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Department Highlights

Counselor Education

The Department of Counselor Education (DCE) maintained its high ranking by the U.S. News and World Report. For the last twelve years DCE has ranked among the top five programs in the nation, and this year we were ranked as the **Number 3 program in the country**. Further, the department has taken significant steps that will insure its status as a top ranked program. Specific achievements include:

- An increase in the number of internal and external grant submissions. Not only did we secure one external grant this year, but we have increased the number of grant submissions
 - Three faculty members (Conwill, Torres & West-Olatunji) submitted proposals for internal funding
 - Two faculty members submitted proposals to national organizations or foundations.
 - Three faculty have submitted proposals to prestigious external funding sources, including the National Science Foundation (Dr. West Olatunji in collaboration with faculty in STL), and the National Institutes of Health (Drs, Doan and Puig).
- A strength of our program is found in the quality of our graduates. Graduates have a 100% pass rate on the FDOE Certification Exam, a 100% pass rate on the National Counselor Examination and a near perfect pass rate on the Florida State Mental Health Licensing and the Florida State Marriage and Family Licensing Examinations.
- We have initiated the development of an online program in school mental health counseling that would allow currently credentialed school counselors to gain the necessary preparation for licensure as mental health counselors. We are now in the process of developing courses that will be taught for the first time in Summer 2008.
- Thanks to funding from the dean, we have been able to re-equip our counseling laboratory with modern electronic equipment so as to allow our students to have state-of-the-art equipment with which to work.
- We have been heavily involved in intervention research and training activities in a number of public schools and communities including:
 - Drs. Sondra Smith, Ellen Amatea, Andrea Dixon and Cirecie West-Olatunji are conducting an intervention project involving high risk primary grade students and their families who attend two high poverty elementary schools in Alachua County. This intervention project has also provided opportunities for our graduate students to work with these children, their families and their teachers.
 - Dr. Mary Ann Clark has been conducting an intervention project targeting underachieving middle school boys attending two middle schools in Alachua County
 - Dr. West Olatunji has been working with P.K. Yonge faculty in a year-long training program to enhance their skills in working with African American students and their families
 - Dr. Silvia Echevarria Doan has been working to create a parent-to-parent support group with low-income families living in an under-resourced area of Gainesville
 - Harry Daniels worked with two Florida school districts (Alachua County and Bay County) regarding the use of FCAT data to redesign/refocus instruction

- We instituted a proactive response to the hate crime incident at Columbia University that occurred this year (the noose hanging incident) through our faculty's participation in several university wide faculty panels and national interviews.
- Our faculty has produced a substantial number of scholarly publications and presentations during the year that contribute to our national visibility. To be specific, faculty have published/presented
 - 6 Books
 - 26 Book chapters
 - 42 Refereed journal articles
 - 45 National/international presentations
- Faculty have also been honored for their contributions to teaching, research and service at the university, state and national levels
 - Dr. Mary Ann Clark was awarded the College of Education's 2008 Graduate Faculty Teaching Award. She was also awarded a B. O. Smith Research Professorship in 2007
 - Dr. Larry Loesch was awarded the 2008 College of Education's Lifetime Achievement Award
 - Dr. Andrea Dixon was honored with the Association for Multicultural Counseling and Development's Young Emerging Leader Award for 2008
 - Dr. Cirecie West-Olatunji received the 'Ohana Award by Counselors for Social Justice for her demonstrated commitment to social justice and advocacy, particularly for socially marginalized and culturally diverse individuals.
 - Drs. Mary Ann Clark, Ana Puig and Sang Min Lee receive the 2008 Biggs-Pine Award for the outstanding contribution to counseling research literature with their article entitled "The role of religiosity on postsecondary degree attainment" published in the Journal of Counseling and Development
 - Dr. Cirecie West Olatunji received the *Community Service* award at the 2007 annual convention from the Association for Black Psychologists for outstanding disaster mental health services provided internationally and nationally.
- A final accomplishment is found in the various leadership positions that are held by members of the faculty in professional organizations and on editorial boards, including the following
 - Dr. Edil Torres Rivera serves as past- President of Counselors for Social Justice, a division of the American Counseling Association.
 - Dr. Cirecie, West-Olatunji serves as President of the Association for Multicultural Counseling and Development, a division of the American Counseling Association.
 - Dr. Peter Sherrard is a member of the Probable Cause Board of the Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling for the Florida Department of Health.
 - Dr. Andrea Dixon is the Secretary of Chi Sigma Iota National Honorary
 - Dr. Harry Daniels is a member of the Standard Revisions Committee of the Council for the Accreditation of Counseling and Related Educational Professions
 - Mary Ann Clark, Professional School Counseling Editorial Board Member
 - Andrea Dixon, Professional School Counseling Editorial Board Member
 - Andrea Dixon, Journal of Multicultural Counseling and Development
 - Andrea Dixon, Journal for the Association for Specialists in Group Work
 - Michael Garrett, Journal of Counseling and Development Editorial Board Member
 - Edil Torres Rivera, Journal for the Association for Specialists in Group Work Editorial Board Member

Educational Administration and Policy

The Department of Educational Administration and Policy is charged with developing and creating innovative research to guide professionals working in school districts, serving in community colleges and analyzing educational policy as well as current scholars, sitting administrators, and others to improve education within a wide range of settings across local, state, regional, national, and international contexts. The department is dually committed to deliver exemplary graduate programs of study using varying modalities and to mentor and develop researchers and practitioners for diverse careers in public or private education, policy analysis, and industry. The department adopted the motto of “leading to make a difference.”

