February 10, 2016

Meeting Minutes

**Attending**: Cynthia Grutzik, Lisa Isbell, Jared Stallones, Lisa Martin-Hansen, Steve Wilson, and Elisa Hagen (Community Member),

**Absent**: Betina Hsieh, Kathryn Chew, Shadnaz Asgari, Mariah Proctor-Tiffany, Paul Boyd-Batstone, Susan Luenvano, Kristin Stout, Huong Tran Nguyen, Karrie Comfort (ASI Student), Amy Dapaola (ASI Student)

**Committee Business:**

1. **Welcome**
	1. Cindy Grutzik explained that Betina (Chair) was away visiting schools and was unavailable today. Cindy was chairing the meeting in her absence.
	2. Cindy also welcomed our new Community Member participant (Elisa Hagen) to the EPC.
2. **Community Scan Survey**
	1. Regarding the Educator Preparation Survey to College Deans and Directors (Community Scan), the Survey will be distributed to Associate Deans and Deans and then Department Chairs this month. The plan is for us to have data back for presentation at the April 6th EPC meeting.
3. **CSULB Education Update**
	1. Cindy reviewed the Education Update (attached) and there was committee discussion regarding these current items. Discussion items included:
		* California’s Emerging Teaching Shortage.
		* *The Long Beach Miracle: How the Working Class California City Saved its Schools* (Summarized from The Atlantic, February 2, 2016).
		* Governor Brown’s 2016-17 State Budget Proposal Summary and CSULB’s Emphasis on 4-year Graduation.
4. **Education Week - Virtual Teach-In**
	1. Cindy shared information on the Virtual Teach In (attached) on the theme of: “Upstanders, Bystanders, and Innovators” developed by Betina. Members of the campus community can participate in multiple ways including proposing a brief “TED Talk” on the Teach-In theme or by a brief interview with someone who embodies the theme. The deadline for submission to Betina of proposed ideas (500-word briefs) for talks or interviews is the end of February, 2016. Selected participants would be contacted in the first week of March for filming, in coordination with ATS, and talks/interviews will be posted on the Virtual Teach-In link on the College of Education website for viewing during Education Week in March. We hope for wide participation throughout the university.
5. **Adjourn and Next Meeting**
	1. Meeting adjourned at 1:00pm. Next meeting scheduled for April 6th, 2016 at 12:00noon.

EDUCATION WEEK 2016

**CSULB** COLLEGE OF EDUCATION

**Virtual Teach-In: Upstanders, Bystanders, and Innovators**

How do we find the courage to stand against injustice in our everyday lives? How can we use our positions of power and privilege to support others? How does injustice affect our world, in academic, social and political settings? What are the consequences of being a bystander? And how do innovators find a courage to go beyond what is known, pushing the boundaries to create something new?

Do you have answers or thoughts on any of these questions? If so, we’d like you to consider participating in a virtual teach-in hosted by the CSULB CED in conjunction with the CSULB Educator Preparation Committee. This is a campus-wide effort, asking faculty, staff and students to think about the importance of upstanders and innovators, the consequences of being a bystander and the people who have stood up to injustice or innovated our fields that we look up to and aspire to be like.

The Virtual Teach-In will be available for viewing and discussion throughout the week of March 21-25, 2016 as a featured event of CED’s Ed Week.

How can you participate?

There are three ways to participate in the virtual teach-in:

* Mini-Lectures: Give a mini-lecture related to the topic, “Upstanders, Bystanders and Innovators.” Mini-lectures will be recorded with the help of Academic Technology Services and can be spoken from a script or given using a presentation format. If you’re interested in a 10-12 minute mini-lecture, please submit a 250-word abstract of your talk to betina.hsieh@csulb.edu and Cynthia.grutzik@csulb.edu. 5-7 mini-lecture topics will be chosen and put on the teach-in website.
* Interviews: Think about a person you admire who stood up against injustice or who was particularly innovative in your field. What about that person inspires you and how has their work impacted choices or work that you do? Or think about a situation in which you were a bystander or saw bystanders that could have made a difference. How has that situation impacted your choices or the work that you do? Send a 250-word abstract that tells about the person and their impact on you to betina.hsieh@csulb.edu and Cynthia.grutzik@csulb.edu. 10-15 abstracts will be chosen and participants will be filmed for a short interview describing their person or situation for the teach-in website.
* Watch, engage, and discuss. If you don’t want to participate by giving a mini-lecture or interview, you can participate during CSULB CED’s Ed Week by watching mini-lectures, interview videos and finding someone to talk with about it. Perhaps start a discussion in one of your classes or bring your thoughts to the Dean’s Open Forum. You can also share your thoughts via Twitter using the hashtag #csulbteachin

