

ADMINISTRATIVE COUNCIL MINUTES

May 16, 2022

The Administrative Council met on Monday, May 16, 2022 at 9:00 a.m. in the Athens State Ballroom. Present were Dr. Rick Barth; Ms. Toni Carter; Ms. Pam Clark, Recorder; Dr. Joe Delap; Dr. Andrew Dollar; Ms. Kim Dunnivant (Jenkins proxy); Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Ms. Belinda Krigel; Mr. Chris Latham; Ms. Sarah McAbee; Mr. Mike McCoy; Mr. Derrek Smith; Mr. Gary Valcana; Dr. Lee Vartanian; Dr. Philip Way; Dr. Catherine Wehlburg; and Dr. Lionel Wright. Mr. Richard Collie; Mr. Jonathan Craft; Ms. Beth Jenkins; Dr. Kim LaFavor; Mr. Benjamin Shepard, SGA President; and Ms. Debra Vaughn were absent.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. There were no corrections to the March minutes (joint with Strategic Planning Committee) and they were unanimously approved on a voice vote.

Dr. Way stated the focus of the meeting is teacher preparation and turned the meeting over to Dr. Vartanian. Dr. Vartanian welcomed everyone and presented on “The Changing Landscape in Teacher Preparation” (Attachment 1). The members were divided into four groups for discussions (Attachment 2).

A. Group 1 Recruitment/Admissions – Dunnivant, Guenther, and Smith

1. What are the benefits of being a teacher?
 - Summers off
 - Great retirement benefits
 - Recession-proof profession
 - Positive contribution to community
 - Ability to impact youth
2. How do/can we address these benefits in our recruitment efforts?
 - There are ways to supplement the base salary
 - Perks of being a role model
 - Other roles in schools – not just being a teacher
3. How can we engage the following constituents to 1) advocate for the teaching profession and 2) the value proposition of a teaching degree from Athens State?
 - Local students: With Calhoun bringing back sports, we could recruit players into PE/health programs or education programs in general.
 - Alumni: Share their stories of how Athens State shaped their careers and helped them to impact their students.
 - Local schools and school districts: Athens State’s ROI is attractive/cost of tuition/ability to create new educational partnerships.
4. What are current barriers (financial, academic, procedural, etc.) for education majors for admissions and on-boarding at Athens State?
 - GPA: Need overall 2.5 to proceed to edTPA
 - Transfer work: We often accept all previous work which might be detrimental to overall GPA or progress toward a degree.
 - Finances: It is hard to work full-time and complete an internship

What can we do to address/alleviate them?

- We do not know limitations as far as state laws
 - Transfer in only applicable credit hours
 - Create a student's saving account where students can set aside their refunds aside so they can draw on the funds for living expenses when completing an internship
 - Partner with a local credit union or bank to set up a student savings accounts or create a low cost loan program
5. What can we do to enhance our partnerships with community colleges to attract more teacher candidates?
 - Recruit through Boys and Girls Clubs
 - Targeted recruiting in community college classes (e.g. English, Math, Tech.)
 6. What population of students, that would be particularly well-served by Athens State, are we currently unaware of? Where are they? How do we reach them?
 - Get an Alt-A program
 - Mid-career individuals who may want a change

B. Group 2 Retention, Student Engagement, and Active Learning – Delap, Krigel, McAbee, Valcana, Wehlburg and Wright

1. What sorts of campus resources might teacher candidates value? Do we have these resources?
 - Laboratory School needed – literacy lab, STEM lab, AMSTI, and teacher resource lab
 - Learning support/tutoring
 - Student support – advising, pathway guidance, financial support, mental health support
2. What kinds of student clubs/activities would engage current teacher candidates?
 - Clubs that engage students more with school-age children so students know if this is what they enjoy doing.
 - Active Minds
 - Honor clubs by major
 - AAUW
 - Literacy Association
 - Athenian Ambassadors SAEA
 - Alumni interactions
3. Many of our teacher candidates live 1-2 hours away from campus. How can we engage these candidates, make them feel a part of Athens State, and invested in completing their degree as a future teacher?
 - Increased active flex learning opportunities – programs offered via this modality
 - Connect them with COE alumni in their area
 - Make resources available at a distance
4. What sorts or learning modalities, interaction strategies, and environments might teacher candidates need/value? Do we provide them?
 - Active flex learning
 - Apprenticeship
 - Flexible

5. What are we NOT doing that we need to consider in order to retain teacher candidates?
 - More scholarship opportunities
 - Formalized apprenticeships in schools
 - Improve responsiveness

C. Group 3 Alumni Relations/Engagement – Carter, Ferguson, Gooch and Way

1. As one of Alabama’s largest teacher training programs, we have 1,000’s of COE alumni out in the schools and in the community. What are some strategies we can implement to engage these alumni?
 - We worked with 131 Athens State alumni in the Morgan County Schools on a giving campaign specifically for them.
 - We worked with 89 Athens State alumni at Wallace Hanceville on scholarship endowments.
 - Engagement
 - Partnerships
2. What type of events and/or opportunities might attract the following COE alumni?
 - New teachers (<10 years)
 - Teachers to speak with current students about expectations
 - Men of Kennis – minority teachers to speak with MOK students
 - Veteran Teachers (>10 years)
 - Technology seminars
 - Retired Teachers
 - Mentorships
3. What sorts of products, services, and/or benefits offered by the university might be of interest to COE alumni?
 - Professional development
 - Certifications
4. How can we get teacher education alumni to contribute to the foundation?
 - Consistent communication
 - Targeted approach
5. How can we celebrate and proclaim our tradition of excellence in teacher training?
 - Survey to ask needs
 - Give-a-ways (branding merchandise)
 - Reaching out to corporations to help with funding
 - Reading Lab – sponsored by Listerhill Credit Union
 - STEM Lab – sponsored by Northrop Grumman

