



LEADERSHIP CHRONICLES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND HIGHER EDUCATION

INFORMATION-INSPIRATION-INNOVATION

Greetings All!

What a privilege to extend greetings as we continue moving forward, onward, and upward during COVID-19. Truly, we have learned much about individual and collective capacities while navigating the landscapes of higher education and beyond. We certainly remain thankful for and appreciative of the progress that we have been able to accomplish to date and what is to come.

Our ELHE Department has worked toward enhancing degree completions, student demographics, and enrollment trends. While we have experienced increase and decreases in some areas and maintained trends in others, over the past three years, we have gained more insight into the needs of our constituencies. Such insights will be useful as we become even more strategic about the steps taken toward ensuring a holistic approach for recruitment, retention, and completion efforts. Our ELHE Department is also pleased to house the Strategies for Success (SLS) program within our department. Being able to support the needs of undergraduates as first-time entering freshman students is important and our ELHE Department is poised to be able to advance this effort.

Our ELHE Department continues to spotlight faculty who are doing amazing work. We highlight the work of Dr. William Gordon who was selected to be part of a funded initiative, *the Brevard Learning Pod*, to promote educational excellence using expanding technological access. We also are pleased to highlight some of the Lecturers within our ELHE Department, particularly given their significant contributions to the teaching and learning process. We highlight the work of Dr. Nancy Marshall who has engaged with the TRIO-Upward Bound program. TRIO-Upward Bound targets high school students and increasing the rate of participants that complete their secondary education and successfully enroll in and graduate from higher education institutions. We further highlight matters of university and graduate affairs that impact our ELHE Department.

This has been a wonderful three-year journey for our ELHE newsletter, *Leadership Chronicles*. The opportunity to share *information, inspiration, and innovation* with you, our constituencies, has been quite the experience. While this is our last communication in this newsletter format, we anticipate been able to continue our dialogue with you as our constituents in other ways. Thank you again for the opportunity to share *Leadership Chronicles* from the ELHE Department!

RoSusan D. Bartee
RoSusan D. Bartee, Ph.D.; *ELHE Department Chair*

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ELHE Faculty and Staff (2020-2021)



RoSusan Bartee,
Ph.D.

Chair and Professor
ELHE Department



Marjorie Ceballos, Ed.D.

Associate Professor
Educational Leadership



Thomas Cox, Ed.D.

Associate Professor and
Program Coordinator
Higher Education and Policy
Studies



Daniel Eadens, Ed.D.

Associate Professor and
Program Coordinator
Educational Leadership



William Gordon, Ed.D.

Lecturer
Educational Leadership



Lisa Jones, Ed.D.

Professor
Higher Education and Policy
Studies



Nancy Marshall, Ed.D.

Lecturer
Higher Education & Policy
Studies



Lisa Martino, Ph.D.

Lecturer
Career & Technical Education



Sheila D. Moore, Ph.D.

Visiting Lecturer
Educational Leadership



Thomas Vitale, Ed.D.

Lecturer
Educational Leadership



Larry Walker, Ed.D.

Assistant Professor
Educational Leadership



Amanda Wilkerson, Ed.D.

Assistant Professor
Higher Education and
Policy Studies



Lindsay Archambault, M.Ed.

Academic Support Coordinator II



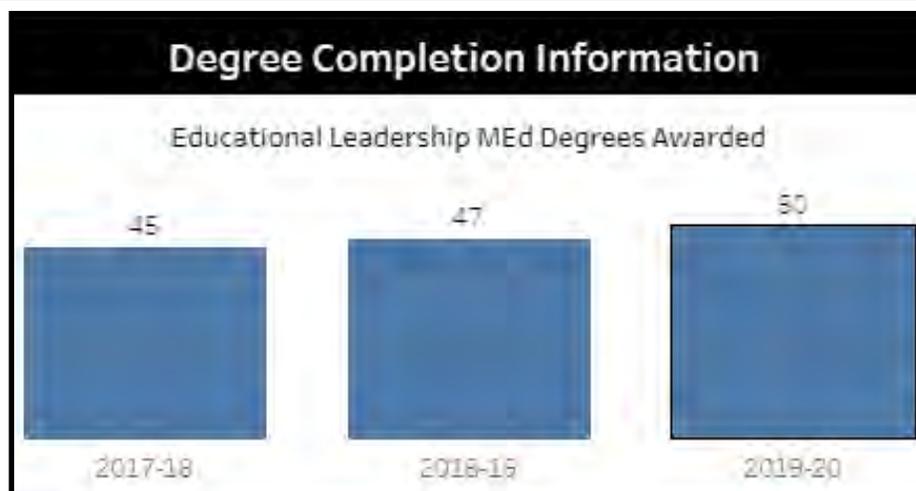
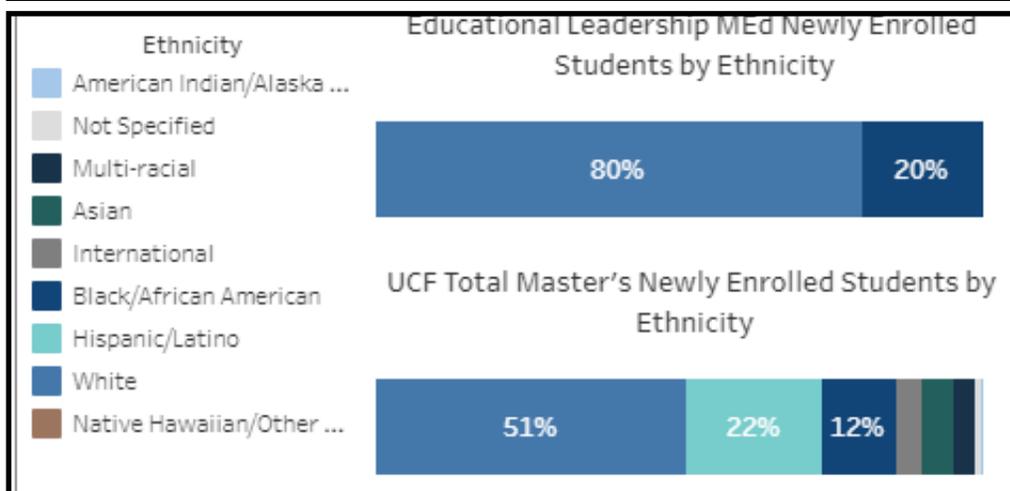
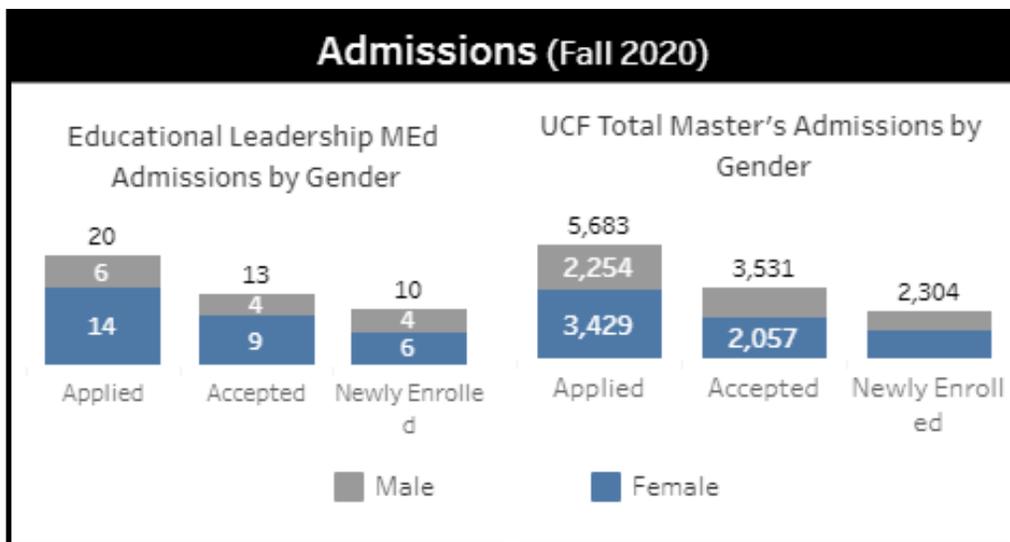
Amy Duvall, B.S.

