KIMBERLEY DAVIS, Ph.D.

Dean, School of Education & Professor of Special Education | University of Arkansas at Pine Bluff

EXECUTIVE PROFILE

Accomplished higher education executive, tenured Full Professor of Special Education, and HBCU leader with 25 years of education experience and 20 years in higher education. Proven record of leading academic transformation, educator preparation accreditation, enrollment growth, faculty development, externally funded initiatives, PK-20 partnerships, and student success. Experienced in aligning academic programs, fiscal and human resources, research capacity, and continuous improvement systems with institutional priorities while expanding opportunity for first-generation and historically underserved students.

SELECTED EXECUTIVE ACHIEVEMENTS

- Provide executive leadership for a comprehensive School of Education serving more than 500 undergraduate and graduate students, supervising 24 faculty and staff, and stewarding an annual operating budget exceeding $6.7 million.
- Secured or co-secured $4,102,190 in competitive external funding supporting educator preparation, literacy, teacher residency, workforce development, research, technology, and student success.
- Expanded Educational Leadership enrollment from 3 to 36 students across four cohorts and grew the Master of Arts in Teaching program to 34 students, with continued growth projected.
- Improved educator-preparation retention from 60% to 85% within two academic years and increased program completion from 38% to 53% through advising redesign, early-alert interventions, faculty accountability, and expanded academic support.
- Led implementation of Arkansas's year-long teacher residency model, expanding the 2026–2027 cohort to 25 residents and developing Grow Your Own and registered apprenticeship pathways.
- Directed CAEP reaffirmation preparation, state program review, Science of Reading review, assessment validation, and evidence-based continuous improvement across initial and advanced programs.
- Built district, community college, state agency, foundation, and nonprofit partnerships supporting 2+2 transfer pathways, clinical practice, community schools, apprenticeships, and educator workforce development.
- Serve as 2026–2027 President of the Arkansas Deans Association and as a CAEP and AAQEP site visitor, advancing educator preparation and higher education leadership at state and national levels.

EDUCATION

Ph.D., Special Education 2009
Southern University and Agricultural & Mechanical College

M.Ed., Educational Leadership 2012
Southern Arkansas University

M.Ed., Special Education (Mild/Moderate Disabilities) 2001
Southern University and A&M College

B.S., Secondary Education (Social Studies) 2000
Southern University and A&M College

UNIVERSITY OF ARKANSAS AT PINE BLUFF (2022 TO PRESENT)

UAPB, founded in 1873, is Arkansas's public 1890 land-grant historically Black university and one of the state's two land-grant institutions. The university enrolls approximately 1,900 undergraduate and graduate students and is recognized for its commitment to teaching, research, service, and community engagement, preparing students to become leaders while advancing economic and educational opportunity throughout Arkansas and beyond.

Dean, School of Education & Professor of Special Education **June 2022 – Present**

The School of Education prepares teachers, educational leaders, rehabilitation counselors, health and human performance professionals, and other education specialists through undergraduate, graduate, licensure, and professional pathways. As chief academic and administrative officer, provide executive leadership for academic affairs, strategic planning, enrollment, faculty affairs, research and scholarship, accreditation, assessment, budgeting, policy development, workforce initiatives, student success, and external partnerships - overseeing an annual operating budget exceeding $6.7 million, supervising 24 faculty and staff, and leading programs serving more than 500 students.