The long-range goals of the Department of Educational Administration and Policy

Teaching

1. Provide an adequate supply of qualified leaders to serve Florida schools and colleges.
2. Prepare professional administrators capable of coordinating and motivating individuals to solve broad based problems.
3. Prepare graduates who meet/exceed certification requirements.
4. Prepare school and college leaders who will be successful in Florida and beyond
5. Provide a program rated highly satisfactory by graduates who have assumed positions as school and college leaders
6. Provide a program that prepares students to pass certification exams at a very high pass rate.
7. Maintain programs that meet professional accreditation standards (*NCATE, SACS*).
8. Prepare leaders with competency in performing independent and original research.
9. Produce tomorrow’s leaders with the requisite skills to manage the legal, fiscal, instructional, and organizational processes for schools and colleges.
10. Prepare leaders who will utilize technology to assist learning and achievement of students and others.
11. Prepare leaders who can and will apply theories and principles of research to active learning environments.
12. To provide students with a solid knowledge base related to the major trends and issues of American Higher Education such as accountability, governance and leadership, race and ethnicity as well as issues affecting students and faculty.
13. To provide students with the opportunity to critically analyze current trends and issues facing HE collaboratively, formulate personal positions, and discuss future potential implications.
14. To help develop self-reflection skills related to how sociologically and culturally constructed understandings may influence students’ viewpoints
15. To help develop skills of analysis, synthesis, research, and communication (verbal and written) concerning issues and topics related to HE

Research

1. To be nationally prominent in the disciplinary fields of our faculty
2. To obtain the funding necessary to support faculty scholarship, ideas, and research agendas.
3. To examine in what ways the public good of higher education is being affected as contemporary trends unfold
4. To contribute to our understanding on how political, economical, social and demographical shifts as well as federal, state, and institutional policies affect the ability of higher education institutions to meet the societal needs of the 21st century. A central focus of our work is to disseminate our work among scholars and provide recommendations to practitioners and policymakers, including our own students in the program.

Service

1. To serve students at all levels in schools, colleges, and other educational venues.
2. Work with teachers and administrators to put implement the findings of our research.
3. To acquaint administrators and teachers with the appropriate research sources to enhance data driven decisions.

Diversity

1. To further diversify the faculty, staff, and students of the department.
2. To mentor the current young faculty of color to ensure tenure success.
3. To hone recruitment skills to attract additional students of color.
4. To facilitate the development of culturally effective higher education administrators and scholars through self-examination, understanding, and knowledge about culturally and racially diverse individuals by researching and teaching on:
 - a. The issues related to the struggles faced and facing groups from different race/ethnicity, sexual orientation, disability, religion, gender, adult learners, national origin and socioeconomic status
 - b. The psychological and sociological dynamics behind racism and classism
 - c. The issues facing minority groups in American higher education
 - d. To develop practical models and theoretical frameworks to help minority students attain a postsecondary education and reach faculty and administrative ranks

Achievements

Achievement A. We have recently developed the Leadership in Educational Administration Doctorate or LEAD Program. LEAD is a blended program that uses online instruction plus a limited number of face to face meetings per semester. We are reaching out to the entire state of Florida but with a special emphasis on large urban areas in the southern part of the state—reaching students who are working professionals who could not otherwise come to the Gainesville campus. We offer the following degree programs

Educational Leadership with Certification (EdS/EdD)
Educational Leadership (EdD)
Higher Education Administration (EdD)

Beginning in Summer 2007, we began our work specifically with the Collier County K-12 School District to create not only a blended program but one that is specifically focused on urban leadership with a job-embedded component. At this time we have enrolled approximately 50 students.

We will be beginning another LEAD cohort in the Spring semester specifically for community college administrators or aspirants. This is a model of great potential that is sure to continue to thrive.

Achievement B: We were recently welcomed as one of the Colleges of Education in the Carnegie Network on the Professional Practice Doctorate. The College of Education is poised and ready to define and differentiate a professional practice doctorate in the domains of a) preparing leaders for PK-12 schools, and b) preparing professional practitioners for schools, colleges, and universities, including community colleges. We plan full participation from three of the College's departments, plus some participation by the other two. We plan transformation beginning at the student recruitment stage and proceeding through curriculum, teaching practices, and program evaluation. At this time we have begun discussions with the Miami-Dade school districts to enroll a cohort of professional practitioners in a new model of doctoral education.

Achievement C: We have established a new journal, the Florida Journal of Educational Administration and Policy (www.fjeap.org). The journal is peer reviewed and indexed by EBSCO and Gale. To date we have two editions online.

Achievement D: Dr. Linda Behar-Horenstein and Dr. Linda Serra Hagedorn are both working with the medical school to establish a new degree program in medical education. Dr. Linda Serra Hagedorn recently contributed to a grant proposal with the College of Engineering. We continue to seek additional partnerships.

Achievement E: Most of our faculty are reviewers for the top journals in their fields. We also are the home to the American Education Finance Association (Dr. Craig Wood- President). The Southern Association of Colleges and Schools (SACS)-Southern Association of Community, Junior and Technical Colleges (SACJTC) Journal has named Dr. Dale F. Campbell and former graduate student Dr. Matthew J. Basham as the new co-editors of the SACS-SACJTC journal.

