DEPARTMENT OF ART + DESIGN
2016-2017 ANNUAL REPORT
Chair, Mia Hall

I. MISSION
The Department of Art supports the mission of the University through its own quality programs. The Department promotes excellence in the visual arts, develops intellect, knowledge, and skills. Fosters awareness of contemporary trends and traditional arts for students and community through education, research, collaboration, and example.

II. VALUES
Quality - Craft - Concept - Respect - Integrity - Accountability

III. VISION
To be the destination for art and design education

IV. HIGHLIGHTS

A. Teaching
• Department faculty conducted three student trips (Chicago Architecture Study Tour, Crystal Bridges Museum of Art, and Houston) with a total of 28 students.
• Study Abroad class at Burren College of Art, Ireland

B. Research
Exhibitions:
Full-time Faculty participated in 34 juried or invitational exhibitions whereof 13 local and 21 national.

Commissions:
• Youth by Michael Warrick, Little Rock Sister City Commission, Little Rock, AR, to be placed at the Sister City Sculpture Garden in Hanam, South Korea
• The Tree of Equality by Michael Warrick, Justice, and Peace: a sculpture in honor of Dr. Joel Anderson and the Institute for Race and Ethnicity, placed in the UALR Ottenhiemer Library first floor atrium study space
• Louisiana Purchase Survey Bicentennial Memorial Sculpture, Michael Warrick and UALR alumni Aaron P. Hussey of Baton Rouge, LA. Project placed at the Little Rock Convention Center

Publications:
• Floyd Martin, with alumna Eileen Turan, had "Formations of Identity: Society, Politics and Landscape" published through Cambridge Scholars' Publishing.
• Joli Livaudais had her artwork prominently featured in Christina Anderson's "Gum Printing: A step-by-step Manual, Highlighting Artists and their Creative Practice"

Presentations:
• Tim Garth presented two papers at the Arkansas Art Educators' Conference and two papers at the National Art Education Association's Annual Conference in NY.
• Kevin Cates and Floyd Martin both presented a papers at the South Eastern College Art Conference.
• Lynne Larsen is scheduled to present a paper at the Arts Council for African Studies Association's Triennial Conference in Accra, Ghana in August.
Workshops:
- Mia Hall taught a concrete casting workshop at Centre d'Arts Roźnyski in Quebec

C. Service

Beyond the mandated service faculty held the following committee appointments:
- Faculty Senate - 1
- Core Assessment - 2
- Assessment Pilot Group - 1
- Faculty Appeals Committee - 1
- Student Grievance Committee - 3
- Floyd Martin served as a Faculty Mentor in the newly established program.
- Mia Hall, Michael Warrick and Brad Cushman serves on the UA Little Rock Public Sculpture Committee. The committee has placed several new sculptures on campus (will be installed fall 2017)
- Mia Hall serves on the Board of Directors of both the Horn Charitable Foundation and the THEA Foundation
- David Clemons and David Smith conducted weeklong workshops for public art teachers, a collaboration with THEA Foundation
- Department participated with a booth showcasing blacksmithing and a children's activity at the third annual Mini MakerFaire in North Little Rock.
- Department chair supplied an activity table (casting plaster and soap) at the EAST Conference in Hot Springs.
- Department faculty and students participated in both Discover UALR days with a photo booth and a forging demo.
- Department chair participated as a panelist at the regional Maker Summit, an Obama White House initiative.
- Michael Warrick served as a public art consultant for Conway Public Art Commission
- Michael Warrick and Aj Smith served as judges for an AR art contest sponsored by Congressman French Hill.
- The department organized six weekend workshops with visiting artists or scholars.

D. Student Success

- Six students and alumni have been accepted to notable MFA programs throughout the country and two into significant residencies.
- Photography students have been accepted into a number of nationally juried exhibitions.

V. Assessment

During the year the department developed a new assessment plan based on four Student Learning Outcomes for the program. A curriculum map and scoring rubrics for SLO #1 and #2 have been designed and an assessment cycle has been established. A plan for the collection of artifacts as well as rubrics for SLO #3 and #4 will be the first priority for the committee in the fall semester.

VII. Priorities for Next Year

- Reducing the number of programs from the current 27 to 10
- Redefining the graduate program (including entrance requirements) and exploring the possibility of
offering an MFA degree. 
• Redesigning the four foundation art courses to better reflect program need and contemporary trends 
• Redesigning the foundation courses included in other department’s curriculum (Web Development and Game Option) to better reflect the need of their students. 
• Recruitment

VIII. APPENDIX: FAST FACTS

A. Enrollment (fall 2016/spring 2017-census, 1st major headcount and SSCHs)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>164 (-9.3%)</td>
<td>166 (+4.4%)</td>
</tr>
<tr>
<td>SSCH</td>
<td>2,507</td>
<td>2,429</td>
</tr>
</tbody>
</table>

B. Retention (pending available data)

MA Retention and Graduation Rate 2013-2017: 100%
BFA Retention and Graduation (fully admitted) Rate 2013-2017: 100%
BFA Pre-admit and BA Retention data not available.

C. Personnel (number per category, tenure and promotion, etc.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>15</td>
</tr>
<tr>
<td>Tenured faculty</td>
<td>9</td>
</tr>
<tr>
<td>Tenure-track faculty</td>
<td>3</td>
</tr>
<tr>
<td>Artist-in-Residents</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
</tr>
<tr>
<td>Adjuncts</td>
<td>12</td>
</tr>
</tbody>
</table>

D. Grants and Contracts

Windgate Foundation annual funding for Artist-in-Residencies: $101,500
Windgate Foundation annual funding for ArtWORKS Visiting Artist program: $28,508

E. Fundraising

Friends of the Arts 6x6 Fundraiser: $11,600
Scholarship Endowments: $185,000

F. Other

END
I. Mission

An integrated understanding of biological systems and their environments is increasingly important to society. The mission of the Department of Biology at UALR is to create and disseminate knowledge through research, education and service. Solutions attained through the power of biology will continue to lead to economic growth, enhanced health care, greater national security, and a reliable information base for industry and government decision-makers and resource managers.

II. Values

We value our overall production from graduate and undergraduate programs within the department because we advance knowledge, foster critical thinking and inquiry in our students, and demonstrate the importance and relevance of biology to society to all our stakeholders.

We value the worth of our research products generated by faculty, graduate and undergraduate students because these products lead to both an improved understanding of biological systems and suggest solutions of complex problems.

We value the mutual reinforcement of our education, service, and research activities of the department through safe, ethical, hypothesis driven problem solving interactions with academic partners, professional organizations, and government agencies.

We value building our lasting major strengths using the resources granted by our students, the state of Arkansas and UALR. The Biology Department is a strong and vital entity within the College of Arts, Letters and Sciences and our achievements in research, teaching, and service are exemplary.

Lastly we value our past history as well as our bright future. The Biology Department will build upon our strengths creating even more opportunities for students, faculty and other stakeholders.

III. Vision

The biology department believes that our values serve as a reference point for all of our stakeholders and community members.

Our vision is that our actions enable stakeholders to understand the beliefs and principles of the department and provide them not only basic information about how the organization operates but allow them to understand and process the current state of biological knowledge for common good in our world.
IV. HIGHLIGHTS

A. TEACHING

SSCHS REPORT TABLES

<table>
<thead>
<tr>
<th>TERM</th>
<th>Total SSCHs</th>
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<tbody>
<tr>
<td>FALL 2016</td>
<td>8991</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>7837</td>
</tr>
<tr>
<td>Grand Total</td>
<td>16828</td>
</tr>
</tbody>
</table>

% of Total SSCHs by Term

- **Spring 2016**: 47%
- **FALL 2016**: 53%
<table>
<thead>
<tr>
<th>TERM</th>
<th>Student Level</th>
<th>Sum of SSCHs</th>
<th>% Total</th>
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<tbody>
<tr>
<td>FALL 2016</td>
<td>Freshman</td>
<td>6338</td>
<td>70.49%</td>
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<tr>
<td></td>
<td>Sophomore</td>
<td>1512</td>
<td>16.82%</td>
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<tr>
<td></td>
<td>Junior</td>
<td>392</td>
<td>4.36%</td>
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<td></td>
<td>Senior</td>
<td>651</td>
<td>7.24%</td>
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<tr>
<td></td>
<td>Graduate</td>
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<td>1.09%</td>
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<tr>
<td>FALL 2016 Total</td>
<td></td>
<td>8991</td>
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<tr>
<td>Spring 2016</td>
<td>Freshman</td>
<td>5010</td>
<td>63.93%</td>
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<tr>
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<td>Sophomore</td>
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<td></td>
<td>Junior</td>
<td>580</td>
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<td></td>
<td>Senior</td>
<td>695</td>
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<td>Graduate</td>
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<td></td>
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</tr>
<tr>
<td>TERM</td>
<td>Course Type</td>
<td>Sum of SSCHs</td>
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</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>FALL 2016</td>
<td>GR</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>FALL 2016</td>
<td>LL</td>
<td>8738</td>
<td></td>
</tr>
<tr>
<td>FALL 2016</td>
<td>Seminar</td>
<td>25</td>
<td></td>
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<tr>
<td>FALL 2016</td>
<td>UGR</td>
<td>130</td>
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</tr>
<tr>
<td>FALL 2016 Total</td>
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<td>8991</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>GR</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>LL</td>
<td>7584</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Seminar</td>
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<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>UGR</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Spring 2016 Total</td>
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</tr>
<tr>
<td>Grand Total</td>
<td></td>
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</tr>
</tbody>
</table>

GR = Graduate Courses  
LL = Undergraduate  
Seminar  
UGR = Undergraduate Research
<table>
<thead>
<tr>
<th>Location</th>
<th>Sum of SSCHs</th>
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<tr>
<td>Concurrent</td>
<td>1388</td>
</tr>
<tr>
<td>Hybrid Biology Department</td>
<td>500</td>
</tr>
<tr>
<td>Main Campus</td>
<td>10408</td>
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<tr>
<td>Online Biology Department</td>
<td>3796</td>
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<tr>
<td>Online UALR</td>
<td>100</td>
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<tr>
<td>UALR Benton</td>
<td>636</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>16828</strong></td>
</tr>
</tbody>
</table>

- **Online UALR**: 1%
- **UALR Benton**: 4%
- **Concurrent**: 8%
- **Hybrid Biology Department**: 3%
- **Main Campus**: 62%
B. RESEARCH

PUBLICATIONS W. H. BALTOSSER


PUBLICATIONS N. ALI


PUBLICATIONS M. KHODAKOVSKAYA


Alimohammadi M, Lahiani M, Shelman D, Khodakovskaya M* Polyphenolic Extract of InsP 5-ptase Expressing Tomato Plants Reduce the Proliferation of MCF-7 Breast Cancer Cells 2016/Submitted to PLOS One (under review)

PUBLICATIONS Q. HE


Ge H, Fang L et al., He Q, and Wang Y Translating Divergent Environmental Stresses into a Common Proteome Response through Hik33 in a Model Cyanobacterium (submitted)

**PUBLICATIONS S. WOOLBRIGHT**


**PUBLICATIONS F. TANG**

Thomas Hahn, Fusheng Tang. Osh6 promotes vacuole fusion and longevity by altering phospholipid metabolism (submitted to Microbial Cell)

**PUBLICATIONS H. WANG**

Fuyou Fu, Wentao Zhang, Yuan-Yuan Li and Hong Li Wang. Establishment of the gene expression atlas of macrosclereid cell in Medicago truncatula based on Microarray Analysis. Submitted to Scientific Report. Impact Factor of 5.7 In Press

**PUBLICATIONS S. GRACE**

Grace SC, Hudson DA (2016) Processing and visualization of metabolomics data using R. in Metabolomics -
Fundamentals and Applications, J. Prasain (Ed.), In Tech, DOI: 10.5772/65405. This paper provides an overview of data processing and statistical analysis of LCMS-based metabolomics data using the R software environment.


PUBLICATIONS R. SIKES


Sikes R. S. 2016. IACUC member refresher case study: reporting and euthanasia with wildlife. CITI (Collaborative Institutional Training Initiative) training module.


PUBLICATIONS J. BUSH


C. SERVICE

SERVICE: B. BALTOSSER

Memberships and office held in professional associations

American Ornithologists’ Union (Washington, D.C.) Elected Member (Honored For Significant Contributions) Member 1975 to present
Association of Field Ornithologists Member 1995 to present
The Caribbean Ornithological Society Member 2012 to present
Southwestern Association of Naturalists
Former Member Board of Governors (3-yr term)
Chair, [your name here]

Former Associate Editor (3.5-yr term)
Budget Oversight Committee (current)
Member 1984 to present

The Lepidopterists’ Society  Member 1970-1980 / 2008 to present
Sigma Xi, The Scientific Research Society Member 1978 to present
Phi Kappa Phi, (All-discipline Honor Society) Member May 2014 to present

Committees  Professional ( 2 )

Southwestern Association of Naturalists - Budget Oversight Committee (Member)
Operation Ruby Throat: The Hummingbird Project (Member of Scientific Advisory Board) - An international cross-disciplinary education and research initiative. (See http://www.rubythroat.org ... also see Item 14 below)

University ( 1 )

IACUC - Institutional Animal Care and Use Committee  (Chair - Appointed by Chancellor Joel Anderson 29 July 2004 - present) Reports directly to the Chancellor; any federal grant dealing with vertebrate animals must have my signature for receipt of funding.

College ( 1 )

Technology and Computer Committee (Member - In the event of me being unable to attend, Dr. Carl Stapleton is Biology’s co-representative on this committee.)

Department of Biology ( 5 )

Promotion & Tenure Committee (Chair) Personnel Committee (Member)
Computer Committee - Co-Chairs (Baltosser & Stapleton)
Humane Animal Care Committee (Member)
Assessment Committee  (Member)

Administrative duties other than committee work

Department's legal authority (Federal and State) to capture and house ornithological specimens. This can be a major task that requires months of correspondence.

Federal: U.S. Fish and Wildlife Service Scientific Collecting Permit Eastern United States: Permit # MB703509-0

Other Required Permits

U.S. National Park Service (Buffalo National River)
SERVICE N. ALI

Memberships and office held in professional associations.

American Society for Biochemistry and Molecular Biology (on and off basis)  
Member’2004 - 2016  
American Society for Cell Biology (on and off basis) Member 2011 - 2016  
Sigma Xi Scientific Society/(Central Arkansas Chapter) Member 2009- 2016  
Association of Scientists of Indian Origin in America Member Life member  
Radiation Research Society Member 2016-2017

<table>
<thead>
<tr>
<th>Professional Association</th>
<th>Nature of Contribution</th>
<th>Date</th>
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<tbody>
<tr>
<td>Austin Journal of Computational Biology and Bioinformatics</td>
<td>Editorial board member</td>
<td>2014-to date</td>
</tr>
<tr>
<td>Annals of Carcinogenesis</td>
<td>Editorial board member</td>
<td>2015-to date</td>
</tr>
<tr>
<td>Proteomics and Bioinformatics</td>
<td>Reviewer</td>
<td>2016</td>
</tr>
<tr>
<td>Austin Journal of Computational Biology and Bioinformatics</td>
<td>Reviewer</td>
<td>2016</td>
</tr>
<tr>
<td>Journal of Colloid and Interface Science</td>
<td>Reviewer</td>
<td>2016</td>
</tr>
<tr>
<td>Evolutionary Bioinformatics</td>
<td>Reviewer</td>
<td>2016</td>
</tr>
<tr>
<td>Molecular and Cellular Biochemistry</td>
<td>Reviewer</td>
<td>2016</td>
</tr>
<tr>
<td>Meetings of professional associations attended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas Space Grant Consortium</td>
<td>Hot Springs, AR April, 2016</td>
<td></td>
</tr>
<tr>
<td>Annual NSF-EPSCoR Meeting</td>
<td>Little Rock, AR May 24-25, 2016</td>
<td></td>
</tr>
<tr>
<td>Center for Advance Surface Engineering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department, school, and university committees

UALR Institutional Review Board Member University  
UALR Institutional Biosafety Committee Chair University  
Graduate Committee Member Department  
Biology Chair Search Committee Member Department  
Tenure and Promotion (Adhoc) Member Department  

Awards and recognition received.

Travel Grant Award by the Radiation Research Society to present and attend the meeting in Hawaii, Oct, 2016.
SERVICE: DR. F TANG

Department, school, and university committees

<table>
<thead>
<tr>
<th>Core Curriculum Council</th>
<th>member</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal committee</td>
<td>member</td>
<td>Department</td>
</tr>
</tbody>
</table>

Administrative duties other than committee work.

He served in thesis committee for one Ph. D. students and one M. Sci. student. He also served on the comprehensive exam committee for Ph. D. student.

In the spring semester and the fall semester of 2016 semester, He directed the genetics lab (BIOL 3100 -20) taught by a graduate assistant, Richard Connor. He designed the experiments and provided the lab reagents (lab manuals, yeast strains, etc).

Professional, public, and community service.

He reviewed papers for Aging, Genomics.

In 2016, Dr. Tang served on the review panel for Organelle Biogenesis and Trafficking for the Molecular and Cellular Biology Cluster of the National Science Foundation. This year he travelled to DC to work with other panels face-to-face. This panel experience gave me a clear picture about how proposal are reviewed.
SERVICE: R. SIKES

Memberships and office held in professional associations.

<table>
<thead>
<tr>
<th>Professional Association</th>
<th>Office Held</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAALAC International</td>
<td>Council on Accreditation Board</td>
<td>2016-present</td>
</tr>
<tr>
<td>AAALAC International</td>
<td>of Trustees</td>
<td>2011-2016</td>
</tr>
<tr>
<td>AAALAC International</td>
<td>Ad hoc Specialist</td>
<td>2012-2016</td>
</tr>
<tr>
<td>American Society of Mammalogists</td>
<td>President</td>
<td>2016-present</td>
</tr>
<tr>
<td>American Society of Mammalogists</td>
<td>President-Elect</td>
<td>2014-2016</td>
</tr>
<tr>
<td>American Society of Mammalogists</td>
<td>Patron member</td>
<td>2002-present</td>
</tr>
<tr>
<td>American Society of Mammalogists</td>
<td>Chair, Animal Care and Use Chair, Research</td>
<td>2008-2016</td>
</tr>
<tr>
<td>International Federation of Mammalogists</td>
<td>Care and Use of Mammals in Research</td>
<td>2014-present</td>
</tr>
<tr>
<td>Institute for Laboratory Animal Research (ILAR)</td>
<td>Council Member</td>
<td>2014-present</td>
</tr>
<tr>
<td>(a division of the National Academy of Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute for Laboratory Animal Research (ILAR)</td>
<td>Member, ILAR Journal - editorial</td>
<td>2014-present</td>
</tr>
<tr>
<td></td>
<td>Issue Co-editor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRIM&amp;R</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Public Responsibility in Medicine and Research)</td>
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</tr>
<tr>
<td></td>
<td>PRIM&amp;R</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member - Planning Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Public Responsibility in Medicine and Research)</td>
<td></td>
</tr>
</tbody>
</table>

2014-2015,
2016-present 2010-present

2014-present
- SCAW (Scientists Center for Animal Welfare)
- CITprogram.org

Department, school, and university committees and other service

Environmental Health and Safety
IACUC
Director, Basic Animal Services Unit
Judge Junior Academy of Science
SERVICE: M. KHODAKOVSKAYA

Memberships and office held in professional associations.

<table>
<thead>
<tr>
<th>Professional Association</th>
<th>Office Held</th>
<th>Dates</th>
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<tbody>
<tr>
<td>American Chemical Society</td>
<td>Member</td>
<td>from 2013</td>
</tr>
<tr>
<td>Society for Experimental Biology (SEB)</td>
<td>Member</td>
<td>from 2012</td>
</tr>
<tr>
<td>American Society for In vitro Biology</td>
<td>Member</td>
<td>from 2011</td>
</tr>
<tr>
<td>American Society of Plant Biologists (ASPB)</td>
<td>Member</td>
<td>from 2000</td>
</tr>
<tr>
<td>American Society for Gravitational and Space Biology</td>
<td>Member</td>
<td>from 2005</td>
</tr>
<tr>
<td>Russian Society of Plant Physiologists</td>
<td>Member</td>
<td>1994</td>
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Appearance on professional programs

5th Pan-American Congress  Poster Presenter August 4-7 on Plants and Bioenergy

International Conference  Member of International Advising November 17-18
on Nanotechnology Applications Committee; Moderator of and Implications of Agrochemicals Session;
Speaker towards Sustainable Agriculture and Food Systems

24th Annual Arkansas  Moderator of Biological session; April 15 Space Grant Symposium Poster presenter

Meetings of professional associations attended

International Conference  Beijing, China November 17-18, 2016  Talk, Moderator, Abstract on
Nanotechnology Applications and Implications of Agrochemicals towards Sustainable Agriculture and Food Systems

24th Annual Arkansas Space Grant Symposium  Hot Springs, AR April 15, 2016,  Moderator, Poster,
Abstract

5th Pan-American Congress  Santa Fe, NM August 4-7, 2016  Poster on Plants and Bioenergy

Department, school, and university committees

<table>
<thead>
<tr>
<th>Nature of Service</th>
<th>Level (Department, Committee) (Chair/Member)</th>
<th>school, university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Advisory Committee</td>
<td>Member</td>
<td>CALS</td>
</tr>
<tr>
<td>Graduate Curriculum Committee</td>
<td>Member</td>
<td>CALS</td>
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<tr>
<td>Curriculum Committee</td>
<td>Member</td>
<td>Biology Department</td>
</tr>
<tr>
<td>Radiation Safety Committee</td>
<td>Member</td>
<td>UALR</td>
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</table>

Administrative duties other than committee work.
Worked as UALR campus representative for Space Grant (Arkansas Space Grant Consortium): My work included management of campus funds, advertisement of available NASA grants in UALR, participation in monthly ASGC meetings

Worked as Graduate Coordinator for MS Biology Program (from Fall 2014).

Professional, public, and community service:

Tours for visitors ETAS tour for USDA visitor Dr. Jin Barnaby

Outreach activities for K-12: Graduate student Diamond Shelman worked as judge for AR STEM Festival (February 26, 2016)

Work of Reviewer in 2016:

Journals:
- Archives of Agronomy and Soil Science
- Nanotechnology
- Environmental and Experimental Botany
- Chemical and Biological Technologies in Agriculture
- Acta Physiologicae Plantarum
- Nanoscale
- Journal of Nanotechnology
- Journal of Proteome Research
- Journal of Hazardous Materials
- Plant Cell Reports
- Environmental Pollution
- Plant Physiology and Biochemistry
  (Certificate of appreciation of issued in August 2016)


SERVICE: S. WOOLBRIGHT

Memberships and office held in professional associations.

Natural Areas Association present Member Oct. 2015-
Ecological Society of America present Member Jan. 2017-
Arkansas Academy of Science present Member Jan. 2017-

Meetings of professional associations attended

Mid-South Prairie Symposium Austin-Peay Univ. May 25 – 27
Department, school, and university committees

<table>
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<tr>
<th>Faculty Senate</th>
<th>Member</th>
<th>CALS/University Dept.</th>
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<tbody>
<tr>
<td>Graduate Committee</td>
<td>Member</td>
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<tr>
<td>Grad. Committee (Patricia Covington, PhD)</td>
<td>Chair</td>
<td>Dept.</td>
</tr>
<tr>
<td>Grad. Committee (Hana Alshayji, MS)</td>
<td>Chair</td>
<td>Dept.</td>
</tr>
<tr>
<td>Grad. Committee (Lillie Treas, MS)</td>
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<tr>
<td>Grad. Committee (Dixie Grammar, MS)</td>
<td>Member</td>
<td>Dept.</td>
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<tr>
<td>Grad. Committee (Dane Hudson, MS)</td>
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<td>Dept.</td>
</tr>
<tr>
<td>Grad. Committee (Matt Hetherington, MS)</td>
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<td>Dept.</td>
</tr>
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</table>

Other

Dr. Woolbright participated in the Arkansas STRIVE program, a state-wide professional development program for middle school and high school teachers from the STEM disciplines.
Science Fair Judge, Dunbar Middle School, December 9, 2016.
ATLE Teaching Associate Award (Spring 2016)
Participated in the ATLE Shadow-a-Student program, Spring 2016
Participated in ATLE Shadow-and-Share program, Fall 2016 (with Prof. Zach Haggins, Dept. of World Languages)

SERVICE Q. HE

Meetings of professional associations attended

12th workshop on cyanobacteria (international conference on molecular biology of cyanobacteria), Tempe, AZ, May 2016
Invited speaker, The 4th Asia-Oceania Algae Innovation Summit, September, 2016, Wuhan, China

Department, school, and university committees

Personnel Chair Department

Professional, public, and community service.

Guest associate editor for frontiers in plant science.

Other Information

Reviewer for journals including Febs letters, Frontiers in microbiology, Frontiers in plant science, Molecular Microbiology, Plant Physiology etc.

Reviewed Ruanbao Zhou’s promotion to full professor dossier (South Dakota State University)
SERVICE: H WANG

Memberships and office held in professional associations.

American Society of Plant Scientists Since 1994
American Association for the Advancement of Science Since 1997

Professional, public, and community service

Being Judge for the Arkansas Junior Academy of Science, Botany section (3-2016); Reviewed 7 key grant proposals for National Science Foundation of China (5, 2016);
Served in three University level committees two College and two departmental level committees.

SERVICE: S GRACE

Memberships and office held in professional associations.

Professional Association Office Held Dates

American Society of Plant Biology (member)
American Society of Plant Biology – Southern Section (member)
Phytochemical Society of North American (member)
MidSouth Computational Biology and Bioinformatics Society (member)

Appearance on professional programs

Plant Biology 2016 Annual Meeting of the American Society of Plant Biologists
Austin, Texas July 9 – 13, 2016

Invited Oral Presentation
Title: Integrated RNA-Seq and Metabolic Profiling Reveal Novel Aspects of Light-Regulated Phenylpropanoid Metabolism in Tomato Leaves Authors: Stephen Grace, Jordyn Radke Presenter: Stephen Grace

2016 Plant Imaging Consortium National Meeting Fayetteville, Arkansas
July 7-8, 2016

Invited Oral Presentation Title: Using Plant Phenotyping, RNA Sequencing, and Metabolomics to Identify Drought Tolerance Mechanisms in Tomato
Authors: Stephen Grace, Dane Hudson Presenter: Stephen Grace

Poster Presentation Title: Using Plant Phenotyping, RNA Sequencing, and Metabolomics to Identify Drought Tolerance Mechanisms in Tomato Authors: Stephen Grace, Dane Hudson Presenter: Dane Hudson

Meetings of professional associations attended

Plant Biology 2016 Annual Meeting of the American Society of Plant Biologists
Austin, Texas July 9 – 13, 2016


Department, school, and university committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Member</th>
<th>Department</th>
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<tbody>
<tr>
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<tr>
<td>Sustainability Committee</td>
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</table>

Professional, public, and community service.

Building and Promoting the UALR Campus Garden

One project that I am particularly proud of is the continued development of the UALR Campus Garden as a unique teaching, research, and service facility for the UALR community. Under my supervision and guidance, the campus garden made significant strides in 2016, building on the initiatives I started in 2015. As mentioned above, the campus garden was used for several learning activities in my Botany class. More importantly, in collaboration with Dr. Michael DeAngelis in the Department of Earth Sciences and several students who took my class in spring, 2016, I helped to establish the UALR Campus Garden Alliance (CGA) to oversee and implement the mission of the campus garden. The CGA is a registered student organization with active involvement by faculty and staff. The mission of the CGA is to educate students about sustainable urban gardening and to utilize that knowledge to provide fresh produce to students, faculty, staff, and the local community through partnerships with the UALR Trojan Food Pantry, the University District Farmer’s Market, and other organizations. One significant outcome of these efforts was the submission of a Research Cluster Seed Grant proposal to expand the mission and scope of the UALR Campus Garden. In early 2017 I co-authored a capacity building grant that was submitted on behalf of the CGA and the Trojan Food Pantry to the Arkansas Hunger Relief Alliance.

The CGA has established connections with the Trojan Food Pantry in several areas. In the summer and fall of 2016 the CGA provided a variety of fresh produce (tomatoes, peppers, squash, cucumbers, greens) to the Food Pantry on three occasions. We are also working with the Food Pantry to collect survey data.
to assess community attitudes and demands regarding the type and availability of fresh produce. This information will be used to guide seasonal planting schedules at the campus garden. As capacity builds, we envision that the garden will be able to provide fresh produce and post-harvest products through the University District Farmer’s Market and the Arkansas Hunger Relief Alliance network of local food pantries.

In addition to working directly with the Trojan Food Pantry, the CGA also coordinates a wide range of service activities such as:

- organizing student, faculty, and staff volunteers
- sponsoring regular workdays for planting, harvesting, and garden maintenance
- participating in UALR campus events (e.g., Discover UALR, Sustainability Day, Earth Day)
- designing and implementing garden teaching and learning workshops
- organizing field trips to local gardens and urban farms
- providing logistical support for research, teaching and service projects

Other Service Activities

Gave an invited seminar for the Science Skills class of the Science Scholars and LSAMP minority STEM scholars programs on November 18

Served as a judge for the student poster competition at the Annual Meeting of the Plant Imaging Consortium in Fayetteville, Arkansas in July, 2016
Invited a speaker, Dr. Jin Barnaby from the Dale Bumpers Rice Research Institute in Stuttgart, to give a seminar for the Biology and Applied Biosciences graduate symposium series in Fall, 2016

Provided a tour of the Biology Department for several Donaghey Scholar candidates in Fall 2016.