Administrative Assistant

STATS AND FACTS: ELHE Departmental Trends

Educational Leadership M.Ed.

(As extracted from UCF College of Graduate Studies Program Statistics Dashboard)

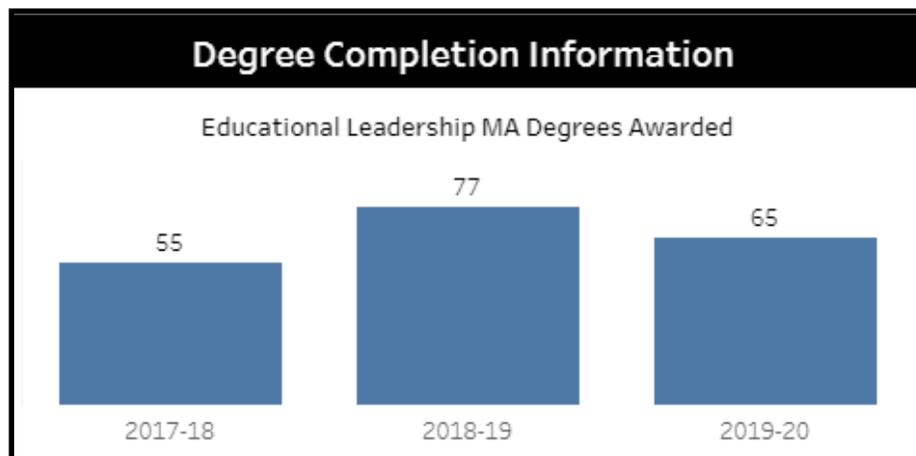
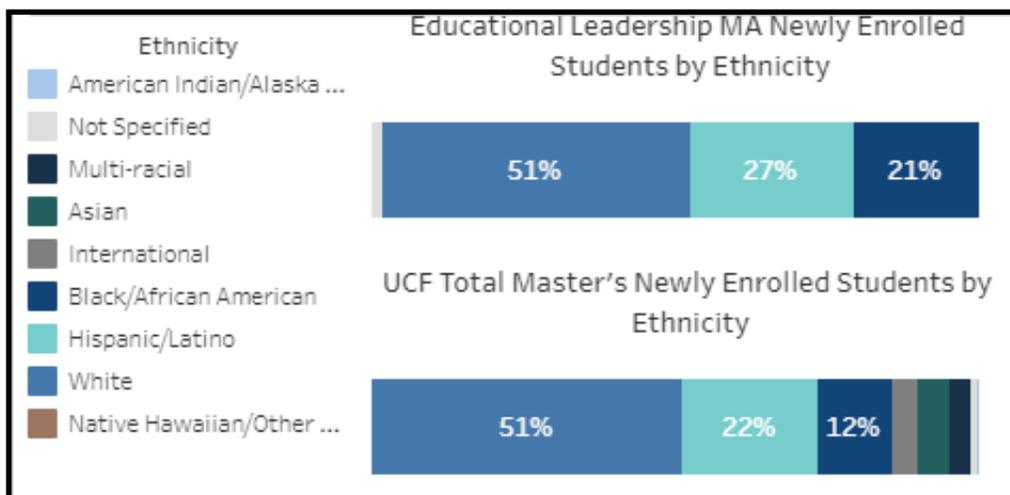
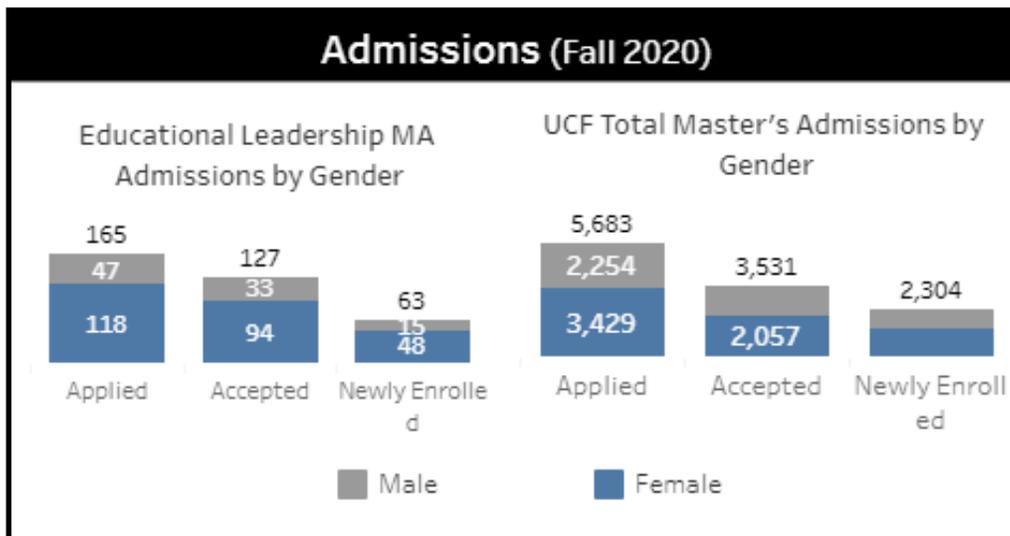


