Greetings All!

As we near the one-year anniversary of the newly formed College of Community Innovation and Education (CCIE) at the University of Central Florida (UCF), I am reminded of the strides and successes made through our collective efforts within the ELHE Department during the academic year of 2018-2019. From the hiring of new faculty and staff to the establishment of governing policies to the identification of resource availability and curriculum needs to the engagement with diverse communities of students and stakeholders alike, we are uniquely positioning ourselves to generate more enhanced, sustainable outcomes in academic, fiscal, and community affairs. The ELHE Department remains committed to and confident in the intersectionality of shared interests with talented individuals and the capacity they hold for being able to manifest positive differences for those served. CHARGE ON!

This volume of Leadership Chronicles gives voice to ELHE students whose highlighted experiences in their educational journey with us are most intriguing and memorable. Students speak with great conviction and pride of the high caliber program and faculty interactions they have encountered. CHARGE ON!

The manner in which our faculty engage students is indeed commendable, but also, Leadership Chronicles shows how our faculty are engaged with communities beyond the classroom and university settings. Intentional and innovative engagement with diverse communities have furthered scholarly and academic productivity, partnership reaffirmations, recruitment efforts, good will, and yet-to-be-determined possibilities. CHARGE ON!

The ELHE Department continues to CHARGE ON in the ethos and expectations of limitless possibilities in ONE DEPARTMENT-ONE COLLEGE-ONE UNIVERSITY.

RoSusan D. Bartee
RoSusan D. Bartee, Ph.D.
ELHE Department Chair
Describe your overall experiences at UCF and proudest moments.

Before teaching at UCF I previously worked as a teacher, assistant principal, principal, and superintendent in three school districts in New York. I realized that none of my previous jobs were for more than 10 years. After 12 years, I can say my experiences here at UCF have been nothing short of amazing. Through the years I have experienced tons of support from colleagues.

The highlights of my experience are the school visits. This past semester I have visited 10 schools. Through my campus visits I had been able to see the demographics of the schools, the technology they are using, the challenges they face, the teaching styles, the leadership styles, etc. I have been able to take this to my students here at UCF and teach them these things because I saw it firsthand.

Another highlight is in my Politics in Education doctoral course. I get the chance to take my students to Tallahassee for two days to meet with our State of Education personnel, or politicians, Senators, House of Representatives, to name a few. We watch committees work, watch the house chambers in session. We meet with the administrator's association, teachers' associations, etc. This allows us to talk about politics in education and in the classrooms with politicians during the legislative sessions in the capital city.

I was here when we started the doctoral program and have coordinated the doctoral program for seven years. I give most of my accomplishments to the caliber students I have worked with. A lot of it has to do with the talented school leaders I have worked with. Five of the superintendents in our area are from our program, along with 100 or more local principals are from our program.

What factors influenced your decision to pursue a career in higher education at UCF?

Coming here, I had an entirely different perspective on higher education. I thought coming to the college level it would have been a bit laid back after my rigorous experiences in the district as a superintendent. Not too much longer after beginning working, I realized that I was wrong. After working 40 years in K-12 education, I have gained a lot of experience and met a lot of influential people that have also influenced me. After realizing all the knowledge and experience that I had, I saw it as important to share this knowledge and experience with future leaders. I have been where a lot of school leaders want to be, so why not share these things with them?

What insights would you want to share with aspiring faculty members and graduate students?

Faculty member: Gain the practical field and hands on experience and foundation in a field before going in. I find it very uncomfortable to stand in front of a group of people that are training to be principals if I had not been a principal myself beforehand. Make sure you establish your credibility amongst your peers, as well as your students. The teacher and student relationship is the manifestation of respect the student has for the teacher. Having the respect that you have something that they have allows them to feel like they can trust you. Being with you for a semester they will accomplish this.

Graduate Student: Think about what you really want to do. There are many leadership opportunities. When going through the program, consider it as professional development and training, not just another course that you have to take. When considering it as just a course, you start to just look for the grade. Consider it as training to be a school leader.

