

Focus Group
UND Faculty
February 8, 2007

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Moderator: Barbara Combs, Associate Dean for Teacher Education
Transcribed by Carol Hansen, Admin. Asst.

BC: Welcome to our discussion about UND teacher education. I'm going to be the moderator for our conversation. My assistant is Carol. The purpose of the focus group is to understand your experiences with and opinions about UND teacher education so that we can improve our programs. There are no right or wrong answers to the questions I will ask you to address. I expect that there will be varied points of view so please feel free to share your point of view even if it differs from what others have said. My roll is to ask questions and to listen and to make sure that everyone has a chance to share. I will not be participating in the conversation but I want you to feel free to talk with each other. I will be asking about 10 questions to make our conversation most productive only one person should talk at a time and please speak loudly enough so that everyone can hear. In discussions like this there may be a tendency for some people to talk more than others. Since our goal is to hear from everyone, if you are talking a lot I may ask you to give others a chance and if you aren't saying much, I may invite you to comment. We are tape recording the session so that no comments are missed. However no names will be included in any of the reports. Your comments are confidential. To help insure that comments are confidentiality I'm asking that none of you share what anyone says in this room today. Feel free to move about, get refreshments and now lets begin with the first question.

1. When you hear the words teacher education at UND, what do you think of?

GI: I think of a comprehensive program in the state of North Dakota. I would say that we are the only comprehensive program because we have all of the program areas from early childhood all the way through secondary, middle school, elementary, special ed, and then we have the graduate and doctoral programs, so I think it's a very comprehensive program.

BC: I'm listening to the conversation—that's why I'm sitting back here.

SH: I think I would say, with my limited knowledge about the program itself is what you just described. I would say the caliber because of instructors, the professors that I've been in contact with. I think that they are very dedicated to the students. I think that they have high expectations to the students. They have set some very high standards and when I say limited, I would say that I've been in a couple of classes where I've presented or have had a chance to talk with the students.

AW: I would say the very first word that came into my mind. This question has been asked before... I immediately think – undergraduate-- . My question was ‘are doctoral programs part of teacher ed. I see some disconnect there.

SB: I think technically the doctoral programs are not part of teacher ed at least as I think of the NCATE unit. Their assessment plan, for example, won't feed into or anything like that but, I think about the teacher education at in our university and how our understanding of it has changed since maybe our last NCATE visit. You know, we sort of get it now that the secondary programs, even though they are in Arts and Sciences, College of Business, that there still part of teacher education. Its beyond a wall, the department of teaching and learning, so just from an organizational, structural perspective I think about.

DM: I thinking about from that campus-wide perspective, I see that in many ways its undervalued in terms of how the resources are allocated to it from a campus-wide perspective and they are still confusions between certain elements in various departments in the Arts and Sciences and Education & Human Development what is this relationship that we have to be aware of regarding NCATE. But that I think the collaborations are getting better.

GI: I agree that there is some frustrations even amongst the faculty that are in the teacher education because we have some limitations due to budgeting restraints. WE just feel are that maybe other departments don't have and I think that is a frustration that we at times will voice.

SH: And I would say coming from the practicing field so recently for the College of Education ? as a whole I would say that the resources are very dismal and the budgeting once again is very dismal to any productive research that we might want to do with the students. Limited resources as far as, we're just now getting the smart classrooms, we're just now getting some of those, I would agree with both of you on that.

RD: I think one of the things from our perspective in technology is sometimes students don't recognize the fact that we do have a middle school or a secondary program and they think we are only industrial technology. They lose sight of the fact that we also have technology education. I think part of that comes from the fact after the “No Dakota” vote identifies with that. WE had to give up both our MS Ed, as well as our BS Ed and so as a result of that we rolled it into our BS IT so its cleverly hidden in many ways as compared to what it once was and then I think there's also that one time there was some confusion to the fact that our program was listed under the College of Education and now its more or less listed with us which helps us in recruiting. So that is in one respect its confusing to students and other respect it's still there and I have had one parent who contacted me and said ‘do you still (he's a teacher in tech ed) he said ‘do you still have the program” because there was a other information coming from other sources in the state that said we didn't.

DM: But that leads to a segway that one will look at the whole university structure here I have a distinct feeling that compared to the other campuses in the system, teacher education is not seen as one of the driving reason to come here, that schools in our sister institutions whether its Mayville, Valley City, Minot, or Dickinson, they give out a message to the potential undergraduates that “No, you don’t want to go to UND, you want to come to us because we are smaller we are going to be very student-centered and that we are going to provide you with experiences that can.” when reality is actually quite reversed in many instances because I have had to work with programs at other campuses and in many ways although the resource base here is not good, the quality of the instruction, the opportunities that are available for those students far exceed what I’ve found at sister campuses. But I may be slightly prejudiced.

SH: Well, in response to that, Doug, as a former administrator out there we used to chide one another that we could actually hire a teacher without looking at where they had undergraduate degree from and we could say that this students was from Valley City, this students was from UND, and so forth, but as we came to do that for a couple of years there we asked ourselves if we were really looking at the University of North Dakota or were we looking at the student that really should be a teacher and it clearly came down to that it’s the students and not the institution that we were finding when we had hired a new teacher that was not so good or we’ve hired a teacher that is outstanding. We’d come down to the personality of the teacher and the desire to really want to be a teacher.

DW: Where does UND stand?

SH: I would say that in those years that we were doing that I would say that Mayville and Valley City were the ones that kept coming up as those were the better prepared teachers, but as we, because we always had focus groups like this, administrative groups around and what we, as we looked at it we started saying, “No, its not an institution, it goes back to the personality of the person and what they really want to do and be involved with that.” So I would say, like you said earlier on that it was Mayville and Valley City who are people of choice or I shouldn’t say of choice, those that we are hiring, but years since then, it’s not that.

DW: I’m of the department of counseling, so I might have missed out on some of these issues, but is it possible that students who go to Valley city or Mayville, teacher educators, their first choice is come to UND they kind of fall into that major after awhile.

SH: I would probably say that that’s right, but I wouldn’t have anything to back that up. The other thing is that I think those other institutions have for those other students probably more scholarship dollars, they generally are the ones that go to play that division of basketball sports or be involved with those activities, so then that’s where they just go into teaching.

SB: I think one of the things about that might be is “My Program” so I may be defensive, a couple of things would come to mind and it would be interesting to know the number of applicants from UND compares, because what I think about is so many of our

graduates from our programs I would say, I'm speaking most of elementary, but they go elsewhere or they stay in Grand Forks, they try to, or more urban areas which sort of speaks to me issues when we believe in teachers going to teach on the reservations and things like that but the fact is the students (my sense is, I don't have really any data to back this up) but talking often with students. In elementary teaching is often their first choice and but when you ask them how many of you are student teaching out of the area? I mean all over the world and then also all over the country or pockets of the country and so that could possible count for some of those differences.

