

CHAPTER 11

ADMINISTRATIVE AND FACULTY LEADERSHIP

We—and I—were extremely fortunate to have an extraordinary set of administrative and faculty leaders during the 1991-2004 period. Each performed her/his responsibilities in an excellent way. I had an effective and strong, positive working relationship with each. These persons all deserve major credit for the things we in the COE were able to accomplish during 1991-2004.

ADMINISTRATIVE LEADERSHIP

Dean.

As dean, I typically had six persons, plus clerical support, reporting to me at any given time, a very reasonable “span of control.” These included two associate deans and four department heads. During the 1991-2004 period, this constituted a group of 21 people—13 men and eight women—who reported to me for periods as short as one year and as long as 11 years.

As we divided up college-wide responsibilities, I kept for myself the primary responsibility for university-wide professional education accreditation and program approval and for external (to the COE) relations of all sorts. Representing the COE to the Provost, attending meetings of the Provost’s Deans Advisory Council, and attending other meetings of EMU groups consumed a good deal of time. I also retained a substantial responsibility for fund-raising, communications/public relations, and liaison with a number of external agencies. I had responsibilities under the Master Contract, and as assigned by the Provost, related to budget, hiring, promotion, tenure, and grievances. I met regularly with and provided staff services for the COE Council. And, of course, there were instances where some matter arose that did not fit under anyone else’s area of responsibility, so I took those on.

Associate Dean (Student Services)

The Associate Dean (Student Services) handled many matters related to students, generally related to initial teacher candidates, including certain advising functions, administering admission/retention/exit requirements, teacher testing, student teaching and other field experiences, and recommendations for certification. In addition, many aspects of minority teacher recruitment and retention were handled by this officer as well.

Dr. Robbie Johnson was holding this position as I arrived in 1991 and she continued to hold it through her retirement in 1999. During that time the responsibilities of the office expanded considerably, along with the number of students to be served. For the following three years (1999-2002), Dr. Carolyn Finch served in this office, followed, on an interim basis, by Dr. James Berry (2002-2004). I am deeply appreciative to all three of these persons, especially to Robbie for her long and highly-effective service, for handling so appropriately matters related to very large numbers of prospective and actual students.

Associate Dean (Operations)

The Associate Dean (Operations) handled almost all aspects of the COE's participation in EMU's somewhat bizarre budget and financial record-keeping functions. This included certain aspects of personnel management, and many matters related to purchasing supplies, equipment, and other items. The responsibilities also included handling room assignments for classes and other college activities. During the years when the COE's administrative offices were in Boone Hall, this associate dean served as the "building manager" for Boone Hall. When we moved into the Porter Building, this associate dean became the "building manager" for the much larger Porter Building, as well as having some responsibility for specialized spaces we continued to use in the Warner Building.

This associate dean also served as the supervisor for several college functions and services, as well as the personnel associated with these. These responsibilities expanded greatly after we moved into the Porter Building and included, but were not limited to, technology support, the Bonisteel computer lab, the Clinics, etc. See a later chapter for a description of these various support and service areas.

This position was vacant as I came into office in 1991, but, within a few weeks, Dr. Donna Schmitt stepped in to fill this role, which she did quite ably for four years (1991-1995). She was followed by Dr. Martha Tack for two years (1995-1997), who brought her incredible attention to detail to this work. Dr. Michael Bretting came into this role in 1997 and served through the remainder of the time that I was dean. Michael was heavily involved in all matters related to the renovation, moving into, and slowly furnishing and equipping the Porter Building, for which I am particularly grateful.

Assistant Dean (Advising)

Dr. Shawn Quilter served, on an interim basis, as an assistant dean in charge of advising during 2002-2004. The work that he and others (especially Dr. Olga Nelson) before him did to get the initial teacher preparation program advising function first "under control" and then rather well functioning, is much appreciated. This work solved a lot of problems, not only for students, but for faculty members and other administrators as well.

Department Heads

Obviously, the four Department Heads had many tasks to perform that were in common across the COE departments. On the other hand, each had a set of unique circumstances with which to work. I much enjoyed working with all 16 persons who served as a COE Department Head between 1991 and 2004—some for as little as a year, but, in two other cases, eight years.

