Working with Troubled or Disruptive Students
A Faculty Guide to Helping Students

Presenter:
Meggen Sixbey, Associate Director & Clinical Assistant Professor
Counseling and Wellness Center
Faculty and Staff as Resources

Faculty and Staff are:

- Knowledgeable of students and their particular developmental stage
- Aware of the stressors students encounter
- Knowledgeable of the campus organization and resources
- Represent the institutional ethic of care
- Gatekeepers for intervention and referral to helping resources
Faculty and Staff as Resources

Campus personnel interact with students in a variety of contexts:

- Teaching and research faculty
- Graduate teaching and research assistants
- Support staff
- Academic advisors and Office of the Registrar
- Student Affairs Personnel
- Student Organization Advisors
The Learning Environment: Establishing Expectations

Explain the importance of a learning culture:

- Define expectations for the in-person and online learning environment
- Be consistent
- List expectations and model the desired behaviors (e.g. language, respect)
- Consult about the scope and enforcement of expectations
Self Care for Faculty & Staff

- Be aware of your limitations and when you may benefit from assistance
- Make use of campus and community resources
- Consult with others (e.g. faculty, staff, administrators, counselors, public safety)
- Document interactions
- Review your experience and consult with your supervisor on resources
Recognizing and Responding to Troubled and Disruptive Students
The Challenge of Change

- Over time people experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions which produce sadness, anxiety, frustration, anger and confusion.

- While stressful, with support and help these periods of adjustment are often resolved with renewed perspectives on life, study, and work.
The Challenge of Change

- A persistence of sadness, anger, confusion and isolating behaviors may indicate a deepening concern and need for consultation.
- The goal of a supportive intervention is to provide the assistance necessary to help the student re-establish equilibrium.
A Profile of Student Well-Being

AUCCCD annual report of 424 centers:

- 13.7% significant history of prior treatment
- 24.7% taking psychotropic medications
- 38.0% reported depression
- 40.4% reported anxiety
- 36.3% relationship issues
- 9.0% engaged in self injury
- 15.2% suicidal thoughts and behaviors
- 11.3% alcohol abuse/dependence
Tips for Recognizing the Mildly Troubled Student

Behaviors do not necessarily disrupt others but indicate that something is troubling the student. There may be:

- A decrease in achievement and diminished motivation
- Increased absences
- Difficulties with concentration and focus
- Marked changes in interaction patterns with instructor and peers (e.g. avoidance, increased dependency)
Mildly Troubled Students

- Altered mood states, sadness, anxiety, irritability, lethargy
- Fatigue and sleeping in class
- Preoccupation
- Missed deadlines or incomplete work
- Diminished self-care including poor hygiene
- A reticence to accept and act on an offer to help
Tips for Recognizing the Moderately Troubled Student

- Exhibit more significant changes in mood and behavior but are resistant to accept help
- Display rapid changes in mood with a sense of helplessness
- Make repeated requests for special consideration or adjustment to academic requirements
- Express emotions more intensely, particularly when related to requests for relaxation of academic responsibilities
Moderately Troubled Students

- May behave in ways that are mildly disruptive to the classroom culture (e.g. angry outbursts, walking out, failing to collaborate, attacking the opinions of others)
Helping the Mildly or Moderately Troubled Student

- Consult with others on how best to constructively address your concerns and offer help
- Work with the student on an individual level
- Address specific behaviors that represent infractions of the classroom learning culture – provide corrective and formative feedback
- Be clear about expectations and consequences
Helping the Mildly or Moderately Troubled Student

- Refer the student to campus resources (e.g. Counseling and Wellness Center, Dean of Students, Student Health Services, Academic Advisement)
- Document your intervention and follow up to encourage the student utilize resources
Tips for Recognizing the Severely Troubled Student

- Less likely to accept help and may view efforts to assist as intrusive and unwanted
- Exhibit more intense expressions of emotions with little regard for classroom decorum or deference to the role of the instructor
- Reflect poor self-care and demonstrate a lack of empathy for others
- Regularly fail to attend class, be tardy and communicate a heightened sense of entitlement
- Be verbally antagonistic to peers/instructor
Recognizing the Severely Troubled Student

