COE End of Year Awards
Spring 2021
Agenda

• Collegewide Accomplishments and Updates - Dean Hill-Clarke
• Department Accomplishments
  • CEPR - Dr. Steve West
  • ICL - Dr. Sandra Nichols
  • LEAD - Dr. Eric Platt
• Office of Teacher Education and Clinical Practice - Dr. Nichelle Robinson
• RDEI Updates – Dr. Beverly Cross and Dr. Steve Zanskas
• Student Success and Strategic Initiatives - Dr. Alfred Hall
• Grad Programs, Research/Grants & Faculty Development - Dr. Steve Zanskas
• Awards & Recognition
  • Career Milestones
  • COE Faculty and Staff Awards
  • Retirements
Collegewide Updates & Accomplishments

Dean Kandi Hill-Clarke
Executive Summary

VISION: Driven by a commitment to diversity, social justice and equity, the College of Education is a premier educational organization that engages in innovative and impactful research, teaching and service.

STRATEGIC PRIORITIES:
• Research and Scholarship
• Community Engagement and Partnerships
• Excellence and Accountability
• Student Success and Instructional Programming
• Culture and Climate
Accomplishments 2020-2021

Degrees Awarded
• The COE awarded 440 degrees in 2019-2020, its largest # in 5 years

Research Activity
• 75 proposals awarded over the last 3 years, totaling $11,225,912
• Significant awards for the last year
  • 2020 @ >/= $250,000 = 7
  • 2021 YTD @ >/= $250,000 = 4

Credit Hours Generated
• In 2019-2020, the COE generated a total of 469,611 credit hours, the largest #s for the College in more than 5 years

Enrollment
• In Fall 2020, the COE enrolled 1,576 students, the largest #s for the College in more than 5 years.
• Three consecutive years of enrollment growth, resulting in an overall 20% increase

Graduation Rates
• 9% increase in 6-year graduation rate, from 65.9% to 72.2%
Accomplishments 2020-2021

• Received an exceeds expectations on the TN Teacher Prep Report Card in the areas of Candidate Profile and Candidate Assessment
• Rehab Counseling Program ranks 20th in the nation per USNWR
• CREP instituted a Faculty Affiliate Program to promote research collaboration
• Developed K-12 Education Minor and Youth Development Concentration
• Established the PRAXIS student scholarship
• Implemented online orientation for part-time faculty
• Campbell Trust $2.2 million gift
Goals & Objectives 2021-2022

- **Research and Scholarship**
  - Increase the number of faculty submitting grant proposals across departments
  - Continue faculty development to promote research and synergistic efforts

- **Community Engagement and Partnerships**
  - Enhance the work of the River City Partnership
  - Strengthen relationships with rural, urban and suburban district partners
  - Connect graduate students with alumni mentors

- **Excellence and Accountability**
  - Continue to coordinate data collection and documentation effort for CAEP
  - Continue to profile the accomplishments of COE faculty, students, staff and alumni
  - Conduct continuous improvement efforts for all COE academic programs

- **Student Success and Instructional Programming**
  - Enhance the work of the undergraduate and graduate COE recruitment and retention committees
  - Strengthen ongoing support for teacher licensure examination preparation
  - Establish a COE Student Advisory Council
  - Enhance program offerings for the Lambuth Campus with a focus on retention, recruitment and completion
## Key Metrics - Degrees

Number of Degrees Awarded by College (Degree Year 2015-16 to 2019-20)

<table>
<thead>
<tr>
<th>Level</th>
<th>Degree Name</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>B.S. in Education</td>
<td>183</td>
<td>168</td>
<td>126</td>
<td>151</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td><strong>Baccalaureate Subtotal</strong></td>
<td>183</td>
<td>168</td>
<td>126</td>
<td>151</td>
<td>133</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
<td>31</td>
<td>44</td>
<td>51</td>
<td>47</td>
<td>68</td>
</tr>
<tr>
<td>Masters</td>
<td>Master of Arts in Teaching</td>
<td>50</td>
<td>46</td>
<td>48</td>
<td>52</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Master of Science</td>
<td>80</td>
<td>89</td>
<td>86</td>
<td>110</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td><strong>Masters Subtotal</strong></td>
<td>130</td>
<td>135</td>
<td>134</td>
<td>162</td>
<td>169</td>
</tr>
<tr>
<td>Education Specialist</td>
<td></td>
<td>7</td>
<td>9</td>
<td>24</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Doctoral</td>
<td>Doctor of Education</td>
<td>40</td>
<td>42</td>
<td>49</td>
<td>32</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>Doctoral Subtotal</strong></td>
<td>50</td>
<td>52</td>
<td>63</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>401</td>
<td>408</td>
<td>398</td>
<td>425</td>
<td>440</td>
</tr>
</tbody>
</table>
## Key Metrics - Enrollment