AW: I support S in that. In the 7 years I've been here the reason for students who come and want to do out of area student teaching is usually "oh, I have a boyfriend there, or family" and now it's, students say, "I want to go somewhere more diverse—I want that experience". And the numbers of people going out of area is just increasing.

DM: I'd be tempted to say teacher education in North Dakota the first thing that might come to mind is more national, global and that can be both a blessing and a curse because we're operating in a state that is highly parochial and it is one enormous village with widely scattered neighborhoods that behave in a very clannish fashion whereas UND has this tendency to pay more attention to what's happening beyond the state's borders because as you were finding out if we have students that want to have that more global interaction and I'm afraid that unless there's a way to start being more attentive to perhaps the lobbying that needs to be done, the resource base will continue to be stable to stagnant.

BC: I'm going to move us now down into questions because I can hear that's where this conversation is beginning to go; so for these next two questions, there's a little bit of writing that happens before the discussion and that's why you have some paper before you. I would like you to think about your experiences with the teacher education program at UND and all its ways and write down three things that you think are positive about the program. At this point what I'd like you to do is to share those three items with each other, you can do it either by going one person at a time or have a conversation around the items and then my job is to get the gist of each positive as you're talking, so that's what I'm doing up here as you share.....if you'll, and I may ask some clarifying questions.

RD: Well, I'll start. I like the comprehensiveness of the preparation for our students from the EHD, the T&L department. I like the idea that we have a variety of field experiences in different levels to help students make decisions as to whether or not they really want to teach. And the last one is I think the placement of student teachers have good quality places for our students to go.

AW: I'll go next.....I thought the one that really stood out by far for the most was that the faculty are really dedicated to improving teaching and encouraging and sometimes we do the research bit, but I think that makes for a better teaching institution. I think we also are somewhat blessed in that we have strong students. There's some places where I've worked in teacher education in more urban areas, there's lot more problems of why your

mix as students; strong students in terms of work ethic and behavior and commitment and all that. I also think the comprehensiveness and the options we offer and I think we work very well together and that if a student wants to do a minor in some other area, we all know each other, we know who to go to contact and help them with that. They don't have to search those things by themselves.

GI: And I'm smiling because I have the exact same three, truthfully, I really do. I concur the fact that the faculty is very dedicated, I think they are strong, well prepared, their hours that they spend in their offices, in conferences and being better prepared is real strength to the T&L program or to the education program. I also wrote, I worded it a little bit differently, opportunities to expand programs of study. We have reading credentials and we can add an early childhood or a middle school to elementary, secondary, we can add special ed minors, we have a real strong connection to the public schools, and so that absolutely makes our programs of study strong because of the collaborative nature of our programs with not just Grand Forks but other neighboring areas. And I also had dedicated and strong students.

SB: Ditto. I had several that I kind of chunked here, but my first was strong dedicated faculty, I used that term. And I wrote that professional development and do research, which I think keeps the strong, thinking beyond just you know what we've done. And I put good students, have very strong students and also I said it a little bit differently, but talking about programming, we have a strong curriculum and to some extent I relate that to a 4-semester program versus a professional year, or something like that, we get them for really solidly 2 semesters... whereas I think about teacher prep programs that have their students for that professional year and just student teaching... anyway I really value the bachelors level of teacher prep because we can add on all of these other choices to even to some extent when they are here as undergraduates.

DW: I'm not as familiar with the teacher ed program as most people here, but I think I had some of the same things too. I used the term dedicated faculty in my experience. The cooperation with the Grand Forks school district is strong, it seems to be what I'm hearing as well, obviously very well integrated with the whole college. The college doesn't have a ton of resources, but teacher ed has good access to. The other thing that I put down is the awareness of the diversity issue. I don't know how high that is but I sense that is better than some other undergraduate programs on the campus.

SB: B I said that a solid 4 semesters not 4 years.

SH: I would echo some of the very same sentiments. First one that I put down that the instructors were very strong; one of the areas that I appreciate is that they seek out either through discussion or conversations or by bringing outside speakers in to see what is relevant or what is actually happening out there in the field as well as in the state and what could be some issues on that. They just do a real good job. The other times that I've been in the classrooms with the students, the students appear to be outspoken, and I mean that in a positive way, because they are able to ask questions that they should be asking. I've gone in and worked with one instructor on how to get through an interview

what we are looking for as superintendents and such, and the students were very well informed. I don't want to use the term 'versed', but I knew what they wanted to ask, it wasn't just what is the salary, what are the benefits or anything else. They asked curriculum related questions, they asked things about ethics and so forth. The third area that I would say that there is a strong sense of pride, I think with the students and the faculty. The way that you as a faculty in this department focus on the dispositions so that you look at the student as a whole, you don't just get them in and get them out, for the numbers.

DM: The three I had in various fashions fit into the ones that already been mentioned. The first thing that struck me was the about the teacher education program where the way the conceptual framework operates. That it is strong in philosophy and urges a good base knowledge. I would suppose by saying the student-oriented that could also be interpreted in a way that you got your dedicated faculty because they are making those efforts and as someone who is technically in the College of Arts and Sciences, the adjuncts people, I think one of the positives has been the high level of collegiality, the supportedness that is given to all the people from the extended secondary faculty are willing to engage in that, so it is available, very good.

SB: That triggered something, I don't know exactly what it was but I feel that I have to add this. I think our doctoral program is a real strength of our program because we have these GTA's that come and they are just so wonderful.

DM: I had supported the GTA and I wasn't quite sure how to put it....

GI: I would like to expound on something that was also said about the readiness of our candidates to go forth into programs because my previous position was as a Career Counselor and I ran all of the Career Fairs for 7 years. In our isolated location we have tremendous numbers of school districts from around the nation who come here to the tune of sometimes we are looking at 50-60 school districts that come here and sometimes even more than that. Because they know that they are going to get here outstanding educators. Teachers who are well prepared, who are dedicated to the profession and when I would speak with those individuals, they would like to take those students home in their suitcases, if we'd let them.

SH: When I attended a lot of the national conferences for school administrators, I mean, that was clearly one of the things we always talked about. How many teachers are coming out of North Dakota this year and will you send them our way? North Dakota is well known. I don't even think they have to get interviews, they just apply and they are being called to get hired.

RD: We have requests from all over the country to come to our place. I don't think we've ever placed anybody outside of our region, for all practical purposes because there are so many openings; but at the same time we are getting requests—Florida, Georgia...

SH: I think that goes back to the fact that UND does a good job of preparing the whole student, I mean they are not afraid to talk about values and morals and things like that and so I think that adds to it as to not just the education component but the other piece.

DM: I was just going to add, but I know we probably need to go on to the next piece of naming three negatives and.....

BC: You know my script.....