D. Group 4 External Relations – Barth, Dollar, Latham and McCoy

1. When you think of the COE and its graduates, how would you define them?
Athens State Teachers are reputable.
2. What sort of “brand” should the COE adopt and promote to further advance its reputation? What do we want to be known for? (STEM, Literacy, teachers of the year, making a difference, hard-working, etc.)?
 - Trusted innovation – Men of Kennis and STEM labs
 - Capable
 - Caring – type of student we have historically served

3. How do we develop, promote, and embody our brand so that it spreads (easy to repeatedly share) and sticks (its catchy and it resonates)?
 - Signing ceremony for teachers (e.g. “white coat” ceremony for nurses)
 - Trust
 - Success stories
 - Data
 - Career Exploration Day
 - STEM focus meeting local need
4. How do we serve as a valued resource for our community and local stakeholders (anchor institution)?
 - Provide vital resources (graduation) but also provide programming, space, sponsorship funds, etc. for local school systems.
 - Relationships
 - Reliability
 - Community collaboration
 - Active flex introduction
5. What can we do to enhance our value to the community and local stakeholders?
 - Expand current support – host dual enrollment courses on campus in conjunction with Calhoun
 - Incorporate hi-flex class setup, expanding partnership with other departments/divisions on campus to benefit local school system and their programming especially as it relates to experiential learning.

Dr. Vartanian thanked everyone for their participation. Dr. Way thanked everyone and stated there will be discussions with the other colleges. The meeting adjourned at 10:28 a.m.

Respectfully submitted by: Pamela Clark

Attachment 1: “The Changing Landscape in Teacher Preparation” PowerPoint Presentation

Attachment 2: Group Think Sheets



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ATHENS STATE UNIVERSITY

The changing landscape in teacher preparation

Agenda

- How are teachers certified?
- What do we offer?
- Where we stand?
- US/AL Trends?
- What are we doing?
- What's next?
 - Group Discussions



How are teachers certified?

- Bachelor's Degrees (Traditional Class B)
- Alternatives:
 - Master's Level certification:
 - Class A: continued study
 - Alt-A: initial certification
 - PCTF: for job-changers with relevant bachelors degrees
 - Take 4 courses + Pass edTPA (portfolio assessment)
 - For-profit out-of-state certification programs

What do we offer?



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Attachment 1 - Administrative Council May 2022
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Teacher Certification Tracks (Bachelor's)

Within the COE

- Early Childhood
- Elementary
- Elementary/Collaborative (SPED)
- Health & PE
- PE
- SPED (K-6)
- SPED (6-12)
- Technical Education – Secondary

Via Minor in Education in the COAS

- Art (K-12)
- Biology (6-12)
- Chemistry (6-12)
- English/Language Arts (6-12)
- History (6-12)
- Mathematics (6-12)
- Social Science (6-12)



Teacher Certification Tracks



- What are we missing/working on?
 - Bachelor's level:
 - Computer Science
 - General Science
 - Middle Level Certification
 - Alternative Class A Master's
 - Collaborative (K-6)
 - Collaborative (6-12)
 - Early Childhood/Collaborative

How do we compare?



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2020 Graduates (4 yr/traditional)

Program	# Graduates	AL Rank (26 IHEs)
Elementary	100	2
Early Childhood	28	4
English Language Arts	13	3
SPED	13	4 (tie)
Social Science	8	5
History	7	2
Biology	6	1
PE	6	5
Chemistry	3	2 (tied)
Math	3	6
Art	2	3
Technical Education	1	1
TOTAL	190	2

2020 Graduates (4 yr/traditional)

IHE	# Graduates
U of Alabama	222
Athens State	190
Jacksonville State	182
Auburn	178
U of North Alabama	112
Troy State	111
U of South Alabama	98
19 others...	3 - 56
Local notables:	
UAH	30
Alabama A&M	7

