Minutes of JHCOE College Council Meeting

Monday April 22, 2013

Member Attendees: Dale Snauwaert, Rebecca Schneider, Tim Lewandowski, Mark Templin, Renee Martin, Marcella Kehus, Revathy Kumar, Sakui Malakpa, Edward Cancio, Berhane Teclehiemanot, Laurie Dinnebeil

Guest: Robert Schultz

Administration: Penny Poplin Gosetti, Virginia Keil

Meeting Elements

1. Approval of Minutes: Minutes were approved as amended.

2. Report from Council Chairperson:
   a) Dr. Schneider attended the University Council meeting representing the JHCOE. She reported the Councils can bring their new Chairs to University Council meetings. The University Council will meet in summer on an as needed basis.

3. Report from Dean
   a) Dr. Poplin Gosetti reported that she is continuing to have budget meetings. Nothing finalized at this time.

4. Standing Committee Reports
   
   Academic Affairs Committee
   a) Dr. Teclehiemanot presented the following new course proposals:
   CTE 4010/5010-Teaching Occupational Skills
   CTE 4030/5030-Teaching Occupational Knowledge
   CTE 4050/5050-Methods of Teaching Voc. Ed. I
   CTE 4070/5070-Methods of Teaching Voc. Ed. II
   CTE 4110/5110-Seminar for Voc. Ed.
   CTE 4900-Curriculum Construction
   CTE 5930-Supervised Teaching
   Proposal Approved

   CTE Program Requirement Revision-Undergraduate
   Proposal Approved

   CTE Program Requirement Revision-Graduate
   Proposal Approved
EDP Course Modification Proposal
EDP 3230-Human Development for PreK-12-Research Intensive
EDP 3290-Life Span Development-Research Intensive
Proposal Approved

Dr. Schultz reported from Group I

Group # 1

Lori DeShetler, Tim Lewandowski, Bob Schultz, Kelly Bodkin (UT graduate and teacher),
Ron Matter (Superintendent), Scott Earl (UT graduate and teacher), Paul Hubaker

1. Besides depending on Tim and Pat for advising our students, what other innovative
advising methods might we consider (e.g., mandatory group advising with C&I program
faculty each semester, electronic advising using the DARWIN system, etc.)

Advising is an issue at the Faculty level--Faculty advising needs to be better transitioned over
from Tim/Pat. Faculty need to take responsibility for advising and communicating efficiently
with students.
This is a human interaction issue. Technology will not provide the needed connectedness that
students crave and need to be successful. Advising needs to be face to face.
Advising required by faculty has evolved to course substitutions and program issues. What I
think will work .... if the faculty would be more available with sped up response times.

Issues to resolve

Clarify academic advising and faculty advising

Student should be able to get answers to questions and advising issues within 24 hours

Students need to be aware of who their faculty advisor is

Program leadership/communication

Better communication with graduate school regarding college of education

Equal emphasis in programs ..... graduate (LAMP) vs. undergraduate (All)

2. How can we involve faculty in more actively recruiting prospective students such as
connecting faculty with Teacher Academies in various schools, working with Future
Educator groups in local schools, speaking with junior high/high school students about
teaching as a career, bringing groups of students to campus to experience UT and see our
College and other Colleges, etc.)

Being out on site is the way for Faculty to be more engaged. This needs to be a culture change
for the COE.
We need someone to organize a plan for faculty to be in the field so we can establish relationships with every school district in this area. I would be happy to assist with this process. Merely talking about improving PR and asking for volunteers will not produce the results we need. If adequate interest is not received, faculty should be assigned a role. Perhaps Student Ambassadors can help faculty by talking with high school students about teaching as a career and their experiences in the JHCOE.

Our reputation speaks volumes in terms of enrollment figures. The only way to change perception is to have faculty and staff get into the schools. We certainly cannot start a new program in every district to benefit their teachers, but we can make an appearance and start working more closely with districts on a regular basis. We must avoid inviting administrators to meetings in which we do not follow up, and in the end, change nothing. Lastly, it is important that we advertise and support whatever new, improved programs are developed for 2013-14 to begin moving forward.

Seek out Career Centers / Comprehensives that have a "Teaching Professions" and / or ECE program and actively work with them, i.e. Advisory Committees, offer field trip opportunities to come to UT (but what would you show them - how about the high tech "avatar lab" that your Dean has spoken about, but has not shown to area Supt's or any of us who she has brought onto campus as a part of her advisory committee), guest speakers, - bottom line is UT faculty need to get out and interact with the people in the trenches who are influencing students on where to go to school. As the saying goes in Career Tech, "If you aren't selling your program you will be selling your home".