Educational Psychology

07-08 Educational Psychology Highlights

Mark D. Shermis, Ph.D.
Professor & Chair

New Hires

- ▶ Dr. Cyndi Garvan, Assistant Scholar



Research & Teaching

- ▶ Grant funding applications at \$1,189,781
- ▶ Graduated 5 Ph.D., 5 Ed.S., & 19 M.A. students
- ▶ 227 students applied to the department, 43 students were admitted, and we project that 26 new students will enroll in the fall.



Programmatic Changes

- ▶ Developed 4 distance education courses
- ▶ Distance education certificate and M.Ed. degree program in Educational Psychology
- ▶ Established a track in qualitative research methods (REM)

Collaborative Assessment and Program Evaluation Services (CAPES)

- ▶ HIP-Van
- ▶ Levey-NSF
- ▶ Merz-IGERT
- ▶ Taylor-NST
- ▶ Cavanaugh-FIPSE
- ▶ IIIF
- ▶ MacFadden-IGERT
- ▶ Pringle-NSF
- ▶ Sadler-OUTBREAK

Sabbaticals



Tina Smith-Bonahue

- ▶ Work with early childhood education in Miami-Dade (Lastinger Center)



Tom Oakland (One Semester)

- ▶ Editing a book on assessment and rehabilitation in health



Awards



Green

► University Outstanding Staff Member



School of Teaching and Learning

1. Had \$3.4 million awarded in external funding, an increase of \$1.6 million over previous year; submitted 17 proposals, an increase of 15 from previous year
2. Collaborated with units across campus on proposals (CLAS, engineering, Graham Center)
3. Hired one new faculty - Associate Professor Katrina Sanders-Cassell (from the University of Iowa) to provide leadership in elementary social studies education and to address the high demand for courses in the foundations of education.
4. Had 3 Professional Training Options (PTOs) approved by the Florida Department of Education to offer education minors that lead to official completion of professional educator requirements, a significant step toward Florida teacher certification. PTOs were approved in general education as well as in the critical shortage areas of mathematics and science education.
5. Had 2 Educator Preparation Institutes (EPs) approved by the FDOE as alternative certification options for those holding bachelors degrees. The SITE program is based in Alachua County and leads to a master's degree. The Duval Apprentice Program is in Duval County and teacher candidates complete 15 credits of graduate coursework and are eligible to apply for a master's degree upon completion.
6. Formed new partnerships with school districts (e.g., Pinellas, Miami-Dade) and the COE Lastinger Center for Learning to offer distance graduate degree programs to working professionals.
7. SCH growth:

Student Credit Hours				
STL	2005	2006	2007	2008(est.)
SCH-All	20951	21202	21500	20083
SCH-DE	615	2010	2679	3568

8. Loss of 3 core faculty will impede growth and reputation

Special Education

1. We welcomed four new faculty to the department for the 2007-08 academic year.
 - Maria Denney—areas of research interest include multicultural and linguistic issues in early childhood special education; child development, disability and poverty; families and disability; and social problem solving.
 - Joe Gagnon—areas of research interest include behavior disorders; special education in psychiatric and juvenile correctional schools; and secondary mathematics instruction.
 - Erica McCray—areas of research interest include teacher preparation and practice; children, families, and teachers from diverse backgrounds; middle/secondary school experiences; and mild disabilities.
 - Pat Snyder—areas of research interest include early intervention and early childhood special education; response-to-intervention in early childhood; family support and education; interdisciplinary professional development; and early childhood systems development and evaluation.
2. During this academic year, faculty in special education continued to be highly productive in securing grant funding for their research and development work. New grant funding totaled just over \$6 million, while continuing funding totaled over \$8 million. A highlight of these grants was funding of the National Center to Improve Policy and Practice in Special Education (NCIPP), with Mary Brownell as Principal Investigator and Paul Sindelar as co-PI. This grant continues and expands upon the fine work that Mary, Paul, and colleagues at UF and several other universities have been engaged in over the last decade related to teacher education and professional development.
3. Faculty in special education (Brownell, Daunic, Sindelar, Smith, Snyder) have seven research grants to support their work. These grants address topics such as data based decision making for young children and their families; the effectiveness of professional development; the relative cost of different routes to teacher certification; and interventions to reduce student aggressive/disruptive behaviors.
4. Several faculty (Brownell, Corbett, Crockett, Emery, Jones, Lane, League, McLeskey, Repetto, Ryndak, Smith, Torode) have funding from the U.S. Department of Education and/or the Florida Department of Education to support projects related to teacher education, professional development, and the preparation of leadership personnel.
5. During the last review period for which data are available, the department's faculty maintained a high level of scholarly productivity. This included the publication of 12 books, 43 articles in refereed journals, and 11 book chapters. The faculty also were involved in 79 presentations at national or international conferences.
6. We have continued to collaborate with other departments in the College of Education to produce high quality teachers from our Unified Early Childhood and Unified Elementary programs. These programs enroll approximately 250 students per year. During the 2007-08 academic year, we were 7-8% over Board targets for credit hour production. Perhaps most importantly, our total credit hour production increased from 9780 in 2006 to 11,232 in 2007, an increase of 15%. Much of this increase is attributable to a range of distance education course offerings from the department, which are used to provide teacher certification in high need areas (e.g., autism, severe disabilities) for the state of Florida.

