



UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

October 2, 2015

8:00 to 9:30 am

Faculty Club Rooms A, B, C

Minutes October 2015

**Present:** Co-chairs Cheryl Achterberg and Randy Smith, Eric Anderman, Patti Brosnan, Michele Brown, Erica Brownstein, Alexis Collier, Colette Dollarhide, Caryn Filson, Howard Greene, Alan Kalish, Brian Perera, Gregory Rose, Sandy Stroot, Rao Unnava, Bryan Warnick, Andy Zircher

**Absent/Excused:** Anika Anthony, Diane Birckbichler, Richard Blatti, Graham Cochran, Steve Fink, Gene Folden, Christopher Hadad, Garrett Heysel, William MacDonald, Carl Maresh, Susan Olesik, Christina Pelletier-Blazakis, Jason Ronis, Debbie Smith-Shank

1. Greeting and introductions
  - a. New members: Michele Brown (Senior Assistant Director, Outreach/Academy), Graham Cochran (Agriscience), Brian Perera (Government Affairs), Rao Unnava (Fisher College of Business)
  - b. Guests: Caryn Filson for Graham Cochran
2. New Business
  - a. Review of August 2015 minutes – Handout #1
    - i. Approved as written
  - b. Job placement data, Andy Zircher, Handout - Employment Figures: Count of Graduates and Response Rates for Graduation Survey
    - i. Survey:
      1. Is administered to undergraduates and master's students three weeks prior to graduation; they have until graduation to complete it.
      2. Is from a university-administered survey (Student Life).
      3. Administering in fall would make us look better; families that come in for admissions want employment information and will avoid careers with poor outcomes.
    - ii. Data
      1. Results are EHE only, for purposes of UTEC meeting.
      2. Could perhaps be gathered by program managers on their graduates, or some may already have it. Patti Brosnan volunteered to survey managers and present the information at the November UTEC meeting.
      3. Being more accurate would paint a positive picture.
    - iii. Categories listed for Employment Figures: Accepted/Offered, Not Begun Search, and Searching.
      1. Question about employment was triggered only if plan was employment (not grad school, etc.). Survey asked about primary plans as well.
      2. Administering survey further out, like in November, would give more accurate (positive) picture of employment. For example, school districts may not be hiring December graduates right away, May graduates may be offered jobs in August or September, and many principals are out over the summer.
  - c. Initiate an advisory group to help prioritize research needs (Randy Smith)
    - i. Table until later date.



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- ii. What do we really need to know in terms of teacher preparation?
  - 1. Need a small set of questions to address.
  - 2. Analyze data, build from there.
- d. GATES discussion (Erica Brownstein) Handouts 2 & 3
  - i. Gates admission requirements are for initial licensure only.
  - ii. UTEC admission approval (GPA and ACT/SAT scores)
    - 1. In response to state legislature concern about admission standards.
    - 2. Comply with agreement developed ODHE (then OBR), public and private institutions.
      - a. State legislature did not make entrance standards part of the law. ODHE does not presently have authority to establish minimum standards for acceptance to the program.
    - 3. 2012 CAEP Standards have entrance requirements (GPA of 3.0, group ACT/SAT in the 75th percentile). These are requirements are presently in review.
    - 4. Programs can appeal for students to be accepted to a program if only one item is absent.
  - iii. How might these gates affect enrollment?
    - 1. Ohio State is ranked highest in state. Changing the GPA back to 2.75 could impact our national ranking and reputation.
    - 2. Some programs may be negatively impacted with GPA and/or ACT minimum requirements. Students that do not have the minimum ACT may take another test (NES). Some gates would be a heavy hit to programs (e.g. on smaller (regional) campuses and Agriscience). A number of programs would be negatively impacted.
    - 3. Those not admitted to Columbus campus sometimes go to smaller (regional) campuses or into Early or Middle Childhood Education (non-licensure).
      - a. Continue to revise letter provided to students (maybe be clearer about options).
      - b. Inform students of the appeals process.
    - 4. This is worth looking at university-wide...where do our students go who are not accepted into competitive programs? What are their options?
    - 5. Bring advising staff in on these discussions.
  - iv. Some students are admitted but decide not to enroll. Reasons include:
    - 1. Other colleges present a more secure pathway, offer full scholarships, and earlier admission guarantees. (Our students typically don't find out until their junior year if they are admitted.)
    - 2. We have a cap on number of students accepted into programs.
  - v. GPA and ACT scores:
    - 1. Research shows that ACT and SAT scores are proxies for income.
    - 2. Should we stay with a 3.0 GPA and ACT test score implementations for next fall? Or reconsider one or both? Perhaps have two separate discussions.
    - 3. ACT is 21 for the subscores: Reading, Writing and Mathematics.
    - 4. Maybe keep proposed standards, but make programs and students aware of petitions that may be put forth by programs?