A general offer from UT faculty of "How can I help you do your job better?" to area teachers would go a long way.

What is the messaging that UT is creating to attract people to a profession that may not be as attractive as it once was - with the changes in the retirement system, etc.....

Marketing is not a once a year activity - your staff have to be more actively engaged on a regular basis with the education community.

Do you have any placement data about your graduates - what is their success rate of getting teaching jobs? If that is a good story, why don't you tell it?

How about some post graduate follow-up with your education major grads who get teaching jobs - find out from them how UT did in preparing them and get the hiring school's opinion - a little quality control in your College of Ed.

Graduate and Teacher .. What is the message to potential recruits about jobs - how are they going to be the best prepared candidate for area schools to consider when hiring - what will set them apart from all the other colleges? We (area Supt's) told your Dean in a meeting over a year ago when she first started that UT grads were not of the same caliber as BG, Defiance, Findlay, Bluffton, etc.... What is being done to address this perception? I think it is extremely important to have department chairs reach out to the various teacher academies and student organizations. My daughter is currently in EHOVE's Teacher Academy and has found it very helpful to hear the changes in the programs that are coming to the Firelands Campus next year. If she was not on the campus already, she would never have known about the curriculum changes that directly affect what she is focusing on in education. I also think campus open houses are a very good idea. My daughter and I traveled to Dayton to
investigate the type of programming available in their education department. At the open house we spent time speaking with the department chair and professor from the department. We were very impressed with the numerous agreements in place with local schools for education students to intern. Most importantly, she was drawn to the program because they were able to be out in a diverse number schools beginning in their Freshman year, the different certifications offered with the degree and the welcoming atmosphere in general. If it wasn’t for the VERY large price tag, I am confident Dayton would have been a top contender for her next year.

**Issues to resolve**

UT presence in schools

UT representative on LPDC

Who will lead college in public relations

Faculty discussion regarding program leadership/program recruitment

Involve entire college in discussion

3. **Discuss ideas for connecting with our students while they are in Orientation classes and/or EDU 1700 to keep them on track and to encourage them to stay in the College by making smart decisions about course work, career choices, etc.**

EDU 1700 is the first and best place for students to meet faculty. It builds the retention for the individual programs by giving students a face, name and connecting point for their future education studies. It needs to be taught by faculty; it needs to be coordinated by faculty. This initial experience needs to be "cared about" by all program areas.

Students in Orientation classes and/or EDU 1700 need faculty, not part-time instructors, to teach these classes. Tenured and tenure track faculty provide mentorship and develop connections that can be retained over the course of the students’ programs.

Communication with our students by having one class each semester for students to stay connected. For instance, taking one Pre-Professional Education class each semester, taught by EDU faculty with this in mind.

**Issues to resolve**

Use of graduate assistants teaching EDU 1700

College faculty involvement in EDU 1700
4. **Develop strategies for working with Owens, MCCC, LCCC, Northwest Community College, etc. to encourage community college students to choose UT for their teacher education program.**

*This is a recruitment issue. We need a COE representative whose full-time position is to coordinate inter-unit (areas around campus and offices of student services) communication and development of the PR and advertising materials for the COE. Also, this person is likely to be responsible for all program fairs, the COE ambassadors and so forth. Branding and marketing are a huge issue for us. We need to offset or alter the "perceptions" that our students are poorly prepared.*

*Do we have a representative who travels to Owens, MCCC, LCCC, and Northwest Community College to distribute program information? Students want ease in transitioning from one institution to another. We need to explicitly describe the simple process along with the marketing that explains competitive price, benefits of attending UT, etc.*

*I think this goes along with number 2. Establish relationships in all Community Colleges. Visit their Education classes to talk about how to transfer to our College.*

**Issues to resolve**

*UT (college) representatives responsible for community colleges*

*Coordinate inter-unit communication*

5. **Other creative strategies that group members can think of for recruiting, retaining and advising students.**

*Basic communication and a sense of caring about and caring for students. This is everyone's responsibility. No more ignorance; no more negativity.....action.....now.*

*Our reputation speaks volumes in terms of enrollment figures. The only way to change perception is to have faculty and staff get into the schools. We certainly cannot start a new program in every district to benefit their teachers, but we can make an appearance and start working more closely with districts on a regular basis. We must avoid inviting administrators to meetings in which we do not follow up, and in the end, change nothing. Lastly, it is important that we advertise and support whatever new, improved programs are developed for 2013-14 to begin moving forward.*

*Are there any targeted College of Ed teacher ed major scholarships that are promoted by your staff?*

*Getting out front of OTES with teachers who normally take student teachers - why would a teacher take a student teacher when more emphasis is going to be put on student performance and growth - why would I take a student teacher and have them impact my rating - that is a conversation / discussion that needs to be had - you may find people reluctant in the future to be accommodating for student teachers.*

*Get your teacher candidates involved with evaluating Teaching Professions portfolios - not your Seniors but Soph's and Juniors.*
Advising students - is this better to have trained counselors do this or your own faculty? Maybe your faculty need to be coached up on advising students.