Source: UCF Institutional Knowledge Management | July 2021

STATS AND FACTS: ELHE Departmental Trends

Educational Leadership MA (Includes Higher Education Tracks)

(As extracted from UCF College of Graduate Studies Program Statistics Dashboard)

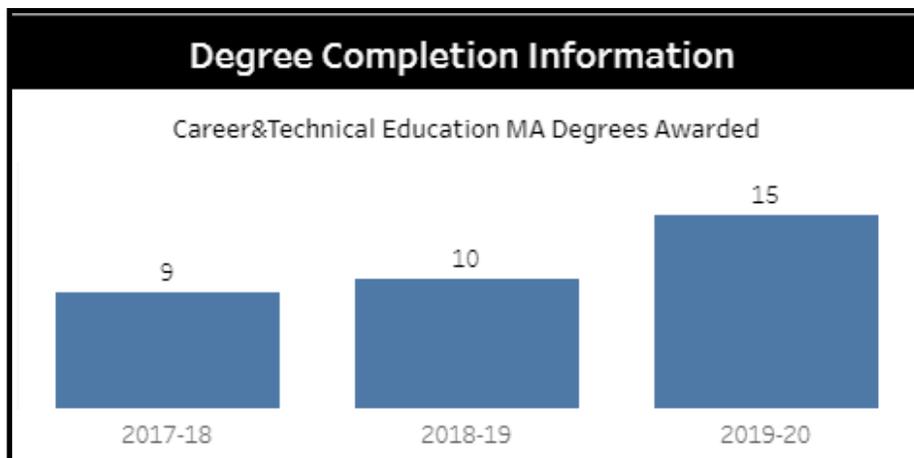
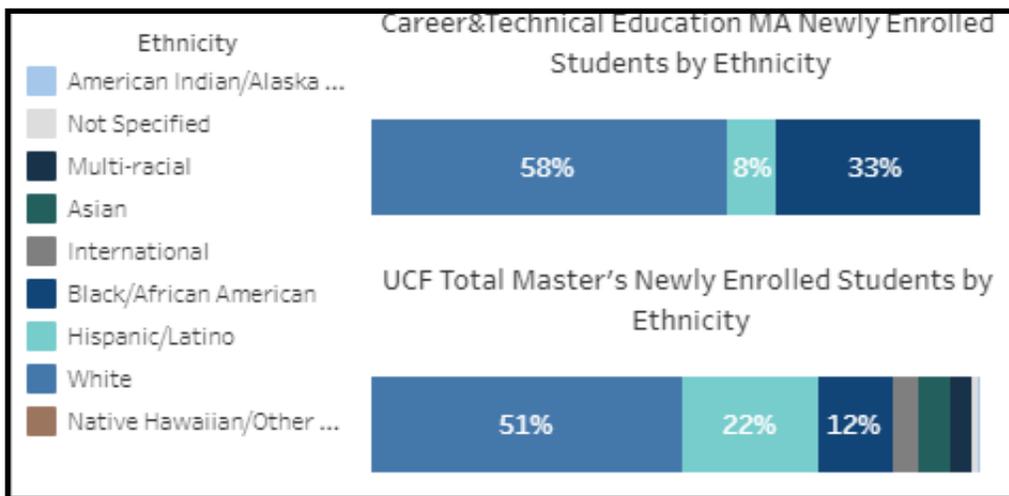
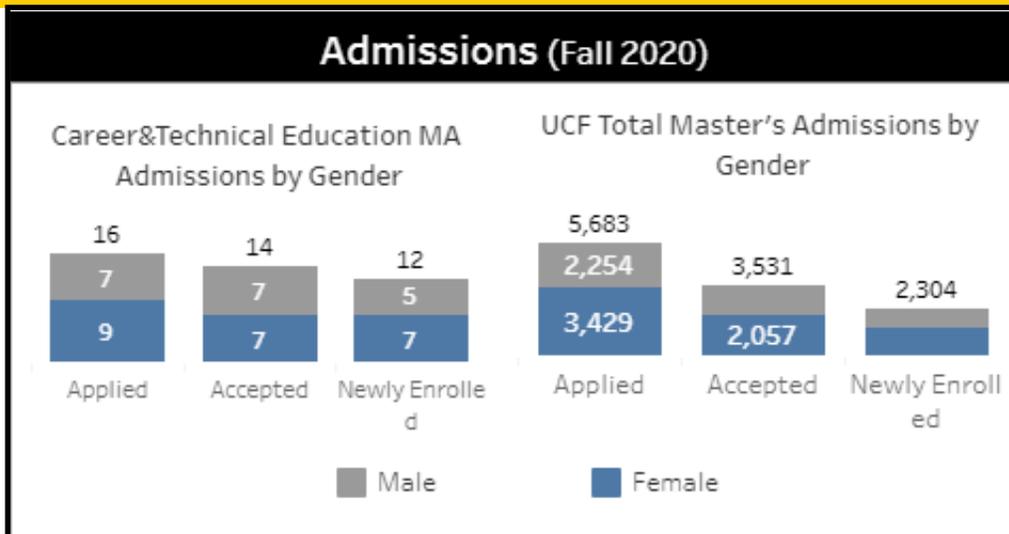


Source: UCF Institutional Knowledge Management | July 2021

STATS AND FACTS: ELHE Departmental Trends

Career and Technical Education MA

(As extracted from UCF College of Graduate Studies Program Statistics Dashboard)

