Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

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Unit Leadership and Authority

The unit is continuously responding to the needs and requirements of its students, P-12 schools, the College and the professional community.   The unit structure provides a variety of venues for the unit to keep informed and act on that information.

The College has four academic divisions. Each division elects a chair who represents that division to the dean's office and participates in Tenure, Promotion and Leave process for faculty within that division. The unit is placed within the Professional Studies Division. This year the division chair is a member of the Education Department.

The unit elects a department chair every three years from among department members. The chair represents the unit to the College and pushes forward the unit's goals.   The unit meets weekly as a whole or in committees to handle its business. Department committees include:

- The admissions committee. The admissions committee processes requests for admission to the department's undergraduate and graduate level licensure programs and majors, reviews policy regarding admission and recommends changes to the department, and serves as the group that hears faculty concerns about students prior to student teaching.
- The curriculum committee. The curriculum committee monitors undergraduate and graduate curriculum and recommends changes to the department, it serves as the sounding board for new curriculum ideas, and it develops policy related to curricular issues to bring to the department.
- The student teaching committee. The student teaching committee monitors the student teaching program, takes requests for exceptions to policy from student teachers, plans student teaching seminars, and advises the student teaching director on policy matters to be brought back to the department as a whole.

Each full-time faculty member within the education unit participates in the work of one of the standing committees. In addition to the standing committees, ad hoc committees are structured to address specific department needs. For example, a field experience

assessment committee met to revise the field experience form and brought it back to the department as a whole for approval. Currently an ad hoc group is examining department administration and the role of the chair.

Decisions are made primarily by using a consensus model, both in the unit as a whole and in committees. When required, the chair communicates unit decisions to the dean's office and/or to the college's academic affairs committee. The dean's office holds ultimate authority over decisions related to faculty employment and performance as well as actual course offerings. The academic affairs committee must approve program changes and new course proposals. The department chair represents the unit to both bodies. The department chair also ensures that new and/or revised policies appear in various unit handbooks.

Recruitment, Marketing, and Admissions of New Students to the College
The Admissions Departments at Augsburg College have three avenues for recruiting undergraduate and graduate education majors: creating visibility for the College, having a presence in specific communities and providing excellent customer service for individuals that inquire about Augsburg programs.

The most recent College marketing strategy is the new visibility campaign to inform the community about the College and its offerings. The purpose of the visibility campaign at Augsburg College is to promote our focus on "transforming education." Conveying this idea through the media involves the use of billboards, radio spots and advertisements in major regional papers and magazines. The College also buys lists of prospective students and is in contact with them via mailings.

Augsburg's new college website is seen as a major recruitment tool and a component of its visibility campaign. Its intent is to be clear, engaging, accessible and attractive to potential students for the day, weekend and graduate programs. Information such as the academic calendars for both the day and weekend college, and the catalogues for day, weekend, and graduate programs are available on the College website. The education department maintains its own website that is linked to the College's main pages.

Currently, the unit is being assisted by staff in the weekend and graduate admissions office to develop a marketing and recruitment plan of its own. This plan provides the department a chance to consider its strengths and weaknesses as well as opportunities and threats to its well-being. As part of this plan unit faculty members are being asked to consider the types of students we want to attract to our programs and how recruitment and marketing can be used to do that. The department hopes to use this plan, in part, to maintain its commitment to educating a diverse teaching force. This is especially important since state funding for students of color who want to be teachers has been eliminated.

Day, Weekend and Graduate Admissions all have different ways of creating a presence in the community. The Augsburg admissions staff attend high school, college and corporate fairs. Augsburg is a member of the Twin Cities Adult Education Alliance (TCAEA) and

members are invited to the metropolitan area events and fairs. Augsburg admissions staff also attend education-related conferences, such as Education Minnesota, the American Indian Education Association, and the Minnesota State Fair. Weekend and graduate admissions staff make recruitment visits to schools and school districts that have particular interest in our licensure programs to recruit paraprofessionals. Weekend and graduate admissions staff also hold information sessions on campus for people who have inquired into our programs. Education faculty members attend these sessions to provide information on the weekend and graduate licensure and degree programs. Education faculty also meet with prospective students in all programs on request.

