests in attendance.  
<https://sites.google.com/uca.edu/region2edrising/home>
- The COE continued the concurrent enrollment/Educators Rising partnerships with Conway and Conway Christian.
- Dean Groves-Scott continues to serve as the chair of the Arkansas Education Deans Council.

### **Technology Learning Center**

- Worked closely with Department Chairs from Teaching & Learning, Leadership Studies, and Elementary, Literacy, and Special Education to update department websites and add more user friendly graphics and links.
- Collaborated with Program Coordinators from Ed Leadership, SLMA, CSPA, Ph.D., and Reading to update program websites to make it easier for current and future students to locate information.
- Have increased usage of social media (Facebook and Instagram) for the COE, including advertising for UCA Day of Giving, which increased our donations.
- Continued to collaborate with the directors of the Mashburn Center to produce their newsletter.
- As part of the COE Tech Committee, created a survey to collect classroom and teaching best practices as a means to share ideas among departments. Information is shared in the monthly newsletter.

- Organized Summer 2023 professional development. This will include over 18 presentations. Worked with Dr. Michael Mills to streamline session proposal form and secure Arkansas Professional Development codes.
- Provide MacBooks for checkout to COE faculty/students in need.
- Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs included an activity, literacy aspect, and UCA swag.

#### **Elementary, Literacy, and Special Education:**

- Dr. Filer Awarded Leadership and Education in Neurodevelopmental Disabilities (LEND) subaward grant \$88,668
- Dr. Filer Awarded Community Service Bears Read grant
- Stefanie Sorbet served on Arch Ford's novice teacher advisory board and attend Novice teacher meetings
- Dr. Walthall attended Curriculum Meetings with the state with T&L (Debbie Dailey) and Leadership Studies (Nathan White)
- Dr. Sorbet delivered a Morning Meeting presentation to ARCH Ford Novice teacher training.
- Dr. Kohler and Mrs. Calhoon of the UCA Mashburn Center were awarded the following grants:
  - \$125,000 from Great Rivers Coop for Learning Strategies
  - \$89,750 from SWHS
  - \$13,000 from PCSSD (Mills)
  - \$12,000 from PCSSD (SPED)
- Dr. Lenz served as program designer and external evaluator for the Faulkner County Boys & Girls Club Summer Program
- Dr. Lenz Served as program designer and external evaluator for the Faulkner County Boys & Girls Club after-school program
- Dr. Lenz Served as program designer and external evaluator for the Club after-school program
- Dr. Lenz served as program designer and external evaluator for the Anna Strong Learning Academy Lee County School District after-school program
- Dr. Perry served on the Board of the North Central Arkansas Reading Council
- Dr. Thompson and Dr. Perry served on the Board of the Arkansas Literacy Association
- Dr. Thompson and Dr. Perry served on the Arkansas Diamond Book Award Committee
- Dr. Thompson partnered with West Virginia University as a consultant and external evaluator for an afterschool and summer virtual tutoring project. Analyzing as an example to possibly replicate.

- Dr. Thompson partnered with The Center for Multisensory Learning in West Virginia as a consultant and external evaluator for an afterschool and summer virtual tutoring project at Boys and Girls clubs in West Virginia, Ohio, and expanding. Analyzing as an example to possibly replicate.
- Dr. Thompson served as an Examiner with IDA in improving the application process for accreditation as well as reviewing current applicants.
- Ms. Cain served on Board at Compass Learning Academy
- Ms. Cain provided ELSE Students opportunities to provide reading Intervention to students at Compass Learning Academy
- Ms. Calhoun, Dr. Feng, Dr. Walthall, Dr. Thompson, and Dr. Perry partnered with Pediatrics Plus for service learning surrounding literacy and social/emotional learning.
- Dr. Lenz served on the advisory board of the University of Kansas Center for Research on Learning Xtreme Reading Program national implementation cadre
- Dr. Lenz served on the advisory board of the University of Kansas Center for Research on Learning SIM Preservice Implementation Cadre
- Ms. Herrington partnered with Julia Lee Moore to assist with their Read Aloud Day
- Ms. Cain provided Inservice for White County Central School teachers
- Ms. Cain served as an Examiner with IDA in improving the application process for accreditation as well as reviewing current applicants.
- Ms. Cain continued to work with Stronger Together-The Alliance for Reading Science in Higher Education STARS program in conjunction with Stephanie Stollar (MSJ) Amy Murdoch (MSJ), Gordon State University to organize and set up professional development in conjunction with the IDA conference and the Reading League Conference.
- Ms. Brown and Ms. Cain worked with Compass Academy to provide support for Compass' prom, which had to be relocated due to their school flooding the day of the prom.

#### **Leadership Studies:**

- The School Counseling program collaborated with school counselors across Arkansas in three grade levels (elementary, middle, and high school) to strategically improve the program key assessment which focuses on counselors-in-training (CIT) abilities to manage a school counseling program while being accountable for student success. The data from this key assessment measure CITs' abilities to understand data-driven decision making, demonstrate leadership and advocacy, use current technologies, and use collaboration to promote student learning and achievement.
- CSPA program hosted a Practicum Fair to support successful placement of 10 students with field experience sites with various functional areas across UCA's campus.

- SLMA/EDLP participated in the High Quality Instructional Materials (HQIM) grant from the Arkansas Department of Education. It was a \$25,000 grant that was used to purchase HQIM materials that are housed in the TLC for our staff, faculty, and students to utilize.
- In November 2022, School Counseling faculty Dr. Valerie Couture and Dr. Odunola Oyeniyi presented in the Region 2 Educator Rising Conference at the University of Central Arkansas to UCA undergraduate education majors. Topics covered in the presentation included balancing life and work roles, as well as, maintaining health and wellness.
- In November 2022, LIBM program coordinator Dr. Erin Shaw and COE Technology Learning Center Director Ashley Cooksey presented in the Region 2 Educator Rising Conference at the University of Central Arkansas to high school students on how to use picture books to teach coding in an elementary school setting.
- In June 2023, School Counseling faculty Dr. Odunola Oyeniyi collaborated with Mr. Louis Henderson (K-12 Educator) to present Partnering with Parents for Students' Success for professional development to K-12 teachers.
- Dr. Erin Shaw (Library Media and Information Technologies) and Dr. Nathan White (Education Leadership) collaborated to present Navigating School Library Laws and Policies for the UCA virtual summer Professional Development series to K-12 educators.
- TEC: Dr. Freed went on a scouting trip to Northern Ireland to determine the potential for a study abroad experience for leadership studies. The trip was a success and a subsequent study abroad proposal was submitted with Dr. Erin Shaw (LIBM). The proposal was approved for a summer 2024 experience.
- ITEC: Completed a Collaborative Online International Learning (COIL) experience in ITEC 6380 with Stranmillis University College graduate students in Northern Ireland. This experience included cross-cultural interactions and a shared project between UCA ITEC students and Stranmillis Students.