DM: Not necessarily, maybe.....I'm playing my hand too early, but that can also be a negative with state legislators who apparently there's a move afoot that there's a complaint that too many of our students go elsewhere and it is double-edged. I would think they would be pleased to see that because there's not enough positions available in North Dakota and they are claiming "Well you educate people for the wrong degrees." Well, you tell me, ten years from now what are the right degrees.

SH: I would argue with them that we may lose them in the first five, six, seven years. They come back as quickly as they leave, they are coming back here. I mean I don't know how many young teachers that I have known that have left to get that first job, because the other thing is that North Dakota generally has a good surplus in not all areas but of the veteran teachers so generally that first second or third year teacher gets overlooked oftentimes for the veteran teacher. And but I see them coming back all the time.

GI: They opt out to go to bigger... there's more opportunities to go to large communities in which many of them are looking for rather than specially if they are single they don't want to go to I'll just say a very small town in North Dakota. When they could go to a like Wichita, KS, or something like that. I'm speaking – this is my own experience, I left, I got seven years of experience and then I came back. That was because the opportunities that were in North Dakota at the time were very, very small communities and that is something that I really wanted at that point in my life.

SH: When I take a look at that and I'm hiring you back in North Dakota, you now have a pretty good idea almost instilled about difference with diversity, different education programs are doing that we couldn't possibly get if they were raised here, grown up here, educated here and stayed here. So it is double-edged sword.

SB: I think part of that too is because we do have a 4-year program, our students tend to be younger students. They are not that non-traditional age that you see in so many other states. I'm thinking like California, the average age, I maybe off on this, but a teacher education student could be 30 and ours is probably 22 or something and I'm making guesses here, but so it's just more likely that they are going to go off and see the world. I haven't had this conversation for a long time, but when I first moved here, which is 15 years ago, I asked about that, because even then so many of our students; well how does North Dakota with all these education programs justify educating students and then they all go off. People said that because they are younger, their parents are excited to have

them here going to school in this state. Still can get home for the holidays, whenever and so they know the kind of education they are going to get in this state and so they tend to be OK with supporting the teacher education in this state and knowing that they are probably going to have to leave.

BC: I am going to go on to the next questions. Again lets take a minute or two to write and then share. I would like you to this about your experiences with the teacher education program at the University of North Dakota and write three things that disappoint you. I'd like to do the same thing. If you do find something that doesn't match with what you are saying, we will change the words.

DM: Well, since I started and ended last—I'd better get going. One of the things that's troubled me over the near three decades that I've been on this campus have been inconsistent connections with departments in Arts and Sciences and Business and Public Administration and I need to put a caveat there that it is not necessarily because of T&L people not making the effort that oftentimes there seems to be in some units in the extended secondary a lack of understanding that we need to be connected and one case is the problems we are having with social studies secondary ed where the BPA their economics classes that no longer exist and every since the death of Cleo Cleveland, we have gone from being a major center of economic education statewide to basically being a shadow of what she had done so well. And that leads me perhaps to a second point that sometimes I feel because I do go to other campuses on a fairly frequent basis, that there's a semi isolation with regard to the state presence and that's not to be construed as chastisement because there is simply not enough resources. Your people in T&L are spread so thin to begin with. IT's very difficult to get out to those teacher centers in the West River country and even trying to be in a sixteen mile radius around Grand Forks either in northeast North Dakota or North Woods, MN. That's very, very time-consuming and it could also be that some of the places are "private preserves" of some of the other state colleges in the ways sometimes get perceived at those locations and the third thing that has been a little disappointing is the insufficient resources that have existed for getting T&L engaged with the people from the Division of Continuing Education where we seem to have a disconnection between what is expected or there's not the support to utilize some of the technologies and vehicles to get that high quality program that UND provides out to various places in the state. But I would also put the caveat there is not just the T&L department that is experiencing this with the Div. of Continuing Education. You can look at any number of departments in any number of the colleges here and when you consider the strategic plans is going to be the on-line where the enrollments come, it bothers me that there is a lot of lip service to that but not the support to give the release time to the people to develop a course to engage in this. I have spoke my piece.

SB: I'm going to say that I think, when I made this list, I had to sit and think and then things just started coming. One of my disappointment, it is a difficulty that we face all the time is the difficulty in hiring, filling our positions and filling them a diverse pool. Round the country. And it is just difficult and there are a lot of reasons for that, but I think that faculty salaries is one, but that's a recurring problem. I think overall our

students have to work too many hours during their education and I think it takes a toll in many ways. Sometimes it takes a toll on me being willing to ask students to do; but they just juggling so many things and then I think my third thing is I think that its kind of back to the resources in general. I see that permeating our lives from the building that we have, to faculty being so involved in having to do so much, I heard somebody use the term the other day, maybe it's not a good one, but petty administration is so many things we are doing and juggling that I don't know if it is a lack of more faculty or what, but there is so much work that isn't related to research and teaching. And I think it is a huge toll on morale and all of that. And then it adds up to faculty working too many hours and not being able to get out to the other parts of the state and then we get that isolation that's a really important point.

SH: I think that's a good place for me to segway into mine. Last year I took a leave of absence and the reason that I took the leave of absence was because I felt I was missing something that I hadn't been out there in the field. And actually it was Dan that brought the leave of absence to me otherwise I had basically resigned because I felt that I was no longer in contact with what was actually happening out there. And so coming back I discussed that with Dan, its very important that we are back out there in the field and I will try to do that every third or fourth year and I don't mean on a 1-day visit and so forth, I mean where you are actually there. Because one of the things that I was starting to find out was within my own teaching and such "are some of these things that I believed as an administrator then and now I'm here in higher ed, are they still part of what's happening and going on or have we moved beyond that". So when you asked the question about disappointment I'm going to say, you are going to need to flesh this out when I explain to you what is disappointing to administrators out there with the teachers that are coming out. So when I mean flesh this out this may not be UND students but we continue to have a difficult time with new teachers, 2nd year, 3rd year teachers—1. their lack of understanding between formative and summative evaluation, so the entire evaluation process. They seem to be intimidated by it and don't understand that which lends itself to 2. They don't appear to understand a professional development growth model for themselves in the which that we generally have to be the ones to instruct them on. WE continue to have the student that doesn't understand special education students and how to make accommodations and to work with those. The third one – I actually have a students write his dissertation on this one – and it was advice on my part but he came up with the idea so I absolutely went with it—teaching teachers how to grade students and how to evaluate students so as I said earlier, I don't know if this is where this would be in your curriculum or not in your curriculum, but those are the areas because even from K's dissertation, he studied 10 rural schools. Surveyed all the teachers within those K-12 and on how to grade and where did you learn how to grade and basically teachers all said – I think it was a high 80%-- "I learned how to grade when I went into the school system that I was, asked what the grading policy was, and that's what I did." And we as administrators don't want student to just always be doing that. Also, I would say what's disappointing our students don't always appear to be known to the public. Mayville, Valley City, Fargo always had every spring when new people are going out, but you may have this, but I was never invited to UND's when I was an administrator out there, would recruit us as current administrators to meet with those

students that were graduating,. We would do mock interviews with them, whatever areas they were in and that was half of the day and the other half of the day just talking like we are doing right now on what our areas and concerns and so forth for students. The other one is the competition that happening with the online courses and things like that I will tell you from an administrator's standpoint, we do look to see if those courses were taken online or not. Because some of those, we just feel ought to be "face-to-face" so if a student coming in with that type of St. Thomas's curriculum masters, you know, not unless you really walk in a school building and see how they develop curriculum, whereas the budget and so forth. Once again I'm not necessarily disappointed in UND but not understanding where those things would be inbedded those would be the areas that I would bring out.