Retaining students - why are students not returning? Has UT done any follow-up questioning of these students? Identify the most common reasons and then figure out a plan to address them.

How do you use UT alumni who are successful educators as recruiters for your programs? Does UT even know where their past College of Ed graduates are teaching? This type of I campaign could be done with the other colleges at UT as well.

Graduate and Teacher … I think recruiting is showcasing the best of the best. What is Toledo's BEST asset and build around it. When I recruit for Forensics I use a high profile case and build other labs that were needed to solve the case in order to show students what Forensics is all about. I would need to see how the process currently exists to offer a better suggestion.

Issues to resolve

Track graduates

How do we determine (locate) graduates employed in school in Northwest Ohio

What involvement from Judith Herb

Involve entire college in this discussion

Early Childhood, Physical Education and Special Education

Enrollment Ideas & Marketing

Some things that will depend on other committees:

Are we focusing on UG or Grad or both (depending on what the college wants & decides what is marketable) Who is our target area?

If we still keep UG, what about a presence during a semester at schools to “strut our stuff”

Get students in Middle School to really think about applying themselves towards schoolwork to become the kind of student we want.
JHCOE strengths & weaknesses – what do we want to market?

Marketing – use website to market (cost efficient) - what do we want our image to be?

  - Beliefs
  - Values

Think ahead for trends or projections in Education so we can put UT at forefront.

Partner with Toledo & surrounding area schools?

How can we change the mentality that BG is better EDU school than UT

Build reputation & safe campus

“Branding our identity” The Relevant Teacher (Florian) since we are the Relevant University

Core curriculum ideas & ed classes: make them write, think, read

Market – Open, friendly environment with a comprehensive learning environment (Chesapeake College)

How does a college education benefit a potential student?

PSEOP classes (fun, innovative, we groom the students)

5. New Business

a) Dr. Snauwaert representing the interim College Council recommended to postpone discussion of departmental structure until fall semester of 2013.

Date: April 22, 2013

Subject: Recommendation Regarding Departmental Structure

As a new college, The Judith Herb College of Education must establish a productive organization to support its mission. Consideration of departmental structures is a priority. This work requires a balance of thoughtfulness and alacrity.

The JHCOE Interim Council was established as the Faculty governance body for the period of transition to the newly formed JHCOE. To this end Council has played a central role in the drafting and passage of the JHCOE’s governance documents (Constitution, College Bylaws, Council Bylaws)
and the drafting and passage of a College Diversity Plan. Council has also participated in the identification of strategic priorities as presented by the Interim Dean at the April 12th College meeting.

In addition to the ongoing development of the Mission statement, a logical next step in the transition process is the consideration of the departmental structure of the college. **Departmental structure** is a *means* to achieve the Mission and goals of the college. Departments are the central structure that defines faculty work and collaboration. Given its importance, Council believes it is necessary to think through organizing principles and structures with the whole Faculty. Therefore, we make the following **recommendations**.

1. We recommend that the whole Faculty be engaged in deliberation concerning the departmental structure of the college.
2. We recommend that this deliberation proceed in terms of the following steps.
   a. Identify the deliberative process to be used
   b. Articulate organizing principles, which provide both the logical structure for the departmental organization as well as justifying reasons
   c. Articulate recommendations for the structure of departments in terms of the organizing principles/framework
   d. Identify the process for the implementation of recommendations
3. We recommend that consideration of the departmental structure occur in the Fall 2013.

In no way should these recommendations be construed as resistive or in conflict with the College Administration. We respectfully offer these recommendations in an ongoing spirit of solidarity and cooperation with the College Administration. Indeed, the idea of examining the departmental structure arose from the faculty and initial conversations have identified promising ideas for organizing principles. This work, however, is not yet complete.

As a matter of democratic principle as well as a practical matter, we strongly recommend that we proceed in a deliberative manner allowing for sufficient time for due consideration of this important issue.

**Motion to accept the recommendation was passed**

b) Need to add to College Council Bylaws a representative to University Council clause.

**Meeting was adjourned at 10:56am**
Minutes prepared by Tim Lewandowski