### **Teaching and Learning:**

- Individual programs have met with their corresponding advisory boards which are inclusive of school personnel to gather feedback on programs to ensure we are meeting the current needs of schools and providing Day 1 ready teachers.
- Eight Middle Level students participated in the fall carnival at Carl Stuart Middle School on November 3rd.
- Dr. Jackson led a concurrent credit partnership with 3 school partners (Conway, Conway Christian, and Arkansas Virtual Academy) in Arkansas. She served as a guest speaker in their classes each semester. She also organized projects for them such as the on campus research interviews for Conway Christian, newsletter project for Arkansas Virtual

Academy, and how to use the library for research for Conway. She also partnered with Maumelle Charter High School for a school visit to learn more about the College of Education and expectations to enroll in a teacher preparation program.

- MSIT 4325 met at Courtway Middle School for class (Intercession, Fall, Spring).
- MSIT 4312 met at Jim Stone Elementary for class (Fall, Spring).
- On August 13, Dr. Anderson provided tutoring training to AmeriCorps members who are tutors at YARN, Conway High, Choosing2Excel, Boys/Girls Club, CoHo, and other partners throughout the school year.
- Dr. Wake and Dr. Parham received a grant to provide DEEP professional development with 2 school districts.
- Dr. Wake is involved in a DESE working group examining the “fit” of the Danielson rubric for preservice teacher education.
- Dr. Wake hosted a workshop on action research with the Arkansas Professional Learning Network for Online Teaching.
- Under Dr. Jackson’s leadership, UCA hosted the Region 2’s Educator Rising conference on November 30th. There were 200 total participants: 108 high school students, 35 college students, 10 high school teachers, 37 UCA volunteers, and 10 guests. Districts and colleges in attendance included: Arkansas Virtual Academy, Beebe, Batesville, Conway, Greenbrier, Searcy, Southside Charter, Vilonia, Mountain Home, UCA, and ASU-Beebe. Regional partners who supported the event included: Division of Elementary and Secondary Education-Office of Educator Effectiveness and Licensure, ArchFord Education Service Cooperative, Wilbur D. Mills Education Service Cooperative, Arkansas State University-Beebe, and Virtual Arkansas.  
<https://sites.google.com/uca.edu/region2edrising/home>
- Dr. Trumble hosted the AIIA/Telar Conference on February 10 & 11, 2023, providing PD for 160 K12 teachers and district workers from across Arkansas.
- Ms. Gieringer invited Karen Norton from Arch Ford Education Service Cooperative to speak to MSIT4305, Classroom Management.
- Dr. Buchanan utilized Flip to host an asynchronous teacher panel to discuss classroom management strategies in STEM 2301.

**Goal 2: The College will develop, implement, and review a Strategic Equity Plan that includes processes, practices, and polices that anchor equity.**

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

**CV b: Community:** We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our

nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

**CV d: Integrity:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

**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.

## **Completed Activities**

### **Dean's Office:**

- The Dean's Office continues to use the learning from the Disruptive Educational Equity Project (DEEP) to develop UCA's DBIE (Diversity, Belonging, Inclusion, and Equity) training to offer intensive professional development related to race, religion, sexual orientation, inclusion, and equity. In addition to providing DBIE training for COE, the college provides training for other colleges and departments at the University.
- COE partnered with the Equity Collaborative to implement equity coaching to support the DBIE training and equity coaching within the college. COE extended its work to two Arkansas school districts to provide DBIE training. COE will offer faculty, within and outside the college, equity coaching training to provide embedded support to all UCA staff and faculty in implementing equitable practices within our university.
- COE received funds from WRF to continue the DBIE work and add school districts. Led by Drs. Charlotte Parham and Donna Wake, COE partnered with the South Conway County School District and Blytheville Public Schools to continue work in Diversity, Belonging, Inclusion, and Equity.
- Dr. Charlotte Parham and Donna Wake are also conducting surveys, focus groups, and interviews to investigate the impact the DEEP training had on systemic structures within the college and the University
- The Dean worked with the Diversity Committee to provide a reflective diversity professional development where faculty selected conversation topics in which they would engage in dialogue to learn more about themselves and others. Faculty were encouraged to select a comfortable topic and an uncomfortable topic to engage in dialogue, accept discomfort, share their wisdom, and extend grace.



- The Dean and Associate Dean have developed and delivered a series of workshops for all undergraduate teacher education candidates. The workshops are based on the DEEP training. The workshops span the beginning of their programs through Internship II.
- Dean's office supported programs to write recruitment and retention goals based on baseline data for underrepresented candidate populations and for identified critical shortage areas.
- The EPP establishes and maintains a system that monitors candidate attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. Throughout the teacher education program, candidates are periodically reviewed for dispositional and academic readiness to advance through the program. At each of these reviews (or "gates"), candidates may be approved to continue, may be subject to remedial steps before continuing, or may be dismissed from the program. Remediation may include: (1) repeating course(s) where performance did not meet expectations; (2) following professional growth plans for identified areas of improvement; and/or (3) additional work or activities to gain the sufficient experiences to continue.

#### **Technology Learning Center:**

- The TLC provided tech support for Admitted Students Days in which high school seniors visit the campus and tour their program of choice.
- TLC staff attended COE Diversity, Belonging, Inclusion, and Equity (DBIE) training.
- TLC Director attended/presented at the ISTE conference and AAIM conference.
- TLC provided tech support and advertising for college professional learning opportunities, including COE Diversity PD day in May.
- TLC staff provided tech support for the Educators Rising conference.
- TLC director secured Redcat voice amplification systems for six classrooms used by COE faculty.

#### **Elementary Literacy and Special Education:**

- Dr. Lenz developed and implemented Special Education academic support plan for conditionally admitted graduate students
- Faculty and the Office of Candidate Services held Praxis and FOR workshops, in order to help improve test scores for licensure.