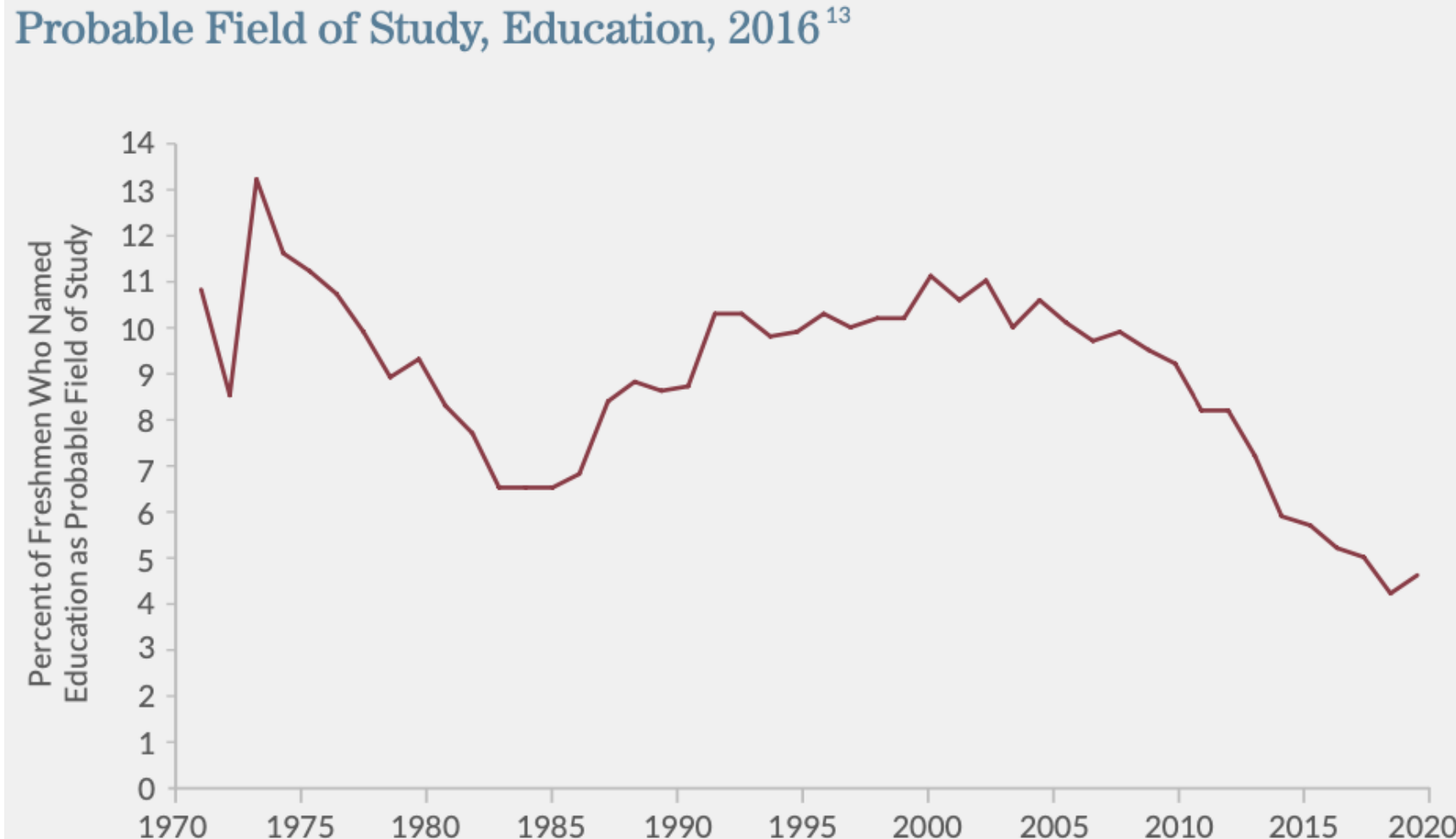
2020 Graduates (Alternative Cert - Master's)

IHE	# Graduates
U of West Alabama	96
UAB	63
Auburn - Montgomery	57
U of Alabama	27
U of Montevallo	27
Samford	26
U of North Alabama	21
10 others...	1 - 17
Local notables:	
UAH	10
Alabama A&M	12

