



UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

September 7, 2018, 8:00 - 9:30 am

Faculty Club, Rooms A, B, C

MINUTES

Present: Co-chairs Randy Smith and Don Pope-Davis; Eric Anderman, Anika Anthony, Patti Brosnan, Michele Brown, Erica Brownstein, Colette Dollarhide, Caryn Filson, Gene Folden, Howard Greene, Michiko Hikida, Ben Kanzeg, Alan Kalish, Helen Malone, Glenn Martinez, Mark McGuire, Greg Rose, Bryan Warnick
Absent/ Excused: William Ballenger, Chris Faltis, Steve Fink, Karen Hutzel, Erik Porfeli

1. Greeting and introductions
 - a. Dean Pope-Davis
 - b. Guest: Dr. Melinda Rhodes-DiSalvo - Institute for Teaching and Learning (UITL)
2. New Business
 - a. Dean Pope-Davis opening remarks
 - i. In the first eight weeks, he has been conducting listening tours, and has met with alumni, students, faculty, staff, donors, and senior administrators. He will share remarks during the EHE Convocation. Priorities will emerge.
 - b. Review of August 2018 Minutes
 - i. Motion to approve, seconded, all in favor.
 - c. Institute for Teaching and Learning (Dr. Melinda Rhodes-DiSalvo)
 - i. The Institute, in operation for two years, leads the university in achieving the goal of being as highly regarded for world class teaching and learning as it is for research.
 - ii. UITL reports to Kay Wolf, Vice Provost for Faculty Resources and Academic Policy.
 - iii. There are four pillars within UITL.
 1. Instructional Support
 2. Inquiry and Scholarship
 3. Policy
 4. Communication
 - iv. [UITL's website](#) currently lists [Teaching Endorsements](#) available to faculty endorsement recipient lists will be reported out on the site and to colleges quarterly. UITL also offers [Scholarship of Teaching and Learning and Disciplinary-based Educational Research Grant and Implementation Awards](#) annually. This year's grant recipients and their projects are included on the UITL website.
 - v. Faculty and teaching and learning experts from across the university invited to collaborate with UITL; discussions and conversations like the one with UTEC are essential for establishing supporting those collaborations.
 - vi. UITL has the goal of elevating and leveraging existing expertise present in programs, departments, centers, and faculty groups, as well as providing new and innovative methods or systems for supporting teaching excellence and student success at the university.
 - vii. Please visit the [UITL Teaching Support Program](#) web pages.
 - d. Council for the Accreditation of Educator Preparation Update (CAEP)
 - i. A list of files uploaded for the CAEP review team was distributed. Files include evidence Standards 1 – 5 and the cross cutting themes.
 - ii. The on-site visit will occur December 2-4. There is a team of six plus one ODHE representative.
 - iii. Please hold the dates on your calendar, including Sunday, December 3 and Monday, December 4. An agenda will be given to us in November and will be distributed.

- iv. The pre-visit review cited recruitment, integration of technology, and integration of diversity as the areas where more supporting data or information are needed.
- e. Evidence of candidate performance improvement from Advanced P-12 Field Placement to Student Teaching (Pre-CPAST to CPAST) Data were from 2016-2017, and 2017-2018 cohorts.
 - i. A special thank you to the EHE Research Methodology Center for assisting with this multivariate analysis.
 - ii. During field experiences, students, co-teachers and teachers set goals for student teaching. These are evaluated at mid-term and end of semester. How do student improve?
 - iii. An example of a goal is, "to improve my ability to interact with parents." Discuss limitations, what student is struggling with, how to improve, and write an objective. (It is both qualitative and quantitative.)
 - iv. Every student improved their scores in goal target areas over time.
 - v. It was suggested to
 - 1. Show a trend analysis by each category over time. (Are these statistically significant?)
 - 2. Include a note about analysis - how done, controlled for what, etc.
 - 3. Disaggregate by each race type.
- 3. Old Business, updates
 - a. Alliance for the American Dream
 - i. This is about social mobility and how to identify ideas that will foster equality of opportunity.
 - ii. There have been many submissions to date. Ten initiatives were identified in August. Three will be selected in November.
 - iii. A workshop was held last week.
 - b. General Education (GE)
 - i. Material will be submitted to University Senate in January 2019, to be implemented autumn 2020.
 - c. University Sesquicentennial
 - i. Next event is the Academic Summit – Preparing Leaders and Engaged Global Citizens, on October 15 at the Ohio Union.
 - ii. Ohio State will select 150 students from across the university (all campuses) to participate in the Sesquicentennial Student Scholar Leadership Program. Each student will receive a \$2,500 scholarship. It is according to size of program, so A&S will get the greatest amount. Applications are open until February 1, 2019.
 - iii. Question: For students who are already here, can we continue the scholarship for at least three more years to finish their degrees?
- 4. Subcommittee Reports, updates
 - a. Voucher Subcommittee
 - i. Meeting will be held in October.
 - b. Forms Subcommittee
 - i. Provided feedback to the CAEP requested plan for training for cooperating teachers.
 - c. Appeals Subcommittee
 - i. The process is working well.
 - ii. There were quite a few appeals over the summer.
 - iii. Examples of "dispositional" issues are: being late; not engaging at a professional level; and not responding to faculty.
 - d. Program Lead Subcommittee (Karen Irving)
 - i. Meetings will be held in October and November.



- e. Ad hoc Opiate Directive Subcommittee (Bryan Warnick)
 - i. A new online module has been developed for students to complete for licensure approval. It takes two to three hours, and covers the science of addiction, recognizing and supporting students with addiction problems, and how to respond to a drug overdose. Next steps are to continue to assess the module, integrate into undergraduate courses, and develop a version for OSU faculty.
 - ii. A conference was held at the Ohio Union in July, with 175 educators from across the state attending. CEUs were offered. Feedback on the conference was positive, with a suggestion to make it a repeatable event.
 - iii. The website information is being finalized with points from conference.
- f. Ad hoc Alternative Licensure Subcommittee
 - i. There has been some worry over how this will impact the quality of education.
 - ii. Now students take random courses for certificate.
 - iii. Alternative programs should take the form of university certificate program with routine processes for approval.
 - 1. An official certificate would consist of 12 hours in specific area.
 - 2. By requiring programs going through a formalized process, we have the ability to track data.
 - iv. Areas of interest were Special Education, World Languages, and STEM. We have no control over admissions.
 - v. We should be working with CETE to improve the connections between the center and the department.
 - 1. CETE offers an on-line six week course. Students must have a 2.5 GPA, and must pass OAE.
 - vi. Questions: What is the incentive for a certificate versus a Master's degree? What are the grades of pay?
 - vii. Please provide feedback at next meeting.
- 5. Discussion from floor
 - a. Three dean searches going on now for A&S, college of Public Health and Law.
 - b. Randy Smith has been focusing on the 2+2 program at state level.
 - i. October 9 summit at Fawcett Center with Columbus State Community College President Dave Harrison and eight to 10 school districts, to discuss 2+2 Pathways.
 - c. Students would like more leadership opportunities. Six colleges are ready to develop a leadership program.