#### **Leadership Studies:**

- CSPA program supported successful completion of the program for 15 students from diverse background:

- 8 Black or African American, 3 Hispanic/Latinx (including 1 international student from Mexico), 3 White, 1 Two or more races
- Research studies on equity - CSPA theses on equity:
  - Smith-Todd, A. (2022). Holistic Student-Athlete Support: A Comparative Case Study Approach.
- Erickson, K. (2022). Out of the Shadows: The Lived Experience of Active-duty Military Undergraduates.
- ITEC: We graduated 28 teachers from our Online Teacher Academy (ADE grant funded project). We had an 89% pass rate on the Online Teaching Endorsement test.

### **Teaching and Learning:**

- All faculty completed Diversity, Belonging, Inclusion, & Equity (DBIE) training at various points throughout the academic year.
- Diversity committee met each semester to discuss and review department and college policies, opportunities, and data related to equity efforts.
- A supplemental rubric equity rubric was added to internship observations and summative key assessments to assess candidates' actions and dispositions related to student socioeconomic level, ethnic background, and intellectual ability to support learners' diverse strengths and needs.
- Dr. Wake and Dr. Parham- received a Grant to provide DEEP professional development with 2 school districts.
- Dr. Wake and Dr. Parham received a grant to measure the post-initiative impact of the DEEP professional development at UCA
- Dr. Price hosted an African American Read-In Open Mic. It was a campus-wide event on Thursday, February 9, 2023. About 50 people (UCA community—faculty, staff, students) were in attendance.

### **Goal 3: All College programs will sustain a data-driven quality assurance process for continuous program improvement.**

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

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

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

**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.

## **Completed Activities**

### **Dean's Office:**

- The dean's office continued to support the work of accreditation and quality assurance through multiple CAEP-based initiatives (e.g., advanced program assessment reviews, program annual reports). The EPP successfully passed CAEP review in AY 2020-2021 with no Areas for Improvement or Stipulations.
- CAEP Committees worked to evaluate existing key assessments against CAEP revised expectations (initial programs, advanced programs)
- COE hosted the CAEP site visit in fall of 2021. The visit and subsequent report noted no weakness or stipulations.
- The COE worked with departments to establish dispositions tracking data collection forms (Airtable) and protocols. Additionally, undergraduate program coordinators formally approved a new dispositions rubric designed to be used across initial licensure programs as part of the new admission and retention "gates" system.
- The field coordinators worked with the Dean's office and the TLC to build systems to better track candidates' field experiences in order to provide candidates more breadth and depth in their experiences. Field coordinators also worked with Dean's office on following initiatives:
- The implementation of a new online system for candidates to apply for Internship online was introduced.
- Mentor surveys were consolidated to collect data from school-based partners in the field. There were 12-14 different surveys employed by various programs to collect data from the school-based mentors across programs and at various points in the candidate's progression.
- Recommendations were made pertaining to online coaching modules for mentors. There were recommendations to create online screencasts on the field website(s). Sidenote: The Dean's Office recommended consolidating field websites into one website/space.
- Data were collected for identified key assessments in COE across all initial licensure programs. Rubric key assessments included Unit Plan, Impact Project, and TESS. Survey key assessments included End-of-Program, Technology, Field, and Multicultural Efficacy.
- The CLEI PhD program coordinator, Alicia Cotabish, worked with Jacob Held to identify key assessments for the PhD program. The key assessments will be piloted in fall 2023 and will be fully implemented in fall 2024.

- The CLEI PhD program implemented mid-semester surveys to tap student experiences and perceptions to drive continuous program improvement.

#### **Technology Learning Center:**

- The TLC assisted the COE Director of Assessment and Accreditation with the data collection & analysis for annual program reporting for all COE initial licensure programs and field placements.
- TLC tech specialist audited all websites to ensure links are active and faculty and staff information is current.

#### **Candidate Services:**

- OCS provides updated Airtable “views” that provide program coordinators with real-time data on candidates in their program. Through these views, program coordinators can track program applicants, admitted students, licensure exams completion in internship, and students who have graduated but are not licensed.
- The accreditation process was supported via data collection systems and data reporting.
- OCS implemented the Stacker platform for undergraduate candidates to view individual admission and licensure records. Candidates can access their record at any time. Data is updated in real-time as it is entered into Airtable.

#### **Elementary Literacy and Special Education:**

- Dr. Walthall served as part of CAEP Committee for continuous improvement
- Dr. Walthall served as part of the Faculty Handbook Committee for college improvement for faculty.
- Dr. Sorbet held annual advisory board meeting for the K6 program
- Ms. Cain and Dr. Lenz held annual advisory board meeting for undergraduate and graduate special education program planning
- Dr. Lenz established new processes for Special Education Graduate faculty to collaboratively review data and develop continuous improvement plan for graduate programs
- Dr. Lenz created and implemented two new model assessments for the special education MSE & GC graduate programs
- Dr. Lenz created two new model assessments for the special education undergraduate and MAT graduate programs for the unit plan and IoSL model assessments
- Dr. Lenz developed new course for special education (ELSE 4322) in content area adolescent literacy to replace (MSIT 4325) in disciplinary literacy
- Dr. Thompson, Ms. Herrington, Dr. Perry, and Dr. Feng held yearly advisory board meetings

- Dr. Thompson, Ms. Herrington, Dr. Perry, and Dr. Feng held meetings with graduate literacy faculty to analyze/discuss/make changes as a result from the yearly program report
- Ms. Cain created and implemented a new model assessments for the special education BSE program
- Faculty members continued to provide/offer study sessions for various Praxis assessments.

### **Leadership Studies:**

- In the School Counseling program faculty have created innovative learning experiences for their CITs to complete. One example is the creation of a Community Consultation Resources Electronic Brochure through researching the private and community resources in their local and statewide communities. This assignment helps these future school counselors to provide more extensive services to students and families than they would otherwise be able to provide. Another learning experience is preparation of a professional presentation for the National Career Development Conference (NCDA) Global Conference. Each student prepares a topic related to career development and/or career counseling in K-12 school settings. Students use peer-reviewed research to create the presentations and can submit these proposals for acceptance to this highly competitive and well-known professional conference. A third transformational learning experience in the School Counseling program is the Assessment Instrument Review Presentation in which the future school counselor completes an in-depth review of one instrument used for assessment by counselors. The student must provide; an overview of the development of the instrument, empirical support of the reliability and validity for the instrument, the administration and interpretation policies, applicability/implications for counseling interventions, and references. Through having an in-depth understanding on one instrument, students have an increased ability to see the benefits and drawbacks of using a variety of instruments to assess a diverse K-12 student population.
- In partnership with assistantship sites, CSPA program continued to recruit a diverse incoming cohort. CSPA welcomed 13 new students across 2021-2022.
  - 10 Full-time, 3 part-time
  - 6 White, 4 Black or African American, 2 Hispanic/Latinx, 1 International Student (Thailand)
  - Undergraduate institutions represented 7 states from Oregon to North Carolina
- CSPA program hosted its annual in-person CSPA Day. This recruitment event brought prospective students to campus to engage with current students, complete program interview, and interview with multiple graduate assistantship sites

- ITEC: Four students from the 2022-2023 program started the ITEC Master's degree program.
- ITEC: In the spring of 2023, we hired a new clinical instructor into the program.