### Enrollment by College of Major (Fall 2017 - Fall 2020)

<table>
<thead>
<tr>
<th>Cohort Term</th>
<th>UG</th>
<th>GR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>556</td>
<td>1,020</td>
<td>1,576</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>568</td>
<td>914</td>
<td>1,482</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>572</td>
<td>852</td>
<td>1,424</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>512</td>
<td>811</td>
<td>1,323</td>
</tr>
</tbody>
</table>
## Key Metrics – Low Enrollment Courses (UG)

**UG Conventional/Web/Hybrid Sections with Less than 10 Students**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>UG Course Sections</th>
<th>UG Course Sections Under 10 Students</th>
<th>% UG Course Sections Under 10 Students</th>
<th># of Faculty/Instructors Teaching Sections with &lt;10 UG Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>147</td>
<td>28</td>
<td>19.0%</td>
<td>19</td>
</tr>
<tr>
<td>2018-19</td>
<td>156</td>
<td>44</td>
<td>28.2%</td>
<td>24</td>
</tr>
<tr>
<td>2017-18</td>
<td>139</td>
<td>28</td>
<td>20.1%</td>
<td>19</td>
</tr>
<tr>
<td>2016-17</td>
<td>147</td>
<td>25</td>
<td>17.0%</td>
<td>19</td>
</tr>
</tbody>
</table>

**Lower Division UG Conventional/Web/Hybrid Sections with Less than 20 Students**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>UG Lower Div. Course Sections</th>
<th>UG Lower Div. Course Sections Under 20 Students</th>
<th>% UG Lower Div. Course Sections Under 20 Students</th>
<th># of Faculty/Instructors Teaching Lower Div. Sections with &lt;20 UG Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>33</td>
<td>10</td>
<td>30.3%</td>
<td>8</td>
</tr>
<tr>
<td>2018-19</td>
<td>34</td>
<td>12</td>
<td>35.3%</td>
<td>9</td>
</tr>
<tr>
<td>2017-18</td>
<td>36</td>
<td>14</td>
<td>38.9%</td>
<td>9</td>
</tr>
<tr>
<td>2016-17</td>
<td>38</td>
<td>17</td>
<td>44.7%</td>
<td>11</td>
</tr>
</tbody>
</table>
# Key Metrics – Low Enrollment Courses (GR)

**GR Conventional/Web/Hybrid Sections with Less than 7 Students**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>GR Course Sections</th>
<th>Gr Course Sections Under 7 Students</th>
<th>% GR Course Sections Under 7 Students</th>
<th># of Faculty/Instructors Teaching Sections with &lt;7 GR Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>239</td>
<td>31</td>
<td>13.0%</td>
<td>26</td>
</tr>
<tr>
<td>2018-19</td>
<td>255</td>
<td>56</td>
<td>22.0%</td>
<td>44</td>
</tr>
<tr>
<td>2017-18</td>
<td>248</td>
<td>56</td>
<td>22.6%</td>
<td>38</td>
</tr>
<tr>
<td>2016-17</td>
<td>226</td>
<td>47</td>
<td>20.8%</td>
<td>36</td>
</tr>
</tbody>
</table>
## Diversity of Full-Time Faculty

<table>
<thead>
<tr>
<th></th>
<th>2017/18</th>
<th></th>
<th>2018/19</th>
<th></th>
<th>2019/20</th>
<th></th>
<th>2020/21</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>% URM</td>
<td>Faculty</td>
<td>% URM</td>
<td>Faculty</td>
<td>% URM</td>
<td>Faculty</td>
<td>% URM</td>
</tr>
<tr>
<td><strong>Non Tenure Track</strong></td>
<td>22</td>
<td>9.1%</td>
<td>18</td>
<td>11.1%</td>
<td>19</td>
<td>26.3%</td>
<td>21</td>
<td>23.8%</td>
</tr>
<tr>
<td><strong>On Tenure Track</strong></td>
<td>24</td>
<td>20.8%</td>
<td>24</td>
<td>25.0%</td>
<td>20</td>
<td>20.0%</td>
<td>18</td>
<td>27.8%</td>
</tr>
<tr>
<td><strong>Tenured</strong></td>
<td>29</td>
<td>20.7%</td>
<td>31</td>
<td>22.6%</td>
<td>30</td>
<td>23.3%</td>
<td>34</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75</td>
<td>17.3%</td>
<td>73</td>
<td>20.5%</td>
<td>69</td>
<td>23.2%</td>
<td>73</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

