Meeting Minutes

Members Present:  E. Johannningmeier (Chair) Bill Young (Vice Chair/Parliamentarian), Darlene Bruner, Haichun Sun for Nell Faucette, Danielle Dennis, Ann Cranston-Gingras, Bob Dedrick, Joan Kaywell, Jim Paul, Marie Byrd-Blake

Members Absent:  Smita Mathur

Ex-Officios Present:  Michael Stewart, Patty McHatton, Jeannie Kleinhammer-Tramill

Ex-Officios Absent:  Colleen Kennedy, Harold Keller

Other Attendees:  Lora Crider, Council Support

1. Welcome…………………………………………………………………………………..Erwin Johannningmeier

2. Review Minutes of the January 30, 2009 Meeting
The motion to approve the meeting minutes was made by Bill Young with a correction of the spelling of “Hough.” Danielle Dennis seconded the motion. The minutes were passed unanimously.

3. Approval of Consent Agenda (attached)
The motion to approve the consent agenda was made by Bill Young and seconded by Bob Dedrick. The consent agenda passed unanimously.

4. Dean’s Report
Michael Stewart gave the Dean’s Report since she was hosting members of the Foundation Board for COEDU presentations and tours. She is making a presentation to the board entitled “High Tech/High Touch” emphasizing the college’s commitment to technology while still remembering the “human” factor.

The Dean wanted to commend the college on its support and high attendance for the Research Seminars presented in the college. There have been seminars on “Avoiding Audits, IRB’s and the Webinar on the Stimulus Package impact on Education. All research seminars have been well attended.

The college Conceptual Framework Committee had its second meeting yesterday and is in the process of reviewing and making recommendations for minor changes to update the framework. The committee hopes to have a document out for faculty review by May.

The Strawberry sales to benefit migrant education are underway. The dean wishes to recognize Dr. Cranston-Gingras for all her work with migrant education.

The Children’s Festival will be on Saturday, March 7th and is expected to draw 2,000 children. This year theme is “Learning is Wonderbull.”
With regard to faculty searches, there has been only one search where the position was not filled and that is the SLAIT position in conjunction with Arts and Sciences. Positions in Science Education, Measurement and Research, Social Foundations are in the process of negations with candidates. Faculty have been hired in Educational Leadership and Special Education.

5. **Committee Reports**
   a. **GPC Chair Report – Jeannie Kleinhammer-Tramill**
      Jeannie reported that GPC is in the process up updating the list of courses under the C&I Umbrella of college required courses and hoping to broaden the list of courses that can meet those college requirements. GPC has divided into 4 sub-committees consisting of 2 GPC members and 2 content area representatives to more closely examine content areas and what is foundational for our students to learn in those areas. She also discussed that the GPC looked at the presentation made at AACTE on the Ph.D. vs. Ed.D. and how various institutions are redefining the Ed.D. as more of a clinical degree and channeling students who want to work in the school systems toward this degree instead of the Ph.D.

   b. **UPC Chair Report – Patty McHatton**
      The School Partnership group in cooperation with Bank of America has drafted an agreement with the Hillsborough County School District and will use this model to draft agreements with Pasco County as well. Kris Hogarty met with the UPC to discuss the assessment projects and how they are proceeding. Anete Vasquez from Secondary Education gave a presentation on how the impacts on learning are impacting her students. The Graduation with Distinction Award has been chosen for the spring semester and a student from PE was selected as the recipient. It was noted by the committee that student involvement in research beyond the classroom is not only great for the students but is a major factor in outstanding candidates for the award.

6. **Sub-Committees Reports**
   a. **Interdisciplinary Collaboration – Darlene Bruner**
      There was no report.

   b. **Childhood Education and Literacy Studies Governance Document Update**
      Danielle Dennis reported that all the edits have been done and the document is going before the department to be voted on this afternoon. If approved by the department, the document will come back to the Faculty Council for review.