Health, Physical Education, Recreation, and Dance. Dr. Patric Cavanaugh had been the Department Head of Health, Physical Education, Recreation, and Dance (HPERD) for more than 20 years when I arrived in 1991. He continued to serve in this capacity through 1993, at which

time he retired. He was succeeded by Dr. Michael Bretting, who served in this role from 1993 to 1997, making many positive changes during those four years. Dr. Jeff Goodwin served as the interim Department Head in 1997 to 1999, followed by Dr. Frederick Andres for two years (1999-2001), Vic Chiasson on an interim basis in 2001-2002, and Dr. Ian Haslam from 2002 through the remainder of the time I was dean.

Management of HPERD differed from that of the other three departments in that it was the COE's largest department in at least the quantity of student semester credit hours generated. There were a number of specialized spaces to manage, as well.

Leadership and Counseling. Dr. Martha Tack was the Department Head in Leadership and Counseling when I arrived in 1991. She continued, highly effectively, in that role through 1995. Dr. John Waidley served as interim Department Head from 1995 through 1997. Dr. James Berry was the Department Head from 1997 through 2001. Dr. Jackie Tracy became interim Department Head in 2001 and served in that capacity for two years. She was named permanently to the position in 2003.

Management of Leadership and Counseling differed from that of the other three departments. On the one hand, it was the COE's smallest department by any measure. On the other hand, it was unique in that it offered only graduate-level course work. The "leadership" programs had constituencies that did not overlap much, if any, with those of the "counseling" programs. Perhaps most important, it housed the institution's only doctoral program during the 1991-2004 period.

Special Education. Dr. Kathleen Quinn was the Department Head in Special Education when I arrived in 1991 and she had been in that position for some years prior to that. She continued in that position until 1999, when she retired. She was succeeded by Dr. Lynne Rocklage as interim Department Head for 1999-2001, at which time Lynne was named to the position permanently and she continued in that role for the remainder of the time I was dean.

Management of the Department of Special Education differed from that of the other three departments. Data from the Council for Exceptional Children indicated that EMU's programming in special education produced more special educators each year than any other institution in the country. During 1991-2004 (and for some time both before and after) EMU prepared teachers in every area of disability recognized by the Michigan Department of Education. In the "low incidence" areas, EMU was among the only one or two institutions in the state that offered programming in the particular area of "low incidence" exceptionality. Many of the state regulations concerning educator preparation in special education came from the Michigan Department of Education's Special Education office, sometimes not well coordinated with the regulations for preparation of "regular" education teachers that came from a different office in the Michigan Department of Education.

Teacher Education. Dr. Jeanne Pietig was the Department Head of Teacher Education when I arrived in 1991. However, it had already been announced that 1991-1992 would be her final year in that role. Dr. Jim Riley became Head of the Department of Teacher Education in 1992 and he served in that capacity until 1995. In 1995-1996, Dr. Marvin Pasch served as interim Department Head. In 1996, Dr. Alane Starko became Department Head and she served in that capacity for the remainder of the time that I was dean.

Management of the Department of Teacher Education differed from that of the other three departments. It was a close second to HPERD in various measures of size. However, the programming of the department covered considerably more “sub-areas” than any of the other three departments. Further, in terms of necessary collaboration with departments outside the COE, especially in terms of preparing secondary and K-12 teachers, the responsibilities far exceeded any of the three other departments.

FACULTY LEADERSHIP

A number of COE faculty members served in elected leadership roles during the 1991-2004 period. Each was a pleasure to work with and each was responsible for “moving matters along” for college improvement in various ways. I am deeply appreciative of the time and effort that was devoted to these leadership roles.

In addition, most COE faculty members were involved, at least at some point, in serving on both standing and *ad hoc* committees/councils that were part of either the COE or EMU governance structures. Many served as a chair, secretary, or other officer of the group of which he/she was a member. The names of these faculty members are far too numerous to mention here, but their contributions of time and effort in determining and representing “what’s best for the COE” are deeply appreciated.

