



THE UNIVERSITY OF
MEMPHIS
College of Education

2018-19

College of Education Annual Report



Dr. Kandi Hill Clarke, Dean

DEAN'S INTRODUCTORY LETTER

Welcome to the College of Education, where we are driven by excellence, embrace equity and transform innovation into action. Our faculty is engaged in impactful service and innovative instruction. Our staff provides excellent service and support to enhance our students' educational experience. Dedicated to developing culturally competent leaders, researchers and practitioners, the College of Education builds programs that foster student engagement, student voice and student leadership. We are committed to partnering with communities to address real-world problems through a lens of equity and social justice. We strive to foster meaningful and responsive relationships within the college, throughout the UofM and among our communities and partners.

As dean, it is my honor and privilege to serve such a dynamic and outstanding group of faculty, staff and students. Our 2018–19 Annual Report is reflective of the current momentum and future direction of the college and builds on a foundation of excellence, equity, innovation and action. I would like to extend my sincere gratitude and appreciation to all students, faculty, staff and community stakeholders for their contributions to the College of Education.

COLLEGE OF EDUCATION (COE)

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.

Mission

The College of Education builds on a foundation of success in research, teaching and service by:

- fostering depth and breadth of knowledge
- conducting relevant and innovative research
- developing culturally competent leaders and practitioners
- collaborating with and providing services to diverse local, national and international partners to address real-world problems of practice
- advancing an environment where diversity, social justice and equity are paramount



COE ACCOMPLISHMENTS

Strategic Plan

Over the past 18 months, the College of Education has worked to develop a list of strategic priorities that outline who we are as a college, what we value and where we will be going from here. Our priorities align with the University of Memphis' priorities while also showcasing our college's unique identity.

The Strategic Plan development process featured focus groups that included faculty, staff, students, on-campus partners and external stakeholders. All members of the College of Education and our partners are represented in our strategic priority document.

Currently, the College of Education Strategic Plan Development Team is working to build on our Strategic Priorities with action plans and measurable outcomes. The full strategic priority document is available on the College of Education website.

Peer Power Institute opens in Ball Hall

The UofM partnered with Peer Power Foundation to open the Peer Power Institute in Ball Hall 212, adjacent to the College of Education dean's office. Peer Power is a Memphis-based nonprofit that hires high-performing college students to tutor and mentor Shelby County Schools students.

Peer Power's Memphis Model recruits, trains and employs high-performing college scholars to coach and mentor public high school students within the classroom. This model improves high schoolers' grades, standardized test scores and college and job readiness, provides college students with job experience and the financial means to stay in school and increases teachers' job satisfaction, performance and retention by reducing the student-to-adult ratio.

Peer Power currently employs 150 students as coaches and serves as the second-highest employer of UofM students after the University itself. The Peer Power Institute will allow Peer Power to recruit and hire many more UofM students.

College of Education Nationally Ranked Programs

U.S. News & World Report

#139

Online Education | Graduate

This ranking is an improvement from our 2018 ranking of #150 and makes us the highest ranked program in the state of Tennessee.

#153

Education | Graduate

#20

Rehabilitation
Counseling | Graduate

GuideToOnlineSchools.com

#6

Best Online Master's in
Secondary Education

#16

Best Online Master's in
Special Education

AffordableCollegesOnline.com

#24

Best Online PhD in Education

[College Values Online](http://CollegeValuesOnline)

Top Degree Programs, ICL

[Best Online Colleges](http://BestOnlineColleges)

Master's Teaching

Master's Secondary
Education

Master's Special Education

AffordableSchools.net

Top Online Degrees, ICL



Campus School

Campus School named Tennessee Reward School

Campus School was awarded the top distinction a school can earn in Tennessee. Reward schools are schools identified annually that are improving overall student academic achievement and student growth for all students and student groups. In 2018, 318 schools in 85 school districts – about 20 percent of schools in the state – earned Reward status. The full list includes 39 SCS schools and 16 Memphis-area municipal schools.