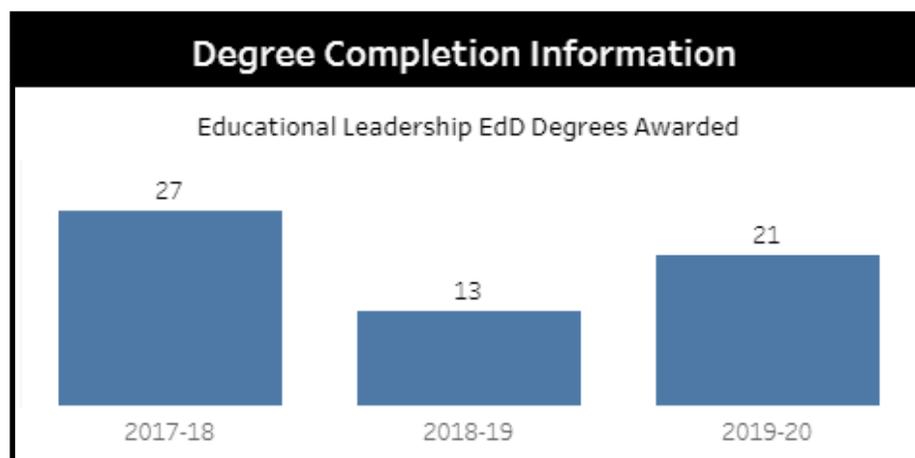
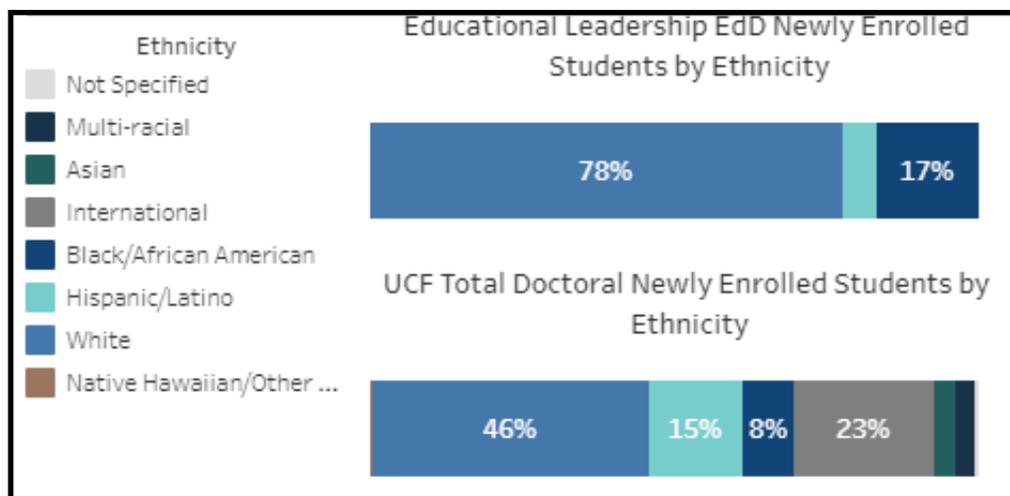
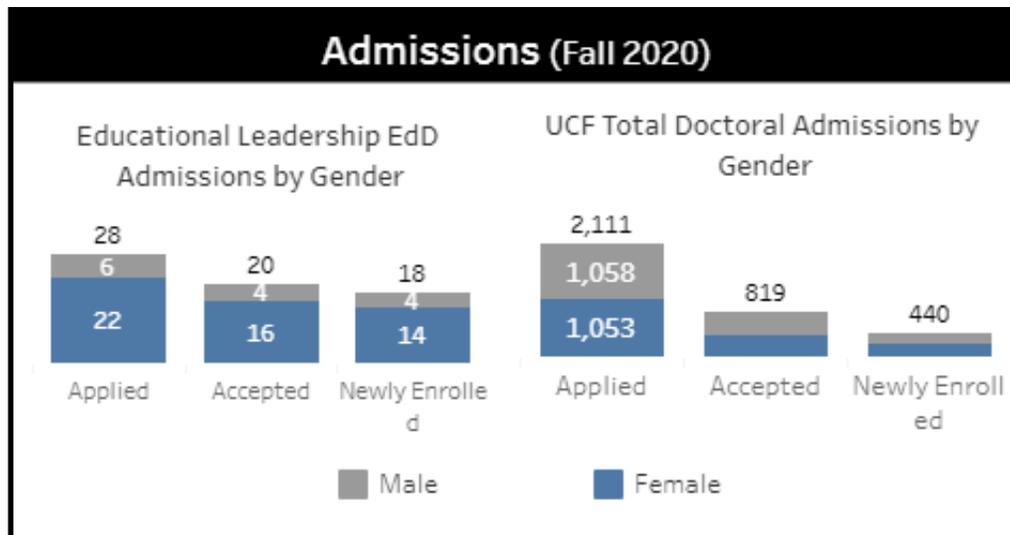


Source: UCF Institutional Knowledge Management | July 2021

STATS AND FACTS: ELHE Departmental Trends

Educational Leadership Ed.D.

(As extracted from UCF College of Graduate Studies Program Statistics Dashboard)



Source: UCF Institutional Knowledge Management | July 2021

FACULTY SPOTLIGHT: Excellence in Education Innovation



Dr. William Gordon, *Lecturer of Educational Leadership*, recently was selected to be part of a funded initiative to promote educational excellence using expanding technological access. Dr. Gordon has served as an Area Superintendent and Principal at one of the nation's largest school districts. Dr. Gordon has also served as an executive leader with the Florida Virtual School. Dr. Gordon has taught courses within law and finance and provides professional and leadership development to aspiring and current school leaders.

Dreamers and Achievers

The Brevard Learning Pod, generously funded by The Koch Family Foundation, is a product of a collaborative effort between UCF, the Brevard County NAACP and Florida Virtual School. Formally known as the *Dreamers and Achievers*, this small group of students meet twice weekly from 4:30 p. m. to 6:00 p.m. in a computer lab at *The Life Center Academy*. There the students engage in accelerated schoolwork or course recovery schoolwork. The students work on their own (1) subjects (2) grade level, (3) assignments,



Students pictured with Dean Carroll, Dr. Bartee, and Dr. Gordon.



