Greetings All!

The start of a new academic year is always refreshing as collective and individual energies of faculty, staff, students, and constituencies alike convene within and upon our ELHE Department. What becomes evident through those ever-flowing energies is the inordinate capacity to create opportunities and achieve outcomes to further the strategic vision of UCF to ‘Charge On’ in the commitment to do extraordinary things. While extraordinary might entail grandiose accomplishments, there is something to be said in the seeming ‘ordinary’ of ‘extraordinary’ toward achieving excellence within administrative and academic affairs. This volume of Leadership Chronicles integrates both the ordinary with the extraordinary involved with our ELHE faculty, students, and interests served.

Our ELHE Department is consistently expanding boundaries through comprehensive, yet collaborative, efforts. We are charging on in the start of a new cohort with Seminole County Public Schools where we will offer onsite instructional preparation for aspiring school leaders in Seminole County. More targeted, Orlando metropolitan area cohorts are to come. We are charging on with new and current faculty who demonstrate commitment to productivity in research, instruction, and service. More ELHE faculty are to come. We are charging on with the launch of a Downtown Interdisciplinary Research Initiative (DIRI) where we will focus on academic enrichment through mentoring and leadership engagement. More research-funded initiatives are to come. We are charging on with establishing more streamlined ways of delivering program courses while exploring innovative measures for enhancing our academic programs. More course, program, and broader ELHE innovations are to come.

What remains unwavering is the demonstrated commitment of our ELHE Department to contribute the ‘extra’ toward anything and everything ‘ordinary’ in spite of time, resources, and obligations. That level of commitment becomes foundational for launching extraordinary access and achievement beyond the realms of our imagination. Let me extend a special acknowledgement is extended to Dr. Amanda Wilkerson, an Assistant Professor in the Higher Education and Policy Studies program, who served as Guest Editor of this volume of Leadership Chronicles. May all of us continue to ‘Charge On’ with excellence.

RoSusan D. Bartee
RoSusan D. Bartee, Ph.D.; ELHE Department Chair
Dr. Daniel Eadens is an Associate Professor in the Department of Educational Leadership and Higher Education. Before coming to UCF, Dr. Eadens was the Assistant Department Chair, study abroad coordinator and tenured Associate Professor of Educational Leadership at Northern Arizona University. In his early career, he taught elementary school music, middle school special education math and science, and was a behavior specialist and school administrator at several Florida public schools. Dr. Eadens is a retired Army Reserve major with foreign service in Japan and Iraq. His research focuses on critical issues in education, such as school safety, social justice and school boards. He also co-edited the book *Social Justice Instruction: Empowerment on the Chalkboard*. Dr. Eadens has published peer-reviewed journals, chapters, a book, book reviews, online professional publications, is an and reviews for professional journals.

Dr. Sheila Moore is currently serving as a Lecturer for the Educational Leadership and Higher Education department. Previously, she served as an Assistant Professor of Educational Leadership at Florida A&M University. A former teacher and school leader, Dr. Moore has also served the profession through the Florida Association of Professors of Educational Leadership (FAPEL), Florida Department of Education, Southern Regional Council on Educational Administrators (SRCEA), American Education Research Association (AERA), American Association for Colleges of Teacher Education (AACTE) and others. Dr. Moore’s research interests include leadership preparation programs, clinical practices, and collaborative partnerships; social justice in school leadership with emphasis on female leadership in urban settings and mentoring/doctoral student development. Recently, Dr. Moore published a chapter in the book, *Partnerships for Leadership Preparation and Development: Facilitators, Barriers, and Models for Change*.

Dr. Larry Walker serves as an Assistant Professor of Educational Leadership at the University of Central Florida. Previously, Dr. Walker served as a lecturer at Loyola University Maryland and held a faculty appointment at Howard University. He has nearly a decade of experience working in rural, urban, and suburban school districts. Dr. Walker’s research has four threads including 1) examining the traits of successful leaders (i.e., PreK-12, higher education, policymakers) 2) recruitment and retention of Black male teachers; 3) examining the impact environmental factors have on the academic performance and socio-emotional functioning of Black students throughout the education pipeline (PreKPhD) and 4) investigating how federal and state policies impact under-served and marginalized populations. Dr. Walker has co-edited two books, authored/coauthored several peer reviewed journal articles and book chapters. Further, he served as the Legislative Director for former Congressman Major R.

