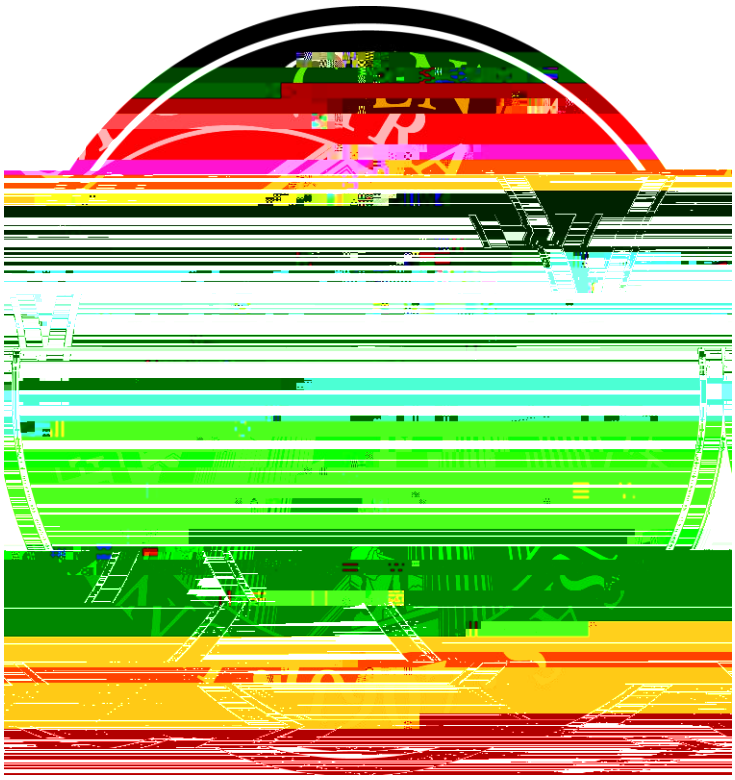

Department of
Leadership Studies, Student Transitions, Honors College

Annual Report

January 1, 2020 - December 31, 2020

1. Mission Statement

2. Status/Achievement of 2020 Goals

Goal 1: All department programs will sustain a data-driven quality assurance process for continuous program improvement, which ensures programs meet external review expectations.

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. The department will continue to gather and use data for program improvement and accreditation.

Expe ment)

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)
CV d: Integrity: We are committed to ethical and responsible behavior in our own actions

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

Goal 3: The department will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

Supporting Program Statistics

3b.

student research projects.

hosted by the Community Development Institute.

Over 10 Leadership Studies students were co-authors on published research reports.

Status: Ongoing

Supporting Program Statistics

4b.

Expected Results: Information to assess student performance and feedback to determine if curricular and/or instructional adjustments are needed.

Actual Results: Not available

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: The department will develop, sustain, and enhance partnerships that ensure program quality and maximize opportunity for all.

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 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)

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.

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.

Actio1equ

Action Plans

5a. Engage in partnership building activities to establish and maintain opportunities for our students.

Expected Results: Work with partners to create relationships to provide our students with opportunities.

Actual Results: The College Student Personnel Services and Administration program worked collaboratively with the Department of Housing to recruit resident assistants/coordinators.

The School Leadership, Management, and Administration program along with the Educational Specialist program, sponsored review sessions for candidates that are required to successfully complete the mandated tests for licensure for building and district level licensures.

The Interdisciplinary Ph.D. in Leadership Studies (LEAD) had faculty and students serve on advisory boards of Ecofest and Arts Fest (merged community event) and supported the planning and execution of the events.

LEAD faculty and students continued to conduct research on well-being in the Delta with the Arkansas Tobacco Settlement Commission and various agencies/programs within the Delta.

LEAD faculty and students served on the Community Development Institute Advisory Board and taught in the CDI Bootcamp Training for UCA students and community members.

LIBM faculty collaborated with T&L and ELSE faculty to host a two-day conference for librarians, literacy specialists, and teachers.

The Leadership Studies faculty members collaborated on two research projects publishing 2 reports on education equity.

Status: Ongoing

Supporting Program Statistics

1 144.02 224.81 Tm0.2 0.2 0.6 r G1 0 0 1 117.02 29f1 BT/F1 9B8atiTQ /MCID 10>BDC q0.000009127( )]TJETQq

Links to Supporting Documents

None

3.