Strategic Leadership

- Lead implementation of the School of Education 2026–2028 Strategic Plan, aligning academic quality, enrollment growth, faculty excellence, research and scholarship, accreditation, workforce development, partnerships, and resource allocation with university priorities.
- Designed a phased organizational structure featuring an Associate Dean and program coordinators for Teacher Education, MAT, Educational Leadership, Rehabilitation Counseling, and Health and Human Performance to strengthen shared governance, accountability, and faculty leadership.
- Redesigned administrative operations by aligning personnel responsibilities with strategic enrollment management, recruitment, retention, assessment, data analytics, accreditation, and student success.
- Established annual strategic planning retreats, curriculum institutes, assessment retreats, leadership planning sessions, and faculty development workshops that institutionalized continuous improvement across all academic programs.
- Led organizational transformation to implement year-long teacher residency requirements, educator apprenticeship models, academic innovation, and workforce development initiatives.
- Developed long-range strategic priorities supporting enrollment growth, academic innovation, educator workforce development, community engagement, and institutional sustainability.
- Strengthened collaboration across Academic Affairs through partnerships with Enrollment Management, Student Success, Institutional Research, Financial Aid, and Academic Support Services to improve institutional effectiveness.

Impact: *Positioned the School of Education as a statewide leader in educator preparation through strategic planning, organizational redesign, and collaborative leadership while strengthening operational effectiveness and institutional alignment.*

Financial Management

- Direct fiscal stewardship of an annual operating budget exceeding $6.7 million, ensuring strategic allocation of institutional and externally funded resources supporting academic excellence, student success, faculty development, accreditation, and strategic initiatives.
- Secured or co-secured $4,102,190 in competitive external funding from federal and state agencies, foundations, nonprofits, and strategic partners supporting educator preparation, literacy, research, teacher residency, workforce development, and student success.
- Provide executive oversight for grant implementation, personnel allocation, fiscal accountability, compliance reporting, and long-term sustainability planning across multiple externally funded initiatives.
- Cultivate foundation, nonprofit, corporate, and community relationships that generate competitive awards, in-kind technology and services, and sustainable resources for faculty, students, research, and community engagement.
- Align budget priorities with enrollment growth, academic innovation, faculty excellence, student success, accreditation expectations, and institutional strategic goals.
- Developed budget recommendations supporting new academic programs, faculty recruitment, student success initiatives, technology enhancements, and workforce development partnerships.

Impact: *Strengthened the School's financial capacity by aligning fiscal resources with institutional priorities while expanding external funding and supporting long-term organizational sustainability.*

Academic Planning, Curriculum & Workforce Development

Provide executive leadership for undergraduate and graduate academic programs while ensuring alignment with institutional priorities, accreditation standards, state licensure requirements, workforce needs and evolving higher education expectations.

- Provide executive leadership for undergraduate and graduate academic programs through oversight of curriculum development, academic planning, faculty workload planning, scheduling, assessment, policy implementation, and continuous program improvement.
- Lead development, review, and implementation of new academic programs, concentrations, certificates, and innovative delivery models designed to address critical educator workforce shortages while expanding enrollment opportunities.
- Collaborate with academic leadership across the University to advance strategic planning, interdisciplinary initiatives, enrollment management, academic policy implementation, and institutional effectiveness.
- Led the comprehensive redesign of educator preparation programs in response to the Arkansas LEARNS Act, aligning curriculum, year-long teacher residencies, clinical experiences, licensure pathways, and assessment systems with new statewide requirements while maintaining accreditation expectations.

- Developed 2+2 transfer and apprenticeship pathways with the University of Arkansas-Pulaski Technical College, Southeast Arkansas College, and regional school districts to expand bachelor's degree completion and strengthen the educator workforce pipeline.
- Created the UAPB Guarantee Program, a strategic transfer initiative designed to remove barriers to degree completion through guaranteed admission pathways, scholarship support, coordinated advising, and seamless articulation agreements that strengthen enrollment and student success.
- Partnered with Enrollment Management, Student Success, Financial Aid, Academic Affairs, and institutional leadership to redesign transfer processes, scholarship strategies, advising models, and articulation agreements that improve transfer student persistence and degree completion.
- Revised the School of Education governance structure by redesigning committee responsibilities, strengthening shared governance, improving faculty participation in decision-making, clarifying policy review processes, and aligning governance practices with accreditation expectations and institutional priorities.
- Established strategic workforce development partnerships with Arkansas school districts, educational cooperatives, community colleges, state agencies, nonprofit organizations, national organizations, and philanthropic foundations to strengthen educator preparation, teacher residency, Grow-Your-Own initiatives, apprenticeship models, and regional workforce development.
- Represented the School of Education in statewide workforce development initiatives, collaborating with higher education, business, government, PK–12 education, and community partners to address educator shortages and strengthen the teacher workforce throughout Arkansas and the Mississippi Delta.
- Led curriculum redesign supporting fully online graduate programs, alternative licensure pathways, residency implementation, and innovative educator preparation models.
- Directed academic policy revisions supporting candidate progression, residency expectations, clinical practice, licensure readiness, academic quality, and continuous improvement.
- Fostered a culture of innovation by encouraging faculty collaboration in curriculum redesign, instructional improvement, technology integration, artificial intelligence, and academic program enhancement.

