



Faculty Meeting  
February 18, 2011  
1:00 p.m. – 3:00 p.m.

**Members Present:** Dean Vivian Fueyo, Jan Blake, Bonnie Braun, Alejandro Brice, Malcolm Butler, Lyman Dukes, Guda Gayle-Evans, Bill Heller, Jennefer Khattabi, Cynthia Leung, George Roy, Kim Stoddard, Zafer Unal, Charlie Vanover

**Guest:** Rebecca Rhoden Ogletree

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**Agenda:**

**Welcome and Announcements**

Dean Fueyo welcomed the faculty to the meeting. As chair of College Council, Dr. Alejandro Brice also welcomed the faculty and shared the agenda, asking for additions or changes. Seeing no edits to the agenda, Dr. Brice introduced speakers from the Center for Civic Engagement. Jill McCracken provided an awareness presentation on civic engagement and shared application information for faculty grants. Following, presenters from Creative Clay presented the mission and activities of Creative Clay. Faculty are invited to contact Dr. Bill Heller or Dr. Kim Stoddard for more information.

**Announcements:**

- Stavros Scholarship provides \$3,000 gifts to awardees. This is geared toward graduate students. As of now, there are no applicants from the COE. The dean asked faculty to encourage candidates to seek this opportunity. The deadline is March 15.
- A reception is scheduled for adjuncts and education partners on April 15, at 5:30 p.m. Faculty are invited to attend.
- Dean Fueyo and Rebecca Ogletree will participate in the FACTE Day on the Hill, March 15, in Tallahassee. The dean asked faculty to suggest students the COE may want to invite to speak to the USFSP legislative delegation.
- The dean announced Dr. Juanita Fountain received the Martin Luther King, Jr. Drum Major Presidential Award for Service.
- Faculty were reminded of the NEH summer institutes.
- The dean reported the SACS team visitors, although the official report has not been received, were very complimentary. The chancellor is expecting a positive report.
- On March 5, two events will take place: Parent University (9:00-12:00) and Graduate Student Open House (2:00-5:00 p.m.). Dr. Blake asked who should attend and how can information be shared. Dean Fueyo said graduate advisors and prospective students will be attending, and other interested faculty are encouraged to participate. Having more faculty is welcomed, she explained, and will help encourage candidates to enroll.
- Dean Fueyo asked faculty to share information about research projects currently underway. Dr. Butler reported on an application for a \$1.2 million grant to study high-poverty elementary schools for indicators of success. The five-year study will focus on schools in St. Petersburg, Connecticut, and possibly Chicago. Dr. Butler expects to hear from the application in June. Drs. Roy and Vanover are working on a technology study. They have applied to present research on SunBay at a conference in Hong Kong and submit the report for publication. This work is funded through an early-researcher grant.

## COE Strategic Planning

Dr. Brice turned the meeting over to Drs. Malcolm Butler, Cynthia Leung, and George Roy to lead the faculty through a discussion of Goal 1, Section 1 of the COE strategic plan and the comments gleaned from the previous faculty meeting (the strategic plan consists of three overall goals). The faculty was divided into three groups, one for each of the highlighted strategies for Goal 1, Section 1:

- Implement and evaluate the Distance Learning Support Plan from Academic Affairs [Year 1]
- **Develop a plan to enhance faculty-student engagement in research (i.e., comprising action research and scholarly publication) [Year 1]**
- **Develop an implementation plan for recruiting, mentoring, and professional development of part-time faculty [Year 1]**
- **Develop an implementation plan for mentoring and professional development of full-time faculty**

Strategic Plan – Notes after Faculty Discussion on February 18, 2011

Compiled by Cynthia Leung

### **STRATEGY #1: Develop a plan to enhance faculty-student engagement in research (i.e., comprising action research and scholarly publication) [Year 1]**

Step 1. Faculty work together to develop common and shared goals and learning outcomes

Step 2. Faculty work together to develop a shared understanding of Action Research

#### Currently being done

Teacher inquiry/action research is a requirement of the MAT ESE program, educational leadership program, math/science masters program, and reading education masters program. Undergraduates and dual track students do a teacher work sample, which is their research format. Dual track students do not think of their teacher work sample as research.