Articulation agreements have been developed with local community colleges to ease the transition between two-year institutions and Augsburg College. This work is done primarily by admissions departments in consultation with the Education Department. Admissions offices also maintain contact with advisors at the community colleges and through them, promote Augsburg programs to qualified students.

The Admissions Departments view customer service as a main recruiting tool. This includes prompt follow up to website, phone and personal inquiries. All admissions offices provide information sessions, site visits, individual meetings and additional contacts on campus if requested. All College policies related to admission are available on the college website. The unit adheres to this philosophy of good customer service as well and does transcript and GPA evaluations without charge for potential students.

Admission of Students to the Education Department
The unit operates within a two-step admissions process. Candidates are first admitted to the College into the Day or Weekend undergraduate program or into the Weekend graduate level program. Admission to the College is handled by the Admissions Departments with input from the Education Department chair when GPA issues arise.

As the second step, the unit requires formal admission of all candidates into licensure programs prior to beginning upper division courses. Admissions policies have been developed by the department and are published and made available to candidates through handbooks distributed as part of intake advising and initial coursework. The education department admissions committee reviews admissions files, rules on admissions decisions, and monitors the admissions process for the unit. All candidates have education department files once they are admitted to the unit; advising records and other official documents are kept in candidate files to aid advisers and candidates in program planning.

Advising and Counseling
The College maintains an advising center for the purpose of advising transfer students, freshmen students, and students with undeclared majors. The advising center also trains faculty in new advising systems and assigns advisees in departments that don't do it for themselves. The Education Department benefits from the services of a staff member in the advising center who has .25 of her load dedicated to undergraduate education advising.

Academic advising also is an important part of each unit faculty member's responsibility. Candidates are assigned an advisor by the department chair. Currently advising loads range from 10 to 50 students across all programs with the majority of advisors having about 33 advisees. Candidates may also choose an advisor or change advisors, using the College's form and process. Day program candidates need to meet with their advisors each semester so that they can be cleared for registration. Weekend college undergraduate candidates are assigned an advisor and encouraged to meet with them at least annually; however, approval is not needed for registration except at the point of student teaching. Graduate students are assigned an advisor and required to register through that advisor each term because of inadequacies in the College's computerized registration system. Online information about advising is available. Candidates value the ability to contact advisors and receive prompt feedback. The unit values the relationships that are an important part of the advising process. Continuous assessment of unit programs is informed by information learned during advising sessions.

Education candidates new to the College receive intake advising from the advising center and from an education faculty person. Potential candidates inquiring into licensure programs frequently request transcript evaluation as part of their enrollment decision-making process. The department chair and special education program director are most often involved in transcript evaluations and pre-enrollment meetings.

Advising is also done in written form through various department documents. The Education Department Handbook is introduced in EDC 200/522 Orientation to Education in an Urban Setting. The handbook has an overview of unit programs with all policies and procedures that are relevant to candidate progress and completion of coursework and fieldwork for a teaching license. There also are handbooks for service learning/field work experiences that are embedded in courses and for student teaching.

Counseling services are available through the Center for Counseling and Health Promotion. Staff members from the Center are visible in a variety of ways on campus: First Year Experience, invited presentations, referrals, information on the college daily communication in the A-Mail, relevant workshops, speakers and seminars, as well as walk in service and referrals.

Collaboration with Content Area Departments and P-12 Advisory Board
A P-12 Advisory Board provides information and feedback to the unit through twice year meetings. These meetings are designed to inform and obtain feedback from this group of in-service teachers and administrators, graduates and interested community members. Communication is reciprocal as the full time faculty seek to understand what is currently happening in P-12 schools. Round-table discussions, small group idea sharing as well as whole group discussions are used to facilitate the meetings.
Advisory Board members have been involved in the self-study process for NCATE/MNBOT preparation by reviewing the conceptual framework and discussions about current and future projects.