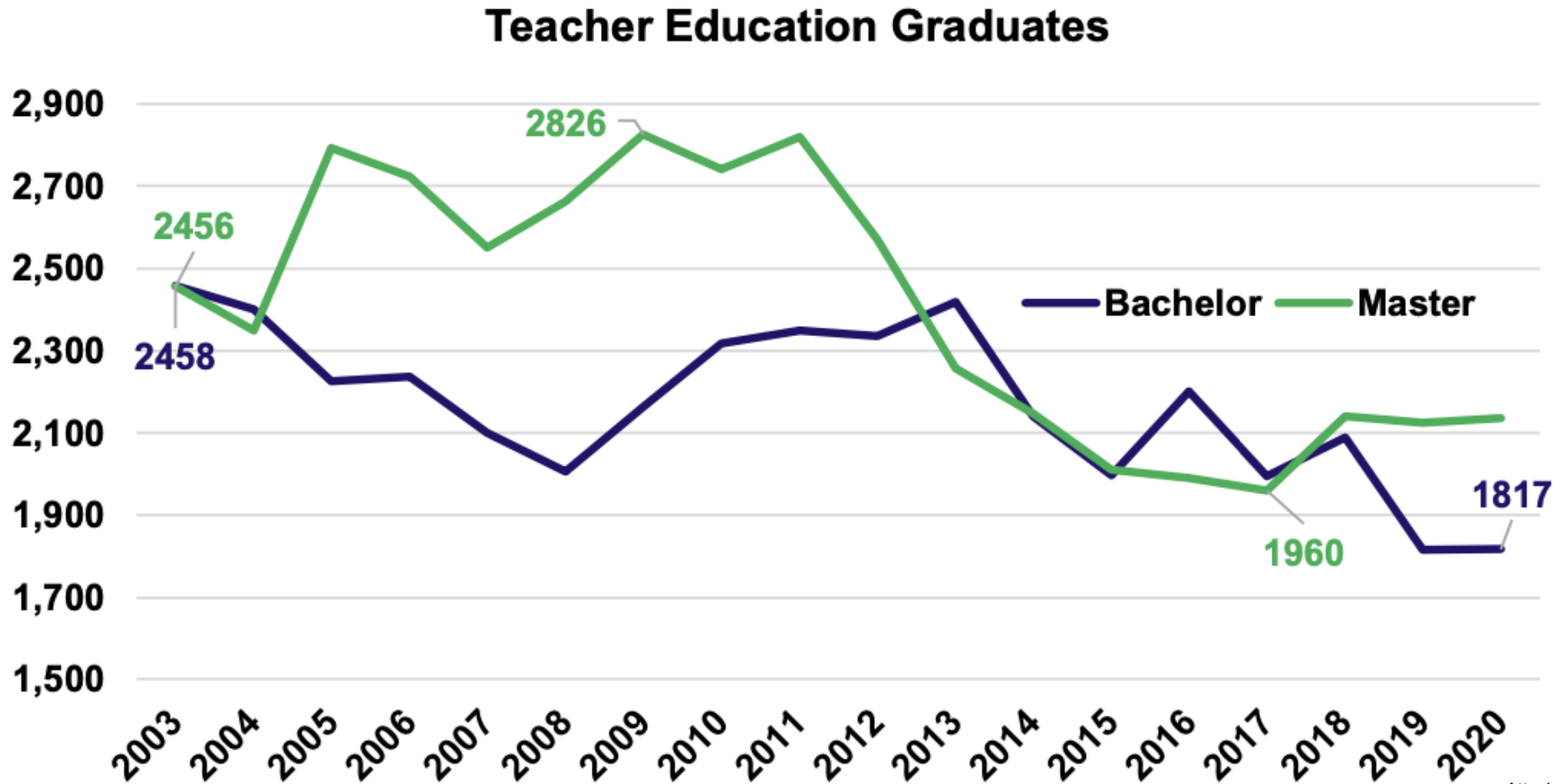
US/AL trends: Fewer education majors



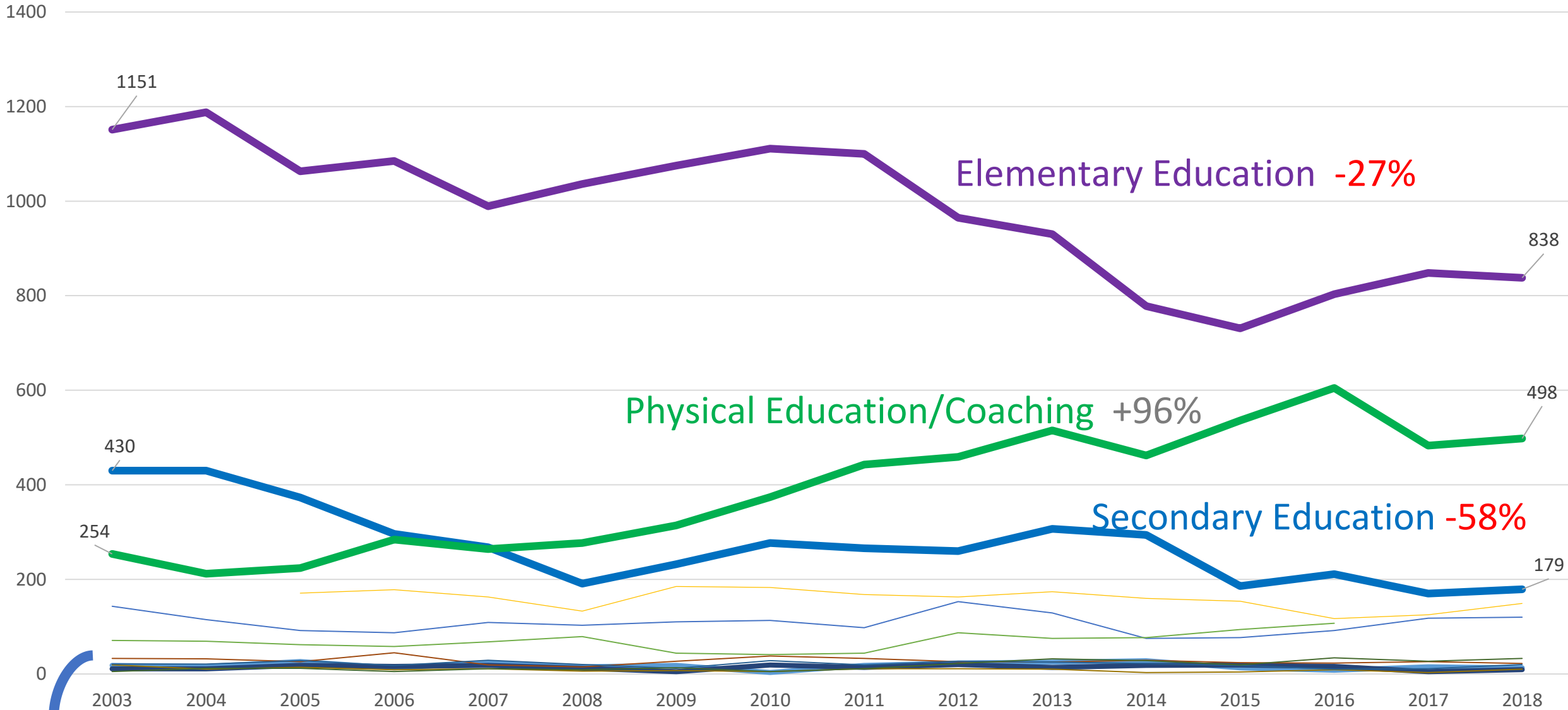
Lower percentage choosing teacher education (11% to 5% in 50 years)