Impact: *Advanced the School's academic portfolio through strategic curriculum innovation, governance reform, transfer pathway development, workforce partnerships, and academic planning, positioning the School as a statewide leader in educator preparation while strengthening enrollment, access, and workforce responsiveness.*

Student Success, Enrollment & Workforce Development

Provide executive leadership for strategic enrollment initiatives, student success, educator preparation, and workforce development by implementing innovative programs that improve recruitment, retention, persistence, licensure, graduation, and career placement.

- Improved educator-preparation retention from 60% to 85% within two academic years through advising redesign, early-alert interventions, expanded academic support, and increased faculty accountability; increased program completion from 38% to 53%.

- Expanded Educational Leadership enrollment from 3 to 36 students across four cohorts and grew the Master of Arts in Teaching program to 34 students through cohort development, flexible delivery, partnership recruitment, and targeted student support.
- Established the PRIDE Praxis Academy, integrating diagnostic assessments, individualized tutoring, faculty mentoring, readiness benchmarks, and targeted intervention plans that contributed to 100% Praxis pass rates in multiple licensure areas.
- Expanded academic coaching and mentoring through structured residency support, faculty advising, peer mentoring, and individualized success plans designed to improve persistence and degree completion.
- Developed and implemented comprehensive licensure preparation strategies integrating coursework, assessment data, tutoring, and faculty support to improve candidate readiness for professional certification.
- Directed implementation of year-long educator residency experiences aligned with the Arkansas LEARNS Act, expanding the 2026–2027 cohort to 25 residents and strengthening clinical practice, mentor preparation, district collaboration, and employment pathways.
- Achieved 2025–2026 residency outcomes in which 12 of 16 residents passed Praxis, 10 secured employment in their licensure areas, and 15 remained in Arkansas schools.
- Created innovative Grow-Your-Own educator pathways connecting high school students, paraprofessionals, community college transfer students, and career changers to teacher licensure programs.
- Designed the TEACHING the Delta initiative, a comprehensive educator workforce development model integrating dual enrollment, concurrent credit, teacher apprenticeship, summer residential experiences, mentoring, and scholarship support to strengthen the educator pipeline throughout the Arkansas Delta.
- Expanded reciprocal partnerships with Pine Bluff, Watson Chapel, Little Rock, Friendship Aspire, and other school systems to increase clinical placements, internships, mentoring, registered apprenticeships, and employment opportunities.
- Collaborated with Enrollment Management and Student Success leadership to strengthen recruitment strategies, improve transfer student success, and expand access to educator preparation programs.
- Increased visibility of educator preparation through statewide recruitment events, leadership conferences, community outreach, Teach PRIDE Learning Tours, and strategic marketing initiatives.

Impact: *Strengthened enrollment, retention, licensure success, workforce development, and educator preparation while positioning the School of Education as a regional leader in preparing highly effective educators for Arkansas schools.*

Faculty Affairs & Organizational Leadership

Provide executive leadership for faculty recruitment, development, evaluation, organizational effectiveness, and shared governance while fostering a collaborative culture of innovation, accountability, and continuous improvement.

- Supervise and evaluate 24 faculty and staff, including department chairs, program coordinators, faculty, professional staff, and administrative personnel while promoting excellence in teaching, scholarship, service, and student success.