Dr. Amanda Wilkerson seeks to build a better world through cooperation, collaboration, and community action. She is an Assistant Professor in the Educational Leadership and Higher Education department and is a graduate of Florida A&M University. Amanda has written educational materials and coordinated forums on significant social, educational, and community matters. Amanda served as the guest editor for the *Urban Education Research and Policy Annals Journal-Hillard Sizemore Special Edition*. She has written several articles and has one edited book under contract. As a part of her passion for higher education, Amanda is enhancing how students seize the promise of post-secondary learning through the development of instructional leaders who practice equity-based pedagogy. Specifically, she creates and manages collaborative partnerships that provide important services for those who serve underserved student populations. Also, as a passionate supporter of civic engagement, Amanda continues to work on community development projects, charitable causes, and advocacy initiatives for nonprofit organizations and governmental agencies. Her twitter handle is @DrAVWilkerson.
What drew you into the field of higher education, and how and where did you begin your career?

- I had been enjoying teaching at a two-technology college near Philadelphia and wanted to learn more about how to teach adult learners successfully. A nearby university, Widener, had a doctoral program in higher education associated with their masters in adult learning. Therefore, I decided to pursue my second master’s and doctor of education. In the process, I discovered I loved designing and conducting research related to non-traditional students, higher education and instructional technology. These topics merged my prior academic studies with my new interests and studies. The context and focus of my research has been higher education.

Over the course of your career you regularly interacted with students at several institutions within various states. What recommendations would you share regarding promising practices for emerging practitioners seeking to build careers in higher education?

- My experiences with students of higher education have spanned not only the USA, but also many parts of the world. I see trends in not only mature professionals returning to advance their understanding and advance their careers, but also changes in how they expect to be able to use data to inform and innovate their work in higher education. There is also increased focus in understanding how to address the different needs of each generation in our colleges and universities. Diversity understanding and practice need to be the frontline of research and innovation in our field.

How do you want your service at UCF to be remembered, especially when it comes to interactions with students, faculty, and staff?

- Key characteristics would be caring, learner-centered, and excellence.

As a leader exiting higher education, what valuable lessons did you learn concerning your decades of scholarly service to the academy?

- As much as we give in service, we receive much more in return. Service enriches our lives, builds lasting friendships, and provides a fresh perspective of issues in your home institution.

It is undeniable that you will be missed, what will you miss most about UCF?

- I will miss the excitement of working with our dedicated and multi-talented higher education doctoral students and faculty. I am exploring new and renewing old interests already, but working with our learners has always been my passion. I am expecting to hear of great achievements of our higher education students, faculty and programs.

FINAL COMMENTARY: The timing of my retirement is unexpected and has been determined by sudden, new medical needs in 2019. I wish it had been a slower transition for everyone involved. Yet, I am surprised that I am welcoming this new chapter in my life story. More than ever before, I would say, “Life is about how we face the challenges, and create new opportunities.” For me, life is truly a pathway of freedom and discovering our own improvisation.
ELHE Student Success

Marcus Frazier

Marcus Frazier is a first-year graduate student in the Higher Education and Leadership/College Teaching program. Marcus completed his undergraduate (English) and graduate (Transformative Leadership) degrees at Bethune-Cookman University. Additionally, Marcus formerly served as an English Language Arts Instructor with Orange County Public Schools. Ultimately, Mr. Frazier desires to teach English and Leadership at the collegiate level. Moreover, Marcus firmly believes that education is a critical component that has advanced his life. His favorite saying is “education is a tool that should be taken advantage of and not taken for granted.”