7. Enrollments in the doctoral program continue to be robust, as we enrolled 28 students during 2007-08, and continue to average about 4 graduates per year. Most of our graduates take positions in institutions of higher education. Over the last year, doctoral students from the department took faculty positions at the University of Louisville, the University of Cincinnati, East Tennessee State University, West Virginia University, the University of North Carolina-Chapel Hill, the University of Washington, the University of Central Florida, and the University of Florida.
8. Faculty, staff, and doctoral students receiving awards included:
 - Paul Sindelar—U. of Illinois Distinguished Alumnus Award
 - Hazel Jones—Scholarship of Engagement Award
 - Mary Brownell—UF Faculty Achievement Recognition for her research.
 - Paul Sindelar—UF Faculty Achievement Recognition for his research.
 - Jean Crockett—elected as vice-president of the Division of Research, Council for Exceptional Children.
 - Jeanne Repetto—recipient of the Donn Brolin Award for Leadership and Service from the Council for Exceptional Children Division on Career Development and Transition.
 - Stephen Smith—selected as the COE's UFRF research professor.
 - Vicki Tucker—selected as the COE's staff member of the year.
 - Fred Spooner—a graduate of our doctoral program, and the College of Education's alumnus of the year for 2008.
 - David Hoppey—a graduate of our doctoral program and recipient of the COE's graduate student research award.

Dean's Highlights

Office of Academic Affairs

On-Going Faculty Affairs

1. Facilitated faculty preparing for promotion and/or tenure
 - 14 packets were forwarded for promotion and/or tenure (7 from PKY)
2. Facilitated Other Faculty Reviews
 - 5 packets for Salary Pay Plan for Professors
 - 2 Market Equity Reviews
 - 5 Sabbatical applications
 - Ensured 3yr and sustained performance reviews were conducted in a timely manner
3. Met with untenured faculty to share T&P and 3rd yr review information
4. Assisted with a dual-career hire

Financial Aspects of Distance Education

1. Developed a financial reporting system to share income/expenses with college administrators from all DE operations since spring 2004 to present
2. Designed an accounting system to align DE courses/programs with income/expenses
3. Worked with Tom to develop budget (pro forma) for all DE operations for Provost
4. Prepared analysis of SCH for College showing on-campus and DE SCH generated since 2004 for Provost.
5. Ongoing budget work preparing for 2008-09 operations
6. Received legal approval for template for MOUs for DE partnerships
7. Brought in consultant to review operations and programming

Accreditation

1. Kept Unit Assessment System moving
 - Building shell for electronic container for visit
 - Continued to refine and improve EAS 1.0
 - Worked with accreditation team to define elements of EAS 2.0
2. Work to design system for sharing "sets" of data with programs
 - Developed Exit Survey for all programs (with input from Chairs and Assessment Team); piloted summer 2007 and implemented fall 2007 (will likely be very informative to program for continuous improvement)
 - Revised procedures for sending Satisfaction Surveys to graduates and employers (an attempt to improve return rates; modest success)
 - Worked with Binnie to develop a system to collect UF archived data on programs for electronic container
3. Worked with Elayne and Theresa to understand then implement the FLDOE Rule change for approved professional education programs
 - Developed and refined "revised matrix" for programs use in reporting information
 - Held numerous meetings with chairs/program coordinators to explain and implement
 - Developed a process to submit materials requested by FLDOE to meet reporting deadline of Spring 2008

College Budget

1. Assisted with planning for current year and 2008-09
2. Provided advice on displaying budget information
3. Provided data from distance education

Office of Educational Research

To date in FY 2007-2008...

- COE faculty members have submitted 49 proposals, requesting more than \$25 million
 - Faculty members in all five departments, PK Yonge, and the Dean's Areas have submitted proposals as Principal Investigators
 - Our submissions include 2 NIH proposals, 7 NSF proposals, and 11 USDE proposals
- COE PIs have had 24 proposals funded, which total over \$11 million in new awards
 - Faculty members in four departments, PK Yonge, and the Dean's Area have received new awards
 - 1 NSF and 4 USDE proposals have been funded with COE faculty as PI
 - Although 2½ months remain in the fiscal year, 2007-2008 new awards exceed 2006-2007 new award by over 40%
- Included among the newly funded projects are four million dollar plus awards (with a fifth awaiting a final budget).
- For the second consecutive year, a team led by a COE Principal Investigator (with COE colleagues and a colleague from IFAS) has received a Research Opportunity Fund award. This is the third ROF award in college history.

In FY 2006-2007...

- COE faculty submitted proposals requesting \$32,375,103, up 137% from 2005-2006, when submissions totaled \$13,634,320
- Newly funded projects totaled \$7,771,967, up 52% from 2005-2006, when newly funded projects totaled \$5, 215,737
- Research expenditures increased by 8% over 2005-2006 totals to \$4,404,538

Other 2007-2008 accomplishments of note...

