MEETING OF THE EXTENDED DEAN’S ADVISORY CABINET
Tuesday, September 7th, 2010
1:00pm-3:00pm
Mother Rosalie Hill Hall, Room127

MINUTES


Facilitator: Paula Cordeiro
Notetaker: Erin Weesner

The meeting was called to order at 1:00pm.

1. **Minutes**: The Minutes from the July 20th DAC meeting were reviewed and approved with two edits:
   - Item #4, NCATE Accreditation: A Correction was made regarding district mapping for counseling placements—Lonnie Rowell will be working on this and not Rose Martinez.
   - Item #4, Handbook Updates: A grammatical correction was made and the sentence now reads, “Steve asked the group to please…”

2. **Program and Center Updates**: Goals for 2010-2011: Paula directed cabinet members’ attention to the handout titled “Center/Program/Department Goals 2010-2011.” Each center/program/department was asked to highlight their top goals for the year. Highlights included:

   - **Counseling**: Their goals are shifting because the search for CMHC faculty was unsuccessful. Completion of the CACREP self study has been tabled until they hire a coordinator for the specialization. The same is true for the completion of the CACREP site visit for CMHC.

   - **Leadership Studies**: Zachary Green highlighted the department’s goals, which included: nominating students for national dissertation awards; reviewing and revising the dissertation rubric, developing and publishing action research guidelines for faculty and students; successfully completing the ELDA transition; undergoing the e-portfolio transition; engaging in more formal discussions about global perspectives throughout the curriculum; and reviewing/discussing admissions procedures and grant writing as highlighted in recent Eduventures reports, among others.

   - **American Humanics**: The program is being revised. The minor will be the same with the exception of two electives. USD students will be presenting at the national conference in Orlando this year.

   - **ELDA**: ELDA is transitioning well thanks to great support, input and sharing of ideas. ELDA is continuing to move forward with the WELL project through which ELDA students will be paired with international leaders in education. The superintendent collaborative is bearing fruit and ELDA is seeing a rich expansion of mentor principals. ELDA hopes to continue that expansion to new districts. ELDA hopes to create a partnership with the department of Learning and Teaching for ELDA students to mentor and supervise new teachers during their practicum.

   - **Institute for Nonprofit Education and Research**: The Caster Center has already completed 3 contracts and would like to secure and complete 3 more. The institute will host at least 2 continuing education seminars as well as the 7th annual Nonprofit Governance Symposium. The Nonprofit program hopes to develop a stronger alumni base and is currently meeting with alumni to gather suggestions. The Nonprofit program currently has a course about bi-national nonprofits and desires to bring courses to Mexico. They are currently collaborating on a proposal to do a feasibility study to see if this is possible. A discussion about working with continuing education to support and help implement these ideas arose.
Leadership Institute- Last year Terri offered the first courses in purpose based consulting. She is now working on planning a full sequence of courses on the subject. Terri has been participating in a two-year training on indigenous leadership and has an agreement with the people running the program to help design an international experience around the topic. Terri is working on linking the training program for the conference to national organizations that provide certification.

Learning & Teaching- Every program in the department has gone through revision which has lead to discussions of additional revisions. In addition to the bullets listed on the handout, L&T faculty will be more involved in grant writing and looking for strategic partnerships. L&T will be forming a Student Success Committee that will identify students showing some kind of challenge and will huddle around these students in the spirit of helping them succeed. They are preparing for NCATE and the CTC review.

Director of Field Services- Launching the transformation initiative to transform field experience through earlier and stronger supervision. Based on national trends and their own expertise they are trying to add a component with the ELDA candidates for a yearlong student teaching program for elementary school (one is already in existence for secondary school).

Character Development Center- They are working on the Templeton Grant. Four people received the Character Development Certificate this summer. This year the center will continue the certificate program, conference, essay contests, and professional development courses.

NAVY- Noticed a substandard proficiency in writing at the undergraduate level. Although it is not in their charter, the navy will be incorporating curriculum on improving writing skills. The navy is also improving the processing of commissioning physical paperwork. Members of the NROTC program recently received awards for the top NROTC midshipman and instructor in the country. NROTC is fine tuning the instruction they give their students by tailoring training sessions for the communities and specializations they will be going into upon graduation.

MFT- The MFT program is trying to create a stronger connection to its alumni. They hope to reconnect with alumni by offering continuing education opportunities. MFT is also looking at the sustainability of its collaborative sites, making changes to its curriculum guidelines, and trying to identify more international opportunities for the program.

Field Experiences- They are evaluating sites to make sure they comply with licensing and supervising requirements. There has been a change to the Counseling programs sequencing of courses and the last year of the program students will complete a full year action research project based on their site placement. There are 50 placements this year. Peggy has begun meeting with Beth to reflect on what works and doesn’t work and to solicit feedback on the experience and look at ways to improve the process.