### **Teaching and Learning:**

- New MAT course, Contemporary Practices of Teaching (MAT 5332), was created based on feedback from students.
- GATE courses and programs were revised based on Praxis data.
- Unit plan and IOSL rubrics were revised based on student and faculty feedback.
- Developed feedback protocol based on feedback from external reviewers.
- All programs continue to file annual reports with the assessment director reviewing and responding to a range of data (e.g., key assessment, survey, completer).
- Dr. Wake works in collaboration with Arch Ford faculty to review and respond to complete data in informing EPP and program-level continuous improvement.

### **Goal 4: The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.**

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

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

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

### **Completed Activities**

#### **Dean's Office:**

- The COE Diversity Committee members participated in the UCA Institutional Diversity Committee and activities.
- The COE continued to support a wide range of recruitment and retention events which established a presence at various recruiting events: (Advanced, Initial).
- The COE hosted the "Educators Rising" regional conference to support high school students interested in pursuing a degree in education. High school students who attended are interested in pursuing a career in education and involved in various education initiatives (e.g., Educators Rising, etc.).

- The COE continued to be involved in the ADE Educators Rising program to network with local schools, teachers, and students, which aided students in their studies of education as a profession.
- On behalf of the COE Research Committee, Alicia Cotabish held a series of distinguished research symposia for COE faculty and PhD students.
- A CLEI PhD handbook detailing the policy, processes and expectations to ensure a seamless experience for students was developed and adopted in May 2022 and will be revised annually.
- To create a transformational learning experience, four problem-of-practice CLEI PhD dissertation classes were created and approved by the graduate council in fall 2022 and will be implemented beginning in fall 2023.

#### **Technology Learning Center:**

- Organized Summer 2023 professional development. This will include over 18 presentations. Worked with Dr. Michael Mills to streamline the session proposal process and secure Arkansas Professional Development authorization.
- As part of the COE Tech Committee, created a survey to collect classroom and teaching best practices as a means to share ideas among departments. Information is shared in the monthly newsletter.
- Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs included an activity, literacy aspect, and UCA swag.
- Collaborated with Dr. Nykela Jackson (T&L) to lead educational stations for the Educators Rising programs.
- TLC director secured Redcat voice amplification systems for six classrooms used by COE faculty.
- As part of the COE Tech Committee, added a student feature to Nearpod allowing students to create Nearpod activities and implement them in the field.

#### **Candidate Services:**

- OCS continued to use the new EDUC 1300 survey to directly ask EDUC 1300 students about their plans to enter the education field (or not).

#### **Elementary Literacy and Special Education:**

- ELSE created a new dual licensure BSE for elementary education and special education
- Teacher Candidates in Ms. Miller's ELSE 4316 obtained their National Certification Project Learning Tree and Project WILD.
- Dr. Walthall, Ms. Calhoon, Dr. Feng, and Dr. Perry organized Bears Read and supported students in ELSE 3305 and ELSE 4319 to read aloud, create a parent newsletter and

social/emotional learning activities for Pre-K students with and without disabilities at Pediatrics Plus.

- Dr. Thompson worked to create an option where MSE in Literacy Students can complete additional Practicum hours (newly created classes ELSE 6351 and 6352) to earn CERI Dyslexia Interventionist or Dyslexia Specialist certifications.
- Dr. Perry and Dr. Thompson developed VideoAnt and Bug in Ear options for field requirements in the MSE in Literacy Practicum
- Ms. Cain completed DESE approved new revisions to the BSE Special Education K-12 licensure program.

### **Leadership Studies:**

- The School Counseling program retained and recruited more faculty members who come from diverse racial, ethnic, age, national origin, geographic, and gender backgrounds. Through this recruitment and retention of diverse faculty, the School Counseling students are provided with enhanced multicultural learning opportunities which will more effectively prepare them to work with the increasingly diverse K-12 student population
- ITEC involved recent alumni to participate in a panel discussion with current students to discuss career options after graduation.  
Ongoing collaborations among faculty members in multi-disciplinary research and publishing.
- The LIBM program coordinated with the TLC and Dr. Nykela Jackson (T&L) to lead educational stations for the Educators Rising programs.
- SLMA/EDLP participated in the mock interviews for undergraduate students with the Office of Candidate Services
- SLMA/EDLP participated in the Arkansas Department of Education's PLCs from the District Level
- SLMA/EDLP participated in Cognitive Coaching training in collaboration with the Arkansas Public Resource Center
- SLMA/EDLP participated in the High Quality Instructional Materials (HQIM) grant from the Arkansas Department of Education. It was a \$25,000 grant that was used to purchase HQIM materials that are housed in the TLC for our staff, faculty, and students to utilize.
- ITEC: We revised the media design and development concentration. Using the ISTE standards, we re-configured classes and added two new classes to the concentration. The new name is Leadership and Technology in Instructional Design.



## **Teaching and Learning:**

- A New MAT course, Contemporary Practices of Teaching (MAT 5332), was created to engage teacher candidates in applications of PLC to examine evidence-based practices in technology integration with teaching and learning, whole person teaching, and strategies for navigating and flourishing in the teaching profession.
- Faculty shared teaching tips used in their courses and/or learned at conferences in monthly faculty meetings.
- Dr. Herring-Watson was selected as the new coordinator of the Mobile Learning Initiative and met with colleagues to discuss the best path forward.
- MSIT 4325 met at Courtway Middle School for class (Intercession, Fall, Spring). MSIT 4312 met at Jim Stone Elementary for class (Fall, Spring).
- Dr. Dailey attended CETAL's Teaching Excellence Institute in July, 2022.
- New faculty, Ms. Gieringer, attended CETAL's New Faculty Orientation in August, 2022.
- Dr. Herring Watson participated in OSCQR review with CETAL.
- Dr. Buchanan utilized PBL in courses where students learn topics through research and development of a product, and then they teach their peers their topic of choice with the final product.

