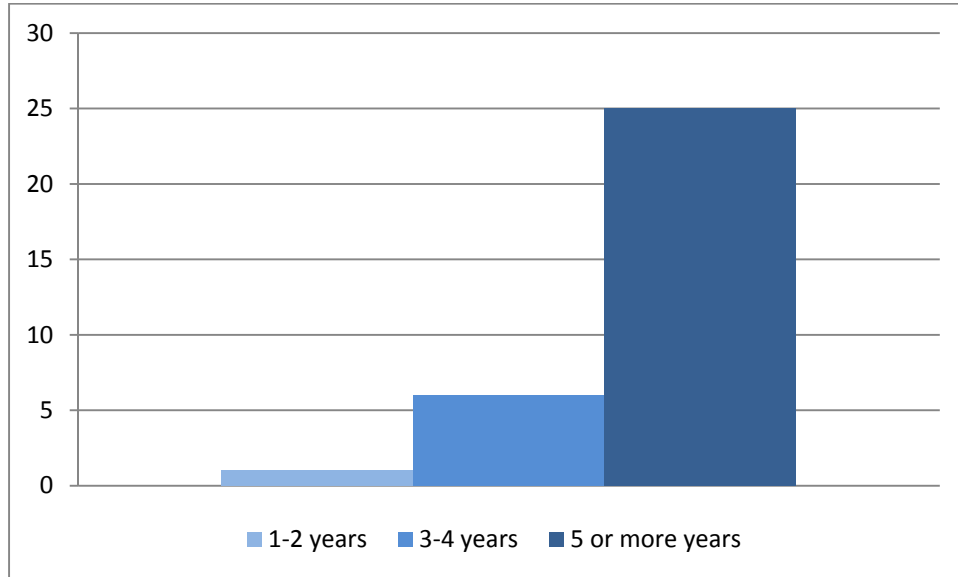


2011-2012 Professional Education Governance Faculty Survey

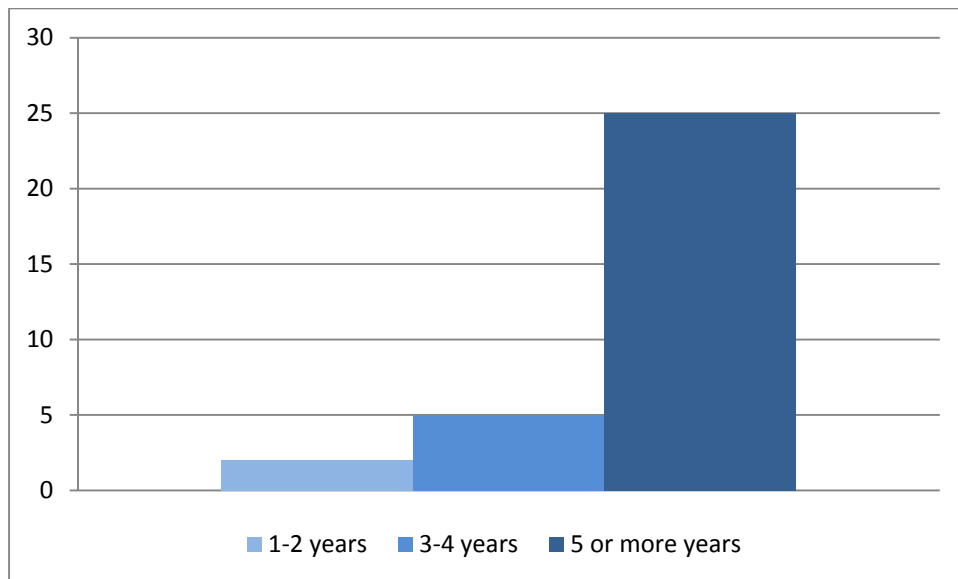
This survey was distributed to all ASU professional education faculty on April 9, 2012 using College LiveText. The survey closed on May 1, 2012. Responses are not corrected for grammar.