- Hired a statistical consultant, Cyndi Garvan, who is available at no charge to COE faculty to assist proposal writers with questions regarding design and analysis and to help write methodology sections
- With Dave Miller, Mirka Koro-Ljungberg, Cyndi Garvan, and Ana Puig, received a DSR grant of \$110,000+ for costs associated with the start-up of a campus-wide evaluation center, CAPES (Collaborative Assessment and Project Evaluation Services)
- Undertook a study of COE doctoral graduates and current doctoral students, as part of the College wide discussion of research and professional practice doctorates

Office of Student Services

- Liaison to Florida Department of Education
 - Facilitated approval process for two Educator Preparation Institutes (EPI) in the School of Teaching and Learning – Elementary Site-Based program and Duval Apprenticeship program
 - Facilitated approval process for three Professional Training Option (PTO) minors in the college – Pathways to Science Education PTO, Pathways to Math Education PTO, Pathways to Education (generic) PTO
 - Provided consultation to the DOE as member of advisory committees related to continuing program approval of educator preparation programs in Florida
- Student Advising, PREVIEW, Graduation Clearance
 - Held individual one-on-one advising sessions with over 2100 students regarding admission to the college, certification, scholarships, transient student registration, and other program specific requirements.
 - Responded by email to an estimated additional 3000 UF and transfer students.
 - Held 44 (45 minute) PREVIEW sessions about College of Education programs for incoming freshmen
 - Admitted 383 students to education minors
 - Completed over 600 graduation clearance approvals for students in the College
- Internship Placement, Fee Waivers and Thank You Gifts
 - Processed 287 internship placements for College of Education students in STL, Special Education, Counselor Education and affiliated programs in Art, Music, Physical Education and Agricultural Education
 - Processed 363 fee waiver notices for student teaching supervisors, counseling and school psychology hosts
 - Ordered, processed, and issued 757 COE lunch tote bags to teachers, counselors, administrators, and school psychologists who hosted UF educator preparation students in their classrooms
- Education College Council Student Organization
 - Advise students in the Education College Council; provide support for ECC and for the five individual organizations under the ECC umbrella – Student Reading Council, Student Council for Exceptional Children, Unified Student Early Childhood Association, Minority Student Education Guild, Florida Education Association
- Staffing
 - Losing three staff members to retirement and family moves.

UF College of Education Major Accomplishments

- 1) **SCHOOL READINESS FOR FLORIDA’S YOUNGEST LEARNERS.** Under a shared \$10 million grant from the W.K. Kellogg Foundation, UF early-childhood educators and other faculty specialists began partnering with public schools, school districts and communities to expand research-proven school readiness programs—first in Miami-Dade County schools and then throughout Florida. The program is designed to smooth the transition to school for the alarming number of young children who are likely to start school unprepared.
- 2) **TOP SCHOLAR FILLS CHAIR IN EARLY-CHILD STUDIES.** The College appointed prominent early-child education specialist Patricia Snyder as the first occupant of the David Lawrence Jr. Endowed Chair in Early Childhood. UF created the Lawrence professorship in 2006, hoping to attract a world-class scholar to lead collaborative, cross-disciplinary research and develop programs addressing the complex needs of children from before birth to entering kindergarten.
- 3) **BETTER NUMBERS FOR MATH & SCIENCE.** UF’s new *FloridaTeach* and *Science for Life* programs, buoyed by some \$6 million in combined grant support, will help close the critical gap in math and science education and teaching. UF also teamed up with two other Florida universities—USF and FSU—in early 2008 to launch another \$5.9 million effort, called *Florida PROMiSE*, to prepare teachers to meet the state’s tough new standards in science and mathematics.
- 4) **WHAT STEERS AFRICAN AMERICAN GIRLS AWAY FROM SCIENCE AND MATH?**
Are you a “math person” or a “word person?” Ask almost anyone that question, and they can give you an instant answer. But what roles do race and gender play in all of this? This question is the focus of a new study by three professors at the UF’s College of Education. Funded by a \$439,000 grant from the National Science Foundation, the study will look into the ways African American girls are steered – and learn to steer themselves – away from science, mathematics and other technical subjects.
- 5) **BOOSTING SPECIAL ED-READING INSTRUCTION.** A critical shortage of special education teachers, especially those with reading expertise, has lingered for more than 30 years—but help is on the way. With two major grants—one from the U.S. Department of Education and another from the Florida DOE—totaling \$2.8 million in support, UF special education researchers are launching a new master’s degree program (with a reading endorsement) and a novel, job-embedded, professional-development program to help practicing teachers advance their literacy-instruction skills for learning-challenged students—without taking time off from their jobs.
- 6) **ON-THE-JOB DEGREE PROGRAMS.** New job-embedded, distance-education programs let Florida teachers earn master’s in education degrees online from UF while remaining in their own classrooms. The program is helping school districts keep their most experienced and qualified teachers by helping them advance their careers without taking time off for their graduate studies.
- 7) **NEW UF TEACHERS COHORT FORMS IN PINELLAS COUNTY.** The college’s Lastinger Center for Learning has started training in teaching and school improvement to a new cohort of teachers in Pinellas County, which includes St. Petersburg and Clearwater. The center’s job-embedded graduate program was already helping 160 Florida teachers – all from low-income urban schools from Jacksonville to Miami Dade – study and earn graduate degrees through the college while continuing their classroom responsibilities.

