

COE Fall Faculty Meeting  
Faculty Feedback Goals  
9/19/2005

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Moving toward Action on the Strategic Plan 2005-2006

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What actions must be taken if we are to achieve these goals?

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**Goal 1: Increase and sustain research productivity**

- There is not enough technology available to professors and doctoral students. For example, there is a lack of labs with statistical software where doctoral students can work on statistical analysis
  - We need to recommend, terminate or input more power.
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**Goal 2: Strengthen key graduate programs in critical areas**

- We should systematically work on the program and also actively go out to make connections and make marketing our program such a job-embedded program targeted to the needs of practitioners and international education.
- We have to market the program; we cannot wait for teachers to come to us. We need a budget for these connections.
- We need to identify key areas. We also need to identify areas to decrease and build a cooperative model based on strong programs only. Jettison weak areas.
- We need to define “key” and “critical” areas.
- Will the market forces drive this; for example the number of students who apply.
- How do programs change as the profession changes?
- We need to consider reinstating requirements for graduate students to take courses outside their departments (a practice was common before the University of Florida Bank).
- Doctoral programs need to be given more structure because masters programs do not lead to students doing research. The masters’ students only take classes and do not want to get involved in research projects.
- What are the key graduate programs?
- What does strengthening mean – extra allocated resources.
- We have been told to narrow our focus, but creating new programs seems to contradict this initial directive.
- We need to examine and evaluate administrative barriers to interdisciplinary study.
- How do we define “key”?
- How do we determine faculty involvement in determining which programs are strengthened – new program development guidelines.

- There needs to be a faculty/administrator discussion of how to determine key graduate programs for criteria/open discussion.
  - We need to focus groups to develop criteria – avenues for broad faculty input – for key graduate programs in critical areas.
  - We need strategic planning to account for trends in the program.
  - What data will we use to respond to how we will determine the criteria for key graduate programs in critical areas?
  - What programs do we need that are not being addressed?
  - How will we know that we are positioned to take on these programs?
  - Doctoral students need more financial support.
  - Faculty members need to be marketed better so that we can draw more graduate students in; for example, showcasing the potential of Baby Gator and PK Yonge to be research sites.
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### **Goal 3: Create and disseminate a nationally recognized outreach scholarship model**

- How do these work with T&P?
- Can we find models that relate to particular contexts?
- The faculty is very interested in recommendations made by STF/Outreach Scholarship.
- We need to release time and support to do this.
- We need to be sure that everyone understands the “outreach scholarship” model.
- Does this mean that one model fits all?
- What would scholarship look like – a publication in peer journals?
- We need to define outreach scholarship models.
- What does the University engagement mean?
- The implications are connection with T&P and doctoral student participation in projects.
- “Role” models profile possibilities for research through outreach scholarship.
- Lastinger Center, UF Alliance, Partnership work conference in Atlanta, Holmes Scholarship, websites, publications and presentations; how do we make all these pieces into 1 meaningful model?
- We need to examine the reward structure.
- Outreach involves service, which is not always rewarded, and it involves significant time commitment.
- Centers - Institutes in the College need to disseminate scholarship in highly visible education/psychology journals; as well as publish monographs that are organized by theme/topic.
- We need to increase numbers and quality of doctoral seminars, and increase opportunities so that doctoral students can be involved in teaching and research.
- What ways are there to financially support teachers to participate in teacher education programs beyond graduate training programs?