Return Rate: 39.02%

1. How many years have you been employed by Arkansas State University?

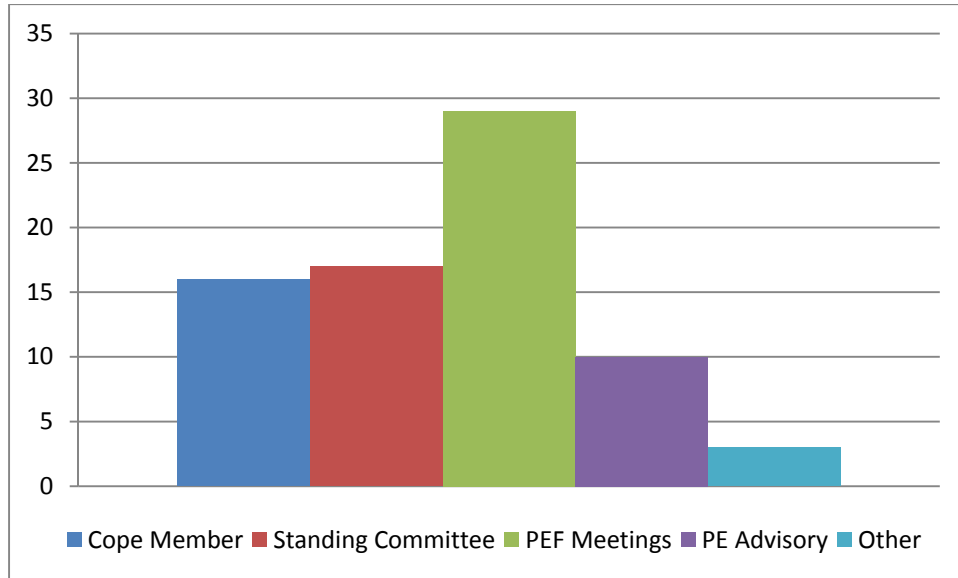


2. How many years have you been involved in the Professional Education Faculty?

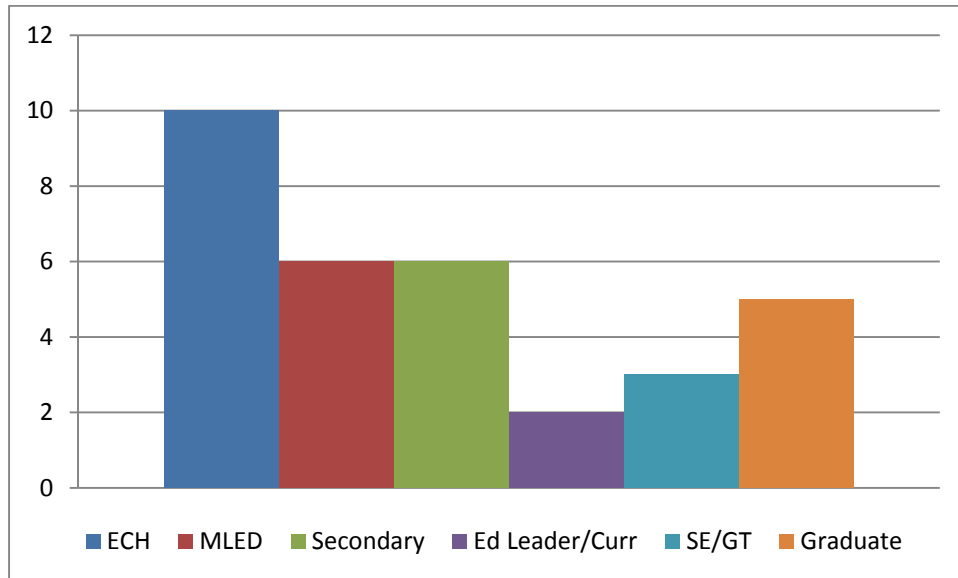


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3. In what capacity have you been involved in the governance in the academic year? Mark all that apply.