SERVICE ACTIVITIES: C STAPLETON

As Co-Chair (with Bill Baltosser) of the Biology Department Computer Services Committee, significant time was required to maintain the Computer/LCD classroom systems. Many hours dedicated to the reestablishment of a graduate assistantship for the Biology Department Computer Laboratory. Some 40 graduate applicants were screened. Dr. Baltosser and myself conducted interviews for 5 final applicants. A graduate assistant is now operating the Biology Computer Laboratory for 20 hours per week.

I have developed and taught several new Biology courses as special topics to further diversify the offerings in the areas of restoration ecology, epidemiology, environmental and natural resources planning, and sampling & environmental impact analysis.

Community Activities

Extensive educational activities conducted with Little Rock residents concerning mosquito-borne diseases. I presented material at a meeting with the Little Rock Director of Public Works and his staff to review my
recommendations for addressing the threat of the Zika virus for Little Rock residents. I prepared major revisions for an informational pamphlet on mosquito-borne diseases, especially the threat of the Zika Virus. This pamphlet has been distributed to thousands of residents and various departments throughout the City of Little Rock.

I served as a member on the Arkansas Department of Health’s Vector Control Task Force which focused specifically on response planning for the Zika Virus in the State of Arkansas. The integrated management program that I have developed for the City of Little Rock to combat mosquito-borne diseases is recognized as the most comprehensive program in Arkansas.

Committee Activities

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<thead>
<tr>
<th>Curriculum</th>
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<td>Department</td>
</tr>
<tr>
<td>Personnel</td>
<td>Member</td>
<td>Department</td>
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</tbody>
</table>

Service/Scholarly Activities

City of Little Rock Mosquito Surveillance Project - $35,000 Contract

This partnership between the UALR Department of Biology and the City of Little Rock, Public Works Department began in the Spring 2003 and has continued over past 14 years. The contract proposal submitted and approved this last year was for $35,000. It is expected that funding for 2017 will continue for the program. Testing of selected mosquito pools for the presence of the West Nile Virus using the RAMP methodology (immunofluorescence) will continue. As in the past, two or three students will be employed for the program during 2017. These students have included both undergraduate and graduate students over past years. The contract scope of services for 2016 is located in

SERVICE: J BUSH

Departmental, School, and University Committees

Applied Science Graduate Committee (College 1998-2002)
Became the Doctoral Affairs Committee (3-year term elected)
Biotechnology Degree Co-coordinator (College 2002-present)
Bioinformatics Minor Degree Committee (Department 1997-present)
Bioinformatics PHD Steering Committee (EIT 2004 to present)
Radiation Safety Committee (EIT 2005 –present)

Highlights of Chair of Biology Activities (01/01/16 to 12/31/16)

Deal with 500+- majors (our list)
Graduation Applications Processed
D. Student Success

V. ASSESSMENT

Biology Department Assessment Report JUNE 2017

Learning Objective A (Subject Competence)

Objective A has been assessed primarily through the Area Concentration Achievement Test (ACAT) exam in Senior Seminar. The exam is divided into five areas:
- bacteriology
- cell biology
- ecology
- genetics
- vascular botany

All of these areas except cell biology are included in the Core Biology Curriculum (cell biology is an elective but elements are contained in the genetics and microbiology core courses).

Results are provided as follows:

- Standard scores for the Department compared to the overall comparison group
- Raw score summary for Department only
- Relationship of content areas taken by examinees to content area scores
- Self-reported characteristics of examinee group
- Relationship between content area scores and self-reported GPA
- Individual examinees = standard scores
- Individual performance in stanines

Students in Senior Seminar are given the exam on the last day of class and the exams are sent to Austin Peavy University for grading. Results are returned within two to three months. Since 2008 we are using the online version of the ACAT and receive scores within 2 week.

Results

Learning Objective A (Updated)
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<th>Year</th>
<th>Students Reporting Mean GPA major above 3.0</th>
<th>Students Reporting Mean GPA major below 3.0</th>
<th>% Above GPA 3.0</th>
<th>Number of Students</th>
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<tr>
<th>Year</th>
<th>Below or equal to 30%</th>
<th>Above or equal to 80%</th>
<th>% above 80</th>
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<td>10.6</td>
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</tbody>
</table>
Learning Objective B  (Use of Scientific Method)

Objective B covering the scientific method is taught in some form in every science course and Biology core courses are no exception. Students are continuously being exposed to this methodology and are asked to demonstrate its use. In Senior Seminar presentations students must demonstrate the use of the scientific method (e.g., see Attachment 1A and B) and respond properly to questions from fellow students and faculty as to its use in their research topics.

Learning Objective C  (Critical Thinking Skills)

Senior Seminar assesses Objective C, in part. Students are required to pick a faculty mentor and select a research topic that is of interest to them. They are to search the literature, provide background information on the topic, and then discuss the research in a major core paper. This presentation includes purpose, methods and materials, results, and discussion. Students are then asked to critique the research in both an oral and written format. The mentor is to guide the student in picking topics and the student's presentation, including the use of visual aids. With the successful use of the mentoring system and the rubrics for evaluation, we have been able to quantify success of
this objective. In seminar, students must attain 70% or better to pass. (See Attachment 1A and 1B)

Results

Learning Objective B and C (Updated 2016)

Oral Presentations

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<tr>
<td>2016</td>
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<td>89.1</td>
</tr>
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</table>

Learning Objective D (Writing/Reporting Skills)

Objective D is intertwined with Objective C and both can be assessed in the same manner by the activities in senior seminar. However, students could be successful in this objective and fail to grasp the critical thinking expected in the previous objective. Rubrics designed for general use in Senior Seminar discerns between skills and critical thinking. It is the responsibility of individual faculty to develop classroom assessment techniques to develop both skills and critical thinking and devise assessment tools to evaluate success. Students must attain 70% or better to pass seminar.

Many undergraduate students participate in research activities of our faculty. This often culminates in presentations at scientific meetings (e.g., Arkansas Undergraduate Research Forum, Arkansas Academy of Science, Southwestern Association of Naturalists, etc.) and co-authorship of published papers. The successful participation of students in these endeavors provide positive assessment of the program. UALR biology
students consistently place in the top three presentations at the Arkansas Academy of Science. Further, students are encouraged to present their own research in Senior Seminar.

The standard rubrics used in seminar, which have been appended in previous reports, are attached so the reader can examine how students are being evaluated (see Attachment 1 A and B).

Results

Learning Objective D (Updated 2016)

<table>
<thead>
<tr>
<th>Year</th>
<th>Written Evaluation Avg. Total Points out of 40</th>
<th>Written Evaluation % of Total</th>
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<tr>
<td>2017</td>
<td>34</td>
<td>85</td>
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</table>

Learning Objective E (Measuring Success)

Objective E addressed via a series of surveys

After attending a workshop on telephone surveys (UALR Institute of Government), the Biology Department decided to conduct a survey of alumni. After other departments also expressed an interest, the CSAM Assessment Committee conducted the survey from April 3, 2007 to May 21, 2007.
Twenty-seven telephone surveys of Biology alumni were completed and results indicate that 93% responded “Yes” to the question: “If you had to do it all over again, would you major in Biology”.

**Exit Exam Data: 160 students from Biology 4190 (Graduates)**

<table>
<thead>
<tr>
<th>160 Students Responded 0 to 4</th>
<th>BIOLOGY DEPT Avg</th>
<th>UALR Avg</th>
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<td>Oral Communication</td>
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<td>Information Technology</td>
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<td>Synthesis of Ideas</td>
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<td>Problem Solving</td>
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<td>2.6</td>
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<td>Confidence</td>
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<td>Coursework</td>
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<td>Range of Faculty Expertise</td>
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<td>2.5</td>
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<td>2.6</td>
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<td>Technology Access</td>
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Student Respect

<table>
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<th>Courses</th>
<th>Avg</th>
<th>Courses</th>
<th>Avg</th>
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<tr>
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<td>Microbiology</td>
<td>3.16</td>
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<tr>
<td>Chemistry</td>
<td>2.47</td>
<td>Botany</td>
<td>2.88</td>
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<td>Zoology</td>
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<td>Math</td>
<td>2.84</td>
<td>Genetics</td>
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<td>Ecology</td>
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<tr>
<td>Computer</td>
<td>2.6</td>
<td>Upper Level Biology</td>
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<td>Seminar</td>
<td>3.3</td>
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<tr>
<td>UALR Core</td>
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<td>Biology Online</td>
<td>3.2</td>
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<td>Freshman Biology</td>
<td>2.8</td>
<td>Freshman Chemistry</td>
<td>2.3</td>
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</table>

We will continue to use an exit exam in our seminar class

Objective E will be also measured by cohort analysis of majors through their graduation.

As of 2013, the Biology Department has added additional cohort analysis by following as Student who had declared and been accepted as Biology Major in the year 2005 and 2006. (6 years previous).
Final Conclusions

Analysis of the ACAT data and data from the Biology seminar suggest the Biology continues at an expected pace in terms of student achievement.

The student survey (160 students) results are very positive in terms of the value added nature of what the Biology department is giving to our graduates. The main issues graduates had identified concern the state of the building facilities as well as technology access. *

*These issues have been identified in previous ways as well and the administration has been so informed.

The cohort data from 2005/6 suggest the biology department is successfully shepherding through 48 to
63% of its students to a final BS in Biology.

Given the lack of needed resources see last program review 2006, the Biology department continues to be heroic in its measured deliverables from its teaching, scholarship and service activities.

Our self-assessment “Based on Real Data” dashboard ratings would be Green Dot Plus** across the board! **See assessment reports and annual reports for the last 10 years.

VII. PRIORITIES FOR NEXT YEAR

BIOLOGY DEPARTMENT GOALS
1) Expand the departmental emphasis on research. A continued commitment to strengthen research programs within the department and through interactions with existing partners will increase opportunities for both undergraduate and graduate involvement and attract students who would otherwise look elsewhere for educational offerings.

2) Increase breadth and diversity among the faculty. The specific needs within the department are best viewed in the context of the levels of integration within the field of biology. New hires will be selected to complement existing expertise and contribute to establishment of focus groups of active researchers.

3) Update and revise curriculum to reflect current trends in biology. Curricular revisions will emphasize the integrative nature of biology and will foster the development of both critical thinking and technical skills. Curriculum changes will also include expanding the use of technology to attract students looking for experience with modern techniques and practices. Improved assessment and survey techniques will be implemented to guide our revisions toward the goal of better preparing students for careers in the biological sciences.

4) Invest in infrastructure. Education and research both require an adequate and well-maintained infrastructure. This includes classroom and laboratory space, shared research equipment, and appropriate technological tools. In addition, it is critical that we establish ways to protect, maintain, and upgrade existing equipment.

5) Revise evaluation procedures for faculty and staff. An important part of maintaining the focus of the department is to structure our evaluation policies to reflect our goals. For faculty, in addition to revising the tenure and promotion guidelines, it is critical to promote excellence in teaching through improved teaching evaluation tools (both peer and student evaluations) and timely reporting of the results. For staff, providing a means for the department to evaluate employees will promote greater accountability.

VIII. APPENDIX: FAST FACTS

A. Enrollment (fall 2016/spring 2017-census, 1st major headcount and SSCHs)
<table>
<thead>
<tr>
<th>TERM</th>
<th>Sum of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2016</td>
<td>2386</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>2091</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4477</td>
</tr>
</tbody>
</table>

% of Total Enrollment By Term

- **Spring 2016**: 47%
- **FALL 2016**: 53%
<table>
<thead>
<tr>
<th>TERM</th>
<th>Location</th>
<th>Sum of Enrollment</th>
<th>% of Total</th>
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<tbody>
<tr>
<td>FALL 2016</td>
<td>Concurrent</td>
<td>191</td>
<td>8.0%</td>
</tr>
<tr>
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<td>Hybrid Biology Department</td>
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<td>2.6%</td>
</tr>
<tr>
<td>FALL 2016</td>
<td>Main Campus</td>
<td>1485</td>
<td>62.2%</td>
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<tr>
<td>FALL 2016</td>
<td>Online Biology Department</td>
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<td>FALL 2016 Total</td>
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<td>2386</td>
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<tr>
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<td>Concurrent</td>
<td>156</td>
<td>7.5%</td>
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<tr>
<td>Spring 2016</td>
<td>Hybrid Biology Department</td>
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<td>3.0%</td>
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<tr>
<td>Spring 2016</td>
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<td>65.6%</td>
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<tr>
<td>Grand Total</td>
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<td>4477</td>
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### B. Retention (pending available data)

#### 6 YEAR GRADUATION RATES
### Retention Rate Data

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Description</th>
<th>Initial Term Census Count</th>
<th>Graduated Between Selected Terms</th>
<th>% 6 year Graduation</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>to</td>
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<table>
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<tr>
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<th>Fall 15 to Spring 2016 Retention %</th>
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<tr>
<td>BIOLE-BS</td>
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<tr>
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<tr>
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<td>Biology-Gen Biology-BS</td>
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<td>0</td>
<td>100.0</td>
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</tbody>
</table>

--

**UA Little Rock**

**College of Arts, Letters, and Sciences**

Page 34 of 44
C. PERSONNEL (NUMBER PER CATEGORY, TENURE AND PROMOTION, ETC.)

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Full Professors</th>
<th>Bill Baltosser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>Full Professors</td>
<td>John Bush</td>
</tr>
<tr>
<td>Tenured</td>
<td>Full Professors</td>
<td>Mariya Khodakovskaya</td>
</tr>
<tr>
<td>Tenured</td>
<td>Full Professors</td>
<td>Qingfang He</td>
</tr>
<tr>
<td>Tenured</td>
<td>Full Professors</td>
<td>Robert Sikes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Associated Professors</th>
<th>Steve Grace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>Associated Professors</td>
<td>Dr. Hong Li Wang</td>
</tr>
<tr>
<td>Tenured</td>
<td>Associated Professors</td>
<td>Dr. Carl Stapleton</td>
</tr>
<tr>
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<td>Associated Professors</td>
<td>Dr. Nawab Ali</td>
</tr>
<tr>
<td>Tenured</td>
<td>Associated Professors</td>
<td>Dr. Fusheng Tang</td>
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<table>
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<tr>
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<th>Scott Woolbright</th>
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<tr>
<td>Visiting Professor</td>
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<td>Jeremy Chamberlain</td>
</tr>
<tr>
<td>Temporary Instructor</td>
<td></td>
<td>Josh Landers (UALR Benton)</td>
</tr>
<tr>
<td>Temporary Instructor</td>
<td></td>
<td>Kelly Chaney (Main Campus)</td>
</tr>
</tbody>
</table>

D. GRANTS AND CONTRACTS

GRANT AND CONTRACT PROPOSALS B. BALTOSSER


Arkansas Natural Heritage Commission, Arkansas Game and Fish Commission, and U.S. National Park Service grants totaling $30,000 (received in previous funding cycles) continued to provide research and learning opportunities for students during 2016

GRANT AND CONTRACT PROPOSALS N. ALI
Estrogen depletion on the skeleton system in female mice under space like conditions. Collaborative NASA-ASGC PI- Brent Hill, UCA, Role: Co-PI ($,6,041/yr.) $45,000/ 3yrs 2015-2018 Funded $45,000

Signaling Proteins in Mammalian Cells under Simulated Microgravity- continuation project. NASA/ASGC Role: PI $4,000 2016-2017 Funded $4,000

Doped Nanocarbons for Sustainable Energy and Water Purification. Research Cluster Seed Grant, ORSP, UALR. PI- Tito Viswanathan) Role: Co-PI-$6,000/ yr.$50,000/ 2 yrs 2015-2017 Funded $50,000


Targeting Proliferative Signaling with Drug Loaded Nanomaterials for Cancer Therapy. Role: Project Leader on Project #1 as part of the UALR/UAMS COBRE Grant (PI- Alex Biris) $1,000,000 2016-2021 under revision

Combinational Therapy Approach for Effective Treatment of Cancer Using Ionic Materials. UALR Research Cluster Seed Grant Competition FY 2016-2017; PI- Noureen Siraj; Role: Co-PI $50,000 2016-2018 Waiting

**GRANT AND CONTRACT PROPOSALS J. BUSH**

Antimicrobial Nanostructured Surfaces by Hot Water Treatment’, for the NSF EPSCoR Center for Advanced Surface Engineering (CASE) Seed Grant (Co-PI)

Project title: towards the improvement of anti-microbial compounds for food safety
Type of Cluster: Interdisciplinary Collaborations and Biomedical and Biotech Research NSF (Co-PI)

Grant and contract proposals F. Tang

Osh6 extends the rep- locative lifespan by juxtaposing endosomal and vacuolar membranes $280,155 NSF/Nov. 2016 pending

**GRANT AND CONTRACT PROPOSALS M. KHODAKOVSKAYA**

Environmental risk assessment of carbon nanomaterials used as plant growth regulators $499,541 USDA-NIFA Pending PI

Establishment of drought-tolerant soybean plants by genetic manipulation $11,500 AR Soybean Board Yes Co-PI of ERECTA signaling
Identification of proteins with antioxidant activity in transgenic InsP 5-ptase fruits $8,000 AR Space Grant Consortium Yes PI

Nanotechnological approach for improving plant stress tolerance $50,000 UALR Seed Grant Pending PI

Nano-platform for enhancement $220,206 NSF Pending PI of productivity of medicinal plant cell cultures

Deciphering heat tolerance $4,000.000 NSF-EPSCoR Approved for PI mechanisms in rice through submission comprehensive genomics and as a proposal phenomics approaches (white paper)

Validating the role of ERECTA $15,000 AR Rice Board Pending Co-PI in heat tolerance towards identifying ERECTA alleles for breeding heat tolerance

**GRANT AND CONTRACT PROPOSALS S. WOOLBRIGHT**


DOPE-FISH: Utilizing Bacterial Labeling to Spatially Visualize Microbial Communities Associated with Spatial and Seasonal Turnover of Cyanobacteria SURF grant (w/ Grace Rutter) $4,000 ADHE (Fall ’16) funded $4,000

Microbial community ecology of mangrove ecosystem soils from highly variable habitats, San Salvador Island, The Bahamas. SURF grant (w/Amber Mitchell) $2,125 ADHE (Fall ’16) Not funded

Hybridization may threaten a critically endangered Arkansas plant (pondberry) $5,000 ANHC funded $5,000* *this is a project will shift from start-up funds to contract with Arkansas Natural Heritage Commission. We are in the process of finalizing the contract and hope to make it official by the end of January 2017

**GRANT AND CONTRACT PROPOSALS Q. HE**

Photosynthetic acclimation in cyanobacteria: A novel caroteinoid protein complex and the tetR-type regulator PfsR. NSF, Nov, 2016, amount requested: $768, 300

Renewable and Sustainable Nanostructure-Assisted Water Photolysis for Hydrogen Production and Storage, UALR, Nov, 2016, amount requested: $50,000. PI: Dr. Wei Zhao, Co-PI’s: Drs. Darpin Chen, Qingfang He.

Grant and contract proposals S. Grace

Integrating Research, Training, and Public Service through the UALR Campus Garden

UALR Research Cluster Seed Grant Program Participants: Stephen Grace (PI), Michael DeAngelis (Earth Science, co-PI), Jim Carr (Construction Management, co-PI), Krista Lewis (Anthropology and Sociology, co-PI), Avinash Thombre (Applied Communication, co-PI) Submitted: November 2, 2016 $50,000

GRANT AND CONTRACT PROPOSALS C. STAPLETON

West Nile Mosquito Surveillance Program $35,000 City of LR/4-16 Funded $35,000

E. Fundraising

None

F. Other

Data series to place the Biology Departments efforts into proper prospective. Main points are/have been clear.

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CALS Graduates 2015 to 2016

![CALS Graduates 2015 to 2016](image)
Graduates 2015 / Faculty

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2015 and 2016 Biology Graduates per Faculty and University

UALR, 11.2

ASUJ, 4.7

ATU, 3.5

UCA, 4.0

UAF, 9.5

END
Due to CALS Dean June 28, 2017

Department, college, and other administrative unit reports will be posted to web sites. College and direct report administrative unit reports will be submitted to the Provost.

Units without teaching faculty may modify the subcategories of this outline as necessary.
I. MISSION
The department is organized with the following objectives in view: 1. to increase the general cultural background of all students; 2. to prepare chemistry majors for graduate study, industrial work, or positions with professional ratings in government service; 3. to provide the basic training for professional students in medicine, dentistry, engineering, pharmacy, and other professional fields; and 4. to prepare high school chemistry teachers.

II. VALUES
Chemistry is at the heart of many disciplines and is a core science discipline. The Department offers both undergraduate degrees (BA, BS) and graduate degrees (MA, MS, PH.D.), the Ph.D. is part of the Applied Science Doctoral Program. The Department believes in maintaining high standards and follows the guidance of the American Chemical Society Chemical Education Committee in maintaining course offerings that meet their guidelines for success in chemistry, science, and associated health profession areas.

The department’s bachelor of science degree is certified by the American Chemical Society (ACS). Students earning this degree will be certified to the ACS for full membership on graduation. The department sponsors a student affiliate chapter of the ACS. Any student enrolled in a program of study leading to a bachelor’s degree in chemistry or a related discipline is eligible for membership. The chapter serves as a focal point for those interested in the field of chemistry and offers them opportunities for practical experience and professional contacts.

III. VISION
UALR Chemistry is focused on giving our students the best chemical education possible and stresses research at both the undergraduate and graduate level as a means of keeping the faculty and students working towards their goals in light of the current state-of-the-art. Faculty work to maintain accessibility to our students and also work to collaborate with each other and other departments throughout the university to enhance STEM education opportunities and generate successful graduates. We continue to work towards being the best all-around chemistry department in the State of Arkansas.

IV. HIGHLIGHTS
A. Teaching
• Renovations were completed in one of our teaching labs. These renovations included significant technology upgrades including recording capabilities. As a result of these recording capabilities, faculty in the department have begun using this space to prepare videos that support student learning outside of the classroom. In particular, Bob Belford has created 92 youtube videos for General Chemistry I that he has incorporated into a free online textbook “LibreText”. In
addition, he has continued the development of a course management system used for the ACS Cheminformatics OLCC (Online Chemistry Course).

• Anindya Ghosh developed a new course in “Cellulosic Materials”. This is highly relevant since he is one of the project leads on the Cellulose Thrust within the Center for Advanced Surface Engineering. This course is important for training our graduate students since cellulose is one of the largest resources within Arkansas. In addition to this work, Anindya also worked tirelessly to improve our capstone course so that we could capture more relevant data for assessment.

• We continued to work with high schools on offering our Chemistry courses concurrently. I appointed Marian Douglas to be our Freshman Programs Coordinator. As part of her duties, she oversees the concurrent program including the required site visits and observations.

B. Research

• The department continues to pursue high level, cutting-edge research. This is evidenced by the number of grants that are current within the department. Over the past year, the faculty had a total of 19 active grants ranging from a few thousand dollars to multiple ones totaling more than a million dollars. In total, counting the NASA-ASGC funds, faculty from the department were PIs or Co-PIs on active grants totaling more than $5.5M. In fact, every tenured/tenure track faculty member currently in the department has had an active grant over the past year.

• Additional evidence of the research activity of the faculty was their publishing record. In the previous year the faculty published 19 papers in peer-reviewed journals, submitted 12 additional ones that are currently being reviewed, and submitted 2 patents.

C. Service

• The UALR Chemistry Department faculty continues to be highly involved in the Central Arkansas Regional Science Fair, the Regional Junior Academy of Science, and the Central Arkansas Chemistry Olympiad. These STEM student activities are not targeted specifically to any student demographics, but we have had a number of minority/first generation students who have participated in these programs that have led to increasing their numbers in transitioning successfully from high school to college.

• Faculty from the department are active in a variety of University service activities including Faculty Senate, Graduate Council, University Safety, etc.

• Faculty have been involved in their professional organizations. Bob Belford chairs the Committee on Computers for Chemical Education which is a committee of the American Chemical Society, Marian Douglas is the treasurer for the local section of the ACS, and Darin Jones is the treasurer for MCBIOS. Many of the faculty are also either on the editorial board or are reviewers for professional journals.
D. Student Success

- The department had some of its best graduates in many years. Three of our graduating BS majors were Donaghey Scholars and 7 of our graduates scored above the national average on the Major Fields Test.
- As of June, all of our graduating students that were looking for jobs had found one. Many of the other students are entering professional school or graduate school in the Fall.

V. Assessment

Two major milestones were achieved via assessment this year:

1) We began the first data collection using our new assessment plan that was developed over the past year. This data collection occurred in our capstone course. In the fall, we will examine this data to help inform us of any curricular/program changes that need to be considered. Preliminary evaluation of the data indicates that of our BS majors, 71% scored above the national average with 3 of those scoring in the 90th percentile. However, of our BA majors, only 40% scored at or above the national average. This confirms what we suspected based on the less intensive Chemistry curriculum of the BA.

2) Secondly, for the first time, a comprehensive assessment plan has been developed for our graduate program. The work on this was led by Anindya Ghosh. We will start collecting data for this plan in the Fall of 2017.

VI. Priorities for Next Year

1) Improving enrollment and retention in General Chemistry 1 – For many years, there has been an issue of getting students enrolled and through the General Chemistry 1 course. As a result of low retention, the department instituted a placement test to ensure that students were prepared for the course. While this placement test has helped increase the retention rate, it has presented a hurdle to many students in regards to actually getting enrolled in the course. This Fall we will be exploring a variety of options to help streamline this process including using ACT scores. This will prevent the additional step of taking the Chemistry Placement test. To help improve retention we will start exploring an “in-course” remediation solution similar to the one that Math has implemented for College Algebra.

2) Social Media Presence – One of my top priorities for next year is to develop a social media presence for the department. This outlet will allow us to disseminate important information regarding accomplishments and activities of the department. This will aid with recruiting and general awareness of the great work being done here at UA Little Rock.

3) Development of a 5 year strategic plan for the department - In the next 5 years, the Department of Chemistry will undergo many changes with as many as 3 retirements. Since these retirements will be in critical areas, the department needs a strategy to deal with these departures. The strategic plan will focus on personnel, equipment, and curriculum/program changes. This work will be started at the Fall departmental retreat.
VII. Appendix: Fast Facts

A. Enrollment (fall census, 1st major headcount and SSCHs)

- Headcount
  - Fall 16 – 93  Spring 17 – 94
  - Fall 15 – 83  Spring 16 – 86

- SSCHs generated by majors
  - Fall 16 – 1,119  Spring 17 – 1,132
  - Fall 15 – 1,010  Spring 16 – 1,059

Headcount and SSCHs increase is thought to be due largely to earlier onboarding of majors.

B. Retention (pending available data)

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C. Personnel (number per category, tenure and promotion, etc.)

As of June 2017, we had 2 instructors, 3 assistant professors, 3 associate professors, and 4 full professors. During the FY 17 year, Darin Jones was approved for tenure and promotion to associate professor and Anindya Ghosh was promoted to full professor.

Dr. Brian C. Berry, Chair/Assoc. Professor, Polymer/Organic Chemistry.
Dr. Robert E. Belford, Associate Professor, Chemical Education
Dr. Jerry A. Darsey, Professor, Physical Chemistry
Ms. Marian S. Douglas, Senior Instructor, Gen. Chemistry and Freshman Programs/Concurrent Coordinator
Dr. Anindya Ghosh, Professor, Inorganic and Green Chemistry
Dr. M. Keith Hudson, Professor, Analytical Chemistry and Instrumentation
Dr. Darin E. Jones, Assoc. Professor, Organic and Pharmaceutical Chemistry
Ms. Ronia Kattoum, Instructor, Nursing Freshman Chemistry and Organic Chemistry
Dr. Noureen Siraj, Assistant Professor, Analytical and Materials Chemistry
Dr. Tito Viswanathan, Professor, Organic and Polymer Chemistry
Dr. Shanzhi Wang, Assistant Professor, Biochemistry
Dr. Wei Zhao, Professor, Analytical Chemistry and Laser Spectroscopy
Dr. Mary L. Good, Emeritus Donaghey University Professor
Dr. Richard H. Hanson, Emeritus Professor, Analytical Chemistry
Dr. Ali U. Shaikh, Emeritus Professor, Analytical Chemistry

D. Grants and Contracts

- **Belford** – “Collaborative Research: Developing and Assessing Effective Cyberlearning within the STEMWiki Hyperlibrary” NSF DUE IUSE-1525037, $20,000, 9/21/2015 – 9/21/2017
- **Belford** - Collaborative Research: Cheminformatics OLCC, NSF DUE TUES-1150485, $154,935, 9/1/2012/9/1/2016
- **Berry**, “Cold Zone Annealing for Directed Assembly of Multicomponent Block Copolymer Thin Films” NSF, $491,093 ($100,000 UALR), 2013-2016
- **Darsey**, Department of Chemistry; John R. Talburt MRI: Acquisition of a Petascale Data Storage System for Big Data Exploration, Kenji Yoshi, Computer Science Department; Information Sciences Department October, $300,000, 2014-2017
- **Ghosh**, Brian Berry, Darin Jones, Jeff Gaffney, Tito Viswanathan “MRI: Acquisition of an NMR Spectrometer for Research and Training” NSF CHE1229149, $273,118, 2012-2016
- **Ghosh**, “Multiscale technology for rapid, enhanced bone regeneration”, U.S. Army Medical Research and Materiel Command (USAMRMC), $5,057,926 ($435,00 Ghosh), 2014-2015
- **Hudson**, “NASA National Space Grant Program”, NASA, $300,000, 2016
- **Hudson**, “NASA National Space Grant Program”, NASA, $270,000, 2016
- **Hudson**, “ASGC Award – Muntaha Yousef” ASGC, $1500, 2016
- **Hudson**, “NASA EPSCoR RID”, NASA, $125,000, 2016
- **Jones** “Pharmacological modulation of poly(ADP-ribose) metabolism”, submitted 06/26/15. The National Institute of Health (National Cancer Institute): $1,752,625, 2015-2020
- **Jones**, “Structural Cell Biology of DNA Repair Machines”, NIH, $235,565, 2016-2021
- **Siraj**,”ASGC RID Travel Award”, ASGC, $1,450, 2017
- **Zhao**, Chen, He, **Wang**, “Renewable and Sustainable Nanostructure-Assisted Water Electrolysis for Hydrogen Production and Storage”, UALR Seed Grant, 2017-2018
- **Biris**, **Ghosh**, Ali, **Berry**, “Center for Advanced Surface Engineering (CASE)”, NSF-EPSCoR, $1,173,000, 2015-2020

E. Fundraising
Nothing significant to report

F. Other

END
I. Mission

The mission of the English Department, in its broadest scope, is to produce, disseminate, and engage analytically with the creative and cultural texts and artifacts of English-speaking societies, encompassing literary, linguistic, and cultural studies.

