Greetings Everyone:

The snow has been great! It has been 3 years since a good snow like this came our way. Finally my kids had the chance to break their sleds that they got two years ago as well as their bones!

I wanted to let you know that the Faculty Affairs Committee (FAC) of the COE will be actively studying faculty workload issues. The FAC will take some leadership in collecting information, devising workload models and options. All this will done collaboratively with faculty and any adoption of a workload policy will require faculty support.

This is an important COE task and I believe that it will serve everyone by better recognizing the diversity of our faculty, and by aligning merit and promotional processes. So stay tuned: you will hear more about this as the semester progresses. If you have questions feel free to contact me or Sarah Templin, the FAC Chair. (In fact the FAC is one forum for you to express your opinions or raise issues on whatever topic of faculty-relevance that you see fit.)

Finally, Part 2 of my ongoing discussions about centers appears on page 4. I must be brief given such limited space, but I hope that you will read these pieces and think a bit about how you might fit with a center in our college, or how your own center might develop further.

Best,

Dean’s Introduction

Research Highlight

Children’s beliefs about their competence in school are related to goal setting and strategy use, self-regulation, persistence, intrinsic motivation, and mental health. However, limited research exists with very young children in this area, and there is a need for valid and reliable assessment devices. In a recent paper (2006) French and Mantzicopoulos (EDST) examined the factor structure and stability of a commonly used test of social competence (the PSPCSA). Their work shows that the factor structure and stability of the test may vary significantly with gender and age. For example, the authors found differences in how boys and girls viewed their school competence in the early school years. Boys tended to rate their general knowledge ("knows a lot in school") higher than girls, who overall viewed themselves as more competent than boys in academics. By second grade boys were also more likely to report that they “had more friends to play games with,” whereas girls were more likely to give positive ratings on the item “others sit next to you.” These findings may be a reflection of the nature of early peer relationships. For instance, boys play with more peers and in larger groups whereas girls’ peer relationships have been described as more close, harmonious and oriented toward facilitating group cohesion. Thus, these qualitatively different peer orientations may give rise to gender-specific self-views of peer acceptance. This and other work by these authors highlights several issues that should be addressed when developing and interpreting assessment instruments for young children’s belief systems particularly with young children of different genders and SES.

DEAN’S OFFICE INITIATIVES & ANNOUNCEMENTS

For information about faculty support or initiatives, please contact Beth Helton, see archived newsletters, or see my webpage under Faculty Support Initiatives.

Announcements and Reminders

—Faculty Fellows for Service Learning Grant Program. Applications are due by 3/2/07. See http://www.education.purdue.edu/dean/Gilger/docs/servicelearning

—REMININDER: Please update your COS and COE/Purdue Faculty Expertise databases. If you need help with this, see Beth Helton.

—ITaP Lunch Series on How to Handle a Media Interview is on 2/20/07 12p-12:30p in STEW 202. Live video of the program will also be offered. See Jennifer Permenter @ 499-7222 or jpermenter@purdue.edu for more info

—New Support Programs for Graduate Students. See www.education.purdue.edu/gradoffice/currentst/dean_support.html

Special Announcement!

You should have heard by now that we are evaluating our current ways of training our graduate students in research methods. For some background articles see http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3404/3404%E2%80%932004%E2%80%932004Eisenhart%20PDE.pdf; and http://www.education.purdue.edu/dean/Gilger/docs/Research%5Ftraining/Some of you have expressed an interest in being part of the faculty committee or task force that will work on this issue. The timing is unclear but if you want to be part this group let me know (jgilger@purdue.edu). And watch for more details!

Special Announcement!

The PRF Awardees for the 2007-2008 Year Long projects are (Summer Award announcements are forthcoming):

From the EDST Department
Bill Hanson
Marcia Gentry
Brian French
Carole Pistole
Aman Yadav
Ayse Uruk
Becky Mann

From the C&I Department
Chrystal Johnson
Scott Schaffer
Lecretia Buckley
Luciana de Oliveira
Terry Wood
Brenda Capobianco

Special Points of Interest:

Congratulations to Anatoli Rapaport (CI) and Lynn Nelson (CI) for being the recipients of a grant from the American Council of Teachers of Russian (ACTR) in Washington, DC. They will host a delegation of 16 Russian teachers in April and there will be many opportunities for international discussions and exchange.

Jim Greenan (CI) has been named the new Editor-In-Chief of the well regarded Journal Career and Technical Education Research. Congratulations, Jim!
External Funding Opportunities
Below are some selected support opportunities. Some are unique.
Please pass these on to potentially interested colleagues or students

♣ For NIH opportunities in the areas of autism, autism spectrum, neurologic motor and speech-related disorders see http://grants1.nih.gov/grants/guide/pa-files/PA-07-085.html and http://grants1.nih.gov/grants/guide/pa-files/PA-07-055.html. Note that these grants include basic science as well as technology, applications, and treatment studies.
♣ This web site has a handy search engine for a variety of federal grants. See http://www.grants.gov/search/basic.do
♣ If you want to get regular updates from IES about important education news and calls for proposals simply fill out the information requested on this site (it is worth it!): http://ies.ed.gov/newsflash/index.asp
♣ If you want to use a new search engine, contact Jeff Gilger for a password. Search http://gtionline.fdncenter.org/. This may have some special student or faculty fellowships and other specialized grants.

EVENTS & ACTIVITIES

♣ Symposium. The first Annual Graduate Student Research Symposium will be on March 28, 2007!! This symposium will involve presentations by graduate students in any of the teacher education programs at Purdue. Details, agenda and guest speaker information is provided at the web site. See the PU Graduate Symposium website. Students and faculty from across campus are encouraged to attend!