BC: OK, I'm going to ask for some clarification on the online and make sure that I'm understanding what you're saying, what you're saying is that there could be, there are some disappointments dependent upon the courses because some courses in administrators feel.

SH: When we take a look at the transcript and we know that it's an online course, we have actually been able to say "Hm, this is why this teacher is weak, because of this online course that they've taken" and I will tell you that our special education and multi-cultural because of the diverse units is needed. I think that those are two courses that you ought to be in that class listening and getting instruction.

GI: I fit well into that just simply because of one of my things that I think that we or I'm disappointed in in regard to teacher education is the lack of time, money, resources to provide what I think is a really well-rounded experience in diverse situations and that means ethnicity, means impoverished situations, the word that I get back from students who have gone elsewhere is "I kind of had a little idea about multi-cultural as being working with other ethnic groups", but for the most part to our students that means a field trip to an Indian reservation or it means , they say they know very little or nothing about how to work with poverty and so that is I think an issue for us, partially out of our control somewhat because of our location, but something that we probably have to make a more consorted effort towards changing whether its taking a week and going somewhere. I remember some program you talked about at one point in time. Just finding solutions to that, because that seems to be an issue for our students. And I know it was an issue when I left and went places that had a lot more diverse student population and communities, the parents and learning how to deal with parents is another thing that is really hard to put into an undergraduate program, but probably it is something we need to work a little bit more diligently upon. The other thing that I had was the inadequate communication systems at times. And one of those, of course, with being specific, for an example how few people even know there is a middle school program. And that might be program coordinator's problem, that they didn't get that information out, but I'm just saying there are a lot of people that are not aware of that. And there is a lot of people that might not even be aware that there is a Reading Credential, or ELL. I mean there's just we have a lack of communication to really let people know what's available. I can speak to the Middle school program. I get students I very rarely have someone come in and say

“You know what, I heard about the Middle School program and that’s what I’d like to be in.” It’s because of an outreach that is done within our college that I get Middle School gets the students and aftermath.

SH: I really attribute that to the marketing strategy. I mean in which is that a faculty responsibility or is it a University responsibility. And I really believe that it’s University to have the resources as well as people that are designated to do those sorts of things.

GI: I don’t know how many ELL programs are in the State?

AW: TWO

GI: There’s one Middle School and 2 ELL’s and nobody knows. We’re kind of like the hidden, John Barleycorn.

SH: I was in charge of the ELL programs in the North Valley, Grafton area, and I was seeing that they knew you were here, but the other schools really didn’t and didn’t spend much time with that. It’s becoming a huge issue in North Dakota right now.

GI: And the thing of it is is that “Where are the positions right now? I would have to say in the Middle School—and I can speak to—it’s a hotbed. If you have that Middle School background right now, your chances of employment has just skyrocketed 100% almost. Minnesota’s adding elements into their licensure just to make sure that they can get Middle School teachers. And that’s a purposeful thing they do and yet very few people know this. In Minnesota there are four credited Middle School programs in the State of MN. None in South Dakota, and none in Montana, so we have one of five programs in a quad state area, That’s incredible. And the numbers are showing that people are knowing it, because my class sizes are full. It’s still a marketing tool, I believe. I had a third one—it was just a lack of resources overall to provide a full experience and that’s just a overall across the board where...the hiring faculty, its not only hiring them but then its keeping them here. It is a challenge, and I don’t, to say that it’s just salaries, I think it’s beyond that, I think we have any where else, a closed community and we have to work really hard to provide and opportunity to feel welcome and like they belong and included in cultural and events and just make a better effort to try to welcome and keep those individuals.

SH: Their workload. But you can make them feel as welcome as you want, but when they are going “Whoa” I can’t even get a chance to do something, then....

AW: I would say all my resources, but under that I had all of these other points. The lack of ability to attract faculty, I think sometimes the resource problems stems from a lack of respect for administration, I think that resources get divided unequally on this campus, and that’s a problem with education across the country. The definite problems with the resources, I also had the bureaucracy—the amount of committees and the amount of petty administration we have to do just keeps getting worse. Now with the NCATE we have everyone requiring these things. “no child left behind” I was

disappointed in our graduate programs. And again that has to go with resources. They are very weak, we don't have the money to recruit, we don't get GTA support from the Graduate School. It's really tough.

SB: I would concur with that. I put that down too, just even the lack of requirement of teachers to have that fifth year, there is no incentive in North Dakota to have that credit. So there are a lot of layers to this beside from within our programs. Competition, I had that down too.

DW: I had things underneath the umbrella of funding. Similar to what you are saying. Not perceived as valuable by the UND administration. We here administrators talking about what's good about UND and you don't really hear about teacher education. Also the way that credit hours are counted it doesn't seem to very fair. Summer school credit hours....Also and not being perceived as valuable by North Dakota legislature and the Governors. Somethings I might be able to bring from my respect of being in counseling, some of these I should be more active in but I don't think that there's enough collaboration between us and the teacher ed bit in preparing school counselors candidates, so they have people kind of wondering, discovering late in the process that maybe school counseling is something that I would like. I don't think that we are getting as strong candidates as we could for school counseling. That foundation best should be found in teacher education, although we have people from psch who want to go that route. And in terms of diversity, I put awareness to diversity issues are positive but the social justice part we would like to teacher ed to be involved in challenging some of what goes on in schools with oppression and ignorance and bullying and so forth. I think that they just turn a blind eye very often to these situations.

SH: When you talk about that I think of the collaboration that like Kara and I are really working hard on school counseling, there but as well as training these administrators—they need some background in counseling as well, because they know they don't understand any of the testing part of. I see both of those—I would like to send all my administrators over and say take a school counseling course so you can understand this better.