- 8) **ALTERNATIVE TEACHER CERTIFICATION.** To address Florida's epic teacher shortage, UF's College of Education recently added a second alternative certification program—in Duval County—to complement its traditional teacher preparation programs. UF's two state-approved Educator Preparation Institutes (or EPIs) provide an accelerated alternative entry to teaching experience that allows career-changers who possess an undergraduate degree outside of education to gain teacher certification in elementary education.
- 9) **3 NEW EDUCATION MINORS.** UF undergraduate students still undecided on a degree or profession can consider the career paths that three new education minors from the College of Education lead to. One—called the Pathways to Teaching-Professional Training Option (PTT-PTO) minor—prepares undergraduates with non-education majors for temporary teacher certification in Florida. The other new minors are specifically for math or science majors and also prepare students for temporary teacher certification.
- 10) **COE CAPITAL CAMPAIGN KICKS OFF.** The College kicked off its ambitious, \$20 million fundraising effort as part of UF's record \$1.2 billion capital campaign. The campaign runs through 2012. Our campaign goals reflect our commitment to transform all levels of education—from cradle to college to career advancement. Generating funding to create an Early Childhood Center of Excellence is a key goal. Our top fundraising priority, though, calls for renovating and expanding historic Norman Hall to create an education research and technology complex, where researchers from multiple disciplines would adapt the latest information technologies to transform how education has been traditionally defined and delivered. Contributions for new endowed chairs, research professorships, student scholarships and fellowships are also sought.
- 11) **MIDDLE-SCHOOL REFORM.** Thanks to a \$600,000 donation by Fred and Christine Shewey of Gainesville, the College of Education is creating an endowment to support new research and programs aimed at middle school reform and enhancement. Yearly interest earned on the endowment will fund a bevy of activities and programs designed to improve middle-grades instruction and help educators solve the many hurdles they face while teaching young adolescents.
- 12) **STATE-LED VIRTUAL SCHOOLS UNDER STUDY.** Aided by a 2007 grant from the AT&T Foundation, UF researchers are studying the effectiveness of state-led virtual schools in 22 states—including Florida Virtual School in Orlando. The education technology specialists are conducting one of the first comprehensive surveys to determine precisely which online teaching techniques are the most effective. Preliminary results suggest that online learning and state-led virtual schools can be as effective as live classroom teaching methods.
- 13) **PREPARING TEACHERS FOR ENGLISH LANGUAGE LEARNERS.** A new UF study could cause a nationwide change in the way colleges prepare teachers to work with students who speak English as a second language. UF education researchers have received a \$1.2 million U.S. Department of Education grant to assess the effects that UF's own graduates from its elementary teacher preparation program (ProTeach) are having on English language learners in K-5 classrooms. With immigrant populations growing across the country, many states are looking for new ways to give teachers the second-language teaching tools they need, and are mulling a teaching approach based on the Florida model.
- 14) **TEACHER INQUIRY SHOWCASE.** Some 400 teachers and administrators from 15 school districts in North Central Florida joined UF and P.K. Yonge Developmental Research School faculty and student-teachers in

Gainesville to present their own classroom-based research at the fourth annual **Teacher Inquiry and Innovation Showcase**, staged by the college's Center for School Improvement.

- 15) **SPECIAL TRAINING FOR NOVICE TEACHERS.** The college's UF Alliance program held its 2008 Annual Novice Teacher Conference, titled "Inspiring Improved Teaching and Learning in Urban Schools" on Jan. 11-12 in Orlando. The event attracted more than 70 participants representing schools in both Florida and Puerto Rico. The conference, a part of the Alliance's continuing effort to improve college access for all students, acquaints teachers – particularly novice teachers – with a repertoire of best practices to better prepare their students with the academic skills they need to gain college access.
- 16) **INAUGURAL ANNUAL REPORT.** The COE published its inaugural annual report for external audiences this year. The report, titled "Leadership in Changing the Face of Education," highlights key faculty and student activities and accomplishments over the past year that address some of today's most critical issues and concerns in education. The new publication was sent to education college deans and graduate studies coordinators across the nation. Other key audiences receiving the report include the COE's own academic departments, state education leaders, top donor prospects and funding sources, UF Trustees, top Department of Education officials, and top UF administrators.
- 17) **INTERNATIONAL EDUCATION CELEBRATED.** COE honored International and Comparative Education Week with a half-day event that included a student panel on education in China and a speech by UF alumnus Suzann Cornell, of Whispering Winds Charter School.
- 18) **ACCESS FOR LOW-INCOME KIDS TO UF LABS.** UF's Summer Science Training Program has been turning teenagers into practicing scientists – and sparking brilliant careers in research – for almost a half-century. Now the College of Education and the Smallwood Foundation have teamed up to help put the program within closer reach of low-income high school students. Through a grant from the Smallwood Foundation, UF's College of Education now sends students from low-income families to the university's Student Science Training Program – a seven week on-campus experience, administered by the UF Center for Pre-collegiate Education and Training (CPET), that for almost half a century has served as the pipeline to brilliant careers in the sciences.
- 19) **NEW ED ADMIN JOURNAL.** UF faculty and doctoral students in Educational Administration and Policy have created a new outlet for scholarship on the issues affecting school leaders from pre-kindergarten to the university level. Last fall, they launched the inaugural edition of *Florida Journal of Education Administration and Policy*, an online, blind, peer-reviewed publication devoted to scholarship on a wide range of issues in education administration and policy. A UF faculty-student team also serve as journal editors.