The quality of the faculty members in the department represents the best opportunity. By and large, the faculty is highly dedicated to their individual programs and are working well as a team. The senior faculty have a strong grasp of most of the factors that will directly impact programming in the near future.

New faculty member provide new perspectives for the department and bring into the department new opportunities.

We are continuing to build our culture of research through the use of the Research Scholars Group. Two groups with a total of 13 faculty members took and idea and formed a research project, implemented the project and drafted a report of the results. The reports were submitted for review to two different outlets. In addition, the work was accepted for two presentations at the annual AACTE conference. The goal of the group has been to increase the culture of scholarship within the department and college. We are going to continue to the process in 2019-2020.

Our SPA review for our SLMA program was returned as unacceptable and the rewrite resulted in the program being nationally recognized. However, there was a need for additional modifications for full approval. The program was revised because of changes to the Arkansas state standards for school leader preparation programs.

7. Summary

During the past year the department underwent substantial changes: a new ITEC/LIBM program coordinator, 2 new hires, 1 faculty member moved into the department, curriculum restructuring, and the continued development of a new culture. While the changes were positive there were multiple challenges and stress for the department members. With stability in the faculty, we will be able to focus on modernizing our curriculum and innovative approaches to recruiting and teaching our programs. Also with the stability, there is an expectation that there will be an increase in the faculty members' engagement in scholarship. Further, there has been increased collaboration with faculty

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	2	0	2	12.50
Associate Professor	5	0	5	31.25
Assistant Professor	8	0	8	50.00
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor I	0	0	0	0.00
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	1	0	1	6.25
Total	16	0	16	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	7	0	7	43.75
Tenure-Track	8	0	8	50.00
Non-Tenure Track	1	0	1	6.25
Total	16	0	16	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	6.25
Associate	2	0	2	12.50
Full	12	0	12	75.00
No	1	0	1	6.25
Total	16	0	16	100.00

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

Patricia Smith, Interim Dean, July 1, 2017 - June 30, 2020

Dianne Letsch, Adjunct Professor, August 15, 2017 - Present

Rhonda McClellan, Director, June 1, 2012 - Present

Rhonda McClellan, Director, June 1, 2012 - Present

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

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

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00

Asian	1	0	1	6.25
Black or African American	2	0	2	12.50
Hispanic/Latino of Any Race	0	1	1	6.25
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	1	1	6.25
White	7	3	10	62.50
Non-Resident Alien	1	0	1	6.25
Unknown	0	0	0	0.00
Total	11	5	16	100.00
%	68.75	31.25	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Spring On-Schedule 2020	0	0	1,584	1,584
Spring Off-Schedule 2020	0	0	0	0
Summer I On-Schedule 2020	0	0	305	305
Summer I Off-Schedule 2020	0	0	529	529

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2019 - June 2020	0	0	4,376	4,376
July 2018 - June 2019	0	0	5,389	5,389
July 2017 - June 2018	0	0	6,414	6,414
July 2016 - June 2017	0	0	6,921	6,921

GC-Instructional Technology-Distance Education	Enrolled
Fall On-Schedule 2018	2
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	1

GC-Instructional Technology-Media Design & Development	Enrolled
Fall On-	

MS-School Counseling K-12	Enrolled
Fall On-Schedule 2019	86
Fall On-Schedule 2018	130
Fall On-Schedule 2017	152
Fall On-Schedule 2016	138
Fall On-Schedule 2015	118

MS-School Leadership, Management, and Administration	Enrolled
Fall On-Schedule 2019	22
Fall On-Schedule 2018	24
Fall On-Schedule 2017	27
Fall On-Schedule 2016	28
Fall On-Schedule 2015	28

PHD-Leadership Studies	Enrolled
Fall On-Schedule 2019	41
Fall On-Schedule 2018	48
Fall On-Schedule 2017	48
Fall On-Schedule 2016	47
Fall On-Schedule 2015	45

PMC-District Level Administration	Enrolled
Fall On-Schedule 2019	6
Fall On-Schedule 2018	2
Fall On-Schedule 2017	3
Fall On-Schedule 2016	3
Fall On-Schedule 2015	3