## **Goal 5: The College will recruit, retain, and support a diversity of students, faculty, and staff.**

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

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

**CV 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.

## Completed Activities

### Dean's Office:

- The COE maintained data collection across key assessments (rubrics and surveys) for both initial and advanced programs.
- The COE had an annual reporting system for all EPP programs. SPA and/or annual reports are due each fall and were submitted for peer review and feedback. Data was shared to program faculty and program advisory boards which included external, school-based partners. Agendas and minutes from these meetings were maintained by program coordinators and made available by request when necessary. This practice was expanded in the 2017-2018 school year in charging appropriate COE committees to form advisory groups or hold focus group events where data was shared and feedback was requested.
- The COE planned several faculty PD events that included analysis of data with faculty. Additionally, data was shared with the program coordinators and department chairs at the close of each semester on key assessment data.
- The COE continued to work on reliability around key assessments. Studies that used Fleiss Kappa statistics indicated that the COE continued successful work to establish reliability on key assessments.
- The EPP has embedded diversity as an assessed criterion in multiple key assessments, including: Disposition, Unit Plan, Impact on Student Learning, and TESS (Danielson Framework for Teaching). Candidate ability to support diverse learners is specifically addressed in the analysis documents in the evidence room (i.e., InTASC Analysis, Research Component, CCR Analysis). Additionally, ability to support diverse stakeholders is an item in multiple surveys used by the EPP, including: internship survey suite (diversity panel presentation), candidate feedback on clinical experiences, candidate end-of-program, employer satisfaction, graduate satisfaction.
- The EPP has revised its system for tracking clinical experiences to ensure candidates have sufficient depth, breadth, diversity, coherence, and duration and to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Data had been tracked in Google Forms and Chalk and Wire. Now all data is tracked in Airtable. An example of candidates' clinical experiences audit is provided in the evidence room as well as program level sequence and structure maps.
- The EPP has recruitment and retention plans in place with articulated goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations. Goals include an admitted pool of candidates who reflect the diversity of America's P-12 students. Additionally, the EPP involvement in the Educators

Rising initiative, the revision of the EPP Introduction to Education courses, and the addition of an Introduction class survey speak to the EPP commitment to diverse candidate recruitment. The EPP tracks candidate admission and enrollment with disaggregated data to highlight the inclusion of diverse candidates.

- The CLEI PhD program held a series of informative virtual interest meetings to increase interest and applications in the program. Approximately 200 participants attended the virtual meetings in 2022 increasing the application pool by two-fold from the previous year.
- To ensure matriculation and program completion, all remaining legacy LEAD PhD students enrolled in dissertation hours in the fall of 2022 and are expected to graduate in 2023.

#### **Candidate Services:**

- Candidate Services revised internal systems (such as program applications) to better track student progress.
- Candidate Services continued to monitor retention efforts for candidates from admission through program completion.

#### **Elementary, Literacy, and Special Education:**

- Ms. Miller attended Beyond Civility Workshop with the Winthrop Rockefeller Institute, Office of Institutional Diversity and Inclusion
- Dr. Lenz received and implemented Graduate School Recruitment Grant to recruit more diverse enrollment through social media campaign
- Ms. Brown and Ms. Hunter organized and maintained ELSE Clothes Closet for professional dress and the ELSE Food Pantry

#### **Leadership Studies:**

- The School Counseling program retained and recruited more faculty members who come from diverse racial, ethnic, age, national origin, geographic, and gender backgrounds. Through this recruitment and retention of diverse faculty, the School Counseling students are provided with enhanced multicultural learning opportunities, which will more effectively prepare them to work with the increasingly diverse K-12 student population.
- LIBM Graduate Program coordinator received \$2500 for recruitment activities to recruit high quality students through attendance of the Arkansas Association of Instructional Media conference and summer professional development sessions for K-12 educators.
- ITEC: We began a social media campaign in Texas to entice Texas teachers to complete their Master's at UCA in the ITEC program. In March 2023, the ad was viewed 125, 924

times and there were 933 clicks. We had one student apply to the ITEC program because of the social media promotion.

### **Teaching and Learning:**

- Dr. Whittingham directed program recruitment efforts for COE graduate programs. EDDL, GATE, ASTL, and CLEI received recruitment grants from the graduate school and used social media and conference booths to advertise our programs and specifically target the recruitment of students of color.
- Many faculty allow “grace periods” for student assignments as needed to relieve stress of due dates.
- Faculty utilize and model Culturally Responsive Pedagogy in class to create a sense of belonging.
- Program coordinators participated in recruiting fairs at regional COOPS.
- Dr. Wake and Dr. Parham- received a Grant to provide DEEP professional development with 2 school districts.
- Dr. Price hosted an African American Read-In Open Mic. It was a campus-wide event on Thursday, February 9, 2023. About 50 people (UCA community—faculty, staff, students) were in attendance.
- Under Dr. Jackson’s leadership, UCA hosted the Region 2’s Educator Rising conference on November 30th. There were 200 total participants: 108 high school students, 35 college students, 10 high school teachers, 37 UCA volunteers, and 10 guests. Districts and colleges in attendance included: Arkansas Virtual Academy, Beebe, Batesville, Conway, Greenbrier, Searcy, Southside Charter, Vilonia, Mountain Home, UCA, and ASU-Beebe. Regional partners who supported the event included: Division of Elementary and Secondary Education-Office of Educator Effectiveness and Licensure, ArchFord Educative Service Cooperative, Wilber D. Mils Education Service Cooperative, Arkansas State University-Beebe, and Virtual Arkansas.  
<https://sites.google.com/uca.edu/region2edrising/home>
- Dr. Trumble hosted the AIIA/Telar Conference on February 10 & 11, 2023, providing PD for 160 K12 teachers and district workers from across Arkansas.
- Drs. Benson, Jackson, and Anderson participated in the Mentor-Minority faculty initiative.
- Dr. Anderson served on the black male experience committee

