

**Bayh College of Education  
Strategic Planning Process  
Executive Summary  
2010**

**Updated August 1, 2011**

During the 2010 Spring Semester, the Bayh College of Education engaged in a strategic planning process that aligns with the institution's strategic plan: *The Pathway to Success*. More information regarding the institutional plan is available by going to: [www.indstate.edu/strategic\\_plan](http://www.indstate.edu/strategic_plan). The college's strategic plan will enable its mission and assist in achieving the vision. Further, the strategic plan will allow the college to take a big-picture view of itself over the next five years and be well positioned for distinctiveness in a change-oriented environment. The proceeding information details the strategic planning goal, timeline, process, and overall outcomes.

**Goal:**

To create a strategic plan for the Bayh College of Education that directly supports the strategic plan of the University.

**Process:**

The leadership team began discussing the strategic plan of the Bayh College of Education on February 4, 2010. The process was as follows:

1. The Administrative Council reviewed the Mission, Vision, Values, and Conceptual Framework of the College and recommend edit considerations. The Professional Development Schools Steering Committee served as an external governing body to review and audit the edit suggestions.
2. Each focus area was assigned a facilitator:
  - a. Increase Enrollment and Student Success – *Becky Libler*
  - b. Advance Experiential Learning – *Rebecca Hinshaw*
  - c. Enhance Community Engagement- *Nancy Rogers*
  - d. Strengthen and leverage Programs of Strength and Promise – *Beth Whitaker*
  - e. Diversify Revenue: Philanthropy, Contracts and Grants – *Leah Nellis*
  - f. Recruit and Retain Great Faculty and Staff – *Hema Ganapathy-Coleman*
3. A survey was sent to all faculty and staff collecting information regarding each focus area. The information was collected using Qualtrics and completed on or around February 26, 2010 (see proceeding questions).
4. Each facilitator arranged for a two-hour meeting of the faculty and staff to discuss and collect ideas for next-step actions within that area. These meetings were completed by March 31, 2010. It was decided among the Facilitators that three co-facilitated meetings were appropriate for discussion/dialogue.
5. Each department/area was responsible for having at least one representative at each focus meeting. It was further decided by the Administrative Council that a representative from the Diversity Task Force be present at each of the three focus meetings to ensure alignment of the Diversity Plan with the Strategic Plan.
6. Feedback was solicited from the faculty and staff on multiple occasions.
7. The leadership team then completed the following:
  - a. Next-step actions were established for each focus area.

- b. Measurable outcomes were established for each next-step action.
- c. Goal dates were set for each measurable outcome.
- d. A draft document was created and reviewed by the leadership team.
- 8. A final draft document was distributed to the faculty and staff for their comments.
- 9. A final document was distributed.

### **Format:**

The strategic plan followed the template that is provided by the President's office.

### **Bayh College of Education's Revised Constancy of Purpose Statement:**

#### Mission

To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

#### Vision

Our College is a rewarding learning community for students, faculty and staff. We embrace new knowledge and model the best pedagogical practices. Our facilities enhance our work. A cooperative, supportive culture exists among the faculty and staff within the College and across campus. Faculty and staff members are chosen carefully and mentored well. We employ continuous improvement tools and philosophies on a daily basis, using data to make decisions and improve our instruction and processes in a timely manner. Student success demonstrates the genuine support they are getting from faculty and staff.

The sphere of influence of our learning community is expanding. Our administrators, teachers, and human service professionals are recognized for their educational contributions, including outreach services to those whom they serve. Our students, faculty and staff work collaboratively with schools and agencies to create rich, supportive, and healthy teaching and learning environments. Support for the mission is clear—the state wishes to increase its investment in what we do, alumni tell us how much they value their education, stakeholders and agencies seek our faculty for their expertise, granting agents seek us out, employers seek our graduates, increasing numbers of capable students desire an education with us, and we receive persistent recognition for our achievements.

With stable and consistent leadership, our objectives are clear and our work flexible and agile as we organize ways to be most effective, requesting and receiving the resources needed. We are dedicated to fostering a spirit of inquiry, and supporting a commitment to excellence for ourselves and our students. As one coherent organization, our collegial team recognizes and achieves the full potential of working together as we take pride in our work and feel fulfilled.

#### Values

*Student Success* - We bring to bear scholarship, professionalism, respect, and high expectations for all students.

*Social Justice and Diversity* - We work to create environments that support and enable all members of our community to thrive.

*Honesty* - We have integrity and are trustworthy, ethical, and fair.

*Collegiality* - We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.

*Caring for Others* - We are compassionate and supportive of others.

*Responsibility* - We are dedicated, dependable, and hard working.

*Openness to Change* - We prize creativity and support continual improvement.

### Conceptual Framework: Becoming A Complete Professional

The essential work of an educator is comprised of these three broad areas:

- Educator as Expert or Mediator of Learning: The professional skill and knowledge required to help individuals reach their learning potential.
- Educator as Person: The traits and dispositions that make a successful educator justifiably respected and emulated by students.
- Educator as Member of Community: The necessity of contributing to the various communities of which educators, as professionals, are members.

### Bayh College of Education Prioritized Goal Statements and Measurable Objectives

College Goal 1.1: Increase visibility/promotion of BCOE degrees and programs to reach new and diverse potential student populations.