We aim to produce and disseminate poetry, fiction, and other creative texts in a range of venues and for a range of audiences. We also aim to produce and disseminate knowledge about English-language and English-literature pedagogical practices for teachers in secondary education settings.

Our highest priority, and our most important mission, is to educate the unique blend of traditional and non-traditional students at UA Little Rock by offering them exciting instruction, close mentorship and support, research and creative opportunities, internships and career preparation, and welcoming them to our community of engaged learners.

II. Values

We value a humanistic and pluralistic approach to knowledge, community-building, and personal growth. In our scholarly activities and our pedagogical practices we emphasize active reading, clear writing, creative expression, and critical thinking. As literary critic Dr. Bob Eaglestone writes, "Reading is an active process: it is an act of interpretation. All interpretations have presuppositions, [and we] can explore and analyze our presuppositions. English is controversial because both literature and how we read literature are involved in debates about who we are, how we should live and how we see the world." We value the unique ways that literary and linguistic studies contribute to understanding human culture as well as the specific ways in which creative expression contributes to our understanding and appreciation of the complexities of the human situation.

We value responsible participation in the transmission of knowledge and the creation of new ideas in a setting that embraces student-centered pedagogy. We believe that students should have the opportunity to engage in research or creative activities as well as participate in community engagement and career preparation activities. We value a curriculum that helps students to appreciate and understand the aesthetic expressions that represent human experience and to develop the skills needed to interrogate and create those expressions as well as communicate with others about them.

III. Vision

The Department of English supports and participates in the vision for UA Little Rock to become one of the top metropolitan, community-engaged, research universities among the 16-member Southern Regional Educational Board. Our general vision is that English faculty members, students, and alumni
will be engaged with the metropolitan community as well as with the local and national scholarly and creative communities.

Our general vision includes the following elements (specific reference to current projects included below):

**To offer majors and minors that benefit students of the 21st-century:**

- We are in the middle of a revision to the major curriculum that will make emphasize our commitment to diversity within the canon as well as helping students translate their academic skills into career success.
- We are currently re-vamping our capstone course (“Career Perspectives for English Majors”) and our process for helping students think about career options earlier in their course of studies.
- We have committed to offering more online instruction, including at least 1 upper-level online course per semester, and, more specifically, making the English minor available fully online by Fall 2018.
- We are working to improve the knowledge-base and ability levels as well as the ethnic, gender, and linguistic diversity of our English Secondary Education teacher candidates through curriculum modification, emphasis on preparation for the PRAXIS exam, and working with the Secondary Education minor for a streamlined minor curriculum. We have 2 faculty members with training and expertise in secondary education who help place students at secondary schools throughout the region. They offer superior mentorship to students before and after graduation.

**To engage with our local and regional communities and stakeholders, through activities such as:**

- The Shakespeare Scene Festival, a 2-day affair bringing middle and high school students to campus to perform their own versions of the Bard.
- Contributing to, sponsoring, and participating in the yearly Arkansas Literary Festival.
- Sponsoring and contributing to the Arkansas Cornbread Festival, including organizing a new aspect: a writing competition and public reading held at Bernice Garden in 2016.
- Offering internship credit opportunities for students, including new opportunities at the Arkansas Studies Institute developing for Fall 2017-Spring 2018.
- Offering several service-learning course opportunities each year that help students draw a connection between their studies and the local community.
- Offering quality concurrent-enrollment English courses at area high schools and partnering with high schools for co-teaching and other student opportunities for collaboration.
- A Cooper Honors Program lecture series (also includes events like concerts and film screenings) and a recently established Visiting Writer series aimed at the campus community and the wider Little Rock community interested in creative writing and publishing.

**To continue to produce high quality literary and cultural studies scholarship and creative pieces to be disseminated in national, international, and regional venues (print, digital, and other media).**

- See the Research and Student Success sections of this report for highlights
IV. HIGHLIGHTS

A. Teaching

Below we offer highlights that show our continued development in pedagogy and our strong commitment to mentorship of student research/creative activities.

- Dr. Laura Barrio Vilar’s students performed 119 hours of service learning across classes in 2016-2017.

- 6 new students were admitted to the William J. Cooper Honors Program in English.

- Our faculty mentored student research/creative projects:
  - Cooper Honors Program: on average, 7 student projects per semester during 2016-2017.

- Dr. Jeremy Ecke's "Literature of the South" (Fall 2016) students participated in the Arkansas Cornbread Festival as part of a unit on food and community in the south. The unit involved innovative readings and assignments. Dr. Ecke was also a Member of the Academy of Teaching and Learning Excellence Curriculum Innovation Learning Community in Spring 2017. Dr. Ecke also taught and revised our "Career Perspectives" course, including students in the class as part of curriculum revision and new assessment processes.

- Prof. Heather Hummel's Poetry II class in Fall 2016 compiled and curated an online Black Lives Matter poetry reader. It includes links to powerful work by poet laureates, national book award winners, and other poets who are responding to current events. It averages more than 90 unique hits a month, so we estimate it’s had just over 1,000 unique visitors since going live.

- Dr. Barrio Vilar participated in ATLE's Online Learning Academy in summer 2016 and taught her first online course in 2017. She was invited to present to the ATLE Online Learning Summer Academy in summer 2017 based on her successful implementation. Dr. Barrio Vilar is currently working on Quality Matters online certification.

- Dr. Paul Crutcher offered an 8-week online upper-level elective course on popular culture as part of an effort to offer more flexible options (both in content and in format) for our majors.

- Dr. Kris McAbee developed a new upper-level course for Fall 2016, "Shakespeare in Adaptation," a course in intersectional feminist cultural studies with adaptations of Shakespeare at the center. She also developed a new 7000-level course to serve MAIS and other graduate students, entitled "Shakespeare and His Peers," which she taught in Spring 2017.

- Prof. Jeff Condran taught a Cooper Honors Seminar on novel-writing in Fall 2016, offering our creative writing students a unique opportunity to learn about the genre and hone their writing of a long fiction piece.

B. Research
AWARDS, FELLOWSHIPS, and PROMOTIONS:

- Dr. Laura Barrio Vilar received tenure and promotion to Associate Professor at the end of Spring 2017. She also received an Off-Campus Duty Assignment for her book project, *Fighting for Social Justice Across National Borders: Black Expatriate Writers Talk Back to Their Motherlands*.

- Professor Jeffrey Condran received the prestigious Sewanee Writers’ Conference Walter E. Dakin Fellowship in Fiction for Summer 2017 -$2,500.

- Dr. Brad Minnick received a $10,000 Arkansas Humanities Council /NEH grant for the "Arts & Letters" radio program that he created and produces.

- Professor Heather Hummel received a $4,000 Arkansas Arts Council Individual Artist Fellowship in Poetry. Awarded annually, the Individual Artist fellowships recognize individual artistic ability and creative excellence in literary, performing and visual arts.

- Professor Heather Hummel was a semi-finalist for the Brittingham and Pollak Poetry Prize for her collection of poetry, *Orderly Riot*, 2017.

PUBLICATIONS and CREATIVE ACTIVITY:

Prof. Jeffrey Condran:


Hummel, Heather:


“Yesterday’s Bestiary for Tomorrow.” Poem appearing in Booth X (Butler University, 2017).

Minnick, Brad. Creator, Writer, Researcher, Host, Executive Producer: Arts & Letters: A 29/52 minute radio show that highlights the intellectual and creative work of the South. This show usually airs once per month on KUAR to over 8,000 listeners and is available for download as a podcast.

-11 new episodes aired in 2016-2017 (2 of those were 52-minute episodes)

Yoder, Paul. “The Poems and the Books: Reading and Rereading Blake’s Songs.” *Blake and Pedagogy*. Special Issue of Romantic Circles Pedagogy Series (a refereed scholarly website devoted to the study of
CONFERENCES and INVITED PRESENTATIONS


C. Service

Our faculty members are involved in service to the department, the college, the university, and the community. The below highlights showcase that diversity of service as well as the leadership positions held by English faculty members.

Dr. Laura Barrio Vilar won the 2016-2017 CALS Faculty Excellence in Public Service award.

- Faculty Senator (representative for CALS)
- Member of UA Little Rock Safe Zone Committee
- Member of Green Dot Anti-Violence Program Steering Committee
- Chair, CALS Awards and Scholarship Committee
- “Experience UALR” participant (recruiting activity)
- Member of the Chancellor’s Committee on Race and Ethnicity

Paul Crutcher

- Member of and trainer for UA Little Rock Safe Zone Committee
- Director of English Secondary Education
Jeremy Ecke served as inaugural English Student Success Coordinator.
- Chair, university-wide Student Creative Works and Research Expo Committee
- Represented English department as Member of the UA Little Rock Assessment Mentoring Program (Spring 2017)
- Chair, English Assessment Committee
- Humanities Core Area Assessment Committee
- Organized English department and class participation in Cornbread Festival
- Served as the President of the Arkansas Philological Society, Spring/Fall 2016

Angela Hunter served as graduate coordinator of the MA in Interdisciplinary Studies program.
- University Faculty Governance Committee
- Humanities Core Area Assessment Committee
- Revived university-wide Chairs Council
- CALS representative on Provost Search Committee

Kris McAbee directed the Shakespeare Scene Festival in Spring 2017. Five secondary schools from across the state participated (approximately 250 students).

Brad Minnick served as co-director of the Academy for Teaching and Learning Excellence. Dr. Minnick also served on the Talent Committee for the 2017 Arkansas Literary Festival and chaired sessions.

**D. Student Success**

33 English majors graduated this year (Summer 16, Fall 16, Spring 17). 5 of those students were graduates of the William J. Cooper Honors Program in English, which requires a specialized curriculum including completion and presentation of a research or creative project.

The most recent data shows that the average cumulative GPA of all English majors is 3.0 (excluding post-bac students).

**Our majors completed 3 different types of internships this year:**
- Sequoyah National Research Center (7 students across Fall, Spring, and Summer);
- Equinox Literary Magazine (10 enrollees across Fall and Spring);
- Arts & Letters/KUAR (1).

15 English majors received competitive stipends of $1300 as part of the Cooper Honors Program during this academic year.

2017 graduate Lance Huckabee will be teaching high school English as part of Teach for America in Nevada starting in August 2017.

2017 graduate Jessica Waddle was admitted to the MA in Interdisciplinary Studies Program at UA Little Rock to begin Fall 2017.
Creative Writing minor (2017 graduate) Jared Lemus will be attending an MFA program in Creative Writing at Mississippi State University in Fall 2017. He received a GA position and fellowship.

Allison Ousnamer attended the national professional conference for creative writers, AWP (Association of Writers and Writing Programs), in March 2017.

Allison Ousnamer and Jared Lemus both presented selections of their creative writing work at the Arkansas Philological Association Conference, ASU-Beebe, October 2016.

Richard McKean was the winner of the 2016 Cornbread Festival Writing Competition on Food, Culture, and Community (for his essay “Sacramental Salad”).

We continue to enroll healthy numbers of majors across our 3 tracks.

### Spring 2017 English Enrollment:
Type of English Major and number of enrollees:
- English: 41
- English-Creative Writing: 48
- English-Secondary Education: 31

**TOTAL MAJORS: 120 (113 in program #1)**

In addition, we had 9 English minors; 30 Creative Writing minors, and 7 Linguistics minors.

### V. Assessment

This year has been a very active one for program and core assessment.

Core assessment: 2 of our faculty members serve on the Humanities Core Assessment Committee (Ecke and Hunter). Ecke organized the process for assessment of the Knowledge area, and Hunter wrote the committee’s report. They have spearheaded revisions to the Humanities core learning outcomes and continue to work on this process during summer 2017.

As noted above, English participated in the Assessment Mentorship Program, which brings together a group of programs eager to innovate in assessment in view of aligning with the HLC expectations.

As part of the Assessment Mentoring Program, the English Department conducted a full-scale revision of our learning outcomes, components, and assessment methods. The revision is still underway, but we have made progress in several areas. We have revised our five learning outcomes to align with the Higher Learning Commission’s expectations. We have developed new learning components for each of the five departmental learning outcomes. We have also developed an assessment rubric for the first learning outcome and undertaken a small-scale pilot of that rubric through the department’s one-credit capstone course—“Career Perspectives.”

We have also piloted the Student Success Coordinator position. The current coordinator has redesigned “Career Perspectives” (the previous vehicle for collection and assessment) and worked to align our collection and assessment processes with Blackboard Outcomes (the new collection tool). The
department is still in the early stages of this work, but we have already discovered several ways to streamline our collection and assessment practices. Initial review of our current and planned assessment practices suggest that the department needs a more direct and targeted approach that may include further revision of our learning goals and require the development of specific artifacts for assessment.

The revised learning outcomes for English are below:

1. Graduates from our program will be able to discuss the significance of important texts, authors, movements and contexts that have shaped the English language and literary canon.
2. Graduates from our program will be able to discuss important texts, authors and movements that have contributed to cultural, racial and ethnic, or gender diversity in the English literary tradition.
3. Graduates from our program will be able to analyze texts through the lens of literary theories and literary terms.
4. Graduates from our program will be able to organize and develop literary or expository arguments.
5. Graduates from our program will be able to evaluate data from electronic databases, libraries and other relevant sources.

VI. PRIORITIES FOR NEXT YEAR

CURRICULUM and ASSESSMENT:
Our first priority is to use the information we have gleaned from participating in the Assessment Mentorship program as well as the alum survey to be conducted during summer 2017, and to complete the curriculum revisions we have been working on for the past 2 years. This includes a final version of the capstone, career perspectives course. We are developing a new course for the secondary education students and this will be the first year with our newly revised Creative Writing track. We will have the English minor available as a fully online minor by Fall 2018. Our full set of new/revised student learning outcomes and elements will be completed during this year, and we have purposefully tied together the deep dive into new forms of assessment and the final revisions of the curriculum. We are working on an "application" aspect of the major that would guarantee that all students participate in some form of "real-world" training/mentorship/internship/activity before graduation. We will continue to participate in the Humanities core assessment process (including revisions to the Humanities Learning Objectives that are already under discussion in the Core Humanities Assessment Committee.

NEW SCHOLARSHIP FUND
We are working on creating a scholarship fund specifically for income-related need and focusing on helping students get to graduation who may otherwise take a semester (or more) away from studies in order to deal with financial issues.

RECRUITMENT
We will continue to participate in and organize community outreach activities and recruitment activities in the general community, at recruitment fairs, at area high schools, and with UA-Pulaski Technical College. One part of this effort that we just accomplished was the creation of a new scholarship (Cooper Promise award) for incoming students who plan to be English majors. We will continue to promote this
as well as UA Little Rock in the larger community. New brochures highlighting our Creative Writing program and activities as well as our internship opportunities will be a part of this effort.

### VII. Appendix: Fast Facts

#### A. Enrollment (fall census, 1st major headcount and SSCHs)

**Census Headcount for Fall and Spring:**
- 112 English majors enrolled in Fall 2016; 111 enrolled in Spring 2017
- 47 minors enrolled in 2016 and 48 in 2017 (includes English, Creative Writing, and Linguistics minors combined)

**Census SSCH for Fall and Spring:**
- 1339 in Fall 2016 (excluding high school concurrent)
- 1298 in Spring 2017 (excluding high school concurrent)

#### B. Retention (pending available data)

This data covers initial enrollment in Fall 2013 through Spring 2017.

<table>
<thead>
<tr>
<th>ENGLISH Program</th>
<th>Initial #</th>
<th>Graduated</th>
<th>Applied To Grad</th>
<th>Registered In Different Program</th>
<th>Registered In Program</th>
<th>Not Registered In Return Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-CW</td>
<td>35</td>
<td>21</td>
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<td>ENGL</td>
<td>77</td>
<td>58</td>
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<td>2</td>
<td>14</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>ENGL-SCED</td>
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<td>21</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>149</strong></td>
<td><strong>100</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>5</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

#### C. Personnel (number per category, tenure and promotion, etc.)
Full Professors: 2 during the year but only 1 at time report is being written: James Levernier; and Paul Yoder, who retired at the end of Spring 2017

Associate Professors: 3 during year but 4 at time of report: Brad Minnick, Angela Hunter, Kris McAbee; Laura Barrio Villar was awarded tenure and promotion to Associate Professor at the end of this year.

Assistant Professors: 4 at time of report: Jeffrey Condran, Paul Crutcher, Jeremy Ecke, Heather Hummel

D. Grants and Contracts

Brad Minnick received a $10,000 Arkansas Humanities Council grant (which is funded by the NEH) for the radio program Arts & Letters, which he writes and produces.

E. Fundraising

None

F. Other

None

END
I. Mission

The History Department prepares students for a wide range of careers by teaching a core set of transferable skills through the study of societies, cultures, and economies across a broad chronological and geographical spectrum.

II. Values

The History Department values a skilled, critically aware and informed citizenry; an honest academic and public engagement with the past, its meanings, and its consequences for today; and the promotion and support of history and social studies education at K through 12, undergraduate, and graduate levels for students of all ages and of all backgrounds.

III. Vision

The History Department seeks to build its students’ transferable skills, employability and intellectual curiosity, along with raising public awareness about the past and its legacies, through teaching, research and service activities conducted locally, statewide, regionally, nationally, and internationally.

IV. Highlights

A. Teaching

The History Department has several programs including, at the undergraduate level, the History major, History with Honors major, History and Secondary Education major, History minor, Geography minor, and Race and Ethnicity minor, and at the graduate level the Public History master’s degree. The department teaches several core classes in the general education program with multiple on campus and online sections, core classes in the social studies and teacher licensure programs, many wide-ranging upper level classes that are taken by History majors and as electives by those majoring in other subjects, and graduate classes. In addition, it teaches capstone seminars, advises in independent study projects, supervises internships, and runs study abroad courses.
The Department has a long history of excellence in teaching as recognized by college and university faculty excellence awards. Most recently, Dr. Jess Porter won the College of Arts, Letters, and Sciences 2016 Award for Excellence in Teaching.

In 2016-2017, the History Department delivered the following courses:

**University Core Curriculum Classes**
- HIST 1311 History of World Civilization I (12 sections on campus, 11 sections online)
- HIST 1312 History of World Civilization II (9 sections on campus, 10 sections online)
- HIST 2311 U.S. History to 1877 (8 sections on campus, 5 sections online)
- HIST 2312 U.S. History since 1877 (8 sections on campus, 7 sections online)
- GEOG 2312 Cultural Geography (3 sections online)

**History/Secondary Education Core Classes**
- HIST 4355/5355 History of Arkansas (2 sections on campus, 6 sections online)
- HIST 4397 Teaching Applications

**History Upper Level Classes**
- HIST 3303 Hellenistic Age
- HIST 3305 History of the Roman Empire
- HIST 3312 Medieval Civilization
- HIST 3318 History and Globalization of the Drug Trade
- HIST 3321 History of Britain to 1688
- HIST 3325 Russia to 1917
- HIST 3341 East Asia before 1600
- HIST 3345 People’s Republic of China
- HIST 3380 American Indians
- HIST 4309 The Historians Craft
- HIST 4315 Religious History of the US
- HIST 4316 Ideology and Revolution
- HIST 4329 Empires and Cultures, 1850-1914
- HIST 4333 European Social and Cultural History
- HIST 4340 Slavery in North America
- HIST 4350 The US and Middle East
- HIST 4353 The Old South
- HIST 4358 The Civil Rights Movement since 1954
- HIST 4390 Special Topic: Totalitarian Europe
- HIST 4390 Special Topic: China – Traditional and Modern
- HIST 4390 Special Topic: The Vietnam War
- HIST 4390 Study Abroad Class: History and Geography of China
- HIST 4391 U.S. History Seminar
- HIST 4393 World History Seminar
HIST 4395 History Internship

Public History MA Classes
HIST 7311 Introduction to Public History
HIST 7315 Seminar in Historical Methods
HIST 7320 Archival Management
HIST 7341 Preservation/Restoration
HIST 7372 Digital History
HIST 7391 Seminar in Public History
HIST 7398 Internship
HIST 7699 Thesis

Geography Classes
GEOG 1311 Physical Geography
GEOG 2310 World Regional Geography
GEOG 2312 Cultural Geography
GEOG 3305 Environmental Conservation
GEOG 3307 Geography of Food
GEOG 3315 Geography of Arkansas
GEOG 3320 Urban Geography
GEOG 4390 Special Topic: History and Geography of China – Study Abroad

2017 History and Geography Study Abroad

From March 16–27, 2017, Dr. Kyong-McClain, along with Dr. Kirk, and ten UA Little Rock Students, travelled around China as a part of a Spring Break Study Abroad class. The group's visit began in the most cosmopolitan of Chinese cities, Shanghai, where students visited museums about the past (the Shanghai Museum, with exhibits spanning from China's Bronze Age through the later dynasties) and ones a bit more contemporary (such as the Museum of the First National Congress of the Chinese Communist Party). After Shanghai, it was off to Chengdu, to see the home of the Pandas, the Tibetan district, and the privately-run museum of a billionaire real-estate mogul, the Jianchuan Museum (with nationalist-tinged exhibits about how nasty Japan was to China in WWII, how great Mao and the Cultural Revolution were, and what fun it is to go river rafting, among many other things on Jianchuan's mind). To clear our heads, from Chengdu the group retired to the famous Buddhist retreat, Emei Mountain, and then visited Leshan Normal University to experience what college life is like in China. Finally, it was on to Beijing, the Forbidden City, the Temple of Heaven, Tiananmen Square, the Great Wall (with beautiful gates), and in the evening a punk rock show (optional). The trip inspired the students, and several are right now pursuing how to get back to China for a longer stay, to study the history and culture in more detail. In the meantime, Dr. Kyong-McClain and Dr. Porter are in the early stages of preparing a similar trip to Hong Kong and Vietnam for our students over Spring Break next year.
B. Research

Select faculty highlights:

Edward M. Anson, Professor of History, continues as an Associate editor of the Ancient History Bulletin, Assessor for Classics for the Australian Research Council, an agency of the Australian national government that awards grants to researchers, and is a fellow of the University of Waterloo’s Institute for Hellenistic Studies. He has published “Philip’s Ambitions,” in Hetairideia: Studies in Honor of W. Lindsay Adams on the Occasion of His Retirement (Ares Publishers: 2016). He gave a paper at the AACHT meeting, Little Rock, October 6. He has published “Fortress Egypt: The Abortive Invasions of 320 and 306 B.C.,” in Alexander’s Legacy, L’erma di Brechneider and has in press “The Battles of Philip II” and “The Battles of the Successors” in The Encyclopedia of Ancient Battles. Wiley-Blackwell; “Ptolemy and the Destruction of the First Regency,” in Ptolemy Soter: A Self-Made Man, Oxbow Books. He is under contract to provide a chapter titled “Hellenistic Warfare,” for Wiley-Blackwell’s Companion to Greek Warfare. He gave papers at the Australasian Society for Classical Studies meeting in Wellington, New Zealand, February 1, and at the Classical Association of the Middle West and South/University of Waterloo Institute for Hellenistic Studies, Kitchener/Waterloo Canada, April 6. He reviewed a manuscript for Routledge and was a reader of a thesis for the University of Auckland, New Zealand. He currently serves on five university committees and is a faculty senator. This past year he completed his eleventh consecutive Little Rock Half Marathon.


Barclay Key, Assistant Professor of History, continued revising a book about race relations in Churches of Christ, embarked upon new research into the desegregation of the Little Rock School District with Dr. Jim Ross, and began a new investigation into the 1919 Elaine massacre with Dr. Brian Mitchell. Key also continued serving as a humanities scholar for two projects: the Arkansas Humanities Council’s traveling exhibit, Hometown Teams: How Sports Shape America, in cooperation with the Smithsonian Institution Traveling Exhibit Service, and No Laughing Matter: Political Cartoons and the Arkansas Historical
Perspective, a virtual exhibit hosted by the UALR Center for Arkansas History and Culture at ualrexhibits.org/laughing. He took a leave of absence from UA Little Rock this spring to serve as U.S. Studies Chair at Universidad Veracruzana in Xalapa, Mexico, courtesy of the Fulbright program. In addition to teaching two classes, he participated in a roundtable about the Mexican-American War on the 170th anniversary of the U.S. Army's occupation of Xalapa and was the guest lecturer for several business classes. On April 24, he will serve as a panelist in a session about U.S.-Mexico economic relations during the university's annual international book fair.

John A. Kirk, George W. Donaghey Distinguished Professor of History and Director of UALR's Institute on Race and Ethnicity was as busy as ever, teaching Arkansas History and Government; accompanying a study aboard trip to China, where he gave a talk on “The American South” at Leshan Normal University; proudly seeing his student, History/Secondary Education major Jeri Maghoney having her research paper on Hot Springs School Desegregation serialized in four parts by the Hot Springs Sentinel-Record over the Martin Luther King, Jr. Holiday Weekend, January 14, 15, 16 and 17, 2017 (see http://m.hotrs.com/news/2017/jan/14/student-tackles-subject-of-hssd-integra/); talking to high schools students attending the Model Arab League on UA Little Rock campus, to visiting undergraduate students from the University of North Texas about civil rights in Arkansas, and to the Little Rock LifeQuest program about the state takeover of Little Rock School District; publishing a couple of pieces in the Arkansas Times, “More Than Central High: A history of school desegregation in Arkansas,” February 2, 2017, 1, 16-19, and “The Life of Winthrop Rockefeller: Fifty years ago, the inauguration of Gov. Winthrop Rockefeller contributed to a legacy of transformation in Arkansas,” January 19, 2017, 24-26; recording some more Arkansas Moments for KUAR; interviewing Joyce Williams for Central Arkansas Libraries System “Primary Sources” podcast; preparing the “Racial Attitudes in Pulaski County 2017 Annual Survey Report: Race, Ethnicity and Religion,” which will be released at a conference on April 13 on UA Little Rock campus—mark your diaries and check the Anderson Institute website for more details!; doing various media interviews including, KARK 4 (Little Rock) Sunday program, “Captiol View” about “Push to Separate MLK/King Holiday,” alongside the Commander of the Arkansas Sons of Confederate Veterans chapter; Newsradio 102.9 KARN (Little Rock) First News with Kevin Miller on “Arkansas Civil Rights Heritage Trail”; KARK 4 (Little Rock) evening news story, “Potential Bill Aims to Regulate Release of Police Dash, Body Cam Video”; 1320 WILS (Lansing, Michigan) Capital City Recap show, “Martin Luther King Day”; and Universal Broadcasting Network, Inc. (Hollywood, California) show “Truth Be Told,” for Martin Luther King, Jr. Day Weekend; presided over the Anderson Institute’s annual Arkansas Civil Rights Heritage Trail program, with this year’s theme of “Economic Advancement,” held in partnership with the Butler Center for Arkansas Studies and the Clinton School of Public Service; arranged a visit to Little Rock and program with representatives from the United States Holocaust Memorial Museum on “Arkansas, Yugoslavia, and Sierra Leone: Race, Ethnicity, and Violence in a Global Perspective”; organized a talk by civil rights icon Dr. Bernard LaFayette, “Standing at the Crossroads to Rebuild Through Hope, Healing and Empowerment” followed by question and answers, held at William H. Bowen Law School in partnership with the Bowen Law School and the National Parks Service Little Rock Central High School National Historic Site; holding the Anderson Institute’s first successful undergraduate Black History Month essay contest that will see the winners visit the National Museum of African American History and Culture; serving on the boards of Natural State News and the Delta Blues and Bayous Alliance, the latter of which successfully lobbied the
Arkansas General Assembly to pass legislation renaming Highway 67 the Delta Blues and Bayous Highway; and last, but never least, having as much fun as could possibly be imagined working on assessment with the department’s curriculum committee.

Jeff Kyong-McClain, Associate Professor of Chinese History and Interim Assistant Director of the Honors College, is continuing to research the history of Sino-Western cultural exchange, as seen through the lens of Western-run educational institutions in early twentieth century China. He recently presented a paper, "China's Protestant Colleges: Outposts of Global Modernity," at the School of Oriental and African Studies in London. Over the summer, he led a group of middle and high school teachers on a 12-day tour of China, under the auspices of the National Consortium for Teaching about Asia. This spring he taught East Asia through 1600, Asian Thought in the Donaghey Scholars Program (with Dr. Paul Crutcher of English), and led a group of students on a study tour of China over Spring Break.