Dreamers and Achievers 2021

and (4) pace.

They follow lessons taught to them by fully certified Florida teachers with whom they will work through Florida Virtual School (FLVS). The lessons meet Florida Sunshine State Standards. Students receive full time, in-person support and supervision by three Academic Facilitators (Facilitators) in the computer classroom and throughout the Learning Pod Project. The Facilitators help ensure that each student is studying and on target by

working closely with the FLVS teacher by removing barriers to

learning. To date, seven of the eleven students have completed the requirements of the pod for the Spring 2021 semester. With the support of the Facilitators and the FLVS teacher, the remaining four are slated to complete their requirements by August 2021.

As a part of the project students have had community leaders, such as, Florida State Representative Geraldine Thompson and her husband Senior Judge Emerson Thompson, visit and speak on careers and to coach the students on potential opportunities for a productive future. Additionally, UCF invited the students to tour the campus to introduce the students to a collegiate environment and to help them to potentially aspire to go to college. The tour included visits to the library, classroom buildings, the memory mall, the stadium and a backstage tour of the student union. Additionally, Dr. Sissi Carroll and Dr. RoSusan Bartee we able to join and interact with the students to encourage them to become future Knights.

The successful project is slated to continue for the Fall 2021 academic year. All students in the pod have committed to continue in this nature. Look for exiting news about the Dreamers and Achiever's success in the future.



Dreamers and Achievers with Representative Geraldine Thompson and Senior Judge E. Thompson



Dreamers and Achievers engaged in learning with Senior Judge Emerson Thompson.



Dr. Gordon pictured with Dreamers and Achievers.

PROGRAM UPDATES: Academic Program Coordinators

Educational Leadership

The Educational Leadership program passed the eIPEP, IE, and its APR and reviewed results in the Springs. Faculty collaborated on many five grants, to name a few, there was The Kern Center for Leadership in Education (\$6,448,840), The Wallace Partnership with Osceola County School Grant (\$450,000), and two DL -CRI grants (\$15,500). The program submitted for full membership in UCEA and will host the ICPEL annual conference in 2024. We graduated two MEd Masters Cohorts including SCPS and OCPS. Regarding Doctoral Cohorts: We Celebrated Cohort 9 at the Awards Ceremony, many of them have already defended their dissertations in the Spring, Cohort 10 are doing Milestone #2 now, Cohort 11 passed Milestone #1 in the Spring, and Cohort 12 was formed in the Spring and will start this fall. Celebrating Students: In the Spring, the Scholar Award Leader from Cohort 9 was Kristin Iannuzzi, Cohort 8's David Maddock won the department and college dissertation of the year award, and Jennifer Bellinger won the Principal of the Year award for OCPS.



Dr. Daniel Eadens
Educational Leadership
Academic Program Coordinator

Higher Education Program

The Spring semester was a very busy semester for all of us in higher education. The Daytona Higher Education cohort of 15 students achieved some amazing milestones. They challenged and successfully passed their comprehensive exams as well as completing their dissertation proposals. The week of June 17, all of them successfully defended their research proposal. This is quite an accomplishment in terms of completion without any less quality in their work.

The faculty who supported these students and served on the committees deserve to be recognized- Dr. Laurie Campbell, Dr. RoSusan Bartee, Dr. Nancy Marshall, Dr. Tim Letzring, Dr. Josh Truitt, Dr. Michael Preston, Dr. Devon Jensen, Dr. Amanda Wilkerson, and Dr. Jamil Johnson. Congratulations, students, as you deserve to be recognized for your hard work!



Dr. Thomas Cox
HEPS Academic
Program Coordinator

Courtney Allen	Michelle Howell
Kristen Bales	Noreen Huth
Elizabeth Barnes	Cheryl Kohen
John Brady	Jessica Lipsey
Caroline Day	Wesley Lewis
Michael Furlough	Margaret Weigan
Michelle Goldys	Nicole Whetstine

Career and Technical Education

The CTE Programs has some changes this year with the addition of a new lecturer (more information to follow) and updates to the B.S. program. The Bachelor of Science degree program changed its name and added a new track as of Fall 2021: 1) Career and Technical Education B.S. and 2) Career and Technical Education, Workforce Training and Development Track. There will be two new courses created for this new track: ECW 3064 Workforce Training and Development Fundamentals; and ECW 4103 Workforce Training and Development Instructional Planning.



Dr. Lisa Martino
CTE Academic
Program Coordinator

ELHE STORY FROM THE FIELD

I had a wonderful time teaching in the TRIO Upward Bound Project EDGE 2021 Online Summer Component Program with a group of sophomores and juniors from Edgewater High School in Orlando.

These students had expressed an interest in pursuing a degree in education, from teaching the primary grades to becoming math professors at the university level.

The course was designed to expose the students to the variety of careers available with an education degree and to hear from experts in the field discuss their personal and professional experiences in education.

Many thanks to my colleagues, Dr. William Gordon, Dr. Larry Walker, and Dr. Carolyn Hopp (retired) for their inspirational presentations to the group.



Dr. Nancy Marshall
Lecturer;
Higher Education Program
Program Coordinator

The Upward Bound Program (*as extracted from*
<https://trio.sdes.ucf.edu/pre-collegiate-programs-2/upward-bound/>)

About Upward Bound

The goal of Upward Bound (UB) is to increase the rate of participants that complete their secondary education and successfully enroll in and graduate from higher education institutions. This program prepares both the participant and their families for their journey from pre-collegiate to collegiate.

Upward Bound-UCF

As of summer 2017, the Upward Bound grant program was restarted at UCF. The program supports low income, first generation high school students in their preparation for entrance into college. Partnered with three local high schools, UB provides opportunities for participants to succeed in their secondary education and eventually their higher education pursuits. Our program provides academic instruction in basic school subjects such as composition, literature etc. Upward Bound serves a small cohort of 60 students throughout the year. In addition to the academic year services, the program's participants will spend one week in the summer in residence on UCF's campus to prepare them for the next academic year and their future collegiate journey.

Our programs are as follows:

- Project ACE
- Project EDGE
- Project RISE

Additional Information

Our Upward Bound program provides instruction in math, laboratory science, composition, literature and a foreign language. The other services provided by our grant are as follows:

- Information and education on the Federal Student Financial aid programs and benefits.
- Guidance and assistance on secondary school reentry, alternative education programs, or entry into general educational development programs or post secondary education.