RD: I wrote down funding issues and I think we've covered the majority of them and I basically would concur with about everything that has been mentioned as far as funding. It's an issue especially for us because we have traditionally been a very equipment intensive program. Technology literacy we have gone away from some of the big equipment and gone on to smaller stuff that we can put and teach technology education. But then there's the issue of re-training people in the process of how to deliver technology education in a more global perspective rather than from the old traditional method of working with machineries and tools and buildings and constructing and fabricating. It's still there but it's in a different context. There's some funding issues there as far as re-training old people like me to do those kinds of things and then to put together a laboratory. WE can do that kind of stuff and those kind of things. That's kind of where my funding issue lies. The other things that bothers me is specific to my program than it is to the overall education program at UND, but it is a component is that

because we don't have enough faculty in our department, we aren't able to offer the full complement of courses that I would like to see give our students background in technology education. WE don't have a history course, we don't have curriculum course specific to us, I try and put as much of that in my methods courses that I can, but there are things out there that we could be able to do: facilities planning has gone more to industrial rather than facility planning in an education situation. And we still have them but, the direction has been turned or changed. That's one thing that personally I'd like to see in my program. The other thing I think some of you have touched on and I want to look at it in just a little bit different light. And that is the recognition of education and educators by the constituencies of this state, this region. I had the opportunities to go to ...educator there, they are looked up to, they are revered, students come to you with questions, they address you appropriately, they have good questions. You go out into the public and they find out that you are an educator. They look at you in a totally different light and you don't see that in the United States. Not just North Dakota, it's pretty much, "Oh, you're an educator, you have three months vacation in the summertime" I'd like to say how much I've had in the summertime---because you're preparing for the next year, you're constantly thinking, you're constantly doing things and you're getting your other education and you're teaching. In our realm you're teaching in the summertime as well and for some reason that's not recognized. I just wish that there was some way, some magic way that we could raise the image of what we as educators do in the light of everyone else's. They say "Well, you're not economic-development, so you don't mean anything." But if we didn't have people that could educate, how would you ever have economic development. They don't realize that foundation. That kind of goes back to what D. mentioned, that we don't have a lot of economics within our education system any more and there are all kind of connections and collaborations and so that's my 2 ½ cents worth.

BC: What I'd like to do now is ask you to consider your lists and go back and take a look at your lists and among the positives and the negatives now I want you to rank order. So getting the sense of thinking what is most important to you. SO I would like you to rank order your lists with number 1 being the most important issue for you positive for you and number 3 being the least and then in the negatives as well--#1 being the most important to you and #3 being the least.

DM: Within our own lists.

BC: If something has come up here that you would like to switch out, you may feel comfortable to do that. But for the purposes of discussion I'm trying to limit it to the three.

SB: I feel I have to add something to the 'plus', and that's the resident teacher program.

AW: I was going to bring that up, I forgot.

GI: And that strengthens our Masters Programs; the whole relationship with the schools.

BC: OK, at this point I'm not going to be writing, I'm just going to be taking some notes here because I'll be summarizing our work today a little bit later. SO if we start with the positives, how you rank-ordered your positives and share with each other?

DM: I rank-ordered the student oriented as most important and the conceptual framework was second and the collegiality with the including the GTA's, the support that's given to the GTA's and extended faculty. So those are the positives. Do you want everyone to.

BC: It's to be a conversation so you can do it however you would like.

AW: I kept my first one, positive one the same, that the dedicated faculty.

DW: I did too.

AW: And then #2 I had the strong students and #3 the comprehensiveness.

SH: I had #1 the student, and how you focus on the students, #2 the faculty and #3 the program sees the student as a whole and that kind of goes with #1.

SB: I kept #1 the faculty and #2 the students and #3 the programming.

GI: Not to just say 'ditto'; but 'ditto'. I absolutely had #1 strong dedicated faculty, #2 was our students and the strength of them when they come in and how they leave even stronger than they were. I always say we have just exceptional students when people ask—"great kids", as I oftentimes say. And the third one was the expansion of our programs and what's available.

DW: I wouldn't disagree with anything so far. Not being aware of some of the issues I kept my top three of dedicated faculty, the strong connections with the schools and community and the centrality of the teacher education within the college.

RD. I stayed with my original three as well and although I agree with the faculty and students both being excellent, but placement of student teachers I put as #1, the variety of and opportunities of field experience that students get as #2, and then the comprehensiveness of the overall program was my third.

AW: You know it's interesting listening to that. How S and G and I have the exact same being in Teaching and Learning. And your's are fairly different and I would disagree with some of yours but connections with the school district, I think we have problems with that. For student teaching placements, I mean it's really hard to get placements, we struggle every semester finding enough quality placements, so I see a different side of it.

DW: I wouldn't want to challenge that at all, I just don't have enough information. I'm aware of some connections and what I see there is positive.

RD: We're such a small group. We only have 119 programs for teachers in the whole state so as a result of that we and with Grand Forks with the number of schools we have here it's easy for us to place. And then we have two or three local or regional communities as well that have been greatly supportive of our students....

AW: It is more a program area.

SH: I don't want to go off on a sidebar, but when you say that, is it difficult to place them because of the K-12 district?

AW: Well, it's difficult...some of the things are, the teachers in the schools are feeling more burdened with everything as well, so having a student teacher or field experience student. Another thing too, we used to be able to give incentives, you know, vouchers. And we've taken those things away, so that there's really not much in it any more.

SH: That's kind of where I was going now. Teachers probably don't want to take them in school districts because school districts are under such scrutiny with No Child Left Behind, that their focus is not on bringing anyone in. They are terrified to bring anyone in that might impact those test scores. But really to me it still goes back to the understanding of what an undergrad student learns and understands about professional development and setting professional goals and for growth as well as them going out into those school systems because if you take a look at the area that I think is so messed up right now is what we are doing in schools for professional development which school districts should be coming to the higher ed for the ---- in the professional development and so and yet they are not because of not having the time to do it and then so ...

RD: We are not affected by "No Child Left Behind" right now because we are not part of that, but we are preparing ourselves as we are going to be and want to be because of other reasons....another sidebar.

BC: So the negatives?

DM: I kept two of my three and things to the list I added a third. I still feel that, and again this reflects our individual orientations with our program. I'm out of the College of Arts & Sciences and deal with people from Business and Public Administration as well with folks from EHD. Too many inconsistent connections. I still feel that a second issue is the semi isolation with regards to a state-wide presence. Which actually triggered in the point about marketing as a third issue that was raised by my colleague in Educational Leadership. But I want a little informational point here. I do not know how many of you attended the "brand-audit" meetings that have taken place, but one of the things that came out is that on this campus there are thirty-five different offices that are in some way producing documents. None of which are consistent, none of which are connecting and when we talk about this being a University function, University Relations controls something like only 13-17% of the total amount of money that is spent on marketing. SO perhaps one of our major issues is not just within T&L but campus-wide.