What are your plans for life after your UCF retirement and advice for others?

It is difficult to go from working and doing a lot of things to doing nothing. My advice is to find something that you are interested in, I don’t consider retirement as the end of it all. I see it as the beginning of a new chapter. About six years ago I joined the Florida Writers Association. I am currently on my third fiction novel.
Eugene Pringle, who is currently pursuing an Educational Leadership Executive Ed.D., was recently listed as one of the Top 30 Under 30 with the 2019 International Literacy Association (ILA). This list features leaders from all over the world for their commitment to the literacy field and their contributions to creating positive change in global literacy in the K-12 and Higher Education environment. Eugene commented that “When working in urban title-one schools, I realized that I had to be creative in my approach to delivering my instruction. A lot of my accomplishments came from my hunger to find new and creative ways to serve the populations that I was in...A lot of my accomplishments came from my desire to make a greater impact on my students. Eugene also remarked that “I always have the ‘what's next?’ UCF did a very good job at honing in on what educational leadership was. It made me think of educational leadership on more of a global aspect. Now, a faculty member in the College of Education at Bethune-Cookman University, Eugene stated that UCF “taught me how to research and find those things that work and being intentional and strategic about the work that I am doing.”

Jenny Karpinski, a 2019 graduate of the Higher Education and Student Personnel program, recently received the Outstanding Graduate Student Award from NODA: The Association for Orientation, Transition, & Retention in Higher Education. Jenny was also featured in the SDES Communique. Jenny recalls that, in 2017, she began working as a graduate assistant with UCF Orientation. Her main role was to help students develop their leadership skills while also helping to plan and conduct orientation sessions throughout the summer. In fact, she reports that her “experiences in orientation are one of the many reasons why I went into higher education.” Jenny particularly states that, “in the Higher Education program, I have learned content that I am able to use in my current position as the First-Year Experience Coordinator. The faculty were amazing with making sure that we were very knowledgeable about the field of Higher Education. They ensured we knew exactly what we would be getting into so that we were fully prepared for the professional world. I really enjoyed the internship and practicum opportunities that the program shared as well.” Jenny also recently received the CCIE Dillon Burleson Memorial Scholarship for outstanding graduate student work.

Recent graduates of the Higher Education Student Personnel MA program, Daniel Fontenette and Matt Popowich, are recent recipients of the UCF SDES Community of the Year Award. This award was granted because of their work with the Knights Circle in the Department of Housing and Residence Life. The award focuses on the outstanding work done by teams within housing that leads to increased retention due to residence outreach and creative programming.
Lauren Remenick, a Ph.D. candidate in Higher Education, recently published an article in the Journal of Adult and Continuing Education, titled "Services and support for nontraditional students in higher education: A historical literature review". She also presented at the Adult Higher Education Alliance Conference, along with faculty member Dr. Kathleen King, and at the Association for Nontraditional Students in Higher Education Conference. Lauren recalls that “When I started the PhD, I wanted to learn and grow, and I can tell that I have. My writing is better now.” Lauren further explained, “The classes gave me a reason to write publication-ready manuscripts. It’s great having a chance to write for every class, as there’s always an opportunity to further develop your skills. Additionally, my graduate assistantship with Dr. King allowed me the opportunity to research and write every day. I’m now at the point where I can write publishable articles that contribute to my field of higher education, and I have Dr. King and the ELHE Department to thank for that.”

Travis Parrish and Connor Pillow, who are currently pursuing a MA in Higher Education and Student Personnel, were selected to co-present at the 2019 Annual UCF-SDES Institute, an Institute that allows employees of Student Development and Enrollment Services (SDES) to propose and present their research as a professional development opportunity. Travis serves as the Graduate Coordinator in the Transition Programs Office and says, “As a prospective higher educational professional, it is my responsibility to help students with orientation, through graduation and beyond. I want my current and future students to always remember that they are not alone. Through my experiences here at UCF, I have grown a love for the field of higher education.” Connor, who currently works as a Graduate Coordinator and was also named Graduate Coordinator of the Year in the Department of Housing and Residence Life, attributes much of his success in the HEPS program to the cohort model. Connor particularly felt that “the model brings together groups of students to create a small community that shares a lot of similar values.” Connor’s future goals include becoming a Dean of Students and he credits the HEPS program for showing him the importance of relationship and partnership building.