PMC-School-Based Leadership-Adult Education Program Administration	Enrolled
Fall On-Schedule 2019	0
Fall On-Schedule 2018	0
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	0

PMC-School-Based Leadership-Building Administration	Enrolled
Fall On-Schedule 2019	8
Fall On-Schedule 2018	6
Fall On-Schedule 2017	6
Fall On-Schedule 2016	3
Fall On-Schedule 2015	0

PMC-School-Based Leadership-Curriculum Administration	Enrolled
Fall On-Schedule 2019	0
Fall On-Schedule 2018	1
Fall On-Schedule 2017	1
Fall On-Schedule 2016	2

Fall On-Schedule 2015	2

PMC-School-Based Leadership-Gifted-Talented Program Administration	Enrolled
Fall On-Schedule 2019	0
Fall On-Schedule 2018	0
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	0

PMC-School-Based Leadership-Special Education Program Administration	Enrolled
Fall On-Schedule 2019	3
Fall On-Schedule 2018	2
Fall On-Schedule 2017	2
Fall On-Schedule 2016	4
Fall On-Schedule 2015	3

Total Undergraduate Program Degrees Awarded

No data available

Total Graduate Program Degrees Awarded

July 2019 - June 2020	30
July 2018 - June 2019	23
July 2017 - June 2018	35
July 2016 - June 2017	29
July 2015 - June 2016	22
Total	139

GC-Computer Science and Teaching	**Degrees Awarded**
July 2019 - June 2020	0
Total	0

GC-Instructional Facilitator	**Degrees Awarded**
July 2016 - June 2017	0
July 2015 - June 2016	0
Total	0

GC-Instructional Technology-Distance Education	**Degrees Awarded**
July 2018 - June 2019	0
July 2017 - June 2018	0
July 2016 - June 2017	0
July 2015 - June 2016	0
Total	0

GC-Instructional Technology-Media Desig434.6 Tf32 reW n7 434.59Tm0 g0 G[Me)3(

July 2019 - June 2020	0
July 2018 - June 2019	0
July 2017 - June 2018	0
July 2016 - June 2017	0
July 2015 - June 2016	0
Total	0

PMC-School-Based Leadership-Building Administration	**Degrees Awarded**
July 2019 - June 2020	2
July 2018 - June 2019	3
July 2017 - June 2018	3
July 2016 - June 2017	0
July 2015 - June 2016	0
Total	8

PMC-School-Based Leadership-Curriculum Administration	**Degrees Awarded**

List of Directed Individual Student Learning Activities

Dissertation Committee Member, Mullen, Courtney. . January 15, 2015 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Co-Chair, (LEAD8V08), Stacks, Jamie. . 2017 - Present. Status.
Outcomes:

Independent Study Advisor, (CSPA6340), Eaves, Currie. *Career Advising in Higher Education.* January 9, 2020 - Present. Status: In-Process.
Outcomes: Course Completion

Dissertation Committee Member, Dodson, Jenny. . January 2020 - Present. Status: In-Process.
Outcomes:

Master's Thesis Committee Chair, (CSPA6195 & 6295), Miller, Conner. *Men of Steel: Superhero Culture and Masculinity in Higher Education.* August 2019 - Present. Status: In-Process.
Outcomes:

Master's Thesis Committee Member, (CSPA6195 & 6295), Barrientos, Bertita. *Role of Family Support and Latinidad in Latino College Students' TransiF1 9.9(, (C)-2(S)-7(P)4(A)-7(6)4(9)-9(5 &)-4(2)-7(*

Dissertation Committee Member, Jones, Henry. . January 1, 2019 - Present. Status.
Outcomes:

Dissertation Committee Member, Stacks, Jamie. . August 15, 2019 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Member, Jones, Henry. *Building Capacity for Parent / Community Involvement in Public Schools.* February 7, 2019 - Present. Status.
Outcomes:

Dissertation Committee Member, Ferris. . February 2019 - Present. Status: Proposal.
Outcomes:

Dissertation Committee Co-Chair, Lindholm, Craig. .. Status: Proposal.
Outcomes:

Dissertation Committee Member, Jackson, Damond. .. Status: Proposal.
Outcomes:

Dissertation Committee Chair, Jones, Henry. . 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Chair, Wilson, Joshua. . 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Chair, Washburn, Noah. . 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Co-Chair, Brantley, Shannon. . 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Chair, Argue, Sarah. . 2016 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Member, Scribner, Hattie. . 2016 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Chair, Lane, Emily. . 2015 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Chair, (LEAD), Howard, Harvell. . January 2015 - Present. Status.
Outcomes:

Dissertation Committee Chair, Boles, Jack. . 2015 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Co-Chair, Vest, Cody. . 2015 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Co-Chair, (LEAD8308), Wolfe, Diane. . January 2015 - Present. Status.
Outcomes:

Dissertation Committee Co-Chair, Dodson, Jenny. . 2015 - Present. Status: In-Process.
Outcomes:

APPENDIX C: SCHOLARSHIP

Number of Artistic and Professional Performances (CFAC and Honors College only)

Total

Huffman, S. P., Loyless, S. D., Albritton, S. L., Green, C. R. (2020). *Leveraging technology to improve school safety and student wellbeing*. Hershey, PA: IGI Global.

Lane, E. G., Morris, D. D., McClellan, R. L., Brantley, S., Argue, S., Boles, J. (2020). Public Health Leadership in a Disadvantaged Landscape. *MedCrave Online Journal of Public Health, 9*(2), 44-51. https://medcraveonline.com/MOJPH/volume_issues?issueId=3057&volumeId=785

Loyless, S. D., Shaw, E. O. (2020). Beyond retreat and rebellion: Building teacher capacity for optimized student engagement & agency. *Leveraging technology to improve school safety and student wellbeing*. Hershey, PA: IGI Global.

Wils

Hu, H., W

Oyeniyi, O. F. (Sept. 2020). *Implementing Creative Online Teaching Strategies and Providing a Safe E-Learning Space in Multicultural Counseling Course.* Seminar presented at Association for Creativity in Counseling, Association for Creativity in Counseling, Virtual.

Oyeniyi, O. F. (2020). *Job Search and Beyond: International Counselor Educators.* Seminar presented at Association for Multicultural Counseling and Development, Association for Multicultural Counseling and Development, Virtual.

Powell, K., Shaw, E. O. *Teachers, Too: Using Content Area Literacy Strategies in the School Library.* presented at 2020 AAIM Conference, Hot Springs, Arkansas.

Powell, K., Shaw, E. O. *How to Use Content Area Literacy Strategies in the School Library Media Center.* Workshop presented at 2020 Arkansas Association of Instructional Media Annual Conference, Hot Springs, Arkansas.

Shaw, E. O., Thompson, A. D., Powell, K., Whittingham, J. L. (Oct. 2020). *We are what we read: The reading habits of teachers and school librarians.* Workshop presented at Arkansas Library Association Conference, Arkansas Library Association, Virtual.

Trumble, J. F., Nadelson, L. (June 2020). *Virtual Reality and Learners' Self-perception of Success.* Roundtable presented at ISTE 2020, International Society for Technology in Education, Anaheim, CA.

Trumble, J. F., Nadelson, L. (Apr. 2020). *Immersive Virtual Reality (VR) and preservice teachers': A Mixed Methods Study on Spatial Visualization, Prediction, and Possibilities.* Paper Session

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	2

Workshop. Final DEEP Training. College of Education, University of Central Arkansas. Conway, Arkansas. Credit Hours: 3. September 21, 2020

Workshop. DEEP Training. College of Education, University of Central Arkansas. Conway, Arkansas. Credit Hours: 3. Ju

Fundraising, Conway Christian School, August 15, 2014 - Present

Active in fundraising for the Fine Arts Council with the primary goal to build a Fine Arts builiding for CCS. Helped coordinate the silent auction and lunch fundraisers.

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	4	37	41
College	8	29	37
University	3	34	37
Total	15	100	115

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

List of University Service Activities

A. University

Member, Council of Deans, October 1, 2017 -

Member, Housing Exemptions Committee, August 2015 - Present
.

Liaison for CSPA and CSPA faculty selection, University College/UNIV 1100 & ACAD 1300, 2012 - Present
Market and recruit CSPA students for faculty positions for the ACAD 1300 (formerly UNIV 1100) course015

3.To arrange opportunities for faculty to share their research and scholarly accomplishments.

