

FILE

Minutes

School of Education

October 17, 2012 Building U Room 202B

	Present	Absent	Excused		Present	Absent	Excused
Anne Angstrom	X						
Kristin Corkhill	X						
Cathleen Doheny	X						
Christy Duda	X						
Erin Harrel			X				
Erika Keith	X						
Barbara Miley	X						
Gina Miller	X						
Vicki Polce	X						
Michele Propper	X						
Mary Robertson	X	Via phone					
Joyce Rollins	X						
Elaine Schaeffer			X				

- I. The meeting was brought to order by Rollins at 9:00 a.m.
- II. Motion to approve October 3, 2012 minutes was made by Miller and seconded by Propper.
- III. FEAP's/Reading/ESOL Updates
 - a. Rollins – Everyone has been working hard on FEAP's/Reading/ESOL Updates which are due to Propper by October 30, 2012. Suggested changes need to be included in the new matrix. Have the second running document from Propper where we can track changes. Master syllabi have to be ready. They do not get sent to the state. They are submitted to the Curriculum Committee soon after the break. We need to have only one person make changes to the master syllabi. This will be a huge undertaking and will be divided among everyone. Chart at the beginning of the syllabi that shows the FEAP numbers, ESOL indicators, Reading indicators will need to be updated. We want these to be in place for August 2013. To Miley – is the February Curriculum Committee the last time to submit for Fall.
 - b. Miley – They are holding true and rigid to the deadlines so there are not volumes and volumes of late submissions. SOE is a leader on these kinds of things. Two were refused because they did not meet the deadlines.

IV. Student/Faculty Issues

- a. Rollins – Briefly discuss some issues. It's mid-semester, students are stressed out. We know the cycle. They decide it's time to gang up on the professors and can go south very quickly. We have two currently being targeted. Please say "If it's really not about me, I prefer you discuss this with Professor Rollins." It's not good for the department for them to bad mouth other professors to other professors. It puts you in a bad position. We all need to have that united front and teach them about chain of command. This way I can see if there truly is an issue that needs to be addressed.

V. Graduate Remediation Process

- a. Rollins – SOE is responsible for our graduates' success for 3 years after graduation. Two part scenario. 1) Help us to understand why we need to hold students accountable. Help them by giving remediation. We are at that point now where we have graduates in the field. We have a few that are not stellar. Not meeting their principal's expectations. We need to begin to think about what the process is going to be for remediation. What is it we are going to look at? Two weeks from now we'll have a discussion about actually creating a blueprint for remediation. Propper and Rollins did a little brain storming.
- b. Miley – When we find out our students aren't quite up where they should be, are the principal's giving us feedback as to what the problem(s) is?
- c. Rollins – Right now we are doing a principal's survey and they let us know if there are issues. We could have a 20 minutes meeting with the principal and the graduate and the person who will be doing the remediation to discuss up to three issues – may be only one. We could have a checklist on the survey, it could be easy for them to check a lot of things. Could be done better in a face-to-face meeting and set up a plan for remediation, let's all three hear it together at the same time.
- d. Miley – I think it would be hard to structure them if they don't really know they are not meeting the expectations.
- e. Propper – Part of the process that we brain stormed yesterday we have a Request for Remediation form that will be sent to the Principals. IT will say what areas of concern are you having with the graduate. Could reach out and call the principal. There will be a letter going out this week to the principals.

- f. Angstrom – Does the state require in public schools or does the school provide or the district provide teachers with a mentor?
- g. Group – Yes. Propper – it used to be called Apples.
- h. Propper – I was a mentor teacher in my school and there is a method of operation for our mentees. Meetings pre, during, and post observation. We are sounding boards to help them through their first year.
- i. Rollins – It may be that we have the Apple teacher in on the meeting as well. They are graduates and we should not be going out a lot. Maybe the graduate may have to come and audit a course. Expect graduates to rise to the occasion.
- j. Angstrom – May need to avoid having students go through the mediation. We may need to brainstorm some ways we can be involved in a first year teacher's experience, minimally. Whether we have a kind of reunion, workshop where we can get together and problem solve with them during their first year out. They do see us as a resource.
- k. Rollins – Have talked to Harrel before this even came up, where in December or in the summer having something like that. Like a full day with some breakout workshops in the morning and then in the afternoon being in the Curriculum library using the machines that are located there. Less than 50% use this resource. Could invite alumni to participate as well.
- l. Miley – The Lee County Reading Council is very interested in pulling some teachers from the various districts to do a Saturday workshop on whatever the newest topic is. If we are ever interested in doing something like that they would be interested in inviting our graduates. Hearing other perspectives. Getting them exposed to other ideas.
- m. Angstrom – maybe during an internship a panel of administrators or mentor teachers could talk about issues in the classroom and problems they see during the first year.
- n. Rollins – All are great ideas. I wanted to give you a heads up that we will have more time to brain storm at the next meeting.
- o. Propper – I can be the point person and they can submit their ideas to me.
- p. Rollins – That is fine or we can have an open brain storm at the next meeting.
- q. Propper left at 9:30 a.m.