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- vi. Action items:
    - 1. Look at present data (GPA, ACT), and which programs are impacted. How many students are impacted?
    - 2. Greg Rose and Sandy Stroot will investigate what those students do who are not accepted into programs. They will report back to UTEC.
  - e. UTEC member area updates/goals (table until November meeting)
3. Old Business
- a. Campus summit to discuss meaning of high school diploma in context of dual enrollments, 2+2, etc.
    - i. There is a new meaning of high school diploma and dual enrollment.
      - 1. What exactly is 12<sup>th</sup> grade material?
    - ii. Decision was made to focus on four areas:
      - 1. Faculty support for teaching
      - 2. Inquiry and scholarship
      - 3. Policy development
      - 4. Communication about what committee is doing
    - iii. Research has been done on pathways.
    - iv. We need to inform faculty what this is all about.
    - v. How can we support the committee and move forward?
      - 1. This could ease transition for students.
      - 2. Discussion has not included cognitive and social development. We could use the Woodrow Wilson program for discussion as well.
    - vi. Two RFPs are out from OBR:
      - 1. Collaborate with school districts to teach these courses.
      - 2. Financial support for innovation and creative ways to support these high school teachers.
    - vii. Credential Discussion
      - 1. Could an endorsement be created?
      - 2. Perhaps teachers should be certified to teach 12<sup>th</sup> grade?
      - 3. Would all teachers need to be certified to teach college?
4. Committee Reports
- a. Ad hoc Fees Committee update, Greg Rose
    - i. Will convene fall meeting soon for updates and how the process is working.
    - ii. Committee will discuss time commitments and distribution of work.
    - iii. First round of Tk20 went smoothly.
  - b. Appeals Subcommittee, Erica Brownstein
    - i. Recently had one appeal.
    - ii. Process is being developed. Results will be sent to department chairs.
    - iii. Concerns that have arisen
      - 1. There are different standards within a single program that is offered on various campuses.
      - 2. Students wary of appealing due to risk of repercussions. They need to be assured that there will be no retribution.
5. Discussion from floor
- a. Updates, Randy Smith
    - i. Goal by autumn 2016 is to establish a university institution of T&L. Approval expected six months from now. Draft proposal expected by end of year.
    - ii. Proposal to change structure of summer term to a 12 week term, with no "Maymester." Could be six weeks + six weeks or four three-week blocks. It will

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- be much more flexible. Lots of support campus-wide. This is expected to be in place by next summer if passed by University Senate in November.
- iii. New Department of Medical Education in Anatomy being developed.
  - iv. There are searches for a new Vice Provost, VP and Dean of Graduate Education, VP of Outreach, and Director of Library.
- b. Update, Erica Brownstein
    - i. The raw score changed for Early Childhood Special Education (a positive impact). Also changed is the pass score for Secondary Language Arts.

### Proposed November agenda

- a. Patti Brosnan, survey findings of program manager employment data on graduates
- b. UTEC member area updates/goals
- c. Committee reports
- d. CAEP transition
- e. Update on development of certificates
- f. STEM, communication concerns
- g. State program submission and new ranking of programs by the ODHE

### Future agenda items

- a. Initiate an advisory group to help prioritize research needs
- b. GATES admission requirements follow-up
- c. Greg Rose and Sandy Stroot will investigate what students do who are not accepted into programs
- d. Pearson testing site
- e. Dual enrollment
- f. Job placement data
- g. OAE results (December and May)
- h. Regional update (January of each year)
- i. edTPA results (January and June)
- h. Survey of employers and alumni (Andy Zircher)
- i. Statement of Principles from CIC on Accreditation
- j. Discussion of Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

Next meeting is November 6, 2015.

To add agenda items, please send to Erica Brownstein, preferably one week before the next scheduled meeting.

Remaining 2015 meetings are 8-9:30 am, Faculty Club rooms A, B, C: November 6 and December 4.

2016 meetings: 8-9:30 am, location TBA, January 8, February 5, March 4, April 1, May 6 and June 3.