In AL, Bachelor's degrees in education decreased 26% in 18 years



Alabama Bachelor's Degrees by Education Major

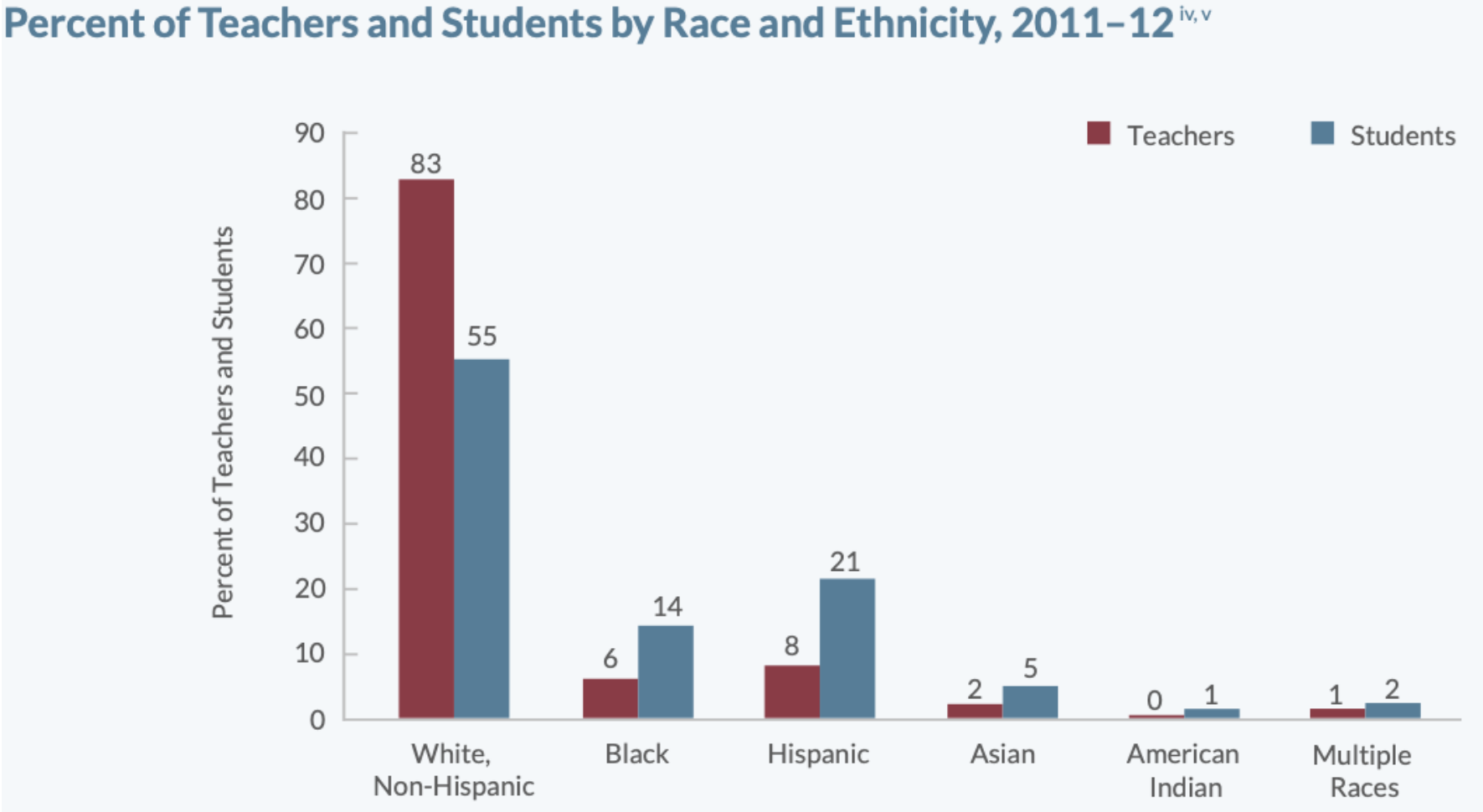


Math, Science, Language, etc