The content area liaison faculty who work with the unit to prepare teachers by teaching major and specialty area courses are invited to meet with the unit approximately twice a year. Updates about new department policies are provided, and concerns are brought forward by liaison faculty. Updates also are shared electronically. Content area departments work with the unit to schedule and revise courses and requirements so that candidates meet state and local standards. Liaison faculty members meet with candidates seeking licensure in the various content areas to review transcripts for substitute coursework and to recommend the candidates to the unit for admissions and for student teaching.

Links:
    see Augsburg College website: www.augsburg.edu
    see Augsburg College Registrar's website: www.augsburg.edu/enroll/registrar.
    see Education admissions handbooks- elementary, secondary, special education:
             www.augsburg.edu/education/admission
    see admissions committee minutes- Admissions_Com_min.doc (Word) (HTML)
    see curriculum committee minutes-Education_Department_Curr.doc (Word) (HTML)
    see student teaching committee minutes-St_Tchng_2002-03Report.doc (Word) (HTML)
    see department meeting minutes-see hard copy in exhibit room
    see student files in education department file room
    see Augsburg College advising website: www.augsburg.edu/advising
    see Education Department Handbook-see hard copy in exhibit room
    see service learning/field work evaluation form-Field_Evaluation.doc (Word) (HTML)
    see student teaching handbook-see hard copy in exhibit room
    see Center for Counseling and Health Promotion: www.augsburg.edu/cchp
    see advisory board members information and meeting minutes-
          2003-04_advi_board_list.doc (Word) (HTML)
          Advisory_Board_dinner.doc (Word) (HTML)
    see minutes of liaison meetings-Liaison_Faculty_Meeting.doc (Word) (HTML)
    see department administration restructuring plans-see hard copy in exhibit room
    Academic Affairs procedures-AAC Process Revision (Word) (HTML)
    See College admissions website: www.augsburg.edu/day
             www.augsburg.edu/weekend
    see draft of unit's marketing plan-see card copy in exhibit room
    see Community College articulation agreements:
            www.augsburg.edu/transfer/ccagreements.html
    see Faculty advising load grid- see hard copy in exhibit

Unit Budget

The unit budget includes support for the licensure processes of the unit, including student teacher observation done by content area liaisons, mileage, and honoraria for cooperating teachers. Supplies that support the teaching/learning environment such as CDROM disks, poster paper, batteries and office supplies are purchased from this budget. Guest speakers that help faculty define the field of education and the role of teachers are paid stipends from our budget. Budget is also provided for attendance at MACTE meetings and conferences, dues to MACTE and AILACTE, and meeting expenses for advisory board functions. To date, funding has been adequate for these types of expenses although no increases have been allocated for several years. A rise in P-12 district expectations for honoraria amounts and increasing costs for mileage will strain the budget as our student teacher numbers increase unless the College expands the unit budget accordingly.

Links:
Unit budget-see hard copy in exhibit room

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Personnel

The unit faculty members have responsibilities to teach, supervise student teaching, advise students, work in administrative positions, and conduct grant-funded work.

The College reduced the full time workload from 7/7 to 6/6 full time equivalents in 2002 by eliminating the January term. This has allowed more time in May for faculty projects, scholarship and service; faculty load within a given term remains the same. Unit faculty members have the same teaching load as those in other College departments. Per term this load is equivalent to 12 semester credits at undergraduate and graduate levels. Student teacher supervision is factored into that load at the rate of six student teachers per one course equivalent. Unit faculty members also have significant amounts of course release for department administration and grant administration.

The 14 full time faculty members are assisted by the 29 adjunct faculty members who supervise student teachers and/or teach in the weekend and day programs. The unit hires competent teachers and administrators to bring their knowledge, expertise and insight to our faculty and students. Adjunct instructors must have P-12 classroom experience and hold at least a masters degree. All faculty members are evaluated by students at the end of each course. These evaluations play into tenure, promotion, and leave decisions for full-time faculty and decisions to rehire adjunct faculty. Many adjunct faculty members have taught in unit programs for several years. Full-time faculty teaching the same courses as adjunct faculty are expected to communicate with adjuncts in order to foster program coherence.

Of the 14 full-time faculty, two have loads primarily devoted to field experience and student teaching placements, partnership development, and other related duties.