4.To review applicant proposals for Summer Research Incentive Support and make recommendations for funding to the Dean by April 1 of each Spring semester. Reviewed proposals and recommended CoE faculty for research grant awards. Personally served as the College of Education representative at the Fall 2014 University Research Council meeting. In 2015-2016, served on the sub-committee that reviewed Dr. Groves-Scott's proposal for Undergraduate Research stipends and created the necessary forms and application to get that program started.

Member, PEU Lighthouse Beacons, August 25, 2012 - Present
To foster communication, attitude, respect and enthusiasm among students in the College of Education.
To be a mentor for individual students as needed.

Member, COE Tenure & Promotion Committee, July 1, 2012 - Present
To review and evaluate faculty who apply for tenure and/or promotion.

Committee Chair, COE Scholarship Committee - Graduate, August 15, 2008 - Present
The Scholarship is for students accepted into the Master of Science degree program in Library Media and Information Technology who plan to become a school librarian. Two students are each awarded a $1,000 scholarship for the academic year. Selection is based upon academic achievement, with consideration given to financial need.

Member, Representing College of Education at UCA Graduation Ceremonies for Fall, Spring and Summer, December 10, 2007 - Present
Representing College of Education at UCA Graduation Ceremonies for Fall, Spring and Summer. Serving as Marshal for College of Education departments as needed.

Committee Chair, COE Scholarship Committee - Graduate, August 31, 2007 - Present

Volunteer, College of Education Beacon Bites Day, January 10, 2020
Offered students a welcome back snack and provided directions to their classrooms. I greeted our students and guide them to their classrooms especially students that are new to Mashburn so they want immediate confirmation that they are in the correct building and can navigate to their classrooms.

February 21, 2020
Impacting Tomorrow Summit - This event is a one day conference for high school students who are interested in teaching. Collaborated on general session with Erin Shaw.

Member, Transition to Teaching Search Committee, February 1, 2015 - Present
Reviewed applicants for the position of Recruiter/Counselor for Transition to Teaching. Involved in the interview process of the top three candidates.

UAPB Career Fair and Teacher Fair, UAPB Career Fair and Teacher Fair, April 2013 - Present
Along with colleague, Nancy Gallavan, I organized a UCA COE table and recruited students for COE and PhD graduate programs. Engage with students about graduate programs in the COE and across the university.

Member, COE Tenure & Promotion Committee, August 2012 - Present.
I served on the College Tenure and Promotion Committee. Along with colleagues, determined the College decision.

C. Department

Faculty Advisor, CSPA Alumni Affairs, September 15, 2014 - Present
I was charged with reviving alumni relations for the CSPA program. I created the first official CSPA Alumni Facebook page which grew to a membership of over 200 alums within one week of launch.

I solicited articles from faculty, students, and alumni related to the CSPA program then edited and published the first electronic newsletter since the founding of the program in 2001.

Member, CSPA Curriculum Committee, August 15, 2014 - Present
.

Member, Department of Leadership Faculty Search Committee, September 2014 - Present
.

Member, Department Search Committee, September 2013 - Present
Reviewed applicants, assisted with coordinating and conducting interviews.

Committee Chair, Graduate Faculty Review Committee, August 2012 - Present

Program Director/Coordinator, School Counseling Program Director, May 2018 - Present
Responsible for the overall direction of the school counseling program.

Member, School Counseling Curriculum Study Committee, November 1, 2016 - Present
The School Counseling Curriculum Study Committee reviews the curriculum to verify that

Secretary, Board, Arkansas Association of Counselor Education and Supervision, Conway, Arkansas, February 2018 - Present.
As secretary for ArACES I am in charge of keeping minutes of minutes and planning the annual conference.

Reviewer, Journal, Manuscript Reviewer, Administrative Issues Journal, January 2018 - Present.
Reviewed academic manuscripts which were qualitative and mixed method studies. (1).

Reviewer, Conference, Conference Proposal Reviewer, Southern Association of Counselor Education and Supervision, Baltimore, Maryland, March 1, 2020 - March 30, 2020.
I reviewed 16 conference proposals focused on the topics of: multicultural counseling skills, internship supervision, and mental health agency issues.

Invited Scholar, AERA Educational Change SIG Twitter, American Educational Research Association, January 2020.
Invited Scholar for January 2020 AERA Educational Change Special Interest Group (SIG) Twitter.