Underrepresented Minority: Black, Hispanic, Native Hawaiian/Pacific Islander, American Indian, Alaskan Native
Diversity of Degrees Awarded

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>1617 Degrees</th>
<th>% URM</th>
<th>1718 Degrees</th>
<th>% URM</th>
<th>1819 Degrees</th>
<th>% URM</th>
<th>1920 Degrees</th>
<th>% URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>168</td>
<td>36.3%</td>
<td>126</td>
<td>32.5%</td>
<td>151</td>
<td>37.7%</td>
<td>133</td>
<td>32.3%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>52</td>
<td>34.6%</td>
<td>63</td>
<td>33.3%</td>
<td>49</td>
<td>34.7%</td>
<td>59</td>
<td>37.3%</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>9</td>
<td>44.4%</td>
<td>24</td>
<td>16.7%</td>
<td>16</td>
<td>37.5%</td>
<td>11</td>
<td>36.4%</td>
</tr>
<tr>
<td>Grad Certificate</td>
<td>44</td>
<td>34.1%</td>
<td>51</td>
<td>33.3%</td>
<td>47</td>
<td>38.3%</td>
<td>68</td>
<td>35.3%</td>
</tr>
<tr>
<td>Masters</td>
<td>135</td>
<td>29.6%</td>
<td>134</td>
<td>21.6%</td>
<td>162</td>
<td>35.8%</td>
<td>169</td>
<td>35.5%</td>
</tr>
<tr>
<td>Total</td>
<td>408</td>
<td>33.8%</td>
<td>398</td>
<td>28.1%</td>
<td>425</td>
<td>36.7%</td>
<td>440</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

Underrepresented Minority: Black, Hispanic, Native Hawaiian/Pacific Islander, American Indian, Alaskan Native
## Diversity of Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 17</th>
<th></th>
<th>Fall 18</th>
<th></th>
<th>Fall 19</th>
<th></th>
<th>Fall 20</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>%URM</td>
<td>Enrolled</td>
<td>%URM</td>
<td>Enrolled</td>
<td>%URM</td>
<td>Enrolled</td>
<td>%URM</td>
</tr>
<tr>
<td>GR</td>
<td>811</td>
<td>37.1%</td>
<td>852</td>
<td>40.3%</td>
<td>914</td>
<td>43.7%</td>
<td>1,020</td>
<td>43.8%</td>
</tr>
<tr>
<td>UG</td>
<td>512</td>
<td>36.5%</td>
<td>572</td>
<td>36.5%</td>
<td>568</td>
<td>37.3%</td>
<td>556</td>
<td>40.1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,323</td>
<td>36.9%</td>
<td>1,424</td>
<td>38.8%</td>
<td>1,482</td>
<td>41.2%</td>
<td>1,576</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

Underrepresented Minority: Black, Hispanic, Native Hawaiian/Pacific Islander, American Indian, Alaskan Native
Challenges

• Continue to address salary compression
• Reinstituting T/T lines after University’s moratorium and 2020-21 Budget Reductions
• Residual impact of the global health pandemic
• Teacher preparation recruitment efforts in the midst of the global health pandemic and continued negative discourse
Major Initiatives

- Continued emphasis on the University's efforts to attain Carnegie I status
- Council for the Accreditation of Educator Preparation (CAEP)
  - Self Study Report (SSR) due July 2021
  - State and national accreditation visit April 2022
  - Purchase and implement enhanced, comprehensive educator prep electronic data management system (e.g., Watermark VIA, etc.)
- Race Diversity Equity and Inclusion efforts
- **Strengthen promotion and marketing of Graduate Programs across departments**
- **Graduate Student fellowship and scholarship support**
- River City Partnership
- Implementation of COE Faculty Workload Policy
Proposed Upcoming Strategic Investments