PROFESSIONAL HIGHLIGHTS: ELHE Faculty

◆ Dr. Marjorie Ceballos

Dual Language Professional Learning: As part of the STEPS Grant, Dr. Ceballos co-designed and co-delivered dual language professional development sessions during the 2020-2021 academic year to educators in Hillsborough, Indian River, Manatee, and Osceola.

Presentations: During the 2020-2021 academic year, Dr. Ceballos presented at various academic conferences including the International Council of Professors of Educational Leadership Virtual Conference, the 7th International Conference on Professional and Practice-based Doctorates, the American Educational Research Association, the Eastern Educational Research Association, and TESOL. For the American Educational Research Association, Dr. Ceballos participated as a co-presenter with Dr. Rose Pollzzie, 2020 Executive Ed.D. graduate. Dr. Pollzzie presented findings from her research study on school administrators' emotional intelligence.

◆ Dr. Thomas Cox

Professional Development: Completed a semester of teaching as a Visiting Faculty Summer Program with Universidad Anahuac Puebla, Mexico

Research: Thomas Cox- Cash, C., **Cox, T.**, & Hahs-Vaughn, D. (2021). Distance Educators Attitudes and Actions towards Inclusive Teaching Practices. *Journal of the Scholarship of Teaching and Learning*, 21(2). <https://doi.org/10.14434/josotl.v21i2.27949>

Research: Caldwell-Bazata, D., **Cox, T.**, and Boote, D. (2021). An Interdisciplinary Approach to the Design and Implementation of a University-oriented Internal Communications Strategy for a Bachelor of General Studies Degree Program. *The Journal of Higher Education Research*. 2(2) 71-83.

*These publications reflect two key aspects of higher education-teaching and praxis. The research in the JoSOTL reflects the importance of reflecting on teaching and learning in higher education is a "given" for all of us who take the profession seriously. The use of learning in a practical way is reflected in the JHER study noting implications for communication in higher education when designing programs. Additionally, both publications are the result of a collaboration between my former doctoral students and my colleagues within CCIE. This is the necessary and important collaboration that we try to model for our doctoral students in hopes of enhancing their socialization into the field.

◆ Dr. Daniel Eadens

This has been a most productive Spring term since taking over as Masters and Doctoral Program Coordinator. Fortunately, I have also been able to maintain quality teaching, scholarship, and service as well as receive a couple honors/awards. Teaching: I taught and built new-prep challenging doctoral courses including Research 1, 2, 3, and Evaluation and completed the Essentials of Online Teaching course, earned a "Quality" designation by CDL for EDF 7471, procured a DL-CRI Grant to revise the MEd courses, and served on 13 dissertation committees, chairing two. Scholarship: I was able to publish 3 book chapters, 1 proceedings, 2 book reviews, submit several journal articles, and present 5 national/international presentations as well as submitting 3 external grants worth over \$9.8 million. Service: While coordinating five graduate programs, I advised 335 graduate students, chaired the CCIE Research Committee, chaired the Visiting Line Search and Participated on the CTE Faculty search committee, served on the Sabbatical Committee, and was elected to Executive Board of the International Council of Professor of Educational Leadership.

◆ Dr. Lisa Martino

Research Article: Martino, L. M. (2021). Postsecondary teacher quality and student achievement in Florida's career certificate programs using a causal-comparative study. *Career and Technical Education Research Journal* 46(1). <https://www.ingentaconnect.com/content/acter/cter>

Conference Presentations: Martino, L., Adams, J., Hudson, B., Ross, R., & VanWaardhuizen, L. (2021, Sept 29-Oct 1). CTE teacher recruitment, training, and retention toolkit [Roundtable Session]. NCLA/ACTE Best Practices and Innovations Conference, Austin, TX. <https://www.acteonline.org/bestpractices/>

Martino, L., Adams, J., Hudson, B., Ross, R., & VanWaardhuizen, L. (2021, Dec 1-4). CTE teacher recruitment, training, and retention toolkit: Lessons learned [Session]. ACTE's Career Tech VISION, New Orleans, LA. https://www.careertechvision.com/program_schedule.cfm

Invited Professional Development Webinar Presenter: Martino, L. (2021, April 14). CTE leadership and organizational theory [Webinar]. Florida Department of Education, Professional Development. <https://www.fldoe.org/academics/career-adult-edu/cte-educator-resources/>

PROFESSIONAL HIGHLIGHTS: ELHE FACULTY

◆ Dr. Sheila Moore

Award Recipient: Selected 2021 Women's History Month Honoree sponsored by Faculty Excellence. In recognition of excellent women faculty that epitomizes dedication and excellence

Grant Recipient: Faculty Lead from the DL-CRI Extension Grant as awarded by Pegasus Innovation Lab (iLab). The DL-CRI grant focuses on redesigning the MEd principal preparation courses for the development of quality online modalities

◆ Dr. Thomas Vitale

International Conference Presentation: Have presented at the International Conference on Professional Practice Doctorates, originally scheduled to be held in England.

Research Publications and Conference: Have published 3 articles and had 2 presentations.

Service Endeavor: Chair of the International Conference on Doctoral Education and currently planning for our Spring 2022 Conference in Orlando, Florida.

◆ Dr. Larry Walker

Conference Presentation: Walker, L.J. and Sullivan, M. *Leadership matters: Supporting the mental health needs of Black and Latina/o students in a covid-19 world*. Paper presented at the International Council of Professors in Educational Leadership. Synchronous (August).

Research Presentation: Walker, L. J. (2021). Why don't you see me?: Meeting the mental health needs of Black male students. *The New Educator*.

◆ Dr. Amanda Wilkerson

Grant Recipient: Dr. Amanda Wilkerson, along with colleague, Dr. Claudine McLaren-Turner were awarded \$40,000.00 to conduct research examining transfer students and their academic success through peer academic coaching. The goal of our work is to understand the perceptions of the students' mentoring experiences. Further, we look to gain a better understanding of what those experiences mean regarding enhancing mentoring practices. Ultimately, we hope that our findings make the case for reimagining the structure, training, and support peer mentors/mentees receive.