Masha Krismanovic, a recent graduate in the Ph.D. in Higher Education and Policy Studies, has been an SLS 1501 instructor for three years. Masha states, “for me, being SLS faculty has truly been a transformative experience. The daily interactions with my SLS students and listening to their personal narratives opened my eyes as to how many issues related to student success there actually are.” Masha further indicates “my teaching is guided by the belief that being SLS faculty requires looking at each student holistically and beyond their class performance only...Being SLS faculty also involves genuine care for the student that extends beyond course completion. By the end of each semester, my role transforms from the course instructor to students’ mentor and a trusted friend.” Recently awarded the 2018-2019 Teacher of the Year for the UCF SLS 1501 First Year Experience course, Masha further reaffirms that “overall, teaching this class is one of the most rewarding and inspiring experiences of my higher education career because I am able to make a positive and long-lasting impact during critical stages of students’ college transition.”
Lucas Noboa, a Candidate in the Ed.D., Educational Leadership in Higher Education program, has recently accepted the position of Director of Undergraduate Student Services in the College of Nursing at UCF. Lucas supervises a team of academic advisors and admissions specialists and is responsible for advising, admission, orientation and graduation in the College. Following his Master’s, Lucas spent a year at Virginia Commonwealth University as an Academic Advisor for Student-Athletes before transitioning to a similar role at UCF. After one non-degree seeking semester, he realized he was capable of working full-time and completing the doctoral program. He applied and was accepted into the program. “I have been at UCF for nearly four years now and I could not see myself anywhere else. My recent transition to the College of Nursing was certainly a vertical career move at this stage in my life and one I can partially contribute it to the knowledge and information obtained through my doctoral coursework! Through my academic journey, I am now able to take theories and apply them in practice. It has really helped me fully understand the experiences of individuals who work in different areas of our institution.”

Desiree George, currently pursuing a MA in Higher Education Student Personnel, in collaboration with other colleagues, was selected to present at the 2019 NASPA Annual Conference. The presentation, was titled “I Am Tired of Being the Only One: Why Aren’t Institutions Retaining Their Minority Faculty and Staff Members.” Having the opportunity to present at this conference influenced Desiree in an important way. “I learned the importance in working with my confidence in my abilities and knowledge and the reward of stepping out of my comfort zone and challenging myself. My commitment to growth, maintaining and fostering relationships is what brought me to where I am now. As a professional, I have always been committed to growing, and expanding my skillset. Through my challenges, I now know that I am capable of stepping out of my comfort zone and going out of my way to let my dreams become a reality. It is my dream to someday work in the student affairs field specifically in the areas of career counseling and working with underrepresented populations.” Desiree credits the professors in her program for always encouraging her and helping her to see her potential as a professional.

Gregory Taylor, a recipient of the MA degree in Educational Leadership and a recent graduate of the MA in Career and Technical Education, talks about how his journey in education came through unexpected opportunities. Gregory reports that “after being a CTE teacher in law, public safety, security, and health career clusters, I moved to the district office as an instructional staff developer. After this, I decided to obtain my degree in Educational Leadership and become an administrator, to move up the chain as a director...my goal is to become a CTE Assistant Director at the Technical College level.” Gregory offered that some advice that he would give to students is “to have persistence and patience. You must be well adapted to flexibility, dealing with others unique personalities and beliefs. Truly familiarize yourself with the expectations of what it takes to be a leader.”
**ELHE STUDENT SUCCESS**