- Be unwilling to collaborate with team members and resist assuming responsibility
- Have difficulty communicating, slurred speech or confused content
- Exhibit a confused sense of reality or be highly suspicious of others
- Engage in inappropriate forms of contact such as veiled or threatening emails or stalking behaviors
- Make veiled or overt references to suicidal or homicidal thoughts
Tips for Responding to the Severely Troubled and Disruptive Student

- If the student is able to discuss the problem and does not pose an imminent threat:
  - Respect and try to understand the student’s perspectives and convey an attitude of sincerity
  - Avoid promising the student confidentiality
  - Focus on an aspect of the problem that can be managed
  - Explore what has worked successfully in the past
  - Make constructive suggestions but avoid making promises
  - Identify options and resources
Tips for Responding to the Severely Troubled and Disruptive Student

- Encourage the student to use help and offer ways to access the resources
- If concerned, ask the student if she/he is considering not wanting to live. Often the person is looking for someone to acknowledge their suffering. If yes, get help.
- Discuss your experience with your supervisor; consult about resources and next steps
- Contact the Dean of Students Office
Tips for Responding to the Severely Troubled and Disruptive Student

- If the student is agitated and/or a threat to harm themselves or others
  - Maintain a safe distance
  - Attempt to maintain a calm demeanor
  - Avoid escalating your voice level and using provocative language
  - Remove yourself by indicating you will find someone else to assist. Get help and contact campus police for assistance (392-1111)
Tips for Responding to the Severely Troubled and Disruptive Student

- Attend to your personal need for safety
  - Have someone meet the student with you
  - Meet in an area where resources are available to you

- Use consultation resources
  - Supervisor/Dept. Chairperson
  - Counseling and Wellness Center
  - Dean of Students

- If you think the student may become physically agitated, contact campus police at (392-1111) and have them present
Referring for Help

- The best referral involves taking the person directly to someone who can help.
- The next best referral is getting a commitment from them to accept help, then making the arrangements to get that help.
- The third best referral is to give referral information and get a good faith agreement that the student will seek assistance.
- Follow up!
How to Get Help

A Decision Making Tree and Resource Guide for Working with the Troubled and Disruptive Student
Campus Resources

- Dean of Students Office 352.392.1261
- Counseling and Wellness 352.392.1575
- Student Health Services 352.392.1161
- Office of Victim Services 352.392.5648
- International Center 352.392.5323
- Housing and Residence 352.392.2171
- Division of Student Affairs 352.392.1265
- Employee Assistance Prog 352.392.5787
- University Police 352.392.1111
Community Resources

- Alachua County Crisis Center 352.264.6789
- Information and Referral 352.332.4636 or 211
- Alachua County Sheriff 911
- Gainesville Police Dept 911
- Alachua County Fire 911
- Gainesville Fire 911
Thank You!

www.counseling.ufl.edu/cwc
Panel Discussion: Academic and Student Affairs

Presenters:
Dr. Bernard A. Mair
Associate Provost for Undergraduate Affairs

Dr. Jen Day Shaw
Associate Vice President and Dean of Students

Dr. Henry Frierson
Associate Vice President and Dean, UF Graduate School
Undergraduate Programs

Presenter:
Dr. Bernard A. Mair, Associate Provost for Undergraduate Affairs & Professor of Mathematics
Mission

UF is committed to providing instruction of the highest quality, opportunities for research and innovation, and co-curricular programs that build students’ capacity for understanding themselves and the world, while fostering their commitment to the service of others locally, nationally and internationally.
## UG Admissions Data

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<thead>
<tr>
<th>Category</th>
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<th>2012-13</th>
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<tbody>
<tr>
<td>Applications - FTIC</td>
<td>27,295</td>
<td>27,987</td>
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<tr>
<td>Admission Rate</td>
<td>43%</td>
<td>44%</td>
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<tr>
<td>Enrollment Rate</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Mid 50% SAT (ACT)</td>
<td>1,780 – 2,050 (26 – 31)</td>
<td>1,810 – 2,080 (27 – 29)</td>
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<tr>
<td>Average SAT (ACT)</td>
<td>1,907 (28)</td>
<td>1,936 (29)</td>
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<td>Mid 50% UF-HS GPA</td>
<td>4.0 – 4.4</td>
<td>4.0 – 4.4</td>
</tr>
<tr>
<td>Average UF-HS GPA</td>
<td>4.18</td>
<td>4.21</td>
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<tr>
<td>Top 10% HS Class</td>
<td>78%</td>
<td>76%</td>
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# UG Demographics