7. **New Business**
   Joan Kaywell reported on the work of the Library Council. The Library is attempting to build a partnership between USF and Hadassah College in Jerusalem. There has been talk of a possible Global Mosaics Program that might involve the College of Education in order to teach multiculturalism and have American and Israeli students share stories about their respective identities. The
Library is also submitting two proposals to access fees generated by students’ technology fees: 1) Modeled after CTE21 and the College of Education, they hope to make tech training available to all students attending USF; and 2) create a “Virtual Learning Commons Area.”

Bill Young raised the question about the departments being able to use the rooms in the new Marshall Center. Michael Stewart said he would look into it further but there is a fee structure in place but their fees are negotiable.

Jennie Kleinhammer-Tramill handed out a copy of the “Discussion Item from the Provost’s Task Force on Faculty Roles, Responsibilities, and Rewards.” The Faculty Roles Subcommittee is trying to define the role of faculty and is asking for input from a broader audience. There was a lively discussion about faculty roles and the culture at USF. The Faculty Council provided Jeannie with lots of feedback on the document.

8. Adjournment
The motion to adjourn was made by Ann Cranston-Gingras and was seconded by Bob Dedrick. The meeting was adjourned.

Attached Handouts:
   January 30 Meeting Minutes Draft
   Consent Agenda
   GPC Members Subcommittee Charge
   Discussion Item from the Provost’s Task Force on Faculty Roles, Responsibilities and Rewards
Consent Agenda - Faculty Council
February 27, 2009

**Undergraduate Program Committee-02/13/09**

*Proposed Policy Change for GKT (General Knowledge Test) Requirement*
Deoksoon Kim made a motion to open the proposed policy for discussion and was seconded by Georgann Wyatt. Mike Stewart explained the rationale for the proposed change. After a brief discussion, Deoksoon Kim made a motion to approve the proposed policy change and it was seconded by Amber Phillips. The Proposed Policy for GKT change was passed unanimously.

**Graduate Program Committee-02/13/09**

**Certificates**

*Psychological and Social Foundations* ................................................................. Jennifer Baggerly
  Graduate Certificate in School Counseling
  GPC Approved.

**Courses**

*Childhood Education & Literacy Studies* ............................................................. Audra Parker
  EDE 6326: Planning and Organizing: Instructional Strategies for Diverse Learners
  GPC Approved.

*Educational Leadership & Policy Studies* ......................................................... Zorka Karanxha
  EDA 6106: Analysis and Change: Inquiry and Accountability for Instructional Leadership in Schools
  GPC not approved, REMOVED until further notice.

*Special Education* .................................................................................................. Ann Cranston-Gingras
  EMR 6052: Advanced Theories and Practices in Mental Retardation
  GPC Approved.

**Programs**

*Childhood Education & Literacy Studies* ............................................................. Audra Parker
  MAT in Elementary Education
  [http://www.coedu.usf.edu/main/CC/MAElementaryEducation.html](http://www.coedu.usf.edu/main/CC/MAElementaryEducation.html)
  GPC Approved.

*Special Education* .................................................................................................. Ann Cranston-Gingras
  M.A. in Special Education – Intellectual Disabilities
  GPC Approved.
Meeting Minutes

1. Welcome.................................................................................................................................... Erwin Johanningmeier

   A motion was made by Bob Dedrick to accept the meeting minutes and was seconded by Bill Young. The motion passed unanimously.

3. Approval of Consent Agenda.
   A motion was made by Ann Cranston-Gingras to accept the consent agenda as written and seconded by Danielle Dennis. The motion passed unanimously.

4. Dean’s Report (will add later)
   The Dean gave an update on the seven (7) searches going on in the College of Education. All searches are in the later stages of conducting candidate interviews or making offers. Almost every candidate has been attracted to the College because of its growing national reputation and its positive impact on education. The searches being completed are in Educational Leadership and Policy Studies, Educational Measurement and Research, Mathematics Education, Science Education, Foreign Language, Second Language Acquisition/Instructional Technology, Psychological and Social Foundations, and Special Education.