David Maddock

David Maddock, a candidate in the Ed.D. Education Leadership Executive Track program, has recently accepted a position working in Research and Evaluation with the School District of Osceola County. “I would not have been afforded this opportunity if it had not been for this program, particularly the classes with Dr. Baldwin,” he says. “The coursework in statistics and program evaluation was critical to developing an understanding of the skills needed to determine whether the work we are doing with our students is having an impact.”

Lauren Remenick Maroon

Lauren Remenick Maroon, a Ph.D. candidate in Higher Education and Policy Studies, co-authored a research article with Dr. Lissy Goralnik, Assistant Professor at Michigan State University titled, “Applying Andragogy to an Outdoor Science Education Event,” published in The Journal of Continuing Higher Education. Lauren was also recently a guest on the Research in Action Podcast #162 where she spoke to the host, Dr. Katie Linder from Oregon State University, about her research exploring the experiences of textbook and academic authors with faculty member Dr. Kathleen King. From this research, Lauren and Dr. King wrote a blog post entitled, “Success, Secrets, and Finding Our Way! The Inside Story of TAA Authors’ Development,” on the TAA blog, Abstract, and have two manuscripts currently in review. In October, Lauren defended her dissertation proposal on nontraditional student persistence and began a new position as Academic Compliance Specialist with UCF’s, Academic Program Quality (APQ) Department. Lauren co-presented with APQ’s Director and Assistant Director at the 2019 Accreditation and Assessment State University System meeting. In addition to learning the responsibilities of her new role, Lauren continues to work on her dissertation and collaborate with colleagues on additional writing projects.

SCHOLARSHIP AWARDED: The Higher Education and Policy Studies program wishes to acknowledge two students who were awarded the Dillion Burleson Memorial Scholarship in the amount of $1,500.00 each. Those students included:

Deyenira Gonzalez       Ivana Krkljus
Stories from the Field: The ELHE Department

Letzring Named UCF Senior Associate Provost With ELHE Faculty Appointment

Dr. Timothy Letzring was named Senior Associate Provost for Academic Affairs by Provost Elizabeth Dooley. As a Senior Associate Provost, he is responsible for the administration of various aspects of academic program development and academic planning, quality, assessment and other areas within the Division of Academic Affairs. Dr. Letzring partners with deans, department chairs, administrative directors, faculty and staff to support curriculum, institutional assessment, academic policies and program development to improve the effectiveness of the educational experience that UCF provides its students. In addition, Dr. Letzring also received a tenured faculty appointment as Professor of Higher Education within the ELHE Department. Dr. Letzring will teach policy, law, and/or related higher education courses as well as lend his research, academic, and leadership expertise to support the ELHE Department. In his service and scholarship role as a faculty member, Dr. Letzring has made presentations at international, national, regional, and local meetings on legal and organizational issues affecting education and has conducted legal workshops for faculty and administration at various schools and universities around the country. He also served as co-editor for the College Student and the Courts for 14 years and has several publications in the areas of law and education, higher education organization and governance, and higher education finance. Dr. Letzring earned a doctor of education degree from the University of Georgia, a law degree from Stetson University College of Law, and a bachelor’s degree in mathematics from Louisiana College. He is also a member of the State Bar of Texas and the Bar of the U.S. Supreme Court.

Bartee Delivers Keynote Address to the McKnight Fellows of The Florida Education Fund