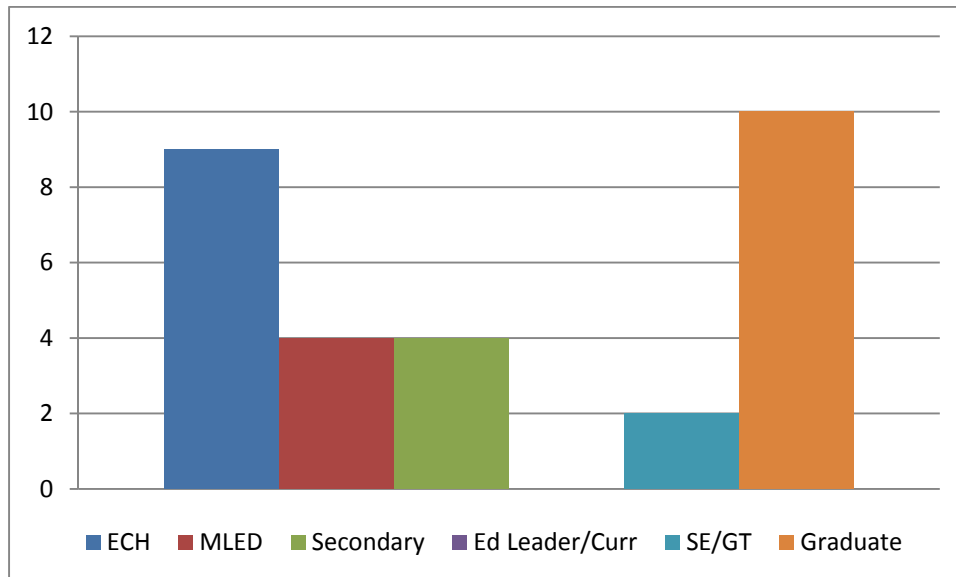


4. Choose your primary area program (formerly known as forums) from the list below.



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5. Choose your secondary area program (formerly known as forums) from the list below.



6. What factors contributed to your level of involvement?

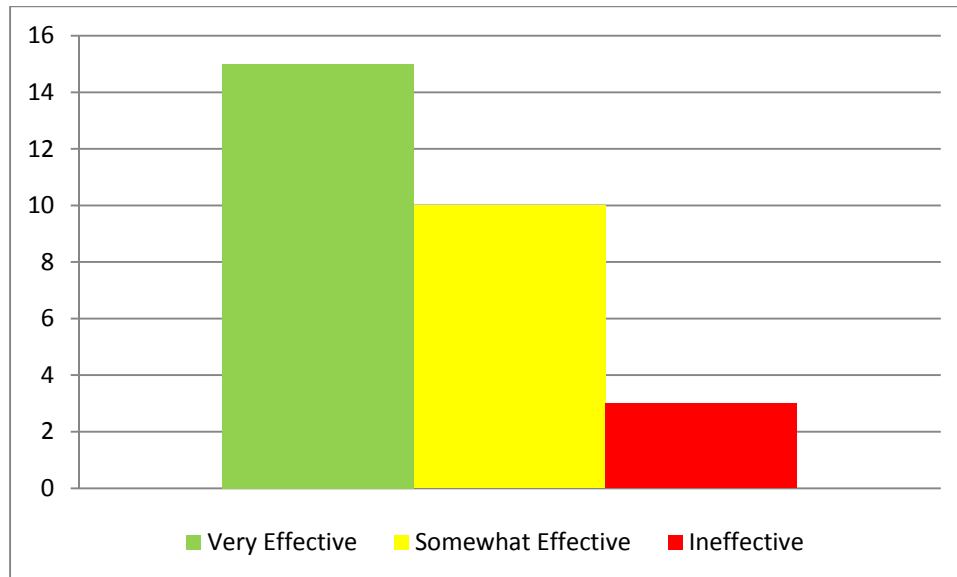
- COPE Committee decisions (read documents presented for program and bulletin changes prior to meetings and acted on requests at meetings)
EARLY CHILDHOOD AREA---Coordinator (Planned and conducted meetings, took lead role in 120 hour changes and other ECH Business)
PROFESSIONAL EDUCATION ---Attended faculty meetings
- Above on my secondary area program level -- it would be reading -- did not see that listed?
- I volunteered for two standing committees when I first came to Arkansas State University in my position. I wanted to be involved and to help out any way I could. Also, I began in the P-4 Forum, but have now taken part in the Area Group for P-4 as well as Secondary. I chose P-4 since my certification is 1-6 grades and I chose secondary so our office would have a representative in that area that could we could have not only a voice but also so I could report back any important information relevant to our work. I have also become involved with the ERZ Advisory Committee in order to help develop our partnerships with area schools, be of assistance to those in charge, and to stay informed. I want to be a part of the Professional Education Governance at ASU because I feel this is very important area that all constituents should take part.
- Distance from campus
- To support the unit, the programs, and the institution through this work.
- Area group leadership, interest in common core and state level events
- I have reduced my involvement over the years because I think it is a waste of my time
- as a member of the COE