**Ekaterina Lobanova**, a student in the Educational Leadership program, is a Russian-born student who arrived in the United States in October 2016 from the Yegoryevsk region of Russia just outside Moscow. She holds a masters in ESOL and German language. According to Dr. Walt Doherty, an ELHE faculty member, “Ekaterina is a solid “A” student who works exceptionally hard, has set goals for herself and is committed to being a life-long learner.” Ekaterina has over 20 years of teaching experience and serves as the Director at a popular language school that she opened, based in Russia and online. Ekaterina started her school 15 years ago because she wanted to create a place where they could teach foreign languages using progressive western resources and methods, something that she was not allowed to do in the Russian public school system. The school now includes over 600 students and has two locations in addition to its online work. Ms. Lobanova is highly respected by her fellow class members. In fact, Dr. Walt Doherty often uses the term *savvy school leader* to describe her because he says it represents the characteristics and practices of school leaders he has observed and experienced in his fifty years in education who are found to be effective leaders. Ekaterina stated that the high quality of instruction in the master-level courses of her program inspired her to apply to the Educational Leadership Executive Ed.D. program, which she has been accepted to. “I am proud to be a UCF Knight and look forward to continuing expanding my horizons in the educational field.”

**Jenna Fox**, currently pursuing a MA in Career and Technical Education, recently won the ACTE Trade and Industrial New Teacher of the Year Award. Jenna referenced how receiving this award was her greatest accomplishment as a teacher. With regards to CTE, Jenna particularly indicated, “I have learned that there is so much to learn about CTE. It is completely different from secondary education. However, it is important to understand the secondary world as much as you understand the CTE world when working with dual enrolled students.” Jenna also expressed how the CTE degree serves as foundational toward her next career steps. Jenna indicated “the value I have kept throughout this experience is to be as involved as possible. I am an online student so it is difficult for me to be involved with school activities but there are so many CTE specific organizations that are out there that can provide industry specific information (i.e. ACTE-Association for Career and Technical Education, FACTE-Florida Association for Career and Technical Education, COE-Council on Occupational Education, NTHS-National Technical Honor Society) . Jenna closes by saying “UCF has opened so many networking opportunities for me. Interacting with other students online provides an opportunity for all students to hear about other experiences that currently students, teacher, administrators and counselors are dealing with on a daily basis. It is good to hear and learn about these experiences. It is also a way to give other students advice and receive other advice if needed.”
Educational Leadership Doctoral Students Visit State Capital
Walter Doherty, Ph.D.; Assistant Professor

On March 27, 2019, eighteen members of Dr. Walter Doherty’s politics, governance and financing of educational organizations class traveled to Tallahassee to find out first-hand about our State’s legislative process. The day at the capital started early with a meeting with Dr. Jacob Oliva, the Chancellor of K-12 Public Schools and Dr. Paul Burns who serves as Deputy Chancellor.

The class members visited the Senate Chamber to observe the Senate deliberate and vote on a series of bills. The class enjoyed a working lunch with Orange County House Member, Rene (Coach) Plansencia, a member of the House Appropriations Committee and Executive Director of the Florida Association of School Administrators (FASA) Jahan Mixon to listen and exchange ideas on current legislation impacting our schools. One of the cohort members arranged for a personal meeting with Senator Victor Torres, who represents her school in Osceola County. The class also met with Representative Tracie Davis, a member of the House Education Committee, who provided an update on the legislation her committee is currently considering. The last stop on this year’s visit to the capital was a meeting with Kevin Watson, Director of Public Policy for the Florida Educators Association, that represents thousands of teachers and para-professionals. The conversation focused on the school safety bills before both houses of the legislature as well as The Best and Brightest Teacher Scholarship Program.

Dr. Doherty reports “this is the tenth year the politics, governance and financing of educational organizations class, comprised of teachers, principals and school district administrators, in which we have made the trip to Tallahassee. Every year, when discussing the results of the trip, class members always say that they were surprised that with legislators from different political parties representing a wide-variety of Florida counties, along with agencies like the State Education Department, FASA and FEA, how so much can be accomplished in just sixty days of the legislative session.”