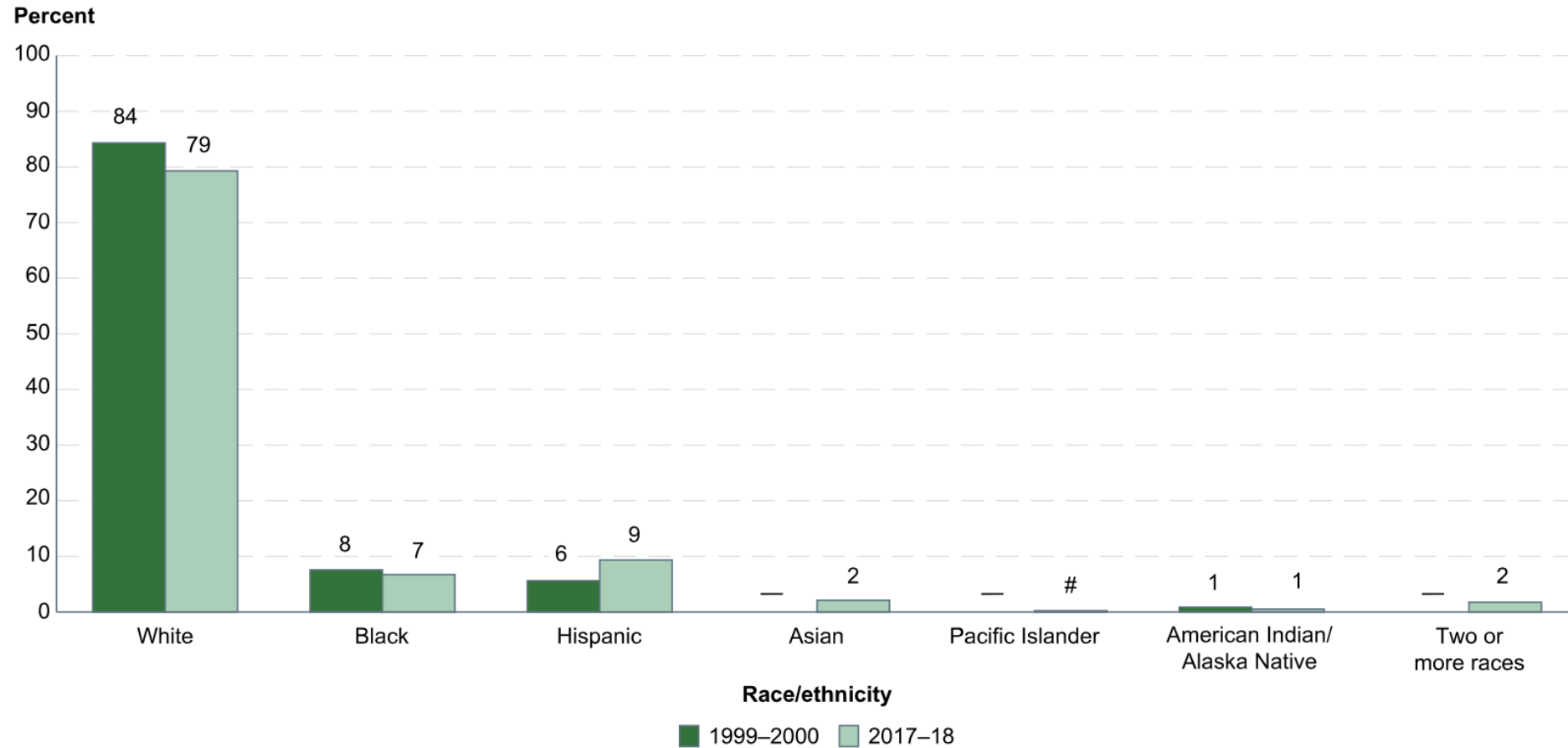
US/AL Trends: Inequities



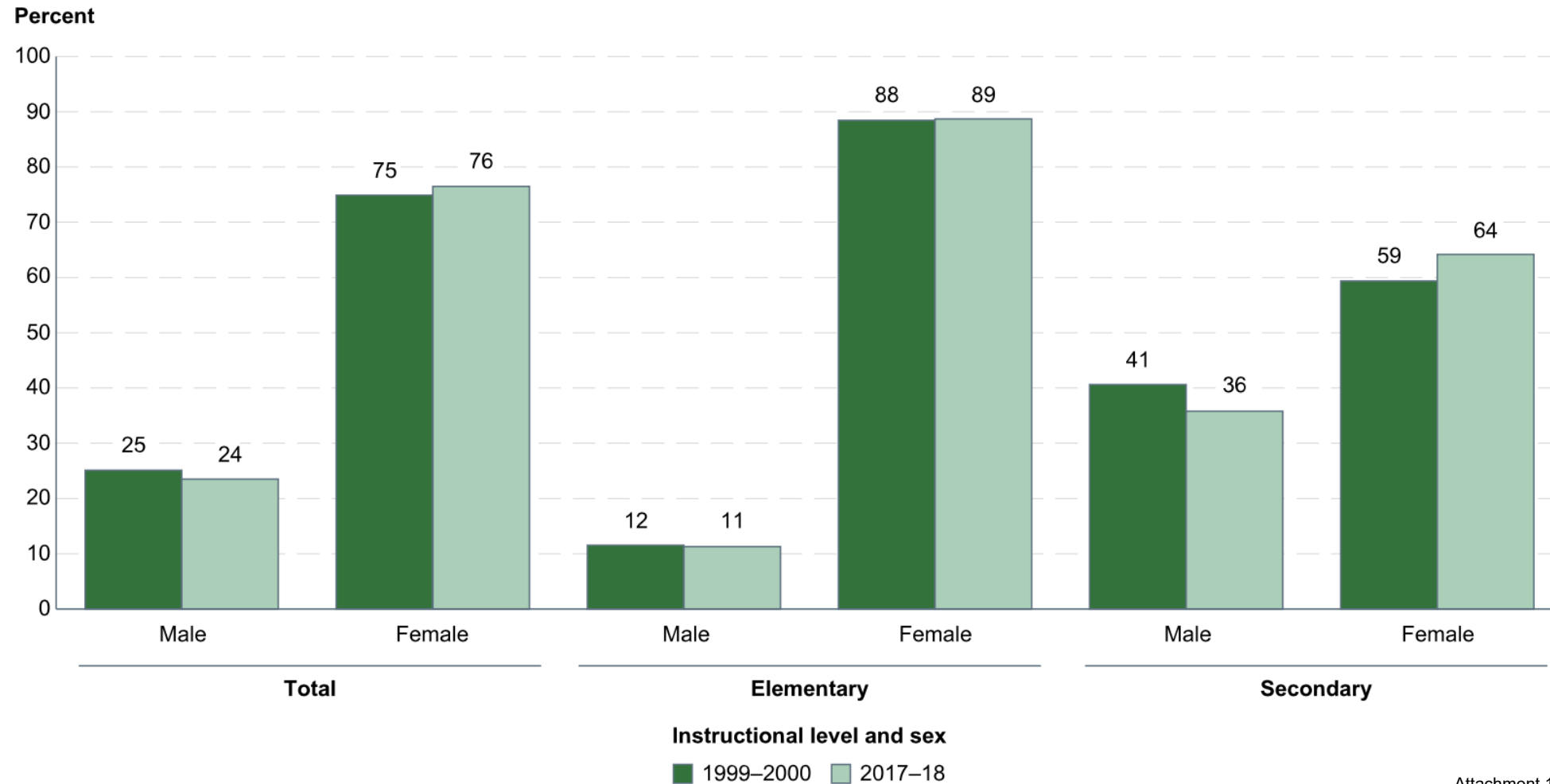
Teacher and Student Demographics



Racial Demographics of US Teachers (2000 vs 2018)