SH: So for my negatives I basically said #1 the public not knowing UND and what we have to offer, 2&3 are really kind of together. It's curriculum at the teacher ed, just on few of those issues, you know where it's taught, how it's taught; but then it becomes third because I'm sitting here listening to as I said about how counseling should be helping then we should have an impact in the graduate level masters students when they are in administration, and yet I just heard Ray talk about something that we took technology out of the requirement. Requirement for our future administrators now. And we have already started to see, we've been doing that for two years and I'm starting to see a negative on that, which we should maybe be corroborating on that. When you talk about facilities, we are finding, okay, where do we teach about facilities in our program, because these administrators got to know about this as we go out. So I think it would be the collaboration and knowing each others curriculum and how we can piggyback off of each other. There's no reason that I can't send a student there for some of these.

RD: Then it goes back to the funding.. Because if we are going to go back to doing in educational facilities design course, you know, we are going to have to put it in educational facilities design, because otherwise they are going to be lost for three of the four components that we teach in facilities. So I kept funding issues as #1, #2 I thought recognition of education and educators by our constituencies, and then the full complement of coursework in my field I put third.

DW: I'm going to say my three and then run because I have to teach at eleven, so coming late and leaving early....Not being perceived as valuable by UND administration followed by the North Dakota government and then I'm going to stick with just the social justice issue of maybe not contributing enough to North Dakota's own isolation keeping itself isolated and parochial.

SB: My three, what I've done is chunk them a little bit differently. I think they still, I've adopted Anne's term of bureaucracy because all this administration I think that we are involved in and I would add into that the faculty evaluation system which is just epic proportions at this University and I think that's partly to some extent, the board's mandates, the time that it takes and difficulties and the excessiveness around these things and then feeds, I think, into resources, because if we were freed from some of that bureaucratic stuff, maybe we wouldn't need more resources to some extent. WE would be able to focus on. But under the resources, I stick with the hiring and the building and those kind of things. This idea of isolation I think is really important because I think we all feel that "Wouldn't it be great to get out to Fort Berthold" and that kind of thing. And along with that is this, couple of times it has come up with, this recruitment and I think about when some of my masters students, for example, are from Valley City or from Mayville, where there is so much pride in their institution. We just have not developed that pride and I think its partly related to this isolation. I don't think our students... let's say our UND student going to a gathering of teachers, pre-service teachers, across the state, will be surprised to hear the fierce pride that I'm from Mayville, the fierce pride that I'm from Valley City, and they kind of just take for granted their UND experience, I think. And I think to some extent that comes back to the idea of isolation because we are

not out there recruiting students and saying WOW, look, you can come to UND! So I think it's tied to that. Maybe it's the flip side of that coin.

GI: In my experience, B and I went to >>>>at the University of Mary conference and UND was the only teacher education program that was lacking presence. WE didn't have anybody even knowledgeable about the awards that were being offered or the student things that opportunities that existed in that, so yes, isolation was not my #1 but I certainly put that as probably.

SB: I think its numbers we are competing for students more in this state that it is a, its becoming more of a number 1 for me, because I realizing that Mayville's up doing a little program in Devils Lake, and I'm going—wait a minute—they should be commuting here for that.

SH: My undergrad – I was at Mayville, and I was at Valley City, and now I see the program that UND has, and there's not a whole lot of difference except when it comes to the public knowing them. I said that I do believe that it also goes back to the dollars that some of those students receive to attend a smaller college.

RD: It's not unlike Nebraska where W..State, and Peru and S... and C... were known as teacher institutions and your teachers went to those four and not so much to the University of Nebraska, but yet I had some excellent teachers came out of U... It's catch 22.

GI: But that marketing issue even goes beyond the state-wide. I have had friends of mine who have said “well I'm going to send my son or daughter to the counselor in the school systems said to send my son to Mayville or to somewhere because that's the teacher college.” And this is in Grand Forks, and so we have issues not only state-wide, we have issues of that within our community and within our city here. I would put marketing, for myself, I am more and more looking at it as more toward #1, but certainly equally as important for my still is that we have got to provide better opportunities for our students to experience diverse populations, diverse educational situations. I just think that is a lacking area in our teacher education program and the third one I had the overall lack of resources to free up educators to do the things we put as one and two.

AW: I started looking at mine and started looking at a more global perspective, that, I thought about the resources and I think the ultimate problem with the resource is the lack of respect for teachers and for teacher education. So that was a big new one. Under that I was thinking number 2 is bureaucracy still, but I was thinking more of the bureaucracy from the federal government, state government, UND bureaucracy—all these different layers. And then I think I would still say my third was the graduate programs—I think that goes into the marketing and the resources and all that.

SB: I think the graduate programs in the masters in particular, I would say that that's our strength. I just feel that the fact that our faculty have the opportunity to teach in masters and doctoral level programs enriches our undergraduate programs. It does bring a

difference from say other institutions in the state that don't have that. The faculty don't have that, because as we are processing what we are thinking and how we are teaching our students and so I just think that there is this extra quality that they get because of that, so I think our masters programs are really important and just the graduate programs in general.

GI: I don't know if I'm opening a can of worms here, but I have one other comment that goes back a little bit away from the graduate program but to a previous comment in that is—our presence in the school system. I think it's a huge issue and it's hard for me to talk to that because I am in the schools systems a lot, but, I think we lack a presence in some of the other areas. I think some of the faculty is slightly out of touch to what's occurring in our schools today, because they don't get out there and that's not necessarily it's a fault of the faculty, it's a fault of the bureaucracy and the time limits and what one person gives up to go to the schools effects the university and our department in another way. But I know for a fact that there is problems in the public school systems because of their desire to want to help us take student teachers or allow us to come in hoards for field experiences, because they don't feel that we provide much back to them. And I really think a presence in the school system would eliminate that to some degree because they would more likely to say, "Oh, yah, we see her/him around all the time and they're contributing this way or that way to what we are doing".

SH: To spin off on that Barb, and I don't know if you still have another question for us to answer, but the two areas that I think that... Couple of years ago when I was down in New Orleans and attended the Association of School Administrators Conference, mainly made up of all the superintendents and I believe it was, at the risk of saying this, the state of Texas, one of the universities there actually had a presentation about how they have a model from their institution of certain programs actually adopting certain school sites and where they would go out and a school district would say this is what we are in need of and it would go into the program area most applicable to and they would say "Why don't you take on Belcourt right now because they are going to need this for next year." And yet there was faculty release time that they talked about, dollars for that to occur. The dollars generally did come from the school districts as well, because they have those dollars. So you know, there could be some models that way and I think those would be excellent as well. The other areas that I've heard of would be seniors in programs adopting schools themselves so that they get out to those schools more often and they can facilitate and almost be a liaison between the program that's producing them to getting them into a school system. The third area, and then I'll try to keep my mouth shut, is the joint-powers agreements that North Dakota's now gone to, I think it is absolutely huge when I was out in the schools last year basically developing the needs assessment survey for over 1400 educators and administrators. I worked on, there were three of us, that we developed the professional development communities that 'plc's' and so forth as well the four-day inservice in the fall, the two-day inservice in the winters, the two-days that are going to be scheduled for the spring. That is a huge opportunity that I know the schools would feel much more comfortable if it is driven from the University level. I sent out that email to Dan, I was raising some huge issues, because the other thing is that dollars that the state legislature now is putting into that. We went into that professional learning

development from one year for basically a 12 month period with an automatic \$80,000 just from the State. Then when you take a look at the other district we basically had over \$150,000 to put that together for 24 schools and that's just this JPA in this area, so if we don't step on something like that to help drive it, because we are the researchers and we are supposed to be on the cutting edge of what's new and coming out there and this saves the school districts from being able to just say to the federal government, 'what is a comprehensive site based program that we should institute for character ed and this is how we can get funded and things like that'. Better driven from a university out than the feds and I think that would save on bureaucracy that we continue to run into as well.

