

6.4.k Unit Governance and Resources -Addendum

How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

The College of Education (COE) has administrative responsibilities and oversight authority to plan and implement all initial and advanced programs for teacher education and educational leaders, as evidenced by clearly established policies that govern programs, student/candidate admission/retention, and faculty selection/development.

There are three key active COE Councils --- PK-16+ Council, COE/PGS (College of Education/Professional and Graduate Studies) Administrative Council, and the Partnership for Assessment of Readiness for College and Careers (PARCC) Team. (Exhibit 6.4.l Selected Mtg Minutes for COE/PGS AC). The PK-16+ Council is the decision and policy making body for the Unit. It consists of the Colleges of Education and Arts and Sciences unit faculty and staff representatives, assessment coordinator, department heads, partnership school teachers and administrators, lab school principals, Office of Professional Laboratory Experiences (OPLE) Director/Accreditation Coordinator, Centralized Advisement, Referral and Evaluation Center (CARE) Director, and the Licensure, Records and Certification (LRC) Specialist, and is co-chaired by the Dean of Education and the Dean of Arts and Sciences (Exhibit 6.4.m PK-16+ Council Stakeholders).

Committees

Assessment System Review Panel is chaired by the Assessment Coordinator. The group gathers, aggregates and reviews data; recommends to the (COE/PGS Administrative Council and) PK-16+ Council approval of unit/program changes, modifications and best practices for strengthening unit assessment and evaluation processes and procedures. Unit faculty serve on the Panel to review key assessments, participate in the development of data-driven program improvement plans, the redesign of programs and the preparation of SPA/NCATE-CAEP documents and reports. The Panel consists of COE dean, accreditation standard chairs/co-chairs, unit faculty and department head representatives from COE and COAS, director of OPLE/Accreditation Coordinator, director of the CARE Center and the LRC Specialist (Exhibit 6.4.n Sample of Assessment System Review Panel Mtg Minutes for 2015).

PRAXIS Oversight Committee collaborates between College of Education (COE) and College of Arts and Sciences faculty and staff (COAS) to support success of teacher education candidates in preparation for taking and passing Praxis I and II. Unit faculty and department head representatives from COE and COAS, director of OPLE/Accreditation Coordinator, director of the CARE Center and the LRC Specialist participate on Committee (Exhibit 6.4.o Selected Mtg Minutes for Praxis Oversight Comm. for Fall 2015).

Dual Advisement Committee is a body of unit faculty who meet as necessary to ensure a seamless advisement process for all teacher education students and candidates. Unit faculty from COE and COAS, director of OPLE/Accreditation Coordinator, director of the CARE Center and the LRC Specialist serve on Committee. The Committee selects co-chairs among a COE and COAS unit faculty/staff (Exhibit 6.4.p Dual Advisement Mtg Minutes for Fall 2015).

Also, the Dean holds regular meetings with Dept./School Heads to discuss and receive input on pertinent matters regarding the College (Exhibit 6.4.q Selected Dept./School Heads' Mtg Minutes for Fall 2015).

There is a well-defined hierarchy of governance for professional education in the Unit, which clarifies roles in the management and coordination of planning processes and facilitates effective operations for program and service delivery in the initial and advanced programs. The Unit is managed by the COE Dean, and is under the direct supervision of the Office of Academic Affairs, headed by the Provost and Vice President of Academic and Student Affairs (Exhibit 6.4r EPP Unit Org Chart). Decisions in the Unit are made through an inclusive model (Exhibit 6.4.r1 Unit Decision Flowchart) that moves issues/problems through a system of multiple levels of review/recommendations within the Unit, and through the institutional hierarchy in order to foster approval to appropriate entities external to the Unit.

Academic Publications

Along with the other academic publications that we mentioned in Institutional Report during early fall 2015, the Department of Curriculum and Instruction has updated its recruitment brochure Exhibit 6.4.s Dept. of C & I Brochure).