Grant Recipient: Dr. Amanda Wilkerson was thrilled to learn that a separate research project was nominated for funding with the National Science Foundation (NSF). NSF's investment in my research work will allow me to examine the political socialization and cultural messaging of Black students at Historically Black Colleges and Universities.

Both funding opportunities are posed to provide new perspectives to develop strategies that can assist both faculty and students.

FIRST YEAR STUDENTS: ELHE Focus on Undergraduate Retention

The SLS 1501 Freshman Seminar Submitted by Jamil D. Johnson, Ph.D.

The SLS 1501 Freshman Seminar is housed in the Department of Educational Leadership and Higher Education (ELHE).

One may question, why is a freshman seminar course in a graduate level department? The answer is simple: Utilizing innovative teaching and learning pedagogy as well as best practices on student engagement, retention, and student development theory, the SLS 1501 course provides a tremendous opportunity for incoming freshman to be highly competitive UCF Knights. This is achieved through powerful campus partnerships in Student and Academic Affairs.



Dr. Jamil Johnson
SLS Consultant and Adjunct
Faculty;
Higher Education Program

In a small engaging classroom setting, 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 is an elective 3-credit hour letter grade course that counts towards graduation and is offered each Summer B, Fall, and Spring terms. Students who enroll earn higher GPAs and are more engaged on campus than students who do not (Keup, 2016). This is no surprise because it is also a research proven high-impact practice (Kuh, 2008).

Students are introduced to strategies their professors will expect of them including peer reviewed research, writing in APA format, and development of the skills needed to be successful at UCF. Students are also engaged with the campus community participating in co-curricular experiences throughout their first-year.

ABOUT THE SLS1501 Freshman Seminar Course?

- Strategies for Success (SLS 1501) is a 3-credit hour elective letter grade course designed to assist students in transitioning to the University and collegiate life.
- In a small engaging classroom setting, the course 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.
- Each section of SLS 1501 is assigned an Adjunct Faculty selected by the SLS 1501 Program.

*Additional information can be found at <https://ccie.ucf.edu/elhe/sls-1501/#about>

STUDENT REFLECTIONS: Journey through the Doctorate in COVID-19

Submitted By:

ToCarra Jordan, Orlando Higher Education Doctoral Cohort

When I began my journey as a doctoral student in the Educational Leadership program in the College of Community Innovation and Education; I was excited about what I would learn in the program and accomplishing my long-term goal of becoming a doctor and a scholar. After completing a successful first semester, things quickly changed as the country and the nation entered uncharted waters with the Coronavirus pandemic in Spring 2020. This time was challenging for many, but it was increasingly challenging for me as a Black doctoral student.



I experienced challenges of being a new doctoral student who quickly had to pivot from in-person instruction to fully online instruction and struggling with mastering course content that I needed to learn in the classroom due to my learning style. Correspondingly, over the course of nine months, it became increasingly difficult to remain focused, motivated, and excited about my educational journey. It was problematic for me to create a healthy work-school-life balance while battling the stressors of feeling isolated, concern for family and friends who were first responders, challenges within my family, the disproportionate impact of COVID-19 on marginalized groups and watching People of Color continuously fight for racial equality. Although 2020 was a difficult year for me as a Black doctoral student as it upended my learning, research, and life as I knew it, I am still appreciative of this part of my journey. The pandemic taught me that life really is short, and we must cherish every moment we have on earth, and we must continue to push forward despite the challenges we may face. It also helped me to understand the importance of having a strong support system within my academic program and within my family, but also the significance of reminding myself of why I started my program and the impact my voice and my scholarship can make in the academy and in the world.

Submitted By:

Darryl Gordon, Orlando Higher Education Doctoral Cohort

To say the least, the last 18 months have been a whirlwind for everyone. At the start of the pandemic, as a doctoral student, who had taken much of my coursework in-person; I found myself in the same situation as many others, trying to juggle the dime-like pivot that had taken place in my educational, professional, and personal life. Prior to COVID-19, I had grown accustomed to having the ability to physically communicate and engage with my professors and classmates, and now was ambivalent to navigating a fully virtual learning community. Although challenging, the experience has helped to further evolved me as a student and has heightened my self-efficacy. I have learned new ways to engage with my professors and classmates using various forms of technology, which assisted in maintaining community and support without physical interaction. Personally, I've gained greater patience and grace, as I recognize the pandemic has caused us all to pivot quickly. While I am happy to be moving to a more post-COVID environment, I believe the learning community has garnered from the experience and I am excited to see how it will shape teaching and learning practices of the future.



STUDENT REFLECTIONS: Journey through the Doctorate in COVID-19

Submitted By:

Nora Huth, Orlando Higher Education Doctoral Cohort

I have learned a lot in my doctoral program in light of and despite COVID-19. I was reminded that I am not invincible, as I withdrew from a particularly arduous course in Spring 2020. (This was the first time in my academic career!) I learned grace from my professors. Last Summer, when I asked for help, I was met with “this must be really hard right now” followed by a plan to assist me in completion. I also learned grit when completing my dissertation proposal while also planning a micro-wedding last semester. Lastly, the pandemic showed the importance of strong and competent leaders at the institution. This reinforced my desire to be a leader in higher education. I believe college provides an opportunity for students to become culturally aware and develop their critical thinking skills. These students will make their communities and the world a better place. I want to be at the table when big picture decisions are being made institutionally that impact this student learning.



Submitted By:

Daniel Santos, Orlando, Educational Leadership Doctoral Cohort

On the first day of class, you hear the stories about your cohort members and their academic and professional journey. I remember being impressed with their achievement and roles that I constantly second-guessed myself if I was worthy of this opportunity. In this program, your cohort is your family, and no matter their position or background, they will be there for you every second along the way. Together you will celebrate successes and be there for you when you feel you cannot move forward. The biggest lesson I learned as a Doctoral Candidate is not only on academics but also on a cohort's power. During our COVID-19 journey, each of us played a role in keeping each other accountable and motivated to move forward in this process. As I close on my time as a Doctoral Candidate to get ready for my next journey as a Doctor, I smile at times when every cohort member has been there for me. This path is not a single person's journey but one with your cohort, professors, and committee members to achieve the dream you envision since you hit submit on your application.



Cohort 9 of the Educational Leadership Executive visiting the State Capitol and Florida State Senator, David Simmons.