Dr. RoSusan D. Bartee, ELHE Department Chair, delivered a keynote address at the 35th Annual McKnight Fellows Meeting and Twenty-Third Annual Graduate School Conference in Tampa, Florida on October 12, 2019. Her address, On the Cutting Edge: Conducting Research that serves the Global Community, was situated within one of her all-time favorite books, Oh the Places You’ll Go, by Dr. Suess, as she discussed the RJ4 need for research on social capital that is rigorous or just, relevant or jeopardy-proof, relational or journey-focused, and responsive or judicious. Dr. Bartee talked about social capital as a means for achieving RJ4 through human connectedness, strategic advocacy, intentional engagement, and culturally responsive leadership. President and CEO of the Florida Education Fund, Dr. Lawrence Morehouse, stated: “I was substantially impressed with Dr. Bartee’s capacity to bring the conference theme to life the way she did. With great intellectual and inspirational artistry, Dr. Bartee interwove contemporary issues with a theoretical framework to convey a solid message about how the pursuit of research can be a catalyst for becoming an academic administrator. Dr. Bartee is an important role model, given her professional accomplishments and her path to and through the ranks of the Academy. She has expanded the territory in which she can continue to make an impactful difference.” Others stated: “Her message was alternatively playful, intellectual, and instructive, but always urgent about the need and the way for us to shape our own worlds” and “Dr. Bartee’s cleverly organized presentation inspired me. I was impressed with how she ingeniously incorporated the McKnight Fellows into her talk.” Dr. Bartee received rousing applause from the audience of approximately 250 guests.
Stories from the Field: Higher Education and Policy Studies & Career and Technical Education

Holmes Scholars Recipients
Amanda Wilkerson, Ed.D.; Assistant Professor, Higher Education and Policy Studies

The University of Central Florida (UCF) Chapter of the Holmes Scholars Association recently selected 12 doctoral students to join the Holmes Scholars Program. Of the 12 students selected four are scholars in the department of Educational Leadership and Higher Education: Darryl Gordon, Norma Altidor, Tijuana Rollins, and ToCarra Jordan. The forming of the Holmes Scholars Partnership began on the campus of Harvard University. Its purpose regarding the founding, was to imaginatively work with scholars of color who desired to diversify academia. Today, with the support of the Association of American Colleges for Teacher Education (AACTE), the Holmes Scholars Partnership continues. Our budding academics have the privilege of joining a network of scholars’ representative of various institutions and doctoral programs around the nation. Furthermore, on the campus of UCF with our range of mentors from within the College of Community Innovation and Education, we espouse values, concerning inclusiveness, scholarship, and equity to support doctoral students. Essentially, involvement within Holmes Scholars exponentially aligns with college programming focused on retaining students anchored by mentoring to broadly facilitate success. Therefore, in the spirit of engagement within the cursory of supporting students who are poised to be scholars we congratulate the new inductees.

ELHE Alumna and Adjunct Faculty Selected as Assistant Journal Editor
Dr. Masha Krsmanovic, a recent graduate from the Ph.D. in Education focusing on Higher Education, has been selected as Assistant Editor for the Journal of International Students. This journal is one of the top-tier journals in that field of study. Dr. Krsmanovic serves as a Post-doctoral Scholar at the Karen L. Smith Center for Teaching and Learning at the University of Central Florida.

National Fellowship Recipient
Lisa Martino, Ph.D. Lecturer, Career and Technical Education

For new faculty, breaking into a field of study or research focus can be daunting. That does not naturally happen after a successful dissertation defense. To become known in academic circles as an expert requires strategic expansion of networking opportunities and additional scholarly work. Fellowship programs can be one way to advance a career in a specific area. I began with a research fellowship, which I recently wrote about in our previous newsletter. My 2019 ECMC Foundation research fellowship will end in May of 2020. I am halfway through the program and already the experience has been so rewarding. So, I began to look around for new leadership opportunities. I started with the Association for Career and Technical Education (ACTE). This is the premier association for CTE, my field of study. As luck would have it, they offer a leadership fellowship. I applied to the fellowship and have been honored to be accepted as the 2020 National Leadership Experienced Fellow for Region II. For this fellowship, I will attend monthly virtual leadership sessions, meet with ACTE administrators and leaders, conduct in-person visits with local, state, and federal legislators about CTE policy, write blogs for Educators in Action, and present at two CTE conferences with the leadership fellowship cohort. I look forward to this new experience with enthusiasm and with the hopes that this experience will enhance and expand the Career and Technical Education programs at UCF. After all, the success of the CTE Programs at UCF is my success too. With the help of the fellowship experiences, I am certain success will happen.
Fall 2019 FAPEL Meeting
Lee Baldwin, Ph.D.; Associate Professor

The Florida Association of Professors of Educational Leadership (FAPEL) held its annual fall meeting in October at St. Leo University. All seven of the faculty in the Educational Leadership Program attended. FAPEL is a professional organization where educational leadership faculty from across the state can gather to exchange ideas and information that is important to educational leadership programs. The Florida Department of Education also supports the organization by providing current information about policies affecting the programs in the state.