• Council for the Accreditation of Educator Preparation (CAEP)
  • Self Study Report (SSR) due July 2021
  • National and State Site visits April 2022
• Watermark VIA comprehensive data management system for Educator Preparation Programs (EPPs) across COE, CCFA, CAS and Health Studies
  • Carryforward funds will be used (3-year contract)
• Maintain two collegewide Recruitment Specialist positions
  • Continue funding with carryforward for two years
• **Continue to address salary compression**
• Race, Diversity, Equity and Inclusion efforts
CEPR Updates & Accomplishments

Dr. Steve West
CEPR Updates & Accomplishments

• Sponsored Programs portfolio topped $10.4 million (total value of award at time of inception; represents more than a 400% increase since 2016)

• Largest Number of Ph.D.’s awarded in any single year in 2020 (26)

• Launched department’s 7th master’s degree program in Addiction Counseling; only master’s program in addictions in TN

• New trauma-focused clinic in collaboration with LeBonheur Children’s and UTHSC
ICL Updates & Accomplishments

Dr. Sandra Nichols
ICL Updates & Accomplishments

- Engagement & Partnerships
  - 9 districts
  - 100+ organizations
- New Degree Concentrations
  - Educational Careers
  - Youth Development
- Grants & Contracts
  - $7,500,000.00+
- Research & Scholarship
  - 82 publications
  - 79 presentations
  - 2 faculty fellowships
  - 2 student awards
  - 2 faculty national awards
LEAD Updates & Accomplishments

Dr. Eric Platt
LEAD Updates & Accomplishments

- Enrollment & graduation rates are UP!!! (MS & EdD)
- EdD rankings: #13 most valuable, #23 most affordable
- Student conference successes
  - AAACE, AERA, AERC, ASHE, OEH, etc.
- Bill Akey: College Student Affairs MS success (online move)
- Edith Gnanadass: Hooks Institute Fellow
- Wendy Griswold: EPA subaward grant, K-State
- Charisse Gulosino: UC Berkley PDA, AERA Charter/School Choice SIG chair
- Steven Nelson: School Admin & Supervision MS success (online move)
- Derrick Robinson: Single-authored pub – *Peabody Journal of Education*
Office of Teacher Education & Clinical Practice Updates & Accomplishments

Dr. Nichelle Robinson
OTECP Updates & Accomplishments

- Transition to a Completely Paperless Office (LiveText Assessments & Qualtrics’ Applications for Placements, Advising, TEP Admissions, and Licensing)
- Working as Team/Cross-Training Sessions
- Weekly meetings that allow us to celebrate each other’s accomplishments inside and outside of the office.
- Updating our Website and Handbook to make both more user friendly for our students and faculty.
- Hosted several MAT Information Sessions with participation of over 200 students.
- Town Hall and Open Forum Meetings/Induction Activities for Freshmen/Sophomores
RDEI Updates

Dr. Beverly Cross and Dr. Steve Zanskas, Co-Chairs of Race, Diversity, Equity and Inclusion Committee
RDEI Updates

- Assuring Race, Diversity, Equity and Inclusion (RDEI) is integral to all COE work
- Assuring RDEI efforts are accountable and transparent
- Assuring RDEI is practiced by faculty, staff and students

RDEI Committee:
- Beverly Cross & Steve Zanskas, Co-Chairs
- Celia Anderson, ICL
- Sara Bridges, CEPR
- Anna Falkner, ICL
- Brea Hinds, ICL Undergrad, RCP
- Daniel Lattimore, CEPR doctoral student
- Patrick Murphy, CEPR
- Eric Platt, LEAD
- Derrick Robinson, LEAD
- Nichelle Robinson, OTECP
- Wideline Seraphin, ICL
- Melynda Whitwell, CEPR, Staff Representative
RDEI Timeline

• Summer 2020
  • DEI Circle Talks Engaging Over 70 Faculty, Staff & Students

• Fall 2020
  • RDEI Committee Formed Inaugural Equity-Driven Teaching Series
  • “Lessons Learned: Student Engagement in Unprecedented Times”

• Spring 2021
  • RDEI Student-Led Conversation “Toward a Culturally Responsive & Equity Driven COE”
  • COE RDEI Report Drafted