Unit Budget

The budget for the Unit is lean but adequate to deliver programs. The budget has declined over the last eight years for two reasons. The state of Louisiana has cut funding to all state supported universities. As a result, GSU has been required to eliminate some non-essential positions. Another impact was the general condition of the national and state economies, which led to budget reductions. The Unit budget had a decrease between 2011 and 2014. The fluctuation in the budget over the last three fiscal years is admittedly rather large, compared to the fairly small budget decline of comparable programs at GSU. Nonetheless, the COE has a budget of \$3,268,717.00, which is nearly a million less than in 2010. The GSU Laboratory Schools had a 2015-2016 total personnel and operating budget of \$929,144.00 (Exhibit 6.4.t COEPGS- GSU Lab Schools' Budget); and the College of Arts and Sciences (COAS is largest student serving college at GSU) had a similar type total budget of \$5,074,496.00 (Exhibit 6.4.u Coll. of Arts & Sciences Budget). However, other non-unit departments and schools in College of Educational, Professional and Graduate Studies (Schools of Graduate Studies, Nursing and Social Work, and Departments of Criminal Justices and Mass Communication) had a 2015-2016 total personnel and operating budget of \$4,636,722.00 (Exhibit 6.4.t COEPGS-GSU Lab Schools' Budget). However, the Unit's budget is adequate for delivery of initial and advanced programs. The budget decrease is due to allocation cuts during 2010-2015.

The Unit's budget (COEPGS-GSU Lab Schools and COAS combined budgets) is adequate for initial and advanced programs in Unit and is comparable to the fiscal realities in the state and the country. There is some funding for institutionally sponsored grants for faculty research and travel to disseminate research. However, faculty members continue to engage in research (sometimes at personal expense) and continue to publish scholarly documents so that candidates will have a quality learning experience.

The Department of Curriculum and Instruction has been awarded a new Title III grant of \$110,000.00 for

five years to support instruction and Praxis preparation for students and candidates in the Unit (Exhibit 6.4.v COE Grants Table).

In addition to Title III funds, some faculty and staff in the Departments of Curriculum and Instruction and Educational Leadership benefited from attending conferences and workshops as a result of travel expenses covered under the federally funded Alternative Teacher Certification Project grant (Exhibit 6.4.w Faculty Development Expenditures Table). They were able to share their newly acquired knowledge and skills with fellow faculty and staff in each respective department.

Personnel Workload

Faculty Workload

A 12-hour course load exist for faculty teaching all undergraduate, or combination of undergraduate and graduate courses remains for the 2015-2016. Faculty teaching all graduate courses continue a 9-hour course load during the previously mentioned academic year (Exhibits 6.4.x Updated List of College Faculty Members).

Faculty duties include teaching, research and service, and they are not alone in facilitating the learning experience of teacher candidates. Graduate teaching assistants work in some departments, (e.g. KSLS and EDL). Cooperating teachers (including GSU Laboratory School teachers and principals and other professionals in partner districts) supervise teacher candidates, work with seminar and methods courses, participate in professional development activities, and serve on numerous committees within the Unit to identify areas for continuous improvement of programs (Exhibit 6.4.y Updated List of Clinical Faculty Members). Faculty work with other professionals, such as PK16+ Council and school personnel engaged in clinical experiences and this work is part of their workload. Faculty members work with the CARE Center to advise candidates in their respective initial programs, and those who work in the advanced programs serve the advising function through one-on-one contact with the candidate and through work on graduate committees (ex. doctoral committees). The Unit strives to keep administrative duties for faculty to a minimum.

Support Personnel

Currently the number of support personnel positions is adequate, but the Unit has little control over ensuring this to be true in the future. The dean and other administrators in the Unit are focusing on retaining support personnel in an effort to avoid the uncertainty of replacing support personnel. As support personnel needs arise, the dean works with the Provost, the Associate Vice President for Human Resources and the Vice President for Finance to meet the needs of the Unit (Exhibit 6.4.z Updated List of Support Staff).