Support for the work of the unit is provided directly by one full time secretary, two very part time student workers, and by a graduate program coordinator for 50% of her time. The work of the unit is also supported directly by the College advising center and the Weekend College admissions office.

College funds and monies received from the Bush Foundation provide budget for professional development of faculty and staff through The Center for Teaching and Learning. Annual fall and spring retreats focus on teaching, and study groups organized around selected topics meet periodically throughout the year. A new effort has been mentor teams that pair experienced faculty and staff with new faculty and staff who meet regularly to explore issues and share information. The Dean's Fund and funding from the Center for Teaching and Learning support faculty in attending state, national and international conferences. Funding amounts increase for those who present at, rather than simply attend, conferences. The College recently received a Lilly grant that has provided funding for various vocation-focused activities across campus. Members of the unit are involved in activities of the Center for Teaching and Learning and the Lilly grant. They are also mentors for new faculty and staff and recipients of travel funds.

Professional development of unit faculty also has been supported through grants to the unit and/or to individual members of the unit. Some examples are: a National Service Learning Grant, a Preparing Tomorrow's Teachers to Use Technology (PT3) grant, and College administered portions of the Lilly grant. The PT3 grant supported many professional development opportunities related to technology integration for each faculty member throughout its four years of existence. The Lilly grant has supported two unit faculty members in offering travel courses related to international education.

The unit also has participated in grant-supported activities with P-12 partner schools. Atomic Learning, an online tutorial for software programs, was provided to our partner schools as part of our PT3 grant. Unit faculty members were invited to participate in classes preparing teachers to work successfully with ELL students as part of a grant that was awarded to a partner school.

Links:
        see faculty vitae-see efolios –
                http://web.augsburg.edu/education/ncate/standard5folio.html
        see current faculty load sheets-see hard copy in exhibit room
        see course evaluations-see hard copy in exhibit room
        see Center for Teaching and Learning website: www.augsburg.edu/ctl
        see Professional Development funds application procedure-facultytravel.doc
        (Word) (HTML)
        see Lilly Grant website: www.augsburg.edu/lilly
        see year end PT3 grant final reports-Eval_Report03.doc (Word) (HTML)
                        -PT3PerformRep03.doc (Word) (HTML)

see technology tutoring website: www.atomiclearning.com
see technology support website: www.augsburg.edu/it

Unit Facilities

The unit is located in the lower level of Sverdrup Hall. Two classrooms in this area are used almost exclusively by education faculty, and all faculty except one are housed inside the department suite. The unit has requested updating of its physical space for several years: however, renovation is not part of the college's long-range plan for the ground floor of Sverdrup Hall. Space is limited, making program expansion difficult. Some faculty offices are dark, have poor air exchange, and need painting. Heating and cooling problems have been addressed by the College with some success. The unit will continue to request renovations as part of its annual budget request.

The Information Technology Department is committed to supporting faculty and staff in their work as professionals and with students. Technology, such as LCD projectors, internet connectivity and video players, has been added to a classroom adjacent to the education department. The classroom inside the department has a video player but not LCD projector or wired internet connectivity. Portable LCD projectors are available through the library and through the unit's inventory of hardware. Internet connectivity is usually available in that classroom with the use of laptop computers. Several other classrooms on campus have LCD projectors, internet connectivity, and video players. Upon request, unit courses are placed in these classrooms as often as possible. Unit courses requiring multiple computers are usually placed in College computer labs. Assistance with technology questions and issues is provided by the IT staff person assigned to departments in the Professional Studies Division. The unit has also benefited from the services of a technology "coach" funded for us by the PT3 grant. That funding is no longer available to the unit. Many faculty members have laptop computers which they use in their teaching.

Links:
See department letter requesting on facility improvement:
www.augsburg.edu/it
Education Department liaison-Robert Bill-bill@augsburg.edu

Unit Resources, Including Technology

The Lindell Library and IT staff have been an integral part of our program by working with the unit to build resources and provide information to faculty, staff and students about new additions to the library/media center.