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<tr>
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<td>33,754</td>
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<tr>
<td>Female</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
<td>0.3%</td>
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<tr>
<td>Unreported</td>
<td>3%</td>
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## Graduation Rates

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<tr>
<th>Entering year</th>
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<th>6 year rate</th>
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<tbody>
<tr>
<td>2000</td>
<td>53.3%</td>
<td>78.9%</td>
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<tr>
<td>2001</td>
<td>53.0%</td>
<td>80.5%</td>
</tr>
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<td>2002</td>
<td>55.4%</td>
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<tr>
<td>2003</td>
<td>57.9%</td>
<td>82.2%</td>
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<tr>
<td>2004</td>
<td>58.2%</td>
<td>84.1%</td>
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<tr>
<td>2005</td>
<td>58.1%</td>
<td>83.6%</td>
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<tr>
<td>2006</td>
<td>63.9%</td>
<td>85.0%</td>
</tr>
<tr>
<td>2007</td>
<td>65.2%</td>
<td>N/A</td>
</tr>
<tr>
<td>2008</td>
<td>67.1%</td>
<td>N/A</td>
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</table>
Responsibilities

- UF-wide leadership for, and oversight of, UG and Professional academic programs
- University Curriculum Committee
- General Education Committee
- Undergraduate Catalog
- Universal tracking system and (SASS) audits
Special Programs

- Center for Precollegiate Education and Training (www.cpet.ufl.edu)
- Center for Undergraduate Research (http://cur.aa.ufl.edu)
- HHMI Science for Life (http://sfl.aa.ufl.edu)
- Honors Program (www.honors.ufl.edu)
- McNair Program (http://mcnair.aa.ufl.edu)
- Office of Academic Support (http://oas.aa.ufl.edu)
- ROTC (armyrotc.ufl.edu, afrotc.ufl.edu, nrotc.ufl.edu)
Teaching Tips

- Teaching Evaluations – mandatory, online
- Be careful of advising students to drop course ($)
- Inspire, engage, and challenge
- Teaching and research go together
- Innovation Academy (http://innovationacademy.aa.ufl.edu)
Initiatives

- Undergraduate Research
- Graduation Rates – tracking system
- Innovation Academy
- General Education Program
- What is The Good Life
- UF Common Core
- UF Online
The Division of Student Affairs

Presenter:
Dr. Jen Day Shaw, Associate Vice President and Dean of Students
Division of Student Affairs
UF Student Affairs has 13 departments with 600 employees which provide a wide range of services, educational opportunities, learning, support, outreach, activities, and engagement in multiple facilities.
Key Strategic Areas

- UF Student Affairs is the lead contact for:
  - Career resources
  - Student organizations including sororities and fraternities
  - Orientation for new students
  - Parents and families of students
  - Students in distress including emergencies and deaths
  - Multicultural and diversity affairs
  - Counseling
  - Student conduct and Honor Code
  - Healthy behavior, including alcohol policies
  - Student Government
  - Student leadership and community service
  - Housing
  - Intramurals, fitness, and sport clubs
Key Strategic Areas

- Student Learning & Engagement
- Global Understanding & Diversity
- Service Delivery
- Communication & Collaboration
- Resources: People, Finances, Technology, & Facilities
Note: Student Affairs contributes $6.7 million annually to UF through the Administrative Overhead Fee charged to auxiliaries.
Benchmark:

Percentage of State Funds Dedicated to Student Services

Source: Integrated Postsecondary Education Data System (IPEDS)
UF Students:
Fall 2012 Freshman Profile

- Total applications: 29,300 -> 11,763 Admitted
  - Enrollment Goal: 6400 Summer B/Fall
    - Admits = 11,763 (Fall = 8399; Summer B = 3339)
  - Fall Admit Profile
    - Mid 50% GPA 4.1-4.5
    - Average GPA 4.3
    - Mid 50% SAT 1830-2070
    - Average SAT 1951
    - Mid 50% ACT 28-32
    - Average ACT 30

The students come from 62 of the 67 counties in Florida and 40 different states.
Key Faculty Resources

The Division of Student Affairs:
www.ufsa.ufl.edu/
Disability Resource Center

DRC provides:

- Accommodated testing – over 6000 exams administered annually
- One to one counseling
- Technology training
- Sign language interpreters
- Learning Specialists
- Textbooks in alternative formats
- Note-takers
- Educational Assistants
- Large print / CCTV / Braille presentation for students with visual disabilities
- Support to faculty in providing academic accommodations