• Next Year
  • RDEI Plan Responses and Engagement Action Planning Across All COE Units Implementation Begins
RDEI Priorities

- Student Success and Instructional Programming
- Culture and Climate
- Research and Scholarship
- Community Engagement and Partnerships
- Excellence and Accountability
- RDEI Website
  - https://www.memphis.edu/education/about/rdei.php
Student Success and Strategic Initiatives

Dr. Alfred Hall, Assistant Dean
Student Success and Strategic Initiatives

• Program Faculty Meetings & Data Review Sessions

• COE Recruitment & Retention Committee
  Undergraduate & Graduate Sub-committees

• Focus on identifying Completion Gaps and addressing factors that affect student matriculation

• Sincere Appreciation for your flexibility, understanding and collective support of Student Success
Graduate Programs, Research/Grants & Faculty Development

Dr. Stephen Zanskas, Associate Dean
Graduate Programs, Research/Grants & Faculty Development

- New Graduate Concentrations
- Faculty Workload Policy
- Grant & Contract Productivity $3,898,599
- CREP Faculty Affiliate Program
- Faculty Development: Community Engaged Grant Workshop
- HVAC & Pandemic: Thank you for your cooperation, flexibility, and patience!
Awards and Recognitions
Career Milestones

Bill Akey, LEAD
35 years

Rosie Phillips Davis, CEPR
35 years

Yeh Hseuh, CEPR
20 years

Annette Cornelius, ICL
15 years

Clif Mims, ICL
15 years

J. Helen Perkins, ICL
15 years

Kay Reeves, ICL
15 years

Dan Strahl, CREP
15 years

Mandy Strahl, CREP
15 years

Janet Robbins, LEAD
10 years

Leslie Vanelli, CSHE
5 years

Amy Wilson, Dean's Office
5 years
Faculty Research Grant Review
Committee members:

Charisse Gulosino (LEAD)  
Chi Li, CEPR  
Janet Wiens, Dean’s Office  
Steve Zanskas, Associate Dean
Faculty Research Grant Award Winners

Dr. Michelle Brasfield (CEPR) "Providing Support to Educator's Affected by Trauma"

Dr. Eli Jones (CEPR) "Sources of Research Self-Efficacy and First-Generation Undergraduate Students: Measurement Considerations"

Dr. Andrew Tawfik (ICL) "Design & Development of Informal STEM Learning to Address Equity"
COE Awards Committee

Steve Zanskas, Chair
Associate Dean

Chris Mueller, CEPR

Linda McNatt Page, ICL

Steven Nelson, LEAD

Mary Lanier, OTECP

Amy Wilson, Dean’s Office
Faculty and Staff Excellence Awards
Outstanding Contributions by a Staff Member

• 2021 Nominees
  • Keith Hembree
  • Ayanna Perkins
  • Mandy Strahl
  • Shelby Tate
  • Janet Wiens
  • Amy Wilson
Outstanding Contributions by a Staff Member

Ayanna Perkins, OTECP
Excellence in Research and Scholarship

• 2021 Nominees
  • Dr. Luann Ley Davis
  • Dr. Steven Nelson
  • Dr. Andrew Tawfik
Excellence in Research and Scholarship

Dr. Andrew Tawfik, ICL
Excellence in Teaching

• 2021 Nominees
  • Dr. Edith Gnanadass
  • Dr. Derrick Robinson
  • Dr. Wesam Salem
Excellence in Teaching

Dr. Wesam Salem, ICL
Excellence in Service

• 2021 Nominees
  • Dr. Tammy Combs
  • Dr. Will Hunter
  • Dr. Eric Platt
Excellence in Service

Dr. Eric Platt, LEAD
Ellery Earl Crader Award
Professor of Education Award

• 2021 Nominees
  • Dr. Celia Anderson
  • Dr. Laura Casey
Ellery Earl Crader
Professor of Education Award

Dr. Laura Casey, ICL
2021-22 Professional Development Assignments

2021 Retirements
2021-22 Professional Development Assignments

Dr. Leigh Harrell-Williams, CEPR, Fall 2021

Dr. Angie Powell, ICL, Fall 2021

Dr. Chris Mueller, CEPR, Spring 2022
Retirements

Dr. William Akey,  
LEAD, Higher and Adult Education

Dr. Lee Allen,  
ICL, School Library Specialist
Commencement

Saturday, May 8
Congratulations