**Goal 6: College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.**

**Related UCA Strategic Planning Goals**

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

**Goal 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.

**Completed Activities**

**Elementary, Literacy, and Special Education:**

- Ms. Miller obtained PVEH Fellowship grant to support incorporate transformational and innovative learning experiences that are grounded in evidence-based practices
- Dr. Walthall presented at ALA Annual Conference
- Dr. Walthall presented virtually for AR Infant/Mother Mental Health Association
- Dr. Walthall obtained a grant from state for SPED Teacher Resource Academy
- Dr. Sorbet presented at ATE
- Dr.'s Sorbet, Thompson, and Perry presented at MSERA
- Dr. Sorbet served as Faculty Fellow in Service Learning Institute CETAL
- Ms. Miller served as STEM Praxis for Elementary Grades Multistate Standard Setting Study Panelist
- Ms. Calhoon and Dr. Kohler presented at the ADE Summit
- Dr. Kohler completed Sabbatical with focus on UCA Labyrinth and Mindfulness, recorded 35 minute video on UCA Labyrinth, and secured a sign directing students and faculty to UCA Labyrinth
- Dr. Kohler published article on labyrinth in Mountain View
- Dr. Kohler conducted first ever training in student labyrinth facilitation with UCA graduate and undergraduate candidates
- Dr. Filer presented a webinar (with Candice Maxwell) for the Arkansas Association for Infant Mental Health
- Dr. Lenz presented at MSERA in Little Rock on increasing oral reading reading fluency using effective practices for Open Education Resources

- Dr. Lenz presented at the 2022 Education Alliance Symposium held at the U.S. Institute for Peace in Washington D.C. on effective practices for using open education resources.
- Dr. Lenz prepared and submitted three research reports on the effects of effective practices on using open education resources in supplemental support programs
- Dr. Lenz published a chapter on teaching good strategies in a secondary methods textbook
- Dr. Lenz engaged in research on word identification intervention research, which was reviewed and given highest ratings by the National Center for Intensive Intervention

### **Leadership Studies:**

- In November 2022, several Leadership Studies faculty (Drs. Parham, Nadelson, Loyless, Mills, Oyenyi, Bruick, and Couture) presented at the Mid-South Educational Research Association Annual Conference on an educational equity in higher education topic, Success for All? The Education Equity Mindset of University Faculty Members.
- In January 2023, Leadership Studies faculty (Drs. Couture, Bruick, Oyenyi, Parham, and Shaw) participated in a panel presentation for the UCA College of Education Professional Development Day. The panel topic covered how to create a strong research agenda as a novice scholar.
- Dr. Valerie Couture (School Counseling) and Dr. Thomas Bruick (College Student Personnel Administration) published a research article with a CSPA graduate student in the Journal of Education and Learning. The article, Increasing College Knowledge: The Role of School Counselors, explored how school counselors view their role and responsibility in working with K-12 students to increase their awareness of the steps to pursue post-secondary education.
- ITEC: Dr. Allison Freed presented a COE professional development webinar on using technology for citizen science with colleagues.
- ITEC: We were awarded the Online Teacher Academy grant for a third time. Funding was \$418,111.00
- The department convened its fourth research scholars group, exploring teachers' conceptions of scripted curriculum.

### **Teaching and Learning:**

- Faculty secured 9 internal and external grants totaling over \$1.5 million.
- Faculty published 1 book and 10 articles last year.
- Faculty had 44 publications last year.

- Many faculty chaired or served on dissertation committees and served as Honors Thesis advisors.

### 3. 2024 Goals

Goal 1: The College will continuously engage partners to maximize program quality and opportunity for all.

Goal 2: The College will develop, implement, and review processes, practices, and policies to ensure equity.

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

Goal 4: The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Goal 5: The College will recruit, retain, and support a diversity of students, faculty, and staff.

Goal 6: College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

### 4. Five-year Goals

**Goal 1:** The College will center equity in actions, processes, and policies.

#### **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)

#### **Projected Completion Date:**

**Goal 2:** Increase recognition as a leader in education through progressive teaching, curriculum, and research.

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

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

**Projected Completion Date:**

**Goal 3:** Model innovation, transformational teaching, experiential learning, and life-long learning for undergraduate, graduate and post-graduate learners.

**Related UCA Strategic Planning Goals**

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

Goal 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.

**Projected Completion Date:**

**Goal 4:** Advocate for public education, teacher education, higher education, and leadership at the state and national levels.

**Related UCA Strategic Planning Goals**

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

**Projected Completion Date:**

**Goal 5:** Meet or exceed regulatory, accountability, and accreditation requirements or 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)

**Projected Completion Date:**



## 5. Challenges

Changes in the configuration of the College:

The College has added several new grants and a new department for 23-24. The Department of Student Transitions now reports to the College of Education as does the Upward Bound Grant. We also incorporated the AmeriCorps grant into the college and will soon assimilate the Gear Up Grant. It will be important for the college to recognize the specific needs of each of these new programs/departments/grants in order to sufficiently support and resource the faculty, staff, and students associated with each new unit.

In particular I am worried about resources and support for the Department of Student Transitions (DST). They appear to be under-resourced and the College did not get additional M&O money for this unit. The Department needs to replace a literacy lecturer position with a permanent hire (we have had a visiting lecturer in this position for 3 years). Additionally, DST currently uses more than 20 adjuncts to teach Journeys to Success to meet enrollment demands. Math faculty already shift their teaching loads and teach 6 sections in the fall and 2 in the spring. Literacy (and general education) faculty shift their teaching loads to 5 in the fall and 3 in the spring. Load shifting is taking a toll on the full-time faculty and relying on contingent faculty, even when completely qualified and experienced, is not ideal for our student population and that is reflected in the course outcomes.

Recruitment:

As the state (and nation) experiences shortages of qualified teachers, teacher recruitment is a priority. This has become increasingly more difficult. Given the current state of K-12 education, teachers feel under pressure from new legislation, classroom culture wars, increasing bureaucracy, and safety concerns. With fewer high school graduates and less interest in becoming a teacher, the College of Education needs to find new ways to attract talented individuals in the teaching profession, especially in high-demand subjects like STEM and special education. The state has raised the minimum salary for all teachers to \$50,000 which we believe will help attract students into the teaching profession, however many districts have modified their pay scale to accommodate higher pay for new teachers. Districts are eliminating salary incentives for graduate classes and master's degrees in order to afford beginning salaries of \$50,000. This will probably impact our graduate enrollment making it more difficult to recruit inservice teachers to enroll in our graduate programs.

State Changes to Teacher Preparation:

Changes in education policies at the state level could have a significant impact on teacher preparation programs within the College. Specifically, as the LEARNS Act, Executive Orders related to "indoctrination", and requirements for a year-long residency, created a need to change, we are faced with a situation where program revision is being required yet the Arkansas Department of Education has not published the official rules and regulations to

guide that process. The state has also questioned DEI work in higher education which may impact our work to ensure that all teachers are prepared to be responsive to children and families from varying cultures. While addressing legislative concerns about indoctrination, we also need to maintain our commitment to diversity and inclusion. The college is committed to continuing our work to prepare future teachers to support students of various backgrounds and perspectives which requires teaching them about issues of culture, diversity, equity, and inclusion.

