These minutes represent a summary of the content and character of each meeting and are not meant to be an exhaustive list of the comments made. Also, these notes are an initial attempt to understand the academic issues on campus; we will return to gather additional information as necessary.

ATTENDEES
Aaron Schultz, Education Policy & Common Studies
Elise Frattura, Education Outreach
Alfonzo Thurman, Dean, School of Education
Margie Anunson, Business Admin & Tern Operations
Amy Otis-Wilborn, Depart of Exceptional Education
Linda Post, Curriculum & Instruction
Barbara Daley, Administrative Leadership
Anthony Hains, Educational Psychology
Gail Schneider, Assoc. Dean SOE
Raji Swaminalhan, Education Policy & Communication Studies
Bill Kritek, Administrative Leadership
Simone Conceicao, Administrative Leadership
Pam Conine, Exceptional Education
David Edgburn, Exceptional Education
Rachella Alioto, Curriculum & Instruction
Marilea Puguca, Curriculum Education HSMA
Nancy File, Curriculum & Instruction
Bobbi Corrigan, Education Psych
Karen Stoiber, Education Psych
Razia Azen, Education Psych
Jon Jenson, Project Manager, Division of State Facilities, State of Wisconsin
SUMMARY

A. Academics

- Current umbrella PhD covers 12 programs, some of which will become stand alone over time.
- A Doctorial degree is planned for higher education administration.
- The chancellor is encouraging a different mix of graduate and undergraduate programs.
- The undergraduate special education program is being re-implemented.
- The American Sign Language (ASL) program is growing although it is current under resourced.
- The School would like to increase enrollment in early childhood education programs.
- Technology is a major consideration for the school.

B. Physical Space Attributes

- Within ten years, would like to see entire building (Enderis) dedicated to School of Education.
- Additional doctoral plans will result in the need for additional space and facilities.
- Increases in enrollment results in need for larger section sizes in the range of 35 students. Most classroom space cannot accommodate 35 – 50 students.
- Classrooms with 30-50 seats are needed with movable chairs that can be reconfigured.
- Additional classroom space with technology is needed.
- A 100 seat tiered classroom/auditorium is needed
- Partnership work requires space that can be reconfigured.
- Professional training courses for external visitors in excess of 20 people cannot be accommodated. Most are hosted off-campus "cost ourselves out our offerings". Would like to be on the 11th floor.
- Professional training courses require spaces that are accessible and comfortable.
- Some graduate school courses are offered all day Saturday.
- There is a lack of lounge and collaboration space on campus.
- ASL courses require classroom with good visual sightlines.
- Space is needed for on-site and distance simo-cast courses. The School is a leader in distance learning.
- Vision is to provide learning space that features durable, easy to use video capabilities for distance education.
- Spaces do not foster collaboration.
- Space is needed for training counselors.
- Space across campus is in such short supply that a great deal of time is spent negotiating for space.
- Simulation labs to demonstrate technology currently utilized in public schools are not available. Technology for on-line distance learning programs requires space and support.
- The "block" system of scheduling is not always compatible with the instructional method of the school.
- Model classroom space needs. Science education instruction space is shared with Health Sciences on the 4th floor.
- Executive training space is needed and the associated parking.
- The school has no identity in the existing building (no signage).
• Lack of storage in the building is an issue.
• Research projects need to be relocated to free up space for instruction.

C. Collaboration and Community
• Collaboration occurs with students from business to teach learning technology.
• Teacher preparation – requires greater interdisciplinary collaboration.

EDUCATION POLICY AND COMMUNICATION STUDIES (SEE HANDOUT)
A. Academics
• Vision and mission is to serve under represented people and assist them in obtaining degrees with the aim of rebuilding impoverished communities. (Cultural foundations of education and community engagement).
• The Administration Leadership program provides life long learning. Space and funding is needed to recognize the opportunities in this area.
• Education policy – empower local communities for change
• Childcare prep centers – concern about the professionalism.
• Charter schools are a new focus on community based organization.
• Community education – online Masters degree.
• Department has the oldest and lowest income students in the school