A social reception was held on Sunday evening, giving participants a chance to renew acquaintances and informally discuss topics of interest. The meeting started on Monday morning with a welcome from St. Leo’s education Dean Susan Kinsella. After necessary business was conducted, there was a remote presentation by Phil Canto from the Florida Department of Education on results and trends from the Florida Educational Leadership Exam (FELE). The results will be very helpful for the faculty to tailor instruction so that students are prepared to pass the FELE.

After lunch three breakout sessions were held. The breakout session topics included Improving Program Diversity, The Impact of CPED of Florida Doctorate of Education Programs, and Implications of Mental Health Regulations for School Leaders and Safety Teams. Each of these sessions allowed members to get updated information and exchange ideas that are

Stories from the Field: Educational Leadership

Faculty Member of the Game
William “Bill” Gordon, Ed.D.; Lecturer

In the department of Educational Leadership and Higher Education, faculty members are finding compelling ways to leverage knowledge, skills, and academic insight outside of the classroom. To accelerate the partnerships between university academics and athletics, our very own, Dr. Bill Gordon, served as “Faculty Member of the Game.”

This selection occurred during the matchup between the hard charging Knights of the UCF football team who played against the University of East Carolina. Dr. Gordon was extended an invitation to participate on behalf of Academic Services for Student-Athletes (ASSA), Vice President and Director of Athletics Dr. Danny J. White, and Head Football Coach Josh Heupel. Dr. Gordon’s fun filled day of activities involved a plethora of opportunities to interact with players, coaching staff, and athletic administration. He also had the chance to tour the academic services facility and stadium and watch a live practice.

Dr. Gordon was recognized for outstanding professional achievements and dedication to UCF students. During the game he received public accolades on the football field and in front of a crowd of 44,000 fans! According to Gordon, “the experience was both fun and enlightening. UCF has an extensive set of services to support our scholar athletes, and the dedication of the athletic staff to student athlete success was very evident.” By recognizing individual faculty members for their efforts in the classroom, the athletic department cements long standing relationships in the interest of their students.” Way to go, Dr. Gordon!

Fall 2019 FAPEL Meeting
Lee Baldwin, Ph.D.; Associate Professor

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For more information on how you can be apart of the next FAPEL Meeting, visit https://flapel.org/meetings-and-events/
ELHE Faculty Receive Institutional Grant to Enhance Mentorship and Leadership Outcomes

Two ELHE faculty members, Dr. Dan Eadens and Dr. Amanda Wilkerson, were awarded an institutional grant to address mentorship and leadership practices of teachers and mentors toward enhancing skills and abilities of students within Orange County Public Schools. As Co-Principal Investigators, these faculty members will work with Dr. Jennifer Sandoval from the Nicholson School of Communication and Media as the Principal Investigator and Mr. Vasily Yurin as the ELHE Graduate Assistant.

Faculty Spotlight: Excellence in Education Innovation

Dr. Dan Eadens, Associate Professor
Educational Leadership

Dr. Amanda Wilkerson, Assistant Professor
Higher Education and Policy Studies

Academic Educational Enrichment through Conflict Resolution Skill Development

GENERAL OVERVIEW: The benefits of early education and early childhood programs are not limited to better preparedness for the primary school, but in fact, develop the qualities and skills necessary for a better adulthood. For example, children conflict behaviors have consistently been shown by research to result in a greater risk of maturing into delinquent conduct in later years. Well rounded quality childhood educational programming is ranked the highest strategy for crime prevention. One 15-year longitudinal Chicago study revealed that those who had no access to early childhood educational programming were 70% more likely to be arrested for a violent crime by age 18. Even though many countries with developed economies provide free preschool to all of their children, the U.S. still does not yet offer a consistent universal early education program. While Florida is ranked number two nationally for enrolling over seventy-five percent of its 4-year-olds in pre-kindergarten programs, it continues to be ranked 41st by the spending per child, according to the State of Preschool 2018 annual report by the National Institute for Early Education Research.