BC: You are actually into the next question. I'm going to combine two because of the way the discussion is going. It's what things should be changed and what things should remain the same and what I'm hearing from you are some things that might be changed, some new things that would address some of these issues. So, again, the questions is: what things should be changed and what things should remain the same?

DM: Well I'm going to say what should be changed is reallocation of resources because that's very encompassing. But what should remain the same is the dedication of the faculty, the student-centeredness, and the perseverance that even with the limited resources, the T&L people are not willing to give up, which is why it goes back to what should be changed is reallocation of resources, because they survive and learn by attending different meetings and my role as chair of the University Senate is going to be a far different institution in the next several years, with the new models complete with disembodied tuition waivers from GTA, GRA, GSA and whole manner so this is going to be absolutely imperative that not just T&L but the entire College of EH&D comes pushing forward to say this reallocation as Ray was pointing out, the basis for the engine of economic development is in a well-prepared, educated, literate citizenry.

SH: The PK-12 Task Force, PK-16 Task Force that was out there. I don't know how involved, I don't know who or how involved the University was with that task force, but there's definite failure... no, it wasn't PK-16, it was PK -12...I think that when you are talking about recommendations I think we need to get a strong force in the JPA's around the State and getting the State to recognize us as one. I also think that the State should re-evaluate that PK-16 Task Force and to re-initiate it so that it begins again. I also believe that we need to have stronger higher ed representatives, for instance, I'm the representative for the Universities in their administrative preparation programs for the North Dakota Council of Educational Leaders. That being said, where are the representatives...and they may be out there, Barb, and I just don't know. But I don't know if we have a Counselor from higher ed on the Counseling Board that's out there in the counseling organization within this State. Do we have somebody with the NDEA, that actually goes and attends and helps to bridge that gap. I think that until we get some strong leadership at our State Superintendent's level, and I don't mind that this is taped, until we get some good representation there, we're still not going to see the P-16 start to come together as well as I think that that is an issue with our Higher Ed Board. So that's why I also believe we are competing for the dollars all the time, and we shouldn't be.

SB: I don't really know what to say about what should change and what should remain the same because I think the issues are so big, but one of the possibilities for something that should change is if our department was able and we are still very program-area orientated and maybe there would be some as we grow to be more department-oriented and to look at education more wholistically that would feed into what you are saying. You are talking about the P16 system, we deal with that in our department and yet we are not, we're still not totally visionary with what we have in our comprehensiveness. I think it gets down to our government structure in our department, for example, we don't have P12-16 representation on our main government, that's an issue for me. So, I think, and we are a big department, I don't know, maybe something as in some ways as small or as complicated as working with that might be a place to start to work with that as a change. Staying the same, we do want dedicated faculty but still feel rewarded by their work and so a lot of us come here because we want to do our research and teach our classes. If you go to a system where you've got clinical faculty, then you know you don't have that. Person who is probably teaching grad class. SO I don't know. It takes more of a discussion for me to put a hard and fast label on what should change and stay the same.

GI: I think the university is going to have to get to a point where we recognize that there are two tracks in teacher education or in higher ed and that is if our expectations are to do research and to teach and yet what you're saying is that we need to have a presence in the State, not just locally, but in the State, that's our service component and if they're not going to give any credence to service and jeopardize your possible career, because you don't, because you choose to go out and do that and build up that collaborative approach with the rest of the State, which is a marketing issue, which can come best from us, then we better not be, our jobs better not be jeopardized because of the fact that we're not getting as much research in as we need, and granted yes, we can make that a part of our research, I understand that, understand that research informs our practice, but, you know what, it's not looked at from that perspective at our University level, and I think that that is a huge detriment to what happens in our teacher education system.

SH: I was surprised that when the students came and asked me last year about UND. "Do they have this?" "Do you know how to get this?" I'm going, 'oh, I must be the University rep today'. It is huge that we're, and we have to agree completely, Gail, we have to recognize that there are areas that we all need to be in, but if we are not looked upon as being needed, its an area that is going to hurt us. I think it is hurting us.

GI: We are penalized for doing the things that are going to bolster our program, and there is more than one way to bolster a program and its not all just from a research perspective.

AW: I was thinking practical things...it was mentioned that disconnect between continuing education before and I think that is something that really needs to be worked out, you know the online courses again thinking innovatively into the future. You know you are talking about the GTA's and all this professional development.. We don't have that infrastructure in teaching and learning or in the College, but you know again, considering education especially extension and outreach, you know, I think that's a fairly

weak link, you know they contact us in the spring what summer courses might you be interested in; but that could be really built up a lot more.

SH: The other piece is that, now I'm trying to decide if I want this taped or not, my last comment.. I'll say it. Is the issue with continuing ed, if you happen to start looking at, if you really take a look at those that are instructing the continuing ed, and our teachers and educators are getting a lot of the credits for to move across lanes, to retain their credentials, their licensure, and so forth. I would not put some of those people, in fact I would say 60% of those people as highly qualified to be teaching those courses, that they are warm bodies...there I said it.

SB: Are you talking about the extension? I would be open to hearing that. We do have an Extension Coordinator over there.