Kristin Dutcher Mann, Professor of History, continued her service on the board of the Arkansas Council of the Social Studies, for which she facilitated "unconference" curriculum writing & sharing sessions for teachers around the state over the summer. She also taught teacher workshops for the Arkansas Humanities Council and the Butler Center for Arkansas Studies this summer and fall. Dr. Mann is currently involved in 4 grant projects: the Arkansas Women's Suffrage Centennial Project, the Hometown Teams traveling exhibit from the Smithsonian Main Street Museum, an NEA Big Read grant application, and the Arkansas Civil Rights Tour App/ web exhibit. She is in her second year as co-director of the UALR Academy for Teaching and Learning Excellence (ATLE), where she organizes and leads faculty and staff professional development. Dr. Mann's co-authored chapter on music in the Ibero-American borderlands will be published by Oxford University Press this fall. She continues research on two topics: music and healing in colonial Latin America, and Little Rock entrepreneur and politician Mifflin W. Gibbs, who was inducted into the Arkansas Black Hall of Fame last month. She advised a record 43 History/Secondary Ed students for the spring 2017 semester. She continues involvement in a variety of K-12 social studies education initiatives, including the Little Rock School District's Literacy Council, the Arkansas Council for the Social Studies board, and National History Day. Dr. Mann has helped lead a faculty curriculum innovation learning community with the UALR Academy for Teaching and Learning Excellence, for which she serves as a director. This spring she teamed with Dr. Sarah Quintanar in the Department of Economics to teach an interdisciplinary course on the history and globalization of the drug trade. As part of this course, they welcomed Dr. Chris White of Marshall University for a lecture on the history of cannabis production, prohibition and legalization.

Brian Mitchell, Assistant Professor of History, is in the final stages (the selection of cover art) of completing an edition of primary source readings for World History and Western Civilization with Cognella Press. In addition, I have made multiple contributions to the Encyclopedias of Arkansas and Louisiana and written reviews for Kodi Roberts’ Voodoo and Power: The Politics of Religion in New Orleans and Brenda E. Stevenson’s What is Slavery? I have continued my ongoing research projects with the Arkansas Studies Institute regarding the Elaine Massacre of 1919, the Butler Center regarding the Expulsion of Free Blacks from Arkansas in 1860 and am anxiously awaiting the release of my new digital database, New Orleans- Mayor’s Register of Free Blacks from 1840 to 1864 at Michigan State University’s Matrix: Slave Biographies/Liberated Africans.
Carl Moneyhon, Professor of History, published "Conflicting Civil Wars: Historical Memory and Cultural Divides in Arkansas" in Mark Christ’s new volume on the legacy of the Civil War in Arkansas, Competing Memories. He also published "Lost Cause Myth of the Confederacy" in the on-line Encyclopedia of Arkansas History and Culture. He gave lectures to the Southwestern Arkansas Historical Association in Magnolia and at the University of North Texas's "Conference on the Teaching of History." He continues to serve on the editorial boards of the Encyclopedia of Arkansas History and Culture and the Arkansas Historical Quarterly. He was on an Off-Campus Duty Assignment during the spring semester. He has finished his revisions of a book length manuscript, "The Union League and Bi-Racial Politics in Reconstruction Texas." He has been doing manuscript research for a biography of George T. Ruby, an African American politician, and a general study of Texas in the Civil War. Unlike Professors Anson, Kaiser, Kyong-McLain, or Romney, he has not been forced to work in such out of the way places as Athens, Paris, Beijing or Amsterdam. Instead, enjoyed the beauties of Washington, D.C., Austin, and Weatherford, Texas.

Jess Porter, Chair of History, Associate Professor and Coordinator of Geography, took over from Dr. Clea Hupp as History Department Chair this past summer. Jess spent the summer tidying the place up. In the fall, Jess started work on getting more students in the halls of the History Department. For example, new technology has been acquired to facilitate teaching within the department and enhance study and lounge spaces. Dr. Porter is perpetually working on revisions to his Encounter Geography series and working toward publication of a new World Regional Geography textbook. Jess spoke at the spring meeting of the American Association of American Geographers on the topic of surviving as a “stand-alone geographer” and co-presented a poster with Dr. Asween Marco on using geospatial technologies to assess public health issues. Dr. Porter was the recipient of the Faculty Excellence Award for Teaching in the College of Arts, Letters, and Sciences for 2016. In the spring, he was busy co-coordinating the hugely successful Korean Fright Film Festival (see above) with Dr. Jeff Kyong-McClain and covering the University History Institute administrative duties while Dr. Moneyhon enjoys his sabbatical. The film series is representative of a departmental effort to get more of our students in the physical space of the department on a more regular basis. Meanwhile, Jess' experience with the History Institute affirms his knowledge that we should be thankful for all Carl Moneyhon does as History Institute liaison.

Charles Romney, Associate Professor of History and Public History, continues to coordinate the M.A. program in public history. His book, Rights Delayed: The American State and the Defeat of Progressive Unions, 1935-1950, was published in May by Oxford University Press. He recently delivered papers at the National Humanities Center (in June) and at the University of Helsinki (in September). He delivered a paper at the American Historical Association annual meeting in Denver (in January). His article, “Using Vector Space Models to Understand the Circulation of Habeas Corpus in Hawai’i, 1852-1892,” appeared in Law and History Review. In the fall, he was on research leave at the International Institute for Social History (Internationaal Instituut voor Sociale Geschiedenis) in Amsterdam, the Netherlands. This summer he will study the Hawaiian language at the University of Hawai’i and will do research in the Hawaiian state archives in Honolulu. In the fall, he plans to teach a graduate course on “Natural Language Processing for the Humanities and Social Sciences.” The class will include students from the university’s Computer Science and Information Science doctoral program as well as public history MA students.
Susanah Shaw Romney, Assistant Professor of History, is on leave. She is winner of the 2014 Berkshire Conference of Women Historians Book Prize; the 2013 Jamestown Prize of the Omohundro Institute; and the 2013 Hendricks Manuscript Award of the New Netherland Institute, is currently researching settlement patterns in seventeenth century Dutch colonies in North America, Guiana, Africa, and Java with the support of a fellowship from the National Endowment for the Humanities at the municipal archives of Amsterdam. She recently gave a talk for grad students and faculty at Leiden University. An article of hers appeared in April in the William and Mary Quarterly.

James Ross, Associate Professor of History, manuscript on the Southern Tenant Farmers’ Union is in copy editing. He has a new book project with Dr. Barclay Key on the Little Rock School District. The pair are writing an article on a 1960 bombing event in Little Rock and are pursuing a pardon on behalf of the convicted. Dr. Ross presented a paper at a conference.

Frances Ross, Professor Emeritus edited United States District Courts and Judges of Arkansas, 1836-1960. It was published by the University of Arkansas Press this year. The essays in this volume, one for each judge who was on the bench between 1836 and 1960, form a chronological history of the federal judicial system in Arkansas as it grew from its beginnings in a frontier state to a modern institution. Contributors include judges, practicing attorneys, law clerks and academics who provided biographical background for the judges about whom they wrote and discussions of their cases and decisions. Issues before the courts included Spanish land claims from the 18th Century, complicated relationships in the 19th Century between the Arkansas court and the vast Indian Territory to the state's west, railroads, timber theft, civil rights, quack medicine, gangsters, prisons, school desegregation, the draft, election laws, bankruptcy and more. Frances Mitchell Ross served in the Department of History from 1963 to 2013 before taking her leave. She is a past president of the Arkansas Historical Association, the Historical Society of the United States Courts in the Eighth Circuit and the Arkansas Supreme Court Historical Society, of which she was also a founding member. She conducted oral histories, which are housed in the UALR Center for Arkansas History and Culture at the Arkansas Studies Institute, with many of the more recent U. S. district judges.

C. Service

Members of the History Department conduct service activities in the department, in the college, in the university, in the local community, at a state level, nationally, and internationally, in a variety of ways. The below are highlights some of the things we did last year.

Edward M. Anson is an Assessor for Classics for the Australian Research Council, an agency of the Australian national government that awards grants to researchers. On campus, Dr. Anson produces the history department newsletter, serves on the Faculty Senate, the Senate’s Executive Committee, the Scholars Policy Council, the Chancellor’s Policy Advisory Council, and the University Governance committee. He chaired the department APT committee which completed a new hire.

Michael Heil delivered a presentation in the Evenings with History series in 2016. He is the department liaison to the Ottenheimer Library and is a department recorder for faculty meetings. Dr. Heil is the chair
of the curriculum committee. He is a regular and reliable participant and contributor to activities such as National History Day and Phi Alpha Theta events.

**Tom Kaiser** made several community-level service contributions in 2016 such as speaking at local high schools. He also chaired the department APT committee in the fall and served on the executive committee in the spring. He was a member of two CALS committees in the fall. Dr. Kaiser delivered a presentation in the Evenings with History series in 2016.

**Barclay Key** is the department concurrent enrollment liaison and has collaborated with the Little Rock School District on several projects. He served on the department executive committee. He is a board member on the Pulaski County Historical Society.

**John A. Kirk** serves as the Director of UA Little Rock’s Institute on Race and Ethnicity and service thus represents a significant component of his job duties. Nonetheless, Dr. Kirk’s service record is exemplary. Dr. Kirk’s media interviews, community talks, radio spots on KUAR, and other activities provide the university (and History Department) with ongoing visibility and publicity.

**Jeff Kyong-McClain** served on the curriculum committee and the APT committee for the department and six college or university-level committees. Additionally, Dr. Kyong-McClain serves as the primary history department recorder and advises students. He coordinates with the National Consortium for Teaching about Asia to promote the subject area locally, nationally and internationally. He serves as the Interim Assistant Director of the Honors College.

**Kristin Dutcher Mann** continues to provide substantial service at the department, college, and university levels, including History Day. She is the coordinator of the History/Secondary Education program in the history department and advised 58 students in the program. This past year, she organized curriculum writing workshops for the Arkansas Council of the Social Studies. She continued her work on reorganization of the Teacher Education Minor at UA Little Rock.

**Brian Mitchell** serves on the Core Curriculum Council, a particularly laborious university-level committee, and the department-level executive committee. He also advises students. He provided key assistance in developing assessment modules in Blackboard for department courses. Dr. Mitchell also plays an active role in community service through multiple external organizations.

**Carl Moneyhon** plays an essential and time-intensive role as faculty liaison to the University History Institute. He serves on the Board of Editors for the Arkansas Historical Quarterly and the Encyclopedia of Arkansas History and Culture. He served on the CALS Assessment Committee and the department curriculum committee.

**Jess Porter** serves on the Arkansas State Board of Registration for Professional Geologists. Jess and Dr. Kyong-McClain worked to establish the History Department’s first film series: The Korean Fright Film Fest. Inspired by their recent trip to Korea, and the general enthusiasm among UA Little Rock students for Korean popular culture, Dr. Porter and Dr. Kyong-McClain organized the series around the horror/thriller genre, a genre for which film critics worldwide have showered praise on Korean screenwriters and
directors. In addition to enjoying films with intriguing storylines, good scares, and very high production values, students were also able to reflect on big issues like the globalization of art, and the threats to all human life in this era of late capitalism, especially the lives of those in hot spots like the Korean peninsula. The series was a success and the Department looks to continue the new tradition with other film series in coming semesters. In the fall of 2017, the duo will host the Vietnam War film festival.

**Charles Romney** serves the department as Public History MA coordinator. His duties in the areas of advising and recruitment are extensive. He serves on the board of the History Institute and several college committees. He also serves on several external boards pertaining to the humanities. While on OCDA in the fall of 2016, Dr. Romney did a commendable job of maintaining close contact regrading matters of the Public History program.

**James Ross** served as chair of the department’s executive committee in the fall. He is a regular and reliable participant in department activities such as History Day and Evenings with History. He leads a book club for Little Rock schoolteachers. He is also an active community advocate on behalf of the children of Little Rock public schools. Dr. Ross assists Dr. Mann extensively with the History/Secondary Education program.

**Vince Vinikas** continued to coordinate the Phi Alpha Theta History honors society and began to train a successor in Dr. Kyong-McClain. Dr. Vinikas is to be commended for his many years of service to the organization and its members. He served on the department executive committee in the spring and the curriculum committee in the fall. He is a regular, reliable, and enthusiastic participant in department activities such as History Day and Evenings with History.

**Katherine Zubovich** served on the APT Committee. She was a regular and reliable participant and contributor to activities such as National History Day and Phi Alpha Theta events. She is collaborating with the Arkansas Center for History and Culture on a grant application and has met with students from local high schools in consultation for History Day projects.

On March 4, 2017, the UA Little Rock History Department hosted the Central Arkansas regional National History Day competition. Over 250 students from the region created documentaries, websites, exhibits, performances and papers on historical topics ranging from Galileo to Nina Simone. This year's theme was "Taking a Stand in History." Students who placed first, second or third advance to the State History Day competition in Conway on Saturday, April 15. All History Department faculty members and many graduate and undergraduate students participated as judges in this year's contest. Next year's theme is "Conflict and Compromise in History." Mark your calendars for the first Saturday of March; we'd love to have students and alumni participate as judges next year.

**The University History Institute** is one of the most important forums for the History Department’s community service, engagement and outreach activities. Dr. Carl Moneyhon is the department’s liaison for the Institute. Dr. Jess Porter served in the role during spring 2017.

The University History Institute, a nonprofit Arkansas corporation, is an organization of private citizens interested in history and in community support for the University of Arkansas at Little Rock. The officers
and board of directors of the Institute represent a cross section of the Central Arkansas community. At present, they are:

Craig Berry, President; Dr. Joe Bates, Vice President; Lee Johnson, Treasurer; Frederick Ursery, Secretary

Board Members: Judge Ellen Brantley, Nate Coulter, Delia Prather, Kathryn Fitzhugh, Elaine Scott, Pat Goss, Joe Crow, Dr. David Stricklin, Dr. Betty Hathaway, Dr. Robert Sherer, Bob McKuin, and Dr. Allan Ward.

The Evenings with History series, sponsored by the University History Institute, features presentations by UALR faculty members sharing their current research. Although these talks are aimed at a general audience, each offers insight into the real workings of historical scholarship. The nationally-recognized series covers a variety of times, areas, and subjects. Many of the presentations illuminate current affairs. The format also allows for questions and discussion.


The History Institute reached a major milestone this past year. The Institute exists to provide support for the activities of the History Department that are not typically funded by the university. In the past, this has included the purchase of books, microfilm, and even on-line data bases for the use of faculty and students in their research. Money is raised through the gifts of individuals and corporate donors to the Institute. The lectures are the Department's gift back to these generous donors. Last year the Institute's gifts, when matched with support from the Ottenheimer Library, the Office of Research and Sponsored Programs, and other donors passed the $100,000 mark. The Department thanks everyone who has contributed to this effort.

2017-2018 Evenings with History Series


The United States is reprising its role as a global leader in hydrocarbon production as horizontal drilling and new methods of hydraulic fracturing have unleashed a torrent of American “tight” oil and natural gas on the global market. How does the “shale revolution” parallel or diverge from historic energy booms? This primer on recent energy development aims to provide the audience with a better understanding of the enabling technologies and the global impact of the shale revolution.


Sixty years after the dramatic events surrounding the 1957 desegregation of Little Rock’s Central High School, this talk reflects on how historical and popular culture representations of events in Little Rock have located the school crisis within the context of the broader civil rights movement of the 1950s and 1960s. It examines how different approaches to the school crisis by historians from local, state, regional, national, and international perspectives have produced different understandings of the events that unfolded in the city. The talk also explores how popular culture representations of the school crisis have influenced and shaped intellectual debate in a wide variety of media including theatre, film, essays, poetry and music.

December 5, 2017 -- Ed Anson. "Manipulating the Word of God: The Use and Abuse of Greek Oracles"

The polytheism associated with paganism made possible definitions of piety which would astound a monotheist. This is seen in what might be called the use and abuse of oracles. These physical sites where one might query a god were common throughout the Greek world, and as a result “shopping around” for a favorable oracle was not uncommon, nor impious. This talk will look at this practice in general and concentrate on one of the most famous cases that of Alexander the Great and the Oracle of Zeus/Ammon in the Libyan desert.


Two years into the French Revolution, Louis XVI and Marie-Antoinette were virtual prisoners in the Tuileries Palace and looking towards an even darker fate. On the night of June 20/21, 1791, they and their children made a daring escape from Paris in disguise and headed towards France’s eastern border, only to be stopped at the town of Varennes and returned to Paris in humiliation. But had they intended to leave the country? The purpose of this talk is to recount the events of this episode, to examine the intentions of the royal family, and to discuss the impact of this event on the subsequent course of the French Revolution.
March 6, 2018 -- Barclay Key. "The 1967 Little Rock Crisis"

The infamous 1957 desegregation crisis at Little Rock’s Central High School became emblematic of the short-term challenges in desegregating public schools after the Supreme Court’s Brown decision. However, few people know about the Little Rock School District’s subsequent efforts to desegregate. Behind the leadership of a school board controlled by local business elites and a compliant superintendent, the district minimized desegregation as much as possible. When supporters of desegregation captured a majority on the school board in 1966, however, they introduced the Oregon Plan that was the basis for more substantive changes. Their recommendations created a public outcry and segregationists regained control of the school board in elections in 1967 and 1968 and effectively stopped further desegregation until 1971. This lecture introduces the Oregon Plan, analyzes the results of the 1967 and 1968 elections, and interprets the long-term consequences of the city’s refusal to desegregate its schools.

April 3, 2018 -- Deborah Skok. Anne Fulk Memorial Lecture

"That Red-Headed Devil: Jane Hoey and Women’s Leadership in the New Deal"

During the 1930s, FDR's New Deal programs were intended to promote the economic security of the American people. Within the new Social Security Bureau, social worker Jane Hoey took charge of relief programs for poor mothers and their children. Because women’s leadership in government was still a relative novelty in the 1930s, female New Dealers like Hoey pioneered new ways to establish their authority. Hoey built an image of herself in which professionalism combined with red-headed Irishness was equated with strength, stubbornness, and willingness to fight for a good cause. She used her image to fight for the rights of poor mothers and children.

--The Anne Fulk Memorial Lecture is sponsored jointly by the Arkansas Women’s History Institute and the University History Institute in honor of Anne Fulk, long-time supporter of both organizations. Dr. Skok is on the faculty of Hendrix University and author of More than Neighbors: Catholic Settlements and Day Nurseries in Chicago, 1893-1930 (2007).

All funds collected by the University History Institute are used to further historical research at the University of Arkansas at Little Rock. The UALR Foundation Fund is also a nonprofit Arkansas corporation and holds U. S. Internal Revenue Service tax-exempt status. For additional information about the Institute, call (501) 569-3235.

We welcome subscriptions to the University History Institute’s Evenings with History series at the Fellow ($250), Life ($1,000), or Corporate Sponsor ($250 minimum) levels. Members at this level receive special benefits. In addition to membership in the Evenings with History subscription series for a donor and guests, Fellows and Life members are invited to sessions held for them only.
Special sessions for Fellows and Life members include an annual event held in the Arkansas Studies Institute and other events held in a variety of locations. These delightful and intimate occasions involve a brief presentation by a special guest, and then an open discussion. It’s a history-in-the-making experience that is a rare opportunity. The Fellow and Life member events usually feature distinguished scholars or, in many cases, significant historical figures. In the past, that has included noted author Dee Brown; UALR law professor Lynn Foster; celebrated journalist Ernie Dumas; former Senator David Pryor; early Clinton observer Steve Smith; Native American Press collector Dan Littlefield; and others. Last year’s event featured UA Little Rock Chancellor Andrew Rogerson.

If you are interested in becoming a major donor, contact any officer or board member of the University History Institute or write or call us at: University History Institute, 2801 South University Avenue, Little Rock, Arkansas 72204-1099, (501) 569-3235, FAX: (501) 569-3059.

We thank our Corporate Sponsors for the 2017-2018 Season: The generosity of Friday, Eldredge, & Clark and the Union Pacific Railroad help make these lectures possible. Thanks also for support and gifts in kind from the Ottenheimer Library, University of Arkansas at Little Rock; Historic Arkansas Museum, a museum of the Department of Arkansas Heritage; UALR Public Radio—KUAR-KLRE; UALR public television; and Grapevine Spirits.

D. Student Success
The Arkansas Museums Association has named a University of Arkansas at Little Rock public history graduate student its “graduate student of the year.” Jessica Erwin, a graduate assistant in the UALR Center for Arkansas History and Culture (CAHC) since fall 2014, has been involved with a variety of projects at the center. Erwin took the lead on digitizing and creating metadata for the recently discovered Lucious Christopher (L.C.) Bates oral history tapes, which document his years as owner of the Arkansas State Press. She also collaborated with the center’s staff to create the virtual web exhibit.

In May, the College of Arts, Letters, and Sciences named public history MA student Stephanie Sims the college’s graduate student of the year. Ms. Sims completed her MA degree in May, and now works for the Clinton Foundation in Little Rock.

MA graduate Nicolette Lloyd is enjoying her job as a Park Ranger for the National Park Service at Fort McHenry in Baltimore, Maryland. The second photograph is Ms. Lloyd with Fort Director Jarvis. Ms. Lloyd completed the “Pathways” program at the NPS Central High site during her time at UA Little Rock.

Ms. Akshava Garimalla, under the supervision of Dr. Thomas Kaiser, has begun a project dealing with the restitution of confiscated Jewish property in Poland after World War II. Drawing upon a variety of primary and secondary sources, the project attempts to explain why the procedures established in Poland for Jewish property restitution were far more cumbersome and litigious than those set up in other Eastern European countries. Ms. Garimalla contends that the myth of a Jewish-Bolshevik conspiracy to deprive non-Jews of their property, which the Nazis had fostered during their occupation of Poland in World War II, persisted long after the war, in part because the post-war Polish Communist regime invoked it to shed responsibility for its own less than popular expropriation policies. Hence, when the Polish government
was pressured to set up machinery for the restitution of Jewish property after the fall of the Communist regime, it sought to make the process as difficult and drawn-out as it could.

The Iota Zeta Chapter of the History Honorary Society, Phi Alpha Theta, was pleased to announce and congratulate 11 new members for their scholarly achievements. Honorees included Osbaldo Abarca, Amy Lynn Adams, Jared Barton Craig, Barton L. Easley, Amanda Lynn Gray, Jacob Hunter Green, Ashley Haning, Jade Alexandra Kitchel, Jacob E. Lindsey, Nicole Ursin, and Scott William Wolf. Initiates were inducted at a ceremony hosted by Chapter President Kathryn Thompson. The reception was held at the Fu Lin Restaurant on April 27, 2017. Professors Anson, Heil, C. Romney, Porter, Vinikas, Kyong-McClain, and Kirk were on hand to welcome the honorees to our fellowship.

The History Social Studies Education plan is thriving in the department. This spring, 12 students made the Dean’s list. Enrollment is up, in contrast to overall university trends. Both HISTS spring 2017 graduates are already employed! BJ Paschal has been hired to teach social studies at Des Arc High School. Meanwhile, Ashley Haning was hired as the AP US History teacher and assistant softball coach at Robinson High School.

Congratulations to the following Public History MA graduates that successfully defended theses this year:


Anthony Rushing, M.A. thesis: “The Arkansas National Guard’s Deployment to Iraq.”


Jessica Erwin, MA thesis: “Illuminating the Ozarks: A View of Ozark Mountain Culture through the Lens of Regional Craft.”


Shakeelah Rahmaan, “Propaganda and Comic Books during World War II.”

Shelby Linck, “The Development of Auto-tourism and Shady Grove Camp in the Buffalo National River Region in Arkansas.”
Graduates of our Public History program continue to have tremendous success on the job market. In the past year, graduates of the program have taken several positions in the field of public history. A partial list follows:

- **Joseph Alley**, Assistant Registrar, Historic Arkansas Museum
- **Danielle Butler**, Project Archivist, UALR Center for Arkansas History and Culture
- **Mike Criswell**, Assistant Director of Education, Mosaic Templars Cultural Center
- **Jessica Erwin**, Archival Assistant, Arkansas State Archives
- **CaLee M. Henderson**, Digital Initiatives Librarian, UAMS Library
- **Shelby Linck**, Architectural Historian, Terracon Consultants (Columbia, South Carolina)
- **Shakeelah Rahmaan**, Curator, United Methodist Museum
- **Bridget Wood**, Digital Archivist, Arkansas State Archives

The UALR History Department each year awards many student scholarships provided by the generosity of donors. The department welcomes additions to these endowments that will allow us to make more awards and to help more of our students. We also welcome and encourage new endowed named scholarships.

**Undergraduate Scholarships Awarded**

- **Jade Kitchel**, Richard B. Dixon Endowed Scholarship, $5,000
- **Morgan Guzman**, Richard B. Dixon Endowed Scholarship, $5,000
- **Barton Easley**, Richard B. Dixon Endowed Scholarship, $5,000
- **Zakery Mitchell**, Richard B. Dixon Endowed Scholarship, $2,000
- **Jade Kitchel**, Craig E. Powell Scholarship, $3,500
- **Morgan Guzman**, Craig E. Powell Scholarship, $3,500
- **Jade Kitchel**, Booker-Worthen Endowed Scholarship, $1,500
- **Morgan Guzman**, Booker-Worthen Endowed Scholarship, $1,500
- **Joseph Lackey**, Dr. Edward Madden and Lucy Dorothy Anson III Award. 250

**Graduate Scholarships Awarded**

- **Paola Cavallari**, Freshour Endowed Scholarship, $2,210
- **Brian Rodgers**, Freshour Endowed Scholarship, $5,400
- **Paola Cavallari**, Richard B. Dixon Endowed Scholarship, $490
- **Brandy Britton**, Richard B. Dixon Endowed Scholarship, $752
- **Jessica Corder**, Richard B. Dixon Endowed Scholarship, $2,700
- **Crystal Shurley**, C. Fred Williams Endowed Scholarship in Public History, $1,800
- **Brandy Britton**, C. Fred Williams Endowed Scholarship in Public History, $1948

A full list of our scholarships follows:

**Ruby M. Duke Ancient History Award.** Awarded to a student majoring in History with a demonstrated interest in Ancient History.
**Booker Worthen Scholarship.** Awarded to a full-time or part-time UALR History major with a minimum of 80 credit hours. Academic accomplishment and financial need are considered. Booker Worthen founded Worthen National Bank, which became the largest bank holding company in the state. The scholarship was created by his family to honor his memory.

**Craig Powell Memorial Scholarship.** Awarded to a History major with a minimum of 54 credit hours, the last 15 or more having been taken at UALR. A minimum GPA of 3.0 is required. The applicant must demonstrate a positive attitude toward learning. Craig Powell was a promising UALR student who was killed in a tragic accident. The scholarship was created in his name by his parents.

**David O. Demuth Scholarship.** Awarded to a History major with a minimum of 54 credit hours, the last 15 or more having been taken at UALR. A minimum GPA of 3.5 is required. The applicant’s potential for further study in History is considered. David Demuth was a history major and a graduate of UALR, a prominent businessman, and civic leader.

**Richard B. Dixon Scholarship.** Awarded to a History major with a minimum of 54 credit hours, the last 15 or more having been taken at UALR. A minimum GPA of 3.0 is required. The applicant must demonstrate a positive attitude toward learning. A professor in the History Department at UALR for twenty-three years, the scholarship was established in his name by his former students.

**Jack Freshour Scholarship.** Awarded to a Public History M.A. student with a grade point average of 3.0 undergraduate or 3.25 graduate, taking a minimum of 9 hours per semester. Jack Freshour was a longtime supporter of UALR and the History Department.

**Little Rock Nine Endowed Scholarship.** Awarded to a Public History M.A. student working in race relations and community development. Academic accomplishment and financial need are considered.

**Mabel W. Formica and Santo D. Formica History Endowment.** Awarded to History students for scholarships and special projects. A portion of the fund also sponsors visiting external speakers in History. Mabel and Santo Formica were a married couple who in their “golden years” returned to college and became both students in the History program and ardent supporters of the department.

**C. Fred Williams Endowed Scholarship in Public History.** Named in memory of C. Fred Williams a former chair and professor of History.

**Dr. Edward Madden and Lucy Dorothy Anson III Award.** Awarded to the outstanding graduating History major as selected by the faculty of the History Department. This award was established to honor the parents of a current history faculty member.

**Lee and Paula Johnson Travel Scholarship.** Awarded to assist students in the History Department to pursue a study abroad program at the University of Arkansas at Little Rock.
V. Assessment

The assessment of the BA History program is done principally by the Department’s Curriculum Committee, formed in 2010 to oversee assessment and all matters relating to program and curricular development.

Historically, program assessment has consisted of two components:

1) Assessment of core courses (HIST 1311, HIST 1312, HIST 2311, HIST 2312)

2) Assessment of a selection of upper-level/seminar courses (HIST 3xxx, HIST 4xxx)

Additionally, an exit survey of new graduates has been used inconsistently.

This year the work of assessment was distributed between the Committee, consisting of four members – three tenured and one tenure-track, the new Department Chair (heavily involved to gain an understanding of the assessment process and inform consideration of assessment plan modifications) and the whole of the History faculty for core assessment.

Several modifications to the assessment plan were initiated this year to include:

- Instituting an alternating even-odd annual cycle for core/introductory and upper-level course data collection

Rationale: The History Department offers four core courses (five including Cultural Geography), creating a heavy burden for administration of assessment. The large pool of United States History and World Civilization papers collected biennially can be used for two cycles of assessment. While core assessment must be reported annually, the department has chosen to alternate between assessment of lower-level core courses (required of all History majors), and the required History methods course, HIST 4309 – The Historian’s Craft for programmatic evaluation. This translates to assessment points at both the novice and intermediate levels.

- Utilization of the entire History faculty for core course evaluation

Rationale: The History Department decided to use core / history program novice-level assessment as an opportunity for cross-departmental collaboration. As all History faculty teach the core courses, the assessment process presents an opportunity for discussion regarding what is or is not working in our novice-level classes. Common challenges and shortcomings can be addressed and successful strategies can be shared.

