

## Summary and Recommendations from NNER Panel of Increased Participation

The theme of the 2009 conference was "In Praise of Education: The New Three R's: Reflection, Responsibility, and Renewal." There were a series of important issues that needed the thoughtful attention of knowledgeable university and school people throughout the NNER if the network and its individual settings are going to continue to grow in their advancement of the Agenda for Education in a Democracy (AED). The NNER executive board working with the 2009 program planning committee identified several areas critical to the NNER's future work. One area is how to maximize the benefits of participation in the NNER by Deans of Schools and Colleges of Arts and Sciences, and how such leaders can make the greatest contributions to their settings and the network.

Our panel study group consisted of 10 Deans and academic leaders from throughout the NNER. A list of our panel is attached. The panel group met twice during the conference: The group's task was to develop recommendations on how the NNER can provide greater support for Deans and campus leaders filling their roles, and how Deans and campus leaders can contribute to the mission of the NNER. Our recommendations are included in our report summary.

We started the conversation around five open questions.

How do you see your role within your institution contributing to the education of teachers in schools and future teachers preparing for schools? What do you perceive as the role of your college in K-12 public schools? What is your perception of faculty participating in the educational renewal of schools? What are the best areas for a working relationship to develop between Colleges of Education and Colleges (COE) of Arts and Sciences (A&S)? What are some specific items you would expect from a national educational organization that would benefit all participants?

Our report includes 10 observations and 10 recommendations.

1. There is a need for A&S and COE to "focus" on working together. Deliberate attention must be put in key places of attention. For example, A&S can be used in methods courses which can be team taught and serve as a way of bringing A&S into schools to play a primary role in supervising teaching.
2. Have Centers of Education sustain the scholarships of teaching and learning. Focus faculty on learning to study teaching and pedagogy in classrooms.
3. A&S needs to take on part of the role of the preparation of teachers. Example, the Early College High School in El Paso, Texas presents a model for cross college cooperation and coordination. The A&S role can be expanded into STEM, Literacy and Arts areas to name a few. Separating content and pedagogy has not served the disciplines well.

4. A&S has traditionally seen its role as discipline specific, empirical research centered, with heavy emphases on graduate programs, while Colleges of Education have focused on teaching and learning, but somewhat separate from content. Challenge for both units is to find the common ground.
5. In some cases, institutions have sought to move the COE into A&S as a department within a college, or form joint appointments as a means of overcoming the artificial separation of content and learning.
6. These A&S/COE issues surface, in some cases, in challenges of control and trust that have plagued the relationship between the two colleges. Feelings of one being more “academic” than the other and one being more “relevant” than the other, have covered over deeper challenges of control and trust. In some instances, the perception of domains being college defined has perhaps slowed progress on the real mission of preparing teachers for the classroom. The discussion over what is more essential, mastery of content or the successful learning of knowledge, is in some instances a hindrance to the preparation of teachers.
7. Giving up access and control of secondary and elementary schools to A&S faculty may have been challenging in some situations; however, success stories of joint collaborations and success of where these issues have happened demonstrate open discussion of these concerns, open clarity of shared responsibility, clean lines of assessment, and a recognition that work must be recorded, published and shared to receive validation and open broader lines of interest from others.
8. An interesting issue challenging the relationships is “control.” It would appear each part of the agenda suffers from a need to maintain some control over different parts of the discussion. Typically, A&S feels ownership over the discipline, COE access to teachers and students in the field and DOE ownership over schools and students. The need continues to find ways to create new relationships that redefine and acculturate our sense of sharing and assistance. The boundaries of ownership have created difficult conversations.
9. If the work is to enjoy and “sustain” a key word and need, it must be characterized by some traditional lines of academic criteria, namely the commitment to generate “new” knowledge so others can learn from successes and failures, but also to build a library of continuous literature that will allow the field to sustain and even grow.
10. In some instances, the commitment to generate new knowledge may foster the development of centers in math, science, literacy, and the arts, where common will and interest can help create new partnerships.

Key suggestions or recommendations:

1. Move toward A&S and COE identifying and working together on “common” projects.
2. Make assessment and learning outcomes a key part of creating common areas and common project so all can learn from current and future experiences.
3. Address the issue of the “culture” of schools and programs early by developing dialogues. Ensure that issues of “cultures” are discussed and understood early, and where necessary, develop a notion of the need for systematic change where necessary.
4. Much of the culture issues are issues that administrations need to address as “beginning points”. Notion of building a sense of “community” of learning in new cultures.
5. NNER needs to serve as a professional academic organization of this work, and it needs to offer its members a chance to “grow” into exemplars for others to follow and build on.
6. Institutions need to understand who they are as a university or college and who their students are and how does their mission as a university or college comes together with the student’s needs. Every new faculty member should receive this background.
7. A major concern expressed by everyone is the promotion and tenure issues, related to discipline. For the work to succeed there is a need for deans to offer leadership, to show how scholar’s education reflects the understanding of the student body, and how the work fits the requirements of the institution.
8. A need also exists to understand community and civic involvement. It is critical to listen to the community voices, and bring those voices into the conversation.
9. Identify national organization and division that are supportive of the work, and share with all parts of the NNER.
10. Develop and share a sense of “core values” that support the work within schools. These “core values” should be shared, discussed and practiced with everyone.

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