Posed four discussion questions to the national audience AERA Educational Change SIG group related to educational change.
.

Leader, Educational Change Special Interest Group, American Educational Research Association, January 27, 2020.
I was the Invited Scholar for the January 2020 Twitter chat focusing on Educational Change in K-12 education.

Board Member, Arkansas Department of Education State Literacy Committee, Arkansas Department of Education State Literacy Council, Arkansas, January 2020 - Present.

Board Member, Equity Leaders Action Network Arkansas Committee Member, Equity Leaders Action Network, Little Rock, Arkansas, June 1, 2018 - Present.

Chair, Arkansas Imagination Library Council, Arkansas Imagination Library, Arkansas, April 1, 2014 - Present.

Reviewer, Book, Reviewer for Book, Leveraging Technology to Improve School Safety and Student Wellbeing., IGI Global, Hershey, Pennsylvania, May 2019 - Present.
In Stephanie Huffman (Ed),
Reviewed 4 chapters in summer 2019:
Observations of Elementary and Middle School Children Interacting with Computers
Technology to Enhance Learning for All Students: Accessibility issues and Internet access for Low SES
Elementary Students as Digital Makers: Improving STEM+C Teaching and Learning with Digital Making
From Video Surveillance to Video Narratives: Three Black Male Stories on Safety.

SIG Co-Chair, Distance/Flexible Education SIG, Society for Information Technology and Teacher Education (SITE), Chesapeake, Virginia, March 2019 - Present.
1. Organized and facilitated webinars for SIG member Professional Development

2. Facilitate the
3. Making decisions about conference sessions
4. Communicate with 691 international SIG members. 1. September 19 at 2 pm, Dr. Terrence Cavanaugh of UNF presented on "Using Nudging to Keep Online Students On

Track."

Editorial Review Board Member, Journal of Research on Technology in Education, International Society for Technology in Education (ISTE), Arlington, Virginia, October 2018 - Present.
I was invited to be an Editorial Board Member by this journal. Article reviewed:
1.Manuscript ID UJRT-2018-0140, entitled "Exploring ways early childhood teachers integrate information and Two case studies from the Australian context"
2.Manuscript ID UJRT-2018-0153, entitled "Telecollaborative Projects at University Level Insights into Task Design and Task Implementation"

3. Manuscript ID UJRT-2019-0159, "Using Texting to Nudge Urban Public School Students To and Through College" for Journal of Research on Technology in Education. The deadline for your review is 05-Aug-2019.

Reviewer, Journal, Computers and Education Journal, Elsevier Educational Research Programme, Arlington, Virginia, May 2018 - Present.
I was invited to be a Peer-Reviewer by this journal. Article reviewed:
1. Ref. No.: CAE-D-18-00320
Title: Uncovering the Relation Between Learners' Characteristics and Their Self-Regulatory Behaviour Patterns in Blended Learning Environments
2. Ref. No.: CAE-D-18-01668
Title: Analysis And Improvement Of Prospective Teachers' Facebook Use and Development A Model For Educational Purposes
3. Ms. Ref. No.: CAE-D-19-00114 (Mar, 2019)
Title: Predictors of Self-Regulated Learning Skills of Computer Education and Instructional Technology (CEIT) Students
4. CAE-D-19-01154 (August, 2019)
Title: An observation on the introduction of mobile messenger apps for collaborative online tasks in post-secondary education.

Reviewer, Journal, Contemporary Issues in Technology and Teacher Education (CITE) journal, Society for Information Technology and Teacher Education (SITE), Chesapeake, Virginia, June 2017 - Present.
I was invited to be a Peer-Reviewer by this journal. Article reviewed:
1.A Design- Based Research Approach to Improving Professional Development and Teacher Knowledge: The Case of the Smithsonian Learning Lab
-Centered Technology: Balancing Requirements, Evidence, and Student Needs (2018)

Professional Development Community in China: A structural equation modeling approach (Jan, 2019)
4. User Experience Guidelines for VR in the Classroom: Using VR to build knowledge and understanding. (September, 2019).

Reviewer, Journal, Educational Technology & Society journal, International Forum of Educational Technology & Society, Athabasca, Canada, December 2012 - Present.
I was invited to be an Executive Peer-Reviewer after my paper was accepted by this journal. Article reviewed:

-based staff devel