College of Education Council

Under the Master Contract between EMU and the local chapter of the American Association of University Professors (AAUP), each EMU academic college was required to have a “college council,” constituted in a certain way and consisting of members elected by and from faculty constituencies. In general, the primary purpose of the college councils was to make faculty-determined recommendations to the dean of the college. The COE Council was in place when I arrived in 1991 and it continued through (and after) my time as dean. Meetings were held regularly every two weeks during the academic year. With minor exceptions (*e.g.*, inability to have a quorum for meetings during the summer), it functioned and functioned well. I can think of only one instance, among many hundreds, during the entire time, when I, as dean, declined to accept and implement a recommendation of the COE Council—and we worked that matter out shortly afterwards.

The COE Council elected a chair, for a two-year term, from among its membership. During the 1991-2004 period, there were a few irregularities in connection with “the two-year term,” including a mid-term resignation from EMU and having a class or other conflict with meeting times, such that a chair *pro tem* for part or all of one or two semesters was necessary. In most cases, in the short-term absence of the chair, the elected secretary presided at meetings. There were a few instances when the COE Council met in the absence of both the chair and the secretary, in which case another member was selected to preside at the meeting. (There was even a time or two when I was asked to preside!)

To the great credit of each of the chairs, no decisions were made on a sharply divided vote. Determinations were unanimous or nearly so. If discussion revealed appreciable differences on a matter, then making a decision was postponed until more information could be gathered and/or informal discussions could be held.

From 1991 to 1993, Dr. Bert Greene served as chair. Dr. Alison Harmon was elected to be chair for the 1993-1995 term, although Dr. Nancy Halmhuber served during the last part of that time period. Dr. Jennifer Beller was elected to serve as chair in 1995-1999, although Dr. Lou Thayer served during the last part of that time period. Dr. Margaret Moore-Hart and Dr. Martha Kinney-Sedgwick, because of scheduling conflicts, more-or-less alternated serving as chair during the 1999-2001 term. Martha Kinney-Sedgwick was elected to serve as chair during the 2001-2003 term, although Dr. Ellen Hoffman served during the last part of that time period. Martha was again in office as chair during my final months as dean in 2004.

I had the opportunity (and great pleasure) to work closely with each of the people named in the previous paragraph. Each was extremely able to move beyond and outside of her/his own specialty and departmental concerns to see and support a college-wide perspective. They, and the COE Council as a whole, represented the faculty extremely well to me and vice versa. We were rarely anywhere other than “all on the same page” as far as the best interests of the COE were involved.

University Council on Teacher Education

The University Council on Teacher Education (UCTE) had been established by my predecessor, Dr. W. Scott Westerman, Jr., and it was in place when I arrived in 1991. The membership of the UCTE consisted of representatives from departments from all the EMU colleges that were involved in some way with initial teacher preparation. It was structured such that the Dean of the College of Education served as the chair of the group. Accordingly, I “inherited” and performed that role.

UCTE functioned as an information sharing group, advisory body to the COE dean, and recommendation-making group to the COE Council until 1994. However, during 1993-1994, the EMU central administration determined that UCTE was not an authorized faculty “input” body, as defined by the Master Contract, and, accordingly, UCTE was abolished. However, the functions were maintained and improved by amending the COE governance structure to include, as

standing committees of the COE Council, a Basic Programs Committee and an Advanced Programs Committee. A Professional and Affiliated Programs standing committee came into place at the same time to make recommendations to the COE Council concerning curricular matters not related to the preparation of professional educators. This revised structure came into place in the fall of 1994 and continued for the remainder of time that I served as dean.

Instruction Committee

During the 1991-1994 period, before the implementation of the revised COE governance structure, there was a standing Instruction Committee. Ms. Sharon Pendleton served as the chair of this group. The Instruction Committee dealt primarily with curricular matters not related to the professional educator preparation programs and made recommendations on these matters to the COE Council.

Finance Committee

During the 1991-1994 period, there was a Finance Committee. Dr. Calvin Michael, Dr. Carole Gorenflo, and Dr. Ron Hoodin each served as chair of this group during that time. It was largely through this group that the COE faculty was informed of financial and budgetary matters affecting the COE.

Personnel Committee

For the entire period of time that I was dean, there was a Personnel Committee. This committee was unique in that it did not report its recommendations (sabbatical leave applications, applications for a graduate assistant, etc.) to the COE Council, but, instead, reported directly to the dean. The committee was also unique in that Ms. Gloria Neve served as the chair for the entire time that I served as dean! Special appreciation goes to her and to those who served with her.