COMPASS- COMPASS is looking for more opportunities to generate research for grant proposals. COMPASS had interns from the leadership program for the first time this past year and it was a great experience for all involved. COMPASS hopes to continue to develop programs for residency courses with UCSD Pediatrics so residents are aware of the needs of families and children that they interact with. COMPASS just had their first continuing education experience with graduates from the program and are considering an online component for inquiries.

CS3- The 12th annual Forum will be held on December 10th featuring keynote speaker Jay Carey from UMass Amherst. CS3 is currently reconfiguring action research within SOLES as action research has an essential component of SOLES. CS3’s goals this year are to reach out to a broader constituency group for conferences. Last Spring CS3 alumni came together and created the San Diego Action Research Organization to continue to do action research. The group has had 2 meetings thus far and has agreed to facilitate the preconference day for the action research conference.

CEPAL- CEPAL has been working on quite a few projects. The highlights include developing a petition to put a new charter school in the library being built downtown, an evaluation for the El Cajon Valley Project, San Diego School District study. CEPAL recently completed a feasibility study on starting a four-year university in Chula Vista. CEPAL is hoping to become a center of expertise for electronic communication devices in K-12 education. CEPAL
is partnering with ELDA on a large 2 year grant to help implement principal training and looking at state policies that
are in place that hinder linked learning.

**Credential Analyst:** Certification requirements are updated once a semester for handbooks and on the web as
needed. Tedi shared the credential numbers from last academic year (Special Education level I: 35; Special Education
level II: 16; ELDA level I: 19; ELDA level II: 4; Multiple Subject Credential 25; Single Subject Credential 20; PPS:
23). Major attention is being dedicated to accreditation. Tedi completed the accreditation training and is a member of
the CTC Board of Institutional Reviewers, which should be helpful throughout SOLES accreditation process.

**SOLES Global:** Cindy and Paula are working on a long term assessment of the internationalization requirements.
SOLES Global is creating a more structured system on how courses will be designed and run. SOLES Global is
hosting a showcase in the spring semester to have people present their final projects from previous SOLES Global
courses. This winter there will be a Counseling and Leadership class in Guatemala. In the spring the counseling
program will offer courses in Kenya and Hong Kong. Summer courses are not yet completely approved but it looks
like 5-6 courses will be offered (Mondragon, Lithuania, Tokyo, and potentially Costa Rica and Istanbul). If all
potential courses go there will be 9 global courses this academic year.

3. **Assistant Dean’s Office Updates (L.Dews):** Linda reported that $750,000 had been distributed to students based
on diversity, merit and loan programs (this number does not include federal or university aid). The goal is to secure
even more scholarship funding. Other opportunities for financial aid are being posted online for students to take
advantage of. A significant transition is taking place in how job opportunities are distributed to SOLES students and
alumni. In the past the vehicle for notification has been email, but now we are moving away from listservs to website
and social networking based notification. The primary tool for this new notification system is Linked-in. All
information about a job posting should be passed along to a program assistants and they can make sure it is posted
on linked-in and the website. Shortly, an announcement will go out to SOLES students and alumni to join the
SOLES linked-in page. This is just another way to connect with students and alums and for them to be reminded of
the value of staying connected with SOLES.

4. **Office of Budget & Operations Updates (R. Stein):** Rondi shared a two-part update regarding academic
scheduling with the cabinet. The university has made an academic scheduler mandatory for every school. Nikki
Cibrian is the newly appointed academic scheduler for SOLES. The academic scheduler is responsible for imputing
class information into banner, scheduling space, and updating banner and space scheduling as changes occur.
Currently Nikki is working with the program assistants on fall clean up. In order to transition this responsibility from
the program assistants, Nikki will meet with each area’s program assistant and program director to go over their
specific scheduling needs. Now that there is a person designated for academic scheduling Rondi hopes to do more
data analysis on how rooms are being used, classes or programs that require specific spaces, and how to be more
efficient with room use in the future. While Rondi can provide broader data (like how many classrooms in SOLES
can hold more than 20 students) department chairs should be responsible for knowing what days and times classes
are offered and what percentage of classes are offered each day of the week. Rondi reminded the cabinet that
professors with an off schedule toward the end of the semester need to make sure that information is in banner
because evaluations are distributed based on the information in banner.

In an attempt to make academic scheduling more efficient the university sanctioned university-wide class time slots.
The university has asked that SOLES try to schedule as many classes as possible within these class start times. For
example, MFT holds class at 9 and if they held at 9:15 or 9:05 it would allow for greater room availability. Rondi
handed out a copy of the new class times slot schedule from Tom Herrinton and requested that program directors
see if any of their courses can begin at the suggested starting times to utilize space more effectively.