The new Reward School accountability framework is based on principles that all schools can be successful and that all Tennessee students must be served well. All schools are rated both on how they serve the full student population and how they are specifically serving student groups that have historically been underserved.

Rosie Phillips Davis named APA President



Dr. Rosie Phillips Davis, professor of Counseling Psychology in CEPR, was named president of the American Psychological Association. The focus of Davis' presidency is to address the problem of deep poverty. Her goals are to change public attitudes and perceptions about deep poverty, reframe negative attitudes toward poverty to garner political support for an effective safety net and build the capacity of organizations to access and use psychological sciences to more effectively promote and implement evidence-based antipoverty programs and policies.

Davis has worked for more than 30 years. Her previous roles include serving as the vice president for Student Affairs, assistant vice president for Student Affairs/ Student Development and director of the Center for Student Development. Davis' scholarship has focused on the power of inclusion, multicultural vocational psychology, ethics and living well in a diverse society.



CREP partners with Shelby County Schools

The Center for Research in Educational Policy (CREP) has partnered with Shelby County Schools (SCS) for two major initiatives. Destination 2025 is the SCS district's 10-year strategic plan aimed at improving public education and its benefits to the entire community. CREP's Impact Study will measure the economic and social impact of the district as well as projecting future impact as the district reaches its Destination 2025 goals. Dr. Todd Zoblotzky leads the CREP team in the Impact Study, a collaboration with SCS and other COE faculty.

CREP and the COE are partnering with SCS to design an Equity Study. This design, which is in the beginning stages, will focus on academics, resources, socio-economic development and school climate across the SCS district. **Dr. Beverly Cross** will lead this effort for the COE with Dr. Carolyn Ransford-Kaldon heading the CREP team. Zoblotzky and Ransford-Kaldon will work closely with the CREP senior staff including Dan Strahl, Dr. Brenda Gallagher and Dr. Christine Bertz on both projects.

Additionally, CREP recently completed an audit of undergraduate advising at the request of the Provost. These projects position CREP to inform policy for our campus and community partners. CREP also continues its research and third-party evaluation work with grants and contracts for services across the country.

The COE co-hosts the NAME Conference

In November 2018, the COE co-sponsored the National Association for Multicultural Education (NAME) in downtown Memphis. NAME is the premier national and international organization committed to issues of equity, inclusion, diversity and justice in schooling. COE faculty, staff and administration helped coordinate, facilitated and presented at the NAME Conference, which was titled "How Many More Until We Rise Up?"

Faculty who received NAME awards include:

- **Dr. Celia Anderson**, ICL Department | Carl A. Grant Research Award
- **Dr. Brian Wright**, ICL Department | 2018 Philip C. Chinn Book Award
- **Dr. Beverly Cross**, ICL Department | Rose Duhon-Sells Multicultural Program Award



NEW POSITIONS IN THE COE

Steve Zankas Appointed Dean's Faculty Fellow



Dr. Steve Zankas, associate professor in Counseling, Educational Psychology and Research, has been named Dean's Faculty Fellow. Zankas is responsible for addressing faculty needs, facilitating faculty developments and providing infrastructure. As Dean's Faculty Fellow, he has reinstated graduate student travel grants and faculty research grants, overseen and provided feedback for urban childhood grant proposals and developed a faculty professional development series.

Zankas also serves as coordinator of the EdD Program in Counseling and PhD in Counselor Education and Supervision, Counseling, Educational Psychology and Research. Zankas' research focuses on the development of consultation skills in graduate rehabilitation counseling education programs, the psychosocial aspects of disability, professional issues and ethics.

COE Business and Grant Support

In March 2019, the dean's office hired two new positions to support the COE's business and grant operations. Angela Fair, business officer III, is responsible for managing, controlling and coordinating accounting and budgeting operations for the college. She also makes recommendations to the dean to support the strategic focus of the college and the University. Janet Wiens, pre-award coordinator, works with administration, faculty and the Office of Sponsored Programs to research, compile and edit grant applications and proposals. She also identifies potential grant and external funding opportunities that support the interest of the faculty and the mission of the COE.