- Established a distributed leadership structure by creating coordinator positions supporting assessment, residency, graduate education, licensure, data management, clinical experiences, and student success, strengthening organizational effectiveness and leadership capacity.
- Reorganized School committee structures and governance processes to improve communication, increase faculty engagement, clarify committee responsibilities, and strengthen shared governance.
- Implemented annual faculty development programming focused on assessment literacy, accreditation expectations, instructional innovation, artificial intelligence, technology integration, grant development, scholarly productivity, and student engagement.
- Expanded faculty leadership opportunities through committee appointments, strategic planning teams, accreditation leadership, curriculum development, and statewide professional service.
- Strengthened annual faculty evaluation processes by aligning performance expectations with institutional priorities, accreditation standards, student success goals, and strategic planning initiatives.
- Support faculty scholarship through mentoring, collaborative research, grant development, conference participation, publication support, interdisciplinary partnerships, and alignment of professional growth with promotion and tenure expectations.
- Developed succession planning strategies supporting department leadership, coordinator development, and long-term organizational sustainability.
- Fostered a collaborative organizational culture emphasizing transparency, shared decision-making, innovation, accountability, and continuous improvement.

Impact: *Strengthened organizational capacity by expanding faculty leadership, improving governance, enhancing professional development, and creating sustainable systems supporting academic excellence and institutional effectiveness.*

Research, Scholarship & Academic Innovation

- Advance a research-supportive culture by connecting faculty with grant opportunities, interdisciplinary collaborators, professional networks, and community-engaged research initiatives.
- Provide leadership for externally funded and applied initiatives addressing educator shortages, literacy, special education, data and artificial intelligence, community schools, and student success.
- Encourage faculty scholarly productivity through mentoring, conference engagement, publication support, grant development, and professional learning focused on research capacity.
- Contribute an active scholarly record focused on educator preparation, special education, culturally responsive practice, HBCU leadership, equity, and student engagement.
- Bring prior leadership experience with graduate and doctoral education, including academic oversight of fully online graduate programs and enhancement of an Ed.D. program with a Higher Education leadership concentration.

Assessment, Institutional Effectiveness & Continuous Improvement

Provide executive leadership for assessment, institutional effectiveness, quality assurance, and continuous improvement through systematic use of data to strengthen academic quality, inform decision-making, and support institutional accountability.

- Directed implementation of a comprehensive quality assurance system supporting evidence-based decision-making across undergraduate and graduate educator preparation programs.
- Established annual assessment retreats, curriculum institutes, faculty data summits, and continuous improvement workshops promoting systematic analysis of candidate performance and program effectiveness.
- Led systematic review, validation, and inter-rater reliability work for key assessments to strengthen alignment with professional standards, institutional outcomes, state expectations, and CAEP requirements.
- Developed comprehensive assessment dashboards supporting enrollment management, candidate performance monitoring, licensure outcomes, employer satisfaction, completer success, and program review.
- Integrated candidate assessment results, employer surveys, completer feedback, residency evaluations, and stakeholder input into annual continuous improvement planning.
- Strengthened institutional reporting by implementing systematic evidence collection, documentation processes, and assessment protocols supporting transparency, accountability, and accreditation readiness.
- Promoted a culture of evidence by increasing faculty engagement in assessment analysis, data-informed planning, and continuous program improvement.
- Collaborated with Institutional Research and Academic Affairs to strengthen assessment reporting, institutional effectiveness, and strategic planning processes.

Impact: *Institutionalized a comprehensive culture of assessment and continuous improvement that strengthened academic quality, enhanced institutional effectiveness, and improved evidence-based decision-making across educator preparation programs.*

Accreditation, Policy & Compliance

Provide executive leadership for accreditation, regulatory compliance, policy development, state program approval, and academic quality assurance while ensuring alignment with institutional, state, and national expectations.