SH: I've said it though. IT's so easy for teachers to "I'll put this forward, I'll get paid for it and do it and then you go out and see just in planning the one that I planned on and my name as instructor of record, I kept all the documentation of administrators, can you just forgo that? That requirement of either the assignment requirement of either being there for the time and everything else, which we talked about the vicious cycle of all these areas, they are all impacted, because we have teachers, what is the easiest to get my credit, the cheapest to get my credit. There's no thought to professional development or professional growth behind it. So then you have a legislator that is sitting there in the local bar or basketball game or whatever and what are you doing? Well, I have to go to this class just to get my licensure and they are looking at it as a negative, and well they only have to go, so they don't see the connection and so ... huge issues,

SB: IT gets back to my last point that I couldn't figure how to work in, but the business of education....everything about teacher education. We've gone over to as a teacher my view is no matter what I know and what I have, is given to anybody else I work with. In a business model, there's this, I've got this thing and I'm going to try to make money from it, and students are commodities and this class is going to make money for us, let's go ahead and do it, let's back off on this....it's changed so much about education and

SH: 'No Child Left Behind'.. The accountability and that's what is going to make or break it, I believe unless it goes the wayside, the good piece is that, OK Shelby, what you took for your moving on the lane or getting ahead, how is that impacting the students' achievement. Because now the school districts at the administrative level are becoming very discriminatory about.., they are scrutinizing, 'should I send Gail to that or should I not?'...because it has to be. To me if it has the stamp of UND, Ok, that means that it is high quality, its going to be this and that, but if we have Continuing Ed putting those out ...do you see, it just gets

AW: There needs to be much more connection, I mean, you know, we should be approving people who teach those courses and I know there has been problems.

SH: They should have a connection to the curriculum and the professional development.

DM: Well the good thing is as Shelby pointed out, there's been a major change in how extension is now actually putting more attention to even changing their name to being more professional development-oriented and that the requirements for courses have really been ramped up with a much more extensive set of ... you have to have your goals, your objectives, you have to have an assessment plan, you have to have your assignments. But the frustration, I hear what you're saying, when you actually go out to try and offer something because with our, not just our sister institutions in the State, but when you get the out-of-state people who come in and they are willing to basically to give people credit for just sitting there listening time and then you are trying to do something that requires substantial input, then it goes back to what Shelby is saying in terms of 'OK, in the business model we just blew it because we didn't get the enrollment so the courses didn't go, whereas institution X they got 40 people. So we're damned if we do and damned if we don't, which is where we need to keep pushing and I think that something that you said there about State-wide leadership is important to look at and we just have to keep pushing.

BC: That brings us to a bit of digging in time and this is the final question today. Or activity... I want you to imagine that five years has gone by and you are talking today with your colleagues about the teacher education program at UND and you are absolutely delighted with the kinds of changes that have happened over these last five years. What's happened?

GI: I'm rich enough to retire?

SH: Hopefully, I've made promotion and tenure?

AW: WE have a new president who has a vision for education?

SH: University or Federal or ??? and we have a new State Superintendent? A new collaboration

GI: And the University isn't so top heavy with administration so that the funding can come trickling down to where it needs to be. WE are really top heavy here. I feel that way, I just think there is a lot of money in sitting in chairs behind desks in offices that aren't doing the heart and soul of the work. And the heart and soul and the footwork is being done by individuals who are not getting the resources and I'm not talking just about pay and salaries, talking about not getting the resources that need to be available to do the work that has to be done within and without outside of the University and departments.

AW: Is it fair for me to say that I'm actually concerned about where the University and the school of education might be going in the next five years?

DM: I think that's a very legitimate concern, because the thing that I was going to say was 'Well, we survived.'" That the next five years that despite the adversity and the

manner in which reallocation may come out that if anything the program became strengthened, by having gone through that test of fire.

SH: I would just hope that either through the governor and his education commission or education committee that there is strong collaboration with and accountability for the State Superintendent as well as the Higher Ed Board so that we are seeing this State we need to address it because we are a rural state, our enrollment continues to decline, population I should say, and there's going to come a time when K12 would never talk about closing schools. They now have found out that better education does take place by doing a lot of collaboration and so if we don't decide that and start seeing that same picture at the higher ed level, we are going to be, some of us will be out of jobs, because those that can compete better or have a less quality of a program but easier to obtain may surpass us.

SB: I think what I maybe like, this isn't very concrete, but , we keep hearing that we are doing 40% more of other people with 60% less. You know whatever, I can't remember exactly how it's worded, but , you know, it sort of help up as a point of pride. I would really like to hear, you know, at least pertaining to our teacher education program, that they're doing, it's about right. WE are doing with the resources we have, there might be some streamlining, instead of I'd like to see faculty not so to speak running around all the time just trying to have 25 undone things and instead be able to really focus on the three or four things that are really powerful and important and impact education.

SH: I think just the fact that Cindy, when she put out what our research interests are, I mean getting that was huge. You could take a look at that and see where we should be going across, instead of always doing more with less.

SB: I think sometimes we are victims of our own excitement and our own vision and we have to some extent and this is probably the hard thing is to say 'OK, maybe work more as a unit to accomplish, work on 5 or 6 things as a department, as a unit and that's to some extent where we are headed and yet it's kind of scary to me as I say that because then , you know I have my particular interests, does that mean I have to then buy into this, but maybe it does, if we are really trying to impact the State. The goals and objectives we have. We should identify them from within the department, do our research, do our service. You know and then everything else. And then say 'OK'. That vision is out there and I think that having been here 6 years I'm actually starting to see it happening, but so it could possibly mean some winnowing and maybe being still being comprehensive, but maybe not as comprehensive. Take a hard look and say, "Does this fit the vision we have or where we think the State needs to go." (SH—not so fragmented) Everybody is doing so wonderful! It's just breath taking! People are doing. But maybe we have to, because our resources are not going to get much larger and our impact is fragmented, I think and it very well could be that instead of letting Continuing Ed say 'there seems to be a need for this program, why don't you do this?' Instead then we as a unit can say down the road we've got this coming up and you know, we try to be all things to all people all the time. We weaken our impact by that, I think.

DM: So by realigning and reallocating and refocusing, the words can be positive.

SB: I do think about that, that we have a lot of little, sometimes it's viewed as entrepreneurial this and entrepreneurial that and we kind of abhor the idea of the business model yet we kind of do it too because it fits our own interests.

BC: OK, I'm going to summarize for us and then ask you to add anything that you think would be important. So what I'm hearing today is that we have key strengths, and this like that big picture thing, now that other things seem to fall in, but key ideas would be...we have dedicated faculty, we have a student-orientation focus and we have a very comprehensive program. That in terms of disappointments there is a lack of resources, a lack of recognition and what I call the 'Rodney Dangerfield' affect, a lack of respect in terms of how we are viewed. And things like the funding, bureaucracy, isolation, they all fall into those big three, I think, that we see that changes, I'm hearing consistently, changes that can help us would be increased collaboration and a reallocation of resources so that we can all do the work that needs to be done. And we would not want to lose the dedication of the faculty or those strong students or that orientation and in the future, if we could vision something it would be a lot of collaboration, resources that are available for the work that we can do and then taking a serious look at the work we do so that we have a more focused UND teacher education program and not so fragmented. Does that capture it or is there anything that I've missed.

SH: She did pretty good for what we did in two hours.....

GI: I was going to say that.....

BC: Ok Thank you very much. I'm so pleased that you came today.

GI: And we are your longest winded group, I am assuming.

BC: No.

Meeting adjourned!