Over 1500 students with:
- Physical
- Visual
- Hearing
- Psychiatric & Learning Disabilities
Student Population Overview

- 1500 students with disabilities registered with the DRC
- Categories of disability, by primary disability:
  - 31% Students with AD/HD
  - 30% Learning Disabilities
  - 17% Psychiatric Impairments
  - 10% Medical/Chronic Health Conditions
  - 6% Physical/Mobility Impairments
  - 6% Other: Hearing, Vision, TBI, Aspergers
Common Accommodations

- Note-Taking Services
- Accommodated Testing (e.g. access to extended time, low distraction location, use of assistive technology, access to a reader and/or a scribe)
- Access to course materials in an alternative format
- Reduced Course Load
- Services for students with Hearing Impairments
- Educational/Lab Assistants
The Accommodation Process

- A student self-identifies to the DRC and provides documentation of disability
- The DRC reviews a student’s documentation
- The DRC conducts a collaborative interview with the student regarding accommodations
- The DRC prepares accommodation letters for the student to provide to his/her instructor(s)
Documentation Requirements

- Statement of diagnosis
- Summary of information gathered from clinical interview, rating scales, and/or test instruments
- Description of symptoms
- Description of current severity
- Medications or other treatments
- Description of accommodations
- Signed by licensed professional

Documentation Guidelines can be found at [http://dso.ufl.edu/drc/getstarted.php](http://dso.ufl.edu/drc/getstarted.php)
Faculty Responsibilities

- Inform students of procedures for accessing accommodations (e.g. syllabus statement)
- Provide and arrange for accommodations specified in the accommodation letter
- Consult with the student to ensure there is a clear understanding of requested accommodations
- Ensure all disability-related information regarding a student is kept confidential
- Ensure instructional materials (e.g. syllabus, handouts) are available in alternative format, if required
Common Concerns

- Instructors are not obligated to provide accommodations until they receive an accommodation letter from the DRC.
- The DRC will not provide copies of classroom notes to students who are not registered with the DRC.
- Only DRC registered students can take tests at the DRC Testing Center.
Student Conduct and Conflict Resolution

- Student Conduct and Conflict Resolution (SCCR) is ranked #1 in the country
- SCCR coordinates the Student Code of Conduct and Honor Code adjudication processes
- Provides mediation, restorative justice and other conflict resolution
- Provides outreach to faculty, staff, students regarding student conduct cases
  - Approximately 1560 Student Conduct Code cases per year
  - 751 Honor Code cases per year
Honor Code - the Faculty Role

- Gather detailed documentation of academic dishonesty.
- Call SCCR (2-1261) regarding whether prior violation; if so, forward to SCCR; if not, meet with the student.
- Schedule a meeting with the student to discuss allegations. You may choose to have your supervisor in the room with you when meeting with the student.
- You may consult with SCCR at any time!
Honor Code - the Faculty Role

- Meet with the student: explain suspicions, listen to student’s explanation
- If instructor believes student is responsible of a violation, recommend sanction (may include grade penalty and educational seminar)
- If the student accepts the grade penalty and sanction, then he/she will admit responsibility and complete the Faculty/Student Resolution Form as appropriate. After discussion, have student sign form. Student has 24 hours to decide whether or not to accept responsibility and your proposed outcome.
Honor Code - the Faculty Role

- If the student does not accept responsibility or your sanction, the student may choose to have the case heard by the Student Conduct Committee.

- Instructor will be called as a witness to the Student Conduct Committee Hearing. Staff from SCCR will be in contact to schedule the hearing.

- Follow up letters will be sent to the student and faculty member referencing the outcome.

- Student should be given an "I" until the matter is resolved. Once the matter is resolved, faculty will be directed to submit the appropriate grade.
Each UF community member should notice signs of distress and either reach out to the person in distress or get the person or information about the person to a helping resource.