5. **Development and Alumni Relations Update (G. Neiger):** Gary distributed a handout on alumni recruitment
receptions. By engaging alumni nationally SOLES could not only build greater financial support for the school, but
will connect alumni into the recruitment process. Gary has a listing of alumni by region and program and has been
looking at Pelema’s travel schedule this recruitment year. Ideally the Dean would be there to interact with
prospective students and alumni and the interaction would not only be social but informative for prospective
students. As 80-90% of SOLES alumni are in San Diego alone the development office hopes to get alumni, faculty
and prospective students together for San Diego based alumni recruitment receptions in the near future. Gary

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Respectfully Submitted by Erin Weesner
6. **Outreach and Recruitment Updates (P. Morrice):** Pelema kindly reminded the cabinet about the importance of forwarding phone and email inquiries from prospective students to the outreach and recruitment office. By forwarding along prospective student information Pelema’s office can ensure that those prospective students are entered into the database and receive information about upcoming recruiting events and SOLES programs. Pelema asked that cabinet members share this with faculty at their respective department meetings.

Outreach and recruitment is currently working on testing a facebook page that is dedicated solely to admissions, allowing the office to get information out to prospective students about general and SOLES specific information about admissions and financial aid. For example, outreach and recruitment might post something on preparing an admissions essay that is broad enough to be relevant to all students applying for graduate program and then would tailor parts of the post to be SOLES specific. This will help drive traffic to the facebook site. The facebook site has not launched yet. An official announcement will be made when the site is active. Pelema mentioned the Graduate Admissions Report and meeting with committee members about the reports they receive so efforts are not being duplicated. After the launch of the facebook page outreach and recruitment’s next priority will be an online open house. The next major event for outreach and recruitment is the SOLES open house on Saturday September 25th from 10:30-12:30pm. 250 Prospective students have RSVPed for the event.

7. **Associate Dean's Office Updates (S. Gelb):**

Steve Gelb explained that his office is currently addressing when to cut off student evaluation by controlling student access to evaluation forms.

Steve also gave a brief update on Eduventures. Eduventures is a collaborative learning research organization that provides answers for in-depth custom inquiries on a wide variety of topics of interest to SOLES. We pay one flat fee a year and can access their services as much as we like. For example, recently Eduventures provided a one hour webinar for the Learning and Teaching department about what teachers are looking for when they decide to go back to graduate school. Steve shared some upcoming opportunities and webinars from Eduventures most recent newsletter. Steve will send a link to the newsletter out to all SOLES faculty and staff. This summer Eduventures finished a report on the market possibilities of a joint MFT doc program with UCSD and SOLES is in discussions with Eduventures about a new inquiry looking at consulting track programs in Leadership Studies. Steve encouraged cabinet members to think about how they could use Eduventures for their programs, departments, centers and institutes.

8. **Dean's Office Updates: (P. Cordeiro)**

*Retreat Follow Up:* Paula directed the cabinet’s attention to the notes from the retreat and the commonalities that were learned. The feedback from the retreat suggests that internationalization is being met positively and that most people are on board. However, some concerns were noted regarding finances and monitoring for equity across programs (concerns about the rigor of trip activities). Next step level 1s will include looking at how best SOLES Global can support resolutions to those concerns. A committee composed of Linda Dews, Erika Nash, and the SOLES Global Graduate Assistants will work with the SOLES Global Faculty Committee to address these concerns. The Internal Dean’s Advisory Cabinet will also work to address these concerns in this calendar year. The Extended DAC will revisit this issue in February and faculty will revisit these concerns in April or May.

*Class Shopping:* Paula explained that we have a dilemma in SOLES. A new and wonderful course will be offered and the course will end up being cancelled. This is in part a result of scheduling and class fluctuation issues, but is also a result of how we advertise courses. Students approached Paula about the idea of “class shopping.” Faculty teaching non-core courses would have the opportunity for students to meet the professors offering courses in the upcoming semester, learn more about the course, receive a copy of the syllabus, and ask any additional questions. The presentations would take place an hour before classes generally begin (3:30-4:30) and each presentation would last about 30 minutes so that students could shop other potential courses. Cabinet members suggested that the web also be utilized for course shopping online for students that are unable to attend the presentations. Posting syllabi online...
and creating an online forum for questions and answers about upcoming courses could be beneficial. The cabinet also addressed the importance of reminding professors to keep the best interests of students in mind and to not promote only their own courses during the class shopping process. An additional goal of course shopping is to allow for greater cross-pollination between programs, this would prove difficult for programs that do not have elective units available to their students.

The meeting adjourned at 3:05pm.