These changes will be maintained and supplemented with additional modifications. Subsequent assessment cycles will include:

- Improved alignment of core course learning outcomes with departmental learning outcomes

Rationale: As stated above, all History majors are required to take the four History courses contained in the UA Little Rock common core. Thus, assessment of the core courses mirrors assessment of the program
at the novice-level. To ensure instruction is servicing learning outcomes, the Department will work to align the learning outcomes found in the core course enabling documents and the departmental outcomes. Improved efficiency in the assessment process should be an added benefit.

- **Review of HIST 4309 – The Historian’s Craft**

Rationale: The Department expressed concern with two issues resultant from the assessment plan as historically applied. Assessment at the intermediate and terminal levels was ambiguous. Students could be evaluated in any number of courses and could be evaluated anywhere between their sophomore and senior years. Likewise, depending on the courses selected, many majors might not be evaluated at all at the intermediate and/or terminal levels. These issues are addressed by first adding HIST 4309 as an assessment point. This course is required of all History majors, thus guaranteeing better coverage of majors. The course is usually completed in the first semester of the junior year, when the student has completed the lower-level (novice) courses, but before the upper-level (intermediate to terminal) courses have commenced to a great degree. Thus, it provides the ideal intermediate-level data point to assess progress toward meeting departmental learning objectives.

- **Review of a featured research paper for each student upon graduation**

Rationale: As described above, prior assessment practices did not differentiate between intermediate and terminal-level assessment. By adding collection and review of a research paper, the History Department seeks to remedy this. Students will be required to submit a research paper of their choosing as part of the department-level graduation check-out. For most students, this paper will be the product of their required History seminar course.

- **Exit survey for graduating majors**

Rationale: Exit surveys have been utilized sporadically by the department in the past. Our revised assessment plan includes exit surveys as a fourth major component of program assessment. Beginning in fall 2017, exit surveys will become part of the required department-level graduation check-out process.

### VI. Priorities for Next Year

The department looks forward to maintaining its high standards of excellence in teaching, research and service, and pursuing funding opportunities for its students and faculty. Specifically, we seek to:

- Perpetual enhancement and improvement of communication from and promotion of the History Department.
- Better establish durable lines of communication with new graduates.
- Collect more detailed information and assessment data from new graduates.
- Foster development of History scholarship funds.
- Expand study abroad offerings to new destinations and make more affordable to students.
- Streamline program and core assessment activities.
• Grow the number of History and History/Secondary Education majors.
• Increase geospatial technology course offerings.
• Address departmental faculty needs: 1) Hire a Modern European scholar. 2) Receive approval to hire Middle Eastern scholar. 3) Advocate for geospatial technology scholar.

VII. Appendix: Fast Facts

A. Enrollment (fall census, 1st major headcount and SSCHs)

Headcount
Fall 2016/Spring 2017
History BA & History/Secondary Ed BA   89/85
Public History MA             18/22
Total                              107/107

SSCH
Fall 2016/Spring 2017
History BA & History/Secondary Ed BA   1038/1012
Public History MA             138/168
Total                              1176/1180

B. Retention

<table>
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<th>Program</th>
<th>Program Description</th>
<th>Initial Term Census Count</th>
<th>Graduated Between Selected Terms</th>
<th>Applied for Graduation Between Selected Terms</th>
<th>Registered in a Different Program in Return Term</th>
<th>Registered in Program in Return Term</th>
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<td>18</td>
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</table>
C. Personnel (number per category, tenure and promotion, etc.)

George W. Donaghey Distinguished Professor: John A. Kirk.

Professors: Edward M. Anson; Deborah J. Baldwin; Thomas E. Kaiser; Johanna Miller Lewis; Kristin Dutcher Mann; Carl Moneyhon; Vincent Vinikas (7).

Associate Professors: Jeffery Kyong-McClain; Jess C. Porter; Charles Romney; James Ross (4).

Assistant Professors: Michael Heil; Barclay T. Key; Brian Mitchell; Charles Romney; Susanah Shaw Romney (5).

Department Chair: Jess Porter

Interim Assistant Director of Honors College: Jeff Kyong-McClain

D. Grants and Contracts

Dr. John A. Kirk participated in several successful grant bids including: Arkansas Humanities Council grant for “Arkansas Civil Rights History Tour App,” $18,729 as lead humanities scholar; Arkansas Humanities Council grant for “Johnny Cash Exhibit and Programming,” $9,117.05 as humanities scholar; Arkansas Humanities Council grant for “Old School: Remembering Brinkley Academy,” $835.91 as evaluator.

Dr. Jeff Kyong-McClain received $15,900 from the Freeman Foundation to continue to run the Arkansas National Consortium for Teaching Asian History (2010-18).

Dr. Kristin Mann received $1500 grant from the Arkansas Council for the Social Studies for a curriculum-writing project.

Dr. Charles Romney received a $70,950 federal grant from the National Archives Trust Fund for Graduate Assistant positions in the Public History MA program at the Clinton Presidential Library (2011-2017).

Dr. Susanah Romney received a fellowship from the National Endowment for the Humanities for the academic year 2016-2017. With the support of the NEH, she spent the year doing research at the Huntington Library, the municipal archives of Amsterdam, and the National Archives in Jakarta.

E. Fundraising

For the 2016-2017 the University History Institute’s Evenings with History series we had 45 members. This included 15 life members (an addition of one), 7 fellows, 10 joint, and 13 individual subscriptions. In addition, Union Pacific Railroad contributed another $1,000 and the Friday Law firm contributed $250.00
as corporate donors. That represents a total income of $5,455. The Quasi-Endowed fund now stands at $77,000; the research fund at $10,700; and the operating funds at $26,000. The average attendance at this year’s EWH was 56 participants. The Institute funded $2,100 in library purchases for research materials. The Library matched this to the amount of $1,400, allowing all $3,500 of requests to be purchased.

We have **endowed funds** for student scholarships totaling almost $1 million.

The **Lee and Paula Johnson Travel Scholarship** was established this year with an initial gift of $30,000. It will be awarded to assist students in the History Department to pursue a study abroad program at the University of Arkansas at Little Rock.
DEPARTMENT OF MATHEMATICS AND STATISTICS
2016-2017 ANNUAL REPORT
Chair, MINH NGUYEN

I. MISSION

The primary mission of the University of Arkansas at Little Rock is to serve the educational needs of Central Arkansas and, in particular, to offer programs and services that meet the special needs of its diverse student body in its metropolitan location. The degree programs in Mathematics and Statistics, offered by the Department of Mathematics and Statistics, are consistent with this mission. The primary goal of the programs is to give students the mathematical knowledge and understanding necessary for successful careers in business, industry or government, teaching mathematics at the secondary school level, and pursuing graduate studies.

II. VALUES

The Department
- Offers the opportunities for student learning and research with faculty at both the undergraduate and graduate levels.
- Creates opportunities for social interaction with the faculty in two student organizations: the Math Club and Pi Mu Epsilon.
- Recognizes outstanding achievement by students through scholarships and awards.
- Values faculty’s contributions to UALR and to their discipline through teaching, service, publications, presentations, and other methods of intellectual dissemination.

III. VISION

The Department prepares our students to enter graduate school, to teach at the secondary level, and to be employed and act in a consulting capacity on matters concerning mathematics. The Department also prepares our students to understand and use mathematics in other fields of knowledge with basic mathematical skills for everyday life.

IV. HIGHLIGHTS

A. Teaching

The department has been implementing a new remediation program in two pathways for students in Non-STEM and STEM, Engineering programs:
- MATH 0330, MATH 0121/1321, MATH 1321, or
- MATH 0332, MATH 0102/1302, MATH 1302
This is the first time we offer these courses in regular semesters. A student who needs some remediation to take a college math course may need just one semester before getting in a core math class of College Algebra or Quantitative and Math Reasoning.
Before every semester Remediation Coordinator and "Remediation Team" organize a one week workshop of training for new instructors who are going to teach remediation classes.

To improve the graduation rates the department voted on removing a requirement of having a minor in any other area than Math for the majors in our BA, BS programs to graduate.

The department also voted on reinstating MATH 2310 (Discrete Math) in the requirement of our BA/BS program in Secondary Education and reviewing the course MATH 2350. This is to address a recent concern about NCATE/NCTM reaccreditation of the BA/BS in Mathematics with Secondary Ed option degree program.

The department proposed a new minor in Actuarial Science in our undergraduate program that was approved by the Arkansas Department of Higher Education.

The department also proposed an Accelerated Program (4+1) that allows bright students to complete both undergraduate and graduate program within 5 years. The proposal was approved by all UALR committees and is awaiting the approval of the ADHE.

The recently modernized Statistics lab is moved to ERSC 104 to become a new computer lab that allows to accommodate larger size classes, so save some sections of the courses that need standard size computer lab.

A new Graduate Lab with basic software like LaTeX, MAPLE, SAS and MATLAB has been set up for the graduate students to support their research and study.

A new Teaching Seminar was organized by Ida Umphers and Ann Childers where guest speakers' presentations are to help improve teaching college courses.

R. Street's proposal "Conquering Algebra: A Guide for UALR Students by UALR Students" was funded with a grant from the Curriculum Innovation Award Selection Committee.

### B. Research

Math & Stat faculty and students’ publications in 2016-2017


No. 1, 27-31.


The 2nd Annual Meeting of SIAM Central States Section (September 30 — October 2, 2016) was hosted by the department with the participation of faculty members E. Kaufmann, X. Ye as organizers, N. Kosmatov, Minh Nguyen and X. Wang and some other graduate students as speakers.

**Faculty made presentations at professional meetings:**

**Dr. Childers,**

**Dr. E. Kaufmann,**

**Dr. Kosmatov,**

**Dr. L. Lu,**

**Drs. L. Lu, J. Fulmer**

**Dr. M. Nguyen**
- Monotone Traveling Waves In A General Discrete Model For Populations. The 2nd Annual Meeting of SIAM Central States Section, Sept 2016.
- Some approaches in mathematical analysis for the study of asymptotic behavior for solutions of dynamical systems presented at the Spring School “Dynamical Systems and Evolution Equations”,

**Dr. X. Ye**
- SIAM Annual Meeting, Boston, July 2016
- Department of Mathematics, Tufts, Boston, July 2016
- SIAM Central Section Meeting, Little Rock, September 2016
- Colloquium Address, Department of Mathematics, Wayne State University, October 2016
- Workshop on Complex and Biological fluid dynamics with applications, NCTS, Taipei, December 2016

**C. Service**

Two faculty members (M. Hardeman and A. Childers) served on a Math Pathways Task Force of the ADHE.

Drs. Ye and Zhang organized a Calculus Contest for students in April 2017.

Dr. L. Jones was invited speaker at STEM Leadership Conference for Girls, Spring 2017.

Dr. Kaufmann is the director of Science Olympiad at UALR.

Dr. Wang advised the UALR team in the Putnam competition.

Dr. E. Kaufman is an associate editor of:
- International Journal of Computational and Applied Math
- Discrete Dynamics in Nature and Society

Dr. N. Kosmatov is an editor of:
- Advances in Differential Equations and Control Processes, (2009-present)
- Fractional Differential Calculus

Dr. Minh Nguyen is an editor of:
- Funkcialaj Ekvacioj
- Vietnam Journal of Mathematics
- International Journal of Evolution Equations
- Journal of Nonlinear Evolution Equations

**D. Student Success**

Putnam Exam Results: The 77th Putnam Mathematical Competition was held on Dec. 2016. More than 4,100 students from 568 institutions from Canada and US participated in the competition.
John Siratt scored 19 points, so tied with 68 students among the contestants. He also got a perfect score on his Major Field Test.

**Department Scholarship and Award Winners:**

Jerry and Sherry Damerow Endowed Math and Statistics Scholarship:

Mason Cox
David Johnson
Jamie Burrows

DeWoody and Emily Fleming Dickinson Math Scholarship:
Shazeena Ashraf
Dr. Alan M. Johnson Endowed Scholarship:
Dileen Abdulqader
David A. Schoner Endowed Scholarship
Jaibraun Cooper
Linda and Tom McMillan Mathematics Scholarship
Rebecca Garrity
Michael McKenzie
Ma Endowed Family Scholarship
Makayla Candler
Mathematics and Statistics Faculty Endowed Award
Makayla Candler
Ann Jamison Wilson Mathematics Scholarship
Shala Nail

Outstanding Senior Awards:
John Siratt
Award for Outstanding Achievement by an Undergraduate Student
Grizel Macias
Award for Outstanding Teaching by a Graduate Student:
Venant Habamungu
Award for Outstanding Achievement by a Graduate Student
Stephen Broughton
Outstanding Tutor Award:
Anderson Banihirwe
Zachary Boatright
Friends of the Department:
James Hollander
Weiwei Sun

**V. ASSESSMENT**

The department is one of the 10 departments/programs chosen to take part in
UALR’s Assessment Mentoring Program (AMP) during the Spring 2017 semester, to prepare for
upcoming Higher Learning Commission (HLC) reaccreditation visit. The department’s Assessment Committee prepared and reported three Assessment Plans to the Dean.

The department’s Remediation Committee has collected data to analyze in order to assess the performance of the students in the new remediation program.

The department’s Coordinator of the core courses has also collected data to assess the success of students in the core courses.

VI. PRIORITIES FOR NEXT YEAR

The department will continue to implement the new program on remediation, assess and review the students’ performance to make significant contributions to the UA Little Rock in improving graduation and retention rates. In addition, the department will join the efforts of the university to introduce two Math pathways for programs on campus.

The department will implement the minor program in Actuarial Science and the Accelerated Program (4+1 program) as soon as it is approved by the ADHE, and propose a new program in Statistics/Applied Math to improve the enrollments in the graduate as well as undergraduate programs at the department.

The department will review the current undergraduate and graduate programs and courses to improve the quality and the rates of graduation and retention.

VII. APPENDIX: FAST FACTS

A. Enrollment (fall census, 1st major headcount and SSHs)

The following are the data on 9/1/2016 and 1/25/2017:

Fall 2016 first major headcount: 67
Spring 2017 first major headcount: 61
Fall 2016 SSHs: 761
Spring 2017 SSHs: 748

B. Retention (pending available data)

C. Personnel (number per category, tenure and promotion, etc.)

Minh Nguyen (Professor and Chair)
Eric Kaufmann (Professor)
Nickolai Kosmatov (Professor)
Xiaoshen Wang (Professor)
Xiu Ye (Professor)
Hassan Elsalloukh (Associate Professor)
Jim Fulmer (Associate Professor)
Thomas Peter (Associate Professor)
Annie Childers (Assistant Professor)
Lakeshia Jones (Assistant Professor)
Lianfang Lu (Assistant Professor)
Wei Zhang (Assistant Professor)
Melissa Hardeman (Senior Instructor)
Denise LeGrand (Senior Instructor)
Ida Umphers (Senior Instructor)
Christy Jackson (Senior Instructor)
Rebecca Streets (Instructor)
Marvelyn Tapp (Instructor)
Shuzane Deng (Instructor)
Whitney Walker (Secretary until 01/03/2017)
Seraphim Lawhorn (Secretary from 4/03/2017)

D. Grants and Contracts

Drs. Fulmer and Lu's proposal "Improving Teacher Quality in Middle School Mathematics, MSP (Math Science Partnership)" was funded with $167,562.

Dr. X. Ye's proposal "Multiscale weak Galerkin methods for flows in highly heterogeneous media" was funded by the NSF with grant #1620016 of $74,000 yearly.

Ms. R. Streett's proposal "Conquering Algebra: A Guide for UALR Students by UALR Students" was funded with a grant of $1,500 from the Curriculum Innovation Award Selection Committee.

E. Fundraising

N/A.

F. Other

END
I. Mission
The Music Department of the University of Arkansas at Little Rock is dedicated to the thorough professional and academic training of the student. The Department will support the general mission of the University through engaging the Little Rock and Central Arkansas communities through its own individual and unique activities and quality programs.

II. Values
The Department will commit itself to the improvement of student learning and will vigorously engage in the assessment of teaching and learning to this end. It will provide opportunities for faculty in the areas of teaching, scholarship and creative activities, and professional service in order to enhance the quality within the Department and the aesthetic life within the larger community.

III. Vision
The Department strives to provide a high-quality liberal arts education combined with strong options for study in related areas that allow students to use music to pursue their career goals. With this in mind, our vision is a department that is deeply integrated in the Little Rock metropolitan community through our curricular offerings, our learning experiences, our collaborative efforts, and our performance outreaches.

IV. Highlights
A. Teaching
Professor Linda Holzer received the CALS Faculty Excellence in Teaching Award.

On September 30, the Department of Music hosted a simulcast of the University of North Texas Performing Health Online Conference. The event engaged approximately 25 faculty and staff from music, audiology, and speech pathology for online presentations and discussions of issues related to musician performance health.

During the 2016-17 academic year, the department hosted the following masterclasses/lectures with our guest artists:
   October 7: Dena Jones, piano
   October 18: Brock McGuire Band
   November 2: Connie McKoy, music education
   November 4: Youmee Kim, piano
   February 23: Parker String Quartet
   March 3: Cole Burger, piano
   March 17: Robert Duke, music education

Evaluations for departmental faculty continue to be very strong, with a majority of full-time faculty earning high ratings on student surveys.
B. Research/Creative Activity

Naoki Hakutani visited Middle Tennessee State University from Feb. 5-7, 2017. During his visit, he performed a concert and taught a piano master class.


On April 1, Vicki Lind presented her paper, ‘Voices from the Field: Teacher’s Journey into Culturally Responsive Teaching’, at the XIII Cultural Diversity in Music Education International Symposium, Kathmandu, Nepal.

In November 2016, Tom Richeson completed a 2-week tour of universities in Qingdao, China, as part of International Cultural Exchange. In addition to performing concerts in a variety of jazz settings, he also engaged in guest lectures and masterclasses.

C. Service
The Department of Music provided a total of 43 musical events to the university community. These events include faculty & student solo recitals, student ensemble performances, and guest artists. These events were offered free of charge to all UALR faculty & staff.

On January 27, the department hosted our 1st Annual Collage Concert, a showcase event & reception highlighting performances from our faculty and staff. The event drew over 200 attendees, and provided an opportunity for musicians to engage and interact with their audience in a pre-concert reception.

The Department sponsored Dr. Robert Duke as the ATLE Spring Guest Speaker (http://ualr.edu/atle/spring-speaker-3172017/).

D. Student Success
Bachelor of Music Education graduate Andrew Medina earned an appointment as a public school music teacher in Heber Springs, AR.

Bachelor of Music graduate Alyssa Hicks will be attending Westminster Choir College at Rider University (NJ) to begin masters study in vocal performance.

A number of music minors & non-majors have earned several notable honors. Kelly Singer, student of Diane Kesling, won the Metropolitan Opera National Council Auditions for the second year in a row, and will be attending the Manhattan School of Music in the fall. Jordan Thomas will be attending graduate school in Audiology at UAMS. And, William Wofford, will be attending graduate film school in Los Angeles.
V. ASSESSMENT
The department relies on end-of-semester juries for program assessment. The procedures have been fairly standard for a number of years, but the development and revision of data collection and analysis has been in a state of suspension due to university-wide changes in assessment. A review of the jury sheets from this past year indicate that there are no substantial differences in student performance levels compared to years previous. In 2017-18, the department will revise certain aspects of the procedure; for example, every jury performance will be video-taped and copies stored in each student’s academic file.

VI. PRIORITIES FOR NEXT YEAR
The priorities for the 2017-18 Academic Year are as follows:
1) Improve recruiting strategies to target a Fall 2018 enrollment goal of 65 music majors;
2) Revise and consolidate degree offerings;
3) Develop minors in music pedagogy and arts entrepreneurship for implementation in Fall 2018;
4) Increase economic development of the department, including new funding sources and community relationships, in order to grow revenues available for guest artists and departmental support.

VII. APPENDIX: FAST FACTS
A. Enrollment (fall census, 1st major headcount and SSCHs)
Fall 2016 Headcount: 52; Spring 2017 Headcount: 51
Fall 2016 SSCH: 666; Spring 2017 SSCH: 625
(see attached reports for more specific detail).

B. Retention

<table>
<thead>
<tr>
<th>Music Programs</th>
<th>Initial Term Census Count</th>
<th>Graduated Between Selected Terms</th>
<th>Applied for Graduation Between Selected Terms</th>
<th>Registered in a Different Program in Return Term</th>
<th>Registered in Program in Return Term</th>
<th>Not Registered in Return Term</th>
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<tr>
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<tr>
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<td>3</td>
<td>2</td>
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<td>46%</td>
<td>6%</td>
<td>4%</td>
<td>44%</td>
<td></td>
<td></td>
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</tbody>
</table>
C. Personnel
14 full time faculty (including department chair): 3 professors, 6 associate professors, 2 assistant professors, 2 instructors; 14 adjunct instructors; 2 full-time staff; 1 half-time piano technician.

D. Grants and Contracts
In April 2017, the Department of Music signed a partnership Memorandum of Understanding (MoU) with the Rockley Family Foundation, a non-profit organization founded to promote music education. Under the terms of the MoU, the Department will provide the Foundation with facilities for a week-end long annual piano sale. In return, the Department will receive equipment and musical instruments to assist in furthering our educational mission.

The initial year of the partnership (2017-2018) will provide a major upgrade to the existing piano lab, including new instruments and an expansion from a 14-seat space to a new lab that will hold 25 seats. This will allow more efficient use of instructional time, more up to date equipment for student use, and repurposing of existing educational space to better serve the needs of the College of Arts, Letters, and Sciences. Additionally, the Foundation will provide parts for use in repairing one of our high-use grand pianos.

The total value of equipment and piano parts provided for the Department under this agreement is approximately $30,000.

E. Fundraising
Total for the year: $14,000

I. The Annual Opera Gala raised approximately $4,000 for use by the Voice area.
II. An anonymous benefactor donated $10,000 to establish a new foundation account for the Piano area.

F. Other
The department completed a much needed revision of the internal governance document. The final faculty vote will occur in September 2017, and the document will be forwarded to the college by the end of that month.
### Preliminary University Headcount

**Term:** 2016 Fall  
**Days Before Census:** 0  
**Preliminary Enrollment Data Definitions:** [ualr.edu/institutionalresearch/enrollmentdefinitions](https://ualr.edu/institutionalresearch/enrollmentdefinitions)

#### Date: 9/1/2016

**Previous Year Census** | **Previous Year Semester** | **Selected Year Semester** | **Semester to Date Change** | **Semester to Date % Change**
--- | --- | --- | --- | ---
**UNDERGRADUATE** | | | | |
First-Time-in-College (FTIC): | 8 | 8 | 12 | 4 | 50.0
  FTIC without Concurrent Credits: | 7 | 7 | 10 | 3 | 42.9
  FTIC with Concurrent Credit from UALR: | 1 | 1 | 2 | 1 | 100.0
  FTIC with Concurrent Credit from other Institution: | 0 | 0 | 0 | 0 | 0.0
First-Time Entering Undergraduate Transfer: | 5 | 5 | 3 | -2 | -40.0
Continuing Undergraduate: | 37 | 37 | 32 | -5 | -13.5
Readmitted Undergraduate: | 2 | 2 | 3 | 1 | 50.0
Transient Undergraduate: | 0 | 0 | 0 | 0 | 0.0
Special Undergraduate: | 0 | 0 | 0 | 0 | 0.0
High School Students - Dual Enrolled: | 0 | 0 | 0 | 0 | 0.0
Pre-Bacc | 0 | 0 | 0 | 0 | 0.0
Post Baccalaureates: | 2 | 2 | 2 | 0 | 0.0
**Total Undergraduate:** | 54 | 54 | 52 | -2 | -3.7

**GRADUATE** | | | | |
First-Time Entering Graduate: | 0 | 0 | 0 | 0 | 0.0
Transfer Graduate: | 0 | 0 | 0 | 0 | 0.0
Continuing Graduate: | 0 | 0 | 0 | 0 | 0.0
Readmitted Graduate: | 0 | 0 | 0 | 0 | 0.0
Transient Graduate (including Doctoral): | 0 | 0 | 0 | 0 | 0.0
Special Graduate: | 0 | 0 | 0 | 0 | 0.0
First-time Entering Doctoral: | 0 | 0 | 0 | 0 | 0.0
Transfer Doctoral: | 0 | 0 | 0 | 0 | 0.0
Continuing Doctoral: | 0 | 0 | 0 | 0 | 0.0
Readmitted Doctoral: | 0 | 0 | 0 | 0 | 0.0
**Total Graduate:** | 0 | 0 | 0 | 0 | 0.0
**Total Undergraduate and Graduate Headcount:** | 54 | 54 | 52 | -2 | -3.7

**LAW** | | | | |
First-Time Entering Law: | 0 | 0 | 0 | 0 | 0.0
Transfer Law: | 0 | 0 | 0 | 0 | 0.0
Continuing Law: | 0 | 0 | 0 | 0 | 0.0
Readmitted Law: | 0 | 0 | 0 | 0 | 0.0
**Total Law:** | 0 | 0 | 0 | 0 | 0.0

**High School Students - Concurrent:** | 0 | 0 | 0 | 0 | 0.0

**PRELIMINARY HEADCOUNT:** | 54 | 54 | 52 | -2 | -3.7

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*6/27/2017*
### Preliminary University Headcount

**Term:** 2017 Spring  
**Days Before Census:** 0

Preliminary Enrollment Data Definitions: [ualr.edu/institutionalresearch/enrollmentdefinitions](http://ualr.edu/institutionalresearch/enrollmentdefinitions)

**Date:** 1/25/2017

#### UNDERGRADUATE

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<th>Semester to Date % Change</th>
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<td>5</td>
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**Total Undergraduate:** 51

#### GRADUATE

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<th>Semester to Date % Change</th>
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<td>Transient Graduate (including Doctoral):</td>
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**Total Graduate:** 0

**Total Undergraduate and Graduate Headcount:** 51

#### LAW

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<th>Category</th>
<th>Previous Year Census</th>
<th>Previous Year Semester</th>
<th>Selected Year Semester</th>
<th>Semester to Date Change</th>
<th>Semester to Date % Change</th>
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</table>

**Total Law:** 0

**High School Students - Concurrent:** 0

**PRELIMINARY HEADCOUNT:** 51

**6/28/2017**
Term: 2016 Fall
Days Before Census: 0

Date: 9/1/2016

### UNDERGRADUATE

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6/27/2017
# Preliminary University Headcount

**Term:** 2017 Spring  
**Days Before Census:** 0  
**Preliminary Enrollment Data Definitions:** [ualr.edu/institutionalresearch/enrollmentdefinitions](http://ualr.edu/institutionalresearch/enrollmentdefinitions)

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6/28/2017
I. Mission

In conformity with the metropolitan mission of the University of Arkansas at Little Rock, the mission of the Department of Philosophy and Interdisciplinary Studies encourages students to approach education as an intrinsically valuable life-long learning process by creating a rich mentoring environment and a challenging, rewarding curriculum.

In conjunction with this departmental mission, the BA program in Philosophy seeks to promote an understanding of the content and practice of philosophy in the following ways:

- refining the ability of our students to engage in the analysis and synthesis of ideas and the construction and evaluation of arguments;
- establishing a sense of the historical evolution and the impact of philosophy;
- providing a conceptual background against which to view contemporary scientific, political, ethical, and religious claims and practices;
- providing new perspectives on traditional and contemporary problems with the aim of facilitating the aspiration and ability to see beyond the limitation of personal opinions, desires, and attitudes.

The BA program in Interdisciplinary Studies (formerly Liberal Arts) provides a set of goals that support its version of the departmental mission as well:

- improving students’ skills in evaluating arguments using sources from various disciplines;
- promoting general reflection about the meaning and value of a liberal arts education;
- promoting new perspectives provided by interdisciplinary education and research;
- developing strategies for bringing multiple disciplinary perspectives to bear on complex problems and ideas;
- promoting the development of skills for reading profitably and communicating effectively across disciplinary borders.

Careful reasoning is at the heart of all of the programs in the Department of Philosophy and Interdisciplinary Studies. Understanding how to reason well—and how to communicate that reasoning—is fundamental to the project of synthesizing perspectives into coherent statements and arguments. These skills help participants in any particular field of study and in any walk of life.

Furthermore, good reasoning helps us perform some of the fundamental roles of social and political life, as well as develop respectful and constructive interpersonal relationships.

II. Values

We emphasize the necessity for all students to learn critical thinking skills, to write well, and to read well. We foster situations in which students have opportunities to apply these invaluable skills with case-based learning techniques and with continual discussion of real-world events and scenarios. The Department strongly supports diversity in curriculum and education, and we aim to maintain that commitment through supplemental and extra-curricular activities that support student engagement across campus, explicitly recognizing our roles as educational advocates. We also aim to develop outreach programs in the community and to initiate regular opportunities for those in the community to engage with philosophical thinking, particularly focusing on ethics.
III. VISION

Our vision includes the following major two-prong goal relating to the programs in our department:

The Philosophy and Interdisciplinary Studies faculty and students will be engaged with the metropolitan community and the national academic community through our focus on applied ethics and philosophical practice. We aim to be at the center of interdisciplinary collaboration at UALR and in the community on issues related to ethics.

- One focus of this work in the immediate future will be expanded Ethics Bowls, including our own Intercollegiate Ethics Bowl team and the Arkansas High School Ethics Bowl, as well as the possibility of developing a 2-year-college Ethics Bowl in conjunction with UA-PTC. Our faculty also support the teaching of medical ethics at UAMS through the ethics bowl format.
- Another focus will be to continue to work with faculty and administrators across colleges and schools to coordinate interdisciplinary student and community programming and to offer interdisciplinary courses.
- We also aim to bring to campus leading academic figures working in areas of practical interest to our students and to the broader community (such as ethics and social/political philosophy), as well as to host members of the local community whose work intersects with current ethical and philosophical conversations.