   The Dean will soon share with faculty and staff the latest information on the hiring and spending freezes. The Dean encouraged departments to begin preparing their justification for exceptions to the hiring freezes. The Provost has indicated that faculty positions that are currently vacant will likely be filled on a temporary basis by visiting instructors, in all but rare cases. Travel restrictions are also in effect. We are all encouraged to economize as much as possible in these tough economic times. The Provost anticipates that the funding for this year’s summer school session will be approximately equal to last year’s funding.

   Dr. Harold Keller will be speaking to participants at the upcoming University Diversity Summit about our Faculty Mentoring program. The College of Education’s Diversity Committee will be honored with an award for its excellent work in developing initiatives that infuse diversity issues through the

Approved 02/27/09
College. Due to economic hardships facing many institutions, NCATE offered institutions in good standing the option of postponing accreditation visits for one year. The COEDU has chosen to exercise this option; therefore, the FLDOE/NCATE site visit has been postponed until 2013.

With regard to Development, the Department of Educational Measurement and Research received $120K from alumna Susan Hough-Henry to create a state-of-the-art Research Statistical Laboratory. The Michelin Golf Classic was held recently and, due to the efforts of Olin Mott, some of the proceeds went to support tutoring programs in the Middle Schools and at Joshua House in which are students receive tuition support for tutoring. The Suncoast Tennis Pro/Am will be held in the near future to benefit Migrant Education.

Work continues on the Compact Plan. After reviewing the plans submitted by departments/centers, we have identified e-learning as one initiative. Given that USF charges fees for online courses and that the COEDU is heavily involved in distance learning and faculty have proposed more offerings (certificates, courses, degrees) we can develop a business plan with Kathleen Moore’s E-Learning center that will generate increased revenue for us while expanding our offerings. Chairs will work next with the dean and her leadership team to identify other high priority areas that cut across departments/centers, such as enhancing graduate education and continuing to build our research infrastructure. Once we have a draft college compact plan, it will be shared widely with the faculty for their input.

5. Committee Reports
   a. GPC Chair Report – Jeannie Kleinhammer-Tramill –
      There was no GPC Report as Jeannie Kleinhammer-Tramill was unable to attend.

   b. UPC Chair Report – Patty McHatton
      The suggested policy change for the GKT was handed out to UPC members. The new policy would require the GKT for admission to the college instead of prior to graduation. The School Partnership agreement is in the process of being written. The Bank of America Scholarships were awarded for this Spring Semester. Policies for Academic Integrity and Interruption of Academic Progress were handed out to committee members. The UPC will be reviewing the student assessment data to see if there are any trends or areas which should be given greater attention.

6. Sub-Committees Reports
   a. Interdisciplinary Collaboration – Darlene Bruner
      There was no report as Dr. Bruner was absent.

   b. Childhood Education and Literacy Studies Governance Document Update
Danielle Dennis reported that the Department is incorporating the feedback into the Governance Document and should have a revised document soon.

7. **New Business**
   a. **Library Council**
      Joan Kaywell reminded everyone of the great resource that Susan Ariew is and encouraged everyone to use her in their courses. It was suggested that perhaps the GPC can come up with a plan for how to connect to the Library’s resources. Online tutorials, Podcasts – orientations were mentioned as possible ways.

   b. **Graduate Assistants**
      Bill Young reported that administrative and academic units are beginning to look for graduate assistantships to replace vacant instructor and other faculty lines for teaching, research and administrative responsibilities during this budget crisis. We are getting more and more requests for graduate assistantships from part-time students who have lost their jobs or who are about to lose their full time positions. Given this scenario, we may have opportunities to place more of our doctoral students on graduate assistantships than in previous years.

   c. **Alternative Teacher Certification**
      Michael Stewart reported that the Hillsborough County Elementary Education is no longer hiring those with alternative teacher certification.

   d. **Faculty Mentoring Program**
      Harold Keller reported that there are some great recommendations and a consistent list of qualities in outstanding mentors being submitted on peer reviews. It was suggested that the college might want to institute a Faculty Outstanding Mentor Award. The Faculty Mentoring Board is reviewing this possibility.

8. **Adjournment**
   A motion was made by Bob Dedrick to adjourn the meeting. The meeting was adjourned.