UF College of Education Major Faculty Honors & Appointments

FACULTY HONORS/APPOINTMENTS – NATIONAL

- [DALE CAMPBELL \(EAP\)](#) – Co-editor, SACS-SACJTC Journal
- [ANDREA DIXON \(CE\)](#) – Young Emerging Leader Award from Multicultural Counseling and Development
- [CATHERINE EMIHOVICH, Dean](#) – elected president of the Holmes Partnership
- [RICHARD E. FERDIG \(STL\)](#) – Editor, International Journal of Gaming and Computer-Mediated Simulations
- [LINDA SERRA HAGEDORN \(EAP\)](#) – Co-editor, SACS-SACJTC Journal
- [DIANA JOYCE \(EP\)](#) – Junior Faculty of Year Award, National Association of School Psychologists
- [CIRECIE WEST-OLATUNJI \(CE\)](#) – Community Service Award from Association of Black Psychologists
- [CIRECIE WEST-OLATUNJI \(CE\)](#) – Ohana Award for outstanding scholarship and leadership from Counselors for Social Justice (ACA)
- [R. CRAIG WOOD \(EAP\)](#) – new executive director of American Education Finance Association
- [MARY BROWNELL \(SE\)](#) – Award from AERA as one of the top ten reviewers for the American Educational Research Journal/Social and Institutional Analysis for 2007

FACULTY HONORS/APPOINTMENTS – STATE

- [THOMASENIA ADAMS \(STL\)](#) – Mary L. Collins Award, from Fla. Association of Teacher Educators (FATE) for outstanding contributions to the profession.

FACULTY HONORS/APPOINTMENTS – UF

- [RICHARD E. FERDIG \(STL\)](#) – 2008 UF Research Foundation Professorship

FACULTY HONORS/APPOINTMENTS – COLLEGE OF EDUCATION

- [MARY ANN CLARK \(CE\)](#) – 2008 Graduate Teacher of the Year
- [SEVAN TERZIAN \(STL\)](#) – 2008 Undergraduate Teacher of the Year
- [LARRY LOESCH \(CE\)](#) – 2008 COE Lifetime Achievement Award

COE SCHOLARSHIP OF ENGAGEMENT DEPARTMENT FACULTY AWARDS

- [NANCY DANA](#) – School of Teaching and Learning
- [HAZEL JONES](#) – Special Education
- [DIANA JOYCE](#) – Educational Psychology
- [LUIS PONJUAN](#) – Educational Administration & Policy
- [SONDRA SMITH-ADCOCK](#) – Counselor Education

Faculty Senate Report

Submitted by Jean Crockett

The Faculty Senate met monthly starting in August 2007. In addition to the items listed in the agenda for the 2007-2008 academic year additional reports, recommendations, and resolutions were addressed. Budgetary concerns were a dominant issue in President Machen's monthly reports to the Senate, and engagement of faculty in shared governance regarding budgetary issues across colleges was a major theme. The report that follows includes the Senate Agenda for this year, a summary of the Senate's work to date, and a detailed account of the completed and ongoing work of the Senate's five councils.

I. 2007-2008 Senate Agenda

- Continue to implement shared governance at college and department levels.
- Assure faculty participation in budget planning and review.
- Adopt procedures for review and revisions to the Strategic Work Plan.
- Connect Academic Program Reviews and LBRs to the Strategic Work Plan.
- Examine and revise honorary degree procedures.
- Examine and revise policies on faculty-authored course materials.
- Renewed focus on undergraduate education:
 - Evaluate and revise the University Curriculum Committee
 - Evaluate and revise the General Education Committee.
 - Evaluate and revise the UF Honors program.
 - Reprise the Student/Faculty Academic Summit.
- Work to improve child care facilities on campus.
- Analyze and respond to faculty surveys on climate and on T&P.

II. Reports:

- Budget (President Machen's FAQs related to 2008 Budget Reductions posted at <http://www.president.ufl.edu/budget-reduction/faq.html>)
- Research Awards
- Renovation of Facilities
- Fundraising
- Board of Trustees Meeting
- Shared Governance across Colleges
- Undergraduate Admissions
- Differential Tuition
- Library Reorganization Plan
- Healthy Gator Initiative

III. Recommendations/Resolutions:

- Ad Hoc Committee on a Civil, Safe, and Open Environment Recommendations
- Faculty Authored Course Materials Recommendations
- Sabbatical and Professional Development Leave Recommendations
- University Curriculum Committee and General Education Committee Recommendations

- Student Conduct Code Resolution
- Child Care Resolutions
- Constitution Committee Language Resolutions

IV. April 2008 Detailed Update

The five Faculty Senate Councils make policy recommendations to the Senate, facilitate the implementation of policy, and serve as liaisons between the Senate and the administration within their areas. Each policy council oversees, coordinates, and facilitates the work of committees, which are assigned to that respective council. Details on each Council, including membership, meeting schedule, and minutes, are posted on the Faculty Senate webpage at <http://www.senate.ufl.edu/councils/>.

Academic Policy Council:

- addressed UF's policies on faculty-authored course materials and related conflicts of interest;
- approved the recommendations of the General Education Committee on evaluating writing in Gordon Rule classes;
- serving as the lead Council in reviewing UF's Strategic Work Plan.

Faculty Welfare Council:

- analyzed data from the 2007 Faculty Climate Survey;
- explored ways to improve childcare on campus;
- examining options for a virtual "Faculty Club" on campus;
- considering ways to increase recognition of faculty contributions to shared governance.

Budget Council:

- addressing budget matters as they impact the academic mission of the University;
- reviewing recommendations from the Cost Reduction and Efficiency Task Force;
- facilitating faculty input into the budgeting process and posting data on budget issues at <http://www.senate.ufl.edu/councils/planning/>

Research and Scholarship Council:

- Addressed sabbatical and professional development leaves across campus.

Academic Infrastructure Council:

- surveying faculty about a possible switch to 75-minute class periods on Tuesdays and Thursday;
- reviewed the impact of potential changes to vehicle management policies;
- developing a plan that would replace faculty computers on a regular basis.