TEACHING AND LEARNING: A Salute to our ELHE Lecturers

Dr. Lisa Martino

What drew you into the field of higher education, and how and where did you begin your career? As is common with CTE teachers, I began my teaching career after many years in my field. I fell in love with teaching and helping adult students change their lives. After a few years as a teacher, I was drawn to curriculum and teacher development. I then continued on with my academic studies to help other teachers refine their pedagogy skills. **Over the course of your career you regularly interacted with students, faculty, and leaders in both K-12 and higher education. What insights might you share regarding teaching and learning?** Teaching and learning is both a shared and internal experience. This dichotomy can be very meaningful and life-changing for the teacher and the student. Be sure to never take that for granted. **Describe one of the more memorable teaching experiences gained as a faculty member at UCF. How would you use that experience to encourage other current and/or aspiring faculty members, particularly as it relates to teaching in higher education?** I really don't have just one memorable moment. All my memorable teaching experiences happen when I advise/mentor my students. It's that one-to-one teacher-student relationship. When they reach their goals and finish their degree, they stay in touch to let me know how they are doing. That is the best feeling.



Dr. Thomas Vitale

What drew you into the field of higher education, and how and where did you begin your career? I had the opportunity to come to UCF and coordinate the doctoral program that I graduated from. They were currently in the midst of redesigning that program to align with the goals of CPED, and I had attended a couple of meetings related to this effort as a doc student. When presented with the opportunity to come back to UCF to finish the redesign effort and coordinate the program I saw it as a great opportunity. **Over the course of your career you regularly interacted with students, faculty, and leaders in both K-12 and higher education. What insights might you share regarding teaching and learning?** The biggest insight is related to how materials is conveyed to students. We've all heard the frustration about the "Ivory Tower." The issue is that often times higher education does not reflect what happens in the world of work. What I've learned is that if you can bridge the gap between higher education and the field where the work is done, students will be grateful and better prepared to engage real-world problems when they graduate. **Describe one of the more memorable teaching experiences gained as a faculty member at UCF. How would you use that experience to encourage other current and/or aspiring faculty members, particularly as it relates to teaching in higher education?** I was working with a couple of doctoral students recently that were very near the end of their programs. Both reached a point where they felt like they could not continue and wanted to stop. I met with each individually to listen to their concerns and try and get a better understanding of what some of the underlying issues were. Through our counseling, both students stuck it out and decided to continue with their doctoral work. One has since successfully defended and the other is set to defend tomorrow. She will undoubtedly be successful as well. I think with my haven taken the time to real listen to each of them and developed a trusting relationship, they would both have quit. Now, we'll have two new Doctor's out there in education making a difference and spreading the word about the good work we do here in ELHE.



Dr. Sheila Moore

What drew you into the field of higher education, and how and where did you begin your career? Entering the field of higher education was a natural progression for me. I began my career as a middle and high school teacher and have served in several capacities as a school leader. My experiences have been in the school contexts of urban, rural, and suburban. During my doctoral studies, I participated in a course "Preparing Future Faculty" to help me better understand teaching, research, and service in the higher education arena. My first academic appointment was at Florida A&M University. **Over the course of your career you regularly interacted with students, faculty, and leaders in both K-12 and higher education. What insights might you share regarding teaching and learning?** As a teacher and leader in K-12 my focus was to meet the needs of the learner. The same focus for meeting the needs of adult learners equally apply. Furthermore, in my experiences working with adult learners, they require more engaging, practical, and meaningful experiences that are embedded in the reality of what is happening in the school context. **Describe one of the more memorable teaching experiences gained as a faculty member at UCF. How would you use that experience to encourage other current and/or aspiring faculty members, particularly as it relates to teaching in higher education?** One of my most memorable teaching experiences gained as a faculty member at UCF was when my colleague shared how a student had shared how empowered she was after experiencing our supervision classes. This empowerment was her guiding force as she interviewed and subsequently received a leadership promotion. In addition, she shared how the instruction she received in our supervision courses prepared her for her current position. I would encourage my colleagues to develop mentoring relationships within the context of teaching and learning.



GRADUATE AND UNIVERSITY AFFAIRS: COVID-19 and Beyond

Graduate Education – Impacts of COVID-19

The COVID-19 impacts on higher education have presented many creative challenges for university leaders and educators and especially within the Graduate context. Many universities across the country experienced decreases in graduate applications and numbers of newly admitted students. The biggest hit was with international students.



Dr. Devon Jensen
Associate Dean, Graduate School

At UCF, we ended up deferring to a future term the applications of over 400 students. Travel restrictions and visa shutdowns made it impossible for students to attend. This is not a normal business practice for UCF and so we had to utilize creative business practices to make this happen and keep track of all these students.

With the Covid shutdowns, creativity had to take over in moving many of our efforts to a virtual platform. For instance, we moved our traditional Grad Fair to a Graduate Recruitment Virtual Series that lasted over 6 weeks. This shift actually led to an increase of overall attendance for our fall graduate recruitment effort.

What I have personally seen through this, is that – even with the challenges of Covid - there is an increasing demand for graduate education. People see it as a path for economic, social, and professional mobility. We must continue to be creative in making graduate education available for

Announcing the President's 2021-22 Strategic Investment Program

(as announced via email to UCF constituents by Interim Provost and Vice President for Academic Affairs Dr. Michael Johnson on July 6, 2021)

I am pleased to announce the launch of President Cartwright's 2021-22 Strategic Investment Program, which invests in core academic activities to support the president's vision that UCF will become the world's leading public metropolitan research university. Faculty and staff are encouraged to submit proposals.

This initiative will award up to \$50 million during the current fiscal year to advance UCF's academic excellence, student success, and impact. The funds are a combination of \$30 million in central funds and up to \$20 million in matches from colleges and units.



Dr. Michael Johnson
Interim Provost and Vice President for
Academic Affairs

Proposals are invited in three priority investment categories: the Jump Start Fund, Academic Excellence Fund, and Student Success Fund. Each fund has specific goals, submission requirements, guidelines, and deadlines. For more information, visit the provost's website.

We intend these investments to take areas of existing academic excellence to the next level as we seek to benefit lives and make a difference in society. We look forward to proposals of great significance.

For Your Information



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