IV. HIGHLIGHTS

A. Teaching

Our faculty continue to receive very strong teaching evaluations, with all average course scores in the range of 1.0-1.9 (1.0 is a “perfect” score); many of our faculty scored in the 1.0-1.2 (“greatly exceeds expectations”) range for overall class and instructor ratings.

Dr. Keith Robinson continues to participate as a co-instructor in the Donaghey Scholars program, and Dr. Norton has occasionally been invited to Donaghey courses as a guest instructor for one or two class meetings (3 times during the 2016-17 AY).

Dr. Joseph Spino taught the new Core course PHIL 2321: Ethics & Society - Professional Applications for the first time in Fall 2016 and again in Spring 2017. While initial enrollments have been on the low side, the course seems successful. It will be offered again in Spring 2018.

Dr. McAuliffe acted as a thesis advisor to one MAIS student, and she participated in ATLE professional development programs throughout the year (earning a New Faculty Teaching Award). She also participated in the Service Learning Academy during the first week of June 2017, with the goal of developing a service-learning section of PHIL 2320: Ethics & Society.

Enrollment in RELS 2305: World Religions has increased significantly this year from the previous year, since the course is now once again included in the Core Curriculum.

The department designed a new course, a three-credit upper-level seminar course built around preparation for and participation in the regional Ethics Bowl. The course was approved and is integrated in our Fall 2017 schedule; Dr. Spino is the instructor.
B. Research

Publications:

Presentations:
Jan Thomas, presentation of manuscript in progress at New Mexico Writers Conference (July 2016).

C. Service

The 5th Annual Arkansas High School Ethics Bowl was held at UALR on Saturday, January 28, in the Reynolds Center for Business and Economic Development, hosted by the Department of Philosophy and Interdisciplinary Studies with generous support from the CALS Dean's office and the Office of Research and Sponsored Programs. The event was organized by Dr. McAuliffe and Dr. Norton, and, from the Department, Drs. Robinson and Thomas served as judges and Dr. Spino assisted with managing the event.

14 teams (totaling approximately 75 high school students) from 8 private and public high schools located across the state participated. Moderators and judges were drawn from the campus and local communities. UALR Intercollegiate Ethics Bowl team members served as volunteers to help the event run smoothly, including moderating a few matches. Bown Law School Professor John DiPippa gave the keynote speech.

Dr. McAuliffe served as chairperson of the CALS Student Research and Creative Projects committee, and also served on the CALS Awards & Scholarships committee. She also served as a judge at the Research and Creative Works Expo and the CSSC Student and Faculty Research and Creative Works Showcase.

Dr. Norton served as chairperson of the CALS Undergraduate Curriculum Committee.
Dr. Robinson served on the CALS Assessment and Humanities Core Assessment committees.
Dr. Spino served as chairperson of the CALS Faculty Research and Professional Development committee, and also served on the Humanities Core Assessment committee. He also organized the annual Phi Sigma Tau guest speaker, Dr. Colleen Murphy (University of Illinois, Urbana-Champaign). He served twice as a judge for Ethics Bowl events at UAMS Medical Humanities.
Dr. Thomas served on the CALS Graduate Curriculum and Dean’s Advisory committees and the university Skills in the Major task force.

D. Student Success

58 undergrads graduated this year with Interdisciplinary Studies/Liberal Arts as their primary major
3 students received the MA in Interdisciplinary Studies
6 students graduated this year with Philosophy as their primary major
Department Scholarships and Awards:
Lisa Gibson was awarded the Lee Asbill Johnson Endowed Scholarship for the 2017-18 year. Erin Beeman and Michelle Burton were awarded Annie L. Harrison Endowed Scholarships for the 2017-18 year. Michelle Burton and Nathan W. Davis (who is attending the Clinton School of Public Service in the Fall) received Socratic Awards for Most Outstanding Students in Philosophy and Religious Studies. Mackenzie Bolt received the Richard Frothingham Award for Excellence in Philosophy. Shalondra Martin received the F. Brent Knutson Memorial Award in Religious Studies. Osbaldo Abarca and Sheila Speer (who will begin the UA Little Rock MA program in Professional and Technical Writing this Fall) received Outstanding Interdisciplinary Studies Student Awards.

The UA Little Rock chapter of the Phi Sigma Tau Philosophy Honor Society installed 9 new members this year: Erin Beeman, Mackenzie Bolt, Nathan Davis, Raphael Davis, Audrey Driskill, Harold Moses, Shelby Riley, Sheila Speer, and Lauren Wood. Phi Sigma Tau awarded its annual Oracle Awards to Shalondra Martin, Raphael Davis, Harold Moses, and Quin Wilkes for excellent examples of philosophical writing.

The UA Little Rock Ethics Bowl Team – Michelle Burton, Ericha Clark, Victoria Crockett, Raphael Davis, Shelby Shelton, and Chris Stephens – competed admirably in the Central States Regional Ethics Bowl.

V. Assessment

Interdisciplinary Studies:
This year we assessed Learning Goal 2 ("Familiarize students with the history and structure of the academic disciplines") and the corresponding Learning Objective 2 ("Students should be able to describe some of the distinguishing features of two of their selected concentration area disciplines of study") by reviewing a random sample of the assignment "Mapping Your Disciplines," which is embedded in IDST 4350: Interdisciplinary Studies Capstone. Two reviewers (Dr. Angela Hunter and Dr. Heidi Skurat Harris) reviewed the sample assignments according to a rubric consisting of 5 criteria designed to evaluate the degree of students' familiarity with the disciplines in which they have chosen to concentrate. The reviewers scores suggested an acceptable understanding of important elements in students' chosen disciplines. The area of greatest concern was students' abilities to articulate key disciplinary concepts in their own words and to synthesize information from sources rather than simply reproducing that information. Adjustments have already been put in place in upcoming sections of IDST 4350 to address this concern.
A full program review of both the BA and MA programs in Interdisciplinary Studies was completed in Fall 2016. This review will play a major role in the coming year’s assessment as the department considers possible program improvements.

Philosophy:
This year we addressed the following Learning Objectives in a random sample of papers drawn from upper-level seminar courses:
LO 1: Students should be able to clearly explain how a particular thinker has attempted to address a philosophical problem, including the reasoning and arguments offered in support of addressing the problem in that way;
LO 2: Students should be able to clearly explain the significance and importance of a particular thinker’s approach to a problem, i.e., explain the value of a historical figure’s approach to a topic or
problem, regardless of whether that approach is thought to be problematic;
LO 3: Students should be able to develop an argument of their own—critical or constructive—in support of a philosophical thesis.

Three department faculty members scored the sample papers according to a rubric consisting of 3 criteria (one per learning objective) with 3 degrees: "Minimal," "Satisfactory," and "High.

On Objective 1, Introduction to Philosophy students come into the program with a near Satisfactory level of performance averaged out (as we saw in our 2014 assessment). In the second and third phases of assessment we now see a score that places the average firmly in the Satisfactory category as we work in upper-level classes to improve these skills. Last year’s assessment placed the average score on Objective 2 near Satisfactory as well; this has remained the same in this year's assessment. On Objective 3, average scores unfortunately remain slightly above Minimal, close where they have been for the previous two assessment phases. This is an area in which we obviously continue to work to improve.

Since this was the last year of our assessment cycle, the upcoming year will be a time to review the overall assessment plan and possibly make changes that will better allow the department to track and promote student success in all of our learning goals.

VII. PRIORITIES FOR NEXT YEAR

In Interdisciplinary Studies, the department hopes to be able to convert our current year-to-year online Visiting Instructor position into a permanent Instructor position responsible for teaching our undergraduate IDST courses as well as contributing to the growth of the BAIS program, and to teaching needs in Philosophy and Religious Studies. We also hope to be able granted an additional Tenure-Track position at the Assistant Professor level, for a faculty member to participate in Interdisciplinary Studies at both the undergraduate and graduate level, since another of our major undertakings over the 2017-2018 year will be transitioning the oversight and operation of the Interdisciplinary Studies MA program back to the Philosophy faculty from the English faculty.

As we work to grow the Interdisciplinary Studies BA, we will attempt to establish better communication and connections with other departments and faculty across the university for the program — especially with the College of Social Sciences and Communication, given that the majority of BAIS students choose at least one concentration area in that college. We also hope to establish faculty-approved "advising tracks" within the BAIS major that will help students choose a degree plan that clearly fits their interests or professional objectives.

The department plans to increase both the quantity and variety of its Philosophy event programming over the 2017-2018. We will bring guest speakers to campus doing exciting new work in fields of interest to our students, the broader campus community, and the entire Little Rock community. Our main focus will continue to be on Ethics-related issues, as we hope to continue to generate interest in the community for a possible Professional Ethics center in the near future, though we will of course need to make sure that our goals with regard to this project remain in line with the Provost's and Chancellor's vision for the university.

As always, recruitment and retention of students in our programs – particularly the Philosophy program due to its small size – will be a priority. We will continue to communicate the benefits of the study of philosophy and the wide range of career options it makes available to students upon graduation, and we will especially promote our unique Early Admittance Law Program. We hope to be able to reach out more directly to high schools across the state in order to do this; Prof. McAuliffe serves as the point person and primary student advisor for EALP.

The UA Little Rock Ethics Bowl team will once again travel to Indianapolis to compete in the Central States Regional Ethics Bowl (In November) in order to qualify for the National Intercollegiate Ethics Bowl.
Bowl (held in February 2018). Prof. Spino, who will take over head coaching duties this year, will actively recruit students from all across the university to join the team. UA Little Rock will host the 6th Annual High School Ethics Bowl in January 2018. The High School Ethics Bowl has increased its participation every year since its inception, and we plan to continue that trend. Prof. McAuliffe will be the lead organizer of the event.

### VIII. Appendix: Fast Facts

#### A. Enrollment (fall 2016/spring 2017-census, 1st major headcount and SSCHs)
- Fall 2016 HC: 195 undergrad (12% increase from Fall 2015), 21 grad (16% increase)
- Fall 2016 SSCH: 2160 undergrad (15% increase), 138 grad (84% increase)
- Spring 2017 HC: 185 undergrad (4% increase from Spring 2016), 23 grad (9.5% increase)
- Spring 2017 SSCH: 1950 undergrad (1.5% increase), 145 grad (91% increase)

#### B. Retention (pending available data)
- Interdisciplinary Studies BA (including IDST, IDOL, and LIBA):
  - Fall 2013 Census: 95
  - Graduated between Fall 2013 and Spring 2017: 48
  - Applied for graduation between Fall 2013 and Spring 2017: 6
  - Registered in a different program in Spring 2017: 4
  - Registered in program in Spring 2017: 5
  - Not registered in Spring 2017: 32
- Interdisciplinary Studies MA (including IDST and LIST):
  - Fall 2013 Census: 21
  - Graduated between Fall 2013 and Spring 2017: 11
  - Registered in a different program in Spring 2017: 1
  - Not registered in Spring 2017: 9
- Philosophy BA (including PHIL and PHILL):
  - Fall 2013 Census: 23
  - Graduated between Fall 2013 and Spring 2017: 13
  - Applied for graduation between Fall 2013 and Spring 2017: 2
  - Registered in a different program in Spring 2017: 2
  - Registered in program in Spring 2017: 1
  - Not registered in Spring 2017: 5

#### C. Personnel (number per category, tenure and promotion, etc.)
- Professors: 2 (Keith Robinson, Jan Thomas)
- Assistant Professors: 3 (Jana McAuliffe, Joseph Spino, Michael Norton [awarded tenure and promotion to Associate Professor effective July 1, 2017])
- Visiting Instructor: 1 (Reed Taylor [online only])

#### D. Grants and Contracts
- Arkansas Humanities Council: $1,789 to support Arkansas High School Ethics Bowl (PI: Jana McAuliffe)

#### E. Fundraising
- The department continues to receive donations both to its overall fund and specifically to the Ethics Bowl fund. Detailed contribution data is not available.

#### F. Other

---

END
DEPARTMENT OF enter department here (all caps)
2016-2017 ANNUAL REPORT
Chair, [your name here]
Due to CALS Dean June 28, 2017

Department, college, and other administrative unit reports will be posted to web sites. College and direct report administrative unit reports will be submitted to the Provost.

Units without teaching faculty may modify the subcategories of this outline as necessary.
I. MISSION

The mission of the Department of Physics and Astronomy at the University of Arkansas at Little Rock is to train students in the use of concepts of physics and astronomy and the associated technologies for educational, scientific, and industrial purposes, and to maintain an active program in the scholarship of discovery.

II. VALUES

III. VISION

IV. HIGHLIGHTS

A. Teaching

- The department’s faculty taught 49 courses (200 Hours) and 40 labs (40 Hours) and 7 online labs (7 Hours). (See Appendix F for the list of courses).
- Filled the approved two Assistant Professor faculty positions which will improve the teaching capabilities.
- Renovate room ETAS 326 to be a 25-seat classroom and ETAS 328 to be a 30-seat teaching lab for introductory physics labs.

B. Research

- The department graduated 1 Applied Science PhD student, 2 MS students, and awarded a large number of new and extended continuing grants.
- The department faculty and their graduate students collectively published 24 peer-reviewed journal articles, a number of papers/abstracts for conference proceedings and workshops/professional meetings.
- Numerous new and continuous grants the faculty were awarded to support research and teaching.
- Dr. Tansel Karabacak awarded the Faculty Excellent Award in Research.

C. Service

See the individual faculty services and community outreach in the appendix.
D. Student Success

Mr. Bradley Richard graduated in Fall 2016

Mr. Seburne James graduated in Spring 2017

Mr. Siddharth Patel graduated in Spring 2017

Ms. Matthew Kusper graduated in Spring 2017

The following students were recognized with the following awards:

Department of Physics and Astronomy Scholarship: Lyle Arnett
Paul Engle Scholarship: Terri Jones
Outstanding Undergraduate Graduating Senior: Matt Kusper
Outstanding Graduate Researcher Award: Emad Badraddin
Outstanding Graduate Teaching AsstAward: Mesut Yurukcu

V. ASSESSMENT

Assessment Report 2016-2017

ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

Department/Program Name: Department of Physics and Astronomy
Degrees offered: BA, BS
Prepared by: Miles Blanton, PhD
Date Submitted: May 4th, 2017
Department Chair: Haydar Al-Shukri, PhD

Section 1: Program Mission

The mission of the Department of Physics and Astronomy at the University of Arkansas at Little Rock is to train students in the use of concepts of physics and astronomy and the associated technologies for educational, scientific, and industrial purposes, and to maintain an active program in the scholarship of discovery.

Section 2: Student Learning Outcomes (SLOs)

1. Basic Content Knowledge areas:
   1.1. Classical Mechanics
   1.2. Electromagnetism
   1.3. Statistical Mechanics and Thermodynamics
   1.4. Waves and Optics
   1.5. Quantum Mechanics
   1.6. Atomic Physics
   1.7. Electronics

2. Basic Knowledge of Research Process
2.1. Be able to identify a problem/question
2.2. Be able to develop a research plan
2.3. Be able to collect, analyze, and interpret data or observations

3. Basic Computer (Technology) Skills
   3.1. Be able to use a computer programming language to address a specific analysis problem
   3.2. Be able to use mathematic software to solve numerical and analytical problems
   3.3. Be able to use data collection equipment and/or technology to collect, analyze, and interpret data and/or observations

4. Basic Communication Skills
   4.1. Demonstrate effective written communication
   4.2. Demonstrate effective oral communication

Section 3: Curriculum Map

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SLO addressed</th>
<th>Assessment (see Sec. 4)</th>
<th>Notes</th>
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<td>Physics for Sci+Eng I</td>
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<td>Advanced Lab II</td>
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<td>PHYS 4310†</td>
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<td>PHYS 4321†</td>
<td>Electromagnetism</td>
<td>1.2, 1.4, 3.2</td>
<td>MFT, CORE</td>
<td>D, A</td>
</tr>
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</table>
## Section 4: Assessment Methods

- **Major Field Test (MFT)**
  - The nationally normed major field test in physics will be used to assess student knowledge of physics content areas.

- **Core Majors Courses internal assessment (CORE)**
  - The departmental committee will design a test for each of the five central core courses for our majors (classical mechanics, electromagnetism, statistical and thermal mechanics, quantum mechanics and electronics) centering on the specific content-related learning outcomes. These assessment tools will be administered at the beginning of the class, at the end of the class, and during the student’s final semester.

- **Advanced Lab, Research, and Seminar (AL/R/S) rubrics**
  - The department committee will develop rubrics to assess related student learning outcomes that are expressed in papers and presentations given in the Advanced Lab (I+II), Independent Research and Seminar courses. These rubrics will function as assessment artifacts for department analysis and improvement.

## Section 5: Assessment Cycle Timeline (multi-year)

- Fall 2017
- Spring 2018
  - MFT: N/A only administered in the Spring semesters
  - CORE: Committee identifies content related learning objectives in need of assessment artifacts for the core majors courses.
  - AL/R/S: Committee develops rubrics to assess papers and presentations given by Advanced Lab, Independent Research, and Seminar courses.

- Fall 2018
  - MFT: N/A only administered in the Spring semesters
  - CORE: Committee generates assessment artifacts for the core majors courses (~2-3 semester cycle)
  - AL/R/S: Committee analyzes results from AL/R/S rubrics, recommends changes to faculty approach to papers and presentations in Advanced Lab, Independent Research, and Seminar.

- Spring 2019
  - MFT: Administer the Major Field Test
  - CORE: Committee analyzes available CORE data, recommends changes to core majors courses curriculum.
  - AL/R/S: Changes implemented in Advanced Lab, Independent Research, and Seminar courses.

- Fall 2019
  - MFT: Collect two-year (plus) MFT data
  - CORE: Begin multi-semester implementation of changes to core majors courses curriculum.
  - AL/R/S: continue assessment cycle …

- Spring 2020
  - MFT: Administer the Major Field Test. Committee recommends changes to core majors courses based on two-year (plus) MFT data to improve MFT results, as needed.
  - CORE: Continued roll-out of core majors courses curriculum changes.
  - AL/R/S: continue assessment cycle …

- Fall 2020
  - MFT: Execute rolling changes to core majors courses to improve MFT results.
• Spring 2021
  - MFT: continue assessment cycle …
  - CORE: continue assessment cycle …
  - AL/R/S: continue assessment cycle …

Section 6: Continuous Improvement Process
The department will implement a Program Improvement Committee whose charge will be to
design and gather assessment artifacts and analyze these artifacts with the goal of improving
the specific Student Learning Outcomes described in this document. This committee will meet
one to two times per semester. The committee will design the CORE artifacts and the AL/R/S
artifacts in the Fall of 2017. Over the following semesters, it will collect and analyze the
results of these artifacts in addition to the MFT artifacts. The committee will make curriculum
recommendations to improve the results of these assessment artifacts and continue to assess
the effect of these implemented improvements.

Section 7: Stakeholder Involvement
The assessment committee will carry out exit interviews with each of our graduates to
determine student perception of the quality of their learning experience. Periodic telephone or
online surveys of the recent graduates will be conducted in order to determine the
effectiveness of the program in preparing graduates for graduate school or immediate careers
in the workplace. Members of the Physics Advisory Council (a group of professionals with a
background in physics and employers of our graduates) will be surveyed to determine how
well our graduates are prepared for the workplace.

VI. PRIORITIES FOR NEXT YEAR

1- Start the renovation of the Physics Laboratories.
2- Increase our enrollment by 5%.
3- Work with the new faulty members to develop a draft for the Biophysics emphasis area
4- Manage the MS and PhD in Applied Physics degree to the P & A department (see below
   for details).
5- Continue our submission for external grants.
6- Graduate our senior PhD and MS students.
7- Establish a more involved SPS chapter and program with participation and support
   from ALL faculty and students in the department.
8- Integrate undergraduate students into more direct roles as TAs and faculty support for
   introductory physics and astronomy courses, as well as department and subject specific
tutors.
9- Increase the implementation of Interactive Teaching Methods in physics.

VII. APPENDIX: FAST FACTS

A. Enrollment (fall census, 1st major headcount and SSCHs)

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<tr>
<th>Physics Department</th>
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<tr>
<td>Level</td>
</tr>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Upper</td>
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<tr>
<td>UG Total</td>
</tr>
<tr>
<td>Graduate</td>
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</table>

B. Retention (pending available data)

The department faculty are currently advising the following Graduate students:

- Nawzat Saadi (PhD)
- Laylan Hassan (PhD)
- Matthew Brozak (PhD)
- Mahbuba Begum (PhD)
- Fatma Merve Yurtsever (PhD)
- Emad O Badraddin (PhD)
- Ghusoon Al-Bazzar (PhD)
- Entidhar Alkuam (PhD)
- Yasir Al-Rikabi (PhD)
- Khalidah Al-Mayalee (PhD)
- Michael Ugbade (PhD)
- Michael Fahrenwald (PhD)
- Vince Loyd (PhD)
- Mesut Yurukcu (PhD)
- Ahmed Hashoosh (PhD)
- Karrer Alghazali (PhD)
- Hind Jawad (PhD)
- Rauf Hussein (MS)
- Wilson Hunder (MS)
- Tahany Rashed (MS)
- Hayder AlRubaye (MS)
- Shelbey Bilnoski (MS)
The following table lists the Department’s Majors

<table>
<thead>
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<th>Middle Name</th>
<th>Program 1</th>
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<td>Mathias</td>
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<td>Roberts</td>
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<td>Terri</td>
<td>Jaylynn</td>
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<td>Kusper</td>
<td>Matt</td>
<td>Ian</td>
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The following table lists the Department’s Minors

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<td>John</td>
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<tr>
<td>Wheeler</td>
<td>Joshua</td>
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<td>PHYS</td>
</tr>
</tbody>
</table>

C. Personnel (number per category, tenure and promotion, etc.)

Professor
- Haydar Al-Shukri
- Tar-pin Chen

Associate Professor
- Alois Adams
- Tony Hall
- Tansel Karabacak

Instructor
- Miles Blanton

Administrative Assistant
- Victoria Rand

D. Grants and Contracts

ACTIVE FUNDED GRANTS:

UALR Teach Noyce Scholars Program (NSF), PI Tony Hall, $1,194,333 March 2015, Funded in Full

UALR K-4 Science Integration MSP (ADE), PI Gail Hughes, $431,541, June 2015, Funded in Full (Tony Hall)

UALR Teach Replication grant (ADE, Dept of Workforce Services), PI (since July 2014) Tony Hall, ~$1,800,000, Aug 2012 – Dec 2016, Funded in Full
“High Performance Polymer Electrolyte Fuel Cell (PEFC) Electrode Structures”, DOE-EERE FC-PAD, Campus-PI (Consortium Grant, Lead: UTRC), 01/01/2016-12/31/2019, Funding: $3,000,000, Dr. Karabacak’s portion: $500,000 ($400,000 DOE + $100,000 UALR).

“SiGeSn Based Photovoltaic Devices for Space Applications”, NASA-EPSCoR, Co-PI, 08/01/2016-07/31/18, Funding: $750,000, Dr. Karabacak’s portion: $134,000.

“Doped Nanocarbons for Sustainable Energy and Water Purification”, UALR Research Cluster Seed Grant, Co-PI, 01/01/2016-12/31/2017, Funding: $50,000, Dr. Karabacak’s portion: $12,000.

“Electrochemical Properties of Platinum-Nickel Alloy and Tungsten Carbide Nanorod Arrays for Polymer Electrolyte Membrane Fuel Cells (PEMFC)”, NASA-EPSCoR RID, PI (single investigator), 10/01/2016-12/31/2017, Funding: $3,000. (Karabacak)

“Composition-Graded Alloy Nanorods for PEM Fuel Cells”, NASA ASGC RI, PI (single investigator), 08/01/2017-07/31/2018, Funding: $5,000 ($2,500 ASGC + $2,500 UALR). (Karabacak)

“Renewable and Sustainable Nanostructure-Assisted Photo-electrochemical Water Splitting for Hydrogen and Oxygen Production”, NASA-EPSCoR RID, Dr. Tar-Pin Chen, Funding: $50,000.


PENDING GRANTS:

“Metallic Superhydrophobic Surfaces Engineered by a Hot Water Treatment Process for Bioinspired Atmospheric Water Generation Applications” $350,000 NSF (Karabacak).

“Antimicrobial Nanostructured Surfaces by Hot Water Treatment” $25,000 NSF-CASE Seed Grant (Karabacak).


“Renewable and Sustainable Nanostructure-Assisted Photo-electrochemical Water Splitting for Hydrogen and Oxygen Production”, $122,193 NASA-EPSCoR RID (Dr. Tar-Pin Chen)
Below are lists of the courses that the department’s faculty taught:

### Summer 16

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<td>1322</td>
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**Community and Outreach Services:**

**Al Adams:**
- served as the Laboratory Director for the Introductory Physics Laboratories, both College Physics and Physics for Scientists and Engineers.
- trained and directed graduate assistants
- introduced several new laboratories and upgraded many others, developed new take-home laboratories for special student needs and for weeks with Monday holidays or snow days, maintained the equipment and supplies for the laboratory
- President of CALS Assembly (elected May 2016 to serve for 2 years)
- Represent UALR Sciences at Carlisle Elementary School Career Day, May 18, 2016
- developed a new laboratory entitled “The Exponential Function in Physics” for PHYS 1122 and PHYS 2122 curriculum.

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<td>SKIM Committee</td>
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**Haydar Al-Shukri:**
- Traveled internationally to initiate collaboration, student recruitment, and participate in the building efforts of the Iraqi research and higher education infrastructure.
- Report the earthquake activity in the state to state and federal agencies.
- Hosted Iraqi Scholars to train them on geotechnical research.
- Member of the Governor Earthquake Advisory Council.
- Report Earthquake information to the community.

**Miles Blanton:**
- Judged the water-bottle-rocket competition for the Science Olympiad in Spring 2016
- Several recruitment events, including University Days.

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<td>College committee on Assessment</td>
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Tony Hall:

- Helped organize and host weekend PD activities for the MSP grant and organized and hosted a 2-week summer workshop for K-4 teachers with the MSP grant.
- Helped organize and host a ½ day PD workshop and a full day PD workshop for Noyce Scholars and their mentor teachers. These workshops were also offered to prospective Education minors to recruit them into the Education programs at UALR.
- Reviewed articles for the Jr. and Sr. Physics sections of the Arkansas Junior Academy of Science.
- Represented the department at open houses, recruitment expos, Explore UALR, Discover UALR, and ran demonstrations of Physics for campus visitors. I also work with Physics students and set up demonstrations and activities outside of the Physics Building and at university events. These included demonstrations with solar collectors, solar telescopes, and liquid nitrogen.
- He is the Co-Tournament Director for the Arkansas Science Olympiads and helps organize and run events, recruit student volunteers, and recruit event supervisors.
- Provided engaging activities for EAST students while representing UALR and the Physics Department at the EAST conference.
- Hosted several events at MOD’s Tinkerfest promoting UALRTeach and the Department of Physics and Astronomy, including Boom Cups, UV detecting bracelets, interactive physics demos, wireless microscopes and exploring Oobleck.
- Continued a program, The Night Sky, with CAAS President Darrell Heath, and UALR TV to present monthly program on interesting space events.
- Gave an invited talk to the Central Arkansas Astronomical Society in Roland, AR. The talk discussed the Dark Side of our Universe, namely Dark Matter and Dark Energy. Darrell Heath and Tony Hall hosted the 6th annual International Observe the Moon Night held his year at Pinnicle State Park. I set up one of UALR’s Telescopes and help viewing of various celestial objects.
- Lead a presentation to the Arkansas Association of Gifted Education Administrators Student Leadership Conference that was organized by the UALR Gifted and Talented Center.
- He did presentations at Benton high school to their science clubs.
- Ran “Space exploration” for boy scouts merit badge university.
- Hosted Duke TIP students for a science presentation.
- Developing a telescope loan program for local teachers.
- working on grants for the planetarium and other informal science education programs.
- Department hosted several events for the AR science olympiads, and i acted as state tournament director.
- Oversaw 3 events at Museum of Discovery Tinkerfest

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Tansel Karabacak:

- Faculty advisor of “Education Pioneers” club at UALR.
- Served as an event organizer in 2017 Arkansas Science Olympiads
- Serving as a board member at LISA Academy.
Managing Arkansas Advanced Energy Systems (ARKADES) Program (part of an NSF project).
Served as a judge in several science fairs.
Gave or participated in 8 invited/contributed talks/posters
Organized a session in AVS-2017 Meeting in Nashville, TN.
Mentored one postdoctoral research associate
Served in the dissertation committees of 5 graduate students from other research groups
Has been developing presentations and demo experiments for high schools to promote STEM education
Hosted one middle school student and one high school student for their science fair projects
Got promoted to the rank of Professor (starting as of July-2017)
Graduate Coordinator of Applied Science MS and Physics-PhD Program
Faculty Excellence in Research (university wide)

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Tar-pin Chen

Editor for Journal of Nanotechnology and Materials Science
Editor for America Research Journal

Faculty and Graduate Student Publications:

“SAD-GLAD Pt-Ni @Ni nanorods as highly active oxygen reduction reaction electrocatalysts”, N. N. Kariuki, M. F. Cansizoglu, M. Begum, M. Yurukcu, F. M. Yurtsever, T. Karabacak, and D. J. Myers, ACS Catalysis, 6, 3478 (2016), doi: 10.1021/acscatal.6b00454.