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- Interest and commitment to programs- area and graduate
Wanting to have a voice regarding decisions relevant to programs, licensure, and professional education
Representation of ideas/faculty on forums
Representation of ideas/faculty on COPE
- Was asked to serve
- Desire to improve our College and programs.
- We have a small faculty and my position has evolved over the years. I taught classes earlier, but now most of my involvement is at the end of the Master's degree with the final classes the students take.
- appointment to the committees
- required
- Limited opportunity. Meetings scheduled in conflict with class meeting and/or intern supervision times.
- Part of the commitment I made to service
- Assignment by department chair.
- Assignment
- I have attended faculty meetings on the Jonesboro campus and I have worked within course groups with instructors from all campuses. I have received email correspondences asking for input concerning curriculum review and approval.
- My professionalism
- I assisted with editing documents related to shared governance through COPE committee work.
- Coordinator of a graduate degree program associated with a SPA and NCATE
- I strongly believe in the current governance system and believe the system provides a voice for all members and programs within the unit.

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7. Proposed curriculum and program changes must follow specific guidelines within the governance system before being forwarded to the Head of Unit. How effective has the Professional Education Governance handled the curriculum review/approval processes?



8. How can the curriculum review/approval processes be improved?

Responses:

- It is helpful to receive information more than 2 to 3 days prior to the meetings.
- Make sure decisions are sent to all faculty members. Often gets lost in the clutter.
- Procedures and protocol that everyone understands. We need leadership seminars and training specific to learning coe and university procedures.
- Proposals need to be submitted at least 3-5 days prior to scheduled meetings so that they can be reviewed thoroughly prior to meeting and having to vote. This would eliminate the feeling of being rushed and pressured to vote for something that isn't well known or reviewed. This would also eliminate re submission for proposals.
- Try reporting back to the program areas the disposition of the issue under review. These things go all the way to UCC and we never are informed as to the results until we see the bulletin or don't see it in the bulletin. I have been frustrated with this process for many years and wish it were more informed.
- it appears to be overly complicated
- Greater discussion and time frame from Departmental Curriculum Committee. Time frame can be an issue- when there is little time for discussion prior to decision-making, folks have little opportunity to make informed decisions. One idea is that Forums/Committees could discuss curriculum changes prior to COPE approvals.
- Less duplication
- Sometimes I think the process takes too long, but maybe that is the way it is supposed to be.
- proposals submitted prior to reviewing them at the different meetings

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- cut down the paper work process
- Sometimes it is a slow process. This can be problematic if changes need to be made quickly.
- Utilize evidence-based research to guide decisions rather than expert opinions, however well formed they may be.
- Have knowledgeable individuals in decision-making positions.
- No suggestions it works well when faculty follow the process and when there are no attempts to circumvent it.