New Recruiters



Kirbi Maria Tucker joined the COE in September as coordinator for graduate recruitment. Tucker is a two-time UofM alumna who is currently pursuing a Doctorate of Education in Educational Leadership from the COE. Tucker's previous role as a UofM recruiter will help her in her goal of increasing COE enrollment, which will lead to improved student retention and graduation rates. Tucker is committed and dedicated to cultivating and maintaining strong relationships with campus partners, community members and current and future students while she promotes the COE as the destination for students to learn and inspire Memphis. Tucker's love for people and the City of Memphis fuels her passion for recruitment.



Keith Hembree serves as COE's new coordinator of undergraduate recruitment. Hembree comes to his new role with experience in student life and student success programs at Rhodes College, Florida Atlantic University and the University of Louisiana at Monroe. As part of his new role, Hembree will be working closely with various constituents to plan and implement the COE's comprehensive strategy for recruitment and will offer support to the various departmental recruitment efforts. As an undergraduate recruiter, Hembree hopes to share his passion for education while advancing an environment that fosters students and future leaders into the teaching profession.



RIVER CITY PARTNERSHIP

About the River City Partnership

The goal of the River City Partnership is to train and inspire scholars to promote equity and social justice as they teach in Shelby County Schools or the Achievement School District. One school year – 180 days – is a lifetime and can make a huge difference in the life of a student.

The River City Partnership is a collaborative partnership between the UofM College of Education, Shelby County Schools and the Achievement School District. The River City Partnership seeks to recruit local scholars, equip them to teach in Memphis schools and support future teachers throughout college and as they enter the workforce. As River City Teacher Scholars, students can earn a Bachelor of Science in Education with licensure or a Master of Arts in Teaching with licensure in Elementary Education or Secondary Education with a focus in English/Language Arts, Math, Science or Social Studies. The River City Partnership also includes the I AM A MAN... I Teach program which focuses on the recruitment and support of men of color; the High School Summer Bridge Program; and two graduate certificate programs - Mathematical Excellence for Memphis Educators and Literacy Education.



DEAN'S ADVISORY COUNCIL

Madan Birla

Author, speaker, corporate trainer and consultant; former FedEx executive

Ericka DeBruce

Vice President of Engagement, Inclusion and Corporate Social Responsibility, Sedgwick

Dr. Sharon Griffin

Assistant Commissioner of School Turnaround; Chief of the Achievement School District

Michael Harless

Germantown Commissioner; owner of Alpha Consulting

Dr. Jane Hooker

Retired UofM faculty member and former women's basketball coach

Dr. Carol Johnson-Dean

Regional Executive Director of New Leaders

Dr. Barbara Prescott

Tennessee Board of Regents Board member; retired Licensed Professional Counselor

Dr. Gail Robinson

Associate Dean of Institutional Effectiveness and Director of Academic Records/Registrar, Memphis Theological Seminary

Jan Williams

Retired educator; active volunteer

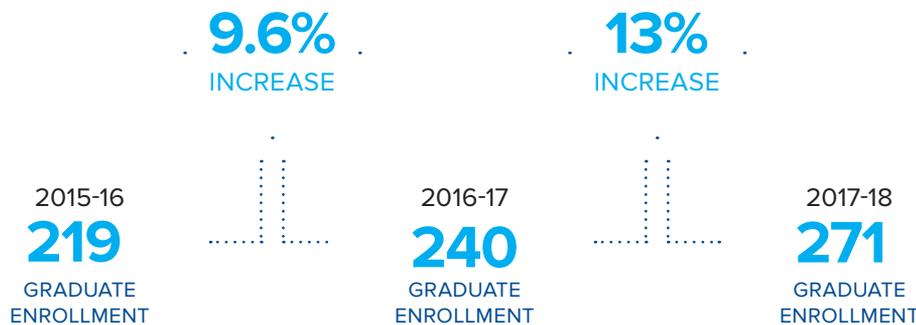
COE BY THE NUMBERS

Enrollment Growth

Overall College of Education Enrollment



Number of Graduate Degrees and Certificates Awarded



Graduation Rates | In 2017-18, the COE awarded 64 doctoral degrees - the **HIGHEST** number in more than over a decade.



