

COEHS Meeting Minutes
Wednesday, October 14, 2020
1:00 p.m. – 3:00 p.m.

Dean's Remarks

- International Travel banned during fall- likely to be extended through spring
- Domestic travel undetermined
- Spring break will likely move to beginning of spring, therefore delaying start by one week
- Thanks for FAC, faculty and staff on comments and work on CSU 2.0
- There were hundreds of responses provided throughout university
- Questions:
 - Any update on commencement (Yusko)?
 - Will be virtual. No further details
 - Need to convert videos to Panoptos in order to save large and costly storage fees charged to university (Ausherman)
 -

Call to Order

Faculty Secretary – Amanda Yurick

Approval of September 16, 2020 Faculty Meeting Minutes

Revision: Subcommittee reports

- First five bullets attributable to Subcommittee one presented by Stephanie Drcar

Approval of Curriculum Proposals

- MTH 127, 128, 129 Changes
 - Change these to two-four credit courses (135, 137) and 138; More in line with community colleges
 - Eliminates need for MTH87
 - Some content will be cut (irrational numbers, some geometry, volume, and area. Content appropriate for upper middle school)
 - Six contact hours, two remedial
 - Students either take 135 OR 137
 - Remedial work is bundled into 135
 - If student takes 135, they do not take 137
 - How many students who have taken 127 had to take remedial 87 prior to that?
 - 135 would be in a stand-alone section
 - Implements special ed and early childhood students; both programs support the proposal
 - *Vote: one opposed; two abstentions; majority in favor*
- HED 460 and HED 354 Name Changes
 - Change to Strategies for Health Education Instruction; Change to Administration of Health Programs
 - Change would increase appeal to students outside licensure area

- *Vote: no opposition; no abstention; all in favor*
- Sports Management Changes
 - Change prefix from PED to SPM
 - Two name changes (Sports Law; Survey Research and Data Management)
 - *Vote: no opposition; no abstention; all in favor*
- Gifted and Talented Learners (with licensure), M.Ed.
 - Change to gifted specialization leading to endorsement
 - Proposal reduces endorsement credits from 19 to 15; by eliminating two courses and increasing capstone credits
 - Removed courses would continue to be offered as electives
 - Changes credits for action project and capstone (4 to 3)
 - *Vote: no opposition; no abstention; all in favor*
- Teaching English to Speakers of Other Languages (TESOL), Graduate Changes
- Teaching English to Speakers of Other Languages (TESOL), Undergraduate Changes
 - Parallel proposals (Grad/Undergrad)
 - Updating course descriptions according to TESOL standards
 - Change in credits required for endorsement (EDL 410/510 no longer required)
 - *Vote: no opposition; no abstention; all in favor*
- Computer Science Teaching, K-12
 - Endorsement track taken at post-bac level
 - Teachers to add endorsement to existing teaching license
 - *Vote: no opposition; no abstention; all in favor*

Update from Subcommittees on Interrogating Teaching and Learning Structures in Pursuit of Equity and Social Justice

- Groups will report; tell what is needed; ask for input for data requests

Subcommittee 1: Guidelines, Policies, and Procedures (Debbie Jackson)

- Draft of research question
 - Which policies and procedures promote or inhibit student success? How does accessibility of policies and procedures impact students?
- We have petitions data from Dean's office
- Grade disputes and grade changes are under review.
 - How often do these requests occur in contrast with how many students fail or repeat courses?
- *No further request for data*
- In addition to grade changes/disputes
 - Analyzed petitions policies, interventions for struggling students
 - Completed a document analysis (review of handbooks) of how these processes function and exceptions to rules, etc.
- There are a lot of petitions from TE. Are there better ways to do this? Other departments do not seem to have the volume of petitions TE does

Subcommittee 2: Curriculum, Instruction Strategies, and Approaches

- How do CoEHS courses develop knowledges, skills, and dispositions aligned with social justice literacy, racial literacy, and critical consciousness in our students?
- Sub-question: What opportunities for developing these knowledges, skills, and dispositions are present in CoEHS syllabi?
- Instead of assessing this in students, how are we, as instructors, developing and nurturing these dispositions?
- Examine syllabi for what is included/excluded?
 - Engage in interviews for mixed methods
- *Data request: syllabi, instructor interviews*
- Make recommendations for using social justice lens to meet objectives in courses
- Moving from assessment to development; examine what we are doing in our courses
- Anne Galletta notes that there is a disposition assessment committee and are dovetailing this work with this subcommittee
- Is it possible to get GA assistance with this work?

Subcommittee 3: Mission and Vision

- Need to be sensitive to trigger words while working toward societal shift
- Within the group, intragroup growth is occurring
- How are we going to measure integrity? How to operationalize this?
- How to measure that people are upholding mission and vision?
- Are we currently doing this?
- We may decide to do climate survey for students
- We want the outcome to also apply to individual growth for faculty. Putting in work to expand personal growth is important. Not just external application of these mission and vision statements
- Individual identities permeate the group; intragroup development is intentional; all part of process
- *Data request: syllabi for review of mission and vision*

Subcommittee 4: Dissemination

- Center would be hub for social justice and equity work; but may need to re-envision is own brand for scaling
- Team met to review next steps for rebranding the center
- Need to develop a repository for these works as they develop
- What will the culminating activity/experience be? Unsure at present
- *Data request: none*

Subcommittee 5: Student success

- Existing barriers that are internal and external to university. How do they affect student success?
- What supports are we offering, or should we offer to compensate for these barriers?
- Reactively, do we have systems in place to help students with these internal and external challenges?
- Disparities with different groups? Race? Nontraditional students?

- Data collection should include distribution of survey related to student challenges, supports for challenges.
- Clarifying these specific survey questions now
 - Aim for end of month to have survey to submit for dissemination
- What do faculty and advisors need for sharing information with students?
 - We have forged a good connection with faculty and staff across areas of the college
- *Data request: survey administration and then considering analysis of retention data*

Subcommittee 6: College, Culture, Community Building

- Examined 2014 survey; reissue of that survey good step forward
- How do faculty staff feel about culture and climate of the college?
- Will compare past to current survey for analysis of growth and progress
- Seeking feedback on questions for changes or additions
 - How many times have faculty been called racist due to a grade dispute etc.? (Ausherman)
- Faculty still need time (one week) to review and make suggestions for survey
- All voices encouraged
- *Data request: none. Need support with Survey Monkey*

New Business/Announcements

Judy Ausherman:

- Register for small teaching with Flower Darby
- In 2024, NCAA women's final will be in Cleveland

E-learning has announced cost for not converting videos to Panopto

Molly Buckley Marudas

- Action research program sign up:
- <https://www.surveymonkey.com/r/55YPZHZ>

Call to Adjourn: Meeting adjourned: 2:38 pm

Respectfully submitted by A. Yurick, 10-14-2020