- Direct CAEP reaffirmation and continuous improvement efforts across initial and advanced programs, including self-study development, evidence mapping, annual reporting, stakeholder governance, and institutional accountability.
- Led implementation of comprehensive educator preparation redesign in response to the Arkansas LEARNS Act, ensuring compliance with revised state residency requirements while maintaining accreditation expectations.
- Coordinated development and implementation of revised residency policies, candidate progression requirements, handbook revisions, field experience procedures, clinical practice expectations, and licensure protocols.
- Led preparation for Arkansas state program review and Science of Reading review while overseeing annual reports, program approval documentation, quality assurance evidence, and improvement plans.

- Collaborated with University leadership, the Arkansas Department of Education, P–12 partners, and national organizations to ensure compliance with evolving state and national educator preparation requirements.
- Revised governance policies and academic procedures supporting curriculum review, assessment, program approval, faculty participation, and institutional accountability.
- Led faculty training on accreditation standards, assessment quality, evidence collection, policy implementation, residency expectations, and continuous improvement.
- Strengthened compliance processes supporting curriculum management, educator licensure, assessment reporting, and program quality.

Impact: *Positioned the School of Education to successfully navigate significant statewide educator preparation reform while strengthening accreditation readiness, regulatory compliance, governance, and institutional accountability.*

Additional highlights: hosted flagship events including the Aspiring Educators Conference, Capacity Building Conference, and Right to Read Community Forum; authored or co-authored journal articles, book chapters, and a co-edited book; and delivered 20+ national and international presentations elevating the School's visibility (see Scholarship, below).

PRIOR LEADERSHIP EXPERIENCE

Interim Chairperson, Educational Leadership, Curriculum and Special Education July 2021 – June 2022

Arkansas State University, Jonesboro, Arkansas. One of the university's largest academic departments, serving over 2,700 graduate students across fully online programs, supported by 14 full-time faculty, 30 adjuncts, and 30 academic assistants, with an annual operating budget of $15 million, including academic partnership funding, grants, and the Center for Excellence in Education.

- Executed comprehensive strategic planning for academic programming, enrollment growth, and institutional alignment with state and national education priorities.
- Managed budget development, personnel evaluation, course scheduling, and student success initiatives, ensuring program quality and operational efficiency.
- Revised the Master of Theory and Practice (M.Ed.) to add three high-demand concentrations – ESL, Instructional Technology, and Adult Education – and restructured the Master of Science in Special Education with new dual-licensure options.
- Enhanced the fully online Doctor of Education (Ed.D.) with a new Higher Education leadership concentration.
- Maintained programmatic accreditation readiness and aligned curriculum with CAEP standards, ensuring rigor and compliance with educator licensure requirements.

Assistant Department Chair, Educational Leadership, Curriculum, and Special Education July 2018 – June 2022

Arkansas State University – Jonesboro, Arkansas

- Designed and launched the Master of Arts in Teaching (MAT) in Special Education, an alternative licensure program that grew to over 400 enrolled students within two years, serving as a scalable model for addressing statewide educator shortages.

- Founded the Annual Paraprofessional Conference, a statewide professional development initiative reaching over 100 paraprofessionals in partnership with the Educational Renewal Zone and the Arkansas Federation of the Council for Exceptional Children.
- Created Ready2Teach, a high school recruitment initiative building a pipeline of future educators reflecting the diversity of Arkansas's K–12 student population.
- Led preparation of the CEC Specialized Program Accreditation Report for the Master of Science in Special Education K–12 program, resulting in National Recognition status.

CAEP Coordinator, College of Education and Behavioral Science July 2018 – June 2022
Arkansas State University – Jonesboro, Arkansas

- Provided strategic leadership and oversight of accreditation and continuous improvement processes for the Educator Preparation Provider (EPP) across all initial and advanced-level programs.
- Developed and implemented a comprehensive Quality Assurance System (QAS), ensuring alignment with CAEP standards, institutional goals, and state licensure requirements.
- Led preparation of the CAEP Interim Self-Study Report for eight advanced-level programs, resulting in full Accreditation with No Areas for Improvement (AFIs) or Stipulations.
- Established the Educator Preparation Assessment Committee (EPAC), engaging P–12 partners, alumni, students, and community members in evaluating program effectiveness.