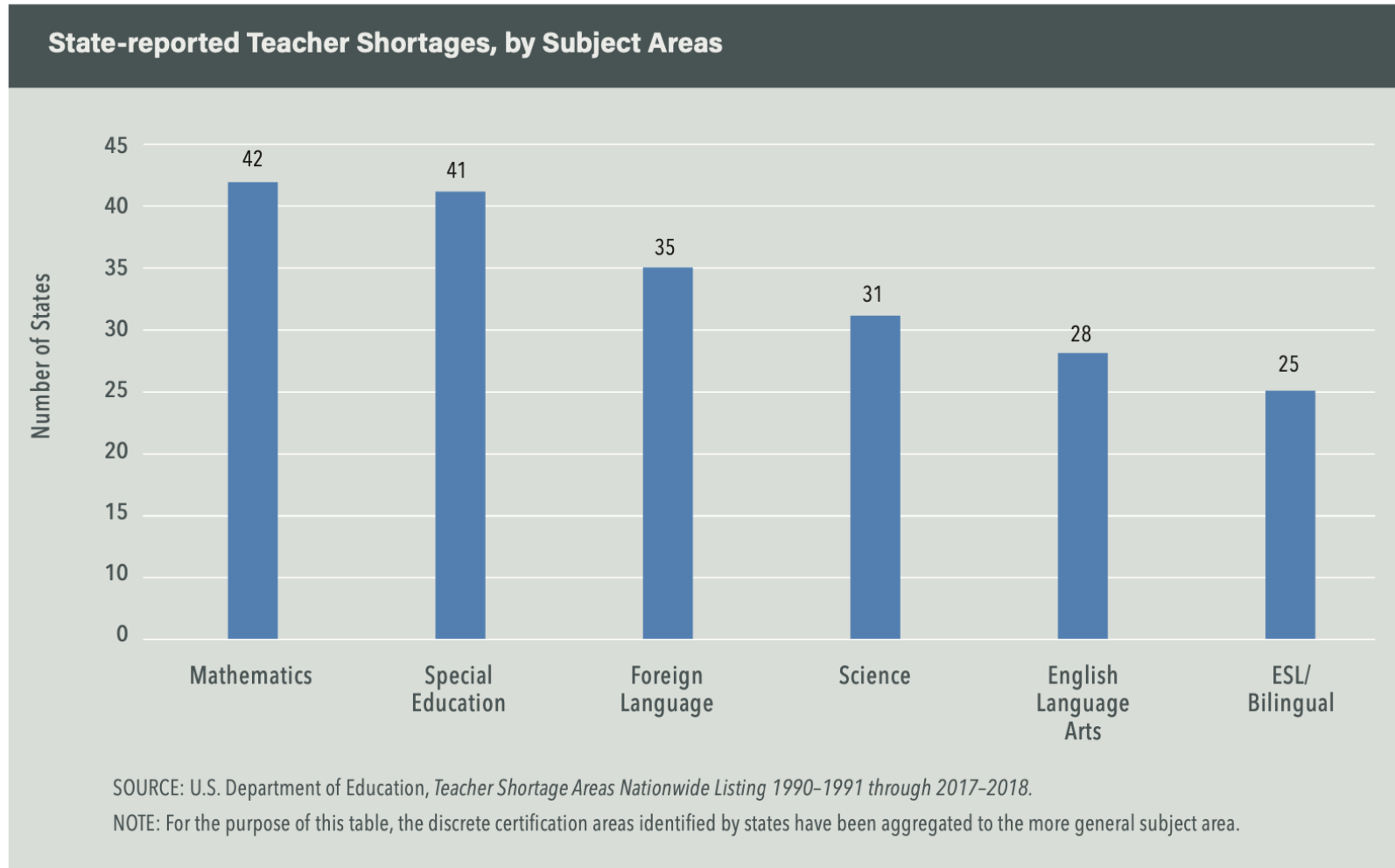
Gender of US Teachers (2000 vs 2018)