9. The governance system is designed to represent all of the Professional Education Faculty. How effective has governance represented the diverse interests of the Professional Education Faculty from all of the colleges at ASU?



10. What do you recommend to improve representation of Professional Education Faculty?

Responses:

- Communication
- Have some kind of incentive for attending.
- Going back many years, ASU had TEPPC- Teacher Education Program and Planning Committee. Individuals were elected from areas/programs to serve on this governing board. TEPPC met and prepared information to share with the PEF. It was similar to COPE, but seemed to be more representative of the PEF.
FORUMS do not work, as they are currently established. "Members at large" are important parts of the governance. Also, issues coming before COPE could be shared with PEF so that interested individuals and/or stakeholders could come to speak about the issue/program change, etc.

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- Better communication
- ensure that all individuals receive governance proposals
- Faculty from the Department of Educational Leadership, Curriculum, and Special Education have three opportunities for representation of their faculty: (1) Graduate Programs, (2) Educational Leadership/Curriculum and Instruction Programs, and (3) Special Education and Gifted and Talented Programs. Likewise, faculty from the Department of Teacher Education have three opportunities for representation of their faculty: (1) Graduate Programs, (2) Early Childhood (P-4) Program and (3) Middle Level (4-8) Program. In contrast, faculty from the Department of Psychology and Counseling have ONLY ONE opportunity for representation: Graduate Programs.

This routinely creates an situation where faculty associated with the School Counseling program and the School Psychology program in the Department of Psychology and Counseling have NO representation. To the best of my knowledge, this also applies to programs from HPESS. At the same time programs from Psychology and Counseling have NO representation, programs from ELCSE have three representatives!!

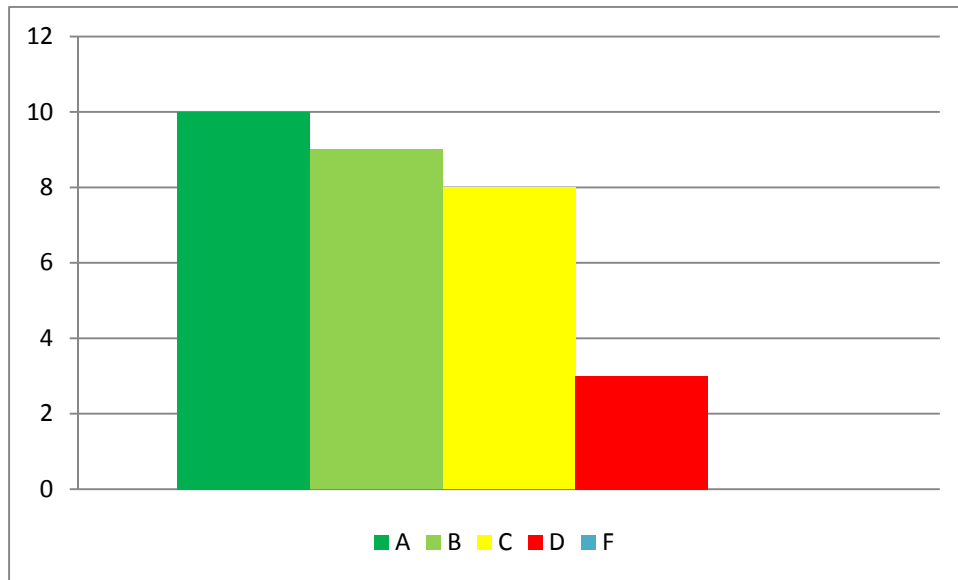
- The committees are dominated by College of Education faculty which means programs outside have little chance of making significant changes to their own degrees if it does not meet CoE faculty expectations.
- The governance system is top down in absolute terms. Hierarchical nature of the system needs to be changed. I do not see this happening. A hierarchical power relationship will be maintained based on my experiences at ASU..
- Call for chairs and deans to monitor the participation of their faculty in the meetings and committees. I see a number of members who do not attend. They all need to be involved. Consequences for attendance and participation.
- The current system is fairly new and we need to see if there are areas that need to be refined.