The COE also awarded the **LARGEST** number of EdD and PhD degrees by any college at the UofM.



Giving

Total commitments for Fiscal Year 2019



BRAIN CENTER

DEPARTMENTAL HIGHLIGHTS

Counseling, Educational Psychology & Research

In 2018, four programs within the department of Counseling, Educational Psychology & Research received accreditation for an eight-year period by the Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Three Master of Science programs – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and School Counseling – and one doctoral program – Counselor Education and Supervision – received this worthy achievement. No deficiencies were found across any of the programs. The CACREP accreditation process ensures that students graduate with a strong professional counselor identity and with opportunities for specialization in one or more areas. The CACREP standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions. As part of the CACREP process, the doctorate in Counselor Education and Supervision was converted from an EdD program to PhD program, which is more aligned with the UofM's research goals. The number of doctoral applicants has already doubled since this change was implemented.

BRAIN CENTER

The College of Education's BRAIN CENTER (Building Resilience across Ages through Integrative Neuroscience: a Consortium of Education, Neurofeedback Therapy, Epigenetics and Research) researchers have begun a groundbreaking project in the field of clinical neuroscience and genomics research in partnership with a local mental health treatment facility.

The BRAIN CENTER was founded in 2017 by Dr. Eraina Schauss, assistant professor of Clinical Mental Health Counseling in CEPR, in partnership with colleagues in the Department of Criminology and Criminal Justice, the School of Public Health and the University of Tennessee Health Science Center's Department of Genetics, Genomics and Informatics. The research findings will have enormous implications in the fields of genetics, genomics, clinical neuroscience and mental health treatment.



Instruction and Curriculum Leadership

The ICL Department co-hosted the TN TESOL (Tennessee Teachers of English to Speakers of Other Languages) Conference with the Department of English, College of Education, Shelby County Schools and Imagine Learning in January 2019. The mini-conference focused on teaching literacy across the curriculum.

Dr. Laura Casey and **Dr. James Meindl** have received an autism, behavior and communication grant to support children under the age of 8 who have a current diagnosis of autism or behavior/social-communication issues associated with autism. The grant also includes an autism, behavior and communication clinic that helps prepare children to enter school. Currently housed at the Memphis Speech and Hearing Center, the clinic will be a part of the new Integrated Wellness Center developed by ICL, CEPR and other UofM programs to provide a low-cost, one-stop center for community wellness services.

As part of the River City Partnership, **Dr. Celia Anderson** and **Dr. Angie Powell**, ICL faculty, led Mathematical Excellence for Memphis Educators for Mathematical Excellence (ME)², an intensive graduate degree program to increase math content knowledge. The program began as a response to Shelby County Schools' call for better-prepared math teachers in elementary schools. The inaugural cohort will complete the program in May 2019.

Leadership

The Department of Leadership and the College of Education have expanded their partnership with Shelby County Schools to implement a teacher leader program. The Scholars II program will engage 12 SCS teachers in a series of rigorous leadership activities that will culminate with a master's degree, leadership certification – and an invitation to enter Shelby County Schools Assistant Principal Pipeline. The inaugural cohort began the program in June and will graduate in August 2020.

Dr. Wendy Griswold, assistant professor of Higher and Adult Education in the Leadership department, and the Center for the Study of Higher Education (CSHE), received a contract to evaluate the educational technical service provided to communities who are redeveloping properties affected by hazardous substances. Griswold and CSHE also received a grant to assist communities in learning about their local air quality. Both the grant and contract are funded by the U.S. Environmental Protection Agency.



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