PROFESSIONAL EXPERIENCE

Associate Professor of Special Education 2018–2022
Arkansas State University, Jonesboro, Arkansas

Assistant Professor of Special Education 2013–2018
Arkansas State University, Jonesboro, Arkansas

Assistant Professor of Special Education 2010–2013
Southern Arkansas University, Magnolia, Arkansas

Instructor of Special Education 2005–2009
Southeastern Louisiana University, Hammond, Louisiana

PROFESSIONAL DEVELOPMENT & CERTIFICATIONS

- AASCU Becoming a Provost Academy Fellow (2026–2027)
- Deans for Impact Fellow (2024–2025)
- State of Arkansas Teacher Certification – Reading, K–12
- Special Education Instructional Specialist, P–12
- Educational Examiner, P–12

HONORS & AWARDS

Arkansas Business Executive of the Year Finalist, Public Sector and Education 2026

Excellence in Education Award, Friends of Professor Joseph Carter Corbin 2025–2026

CEC Specialized Program Accreditation Report, B.S. in Special Education K–12 – National Recognition 2021

CAEP Interim Self-Study Report, Advanced Level Programs – Accreditation, No AFIs or Stipulations 2021

College of Education and Behavioral Science Faculty Achievement Award for Professional Service 2020–2021

GRANTS & EXTERNAL FUNDING

$4,102,190 in competitive external funding secured or co-secured at UAPB, supporting educator preparation, literacy, teacher residency, research, technology, workforce development, and student success.

National Education Association Foundation, Pine Bluff Community Schools Implementation Award (2026–2027) **$200,000**

Title III Transformative Instructional Project (2022–2027) **$800,000**

Title III Teacher Education Center (2025–2030) **$700,000**
Praxis, edTPA, residency, mentoring, technology, and educator workforce supports serving a projected 300 or more participants.

TPI-US-Literacy Sub-Award **$58,600**

National Education Association (NEA) Foundation, Pine Bluff Community Schools Planning Grant (2025–2026) **$111,000**

National Center for Teacher Residencies, Boundless Educator Initiative, UAPB (2024–2026) **$300,000**

Center for Strategic Leadership Grant, UAPB (2024–2027) **$750,000**

EIR Scientific Scouts – Kindergarten, UAPB (2024–2029) **$750,000**

National Education Association (NEA) Foundation, Pine Bluff Community Schools Planning Grant (2024–2025) **$58,000**

Building Capacity for Critical-Need STEM and Special Education Teachers in Southeast Arkansas (2023–2024) **$74,982**

USDA Capacity Building Grant – Increasing African American Teachers in Ag Teacher Education Programs, UAPB (2024–2027) **$299,608**

SCHOLARSHIP

Author or co-author of peer-reviewed publications, proceedings, and national/international presentations on educator preparation, special education, and leadership in the academy, including an invited keynote at the 2025 International Centre for Innovation in Education (ICIE) conference. Full record of the last seven years (2019–2026) below.

Refereed Journal Articles (2019–2026)

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., Budin, S. G., Cho, E., Conoyer, S. J., Conway, S. J., Dunn, M. W., Faggella-Luby, M., Gersib, J. A., **Davis, K.,** Jimenez, Z., Juergensen, R. L., Kiuhara, S. A., Koop, V., Lembke, E. S., Moody, A. K., Morris, J. R., Murnan, R., Sarmiento, C. M., Smith, C. M., Smith, R. A., Solis, M., & Stinchcomb, H. (2026). Science instruction for students with learning disabilities: A national survey of elementary special education teachers. Learning Disabilities Research & Practice.