Attached Handouts:
November 21 Meeting Minutes Draft
Consent Agenda
Consent Agenda - Faculty Council
January 30, 2009

Undergraduate Program Committee-01/16/09

Secondary Education Program Proposals – Compliance Adjustments (total hours)

Mathematics Education, B.S. ......................................................... Rick Austin
Dr. Austin gave a rationale for what was done to bring the hours of the program into compliance. The Committee reviewed and passed the proposal.

Science Education, (Biology), B.S. ................................. Dana Zeidler
Dr. Rae Clark gave a rationale for what was done to bring the hours of the program into compliance. The Committee reviewed the proposal and suggested some verbiage changes to the proposal. The proposal was approved pending the suggested verbiage changes were made.

Science Education, (Chemistry), B.S. ............................. Dana Zeidler
Dr. Rae Clark gave a rationale for what was done to bring the hours of the program into compliance. The Committee reviewed the proposal and suggested some verbiage changes to the proposal. The proposal was approved pending the suggested verbiage changes were made.

Science Education, (Physics), B.S. .............................. Dana Zeidler
Dr. Rae Clark gave a rationale for what was done to bring the hours of the program into compliance. The Committee reviewed the proposal and suggested some verbiage changes to the proposal. The proposal was approved pending the suggested verbiage changes were made.

Graduate Program Committee-01/16/09

Courses
Elementary Education & Literacy Studies......................................................... Nancy Williams
RED 6747: The History and Foundations of Reading Materials
http://www.coedu.usf.edu/main/CC/RED6747.html
Course Termination was Approved by GPC.

Educational Leadership & Policy Studies....................................................... Leonard Burrello
*EDA 6106: Analysis and Change: Inquiry and Accountability for Instructional Leadership in Schools
http://www.coedu.usf.edu/main/CC/EDA6106.html
(*removed, not approved by GPC – will be on the 02/13/09 GPC Agenda.)

Psychological and Social Foundations....................................................... Carlos Zalaquett
MHS 6311: Online Services in Counseling and Helping Professions
http://www.coedu.usf.edu/main/CC/MHS6311.html
Course Non-Substantive Change Approved by GPC.
Dear GPC members,

Last time we divided into workgroups to gather information about courses that are regularly substituted for those currently approved to fulfill the social foundations, psychological foundations, curriculum foundations, and research foundations requirements. Even though some of the workgroups have already met, I’m writing to provide clarification on your charge, as follows:

1. Please identify one or two content experts in the foundations area you are addressing and invite them to join the workgroup.

2. Try to approach discussion of the foundations area conceptually before you move to the level of discussing individual courses. As an example, the workgroup, including the content experts, that is exploring Social Foundations should review any relevant documents and discuss the meaning of and conceptual framework for Social Foundations within the context of a doctoral program requirement. Then, courses can be considered in the context of that purpose. Some guiding questions might include:
   - What is the conceptual basis for social, psychological, research, or curriculum foundations?
   - Why is social foundations (or the foundations area you're examining) considered a core requirement?
   - What essential knowledge and skills should doctoral students gain from the foundations course(s)?
   - What are the current course options in that foundations area?
   - How do the current approved courses fit the conceptual purpose of the requirements for that area?
   - Are all of the approved courses still offered and/or are they all still relevant to the particular foundations area?
   - Do other non-approved, but frequently substituted, courses meet the spirit of the foundations requirement?

3. Jennifer suggested a useful way to organize our work. Based on her suggestion, please post all relevant documents and, particularly, all course syllabi (for both approved and frequently substituted) courses on the N drive so that we can all access them. I’d like for Lora to set up one folder labeled GPC-FOUNDATIONS on the N drive and set up 4 subfolders including one for each workgroup. Please save all relevant documents that your group reviews to the appropriate folder. I’ll make sure that we have a computer and projector available for each group when they present their findings and recommendations to GPC.

4. To make sure that the subgroups have time to complete their work, I would suggest we report on our findings and recommendations for approving any new courses (or eliminating any old courses) in each of the respective foundations areas at the April meeting rather than the March meeting. If needed, we could schedule extra time for that meeting to be sure that we cover everything and at least briefly discuss any implications for next year's agenda.