The state has added a new mandated State Review of all teacher preparation programs. This review process will add a six-year cycle for on-site peer review, a three-year cycle for audit of our science of reading requirements, and additional annual reporting. As part of the six-year review, we will be evaluated on how many of our graduates teach in Arkansas, if they teach in geographic areas of high need, if they teach subject areas of high need (special education, math, ...), and how long they remain in the teaching profession. The review process sets the expectation that our teacher preparation programs will grow by 1-3% annually. All of these variables are beyond our control and leave us in a situation where we will be evaluated on something that we are powerless to change.

## **6. Opportunities**

Although we are facing more and more challenges, we remain optimistic that our college, departments, and programs will remain exceptional. We are excited about the addition of the Department of Student Transitions into the College of Education. The focus on student centered teaching is a perfect match with our existing programs. There is a palpable synergy among the faculty. Many of the faculty from COE are excited about opportunities to teach in the DST department and are perfectly prepared for classes such as Journey's to Success and First Year Seminars. DST faculty are participating in our professional development programs, social events (like our annual potluck lunches), Mobile Learning Initiative, Coaching Circles, and committee work.

Changes in state rules and regulations related to teacher licensure make it essential for the college to work with other teacher preparation programs around the state. UCA continues to be a leader within the state. Dean Groves-Scott leads both weekly and monthly Arkansas Education Deans Meetings in collaboration with the Arkansas Department of Education. Her leadership gives us the opportunity to help shape and nudge policies and practices that will ensure our teachers continue to be "day one ready." It's important for the College to maintain a commitment to high-quality teacher preparation while also being responsive to legislative concerns. We are committed to leading the state in open communication, a dedication to academic freedom, and a commitment to providing a well-rounded, inclusive education as we navigate these challenges effectively. Additionally, collaboration with other educational institutions and stakeholders is essential as we address these DIE concerns while upholding the integrity of educator preparation.

The college has planned and been approved to add a new track to teacher preparation. In

January of 2024 we will begin a new online degree completion program that will lead to an undergraduate degree and licensure to teach elementary and/or special education. This program has been designed for working paraprofessionals. The program will allow the paraprofessionals to remain in their community, keep their job, and finish a degree in teacher preparation. We believe this program will help us recruit in areas outside of central Arkansas and expand our reach into other areas of need.

## **7. Summary**

The College of Education is undergoing significant changes and additions for the 2023-2024 academic year. The Department of Student Transitions and the Upward Bound Grant now fall under the College of Education's purview. Additionally, the college has incorporated the AmeriCorps grant and is preparing to take on the Gear Up Grant. It is crucial for the college to address the specific needs of each of these new programs, departments, and grants to adequately support faculty, staff, and students.

State-level changes in education policies, such as the LEARNS Act, Executive Orders regarding "indoctrination," and requirements for year-long residencies, are creating a need for program revisions. However, the absence of official rules and regulations for guidance complicates this process. Furthermore, the state's scrutiny of diversity, equity, and inclusion (DEI) work in higher education could affect the college's commitment to preparing future teachers to support diverse student populations.

Despite the challenges, the college is optimistic about its future. The addition of the Department of Student Transitions aligns with the college's focus on student-centered teaching. We embrace the commitment to support first year students who might need a little extra support to be successful in college. This fits within our mission and values centered around student success. We are committed to maintaining high-quality programs and classes, open communication, academic freedom, and inclusivity.

## APPENDIX A: FACULTY PROFILE

### Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	9	0	9	15.79
Associate Professor	10	0	10	17.54
Assistant Professor	12	1	13	22.81
Senior Lecturer/Clinical Instructor/Lab Instructor	9	0	9	15.79
Lecturer/Clinical Instructor/Lab Instructor II	5	0	5	8.77
Lecturer/Clinical Instructor/Lab Instructor I	8	0	8	14.04
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	3	0	3	5.26
<b>Total</b>	<b>56</b>	<b>1</b>	<b>57</b>	<b>100.00</b>

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

Tenure Status	Continuing	New	Total	%
Tenured	19	0	19	33.33
Tenure-Track	12	1	13	22.81
Non-Tenure Track	25	0	25	43.86
<b>Total</b>	<b>56</b>	<b>1</b>	<b>57</b>	<b>100.00</b>

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

Graduate Faculty	Continuing	New	Total	%
Affiliated	2	0	2	3.51
Associate	10	0	10	17.54
Full	28	1	29	50.88
No	16	0	16	28.07
<b>Total</b>	<b>56</b>	<b>1</b>	<b>57</b>	<b>100.00</b>

### Distribution of New and Continuing Full-Time Faculty by Department

Department	Continuing	New	Total
Elementary, Literacy, and Special Ed	20	0	20
Leadership Studies	11	1	12

Student Transitions	10	0	10
Teaching & Learning	18	0	18
Unknown Department	1	0	1
<b>Total</b>	<b>60</b>	<b>1</b>	<b>61</b>

Donna Wake, Assessment Coordinator, August 2014 - Present

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

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>%</b>
American Indian or Alaska Native	0	0	0	0.00
Asian	0	1	1	1.79
Black or African American	7	1	8	14.29
Hispanic/Latino of Any Race	1	1	2	3.57
Native Hawaiian or Other Pacific Islander	1	0	1	1.79
Two or More Races	0	1	1	1.79
White	33	10	43	76.79
Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
<b>Total</b>	<b>42</b>	<b>14</b>	<b>56</b>	<b>100.00</b>
<b>%</b>	<b>75.00</b>	<b>25.00</b>	<b>100.00</b>	

**APPENDIX B: INSTRUCTIONAL ACTIVITIES**

**SSCH by ADHE Term and Department**

<b>College of Education</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2020 - June 2021	0	147	0	147
July 2019 - June 2020	0	93	0	93
July 2018 - June 2019	0	54	0	54

<b>Elementary, Literacy, and Special Ed</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2020 - June 2021	0	5,790	1,698	7,488
July 2019 - June 2020	0	6,756	2,043	8,799
July 2018 - June 2019	51	7,203	2,004	9,258

<b>Leadership Studies</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2020 - June 2021	0	0	4,385	4,385
July 2019 - June 2020	0	0	4,376	4,376
July 2018 - June 2019	0	0	5,389	5,389

<b>Teaching &amp; Learning</b>				
<b>Fiscal Year</b>	<b>HS Concurrent</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
July 2020 - June 2021	78	2,506	3,690	6,274
July 2019 - June 2020	114	2,986	3,480	6,580
July 2018 - June 2019	66	2,900	3,351	6,317