- umatter@ufl.edu
- 352-392-CARE
- Signs you may notice:
  - Excessive absences
  - Strange or worrisome writings
  - Distinct change in behavior
Career Resource Center

- Ranked #1 in the country
- Institutional Exit Survey for graduating seniors: implemented spring 2012
- Career Showcase Oct. 1 and 2
- Send your students and prospective employers to the CRC
Student Affairs Initiatives

- J. Wayne Reitz Union: The Future
- Infrastructure of 1967 portion of building
- Reduce carbon footprint of building with use of solar cell and variable refrigerant technology
- Addition for today’s students: leadership and service, major student organization space
Graduate School Overview

Presenter:
Dr. Henry Frierson, Associate Vice President and Dean
UF Graduate School
University of Florida Graduate School

www.graduateschool.ufl.edu
Graduate School Administration

- Henry T. Frierson
  Associate Vice President & Dean
- R. Paul Duncan
  Associate Dean for Academic Affairs
- David Mazyck
  Interim Associate Dean & Director, Office of Graduate Minority Programs
- Karen Bradley
  Associate Director
Organization of Graduate Education

- President and the Provost
- The Graduate School
- Colleges
- Departments & Schools
- Departmental Graduate Coordinators
- Departmental Graduate Staff
Major Graduate School Units

- Administration
- Data Management
- Editorial Office and Electronic Thesis and Dissertation Lab
- Graduate Student Records
- International Student Outreach
- Office of Graduate Minority Programs
## Graduate Education Current Profile

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<tr>
<th>Category</th>
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<th>June 2013</th>
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<td>Total UF enrollment</td>
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<tr>
<td>Graduate enrollment</td>
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<tr>
<td>Total UF faculty</td>
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<tr>
<td>Graduate faculty</td>
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<td>Colleges</td>
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<tr>
<td>Departments</td>
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<tr>
<td>Majors</td>
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<tr>
<td>Doctoral degrees awarded</td>
<td>825</td>
<td>(AY13)</td>
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<tr>
<td>Master’s degrees awarded</td>
<td>3,871</td>
<td>(AY13)</td>
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<tr>
<td>Median PhD time-to-degree</td>
<td>Five years</td>
<td>(AY13)</td>
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<tr>
<td>Median PhD completion rate</td>
<td>64%</td>
<td>(AY13)</td>
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Taken From [http://www.ir.ufl.edu/factbook/enroll.htm](http://www.ir.ufl.edu/factbook/enroll.htm) and GIMS
# UF Graduate School Fall 2012 Enrollment by Race/Ethnicity

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<th>Ethnicity</th>
<th>Number of Enrolled Students</th>
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<tr>
<td>Asian</td>
<td>463</td>
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<tr>
<td>Black</td>
<td>544</td>
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<tr>
<td>Hispanic</td>
<td>893</td>
</tr>
<tr>
<td>Native American</td>
<td>46</td>
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<tr>
<td>International</td>
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<tr>
<td>White</td>
<td>5,855</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12,189</strong></td>
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Taken From [http://www.ir.ufl.edu/factbook/enroll.htm](http://www.ir.ufl.edu/factbook/enroll.htm)
# UF Graduate School Fall 2012

## Enrollment by Race/Ethnicity for PhD Students

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<tr>
<td>Black</td>
<td>178</td>
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<tr>
<td>Hispanic</td>
<td>237</td>
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<tr>
<td>Native American</td>
<td>12</td>
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<tr>
<td>International</td>
<td>1731</td>
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<tr>
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<td>Two or More Races</td>
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<tr>
<td>White</td>
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<td><strong>Total</strong></td>
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Taken from GIMS Databases
<table>
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<th>Gender</th>
<th>Number of Enrolled Students</th>
<th>Proportion</th>
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<tr>
<td>Male</td>
<td>6265</td>
<td>51.40%</td>
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<tr>
<td>Female</td>
<td>5924</td>
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<td>0%</td>
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Taken From http://www.ir.ufl.edu/factbook/enroll.htm
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<th>Proportion</th>
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<tbody>
<tr>
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<td>2409</td>
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<tr>
<td>Female</td>
<td>1929</td>
<td>44.47%</td>
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<tr>
<td>Not Reported</td>
<td>1</td>
<td>0.02%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4339</strong></td>
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Taken from GIMS Databases
International Students at University of Florida 2012-2013

Graduate Students from outside the US  40%
Countries Represented  131

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<thead>
<tr>
<th>Continent</th>
<th>International Student Enrollment</th>
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<td>Asia</td>
<td>4,688</td>
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<td>South America</td>
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<tr>
<td>Europe</td>
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<tr>
<td>North America</td>
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<td>Africa</td>
<td>145</td>
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<tr>
<td>Australia</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>5,961</td>
</tr>
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The Role of the Graduate School