The IT department has developed a College-wide support plan that includes the following:

1. Leased equipment lifecycle for faculty members and student labs. Computers are replaced according to the 4-year lease cycle.
2. Software provided and supported. The College provides site-wide licenses purchased for frequently used software and per-seat licenses for program-specific software. The IT department is also committed to providing and supporting current tools and projects in specific program areas, an example being the connection of scientific probes to laptops in the sciences and specialized digital art packages.
3. Systems and processes that advance the College's strategic vision. The IT department creates an online component for every course offered at Augsburg, they centralized contact information to increase its availability for students and they committed hundreds of person hours writing new network tools to improve the ease and effectiveness of our technology resources.
4. Faculty support in using technology. Specific IT staff are assigned to the academic divisions to help departments with technology goals and concerns and troubleshoot hardware and software problems.

The unit has been greatly impacted in the area of technology by receiving Preparing Tomorrow's Teachers to Use Technology (PT3) grants from the United States Department of Education from 1999-2003. The Catalyst Grant in 1999-2000 identified the grant leadership team: the project director from outside the unit and Augsburg, two unit faculty members, one technology expert available full time to the unit, and one outside grant evaluator. This initial grant allowed us to build relationships within the grant team and begin to evaluate our technology resources, unit faculty skills and dispositions relating to technology and apply for the Implementation grant which began in 2000. We identified faculty skills using a self-survey based upon the ISTE standards. Hardware was ordered so that the faculty, staff and students would have access to the tools needed to accomplish their goals.

The skills and knowledge that are needed by our students were organized into a plan, The Digital Dozen, which identifies the basic skills needed for our pre-service teachers as they transition to classroom teachers. The skills were infused into our existing courses so that students were introduced to them in classes and asked to use them in their course work. A student group was identified, the Technology Advocates, in the second year. They met weekly to learn about the latest technology innovations. Faculty and students were invited to visit technology-rich schools, and attend national conferences to hear from leaders in the field. The grant also sponsored conferences for the state PT3 grantees: The Millennium Teachers, Handheld Devices and Research Conference highlighting the impact of using technology in the teaching/learning environment.

Lindell Library staff provide services to all College departments, including the Education Department. A summary of the services provided include the following:

- Budget Allocations. The Library divides its materials budget by department using a combination of the following factors based on a three year average: the number of student credit hours; number of graduates; circulation of library material; cost per volume; and percentage of book budget spent. These factors do not apply to the purchases of reference materials or databases, only to circulating items.
- Professional Journals. The library maintains a print collection of over 115 professional journals pertaining to education. The library also provides access to the ERIC database from the U.S. Department of Education. ERIC indexes over 20,000 journal articles yearly as well as over 14,000 other education-related documents such as conference proceedings, theses and dissertations. In addition to ERIC, the library subscribes to two additional education databases: Education Plus and Education Index. These two databases index over 500 titles with full text access to 200 titles.   These three major databases together provide library clientele with exhaustive access to professional education literature.
- Circulating Collection. The Augsburg library contains over 6400 titles in the juvenile collection and over 5900 titles in the education collection. In addition, the library has over 4200 items in the curriculum collection. The breakdown of curriculum material is as follows:

Art	38
English	43
English (Elementary)	95
English (Secondary)	180
French	64
German	16
Handwriting	22
Handwriting (Elementary)	7
Health (Elementary)	86
Health (Secondary)	100
Language Arts (Elementary Reading)	2
Literature (Secondary)	198
Mathematics	88
Mathematics (Elementary)	434
Mathematics (Secondary)	95
Music	87
Music (Elementary)	19
Phonics	47
Phonics (Elementary)	14
Physical Education (Elementary)	4
Physical Education (Secondary)	10
Reading	730
Reading (Elementary)	400
Science	25

Science (Elementary)	330
Science (Secondary)	416
Social Studies	4
Social Studies (Elementary)	176
Social Studies (Secondary)	237
Spelling	112
Spelling (Elementary)	50

- Collection Development Policy. The collection policy of the Augsburg College Library reflects the mission of Augsburg College which is to "nurture future leaders in service to world by providing high quality educational opportunities, which are based in the liberal arts and shaped by faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community". Consequently, material pertaining to diversity, in the broadest sense, such as learning disabilities, race and cultural issues, are prominent in the collection.
- Purchase Requests from the Education Department. Faculty members are regularly encouraged to submit material requests for purchase. These requests receive priority. A librarian is also assigned to the Education Department to work with faculty in evaluating and selecting materials for the reference collection. The library also circulates Choice cards among the education faculty to assist in the selection process. Choice cards are published by Association of College and Research Libraries, and each card contains a review of a book, video or electronic resource, by a subject expert. Faculty are encouraged to return the cards for the items that they would like to have the library acquire.
- Other Library Services. A librarian is assigned to the Education Department as a liaison. The liaison works with the department to promote and arrange library instruction sessions, coordinate material purchases and, in general, serve as an advocate for the department within the library.