Educational Leadership Faculty Host UCF & Orlando Metropolitan Area School Leaders

In February 2019, the Educational Leadership Faculty hosted school leaders within the Orlando metropolitan area. Nearly 20 UCF-Orlando metropolitan school leaders from Brevard Public Schools, Lake County Schools, Orange County Public Schools, School District of Osceola County, Seminole County Public Schools, and Volusia County Schools were convened in an Educational Leadership Roundtable for the purposes of the following areas: (1) To provide updates on the refinements of the educational leadership program; (2) To reaffirm commitment and determine ways to enhance our partnership; and (3) To hear perspectives from school leaders on the educational leadership preparation priorities. One of the school leaders expressed the importance of having “aspiring leaders understand the need to build successful school cultures and be able to be the lead learner within the schools.” The Roundtable concluded with commitment to continued collaborative endeavors between the Educational Leadership Program and UCF-Orlando Metropolitan school leaders.
The Florida Association of Professors of Educational Leadership held its annual spring meeting on January 28, 2019 at the Florida Department of Education (FLDOE) headquarters in Tallahassee. Following a welcome by Deputy Commissioner Paul Burns, FLDOE staff led participants through a review of state-wide results data for the Florida Educational Leadership Examination (FELE 3.0) and facilitated a discussion around the school safety standards for school leaders. The latter activity included a review of school safety competencies and skills currently embedded in proposed standards for school guidance counselors and school psychologists, as well as a discussion of how such competencies and skills might be integrated into school leader standards and assessments.

Two additional major activities rounded out the day. First, a team from Florida Atlantic University provided an overview of the Wallace Foundation-funded FAU Principal Preparation Initiative (FAUPPI) and the School Educational Leadership Enhancement Committee Taskforce (SELECT) report. Their overview presented information on both the PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership) program in Broward County, and the ELITE (Educational Leadership: Intern to Excellence) program in St. Lucie County.

Approximately 40 FAPEL members were in attendance, representing more than 12 higher education institutions in the state.

On April 8, 2019, the Educational Leadership Faculty hosted the Executive Ed.D. in Educational Leadership Research Symposium at the Morgridge International Reading Center. The Symposium is an annual recognition of an individual from the Ed.D. cohort who distinguished himself/herself as recognized by peers and program faculty. The award and accompanying $500 scholarship honors select doctoral candidates who have distinguished themselves through their research and leadership. The Symposium is also an opportunity for students in the Ed.D. cohort to present their research in a poster session.

This year’s speaker was Dr. Donald Fennoy who currently serves as the Superintendent of the School District of Palm Beach County in West Palm Beach, Florida. Dr. Fennoy offered inspiring words to the Ed.D. cohort as he challenged them to be the best leaders they could be. A number of nominees from the Ed.D. cohort were put forth for the Scholar Leader Award. The winner of the Scholar Leader Award was Mr. Brennan Asplen who currently serves as the Deputy Superintendent for Academic and Student Services with the St. John’s County School District in St. Augustine, Florida. The event was organized and hosted by Dr. Jerry Johnson.
Higher Education and Policy Studies Host Student Personnel Visiting Days
Nancy Marshall, Ed.D.; Lecturer

On February 22-23, 2019, the Higher Education and Policy Studies program held the Spring 2019 Visiting Days on the UCF Orlando Campus. Interested students from around the country wishing to pursue a UCF’s master’s degree in student personnel joined members of the Student Personnel Association and the current cohort for the informative two-day session.

Dr. Glenn Lambie, Associate Dean, and Dr. RoSusan Bartee, Department Chair, welcomed the attendees. Dr. Thomas Cox introduced several new certificate programs, including the Academic Advising Graduate Certificate, Housing and Residence Life Graduate Certificate, and the Student Athlete Support Graduate Certificate.

The event schedule was successfully planned by members of the Student Personnel Association and included campus tours, a faculty panel, socials, Q&A sessions, and interviews for graduate assistantships with various agencies from UCF, Rollins College, and Stetson University.

According to Graduate Admissions, this Student Personnel program should expect to yield a new fall cohort of approximately 30-35 students. This projected number of students is important given the continued and growing interest in the program.