- Upholds general standards of graduate admissions, scholarship and graduation
- Develops and coordinates procedures to implement Graduate Council policies
- Aids graduate programs at the department and college levels with education, research, recruitment and retention
- Certifies students for graduation and conferral of degrees
- Maintains GIMS (Graduate Information Management System) interactive database, website, digital filing system and listservs for graduate administrators, faculty, staff and students
The Role of the Graduate School Cont’

- Reviews, processes and archives theses and dissertations via electronic submission
- Coordinates the graduate curriculum development proposal process
- Edits and publishes the Graduate Catalog
- Administers awards programs: Doctoral Mentoring Awards programs, Graduate Teaching Assistants Awards, Doctoral Research Travel Awards
- Administers graduate student funding programs: Graduate School Fellowship, Grinter Awards, Doctoral Dissertation Awards as well as 8 funding programs through Office of Graduate Minority Programs
Types of Graduate Degree Programs

Master’s degrees

Specialty degrees
Specialist in Education
Engineer

Doctoral degree
Doctor of Philosophy
Doctor of Education
Doctor of Audiology
Doctor of Plant Medicine
Doctor of Nursing Practice
Graduate Faculty

- Serve on thesis and dissertation committees
  - Chair, co-chair, member, external

- Graduate faculty status appointments
  - Initiated by department
  - Recommended by faculty vote
  - Approved by Graduate School
  - Evidence of research/scholarship

- Must be willing to serve as external members on doctoral committees across campus
The Role of the External Member on Supervisory Committees

- Main role: represent the interests of the student in examinations
- Assure all policies and procedures carried out according to Graduate Council policy
- Dissertation defense:
  - Assure all members participating
  - Assure defense is conducted properly
- Useful, but not necessary, to have knowledge of field or research area
- Must be outside the student’s major
- Must be regular Graduate Faculty; cannot be a Special Appointment
Graduate School-Based Student Funding Support

- **Graduate School Fellowships**
  - $25,000 for four years or $20,000 for five years

- **Doctoral Dissertation Completion Awards**
  - $10,000 for 1.5 semesters

- **Doctoral Research Travel Awards**
  - Up to $5,000 for one semester

- **Auzenne Dissertation Awards**
  - $10,000 for 1.5 semesters

- **Grinter Awards**
  - $3,000 stipend top-ups for three years
Graduate School Administered Student Funding Support

- Bridge to the Doctorate (NSF)
  - $30,000 for two years

- McKnight Doctoral Fellowship (Florida Education Foundation)
  - $12,000 for 5 years plus academic unit support

- McNair Graduate Fellowship
  - $12,000 for first year; academic unit support for other years

- UF Santa/Fe College Faculty Development Project
  - Financial support for teaching and advising experiences at Santa Fe College
Doctoral Mentoring Awards

- Annual award given to five graduate faculty members
- Encourages and rewards excellence, innovation and effectiveness in mentoring
- Master of Fine Arts mentors are eligible
- Award: $3,000 for the faculty member, plus $1,000 to support his/her students
Thank You!

www.graduateschool.ufl.edu
Crafting an Academic Career at the University of Florida

Opportunities and Resources

Presenter:
Angel Kwolek-Folland, Associate Provost for Academic and Faculty Affairs
Introduction

- About UF
- Research Opportunities
- Teaching Opportunities
- Professional Development
- Promotion and Tenure
A Great University for Faculty

- UF is a member of the Association of American Universities
- Center for World University Rankings placed UF 18th among all 62 AAU-member public institutions
- U.S. News & World Report ranked UF 17th among all U.S. public universities
- 16 colleges and over 160 interdisciplinary centers and institutes
- 22nd nationally in Faculty Fulbright Awards 2011-12
- 23rd among AAU Public Universities in members of national academies in 2009
Quality Students

- Average undergraduate SAT (2013): 1920
- Freshman retention rate: 96%
- Over 8,600 bachelors and nearly 6,000 graduate and professional degrees awarded in 2012
- Enrollment (Fall 2012): 33,754 undergraduate and 16,332 graduate and professional students; over 3,700 international students
As an AAU, Carnegie I, land-, sea- and space- grant research university, UF has strong research support and results

- 674 Postdocs
- $740M in research expenditures
- 150 patents & licenses
- 15 start-up companies
- $1.3B endowment
www.research.ufl.edu

Established in 1962 by the Florida Legislature “to facilitate, manage, stimulate and expand a balanced research program at the University of Florida.”