PURPOSE OF THE INITIATIVE: The primary objective, through the development of social and conflict resolutions skills, is to shape best practices of the mentors/ instructors with a goal of the most outstanding-quality teaching and learning occurring for the students. Ultimately, these Voluntary Pre-Kindergarten students from the Orange County Public School Academic Center for Excellence (ACE) will arrive at kindergarten with the requisite skills and abilities that will enable and empower them for a lifetime of people skills and better potential for academic and career success as productive contributing Central Florida and global citizens.

ABOUT THE DIRI GRANT: The Downtown Interdisciplinary Research Initiative (DIRI) seeks to support interdisciplinary faculty collaboration and downtown community engagement. DIRI proposals may draw on research any disciplinary heritage, framework or methodological approach.
ELHE Faculty Member Elected as President of the American Association for Adult and Continuing Education (AAACE)

Dr. Thomas Cox, Associate Professor of Higher Education and Policy Studies, has been elected to the highest position of leadership for the American Association for Adult and Continuing Education (AAACE). During 2019-2022, Dr. Cox will serve AAACE three consecutive years as president-elect, president, and immediate past president. The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives. What an important accomplishment nationally for Dr. Cox and the subsequent impact of his leadership for AAACE and beyond.

DR. THOMAS COX AND HIS VISION FOR AAACE

The framework of the vision for my contributions to AAACE mirror that which I hold for myself as a professor and adult educator. This framework will foster opportunities to enhance the mission of AAACE.

• **INCLUSIVITY**: First, an inclusive paradigm fosters opportunity for creative thinking which will encourage people to join the organization and to feel a connection to it... My leadership would encourage the membership to envisage new special interest groups, new collaborations, and academic and community-based projects...

• **DIFFERENTIATION**: Second, it is important for AAACE to differentiate itself from other organizations. This brings a focus on what we can accomplish that other organizations do not. I would like to consider creative projects that inform the practice and profession of adult education...

• **MINDFULNESS**: Third, my vision includes being constantly mindful of increased opportunities to enhance what being a member of AAACE means, and the value it brings to members’ professional and personal lives. As many like myself already can attest, AAACE can contribute to a more fulfilling career and professional identity.

ABOUT DR. THOMAS COX

Thomas D. Cox is an Associate Professor of Higher Education and Policy Studies at the University of Central Florida. Prior to joining UCF in 2012, he was an Assistant Professor at the University of Houston-Victoria from 2009-2012, where he founded the master’s degree in Adult and Higher Education. From 2006-2009, he was a lecturer in of non-traditional adults in the Master of Arts in Liberal Studies program at the University of Memphis. Dr. Cox earned his bachelor’s degree in social science from Blue Mountain College in Mississippi in 1992, his Master of Arts in Liberal Studies from the University of Memphis in 2002, and his Ed.D. in Adult and Higher Education from the University of Memphis in 2004. Out of his love for languages and teaching adults and his involvement in the Adult Literacy League of Orlando, he recently, in 2018, earned a second master’s degree in Teaching English to Speakers of Other Languages. Dr. Cox has been involved in AAACE since 2007 and has served in several roles such as Secretary/Treasurer of the Commission on Professors of Adult Education (CPAE) in 2010 and 2011. He has presented papers several times, served on the program committee, and published in *Adult Learning*. Dr. Cox has been active in the field of adult education in many capacities. He has served as a two-term past-president of the Adult Higher Education Alliance (AHEA) and has recently served on the board of directors of the Adult Literacy League in Orlando, Florida.
Elhe Community Engagements

UCF Urban Education Hub and Mayor Jerry Demings.

Books donated by UCF distributed by Dr. Wilkerson at a back to school event.