The Augsburg library is part of the College Libraries in Consortium (CLIC), which is comprised of the fourteen private college libraries in the Twin Cities. Augsburg students have full borrowing privileges at these libraries and can request this material online and have it delivered within 24 hours to the Augsburg library.

For materials not available through CLIC, the library provides an inter-library loan service, gratis. The library works through MINITEX, an inter-library loan agency of the University of Minnesota, to obtain materials from libraries in Minnesota, North and South Dakota. If the requested materials are not available through MINITEX, the library will use OCLC as an interlibrary loan agent; OCLC is international in scope.

- Library Instruction. The library actively promotes classroom instruction for education students at their point of entry into the educational program as well as at more advanced stages of study. Students in the following classes receive regular research instruction each semester:
Orientation to Education in an Urban Setting
Educational Technology
Teaching Students with Emotional/Behavioral Disabilities

This research instruction includes an introduction to the major education databases mentioned earlier (i.e., ERIC, Education Index, and Education Plus) as well as EthnicNewswatch for its emphasis on diversity-related issues in the classroom. In addition, students become acquainted with the many web resources devoted to the development of lesson plans critical to successful student teaching. Research sessions are developed and conducted by professional librarians in close consultation with education professors, and these sessions usually culminate in a monitored hands-on exercise where students apply skills and search strategies disseminated during the class.

Statistically, the volume of library instruction for education students has far exceeded most other academic disciplines. In the year 2001-2002, for example, education ranked third among 29 disciplines/programs, with research instruction being given to 11 different classes (including both day school and Weekend College) and 200 students. During 2002-2003, a similar pattern existed, with education ranking 6th among 29 disciplines/programs and research instruction reaching eight classes and 167 students.

- Student Research Activity. Reference is a natural culmination of library instruction, and reference statistics are certainly one measure of student research activity.   A statistical analysis of the library's reference statistics indicates heavy use by students doing education research. For example, during the year 2001-2002, the field of education ranked fifth among 29 academic areas of research, with a total of 313 questions asked at the reference desk. During 2002-2003, the number of education-related questions rose to 367, and, as a discipline, education increased in rank to fourth among 29 academic areas of research.
- Faculty Research and Collaboration. In addition to library instruction for students, librarians have also conducted group research instruction sessions for the Education Department faculty for several years, where the various professional databases in education, and tangential academic disciplines as well, are explored and web-at-large resources are also shared. These sessions are usually coupled with hands-on exercises to ensure understanding and retention of searching techniques presented. From evaluations received, participants have regarded these sessions as being highly successful and useful in their own research and classroom teaching.

Besides group instruction, faculty have also been invited to make individual appointments for in-depth and tailored research assistance. The nature of this assistance has ranged from classroom preparation and doctoral thesis work to new course or program development. Over the past several years, librarians have worked extensively with the faculty in the development of the new EBD master's program.

Links:
> see Inventory of the Education Department's Technology Center-
> > EDTechlisdt.xls (XLS) (HTML)
> see Lindell Library website: www.augsburg.edu/lindell
> see IT Department college-wide support plan-see hard copy in IT office
> see Preparing Tomorrow's Teachers website: www.PT3.org

see Millennium Teacher monographs-see hard copy in exhibit room
see technology advocates meeting minutes- TechnologyAdvminutes.doc ([Word](#))
([HTML](#))
see Digital Dozen document- Digital_Dozen.doc ([Word](#)) ([HTML](#))
see Lindell library budget- Lindell_Library.doc ([Word](#)) ([HTML](#))