Higher Education Policy Studies Host Professional Networking Event
Jamil D. Johnson, Ph.D.; Adjunct Faculty

On Tuesday, April 23, 2019, the SLS 1501 Program hosted the SLS 1501 Professional Networking Event for over 125 Adjunct Faculty and Peer Mentors who will be teaching and mentoring during the 2019-2020 academic year. Three SLS 1501 Adjunct Faculty were honored for Excellence in Teaching the SLS 1501 Freshman Seminar. The honorees are: Dr. Stacey Malaret (Director, LEAD Scholars Academy and ELHE Adjunct), Mr. Wayne Jackson (Director, Multicultural Academic and Support Services and ELHE Adjunct), and Masha Krsmanovic (SLS 1501 Graduate Teaching Assistant and ELHE Doctoral Candidate).

The SLS 1501 Freshman Seminar is a collaborative partnership between the Educational Leadership and Higher Education Department in the College of Community Innovation and Education (CCIE) and First Year Experience in Student Development Enrollment Services (SDES) directed by Dr. Jamil D. Johnson (Academic Coordinator, First Year Experience and ELHE Adjunct). The SLS 1501 course enrolls over 2,500 freshman students annually during summer b, fall, and spring semesters.

In alignment with the UCF Collective Impact, the goal of the SLS 1501 course is to promote first year retention of students who enroll. The course assists student transition to the University and collegiate life in a small engaging classroom. SLS 1501 helps students build a strong academic foundation by developing important life and study skills. Students also learn and apply critical thinking skills towards diversity and social justice issues, career-readiness and other topics that promote student success persistence through the first year and beyond. SLS 1501 students have higher GPAs and have higher retention than students who do not enroll.

To learn more about the SLS 1501 Program visit: https://fye.sdes.ucf.edu/sls/
Bridging the Gaps in Postsecondary Career and Technical Education Research (CTE) Research sponsors 15-18 fellows from universities nationwide to conduct postsecondary CTE research. Managed through NC State and sponsored by the ECMC Foundation, the fellowship will be awarded for two years: 2019 and 2020. Potential candidates submit a postsecondary CTE research proposal, which must include student success. The five pillars of student success are defined as learning, transfer, completion, equity, and labor market outcomes. The fellows are early CTE career researchers at three levels: doctoral/masters; dissertation; and postdoctoral. The fellowship provides opportunities to engage with a community of postsecondary CTE professionals who will guide and support them to conduct and disseminate their research projects.

The support includes mentorship, meetings, and writing opportunities. Fellows are assigned a CTE mentor with similar research interests. The mentor meetings occur monthly via virtual sessions along with one meeting that is face-to-face. CTE Research Fellows also participate in face-to-face and virtual sessions throughout the year to further support their research projects. The face-to-face sessions include two research institutes that take place at a major conference and one ECMC Foundation convening session. The virtual sessions include six webinar sessions hosted by CTE professionals on various topics. Lastly, each Fellow will write and post two blogs on topics of their choice, which will be posted on the CTE Research Fellows website.

The 2019 program runs from May 2019 to May 2020. Sixteen CTE Research Fellows were selected. In April 2019, the fellowship began with a two-day face-to-face research institute prior to AERA in Toronto, Canada. During the institute, there were workshops and presentations on CTE and research methodologies. The ECMC Foundation CTE Convening will be held October 24-25, 2019 in Washington, D.C. The second research institute will take place during the Association for Career and Technical Education (ACTE) and ACTER (ACTE Research) conferences from December 3 to 7, 2019 in Anaheim, CA. Fellows are also connected through a LinkedIn group and Google Docs where they can discuss and share information in an ongoing asynchronous basis.