Faculty Policy Council Highlights

Budgetary Affairs Committee

- I. Accomplishments - The charge of the Budgetary Affairs Committee (BAC), as it was approved in spring 2007, is as follows: This committee shall be concerned with identifying budget-related information to be requested from the Dean and departments and using these data to indicate main budget issues to be discussed by FPC. The 2007-2008 BAC completed the following tasks:
 - a) Developed, based on the work begun by the FBAC a year prior, an outline of current budgetary practices at the college and department level.
 1. Additional interviews of current budgetary practice were completed by BAC members this AY.
 2. Budgets for the Foundation, OER, and Distance Education were requested and reviewed by the committee.
 - b) Developed a DRAFT of reporting questions for the Dean's office for the purpose of transparency and accountability.
 1. This draft document includes guiding questions for Deans' office and department chairs that were determined by interviewing college faculty and administration.
 2. The document also contains suggested specific policies regarding timelines and reporting.
 3. This draft document is in its final revisions and it is anticipated that it can be completed and presented to FPC early in the fall semester.
 - c) Participated in FPC Ad Hoc Budget Committee
 1. Meet with Deans Emihovich and Dana on an ad hoc basis to discuss how to address current budget challenges
 2. Consider revenue/cost expenditures in the college for 2008/09 and develop principles to guide future budget decisions.
- II. On-going Activities (to be completed before May 1st, 2008)
 - a) Budgetary Role: Completion of key questions for budget reporting in the fall and spring.
 - b) FPC Ad-Hoc Budget Committee involvement: BAC members will continue serving on this committee through the end of the semester, as requested by Dean Emihovich.
- III. Goals for Next Year (Based on this year's work; not including new business)
 - a) Finalize DRAFT document of guiding questions, budgetary policies for FPC and present to first or second FPC meeting.
 - b) Develop procedures to analyze the requested information and summarize main budget issues and communicate these to FPC in the form of budget highlights and further questions and further inform discussions about the budget with the Dean and department chairs.
 - c) Examine the charge and purpose of BAC. Consider a constitutional revision to establish the committee as a standing committee of FPC.

College Curriculum Committee – The CCC met five times during 2007-2008 and will meet once more during this academic year (April 21). In these five meetings, the CCC reviewed 42 proposals. The CCC also reviewed changes to education minors. Finally, the CCC reviewed a petition to remove the 7 year recency clause for Ed.D. students; a proposal will be given to FPC related to this petition during the April 28 meeting. The biggest change for CCC this year was the addition of a new electronic system for proposals. Although there was a change in the University materials in the middle of the implementation, the new system is now working well, accepting PDF versions of the UCC1 or the UCC2 and PDF or Word versions of syllabi (for UCC1 proposals).

Distance Education Taskforce - We met early in the academic year to discuss issues relevant to DE such as funding, faculty support and training, class size, etc. We are planning to reconvene now that we have received the DE consultant report.

Faculty Affairs Committee - For the work of the Faculty Affairs Committee, the fall semester was dominated by the T&P guidelines; and the Spring consisted of discussion of the Sabbatical application process and criteria and then on the actual review of this year's applications and feedback to the dean.

FPC Elections Committee - All departments submitted nominees for FPC representatives. Departments with members rotating off FPC's Tenure and Promotion committee also submitted nominees for this committee. Elections are set to run in April. Newly elected FPC representatives will be asked to attend a meeting on April 28. This committee also solicited and put forward nominees for UF's Faculty Senate.

Lectures, Seminars and Awards Committee - We reviewed and recommended candidates for the University of Florida Dissertation Mentor Award and the College of Education Graduate Faculty Teaching Award.

Research Advisory Committee - The work of the Research Advisory Committee has been focused on 4 activities:

1. The B.O. Smith Professorship. This award is for research focused on pedagogical issues broadly defined. The award includes a \$5,000 salary stipend and a quarter-time research assistant for two semesters, plus \$3,000 in research support funds. This year the committee awarded Drs. Cynthia Griffin and Kara Dawson for their exemplary proposals. The committee also decided it would be best to stagger terms so that one candidate would be awarded every year.
2. UFRF Professorship. UFRF is a highly competitive award made to tenured faculty who have a distinguished and current record of research. Selection is made through a review of performance in the past 5 years coupled with an exceptionally strong future research agenda. This year the committee was pleased to award Dr. Rick Ferdig with this high distinction.
3. Research Opportunity Fund. DSR's Research Opportunity Fund supports new, faculty initiated research that is multidisciplinary in nature and has strong potential for generating external support. This year's award went to Holly Lane, Hazel Jones, Christie Cavanaugh, and Suzanna Smith (IFAS).
4. College Research Incentive Fund (CRIF) program. CRIF is designed to encourage and support faculty efforts to develop programmatic research that contributes to the college mission. The source of funding for the program is returned indirect cost from projects that have received extramural funding. At the time of this report, the Research Advisory Committee is scheduled to review CRIF proposals. However, the committee wishes to report concern over a sharp decline in the number of proposals received.

Shared Governance Task Force - The Shared Governance Task Force met to review the results of the FPC Faculty Evaluation of Dean Emihovich and the Survey on Shared Governance. We are finalizing both reports and will submit them for FPC review in a few weeks.

Technology Committee - The Technology Committee has focused on increasing communication among the Office of Instructional Technology, the Office of Distance Education and departments. The committee will be reviewing the Distance Education report in April and will be hearing from the University's Innovation Board in May. This information will be communicated to departments via committee members. The Dean has requested this committee work on an email policy to put before FPC early next academic year.