---

## Total Undergraduate Program Degrees Awarded

		Degrees Awarded
<b>PHD-Leadership for Inclusion and Equity</b>		
July 2022 - June 2023	4	
July 2021 - June 2022	15	
<b>Total</b>	19	
July 2020 - June 2021	93	
July 2019 - June 2020	80	
July 2018 - June 2019	68	
<b>Total</b>	360	
	<b>Degrees Awarded</b>	
<b>BSE-Special Education, K-12</b>		
July 2022 - June 2023	11	
July 2021 - June 2022	14	
July 2020 - June 2021	11	
July 2019 - June 2020	21	
July 2018 - June 2019	16	
<b>Total</b>	73	
<b>Teaching &amp; Learning</b>		
	<b>Degrees Awarded</b>	
<b>BSE-Middle Level</b>		
July 2022 - June 2023	18	
July 2021 - June 2022	18	
July 2020 - June 2021	15	
July 2019 - June 2020	14	
July 2018 - June 2019	18	
<b>Total</b>	83	

## Total Graduate Program Degrees Awarded

	Degrees Awarded
<b>Elementary, Literacy, and Special Ed</b>	
	<b>Degrees Awarded</b>
<b>GC-Dyslexia Interventionist</b>	
July 2022 - June 2023	6
July 2021 - June 2022	2
July 2020 - June 2021	5
July 2019 - June 2020	8
July 2018 - June 2019	5

<b>Total</b>	26
	<b>Degrees</b>
<b>MAT-Special Education K-12</b>	<b>Awarded</b>
July 2022 - June 2023	11
July 2021 - June 2022	12
July 2020 - June 2021	7
July 2019 - June 2020	10
July 2018 - June 2019	1
<b>Total</b>	41
	<b>Degrees</b>
<b>MSE-Reading K-12</b>	<b>Awarded</b>
July 2022 - June 2023	28
July 2021 - June 2022	20
July 2020 - June 2021	24
July 2019 - June 2020	21
July 2018 - June 2019	10
<b>Total</b>	103
	<b>Degrees</b>
<b>MSE-Special Education K-12</b>	<b>Awarded</b>
July 2022 - June 2023	8
July 2021 - June 2022	9
July 2020 - June 2021	15
July 2019 - June 2020	10
July 2018 - June 2019	6
<b>Total</b>	48
<b>Leadership Studies</b>	
	<b>Degrees</b>
<b>EDS-Educational Leadership</b>	<b>Awarded</b>
July 2022 - June 2023	15
July 2021 - June 2022	11
July 2020 - June 2021	16
July 2019 - June 2020	30
July 2018 - June 2019	23
<b>Total</b>	95
<b>MS-College Student Personnel</b>	<b>Degrees</b>
<b>Administration</b>	<b>Awarded</b>
July 2022 - June 2023	11
July 2021 - June 2022	17
July 2020 - June 2021	12
July 2019 - June 2020	17
<b>Total</b>	57
	<b>Degrees</b>
<b>MS-College Student Personnel Services</b>	<b>Awarded</b>



July 2018 - June 2019	9
<b>Total</b>	9
	<b>Degrees</b>
<b>MS-Instructional Technology</b>	<b>Awarded</b>
July 2022 - June 2023	13
July 2021 - June 2022	10
July 2020 - June 2021	5
July 2019 - June 2020	3
July 2018 - June 2019	3
<b>Total</b>	34
	<b>Degrees</b>
<b>MS-Library Media and Information Technologies</b>	<b>Awarded</b>
July 2022 - June 2023	27
July 2021 - June 2022	29
July 2020 - June 2021	26
July 2019 - June 2020	15
July 2018 - June 2019	38
<b>Total</b>	135
	<b>Degrees</b>
<b>MS-School Counseling K-12</b>	<b>Awarded</b>
July 2022 - June 2023	24
July 2021 - June 2022	22
July 2020 - June 2021	29
July 2019 - June 2020	51
July 2018 - June 2019	46
<b>Total</b>	172
	<b>Degrees</b>
<b>MS-School Leadership, Management, &amp; Administration</b>	<b>Awarded</b>
July 2022 - June 2023	6
July 2021 - June 2022	7
July 2020 - June 2021	10
July 2019 - June 2020	11
July 2018 - June 2019	11
<b>Total</b>	45
	<b>Degrees</b>
<b>PHD-Leadership Studies</b>	<b>Awarded</b>
July 2020 - June 2021	5
July 2019 - June 2020	3
July 2018 - June 2019	4
<b>Total</b>	12

**Teaching & Learning**

**EDS-Digital Age Teaching and Learning**

July 2022 - June 2023

July 2021 - June 2022

July 2020 - June 2021

**Total**

**Degrees**

**Awarded**

2

3

0

5

**GC-Gifted and Talented Education**

July 2022 - June 2023

July 2021 - June 2022

July 2020 - June 2021

July 2019 - June 2020

July 2018 - June 2019

**Total**

**Degrees**

**Awarded**

9

1

3

7

3

23

<b>MAT-Teaching</b>	<b>Degrees Awarded</b>
July 2022 - June 2023	79
July 2021 - June 2022	68
July 2020 - June 2021	73
July 2019 - June 2020	45
July 2018 - June 2019	72
<b>Total</b>	<b>337</b>
<b>MSE-Advanced Studies in Teacher Leadership</b>	<b>Degrees Awarded</b>
July 2022 - June 2023	14
July 2021 - June 2022	8
July 2020 - June 2021	10
July 2019 - June 2020	8
July 2018 - June 2019	6
<b>Total</b>	<b>46</b>

#### APPENDIX C: SCHOLARSHIP

##### Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	0	\$0	3	\$705,579
Federal	0	\$0	2	\$38,650,000
Private	0	\$0	5	\$109,301
State	0	\$0	4	\$5,051,525
Other	0	\$0	2	\$3,500
<b>Total External</b>	<b>0</b>	<b>\$0</b>	<b>16</b>	<b>\$44,519,905</b>
University of Central Arkansas	1	\$2,011	14	\$284,721

##### Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer	Total	Student Author
------	---------------	----------	-------	----------------

		Reviewed		
Book	1	0	1	0
Chapter	2	0	2	0
Conference Proceeding	1	0	1	0
Journal Article	21	2	23	4
Other	9	5	14	2
<b>Total</b>	<b>34</b>	<b>7</b>	<b>41</b>	<b>6</b>