DSR facilitates institutional approval for all extramural proposal submissions, accepts and administers grant awards, and negotiates contracts and other research-related agreements on behalf of the University of Florida.

More on DSR tomorrow
Office of Technology Licensing

- [http://www.research.ufl.edu/otl/workingwithotl.html](http://www.research.ufl.edu/otl/workingwithotl.html)
- UF has generous IP policy that encourages tech transfer; ~300 confidential disclosure agreements/year
- OTL assists in moving inventions into the commercial sector for public benefit by helping with licensing agreements, patent filing, business start-ups, and informational seminars
- UF Tech Connect assists in strategic partnerships with entrepreneurs and investors
- Florida Innovation Hub at UF: facilities, labs, seminars, and high-speed data
You've developed technologies that can change lives. We're dedicated to improving your likelihood of success.

We shorten the journey from discovery to the marketplace for Florida's tech startup companies.

A unique, all-inclusive business incubator. Driven by the University of Florida's proven record of technology transfer. Supported by an entrepreneurial-minded community.

Why smart technology-based startups are making the move to The Florida Innovation Hub:

- Close to UF
- Shared Facilities
- All-Inclusive Leases
- Room for Expansion
- Modern Laboratories
- High-Speed Data
- Weekly Seminars
- Information
High Performance Computing Center

- [http://www.hpc.ufl.edu/](http://www.hpc.ufl.edu/)
- 23,000+ cores, 4+ Petabytes of storage, connections to campus network and Florida Lambda Rail, hardware services, etc.
- Research Computing Matching Program: some funding available
- Numerous partnerships & consortia (Florida Lambda Rail, Coalition for Academic Scientific Computation, Open Scalable File System Consortium, etc.)
Synergies

- Over 160 interdisciplinary institutes and centers

A Sample:
- Center for the Humanities and the Public Sphere
- Bureau of Economic & Business Research
- Center for African Studies
- Nanoscience Institute
- Powell Gene Therapy Center
- Center for Environmental Policy
- Center for Research in Perinatal Outcomes
- McKnight Brain Institute
- Florida Center for Heterocyclic Compounds

- Florida Museum of Natural History
- Harn Museum of Art
- UF International Center
- Faculty Update newsletter
Research Assignments

- Any faculty member in a tenure-accruing position must have an ongoing research assignment.
  - 10% minimum; should be higher
- Many non-tenure-track faculty positions participate in UF’s research mission in a variety of ways
Teaching Opportunities

- Variety of class sizes and types:
  - small seminars to large lectures;
  - FTF, blended, hybrid, distance

- Over 100 Bachelor’s and 120 Master’s; over 80 research doctorate, and 22 professional or specialist degree programs

- Undergraduate research

- University courses: “The Good Life”

- Honors College
Professional Development

- Sabbatical and Professional Development Leaves
- Travel awards – department & college
- Teaching awards – college & university
- Leadership programs
  - HERS, SECAC ALDP, UF’s Advanced Leadership, UF Academy, Florida Institute for Academic Leadership
- Will hear more tomorrow about support for grant process
Promotion and Tenure

- Promotion path available in all faculty titles.

- Mid-term review for tenure-accruing
  - Tenure “when ready”; must go forward by last year of probationary period; varies by college

- 3-tiered review: department, college, university (APB/President)

- Evaluated on assignment/effort “distinction”
  - Connect with chair and mentors
  - Develop research, teaching, clinical, extension and/or service as holistically as assignment allows
  - Continuous pipeline of scholarly activity
  - Impact at UF and beyond UF and US

- Can request stop tenure clock for parent/health needs

- Online and self-service modules (publications)
Contacts

- Office of Academic Affairs:
  [http://www.aa.ufl.edu/faculty](http://www.aa.ufl.edu/faculty)
  - Faculty Handbook
  - Guidelines and policies on tenure and promotion
  - Policies and information on teaching, research support information, award programs, etc.

- Angel Kwolek-Folland: [akf@aa.ufl.edu](mailto:akf@aa.ufl.edu)

- Office of Human Resource Services:
  [http://www.hr.ufl.edu/academic/default.asp](http://www.hr.ufl.edu/academic/default.asp)
Thank You!

www.aa.ufl.edu.