College of Education

Notes from April 23 Faculty Meeting

Purpose: To help the college move forward in its efforts "to improve the quality of educational and developmental outcomes across the human lifespan" by continuing the conversation associated with the college's strategic planning process.

In your opinion, in order to improve our college's work environment and ability to succeed, what are some behaviors or actions that need to stop/start/continue in order to positively influence each of these areas?

	The Shift in Actions
A Transparency in the college	Need to Stop
	Need to Start • Clarify procedures for graduate faculty status • Clarify expectations for T&P • Reading what is sent to you • Clarify decision-making process, criteria
	Need to Continue • Weekly dean's emails • Keep us informed about budgeting issues • This open process – strategic planning, for example, not just in FPC

	The Shift in Actions
B Multicultural competence	Need to Stop • Losing faculty • Cursory attention to diversity • Pretending we don't have issues • Leaving diversity to folks of color • Taking "info" from the community without giving • Stereotype threat • Positioning individuals as outsiders because of race, religion, and orientation • Excluding, silencing
	Need to Start • Diversifying faculty • Acknowledging through institutes, films, faculty awards • Having students experience diverse cultures • Positive models/role models • Diversifying the environment (pictures, artifacts, etc.) • Accountability • Reorganizing faculty expertise (create programs of study/concentrations) • Professional development

	• Recruiting, retaining faculty from diverse groups/research agendas • Formal mentoring • Explicit consideration of multicultural issues in decision-making • Tapping into human resources in the college—build capacity • Include disability • National organization—process of self-assessment/ organizational assessment
	Need to Continue • Conversations • Work of FPC Diversity Committee

	The Shift in Actions
C Interdisciplinary collaboration	**Need to Stop** • Silos – exclusivity • Thinking about the three departments • Thinking it's for everyone • Assuming other colleges operate as we do • Disincentives: emphasis on sole authorship?
	Need to Start • Think tanks • Highlight, communicate, and celebrate current collaboration and learn from them – initiation, working, not working, negotiating, troubleshooting • Incentive system to encourage/support • Explore infrastructure (RCM) and ways it interferes or supports • Find ways to expand ongoing collaboration among schools • Systemized procedures for cross-college collaboration • Identify and address differences in priorities for faculty across colleges (e.g., law professor must have sole authorship) • Building incentives across disciplines • Become more solution focused in addressing large educational issues • Interdisciplinary collaboration involves faculty and administration working together: involve deans in cross-college collaboration/problem-solving obstacles • Hosting colloquia to share research, schedule way in advance • Talking about journals that publish ID work • Recognizing/rewarding ID collaboration in merit assessments • Dedicate IDC funds to support ID projects • Strengthen leadership around ID grant proposals out of OER • An ID online journal • Look at the scholarship surrounding ID work—what does it tell us? • Addressing the tension between working collaboratively and what constitutes being a successful junior faculty member • Collaborating in courses (RCM?)

	Need to Continue
	• Multidisciplinary cross-unit collaboration • See strengths in others (or start) • Continue and expand peer review of teaching

	The Shift in Actions
D Respect	**Need to Stop** • Defining excellence in terms of research productivity only • "One-ups-man-ship"/competitiveness that erodes relationships and value of individual • Trashing each other's programs • Negativity • Patronizing faculty related to budget data (lack of transparency) • Saying disrespectful things about the nature of the work people do • "Classism" within the college • Assuming what I do is the most important
	Need to Start • Respecting each other's programs • Recognizing efforts (not only grant awards) • Honoring other research efforts/traditions/ emphases/methods • Honoring faculty who make excellent contributions in teaching and service • Involving staff in college conversations/decisions (not involved in vision conversation.) • Non-bullying initiatives • Acknowledge the varied roles and expectations of people in the college and recognize the importance of contributions • Challenge (respectfully!) disrespectful comments • Look for implicit messages about the value of people's work (in systems, meetings, etc.) • Bring staff and distant faculty into strategic planning process • Think more in terms of the good of the college • Understand the overlap between respect and multicultural competence • What to do about RCM and service? • We don't understand one another's contributions • Attend, engage in events (faculty meetings)
	Need to Continue • Less emphasis on track/rank as status and continue valuing non-tenure and junior faculty voice • Respectful, inclusive, civil tone in conversations • Positive relationship with schools, districts • Helping students respect each other—make explicit • Examine how varied roles contribute to COE (bottom line)