Hunter, W. C., Jasper, A. D., Barnes, K., Davis, L. L., **Davis, K.**, Singleton, J., & Scott, T. (2021). Promoting positive teacher-student relationships through creating a plan for classroom management onboarding. Multicultural Learning and Teaching. https://doi.org/10.1515/mlt-2020-0012.

Lewis-Kipkulei, P., Singleton, J., Singleton, T., **Davis, K.,** & Cheng, M. (2021). Increasing student engagement via a combined roundtable discussion and flipped classroom curriculum model in an OT and special education classroom. Cogent Education, 8(1). https://doi.org/10.1080/2331186X.2021.1911284.

Books and Book Chapters (2019–2026)

Johnson, N., Bowser, A., **Davis, K.,** & Leslie, H. S. (2023). Black women's formal and informal ways of leadership: Actualizing the vision of a more equitable workplace. IGI Global.

Johnson, N., Bowser, A., **Davis, K.,** & Leslie, H. S. (2023). Nine Black women leaders in the academy: Promoters of constructive disruption and institutional change. In Johnson, Bowser, Davis, & Leslie, Black Women's Formal and Informal Ways of Leadership: Actualizing the Vision of a More Equitable Workplace. IGI Global.

Davis, K., Torrence, W., Perkins, B., Sande, B., & Haynes, J. (2025). Transforming teacher preparation programs at HBCUs: Continuing the legacy of preparing Black educators through activism and social justice. In Pringle, Samuels, Wikerson, & Broughton, Teacher Preparation as Social Activism at Historically Black Colleges and Universities. Routledge, Taylor & Francis Group.

Kucharczyk, S., & **Davis, K.** (2024). Preparing special educators to shift education: Experiences and outcomes for students with disabilities who are Black, Indigenous, & people of color. In L. C. de Oliveira, T. Ferguson, & K. Johnson, Preparing Educators: Efforts, Resources, & Initiatives. Virginia Commonwealth University.

Preprints

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., Budin, S., Cho, E., Conway, S. J., **Davis, K. M.,** Dunn, M. W., Faggella-Luby, M. N., Gersib, J., Jimenez, Z., Murnan, R., et al., Stinchcomb, H. R. (2025). National survey of 4th and 5th-grade science education teachers: Insights into instruction and inclusion of students with disabilities. Preprint, https://doi.org/10.35542/osf.io/d4ybt.

Proceedings (2019–2026)

Wang, H., McGowan, O., & **Davis, K.** (2023). Integrating practice-based strategies and culturally responsive pedagogy through service learning. North Central Region/National Learner-Centered Teaching Conference. Brookings, South Dakota.

Davis, K., Robinson, A., Glover, T., & Bowser, A. (2022). Black female leadership: Navigating the academy for equity, justice, and success. Arkansas Council for Women in Higher Education (ACWHE). Virtual Conference.

Davis, K., Lewis-Kipkulei, P., Singleton, J., & Singleton, T. (2021). Increasing candidate engagement in the college classroom through differentiated classroom design. Mid-South Education Research Association. New Orleans, Louisiana.

Presentations (2019–2026)

Davis, K., Torrence, W., & Kubasko. (2024). Developing teacher candidates' self-efficacy through cross-cultural strategies. American Education Research Association Conference. Philadelphia, Pennsylvania.

Wang, H., McGowan, O., & **Davis, K.** (2023). Integrating practice-based strategies and culturally responsive pedagogy through service learning. North Central Region/National Learner-Centered Teaching Conference. Brookings, South Dakota.

Davis, K., Torrence, W., & Kubasko. (2023). Transforming teacher candidates to become behavior-changing ninjas. US PREP Leadership Retreat. San Diego, California.

Bowser, A., Johnson-Leslie, N., & **Davis, K.** (2023). Breaking the glass ceiling: Our leadership in the academy. Arkansas Association of Teacher Education Conference. Jonesboro, Arkansas.

Davis, K., & Kucharczyk, S. (2023). Engaging families for student, school, and teacher success. Teaming Up to Support Kids (TUSK) Symposium. Virtual Meeting.