Dr. King’s farewell gathering with HEPS students.

HEPS Doctoral Student Orientation.

Dr. Bartee and ELHE Departmental Adjuncts.

Dr. Larry Walker presenting at UCEA.

Dr. Cox and AAHE colleagues.

Dr. Bartee being presented with an award at the McKnight Fellows Meeting.

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.”
Graduate students can enhance their education by attending conferences, which is essential to further one's professional growth. Additionally, conference attendance is particularly crucial for those who aspire to ascend into but not exclusively faculty roles. Relatedly, what is critically important, despite one's career aspirations, is attending conferences that allow participants to form and develop relationships with other practitioners and researchers. In turn, and over time, conference connections can be leveraged into working on collaborative research, both in and outside of the academy. As such, it is essential to discuss the plethora of education-related conferences one can endeavor to attend. For this reason, we have taken the liberty to share with you a few national organizations that specifically host meetings that might align with the research interests of future and current Educational Leaders and Higher Education Professionals. The following list of regional, national, and international conferences provide an opportunity to locate gatherings where you can present your research, network with colleagues, and develop axioms where other scholars can access your scholarship. We conclude this brief review by sharing ways for which you might consider finding funding to attend conferences.

**Educational Leadership:**
- University Council of Educational Administration ([http://www.ucea.org/](http://www.ucea.org/)). UCEA is a national consortium of post-secondary institutions charged with advancing the preparation practice of educational leaders for schools and school districts.
- American Educational Research Association ([https://www.aera.net/](https://www.aera.net/)) AERA is the nation’s leading and largest education research association. It has more than 12 Divisions. For more information, consider checking out Division A, a unique convening of educational administrative leaders within Pk-12 educational spaces.
- International Conference on Urban Education ([https://www.theicue.org/](https://www.theicue.org/)) ICUE is a biennial global conference which seeks to provide solutions to problems of practice within an urban education context.

**Higher Education:**
- Florida NASPA Drive-In ([https://www.naspa.org/region/naspa-florida](https://www.naspa.org/region/naspa-florida)). Florida NASPA Drive-In is a state conference to connect Student Affairs Professionals. Other conference foci include professional development opportunities and innovations that shape the future of student affairs.
- Association for the Study of Higher Education ([https://www.ashe.ws/](https://www.ashe.ws/)). ASHE is a scholarly society dedicated to enhancing the study of higher education in the field of education. Conferences are held annually, and there are opportunities to present research.
- The American Council on Education ([https://www.acenet.edu/Pages/default.aspx](https://www.acenet.edu/Pages/default.aspx)). Bring together Deans, President, and other campus leaders to discuss leadership, equity, social justice, and innovation in higher education.

As one begins to consider what conferences to attend based on research interest, take into account that there are several ways for which cost can be decreased and increase the value of participation by presenting. For example, reaching out to UCF’s Graduate Studies’ Office is one option where funds might be accessed to support student travel. Other examples might include national organizations where stipend support might be provided. While opportunities and requirements at the university level and beyond, it is important to review information shared on websites to find funding.
The Florida Educational Leadership Exam (FELE) Saturday Academy presents a systematic, research-based approach for test preparation and test-taking. Effective study and test-taking strategies contribute to greater productivity, higher pass rates and less stress. Sessions are designed to familiarize prospective test-takers with various aspects of the examination, including the content that is covered and the way it is represented on the FELE.

Each session will focus on specific FELE subtests and participants will have opportunities to engage in practice tests and receive feedback on their performances. The feedback from the practice test will give students a realistic view of how they may perform on the FELE. Time allotted for the practice tests simulate an actual FELE test-taking environment. Materials for all four FELE sessions will be provided. Sessions are intended for students who are currently enrolled in classes the semester before the scheduled educational leadership internship, participating in the internship or have not been successful on the FELE subtests.
ACKNOWLEDGEMENTS FROM THE ELHE DEPARTMENT CHAIR

Sincere gratitude and appreciation are extended to those faculty, students, and staff who contributed information and insight for the development of this newsletter!

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).

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