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11. The area programs are intended to facilitate discussion among the Professional Education Faculty about a broad range of teacher education issues. How effective have the area programs been in facilitating discussion?



12. How would you rate the effectiveness of the governance system for the academic year?



Mean GPA = 2.866

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13. What is the major reason for the grade you selected?

Responses:

- Accomplishment of major program changes, syllabi review and input from constituents.
- I think it has worked effectively. If people complain it is because they have not been involved.
- I think since the recent change from P-4 Forum to area groups, there has not been enough time to establish these groups successfully. I believe we have room for growth.
- It gets the work done. I am not sure how creative the process allows us to be and I am sure time is an issue.
- The interim status at multiple levels has impacted the quality and effectiveness of the system. The individuals have done their best, but there are different contextual issues involved if these positions are longitudinal.
- See approval process above. Beyond that there is no discussion of issues
- Very little input from those not on the committee are presented or considered.
- Program changes went through COPE with little discussion and without ample faculty input. Faculty who serve on COPE are often unaware of ramifications of program changes. FORUMS do not work well in terms of COPE representation. FORUMS do not work well in terms of program changes, curricular issues, or governance issues.
- Guidelines do not always seem clear cut
- System is professional, allowing all concerned to become involved and voice their opinions and views.
- I don't think it is as good as it should be, but since I have no recommendations for making it better, I am not the perfect judge of it.
- Standing committee make ups do not make sense. Initial programs unit assessment has 3 members who, at least currently, have little if anything to do with initial licensure programs. Advanced programs representation also seem somewhat skewed in terms of representation.
- lack of dissemination of materials prior to voting
- Lack of fair representation as indicated in response to Item #10 above.
- Some information did not get out as timely as they should for one reason or another.
- Area programs worked quickly to meet new legislative guidelines. Input from all faculty members was thoughtfully considered. Open discussion was welcomed and encouraged by area chairs.
- Power structure dynamics and the lack of time to have meaningful extended dialogue over pertinent teacher educator issues.
- This is my first year as a full time faculty member, yet I feel that I have had multiple opportunities to contribute to curriculum development.
- Leadership
- I think everyone within the College of Education has had and continues to have a voice in the decisions that are made related to education.
- There needs to be more involvement of faculty and no circumvention of the curriculum approval process like we saw when AP/HEH came on the scene.

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- We are doing a good job not an excellence job, an A denotes excellence.

14. What major changes, if any, need to be made in the governance system?

Responses:

- Communication
- I would like to see more follow up of the area group discussions and for the group to be held accountable for the charges they have been given.
- We just need quality, experienced, longterm leadership so much-needed changes can move forward.
- Start over
- Simplify the process
- FORUMS
COPE
Representation on Committees and/or FORUMS
Transparency of decision-making- informing faculty of changes, voting, etc.
The two major PEF "COMMITTEES" still a part of the process, skew the COPE representation.
- I don't know of any major changes.
- please remember addition of field experiences committee as voted on this past year.
- Either designate a representative specific to the programs that currently are not represented or designate that the Graduate Programs representative cannot be selected from any of the area programs that have a specified representative.
- Stress the share governance system to new and incoming faculty at all levels
- Continue to involve all faculty members in the governance process.
- A balance of power between COE and other colleges with Professional Ed degrees.
More time to engage in professional dialogue regarding the vision of teacher educator training.
A concerted effort to use evidence-based research to help guide decisions.
- leadership re-evaluation
- I don't know of any!
- None
- N/A