We hope this teach-in will be a powerful way for us to engage as a campus community in thinking about the roles of those who stand up for justice, stand by in the face of injustice, and who innovate when there may be no path before them and we look forward to your participation!

* **California’s Emerging Teacher Shortage: Time for Collective Action**
	+ CSU Education Deans’ White Paper, January 2016: The CSU prepares nearly 8% of the nation’s teachers; this is central to the CSU Mission. “We must leverage our efforts system-wide to address the teacher shortage in a timely and efficient manner” (p. 4).
		- In 2014-15, 8,837 teachers prepared in CSU, compared with 28,656 in 2001-02;
			* In 2013-14, CSULB had 414 credential completers (second only to CSUF with 480)
		- “The state now faces a major teacher shortage. This year, school districts project the need to hire 21,500 teachers in California. All credential programs prepared 13,300 candidates the previous year, leaving a *shortfall of over 8,000 newly trained teachers* to take available positions” (p. 2).
		- Solutions include removing barriers into, through, and out of the educator preparation pipeline; developing programmatic changes to increase overall production of educators; and dedicating appropriate resources to programs.
	+ [Addressing California’s Emerging Teacher Shortage](http://learningpolicyinstitute.org/our-work/addressing-ca-teacher-shortage/) (*Learning Policy Institute, 2016):* There is a concern that districts will have to fill vacancies with substitutes and underprepared teachers. A comprehensive set of strategies is needed, including:
		- Reinstating teacher recruitment and retention programs that were phased out when budgets got tight, like CalTeach recruitment and APLE loan forgiveness programs;
		- Establishing high school career pathway programs to get students interested in teaching;
		- Reduce attrition by giving access to support, providing incentives, improving conditions in schools.
		- [Interactive Map](http://learningpolicyinstitute.org/ca-teach-short-ind/#/): investigate teacher shortage indicators in your county.
* [***The Long Beach Miracle: How the Working Class California City Saved its Schools***](http://www.theatlantic.com/education/archive/2016/02/the-long-beach-miracle/459315/?single_page=true&print=&utm_source=Feb.+3+daily+digest+--+Sue&utm_campaign=Daily+email&utm_medium=email) (The Atlantic, February 2, 2016). This is a good article about the Long Beach College Promise and its results over the last 20 years.
	+ In Long Beach, “student test scores, AP-class enrollment, high-school graduation rates, and college-attendance rates have all risen, even as the city’s challenging demographics remain unaltered.”
	+ “Leaders say their success since [the mid 90’s] is due to the unusual level of cooperation between the three systems, a collaboration that expanded in 2014 when the City of Long Beach joined the group.
	+ Jane Close Conoley: We’ve been in it for a long time and we’re in it for the long run.
* [**Governor’s 2016-17 State Budget Proposal Summary**](http://www.ebudget.ca.gov/2016-17/pdf/BudgetSummary/HigherEducation.pdf) **and CSULB’s Emphasis on 4-year Graduation:**
	+ State Policies are Focused on Containing Student Costs (p. 37): no tuition increase for the fifth year; fee waivers for low-income residents; fully integrating technology to reduce student costs;
	+ The CSU is focusing on outcomes, but 4-year graduation rates lag.
		- CSULB has a 67% 6-year freshman grad rate, but only a 15% 4-year freshman grad rate (for comparison, CSUDH is 5%; SLO is 47%).
	+ At CSULB, improving degree completion time with particular emphasis on improving four-year graduation rates will be an area of renewed focus for the campus. As part of this effort, the Divisions of Academic Affairs and Student Affairs are collaborating to revisit our first-year experience offerings as part of a national project for which we were selected, “Reimagining the First Year of College,” sponsored by the American Association of State Colleges and Universities.