Xiumei Geng, Wei Wu, Weiwei Sun, Benjamin Chen, Alaa Al-Hilo, Jingbiao Cui, Mourad Benamara, Tar-pin Chen, “Direct synthesis of stable metallic phase MoS$_2$ in water” accepted for publication by Nature Communication.
I. MISSION
The Department of Theatre Arts and Dance is dedicated to producing students prepared to succeed in all areas of theatrical and dance endeavor according to the standards of professional consensus; and also to bring about change in the conception and practice of the arts. Consistent with the goals and mission of the University and the College, the Department seeks to utilize theatre and dance in order to affect a permanent change in behavior as a reflection of growth and intellectual maturity. Ultimately, students participate in studies and activities that place theatre in a broader context to enhance understanding of the arts and the significant role that the arts play in interpreting our history and society.

II. VALUES
• We are committed to the creative overlap of the classroom and the laboratory where ideas can be explored in theory and practiced simultaneously.
• We are committed to a safe and supportive environment where risks that promote critical and metaphorical thinking can be taken, whether using the mind or the body.
• We are committed to providing rigorous training across our curriculum with a focus on purposeful group discovery, idea cultivation, and outcomes that reveal synthesis of ideas.
• We are committed to modeling and engaging daily in collaborative decision-making.
• We are committed to preserving and disseminating the history and legacy of the performing-arts forms.

III. VISION
• Offering a pre-professional degree that does not have an admission-by-audition policy has brought certain program challenges to light. There are students who have the interest in dance studies and the characteristics for success but lack the technical capacity to execute dance. The department graduates BFA students in Dance Performance with the confidence that a student’s training is competitive on a national level.
Having successfully completed the Dance Program Review, having read the external evaluators’ report, and having discussed the report with the Dean and Associate Dean of CALS, the department will move forward to create a Bachelor of Arts program in Dance with the aim to submit paper work to the Undergraduate Curriculum Committee in the fall 2017 semester.
• We will strive to increase our visibility through tapped and previously untapped channels that are available to us.
- On-site freshman intake advising during the summer has led to gains in enrollment.
- Partnership with ACANSA as a venue for professional performance and workshops that serve our student population.
- Maintain recruitment opportunities through site visits by high school students for free
student matinees of theatre performances and dance master class festivals twice a year.

IV. HIGHLIGHTS

A. Teaching
- Lawrence D. Smith (Theatre) and Edma Delgado-Solorzand (World Languages), High Impact Learning Award, *US Latino Drama and Performance*;
- Lawrence D. Smith created a guided performance-as-research project with eight students in partnership with the Center for Arkansas History and Culture. *Voices, Vignettes, and Context: Performance Research from the Archives*, October 23 and 24, 2016;
- Stacy Pendergraft (Theatre) presenter: “Nuts & Bolts—The Acting/Directing Teaching Toolbox,” Little Rock School District, Professional Development Workshop, 8-hour high school teacher training workshop. Alumna and one current student were apprenticed to demonstrate the chief concepts.

B. Research
- Lawrence D. Smith, “From World Drama to the International Art Film: Ingmar Bergman and the Entertainment Industry in the 1950s,” 2016 Theatre Symposium, Southeast Theatre Conference (SETC), Atlanta, GA, April 2016
- Lawrence D. Smith, “*Miss Julie* in the 21st Century: Primary, Social and Artifact Emotions on the Transmedial Stage,” American Society for Theatre Research (ASTR), Minneapolis, MN November 2016;
- Yslan Hicks, “From S-Bend Corsets to Suffragette City” and four renderings, digital exhibit, Arkansas Women’s Suffrage Centennial, Center for Arkansas History and Studies [https://ualrexhibits.org/suffrage/fashion-forward/](https://ualrexhibits.org/suffrage/fashion-forward/)
- Yslan Hicks, “Fashion Forward: The Vote and Rising Hemlines”, Women: Agents of Change in the 20th Century, Arkansas Historical Association Conference, Pocahontas, AR, April 2017

C. Service
- Stephanie Thibeault (Dance) elected as Policy Director on the National Dance Education Organization (NDEO) Board of Directors;
- Stacy Pendergraft named as a member of the KUAR Board of Directors/Friends of KLRE/KUAR;
- Dance Faculty (Johnson, Stone, Thibeault) choreography/plan and execution: Dance Flash Mob (5 minutes) with 8 students, Discover UALR, October 7, 2016 (2 performances: Jack Stephens and DSC)
- Yslan Hicks, costumed student ambassadors, Discover UALR, October 28, 2016.

D. Student Success
- Lelia Rosenkrans (BFA Dance Performance) received a SURF award from the ADHE for “Physiological Relationship Between Salivary Expressed Metabolites in Dancer Fitness.” $1375
- Corrie Green (BA Theatre) selected and awarded a two-thirds scholarship by the American Theatre Wing/National Endowment for the Arts/NYC Department of Cultural Affairs for Springboard NYC – a two week theatre intensive in NYC. Highly competitive. Only the second student selected from Arkansas in the history of the program.
- Dariane Mull, (BA Theatre, 2012) hired as drama teacher at Pinnacle View Middle School (2017-2018);
- Mikita Thompson (BA Theatre, 2013) hired as a Costume Production Assistant on the Emmy-award
winning television series *The Americans*, FX Network, August 2016;
• Trent Montgomery (BFA Dance Performance, 2016) admitted to the Florida State University School of Dance MFA program for study beginning fall 2017.

V. ASSESSMENT

- Dance Program Review utilizing on- and off-site evaluators as required by the ADHE.
- Assessment Academy participation. Related results include the revision, with full dance faculty engagement, of assessment outcomes for the Dance Performance BFA.
- Teachers of the core course THEA 2305 Introduction to Theatre and Dance met, discussed, and rewrote the “attendance and late arrival policy.” Policies that define absences from class as a result of protracted illness, disability accommodations, military reservists training, and university on- or off-campus events were reviewed, revised, or added to ensure common approach and consistent administering of the class.
- Review of Dance Juries evaluation procedures resulting in a rubric that fully defines expected outcomes and is shared with students annually.
- In theatre, we will re-examine and define the larger themes that drive our philosophical approaches to course content. We will translate that into clearly stated outcomes in all course syllabi.

VI. PRIORITIES FOR NEXT YEAR

- to create a Bachelor of Arts program in Dance
- to prepare for the NAST reaccreditation visit in 2019-2020
- governance document

VII. APPENDIX: FAST FACTS

A. Enrollment (fall census, 1st major headcount and SSCHs)
DANCE PERFORMANCE
FTIC 2
Undergraduate Transfer 1
Continuing undergraduate 18
TOTAL 21
SSCH 340

THEATRE ARTS
FTIC 5
Undergraduate transfer 3
Continuing undergraduate 19
Readmitted undergraduate 1
TOTAL 28
SSCH 391

B. Retention (pending available data)

C. Personnel (number per category, tenure and promotion, etc.)
Associate Professors (5) Hicks, Marshall, Pendergraft, Stone, Thibeault
Assistant Professor (1) Smith
Visiting Assistant Professor (1) Johnson
Instructor (1) Heavner
Part-time Instructor (1) Bolinger
Research Assistant (1) Stafford
Research Associate (1) Dowling

D. Grants and Contracts
$3000 Friends of the Arts

E. Fundraising
- The department hosted a Theatre Arts and Dance Homecoming on April 23 with a pre-show reception and free admission to the BodyWorks 2017 concert. We had approximately 25 attendees, the oldest of whom did theatre here in 1972. The homecoming was announced on Facebook followed by splashes with past production photos every two weeks. There was no formal “ask” at this event. However, we achieved the initial objective of bringing alums “home.” We will do this again next spring with some repeated and some new strategies for building a larger crowd.

F. Other

END
I. MISSION

The Department of World Languages provides programs of study that educate students to live, work, and lead in a complex, technological, and diverse world. The department sees its role as one that prepares our diverse students to become global citizens who will lead the state of Arkansas in the globalized community of the 21st Century. (updated 11/16)

II. VALUES

The Department of World Languages has no statement of values.

III. VISION

The vision for the Department of World Languages is to:

- provide opportunities for students to acquire languages and cultural competencies as necessary skills and knowledge
- create signature experiences for students such as faculty-led study abroad programs, structured internships, and service learning
- reaffirm the essential role of second language knowledge for all university-educated people
- leverage for our accreditation of the undergraduate world language and graduate Master of Arts in Second Languages programs and our national recognition status to enhance visibility throughout the state
- foster partnerships and relationships in various communities to advance the university's global initiatives and to prepare students to be informed global citizens
- engage our diverse student population to ensure that all students have the opportunity to become global citizens
- respond nimbly to rapidly changing demographics and demands for language learning
- empower students to acquire attitudes, values, and skills that enhance cross-cultural communication

(updated 11/16)
A. Teaching

- ATLE Teaching Fellows and New Faculty Teaching Awards: Theresa Warner, Zac Hagins, Edma Delgado
- ATLE Digital Storytelling Workshop Presenters: Edma Delgado, Zac Hagins
- STaR Academy for Online Teaching: Dr. Andrew Deiser (2016), Christine Cotton (2017)
- Quality Matters Workshop: Zac Hagins, Olimpia Underwood
- Assessment Mentoring Program (AMP) Leadership: Andrew Deiser, Erin Finzer

B. Research

Conference Presentations

- Deiser. “Assuring Quality Design and Delivery of Online and Blended Courses.”

Publications


Editing


Peer Reviewing

Awards

- Finzer. Outstanding Scholarly Publication Award for “Mother Earth, Earth Mother: Gabriela Mistral as an Early Ecofeminist” (Hispania 98.2), 2017.

C. Service

Cheatham

- Interim Executive Director, Arkansas Foreign Language Teachers Association
- Program Chair, 2016 Annual Conference of the Arkansas Foreign Language Teachers Association, October 2016
- CALS Dean’s Advisory Committee
- CALS Assembly Parliamentarian, Executive Committee
- Faculty Senator
- Policy Advisory Council
- Chair, Planning and Finance Committee
- Chair, Faculty Governance Committee
- System Relations Committee
- Ad Hoc Judicial Policy Review Committee

Cotton

- Co-Collaborator with Erin Finzer and UAMS administration to create two online graduate certificate programs serving UAMS and UALR students
- Volunteer Instructor of Medical Spanish, UAMS Spanish Club, December 2016 – Present
- CALS Undergraduate Curriculum Committee
- University Fringe Benefits Committee
- Reader, Trojan Travels Scholarship
- Volunteer in the Public Schools (VIPS): volunteer ESL tutor

Delgado

- Chair and Panel Organizer, “Luso-A Afro-Brazilian Language and Literature Panel.” 2016 Annual Convention of the South Central Modern Language Association. 3-6 November 2016. Dallas, TX.
- University Parking Committee
- CALS Undergraduate Research and Creative Works Committee
- Board of Directors, Arkansas Humanities Council (2017-2020)
- Board of Directors and Volunteer, El Zócalo Immigrant Resource Center (2016-2019)
- Leadership Team, Boys and Men of Color Opportunity Success Team (October 2016 – Present)
Dhonau
- Taught Oral Proficiency Interview—Computerized (OPic) Webinars for ACTFL on OPic sub-levels (August-September 2016)
- Taught two-day Mock Oral Proficiency Interview (MOPI) workshop for Los Angeles Unified School District (June 2017)
- Meta-assessment and quality assurance for ACTFL OPI, OPic, Written Proficiency Test (WPT) and ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL)
- Arkansas Department of Education World Languages Pedagogy Praxis workshop
- Arkansas Department of Education Data Manager Training
- Oversaw World Languages curricular process (multiple CCFs, PCFs, LONs) in cross-curricular teacher preparation meetings
- Volunteer in the Public Schools (VIPS): Forest Heights STEM Academy (German holidays traditions presentation; team co-manager of Destination Imagination Rising Stars Team)
- Arkansas Foreign Language Teachers Association Executive Committee and Past-President duties for planning annual conference

Finzer
- Co-Chair, Higher Learning Commission Re-Accreditation Process
- Team Leader, Higher Learning Commission Assessment Academy (Fall 2016)
- Volunteer in the Public Schools (VIPS): presentations on Day of the Dead and Nicaraguan markets

Hagins
- CALS Faculty Research and Professional Development Committee
- Departmental ad hoc committees on redesigning course evaluations and evaluating need to revise governance document.

Rodríguez
- Organized the Mesa de Español, weekly Spanish conversation table

Warner
- Chair, Title IX Appeal Panel
- Title IX Investigator

Underwood
- Volunteer Spanish interpreter, Oak Park Methodist Church’s Shepherd’s Hope Clinic
D. Student Success

Delgado
- Presenter, Open Educational Resources Week sponsored by Ottenheimer Library and ATLE. 28 March 2017.
- Judge for University Undergraduate Research Expo, 3 April 2017.
- Directed Summer Language Program in Granada, Spain.

Hagins
- Organizer of first Department of World Languages Used Book Sale, which raised $400 to fund the Octave Uzanne Scholarship for Summer Study Abroad in France for a student demonstrating financial need and participating the Summer Language Program in Orleans, France.
- Directed Summer Language Program in Orleans, France

Underwood
- Judge for Arkansas High School Ethics Bowl, 28 January 2017

V. ASSESSMENT

This year the Spanish, French and MA in Second Languages programs made substantial revisions to their assessment plans, which are attached at the end of this document. A departmental retreat in August 2016 engendered an ongoing conversation in the department about assessment and continuous improvement best practices in both second language studies and small programs. We look forward to collecting and analyzing student learning outcome data with our new plans during AY 2017-2018 and also plan to begin assessing the Spanish and French basic language programs to assure quality in our many Concurrent Enrollment classes.

Spanish participated in the Blackboard Outcomes pilot during Spring 2017, and Dr. Andrew Deiser and Dr. Erin Finzer co-led with four other university faculty members the Assessment Mentoring Program in Spring 2017.

Assessment plans for Spanish, French and the MA in Second Languages are attached, as is an assessment report of the Spanish pilots.

VI. PRIORITIES FOR NEXT YEAR
- To ensure smooth administrative processes and student services with the addition of our new Administrative Support Supervisor
- To work with the Community Connections Center to pilot a non-credit-bearing Spanish course
- To make progress towards a Fall 2018 implementation of two online graduate certificates in Spanish for the Healthcare Professions (with UAMS)
- To assure quality in online course design and delivery, as well as compliance with federal expectations for “regular and substantive” interaction with students in online courses. Our August 2017 retreat will address standardizing Blackboard shells across online, face-to-face and concurrent sections of elementary and intermediate Spanish classes.
- To collect and analyze data on at least one student learning outcome for continuous improvement in all programs
- To continue to provide our students with outstanding online and experiential learning opportunities
- To collaborate with Financial Aid, Admissions and Records and Registration in piloting a Staff Scholarship for Spanish Study to incentivize Spanish language study towards intermediate proficiency in these units
- To co-organize with Collections & Archives the NEA Big Read grant, which presents programming and community discussions around Luis Alberto Urrea’s novel Into the Beautiful North

VII. APPENDIX: FAST FACTS

A. Enrollment (census, 1st major headcount and SSCHs)

| World Languages Headcount and SSCH, Fall 2016 (09/01/16) and Spring 2017 (01/25/17) |
|-----------------------------------|-------------------|----------------|-----------------|----------------|
|                                   | Fa16 Headcount    | Sp17 Headcount  | Fa16 SSCH       | Sp17 SSCH      |
| Undergraduate                     | 54                | 50              | 634             | 640            |
| Graduate                          | 5                 | 4               | 36              | 33             |
| TOTALS                            | 59                | 54              | 670             | 673            |

The Fall 2016 World Languages total SSCH represented a 8.9% positive change from Fall 2015, and the Fall 2016 total headcount represented a 13.5% positive change from Fall 2015.

The Spring 2017 World Languages total SSCH represented a 13.3% positive change from Spring 2016, but the Spring 2017 total headcount represented a 5.3% negative change from Spring 2016.
DEPARTMENT OF WORLD LANGUAGES
2016-2017 ANNUAL REPORT
Chair, Erin Finzer

B. Retention (pending available data)

<table>
<thead>
<tr>
<th>World Languages Retention, Fall 2013 – Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa13 Census</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>French (all degree codes)</td>
</tr>
<tr>
<td>Spanish (all degree codes)</td>
</tr>
<tr>
<td>MA in Second Languages</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

C. Personnel (number per category, tenure and promotion, etc.)

Instructor: 2
Senior Instructor: 2
Assistant Professor, tenure-track: 3
Assistant Professor, tenured: 1
Associate Professor, tenured: 3

Instructor Christine Cotton was promoted to Senior Instructor in May 2017.
Assistant Professor Theresa Warner successfully completed her third-year review in May 2017.

Assistant Professors Theresa Warner and Zac Hagins participated as proteges in the UA Little Rock Faculty Mentoring Program.

D. Grants and Contracts

Deiser. Open Educational Resource (OER) Textbook Mini Grant, $1500. These grants, ranging from $750-1500, were made possible through a partnership between Collections & Archives, eLearning and Scholarly Technology and Resources (STaR) with the purpose of
providing and promoting the use of pedagogical content that will assist online instructors with acquiring exceptional course materials that will create innovative learning through collaboration, thus promoting student retention and reducing costs.

Recipients of the OER Textook Mini Grants will develop their course materials as OER content and may use grant funds to support online programming efforts. Additionally, faculty will share in the OER commitment to implement new OER content, participate in campus presentations and panels, and take part in Open Education Week in Spring 2018.

**Finzer. College of Arts, Letters and Sciences Summer Research Grant 2017, $1621.39.** “Novel Research: Exploring the Lived Environment of Carmen Sobalvarro.” Dr. Finzer will apply these funds towards academic conference attendance and primary historical and observational research in Nicaragua. Dr. Finzer will present a paper on Carmen Sobalvarro’s poetry at the VI Congress on Central American Cultural Studies, and then immerse herself in the landscape, culture, and history of Carmen Sobalvarro’s home region to provide reference material for her historical-fiction project on the Nicaraguan poet.

**E. Fundraising**

With the Office of Study Abroad and Student Affairs, World Languages hosted a community “friendraiser” event, *Tapas & Travel*, at the home of Dr. Erin Finzer in October 2016. Although no fundraising goals were set, donations of $300 were given to the Study Abroad general fund.

Dr. Zac Hagins organized a used book sale in April 2017, with proceeds benefitting student scholarships for Summer Language Program in Orleans, France. He and his students earned $400, all of which supported the Octave Uzanne Scholarship for Summer Study Abroad in France, awarded to a student with demonstrated financial need.

**F. Public Scholarship**

“**Binding Communities: The Art of the Book and Entrepreneurism.**” March 14 – April 19, 2017. *Ottenheimer Library.* Led by Dr. Erin Finzer, this exhibit of some 70 artists’ books from the Cuban collective Ediciones Vigia included presentations and workshops by book collector Bill Fisher, scholars Juanamaría Cordones-Cook and Erin Finzer, book artists David Clemons and Steven Miller, and UA Little Rock students. This initiative represented a collaboration among the Department of World Languages, Collections & Archives, the Department of Art and Design, the College of Arts, Letters and Sciences, Student Affairs, and the Provost’s Office.

**NEA Big Read: Luis Alberto Urrea’s Into the Beautiful North.** September 2017 – March 2018. This National Endowment for the Arts grant, funded at $13,000, represents a collaboration
among Collections and Archives, multiple academic departments, and multiple community partners who intersect with Central Arkansas’ Latino community. Dr. Erin Finzer and Dr. Edna Delgado participated in planning and writing this grant proposal and will lead in organizing public programming and community discussions around Urrea’s novel during the coming academic year. The Department of World Languages also provided seven copies of the novel for grant team members.

Public Lecture: Dr. Chris White, “Cannabis, not Marijuana: The History of the Demonization and Revitalization of Man’s Favorite Plant.” March 27, 2017. This lecture was co-organized and sponsored by the Department of History and the Department of World Languages.

VIII. ATTACHMENTS

- Assessment Plan for BA in World Languages: Spanish
- Assessment Report for BA in World Languages: Spanish (AY2017-18 Pilots)
- Assessment Plan for BA in World Languages: French
- Assessment Plan for MA in Second Languages
Assessment Plan
BA in World Languages: Spanish
Department of World Languages
Last Updated: May 10, 2017
Contact: Erin Finzer, Chair

Section I: Departmental Mission Statement

The Department of World Languages provides programs of study that educate students to live, work, and lead in a complex, technological, and diverse world. The department sees its role as one that prepares our diverse students to become global citizens who will lead the state of Arkansas in the globalized community of the 21st Century. (updated 11/16)

Section II: Student Learning Outcomes

The following SLOs for Spanish were discussed at a DoWL Assessment Retreat on 9 September 2016.

The “5 C’s” (Communication, Cultures, Connections, Comparisons, Communities) are the American Council on the Teaching of Foreign Language’s (ACTFL) World-Readiness Standards. ACTFL is the accrediting body for foreign language teaching in the United States.

Components of DoWL Spanish SLOs are derived from ACTFL’s World-Readiness Standards, the Association of American Colleges and Universities VALUE Rubrics, and discussions regarding UALR’s drafted institutional SLOs and proposed Skills in the Major (SKIM). These components integrate SKIM and institutional SLOs as they apply to the Spanish major.

1. Communication. Students will be able to communicate effectively in Spanish in order to function in a variety of situations and for multiple purposes.
   A. Interpersonal. Students will interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.
   B. Interpretive. Students will identify, interpret and analyze what is heard, read or viewed in a variety of discourses and topics.
   C. Presentational. Students will present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

   Components:
   • Comprehensibility
• Communication Strategies
• Discourse Quality
• Cultural Competence

2. **Cultures.** Students will be able to interact with cultural competence and understanding.

   **Components:**
   • Students will use the Spanish language to examine the relationships between the practices and perspectives of the diverse cultures in the Hispanic world.
   • Students will describe the relationship between language and culture.
   • Students will interpret cultural texts or issues within their cultural contexts in order to solve problems or articulate a textual analysis.
   • Students will examine their attitudes and beliefs because of learning about diverse communities and cultures.

3. **Connections.** Students will be able to connect with other disciplines and acquire information and diverse perspectives in order to use Spanish to function in academic and career-related situations.

   **Components:**
   • Students will use the Spanish language to research issues and ideas in other disciplines.
   • Students will use the Spanish language to demonstrate critical thinking or creative problem solving.
   • Students will access and evaluate information and diverse perspectives that are available through the Spanish language and its cultures.
   • Students will be able to model and explain appropriate use of technology as it relates to foreign languages.

4. **Comparisons.** Students will be able to develop insight into the nature of language and culture in order to interact with cultural and linguistic competence.

   **Components:**
   • Students will use the Spanish language to investigate, explain and interpret the nature of language through comparisons of the Spanish language and English.
   • Students will use the Spanish language to investigate, explain and interpret the concept of culture through comparisons of diverse Hispanic cultures and their own.
   • Students will evaluate diverse worldviews, perspectives and experiences with respect to complex subjects in the face of multiple and even conflicting positions.
   • Students will examine the interdependence of local and global systems on communities.

5. **Communities.** Students will be able to communicate and interact with cultural and linguistic competence in order to participate in multilingual communities at home and around the world.

   **Components:**
- Students will describe how interacting and collaborating in Spanish with a Hispanic community at home or abroad relates to a clarified sense of civic identity or commitment to community engagement.
- Students will evaluate how local and/or global structures of power and privilege—especially as they relate to language and culture—impact individuals and communities.
- Students will identify and evaluate the ethical issues surrounding intercultural and interlinguistic communication in civic life.

**Section III: Artifacts and Assessment Methods**

## Artifact Descriptions

These numbered artifacts correspond to the numbers in the Curricular Map in Section IV.

<table>
<thead>
<tr>
<th>Artifact #</th>
<th>SLO</th>
<th>Artifact Description</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Interpretive (Versant Performance Exam)</td>
<td>2313</td>
<td>Intermediate Spanish 2</td>
</tr>
<tr>
<td>2</td>
<td>Communication</td>
<td>Interpersonal (Talk Abroad)</td>
<td>3313</td>
<td>Conversation and Presentation</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>Presentational (essay)</td>
<td>3314</td>
<td>Writing—exposition</td>
</tr>
<tr>
<td>4</td>
<td>Communication</td>
<td>Interpretive (Versant Performance Exam)</td>
<td>4105</td>
<td>Capstone</td>
</tr>
<tr>
<td>5</td>
<td>Cultures, Comparisons, Communication</td>
<td>Presentation on cultural analysis, 4.2</td>
<td>3334,3335</td>
<td>Cultures</td>
</tr>
<tr>
<td>6</td>
<td>Connections</td>
<td>Textual Analysis Essay</td>
<td>3317</td>
<td>Intro to Literature and Cultural Studies</td>
</tr>
<tr>
<td>7</td>
<td>Connections</td>
<td>Annotated Bibliography</td>
<td>4361</td>
<td>Seminar</td>
</tr>
<tr>
<td>8</td>
<td>Communities</td>
<td>Attitudes Survey, includes 4.1</td>
<td>2313</td>
<td>Intermediate Spanish 2</td>
</tr>
<tr>
<td>9</td>
<td>Communities</td>
<td>Reflection Essay</td>
<td>4310,4350</td>
<td>Internship or Study Abroad</td>
</tr>
<tr>
<td>10</td>
<td>Communities</td>
<td>Attitudes Survey, includes 4.1</td>
<td>4105</td>
<td>Capstone</td>
</tr>
<tr>
<td>11</td>
<td>Comparisons</td>
<td>4.3, 4.4</td>
<td>4361</td>
<td>Seminar</td>
</tr>
<tr>
<td>12</td>
<td>Communications</td>
<td>Interpersonal (Talk Abroad)</td>
<td>4106</td>
<td>Capstone</td>
</tr>
</tbody>
</table>
Section V: Assessment Cycle

Pull Versant (Artifact 1, 4) and Attitudes Survey (Artifacts 8, 10) annually.

Pilot Year (AY 2016-17): Versant in SPAN 2313 and Blackboard Outcomes pilot with Artifact 3
Year 1: Communication (Artifacts 2, 3, 5, 12; Versant is 1, 4). Pilot Attitudes Survey.
Year 2: Comparisons & Communities (Artifacts 11, Attitudes Survey is 10, 8)
Year 3: Connections (Artifacts 6, 7) and Culture (Artifact 5)

Section VI: Continuous Improvement Process

Following the three-year cycle documented above, our department will collect artifacts and evaluate them each Fall semester. In the Spring semester, the department will analyze the results and devise a continuous improvement plan with respect to program curriculum, student support, faculty development, etc. In the Spanish BA, tenured and tenure-track faculty will evaluate student learning artifacts, but all faculty will be involved in analyzing data. As we develop assessment plans for the Certificate in Workplace Spanish and basic language program, instructors will also be responsible for analyzing data at that level, and assessment data from all Spanish programs will be compared and analyzed together to ensure vertical articulation.

Section VII: Stakeholder Involvement/Communication Plan

As we become more adept at the assessment process and have data to publish, we will begin communicating with internal and external stakeholders (students, parents, future employers, community partners) through our website and newsletters. Ultimately, we also envision engaging students in the assessment process with clearly communicated student learning outcomes on syllabi and major assignments, as well as student focus groups and discussions about the importance of articulated program student learning outcomes across the curriculum.
ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>BA in World Languages: Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection Period</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Report Contact</td>
<td>Erin Finzer, <a href="mailto:esfinzer@ualr.edu">esfinzer@ualr.edu</a></td>
</tr>
<tr>
<td>Date Submitted to College Committee</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>Date Posted (enter after college review)</td>
<td></td>
</tr>
</tbody>
</table>

A. Academic Program Overview

Academic Program Mission

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- engage our diverse student population to ensure that all students have the opportunity to become global citizens
- respond nimbly to rapidly changing demographics and demands for language learning
- empower students to acquire attitudes, values, and skills that enhance cross-cultural communication

(updated 11/16)

Student Learning Outcomes for Academic Program

List all student learning outcomes for the academic program identified above. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report.
The following SLOs for Spanish were discussed at a DoWL Assessment Retreat on 9 September 2016.

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- Students will identify and evaluate the ethical issues surrounding intercultural and interlinguistic communication in civic life.

---

**B. Reflecting on Last Year’s Improvement Plans and Communication**

**Continuous Improvement Initiatives Based on Results from Last Year’s Report**
Describe actions taken based on results from your last assessment report. What aspects of the curriculum were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? How did you incorporate reviewer comments?

In order to better align itself with the Higher Learning Commission’s expectations of “good practices” in assessment (clearly stated SLOs; direct evidence of student learning embedded across the curriculum; faculty-driven; focus on continuous improvement), the Spanish program spent the academic year redesigning its assessment plan (submitted on a separate form). For the past many years, Spanish has used an exit exam for volunteer graduating students to assess its program. It has not had clear student learning outcomes or involved all faculty.

A September 2016 departmental retreat about program assessment kicked off a year in which program assessment was discussed at every departmental meeting, as we fine-tuned SLO components and participated in the Blackboard Outcomes pilot with “Presentational Communication: Written.”

**Communication to Program Stakeholders Based on Results from Last Year’s Report**
Describe how you communicated assessment results and/or program improvements with stakeholders after your last assessment report was completed.
We have not communicated our assessment data or continuous improvement efforts in years past with stakeholders. As we collect and analyze data in AY 2017-18, we will take efforts to communicate our assessment results and improvement to students and community partners through our website, newsletters and course syllabi.

C. Current Year’s Assessment Report

Student Learning Outcome(s) Assessed for This Report

During Spring 2017 the Spanish program piloted two assessments:
- We piloted the Versant performance exam in “Intermediate Spanish II” (SPAN 2313) to assess “Communication: Presentational and Interpretive.”
- We participated in a small pilot with Blackboard Outcomes in which we assessed “Presentational Communication: Written” with a narrative essay (14 artifacts) from a Fall 2016 “Writing for Spanish” (SPAN 3314) course.