B. Space
• On-line courses are offered in response to competition; requires space for labs.

ADMINISTRATIVE LEADERSHIP – URBAN INSTITUTE FOR LIFELONG LEARNING
A. Academics
• Diversity, Equity, Excellence
• Impact of technology on lifelong learning
• Media center – instructional design services for online courses
• Push toward online education

B. Space
• Collaboration space is needed for overseas projects.
• Development of clinical leadership facility.
• Collaboration expands to other sites.
• There is an increasing doctorial emphasis. Grad student and doctorial space is lacking and is needed to run programs.
• Recent campus wide modifications to classrooms do not support they type of teaching they do.
**C. Collaboration**

College of Nursing offers an online PhD program. SOE helped them to teach a cohort of 30 people in executive training. Intensive summer retreats are offered. Visitors stay in the dorms; Kenilworth is too remote.

**EXCEPTIONAL EDUCATIONS/C&I**

**A. Academics**

- Exceptional Education has experienced considerable growth
- Cardinal Stritch takes 60% of their grad enrollment, # 1 Alverno, Marquette, Carroll, Mt. Mary
- Advising is now within the departments v. off on own. This has been great for them, more teamwork, collaboration
- Students note that "the way to get things done is to walk a piece of paper around" – case for technology
- Graduates looping back through in grad schools & continuing Ed. Considerable competition in grad school market. They need to retain their students
- "We want this place to be a part of the continuous learning process". Cross-generational learning. Need buy-in when young so that they come back when they are 40. Don't want to be a satellite, they want to be a singular identity with enduring relationships
- Competitors are not in the research arena
- SOE research is among top 2 for University

**B. Space**

- Programs can't be conducted as desired – lack of staff, lack of space
- Technology is critical – electronic support for e-portfolios, etc., also needed to teach classes. Working w/students to create video clips, podcasts. Distance education – conferencing. Students have difficulty connecting to technology in classes. Less than half students have laptops.
- Difficult to create an environment for deaf student teaching
- No "whole college" atmosphere
- Students don't know where they are going – classrooms aren't consistently assigned
- No places for small group breakouts – mimics the way they want teachers to behave
- Access ADA – not currently. Needs to be highly accessible
- Sign boards & electronic messaging would help with internal communication.
- HVAC system is not good due to volume of evening/weekend courses
- Evening/weekend programs need more development, can't keep up w/competition
- ITP (Interpreter Training Program) does not have identity; technology is critical to programs
- Faculty research – infrastructure – no place to collaborate
- ITP and ASL can't expand due to space limitations
EDUCATION PSYCHOLOGY

A. Academics

- Graduate only program – with 4 areas on concentrations
- Counseling Psych – current enrollment 75-85
- Students tend to be full time
- Push to develop new PhD programs – requires methods courses. Integrate & collaboration w/other schools/colleges i.e. School of Public Health. Need technology to support & commitment from University
- Degree to completion time – concern to UWM
- Research teams (group work)
- Large masters programs
- EDS – 3 year post masters program driven by a certification program.

B. Space

- Need Clinical rooms for supervision
- Shortage of graduate space
- Interdisciplinary research grants – no dedicated space.
- Community partnerships – need space for training events (30 participants)
- Need to be accessible in a convenient way – parking, etc.
- No common space or student lounge

DEAN WRAP-UP – KEY ISSUES

- Space needed for instructional purposes (clinical, executive training, research space)
- Office space for graduates and faculty is needed.
- Technology – schools & colleges have specialized needs – software, etc.
- Declining enrollment in parts of the school.
- Classrooms and mediated classrooms are needed (30-50 students)
- Storage of data presents space and security/privacy concerns.
- Research space for funded programs is lacking (several funded projects have no space)
- Faculty & student lounges
- Campus access issues for executive training, visitors, etc. (need for public meeting space and parking)
- Identity/signage for the school
- Worried about being included in the planning process given potential development of engineering and public health campuses. Don't forget about SOE!

Next Steps

1. Document meeting minutes
2. Return for field work, data collection, and additional meetings May 20-22.
3. Perform data and site analysis throughout the summer.
4. Present initial analysis findings in the fall.
The information above will stand as recorded unless Sasaki receives written comments within five days of the distribution date from a recipient requesting an amendment.