Basic Programs Committee

The Basic Programs Committee came into being in 1994, with the responsibility of reviewing and making recommendations to the COE Council on all matters related to the initial preparation of teachers. The first chair was Dr. Alane Starko. In 1997, Dr. Georgea Langer became chair. Dr. Shawn Quilter and Dr. Linda Lewis-White served as co-chairs in 2001-2002. In 2002, Dr. Russ Olwell (Department of History and Philosophy) became the chair. This committee was unusual on campus in that, while the majority of members were from the COE, there was proportional representation on the Committee from departments in the College of Arts and Sciences and a department in the College of Technology such as to represent the preparation of secondary and K-12 teachers.

This committee had a huge workload as we moved through the 1997 and 2003 National Council for Accreditation of Teacher Education (NCATE) and state Periodic Review/Program Evaluation (PR/PE) processes. Much, much credit must go to each of these chairs, especially Alane and Georgea, and to those who served on the Committee, for work that brought about our successful external evaluations and much-needed program improvements.

Advanced Programs Committee

The Advanced Programs Committee came into being in 1994, with the responsibility of reviewing and making recommendations to the COE Council on all aspects of our programming that fell under the NCATE definition of “advanced.” The initial chair was Dr. Martha Kinney-Sedgwick. In 1997, Ms. Winnie Witten became the chair. In 2000, Dr. Judy Williston became the chair and in 2002 Dr. Ron Williamson became chair. Structured similar to that of the Basic Programs Committee, the membership of this Committee included representatives from outside the COE.

The work of the Advanced Programs Committee in connection with NCATE and state PR/PE was especially challenging. NCATE standards for advanced programs were written under the assumption that advanced programs at any given institution had a good deal of commonality among them. While this was partly the case among the advanced programs offered in a given EMU department (in the COE or elsewhere), it was not at all the case across EMU department (or college) lines. As a result, it made identifying “the knowledge base,” theme statements, and the like quite complicated for NCATE reporting purposes. We are all indebted to the chairs and members of the Advanced Programs Committee for working through acceptable determinations and recommendations on these and related matters.

Professional and Affiliated Programs Committee

The 1994 COE governance structure gave to the Professional and Affiliated Programs Committee two major responsibilities. One was to review and make recommendations to the COE Council on the undergraduate and graduate programs of the COE that did not fall under the NCATE and state PR/PE definitions of “professional education.” The second was to review and make recommendations to the COE Council concerning curricular matters that originated in another EMU college but that were not related to educator preparation. Vic Chaisson was the original chair, followed by Dr. Doug Briggs, who, starting in 1996, served for some years as the chair of this group. Dr. Yvonne Callaway became chair in 2002.

Planning and Finance Committee

The 1994 COE governance structure created a Planning and Finance Committee. Dr. Rob Kreger was the initial chair. Dr. Judy Williston became chair in 1995, Dr. Dorothea French became chair in 1997, and Dr. Mary Rearick became chair in 2002.

This group had major responsibilities in terms of preparing and recommending to the COE Council the COE portion of several institutional initiatives including “marketing” of professional education programs, strategic planning, and the like. There were several instances where the group was called on to make a financial-related recommendation, such as the allocation among the COE units of the former Provost’s Travel Fund. During the early years of our occupancy of the Porter Building, the group was called on to make recommendations concerning priorities for additional technology capacity, etc. Appreciation goes to those who chaired and who served on this group for their appreciable contributions.

AD HOC COMMITTEES

Some of the most valuable work done in the COE during the 1991-2004 period, especially during the earlier part of that time, was done by a variety of *ad hoc* groups. These groups, some of which were made up of persons who volunteered for the task and some of which were appointed by either me or the COE Council, performed extremely important tasks. Some of the matters tackled by the *ad hoc* groups related to “how to handle” appreciable and increasing numbers of “post-baccalaureate” students; how to “reconfigure” first the elementary education program and later all initial teacher preparation programs; fund-raising and “friend building;” what technology was needed for the Porter Building; and many others.

The generous donation of time, effort, and expertise in addressing all these issues by members and leaders of these groups is much appreciated. We became much the better as a result of this work.