

## Conversation #2 –

**What do we expect from ourselves in the way we work and for ourselves, our students, and our clients?**

**COE faculty and administrators held a conversation [February 11, 2011] on the expectations we hold for the way we work with ourselves, our students, and clients. The full input of ideas is listed below. From this list of ideas and the dialogue we created to frameworks that seemed to capture the themes that should be expanded to value statements. They are:**

The Seven Seas Framework	Framework #2	Synthesis (white board)
Continuous Improvement	Excellence	Reflection, mentoring, Improvement, Space for Research,
Collaboration (advocacy)	Accountability	Self-evaluation, Accountability
Collegiality (ethics, integrity)	Continuous Improvement	Creativity, flexibility, independence, respect, integrity
Communication	Engagement	Collaboration, engagement, social responsibility, community, diversity, world view,
Creativity	Distributive and consensual leadership	Advocacy, integrity, Ethics, Respect
Commitment (to process, social responsibility)	Ethics (social resp)	Space to do the Good work/Excellence, research, teaching, scholarship, and reduction of the menial word which blocks the good work
Community (global)	Advocacy	

The steering committee will meet February 21 to review the results of the conversation and recommend a list of no more than 10 core values. From that list they will draft statements for no more than 7 core values which they will present to the full group in March for review and comment.

### List of Inputs received during Conversation #2

1. Our work should be consistent with the broader role of the academy. We should not sacrifice a commitment to study, analyze, synthesize, discover, and critique while we deliver programs designed to remediate workplace shortages.
2. Our work should be aimed at universal phenomena, then the application to local problems, rather than focusing solely on parochial issues.
3. COE faculty productivity is measured against the work of faculty colleagues in other departments and colleges. We have to be wise in assigning expectations and tasks to COE faculty that reduces their productivity, and thus disadvantages them when compared to other faculty.
4. We respect each of our members' voices and seek to amplify their ideas.
5. We expect the Dean to secure external funding for the college, to ensure the university President and DOE hold the college in high regard, to develop an infrastructure of support to faculty, and to stand firm on making sure the faculty is composed primarily of full-time, tenure earning faculty.
6. We expect the Department Chairs to create an equitable infrastructure that allows faculty and students to flourish.
7. We expect administrators to recruit students.

8. We expect faculty to fulfill their responsibilities to teach, to do research and to provide service. We do not expect faculty to perpetually do more with less at the expense of their well being and of their programs.
9. We expect faculty, staff and administrators to treat each other with respect and to cultivate a collegial work/learning environment.
10. We believe that mentoring and academic support are necessary for student success.
11. Lifelong learning. Unit personnel and candidates are expected to participate well beyond the minimum expectations for professional development and learning.
12. Maintain an environment built on trust, respect, honesty, professional integrity, high expectations, courtesy and compassion for others.
13. we seek to promote an atmosphere that respects and protects all, particularly the least powerful.
14. Foster an inclusive sense of community and recognize the value of communication and interaction with others.
15. We maintain a welcoming and supportive environment that encourages relationship building and promotes individual, professional and community growth.
16. Commitment to Social Justice (i.e., ideal of fairness & the belief that all students can learn)
17. Professional practice incorporates multicultural and international perspectives.
18. Responsible, principled behavior.
19. Professional practice involves decision making and problem solving based on reflection, critical thinking, and self-awareness relating to intra/interpersonal functioning.
20. Professional practice demonstrates proficiency in the ethical use of technology.
21. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.
22. Graduates should be informed, ethical and capable reflective decision-makers.
23. Comfort in the context of diversity/ Pursuit of the excellence that comes from the true celebration of diversity. This is not just about working across racial/ cultural backgrounds, it has to do with how we work across divergent perspectives; how we integrate diverse views is what and how we teach and how we govern ourselves. If we cannot do this, we are failing ourselves because we have strength and promise here.)
24. Creativity/ collaboration (We need to think differently about how we do business; we need to work across disciplinary and departmental borders, to team teach and build programs and courses in collaboration. We need to build a culture where we learn from each other.)
25. Excellence and authenticity (We have a shrinking faculty pool; as a result we have little margin for mediocrity. Faculty should be able to embody/ practice what they preach/ teach. Can't teach teachers to be excellent unless we are excellent teachers; can't guide research, unless we are researchers. We should NOT settle for mere compliance with externally imposed standards as our goals.)
26. Socially responsible. We have to respond to the national crisis in education and make sure that we are the solution, not the problem. We need to re-think what we mean by an 'effective' education. Our students need to feel challenged, because the public expects excellence in their future teachers. We also need to help our graduates combat the challenges they will encounter, without compromising the core principles of education.
27. "Everyday" Leadership - We need to be strong leaders at every level of the organization. Our shrinking numbers makes this more imperative. We cannot expect a few to lead. Administrators need to embody democratic principles of leadership and encourage collective participation.
28. Faculty are expected to model effective use of technology through all courses and field experiences, although the infrastructure, hardware, and personnel to support the technology outcomes for candidates has limitations. Implementation of LiveText as a data management system for the COEd requires candidates and unit faculty to work together to engage in the use of technology to manage data associated with candidate, course and program outcomes.
29. Accountability first to our students and only secondarily to state accountability systems
30. Teaching well and advising carefully should be our first two goals. State systems should support and not hinder that activity.
31. Freedom of research focus for faculty

32. State educational and political bureaucrats should never tell university faculty what to study in their research activities. Not all research needs to be directly applicable to the K-12 classroom, and we should review research on the basis of its quality and not according to its focus.
33. Constant self-improvement, in terms of curriculum, instruction, and advising
34. NCATE should be seen as a process that simply augments what we already do – which is to evaluate the effectiveness of our programs on a regular basis. To do so, we should use many data sources, and the summary should be forged through departmental and perhaps in some cases college-wide discussions.
35. Engagement in community – local, state, national, and international We should be engaged in outreach projects, course and program offerings on-site, school/university partnerships – and many other forms of community activity. Such engagement can take place 2 miles down the road or 2,000 miles across several seas.
36. Distributed and consensual leadership This is the process goal of our department – to discuss all matters fully, to make consensual decisions as much as possible, and to share the leadership load
37. Excellence in academic preparation, clinical education, research, and service to the community.
38. Commitment to preparing entry-level clinicians who utilize research-based inquiry, adhere to ethical standards professionally and personally, employ reflective thinking and self-analysis, aspire to exceptional quality in clinical practice, and recognize the value of life-long learning.
39. Research
40. Leadership
41. Independence
42. Respect
43. Mentoring
44. Scholarship
45. Cultural and ethnic diversity
46. Internal and external collegiality and collaboration
47. Professional and personal ethics and integrity