Assessment Methods and Results for Student Learning Outcomes Assessed This Year

Identify and briefly describe method or methods used for each learning outcome assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods at end of this form for reference.

<table>
<thead>
<tr>
<th>Student Learning Outcome: Presentational &amp; Interpretive Communications: Oral (SPAN 2313)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods</strong></td>
</tr>
<tr>
<td>Versant Spanish Test: This performance assessment yields an overall score that represents the ability to understand spoken Spanish and speak it intelligibly at a native-like conversational pace on everyday topics.</td>
</tr>
<tr>
<td><strong>Data Repository</strong></td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td><strong>Target Achievement / Benchmark</strong></td>
</tr>
<tr>
<td>Intermediate-Low</td>
</tr>
<tr>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Students in the Fall 2016 section of SPAN 2313 were tested at the beginning of the semester and again at the end of the semester to allow us to establish a benchmark for using this robust exam to assess overall oral proficiency in the interpretive and presentational modes. Test scores did not improve much at all over the course of the semester, indicating that not enough time had passed for proficiency to improve. For this</td>
</tr>
</tbody>
</table>
reason, we know that in the future, testing one time in this course and one time at the capstone level will be sufficient.

| Student Learning Outcome: Presentational Communications: Written (SPAN 3314) |
|---|---|
| **Methods** | Using Blackboard Outcomes, four tenured/tenure-track faculty evaluated 14 narrative essays (each artifact was ready by two separate evaluators) using a rubric adapted from ACTFL and the AAC&U that was meant to evaluate both written and oral Presentational Communication. When we found this rubric to be deficient, another rubric was adapted for Presentational Communication: Writing. |
| **Data Repository** | Blackboard Outcomes |
| **Target Achievement / Benchmark** | Intermediate-Mid (3) on a 0-4 scale |
| **Results** | Although the second rubric worked better than the first rubric, we found that our small sample did not yield much useful information. Although the evaluations were blind, because we are a small program, we easily identified the work of several students and could also easily identify heritage speakers. Scores were fairly evenly distributed across the rubric, indicating the different levels of proficiency that are a challenging reality in intermediate-level Spanish classes. |

**Action Plan Based on Assessment Results for This Year's Report**

Describe conclusions drawn from assessment results and any plans for improvement. What aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

The SPAN 3314 Blackboard Outcomes Pilot yielded valuable information about the assessment process—especially in a small program—and the changes that will need to be made to our new plan in order for it to be sustainable. We understand now that we have substantial work ahead in designing assignments and rubrics for assessment purposes. We also know that we need to simplify our new, ambitious assessment plan by starting at the summative level with direct, embedded assessments.

Changes were made from Fall 2016 to Spring 2017 in the course design of SPAN 2313, our new bridge course to the Spanish major. The Versant Spanish Test yielded consistent information in the pre-test and post-test that students were deficient in oral communication. The instructor doubled the number of speaking modules (from 6 in the fall to 12 in the spring) in SPAN 2313. She also re-designed the speaking assignment as many times as they wanted until they felt it was perfect. This new design corresponds with learning science, allowing students a “growth mindset” that gave them more practice. Repeating
the Versant in Fall 2017 will demonstrate if this greater emphasis on oral communication results in higher scores.

A conversation about the data obtained from the Presentational Communication: Writing evaluation still needs to take place in order to determine what kind of curricular improvements need to be implemented.

**Communication to Stakeholders**
Briefly describe plans to share assessment results and/or action plans with program stakeholders such as students, prospective students, employers, community members, and others.

Our plans to share assessment results with stakeholders, particularly prospective students and employers, is under development and a high priority in the department’s efforts to recruit, retain, and place students in rewarding careers.

**Faculty Involvement**
What percentage of the program’s faculty members were involved in assessment this year, and what were their roles? (Roles in assessment process may include assignment or rubric design, norming the rubric, evaluating, analyzing data, developing improvement plans, communication with stakeholders, etc.)

All World Languages faculty took part in the September 2016 assessment retreat, and each departmental meeting this year had assessment as an agenda item as we fine-tuned SLO components and rubrics. Tenured and tenure-track faculty served as evaluators for the Blackboard Outcomes pilot in Spanish.

As we work in 2017-18 to create an assessment plan for the Certificate in Workplace Spanish, as well as the basic language curriculum, instructors will also serve as evaluators in program assessment.

**Attachments:**
- Blackboard Outcomes Evaluation Rollup (includes rubric with distribution)
- Presentational Communications: Written Rubric
- Versant Spanish Test Results
### Presentational Rubric: Written (revised April 2017)
Department of World Languages
University of Arkansas at Little Rock

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<tbody>
<tr>
<td>Functions:</td>
<td>Student produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.</td>
<td>Student shows evidence of the ability to tell or retell a story and provide additional description.</td>
<td>Student shows emerging evidence of the ability to tell or retell a story and provide additional description.</td>
<td>Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
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<tr>
<td>Create with language</td>
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<tr>
<td>Narrate and describe</td>
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<tr>
<td>Make inferences</td>
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</tr>
<tr>
<td>Contexts and content:</td>
<td>Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events).</td>
<td>Creates messages in contexts relevant to oneself and others, and one’s immediate environment. Shows evidence of the ability to create messages on general interest topics.</td>
<td>Shows emerging evidence of creating messages in contexts relevant to oneself and others, and one’s immediate environment. Shows emerging evidence of the ability to create messages on general interest topics.</td>
<td>Creates messages in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
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<tr>
<td>Oneself</td>
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<td>One’s immediate environment</td>
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<tr>
<td>General interests</td>
<td></td>
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<tr>
<td>Text type:</td>
<td>Produces full paragraphs that are organized and detailed</td>
<td>Produces sentences, series of sentences, and some connected sentences.</td>
<td>Produces some sentences, series of sentences, and some connected sentences.</td>
<td>Produces words and phrases and highly practiced sentences.</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
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<td>Sentences</td>
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<td>Questions</td>
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<td>Strings of sentences</td>
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<td>Connected sentences</td>
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<td>Paragraphs</td>
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<tr>
<td>Language control and vocabulary:</td>
<td>Control of high-frequency structures is sufficient to be understood by audiences not accustomed to the language of language learners. Shows advanced-level control of grammar (subj., variety of verb tenses, etc.) and syntax. Produces a broad range of vocabulary related to topics of personal, public, and</td>
<td>Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. Produces extensive vocabulary with broad range and enhanced precision on a variety everyday topics, topics of personal interest, and</td>
<td>Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. Produces vocabulary on a variety everyday topics, topics of personal interest, and topics that have been studied.</td>
<td>Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. Produces a number of high frequency words and formulaic expressions; able to</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
</tr>
<tr>
<td>Presentational Rubric: Written (revised April 2017)</td>
<td>Department of World Languages</td>
<td>University of Arkansas at Little Rock</td>
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<tr>
<td><strong>the language learner's vocabulary?</strong></td>
<td>community interests, and some specific vocabulary related to areas of study or expertise.</td>
<td>topics that have been studied.</td>
<td>use a limited variety of vocabulary on familiar topics.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communication strategies:</strong></td>
<td>May use some or all of the following strategies to communicate and maintain audience interest, able to: Elaborate and clarify. Provide examples, synonyms, or antonyms. Use cohesion, chronology and details to explain and narrate fully. Circumlocute Use reference sources as appropriate</td>
<td>May use some or all of the following strategies to communicate and maintain audience interest, able to: Use phrases, imagery, or content Use know language to compensate for missing vocabulary Use reference sources as appropriate</td>
<td>Shows emerging evidence of some or all of the following strategies to communicate and maintain audience interest, able to: Use phrases, imagery, or content Use know language to compensate for missing vocabulary Use reference sources as appropriate</td>
<td>May use some or all of the following strategies to communicate, able to: Rely on practiced format Resort to first language Support presentational writing with visual prompts</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
</tr>
<tr>
<td><strong>Cultural Awareness:</strong></td>
<td>Uses cultural knowledge appropriate to the presentational context</td>
<td>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</td>
<td>Shows emerging evidence of using some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</td>
<td>May uses some memorized culturally appropriate writing expressions.</td>
<td>Artifact does not meet Novice-mid level of proficiency.</td>
</tr>
</tbody>
</table>
Evidence Set Evaluation Rollup

Overview
Current Instrument Name  Fall 16 SPAN 3314 PLSLO 2: Presentation Communication (Written)
Rubric Name  Department of World Languages Presentational Communication Rubric
Rubric Description  This rubric is to be used to assess oral and written communication and Spanish and French for second pilot. Revised rubric
Rubric Type  No Points
Total Evaluations  12
Begin Date  Jan 1, 1970
End Date  Jun 23, 2017

This chart cannot be displayed as the selected rubric does not contain any score data
# Evidence Set Evaluation Rollup

## Frequency Distribution

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced Intermedi</th>
<th>Intermedi</th>
<th>Novice-</th>
<th>0 pts</th>
<th>Number Evaluation</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
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<td>Functions:</td>
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<td>Create with language.</td>
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<td>Narrate and describe.</td>
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<td>Make inferences.</td>
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</tbody>
</table>

| Contexts and content: | Points | | | | | | | | |
| Oneself. One's immediate environment. General interests. | | | | | | | | 11 | |

| Functions: | Points | | | | | | | | |
| Create with language. | 25%     | 42%     | 25%     | 8%     | 0%               | 12      |        |      |                |
| Narrate and describe. | | | | | | | | | |
| Make inferences. | | | | | | | | | |

| Contexts and content: | Points | | | | | | | | |
| Oneself. One's immediate environment. General interests. | 0%   | 55%     | 27%     | 18%     | 0%               | 11      |        |      |                |
## Evidence Set Evaluation Rollup

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number Evaluation</th>
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<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
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</thead>
<tbody>
<tr>
<td>Text type:</td>
<td>Points</td>
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<tr>
<td>Words.</td>
<td>25%</td>
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<td>Phrases.</td>
<td>33%</td>
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<tr>
<td>Sentences.</td>
<td>25%</td>
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<tr>
<td>Questions.</td>
<td>17%</td>
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<tr>
<td>Strings of sentences.</td>
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<td>Connected sentences.</td>
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<td>Paragraphs.</td>
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</table>

Advanced | Intermediate | Intermediate | Novice-
low     | mid      | low      | mid      | 0 pts.
## Evidence Set Evaluation Rollup

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<th>Criteria</th>
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<th>Intermediate</th>
<th>Novice</th>
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<th>Number Evaluation</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>Language control and vocabulary: Points</td>
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<tr>
<td>How accurate is the language learner's language? How extensive and applicable is the language learner's vocabulary?</td>
<td>17%</td>
<td>25%</td>
<td>17%</td>
<td>42%</td>
<td>0%</td>
<td>12</td>
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</table>
## Evidence Set Evaluation Rollup

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<th>Criteria</th>
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<th>Intermed. Mid</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>0 pts.</th>
<th>Number Evaluation</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating strategies: How does the language learner maintain communication and make meaning?</td>
<td>8%</td>
<td>17%</td>
<td>33%</td>
<td>33%</td>
<td>8%</td>
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<td>12</td>
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<tr>
<td>Cultural Awareness: How is the language learner's cultural knowledge reflected in language use?</td>
<td>17%</td>
<td>25%</td>
<td>17%</td>
<td>17%</td>
<td>25%</td>
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</table>
DEPARTMENTAL/PROGRAM ASSESSMENT REPORT

WORLD LANGUAGES: FRENCH

DATE SUBMITTED: 5/1/2017

SECTION 1: PROGRAM MISSION

Equip learners with demonstrated capacity to use the French language independently in a range of situations encountered in daily life

SECTION 2: Student Learning Outcomes / Goals

A learner attaining a major in French will:

I. Demonstrate conscious awareness of products and practices leading to communication demonstrating socio-culturally informed perspectives

II. Demonstrate receptive skills adequate to understand main idea and some details in messages and presentations expressed in clear standard language

III. Demonstrate productive skills using various time frames to navigate social interactions and to communicate on a range of topics that have been studied and on topics of general and personal interest

SECTION 3: Assessment Methods

The learning outcomes will be assessed through the three modes of Communication – presentational, interpretive and interpersonal

Presentational

Project / product on approved content of the student’s choosing that is assessed at the requisite level of performance on SLO I and SLO III above.
Interpretive

Course activity / project that is assessed at the requisite level of performance on SLO II above.

Interpersonal

Course activity / project that is assessed at the requisite level of performance on SLO I, II, III above.

SECTION 4: Curriculum Map

Intermediate French (FREN 2311 or equivalent) is a prerequisite to matriculation in upper level courses. Once students are able to enroll at the upper level, course sequencing for each learner varies.

Communication – 12 – 15 hours

Cultures – 3 – 9 hours

Connections – 3 – 9 hours

Comparisons – 3 – 9 hours

Communities 3 – 9 hours

Inasmuch as distribution of coursework throughout the major varies for each learner whose program of study is dependent upon course offerings, study abroad equivalencies and consistency of enrollment from semester to semester, any given artifact will necessarily contain samples that are reflective of learners’ differing stages of progress toward degree completion.

SECTION 5: Assessment Cycle Timeline

Throughout the ten-year program review cycle, each artifact will be collected at least three times. Evaluation through the assessment of the artifact will inform continuous improvement as indicated below. For example, the first artifact will be “Presentational”, reflecting SLO I and SLO III.
SECTION 6: Continuous Improvement Process

Given the small sample size, continuous improvement necessarily flows from performance levels achieved by all learners in the course from which the sample is obtained and informs design and projects in future iterations of that course. Additionally, recognition of ongoing challenges and needed improvement based on assessment of performance through these artifacts will inform continuous improvement in courses earlier in the sequence.

SECTION 7: Stakeholder Involvement/ Communication Plan

Documented course modifications and performance achievement will be shared for incorporation into the annual report.

Opportunities for graduates to provide reflections on their perceived language acquisition and performance in SLOs will be established.

Information received through these narratives will be shared with stakeholders. Enhanced efforts to continue connections with graduates will be implemented in order to document how French language and cultural proficiency is (or is not) relevant to the graduate.
Master of Arts in Second Languages Assessment Plan
Department of World Languages
Spring 2017

Program Mission: The MASL program is a 33 hour master's degree preparing both World Language and English as a Second Language graduate students in advanced studies in language acquisition theory, pedagogy to function in a variety of work settings. Some graduate students are licensed K-12 teachers hoping to improve their teaching with graduate work in ESL, others wish to use their graduate studies to secure jobs both in the US and abroad in the field of teaching ESL. Due to the diversity in the groups served, there are a set of general student learning outcomes that all MASL candidates should be able to demonstrate upon completion of the program. 30 hours of the program are housed within the Department of World Languages. One three hour graduate school is an elective outside the department. Students may choose to complete a six-hour thesis with defense or a three hour Professional Portfolio Capstone course with defense along with an additional 7000 course.

Student Learning Outcome #1: World Readiness-Based Instruction & Assessment
- Students will know and be able to design standards-based instructional materials and appropriate assessment tools as well as how to analyze the results appropriate to language proficiency-levels they teach or will teach

Student Learning Outcome #2: Demonstration of Research Methods
- Students will learn to research and synthesize contemporary second language acquisition theory and apply this theory to novel situations

Student Learning Outcome #3: Socio-Cultural Influences on Language Learning
- Students will explore the social and cultural influences on the acquisition of language and recommend ethically and culturally responsible ways of addressing the learning of a range of cultural groups

Student Learning Outcome #4: Professionalism in World Languages
- Students will demonstrate professionalism by participating in WL organizations and advocating for language instruction and policy, while preparing to become WL leaders after graduation

Assessment Methods/Artifacts Demonstrating Competencies
All MASL students subscribe to the online Chalk and Wire digital portfolio system at the beginning of their MASL studies which houses and protects their course and program materials for four years and may serve as a professional tool for post study employment searches.

- World Language Lesson Plan & Reflection at LANG 5322/7311/7312/7314
- Integrated Performance Assessment & Reflection
- Authentic Assessment samples with criteria-based rubrics
- APA referenced literature review, synthesis of research, conference-style presentations
- Research on world language culture/ethnic group to inform teaching and learning
- Participation in world language professional development experience/conference
- Exit survey of MASL graduates

Curricular Map of MASL Student Learning Outcomes
The following chart provides the scale and scope of where SLOs are situated in the curriculum.

<table>
<thead>
<tr>
<th></th>
<th>5322</th>
<th>5323</th>
<th>5324</th>
<th>5325</th>
<th>7311</th>
<th>7312</th>
<th>7314</th>
<th>7350</th>
<th>7360</th>
<th>7699</th>
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<tbody>
<tr>
<td>SLO 1</td>
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<td>SLO 2</td>
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<td>SLO 4</td>
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</tbody>
</table>

MASL Program Artifacts
These artifacts are collected at various points in the program of study.

<table>
<thead>
<tr>
<th>Artifact #</th>
<th>SLO</th>
<th>Artifact Description</th>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) WL. Lesson Plan</td>
<td>1</td>
<td>Design/implementation of WL lesson plan with</td>
<td>LANG</td>
<td>WL Minilesson Lesson Plan &amp;</td>
</tr>
<tr>
<td>2) IPA</td>
<td>1</td>
<td>Creation of Integrated Performance Assessment</td>
<td>LANG 5322, 5325</td>
<td>Integrated Performance Assessment</td>
</tr>
<tr>
<td>3) Authentic Assessment Instruments</td>
<td>1</td>
<td>Interpretive Listening/Reading &amp; Interpersonal Speaking/Writing assessment tools</td>
<td>LANG 5325</td>
<td>Listening/Speaking/Reading/Writing Tools</td>
</tr>
<tr>
<td>4) Literature Review</td>
<td>2</td>
<td>Literature of committee-approved research topic</td>
<td>LANG 7350</td>
<td>Research in Second Language Literature Review</td>
</tr>
<tr>
<td>5) Cultural Analysis of Learner Backgrounds</td>
<td>2, 3</td>
<td>Research project on cultural background of language learners and influence on learning</td>
<td>LANG 5324</td>
<td>Internet Culture Project &amp; Presentation</td>
</tr>
<tr>
<td>6) Professional Conference Participation/Reflection</td>
<td>4</td>
<td>Participation in state WL/SL conference with reflection on engagement in professional programs</td>
<td>LANG 5322</td>
<td>Participation and Reflection on attendance at WL/SL conference</td>
</tr>
<tr>
<td>7) Exit Survey</td>
<td>1, 2, 3, 4</td>
<td>Feedback from graduates on how the MASL program equipped them for workplace as well as self reflection on SLO</td>
<td></td>
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</tbody>
</table>

**Student Learning Outcomes Rubrics**

**SLO 1 Rubric: World Readiness-Based Instruction & Assessment**

**Minilesson Evaluation Criteria**

| Exceeds Expectations | - minilesson employs a highly appropriate theoretical foundation (use of specific aspect of skill in design of lesson)  
|                       | - minilesson has a very clear and logical plan from schema activation to assessment  
|                       | - minilesson is conducted in the target language 90% of the time  
<p>|                       | - minilesson employs thoughtful visual/video/audio materials to develop vocabulary and language necessary to complete the task |</p>
<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Does not meet</th>
</tr>
</thead>
</table>
| - minilesson requires learners to do an authentic task in the TL (as close to a real-life task as is possible)  
- minilesson focuses on the appropriate mode (interpretive, interpersonal)  
- minilesson demonstrates a clear assessment of what students can do in the TL  
- minilesson is pitched at an appropriate proficiency level (novice to low intermediate according the ACTFL Proficiency Guidelines)  
- Reflection provides clear indication that candidate analyzed how the students could perform the task and ideas for improvement |
| - minilesson employs a mostly appropriate theoretical foundation (use of specific aspect of skill in design of lesson)  
- minilesson has a reasonably clear and logical plan from schema activation to assessment  
- minilesson is conducted in the target language almost 90% of the time  
- minilesson employs some visual/video/audio materials to develop vocabulary and language necessary to complete the task  
- minilesson requires learners to do an authentic task in the TL (as close to a real-life task as is possible)  
- minilesson focuses mostly on the appropriate mode (interpretive, interpersonal)  
- minilesson demonstrates an assessment of what students can do in the TL  
- minilesson is pitched at an appropriate proficiency level (novice to low intermediate according the ACTFL Proficiency Guidelines)  
- Some reflection that the candidate analyzed how the students performed the task and possible ideas for future improvement |
| - minilesson employs some appropriate theoretical foundation (use of specific aspect of skill in design of lesson)  
- minilesson directions are not clear to learners from schema activation to assessment  
- minilesson is conducted in the target language less than 90% of the time  
- minilesson employs little or irrelevant visual/video/audio materials to develop vocabulary and language necessary to complete the task  
- minilesson does not require learners to do an authentic task in the TL (as close to a real-life task as is possible); not what real-life readers/writers/listeners/speakers would do  
- minilesson does not focus on the appropriate mode (interpretive, interpersonal)  
- minilesson demonstrates an assessment of what students can do in the TL  
- minilesson is not pitched at an inappropriate proficiency level (novice to low intermediate according the ACTFL Proficiency Guidelines)  
- Little to no reflective commentary on how the lesson was delivered |
Rubric for SLO 2: Demonstration of Research Methods

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic reflects contemporary issue in SL acquisition theory/pedagogy</td>
</tr>
<tr>
<td>• Synthesis of research provides a very thorough discussion of the most common published material on the topic and presents critical points of view if they exist</td>
</tr>
<tr>
<td>• Review is very clearly written with polished prose and clear voice of the writer</td>
</tr>
<tr>
<td>• Research is recent (within the last 10 years)</td>
</tr>
<tr>
<td>• Presentation (if applicable) provides very clear overview of the topic chosen, expressed in the student’s own words and thoughts</td>
</tr>
<tr>
<td>• Teaching implications (if applicable) are clearly present and applicable to the prescribed classroom</td>
</tr>
<tr>
<td>• Presentation (if applicable) is engaging</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic reflects contemporary issue in SL acquisition theory/pedagogy</td>
</tr>
<tr>
<td>• Synthesis of research provides a reasonably thorough discussion of the most common published material on the topic and presents critical points of view if they exist</td>
</tr>
<tr>
<td>• Review is mostly clearly written with polished prose and some evidence of the voice of the writer</td>
</tr>
<tr>
<td>• Research is recent (within the last 10 years)</td>
</tr>
<tr>
<td>• Presentation (if applicable) provides very clear overview of the topic chosen, expressed in the student’s own words and thoughts</td>
</tr>
<tr>
<td>• Teaching implications (if applicable) are present and applicable to the prescribed classroom</td>
</tr>
<tr>
<td>• Presentation (if applicable) is mostly engaging</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic is too broad of contemporary issue in SL acquisition theory/pedagogy</td>
</tr>
<tr>
<td>• Minimal synthesis of research on the topic or simple summary of articles/chapters read with no indication that the writer can draw inferences from other published work</td>
</tr>
<tr>
<td>• Writing style/prose needs revision</td>
</tr>
<tr>
<td>• Research is somewhat recent (within the last 10 years); however there is a majority of references older than 10 years</td>
</tr>
<tr>
<td>• Presentation (if applicable) provides general but not specific overview of the topic chosen</td>
</tr>
<tr>
<td>• Teaching implications (if applicable) are may not be present or deficient</td>
</tr>
<tr>
<td>• Presentation (if applicable) is not engaging</td>
</tr>
</tbody>
</table>
### Rubric for SLO 3: Socio-Cultural Influences on Language Learning

<table>
<thead>
<tr>
<th>Target</th>
<th>Meets</th>
<th>Does not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project(s) demonstrate(s) a clear understanding of geopolitical location and influences that might cause individuals from the particular cultural background investigated to be found in US educational institutions K-16</td>
<td>• Project(s) demonstrate(s) some understanding of geopolitical location and influences that might cause individuals from the particular cultural background investigated to be found in US educational institutions K-16</td>
<td>• Project(s) demonstrate(s) some understanding of geopolitical location and influences that might cause individuals from the particular cultural background investigated to be found in US educational institutions K-16</td>
</tr>
<tr>
<td>• Projects(s) represents(s) clear incorporation of cultural values, norms, traditions among other features in the planning of instruction or dealings with the target culture</td>
<td>• Project(s) represent(s) some incorporation of cultural values, norms, traditions among other features in the planning of instruction or dealings with the target culture</td>
<td>• Project(s) represent(s) some incorporation of cultural values, norms, traditions among other features in the planning of instruction or dealings with the target culture</td>
</tr>
<tr>
<td>• Project(s) share(s) informed conjecture on why NNS populations may be living in the US and what contributions this particular cultural group may offer based on research</td>
<td>• Project(s) share(s) some explanation as to why NNS populations may be living in the US and what contributions this particular cultural group may offer based on research</td>
<td>• Project(s) share(s) some explanation as to why NNS populations may be living in the US and what contributions this particular cultural group may offer based on research</td>
</tr>
<tr>
<td>• Presentation (if applicable) demonstrates most relevant material on country that would help inform those who work with NNS populations</td>
<td>• Presentation (if applicable) demonstrates most relevant material on country that would help inform those who work with NNS populations</td>
<td>• Presentation (if applicable) demonstrates most relevant material on country that would help inform those who work with NNS populations</td>
</tr>
<tr>
<td>• Project(s) are well constructed, organized and well written</td>
<td>• Project(s) are reasonably well constructed, organized and well written</td>
<td>• Project(s) are not well constructed, organized or well written</td>
</tr>
</tbody>
</table>
Rubric for SLO 4: **Professionalism in World Languages**

<table>
<thead>
<tr>
<th>Target</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Student participated fully in selected WL conference, documenting and attending a full slate of professional sessions (minimum of five including keynote workshop)</td>
<td></td>
</tr>
<tr>
<td>* Reflection demonstrates a commitment to professional development and networking as well as emerging evidence of the need for advocacy</td>
<td></td>
</tr>
<tr>
<td>Meets</td>
<td></td>
</tr>
<tr>
<td>* Student participated in selected WL conference, documenting and attending at least three professional sessions</td>
<td></td>
</tr>
<tr>
<td>* Reflection demonstrates some commitment to professional development and networking and possibly emerging evidence of the need for advocacy</td>
<td></td>
</tr>
<tr>
<td>Does Not Meet</td>
<td></td>
</tr>
<tr>
<td>* Student participated minimally in selected WL conference, attending only several sessions (fewer than 3)</td>
<td></td>
</tr>
<tr>
<td>* Reflection demonstrates minimal commitment to professional development and networking</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Summative Program Rubric for LANG 7360 Professional Portfolio Capstone Project**

Rubric for Capstone Project with incorporates all SLOs. A committee reviews the Capstone Portfolio.

**Portfolio Assessment: Criteria**

The MASL Program Professional Portfolio is a professional development project. It is formally assessed using the rubric below. If you receive an average (three person committee) score of *insufficient* in any one of the six categories, you will be required to revise your portfolio for resubmission.

**Criterion 1: Coverage:** The portfolio includes all of the required components. The items in the portfolio showcase the MASL candidate’s breadth of professional knowledge and practical teaching skills.
**Criterion 2: Accuracy:** Information (names, dates, facts, details) is correct. Interpretations, inferences, and conclusions are supported by evidence and illustrations. References are fully documented and accurate using the APA style manual.

**Criterion 3: Integration:** The items in the portfolio, taken as a whole, connect personal experience with ideas from reading published work in the field. The connections between theory and practice are made explicit and are richly exemplified. The commentary in the introductory narrative demonstrates integration of thinking developed in different courses that the MASL candidate has taken.

**Criterion 4: Critical synthesis:** The portfolio offers evidence of independent thinking and of critical analysis and synthesis, combining knowledge with original interpretation and application, and demonstrating an ability to critically evaluate pedagogical theories based on firsthand observation, experience, and reflection.

**Criterion 5: Voice/Growth:** It is clear that the portfolio represents the MASL student’s curated work. The MASL candidate’s own experiences, perceptions, background, talents, interests, and personality are evident.

**Criterion 6: Writing and presentational style:** All documents are clear, coherent, and written in rhetorically acceptable academic style. References conform to APA conventions. The documents have been carefully edited and spell-checked. Understanding that professional ability to use technology is an important 21st century skill, the portfolio will be constructed using digital portfolio resources to be approved in advance with the MASL coordinator. These may be Chalk and Wire, Google Sites, Weebly or other approved digital resources. The portfolio is well organized and the presentation is visually attractive.

<table>
<thead>
<tr>
<th>Portfolio Criteria</th>
<th>Insufficient for Professional Proficiency = 1</th>
<th>Approaching Proficiency = 2</th>
<th>Professional Proficiency = 3</th>
<th>Distinguished Portfolio = 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Integration</td>
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<tr>
<td>Critical Synthesis</td>
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<tr>
<td>Voice</td>
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<tr>
<td>Writing/Presentational Style</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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</tbody>
</table>

**Assessment Cycle**
Cycle 1: Review SLO 1
Cycle 2: Review SLO 2
Cycle 3: Review SLO 3
Cycle 4: Review SLO 4

Continuous Improvement Process:
A annual review process will be implemented to determine what continuous improvement initiatives to the program should be considered upon looking at the data. In addition, a MASL Student exit survey measuring outcomes will be conducted in the final semester of study for each student and included each year in reporting.

Stakeholder Involvement & Communication Plan:
Graduating students are asked to complete a MASL Program Survey evaluating to what extent they believe the SLOs have been met during their studies. Attempts will be made to reach out to MASL employers to inquire as to the efficacy of their training prior to accepting employment. These comments and suggestions will be incorporated into the annual report. The MASL Assessment Report will be shared on the Department of World Languages’ webpage.