♣ Conferences. Heather Servaty-Seib (EDST) is the Chair of this years ADEC conference that will be held in Indy this year. Stay tuned for more information. on this event (see the Association for Death Education and Counseling web site http://www.adec.org/).

♣ Midwest ATE Spring 2007 Conference. This conference takes place on March 23, 2007 at the Best Western Hotel in Lafayette. Students of the COE (both Graduate and Undergraduate) and their advisors are encouraged to submit papers/posters for the students sessions. See http://www.education.purdue.edu/dean/Gilger/docs/special_announcements/Call%20for%20proposals%2007%20posters.doc

♣ Mentoring programs. The C&I and the EDST Departments are organizing formal mentoring programs for faculty. The topics of these sessions will vary. Already scheduled are EDST sessions on January 18th and February 22nd. The C&I Department will be holding several mentoring sessions as well on January 19th, February 23rd and April 6th (see http://www.education.purdue.edu/dean/Gilger/docs/Dept_Mentoring_Topics.doc for list of topics to be covered). Contact the Department Heads for more information.

♣ Research conduct. The Graduate School is holding a workshop titled "The Basic of Responsible Conduct of Research". Topics include: Roles/responsibilities of mentors/trainees; Data management (sharing, protection, collection) ; and Research integrity (plagiarism, fabricadon and falsification). Registration deadline is 2/8/07 (see https://ias.itap.purdue.edu/rgs/wgb_workshop_disp_workshop_info?in_ws_seqnum=1409). Location Pfendler 241 at 5p. Pizza will be served! This presentation is part of the RCR initiative mentioned on page 2 of this newsletter.

♣ Dr. Francis Collins (formerly director of the Human Genome Project) will be speaking in the Loeb Theater, 2/20/07 at 8p. He is the Sigman Xi Distinguished Lecturer and his topic comes from his new book, "The Language of God".

♣ The IES has training institutes available to increase the national capacity to develop and conduct rigorous evaluations of the effectiveness of education interventions by training researchers to conduct cluster (group) randomized trials in education settings. This is a great opportunity and one that the COE may be able to help you fund. See: http://ies.ed.gov/ncer/whatsnew/conferences/rct_traininginstitute.asp

♣ Greater Lafayette Annual Holocaust Remembrance Conference: presentation by Marion Blumenthal Lazan, author of "Four Perfect Pebbles" Contact the Ackerman Center for more information. 9 am, Fowler Hall, Stewart Center.

♣ The Spring Career and Technical Education Research Seminar Series (Jim Greenan, Coordinator) is an opportunity to hear great speakers on a variety of topics. Many of the speakers are from the PU campus. The seminar runs on Fridays from 12p-1p in Beering 1255. See the calendar for events on the COE front page.
Centers of the COE Part 2: The Role of a Center

Here is a brief Part 2 in the ongoing discussion about centers and their development in the COE. Part 3 in this series will talk a bit more about the COE centers and their potential for the future.

There are different ways to think about the functions of a center or institute. In alignment with the strategic plan and mission of the COE and PU, I describe four ideal characteristics or functions of a basic center. Certain of these may be more or less important to some centers than to others, and theoretically these facets are interactive. But given the current context of collaboration and multidisciplinary work, all centers should, to some degree, touch on each of these qualities.

1. **Pre- and Post-Service Preparation and Continuing Education.** This includes the preparation and education of personnel (including post-docs, etc.) representing leadership, direct service, clinical, research, or other areas towards strengthening and increasing the capacity of Indiana, regional communities, and the nation.

2. **Engagement Services.** This includes training, technical assistance, direct services, and/or demonstration and model activities of services.

3. **Discovery.** This includes basic or applied research, evaluation, and the analysis of public policy. Discovery activities, would ideally be linked to the other three center characteristics, as discovery can guide these areas, as well as be guided by them.

4. **Information Dissemination and PR.** This includes an articulated PR/media plan and the distribution of information produced by the center and/or coming into the center. Centers can serve as an accessible resource with substantive areas of expertise; they can translate research into practice; and they can develop and distribute products.

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**Special Points of Interest**

Deborah Bennett (EDST) and Kate Gullata (student, EDST), have received the “American College Personnel Association Emerging Best Practice in Student Affairs Assessment Award” for their work EDPS 591E Assessment in Student Affairs. A description of this best practice will be added to the ACPA web site.

Kevin Chan (student, EDST) of the school counseling program, has received the Joe Hollis Memorial Scholarship from the Indiana Counseling Association. This annual award goes to an outstanding student in any area of counseling.

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**Data Tidbit:**

**Helping Your Child Series of the Institute of Educational Sciences (IES)**

The *Helping Your Child* publication series by IES aims to provide parents with the tools and information necessary to help their children succeed in school and life. These booklets feature practical lessons and activities to help their school aged and preschool children master reading, understand the value of homework and develop the skills and values necessary to achieve and grow.

Booklets/articles are available in English and Spanish and they cover topics such as: helping your child learn history, reading, mathematics, and science, or helping your child with homework, being a school success, deal with the preschool and adolescent years, become a good citizen, and other.

There is often a tie to NCLB, but there is a sincere effort to approach these topics from a research basis. You might consider these for your classes, as parent/child handouts or for your own edification. See [http://www.ed.gov/parents/academic/help/hyc.html](http://www.ed.gov/parents/academic/help/hyc.html).