
Template for Annual Report of Institutional Progress FY 2008 Division of Academic Affairs

Section 3. Summary of Major Accomplishments in 2007- 2008

Identify and briefly describe the 3-5 most significant accomplishments for each category below in your unit during the preceding year, explaining specifically how the significance relates to attainment of the institution's strategic goals, improvement of student retention and graduation, and/or "other" (be specific in explaining what the "other" is).

Major Accomplishments, and Significance of Each, Related to Attainment of the Institution's Strategic Goals

Academic Distinction

- Involved in the collaborative work with the Educational Leadership Department faculty to revise and/or redesign the Masters and Ed.S degree programs for leadership. These were submitted and approved by the BOR and the PSC.
- Participated in presentations about the Performance-based Educational Leadership Program with various focus groups throughout the region.
- As a member of the National Network for Educational Renewal, the GCER supports the Tripartite in its work to bring educational renewal about by focusing on the moral dimensions of education in a democracy. Team members have shared their work at the NNER annual national conference.
- GCER director participates in the John Goodlad Institute for Educational Inquiry Advancing Education in a Democracy (AED) Scholar Program and shares the work with colleagues.
- GCER continues to focus on the raising the awareness of educators/citizens of the 21st century for futuristic educational skills and knowledge.
- GCER director served on the College of Education Research Committee to develop a process to support the research agenda of the COE. This was completed and a call for proposals has gone out for the fall of 2008.

Transcultural Opportunities

- The GCER has become the center of U.S. membership in the International Network for Educational Transformation (iNET). This is an international initiative that examines and engages educators at the university level, school level, and student level in the educational challenges on a more global level. There are now 25 schools, colleges, or school districts who are members. The GCER Director is responsible for informing the members of the on-going opportunities to engage in dialogue at the educator and student levels.

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- GCER Director Co-presented an informational session about iNET to the Georgia Association of Educational Leaders.
 - GCER Director wrote an article for the January issue of the iNET journal Snapshot.
 - Held presentations for international student teachers and international teachers to help them better understand education in Georgia and United States. Title of presentations: “Education in Georgia”, “Educational Leadership and the Role of a Teacher Leader”.

Private and Public Partnerships

- Marketed the research based CD series “Teaching in Technical Institutions” to Florida, Alabama, and South Carolina and continue to get purchases.
- Based on feedback from the prior year, a need was found to link the GCER more closely to the schools and university professionals. Visited 23 of the area schools to share the resources the center could provide.
- Attended the monthly meetings of area superintendents where information was shared with them about GCER resources as well as learning more about their challenges.
- Arranged meetings between university professors and school leaders where there was a mutual need and service.
- Attended Performance Coaches Training to gain a better understanding of what is the role of coach and how the new EDL Residency component will impact the university and school systems. This knowledge enables the GCER to support both school system and university needs.
- Partnered with an area school system, Effingham County, to attend the “Succession Planning for Leadership” in order to better understand the needs of districts for leadership and to help create a bridge between school districts and the Ed Leadership Program.
- Revived the Developing Networks partnership with an area community, Portal. This partnership holds monthly meetings to develop a stronger and healthy community to support the education of its youth for a democratic society. It is attended by school leaders, community citizens, community leaders, and university staff. The GCER Director acts as a facilitator and record keeper for the meetings.
- The GCER Director is working closely with the Associate Dean for Undergraduate Studies to establish an Eastern Region of the League of Democratic Schools. One of the major focuses is on promoting professional development that emphasizes the growth of students as individuals who are successful members of a democratic society. A poster session was held at the National Youth-At-Risk Conference to share information about the LODS.
- Worked closely with Chatham County to prepare a Letter of Interest Project to the national Board of Professional Teaching Standards to be considered as a NBPTS Center for Accomplished Teachers with a focus on increasing the number of minorities to become National Board Certified Teachers and ultimately impacted

a school district with large gaps in academic achievement. GCER was responsible for writing and submitting.

- Supported faculty work in this area by assisting in the writing and submission of a grant to International Paper to establish a Literacy Outreach Center in the COE.
- Wrote and submitted a grant to AT&T Foundation to support the drop out prevention efforts of two of the regions largest and most diverse high schools, Effingham County High School and Statesboro High School. If awarded, this grant will enable two schools to fill gaps in student support and provide a great source of information and data for regional schools that are challenged as well.
- Supported professor by assisting them in writing a grant to provide literacy materials and training for a rural community group who is trying to close the achievement gap by focusing on literacy skills of its youth.

Major Accomplishments, and Significance of Each, Related to Improvement of Student Retention and Graduation

(Not Applicable except indirectly)

Other Major Accomplishments and Significance of Each

Goal 1: Closing the gaps between research and practice - accomplishments:

- The Georgia Center for Educational Renewal has a web site for use by school and university professionals. A real look at this as a resource has led to the addition of links to research based effective programs.

Goal 2: Closing the gaps between the university and the public schools - accomplishments:

- Added useful resources to the GCER web site to support the schools in linking with university professors who may have a special interest in a given area/field of research.
- Compiled and created a data base of nearly 200 sources through grants and foundations to support the work of school and university professionals. The data base provides valuable information about foundation initiatives and in most cases a hot link to the application page.

Goal 3: Closing the gaps in achievement between minority and majority students, K-16 – accomplishments:

- Included resources on the GCER website for users.

Section 4. Quantifiable Summary of Faculty Research and Awards

Complete the table below.

Summary of Faculty Research and Awards from July 1, 2007 through June 30, 2008

Activity	Number Completed	Comments
Scholarly books, textbooks, & monographs		
Articles in scholarly journals, chapter in books, scholarly essays, proceedings, & other similar publications		
Creative activities in the fine & performing arts		
Journal editorial positions or board memberships		
Positions in professional organizations, boards, & agencies		
Presentations of papers or invited speeches		
External awards in teaching 1. recognition of performance 2. grant funding		
External awards in scholarship/research 1. recognition for performance 2. grant funding		
External awards in service 1. recognition for performance 2. grant funding		