VI. School of Education Organization Structure

- a. Rollins – Wanted to spend the biggest part of the meeting on the School of Education Organization Structure. We have been receiving a lot of information from Dr. Allbritten regarding the new organizational structure. We now have 4 schools. Although we have been a school, and we have somewhat of a structure in place. We still need to provide our input for what we think the SOE should look like. Spoke to Harrel to get her ideas and what she was thinking about the structure. We also have Dual Enrollment and Charter Schools under our umbrella. What do we see our structure looking like? We have to provide some input to the VPAA.
- b. Duda – What are the four schools?
- c. Miley – Arts & Sciences, Health Sciences, School of Education, Business & Technology
- d. Duda – Are these new?
- e. Miley – The structure is new, same players.
- f. Rollins – Obviously we have our Dean at the top. Harrel suggested we put Charter Schools under the Dean. They have different curriculum. This is a big piece of the Dean's role. There are many crucial things attached to the SOE, not just baccalaureate programs.
- g. Angstrom - Is there any discussion for Charter Schools to become lab schools?
- h. Rollins – When I met with Dr. Allbritten two weeks ago, he did mention that he does favor lab schools. They are only 9-12 and the eleventh and twelfth graders for the most part are doing Dual Enrollment, the ninth graders would work for our Bio and our Secondary Math. Ninth and tenth could work. When Dr. Dwyer was here he did do a lot of his biology at the Charter Schools. I am sure there are possibilities. One of things Harrel said was she is seeing is taking the baccalaureate and breaking it out even further so that we have Middle Grades Language Arts, Middle and Secondary Math and Science. Maybe having three sections. She is looking toward the future with that. A lot of stuff has been based around the ELED because it's our largest program and the program with the most students. While that's been a good thing in that it has provided us with that stability, but also a not so good thing in that for some of the core courses everybody takes, focused more on ELED because there might only be a few secondary or middle grades students in there. We are at

the point now where have a classroom management class that's focused on secondary and assessment classes. There could be a lot of scheduling issues. Do we want our org chart to reflect those changes? Where do we want Dual Enrollment? I believe that Keith and Corkhill both have contributed to the SOE as a whole. Want to see you both as an integral part of the SOE.

- i. Corkhill – Can contribute to the SOE projects and programs more than the Charter schools, but then we still have that connection to the Charter Schools because we are the second piece of their program.
- j. Miley - Maybe can be a subsidiary of the Charter Schools?
- k. Angstrom – We have teacher education programs in the School of Ed, then we have Charter Schools and Dual Enrollment that are different, maybe in the future we should think about making the Charters a lab. Then the relationship becomes different between the schools on our org chart.
- l. Corkhill – There are a lot of our students that go through the lower level programs here .
- m. Rollins – When the Charters schools and Dual Enrollment are separate on the org chart, what that we are not really looking at them as resources that can also benefit all of us. Organizationally if we put DE off on their own and are not accepting that they are autonomous but would still like to have the resources they offer. Need to make sure that Field Experience and Student Success are an integral part of the org chart.
- n. Angstrom – Everything can be connected to the Dean and one lien showing the relationship among the four entities. Why did DE fall under the SOE?
- o. Corkhill – DE was in Professional and Technical services. DE does not really have a good place. It's an academic program. It has a lot of Student Affairs functions because they go through the entire enrollment funnel. It could be in any academic unit. The history of moving it to the SOE, because the SOE was having such success with the Charter Schools contributed to diversifying the SOE.
- p. Rollins – It's also because that person has a lot of contact with the schools and the SOE has contact with those same schools. We are all on the same page.
- r. Corkhill – Other Colleges it's not uncommon to see DE in Student Affairs program because it is very much in the enrollment funnel. DE articulation

agreements with the counties are comprehensive so they include the career pathways.