Faculty teaching action research courses work together to coordinate a poster session for graduate students to present their action research projects. Faculty share experiences teaching the action research courses in the different programs.

Pat Scott works with graduate students to show them how to prepare a poster for a poster presentation. She provides a template and works with students to develop their posters.

Graphic arts department creates the posters.

Year 1: Focus on graduate student action research projects and papers

- A. Increase involvement of faculty attendance to Gallery Walk for teacher inquiry poster sessions and TWS poster sessions
- B. Continue communication among faculty who teach action research/teacher inquiry courses.

Year 2: Increase communication among faculty who teach prerequisite courses for action research in order to enhance candidates' background knowledge.

- A. Analysis of data should be more than bar graphs

- B. Sharing of pedagogy to develop better projects
- C. Program faculty can identify the skills and knowledge needed to successfully complete the action research projects
- D. Program faculty can review courses in their program to see which courses provide the necessary skills and knowledge
- E. Assess students background knowledge before taking the action research courses

Year 2: Encourage students to further develop their papers after they complete the action research course and submit their papers to the student research journal for publication.

- A. Consider mentoring that will be necessary for students to continue working on their papers
- B. Provide students with information about the online student research journal

Year 3: Explore other types of student research, including teacher work samples

**STRATEGY #2: Develop an implementation plan for recruiting, mentoring, and professional development of part-time faculty [Year 1]**

Step 1. Create opportunities for departmental/program meetings to endure fidelity and rigor

Currently being done

Bonnie meets with university supervisors at beginning and end of semesters  
 Educational leadership meets regularly with part-time faculty to ensure fidelity and rigor  
 Associate Dean meets with all adjuncts at the beginning of semesters  
 Bill Heller meets with part-time faculty on an “as needed basis” – individualized  
 Special education has a special meeting for potential adjuncts at St. Petersburg and PHCC  
 Part-time faculty have a mid-semester survey/evaluation every semester

Year 1: Send letters of appreciation and thanks to individuals and school districts  
 Provide information to part-time faculty on the College of Education

Year 2: All programs meet with part-time faculty to ensure fidelity to syllabus and program goals.

- A. Meet formally and informally
- B. Invite part-time faculty to faculty meetings

Step 2. Create a mechanism for providing regular feedback to the Dean’s Office on the quality of part-time faculty

Currently being done

Syllabi of courses taught by part-time faculty are checked with the folio syllabi

Internship assignments are discussed regularly with TEAB  
Programs invite voluntary observations of part-time faculty  
Part-time Faculty Teaching Award

Year 2: Create a positive climate for department faculty to mentor or observe part-time faculty

Year 3: Review and revise guidelines for adjunct faculty

Year 3: Determine way to evaluate co-instructors

- A. Develop survey of co-instructors
- B. Develop online survey or evaluation form
- C. Develop a way to ensure fidelity and rigor across sections and semesters

**STRATEGY #3: Develop an implementation plan for mentoring and professional development of full-time faculty [Year 1]**

Currently being done

Different levels of professional development for full-time faculty

Annual review

Dean mentoring of new faculty

Support to attend conferences for professional development and to present papers

Sabbaticals

Library resources – journals, materials, and librarian assistance, with Kaya van Beynen focusing on educational research

Blackboard training and distance education workshops

Year 1: Develop a formal mentoring plan for new assistant professors

Year 2: Implement mentoring for other faculty

- A. Mentor instructors to facilitate promotion process
- B. Mentor associate professors to promote promotion to full professors
- C. Faculty report what they would like to accomplish each year
- D. Provide continued support for professional development and research

Year 2: Provide assistance in preparing grants and in helping faculty understand the steps to grant writing

- A. Provide additional support to attend conferences to assist in preparing grants
- B. Look what other institutions have done to promote grant writing

**Next Meeting:** April 8, 10:00 a.m. – 12:00 p.m.

The meeting was adjourned.