The activities in this fellowship provide research support with a group of postsecondary CTE stakeholders and experts. Designed in a cohort fashion, the networking opportunities are influential and comprehensive. Through this experience, the Fellows will have a chance to become postsecondary CTE researchers for the next generation who address current workforce education issues and issues not yet imagined.
ELHE Faculty and Students as Community Engagers: Locally, Statewide, Nationally, and Internationally

2019 American Education Research Association Annual Meeting, Dr. Lisa Martino & Dr. RoSusan Bartee

Higher Education Policy Studies Professional Networking Event, Dr. Jamil Johnson & Dr. Stacey Malaret

Educational Leadership Roundtable

Executive EdD in Educational Leadership Research Symposium, Dr. Marjorie Ceballos & Dr. Thomas Vitale

Institute for Academic Leadership, Dr. RoSusan Bartee, center

Higher Education Policy Studies Professional Networking Event, Dr. Jamil Johnson & Dr. Masha Krsmanovic

Dr. Bill Gordon reading to a Kindergarten class at Lake Sybelia Elementary School

Brevard County, FL School Turnaround Institute Initiative Meeting, Dr. RoSusan Bartee, third from left

Dr. Lee Baldwin presenting to his Education Systems Management course

Higher Education Policy Studies Visiting Days

Educational Leadership Ed.D. students visit Tallahassee and meet with Senator Victor Torres

Executive EdD in Educational Leadership Research Symposium
ELHE Faculty and Students as Community Engagers: Locally, Statewide, Nationally, and Internationally

Executive EdD in Educational Leadership Research Symposium; Dr. Walt Doherty-Left; Dr. Donald Fennoy-Center; Dr. Rosemarye Taylor, Right;

European Educational Research Association; Free University, Bolzano, Italy, Dr. Lisa Martino

2019 AERA Annual Meeting-Book Release; Mr. George Johnson, President and Publisher, Information Age Publisher -Left; Dr. RoSusan D. Bartee,-Center; Dr. Phillis George, University of Mississippi-Right

Dr. Thomas Cox; Conference Presenter; International Conference on Higher Education; Paris, France

Dr. Nancy Marshall and students who presented and won 1st place at the NASPA Drive-In (Student Affairs Administrators in Higher Education)

Dr. Kathy King; Conference Presenter; Adult Higher Education Alliance Conference

WHY THE ELHE DEPARTMENT ENGAGE COMMUNITIES...

“The Mission of the College of Community Innovation and Education at the University of Central Florida educates and empowers leaders to serve a diverse society through innovative instruction, strong partnerships, and transformative scholarship.”

“The Vision of the College of Community Innovation and Education at the University of Central Florida transcends traditional university boundaries to engage faculty and students with the social and economic fabric of thriving, modern communities.”
UPCOMING EVENTS

JULY 2019
- Florida Association for Career and Technical Education; 53rd Annual Conference and Trade Show; July 15-17, 2019; Orlando, Florida

AUGUST 2019
- UCF Classes Begin (Fall 2019); Monday, August 26, 2019

SEPTEMBER 2019
- NASPA Summit on Access, Persistence, and Completion for Underserved Students; Student Affairs; September 27, 2019; University of Kansas, MO

OCTOBER 2019
- NODA Annual Conference; Association for Orientation, Transition, Retention in Higher Education; October 20-23, 2019; Houston, Texas

NOVEMBER 2019
- Association for the Study of Higher Education (ASHE); November 13-16, 2019; Portland, Oregon
- University Council for Educational Administration (UCEA) Annual Convention; November 21-24, 2019; New Orleans, Louisiana

DECEMBER 2019
- Final Examination Period (Fall 2019); Thursday, December 5, 2019-Wednesday, December 11, 2019
- Association for Career and Technical Education Research (ACTER) Research and Professional Development Conference: December 3-4, 2019, Anaheim, CA
- Association for Career and Technical Education (ACTE) CareerTech Vision 2019: December 4-7, Anaheim, CA

LET’S HEAR FROM YOU!
If you have any suggested stories or topics for the newsletter, please contact Lindsay Archambault (Lindsay.a@ucf.edu). You are asked to contact Lindsay by May 15 (for the June newsletter distribution) or November 15 (for the December newsletter distribution).

ACKNOWLEDGEMENTS FROM THE ELHE DEPARTMENT CHAIR
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