Davis, K., & Speight, R. (2023). Supporting students in inclusive settings. Arkansas Federation of the Council for Exceptional Children. Virtual Conference.

Davis, K., Robinson, A., Glover, T., & Bowser, A. (2022). Black female leadership: Navigating the academy for equity, justice, and success. Arkansas Council for Women in Higher Education (ACWHE). Virtual Conference.

Davis, K., Bowser, A., & Johnson, N. (2022). Conceptualizing the role of Black female leadership: The influence of equity and inclusion in the academy. Arkansas Association of Teacher Education Conference. Pine Bluff, Arkansas.

Davis, K., Bowser, A., & Shaw, A. (2022). Building resiliency and competence among educational leaders through online learning. Association of Teacher Educators. Chicago, Illinois.

Robinson, A., & **Davis, K.** (2022). Developing resilient educators through ethical decision-making integrated with self-efficacy. North Central Region/National Learner-Centered Teaching Conference. University of Missouri–Columbia.

Shaw, A. C., Hux, A. R., Williams, R. W., & **Davis, K.** (2022). Helping international educational leadership candidates cope with distance learning challenges on their path to administration credentials: A look at Qatar students and their quest for a master's in administration at a United States university. ATE Conference. Chicago, Illinois.

Shaw, A. C., Hux, A. R., Williams, R. W., & **Davis, K.** (2022). Principals need love and support too: A look at how public-school principals have dealt with the impact of COVID-19 on their professional and personal lives. ATE Conference. Chicago, Illinois.

Shaw, A. C., Hux, A. R., Williams, R. W., & **Davis, K.** (2022). Discussion on the transition of an educational leadership program internship from a portfolio to an on-the-ground internship: A look at the positives and negatives of the change. ATE Conference. Chicago, Illinois.

Bowser, A., Baker, T., & **Davis, K.** (2021). Maximizing success among racially diverse teachers of color in online learning. Mid-South Educational Research Conference. New Orleans, Louisiana.

Davis, K., Lewis-Kipkulei, P., Singleton, J., & Singleton, T. (2021). Increasing candidate engagement in the college classroom through differentiated classroom design. Mid-South Education Research Association. New Orleans, Louisiana.

Davis, K., & Kucharczyk. (2021). Setting precedence in education: The examination of culturally responsive teaching self-efficacy beliefs. The Council for Exceptional Children Virtual Conference.

Invited Presentations & Training (2019–2026)

Davis, K. (2025). Retention is the new recruitment: A roadmap to teacher licensure (Keynote Address). 27th International Centre for Innovation in Education (ICIE) Virtual Conference, Prairie View A&M University, Houston, Texas.

Dean's Leadership Panel, US PREP Learning Institute (2022).

Co-Teaching Model Coach, Johns Hopkins University (2019–2021).

SERVICE

Arkansas Deans Association, President	2026–2027
Arkansas Deans Association, Vice President	2025–2026
Arkansas Council of Deans and Directors of Educator Preparation, Executive Board	Current
Professional Licensure Standards Board (PLSB), Arkansas Division of Elementary and Secondary Education, Member	Current
American Association of Colleges for Teacher Education (AACTE), Arkansas State Representative	2025–Present
Council for the Accreditation of Educator Preparation, Site Visitor	2021–Present
Association for Advancing Quality in Educator Preparation, Site Visitor	Current
Council for Exceptional Children, SPA Reviewer	2016–Present
DDEL Conference Reviewer	2016–Present
Special Education Research Accelerator, Research Partner	2021–Present
Arkansas Federation of the Council for Exceptional Children, President	2016–2018

PROFESSIONAL MEMBERSHIPS

Association of Teacher Educators • American Association of Colleges for Teacher Education • Council for Exceptional Children • Mid-South Educational Research Association • American Association of State Colleges and Universities • Deans for Impact • National Education Association • Delta Sigma Theta Sorority, Incorporated (Pine Bluff Alumnae Chapter)