- s. Miley – Is there a copy of the current org chart?
- t. Rollins – No there is not. What do you think about Harrel's idea of separating out the Math and Science, both middle and secondary together, ELED by itself and MGLA by itself? Her thought was as we recruit, if we really want those programs to become as strong as ELED, we need to really have them focused.
- u. Robertson – that is why they need to be kept together to keep our numbers stronger. In a school system, more than half the teachers are elementary teachers the middle grades secondary are the other half. Secondary will be smaller just by the numbers of ELED teachers. Why not separate out the MGLA?
- v. Rollins – What I'm hearing is you agree with separating them out except you would put the Language Arts with the Math and Science so that it would be ELED, Middle and Secondary.
- w. Robertson - Middle schools are secondary ed.
- x. Angstrom – I was wondering why we would group science and math together? Give them their individual places. Unless Harrel is think of some kind of STEM initiative? To draw in population that we consider both?
- y. Rollins - Those are just places she wanted us to start the discussion.
- z. Angstrom – If this org chart is divided up by elementary and secondary, and its' posted on the web and a student is interested in coming here for the Teacher Prep program and looks at it and wanted to be a middle school teacher, not secondary. The two would have to be delineated.
- aa. Miley – what would roll up to the lower divisions?
- bb. Rollins – My thought was that she was looking down the road with SACS, we are re-instated, our numbers are up, things are growing. Schaeffer is looking at putting the Early Childhood back as an AS degree. Putting it in as the AA degree is not working real well in Advising. The AS will be a separate program. Harrel says we have more staff positions per student enrollment than other programs. So when we are looking at what we need here, we cannot look at adding more staff, we won't be getting rid of any of those, but we can't add any either. Once of the campuses thought there should be associate Deans, some thought there should be department chairs. They are looking to change the role of the department chair. Administratively, where do you see the department

chair? Do we need an associate dean? We need to submit our thoughts on.

- cc. Miley – As we look down the road, as we are getting ourselves positioned for the growth we anticipate, wouldn't it make sense for each program to have a lead faculty or a department chair? What I do know is we have gone to four schools and the only thing that has been decided that everyone will have a Dean, as far as the rest of the structure will be up to each individual school.
- dd. Rollins – That is the discussion. Do we want to have a lead faculty, multiple department chairs? Or an Associate Dean?
- ee. Miller – If we don't increase staff, I don't know how it will work. It will be like we are doubling up what we already have.
- ff. Robertson – It doesn't make sense.
- gg. Miley – Maybe we go in to lead faculty.
- hh. Duda – I am looking at what we are doing now and see the department chair and then the faculty. As we grow, the department chair has so much responsibility and that role should be stepped up to Associate Dean, and then have the department chair.
- ii. Rollins – Where do you see in the future the department chair falling? We need to make our voices heard. Also we need to look at the supervisory role of the department chair.
- jj. Duda – Should have someone permanent rather than rotating to take on the department chair's responsibilities and not have current faculty teaching and doing administrative work.
- kk. Angstrom left 9:50 a.m.
- ll. Rollins – Could probably be moving away from Associate Deans. If you think down the road we need an associate dean, we can certainly put that forward for thought. Or should the department chair should remain under the dean, we will put that forward. Could we propose that if our program numbers are less than 200 we have one department chair and if our program numbers are more than 200 we have 3 department chairs?
- mm. Miley – What about the CNA?
- nn. Rollins – Dr. Albritten says "we are going to get this department chair thing fixed." Once the CNA goes through, we will be locked in for another three years and also department chairs have no supervisory role over full time faculty, only adjuncts. Does it make sense for the department chair to have a supervisory role over full time faculty?

- oo. Duda and Miller – it would to us especially if we are not going to have an associate dean.
- pp. Duda – My only hesitation with the department chair being done on a revolving basis, is that you're going to get someone in there that being an administrator is not their thing. Do we really want to rotate that?
- qq. Corkhill – Doesn't the department chair work at the will and pleasure of the Dean?
- rr. Rollins - The COP says that the department is appointed by the Dean with input from the faculty for a term of three years, which can be renewed and extended for one more year. The Dean would still do the evaluation of the full time faculty. I will take what I have heard, e-mail it to everyone for comments and we play with it via e-mail until it's due this Friday, October 19, 2012.

VII. Comments/Questions

- a. Corkhill – Next week we are doing the evening meeting and then back to this meeting on October 31st? I will be at a conference for that meeting but will be back for the November 14th meeting. My schedule for the rest of the week off campus for most of the rest of the week for PERT testing. Keith will be off campus as well doing testing. Trying to get everything bookmarked so they will be ready to register on October 24th.
- b. Duda – I sent out reminders about disposition assessment so we can be thinking about that. I will also be sending out this week log in information to our Foundation students and mentors for Tk20 so evaluations can be completed by November 19, 2012. Packets are coming in. 75% completed. We are still tweaking this process. Applications for Field Experience for Spring were due last Friday, re-opened for another week to get last minute students.

VIII. Meeting adjourned 10:15 a.m.