Please feel free to add to or edit any of this as you see fit. My intent is just to ensure that we engage in a thorough examination of this topic because of its importance to our doctoral students and its implications for sponsoring departments.

Let me know your feelings about delaying this discussion until the April meeting and about possibly scheduling extra time for that meeting.

Thanks,
Jeannie KT
In the Fall of 2008, the Provost convened the "Task Force on Faculty Roles, Responsibilities and Rewards" (FRRR) to advise the Provost and Senior Vice President on policies related to these issues in an effort to enhance USF’s standing among AAU institutions (for further information on the TFFRRR see: http://www.acad.usf.edu/Task-Force/FRRR/). The subcommittee on Faculty Roles was assigned the duty of developing a definition of faculty. The subcommittee pursued this assignment by reviewing various definitions of faculty provided by academic institutions including the AAU and the UFF (among others), and USF documents containing line assignments. The subcommittee debated the merits and pitfalls of each of these approaches. Based on these reviews and discussions, the subcommittee developed a definition of faculty that includes, as part of that definition, specific value statements related to faculty roles.

**Definition of Faculty at a Top Tier Research University**

The fundamental value of a top-tier research university is the disciplined creation, cultivation and dissemination of knowledge. Faculty members at such an institution are the agents of this process. The stature of a university faculty derives from the extent to which the knowledge created at an institution is recognized by the larger community of scholars and consumers of new knowledge (in academe, government, and other societal organizations) as central and critical to ongoing effort to further the intellectual reach of humanity. Consistent with this core mission, faculty members often are engaged in addressing issues of importance to the local, state, national, and international communities, but the creation of new knowledge that may not have immediate applicability is valued in its own right.

The stature of individual faculty members within a top-tier research university is based upon the extent to which their individual contributions are seen as central and critical to furthering knowledge within and beyond their disciplines, and the extent to which their individual prominence within their discipline contributes to the prominence of the institution as a whole. At such an institution, faculty roles and rewards are tailored to be consistent with this central value.

At a successful top-tier university, this fundamental value is also understood to infuse all the activities of a faculty member, including the traditional categories of research (scholarship), teaching, and service. Research represents, of course, the knowledge creation process itself, teaching represents one part of the cultivation and dissemination of knowledge (publishing and other mechanisms of placing the new knowledge within the public domain represents another part of knowledge cultivation and dissemination), and service represents the creation of mechanisms to support the knowledge creation process.

The difference between the teaching roles within a top-tier research university and other institutions of higher education is that, at a top-tier institution, the most valued teaching activities are infused with the knowledge creation process, that is, they convey newly created information along with the disciplined ways of thinking that are used to generate new knowledge. At other educational institutions, including other institutions of higher education, teaching emphasizes consumption of knowledge created in other venues, including research institutions. These differences are, of course, not absolute; teaching of both kinds can be found at either kind of institution. A top-tier research university, however, places the most value and emphasis on the
knowledge creation process, and faculty roles and rewards pertaining to teaching should more directly represent this value system.

Similarly, service at a top-tier institution is valued in proportion to the extent to which it contributes to the knowledge creation process. Once again, roles and rewards pertaining to service should be tailored to accommodate this central value.

**Request from the Faculty Roles Task Force**

Members of the Faculty Roles Task Force have committed to engaging colleagues in their respective Colleges in informal discussions of the definition provided above. We are seeking general feedback about how you see your role at USF in relationship to this definition and how well you feel that the definition fits USF.

With the above in mind, please respond to the following questions.

1. To what extent does the above statement appropriately describe faculty roles in a top tier research university? Please discuss how specific elements of this statement reflect the roles of faculty.
2. Do you envision USF as having the potential to be a top tier research university? Why or why not?
3. To what extent does this statement accurately describe your role at USF?
4. In the absence of a similar definition of faculty roles at USF, would you support adoption of this statement? To what extent would you expect others in your department/college to support it?
5. Do you agree that USF should aspire to be a top tier research university?