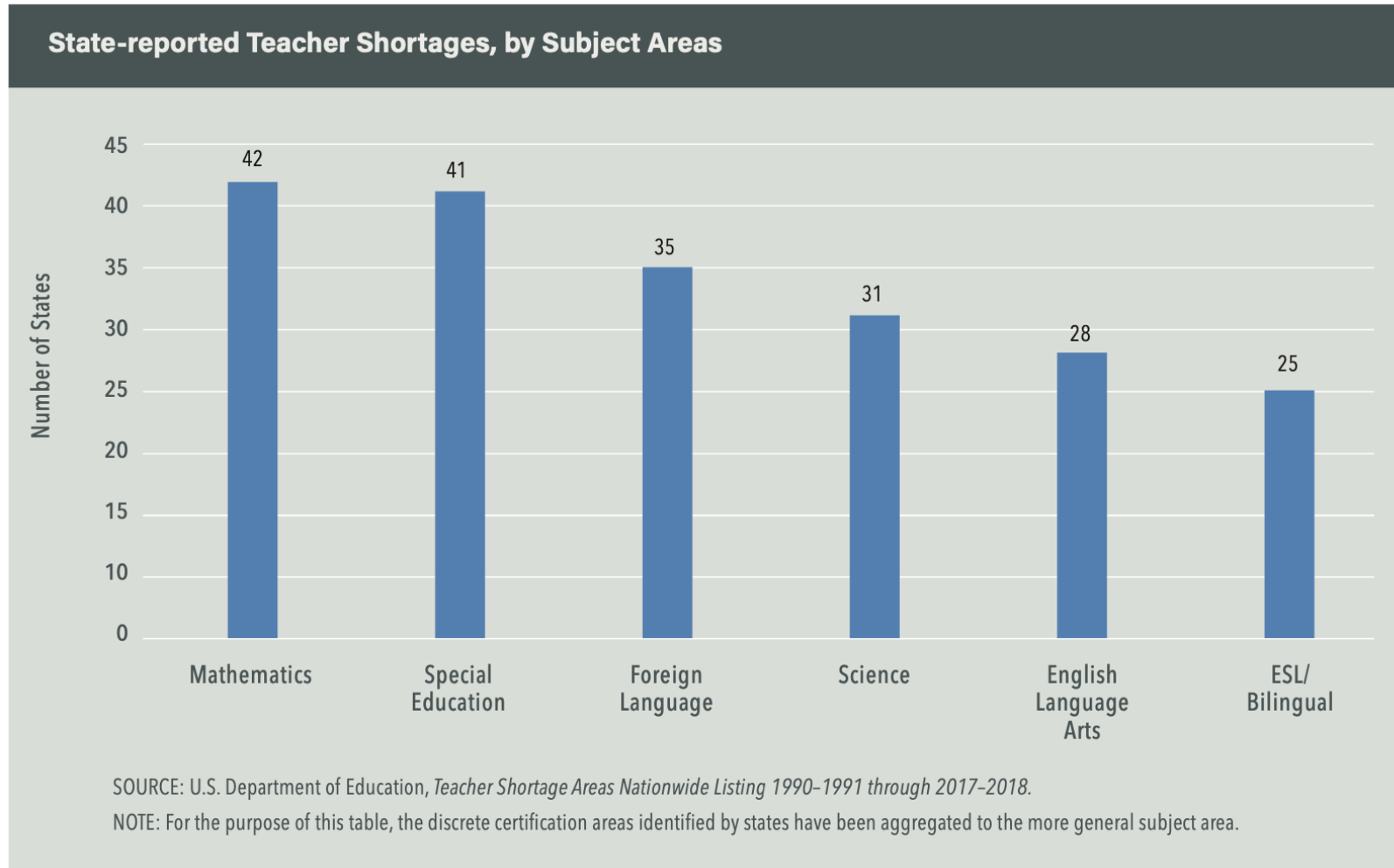
US/AL Trends: Teacher Shortage



High need areas: Math, SPED, Foreign Language, Science, ELA, ESL, Tech Ed



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AL Trends: Legislation



AL: Going Big



- Alabama Literacy Act (2019)
 - All 3rd graders will be on grade level with reading
 - All teacher prep programs must teach "science of reading"
- Alabama Numeracy Act (2022)
 - Emphasizes quality, conceptual-based math instruction
 - Requires Math Coaches in most elementary schools
 - Math Coaches will require training from IHEs
- TEAMS Act (2021) – paying Math & Science Teachers added salary (up to \$20,000)
- \$8.3 Billion Education Trust Fund Budget (2022)
 - Largest ever
 - Huge salary increases for current, veteran teachers (4 - 20% increase)

What are we doing?



Men of Kennis

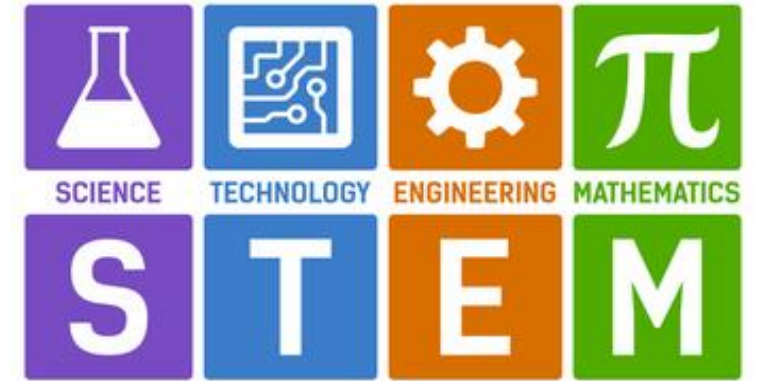


- Men of Kennis (2020)
 - New **Center of Excellence in Education Diversity (Fall 2022)**
 - Trying to “crack the code” of the recruitment and retention of minority male teacher candidates
 - Innovating:
 - Support services
 - Professional development and cohort support groups
 - Above and beyond training:
 - Mental health workshop
 - Financial Literacy
 - ***Innovations benefit all students***



STEM Initiatives

- STEM Lab (Fall 2023)
 - ActiveFlex Learning Space
 - Open for CLL summer STEM camps
- Partnership with SPARK Elementary (ACS)
- Hosted Alabama Academy of Science Conference (2022)
- Hosting Alabama Regional Science Olympiad (2023)



Literacy Instruction

- Enhanced Literacy Lab
 - Newest technology and learning materials
 - Hands-on classroom modeling
 - Open for CLL summer camps
- Provide leadership in training teachers in the “science of reading”



What's Next?



Four Groups

- Recruitment/
- Provide leadership in training teachers in the “science of reading”

Recruitment/Admissions

What are the benefits of being a teacher? List as many as possible, below.

How do/can we address these benefits in our recruitment efforts?

How can we engage the following constituents to 1) advocate for the teaching profession and 2) the value proposition of a teaching degree from Athens State?

Local students:

Local Teachers:

Alumni:

Local schools and school districts:

What are current barriers (financial, academic, procedural, etc) for education majors for admissions and on-boarding at Athens State?

What can we do to address/alleviate them?

What can we do to enhance our partnerships with community colleges to attract more teacher candidates?

What population of students--that would be particularly well-served by Athens State--are we currently unaware of? Where are they? How do we reach them?

Retention, Student Engagement, and Active Learning

What sorts of campus resources might teacher candidates value? Do we have these resources?

What kinds of student clubs/activities would engage current teacher candidates?

Many of our teacher candidates live 1-2 hours away from campus. How can we engage these candidates, make them feel a part of Athens State, and invested in completing their degree as a future teacher?

What sorts of learning modalities, interaction strategies, & environments might teacher candidates need/value? Do we provide them?

What are we NOT doing that we need to consider in order to retain teacher candidates?

External Relations

Athens State has a reputation for training excellent teachers, for attracting job-changers/non-traditional students, online/flexible learning, high value/low cost, etc. The COE does not have its own slogan or marketing campaign designed to promote certain aspects of its value proposition. Your answers to the questions below will provide insight into the core strengths that we can emphasize and share with external partners.

When you think of the COE and its graduates, how would you define them?

Athens State teachers are _____.

What sort of "brand" should the COE adopt and promote to further advance its reputation? What do we want to be known for? (STEM, Literacy, teachers of the year, making a difference, hard-working, etc?)

How do we develop, promote, and embody our brand so that it spreads (easy to repeatedly share) and sticks (its catchy and it resonates)?

How do we serve as a valued resource for our community and local stakeholders (anchor institution)?

What can we do to enhance our value to the community and local stakeholders?

Alumni Relations/Engagement

As one of Alabama's largest teacher training programs, we have 1,000's of COE alumni out in the schools and in the community. What are some strategies we can implement to engage these alumni?

What type of events and/or opportunities might attract the following COE alumni?

Newer Teachers (<10 years)

Veteran Teachers (>10 years)

Retired Teachers

What sorts of products, services, and/or benefits offered by the university might be of interest to COE alumni?

How can we get teacher education alumni to contribute to the foundation?

How can we celebrate and proclaim our tradition of excellence in teacher training?