Measurable Objective 1.1.1: Working with the Office of Admissions, the College of Graduate and Professional Studies, and communications/marketing support, develop and execute one undergraduate and one graduate multimedia promotional campaign (e.g., Facebook, Search Engine Marketing) designed to recruit specifically for BCOE programs. Included in the campaign will be targeted e-mails. Target date: December 31, 2011.

College Goal 1.2: Assist all students in meeting educational goals.

Measurable objective 1.3.1: Establish peer mentoring programs for undergraduate and graduate students. Target date: August 2011. No programs established to date.

Measurable objective 1.3.2: Improve and expand formats for course and program delivery (e.g., distance learning, hybrid courses, evenings, 2- or 4-week intensives, workshops, etc.). Increase the number of courses delivered in alternate formats. Target date: July 1, 2011. Data currently being collected.

College Goal 2.1: Enhance experiential learning opportunities through partnerships and projects across the BCOE and its departments.

Measureable Objective 2.1.1: Monitor the amount of clinical and field experiences among undergraduate and graduate programs (i.e., 247,577 hours). Target date: July 1, 2011. Reported – 175,035. A decrease of 29% was reported.

Undergraduate

- CD – 152 hr. @ student
- CIMT –
  1. 100 hr. @ student before student teaching
  2. 525 hrs. student teaching
- ELED –
  1. 475 hr. @student before student teaching
  2. 560 hrs. student teaching
- SPED – 95 hr. @ student before student teaching

Graduate

- CDSEP –
  1. Mental Health Counseling – 900 hrs.
  2. Communication Disorders – 120 hrs.
  3. Counseling Psychology – 2767 hrs.
  4. Counselor Education – 300 hrs.
  5. School Counselor – 614 hrs.
  6. School Psychologist – 2144 hrs.
- CIMT – 20 hrs.
- EDLD – 450 hrs.
- ED TECH – 332 hrs.
- ELED – 50 hrs.
- SAHE – 150 hrs.

Measureable Objective 2.1.2: Identify the distinctiveness of the BCOE's experiential learning activities. Target date: July 1, 2011.

- CDSEP
  1. Practicum experiences that happen in the University Hall Clinic include the provision of supervised services to members of the local community in a multidisciplinary setting where students and faculty from the Communication Disorders (Speech-Language pathology), School Psychology, and Counseling graduate programs have the opportunity to collaborate on cases much as they would in real-world agency or school settings.
  2. School psychology graduate students are involved in the READ (Reading Enhancement for Academic Development) Clinic Program which is offered on-site in a collaborating school. The READ Program provides an after school reading intervention program that is empirically based and supervised on-site by university faculty.
  3. CD students participate in the Health Fair, ISU Daycare screening, and UHC open house.
- CIMT
  1. Secondary majors engage in a high school immersion experience prior to student teaching.
  2. Library media specialist candidates practice all roles associated with the position and experience the role of instructional designer.

3. The Scholar's Collaboration Center provides workshops and hosts meetings for various groups. The center provides research support and statistics tutoring. This also includes the Scholars Collaborative Partnership Social Network which is supported by the center.
  4. Ed. Technology students participate in community based projects for a total of 180 hours. These projects are for business, industry, and academia.
- EDLR
    1. Students develop projects based on local school needs.
    2. Students participate in a summer internship to address issues salient to that time of year – budget, scheduling, etc.
  - ELED
    1. Pre-service teacher candidates enrolled in ELED 101 provide 15 hours of service in the VCSC after school program. This supervised experience includes reading stories, tutoring students in reading and math, assisting students with homework, and other activities as needs arise. The purpose of this service is to provide elementary education students an opportunity to work with elementary children in an informal setting.
    2. Pre-service teacher candidates enrolled in ELED 200 provide after school one-on-one tutoring in reading at Meadows Elementary School. This experience is an extension of the Sycamore Readers Program. Elementary education students practice administering an informal reading inventory and then plan instruction based on pre-test results. This is a supervised experience.
    3. Pre-service teacher candidates enrolled in the TOTAL internship semester which occurs prior to student teaching, spend a minimum of three days a week in an elementary classroom for the first part of the semester. The second half of the semester students are in the classroom four days a week. During this time they participate in the full school day, including teaching individual lessons and several units of instruction. Classroom teachers who have a TOTAL student placed in their classroom have been trained in cognitive coaching and co-teaching strategies.

College Goal 3.1: Prioritize community engagement activities.

Measurable Objective 3.1.1: The BCOE will determine the top 1-3 priorities for community engagement activities. These priorities should encompass activities or programs across the BCOE that have a verifiable and deep impact on the communities that are served. Target date: July 1, 2011.

**Top 1-3 Priorities:** In examining Table 2 to determine activities that are distinctive of our work in the BCOE, one finds three clusters with distinguishing characteristics. Not surprisingly, these clusters mirror the findings associated with item 3.1.2 in that they cluster around the Integrated Clinic, the Professional Development Schools Partnership, and internships and service projects carried out within the community. Moreover, it should be noted that each of these three hold a dialectic, or mutually shaping relationship as service specialties enhance and support the work of the others.

**Integrated Clinic** – Programs associated with the Clinic include Communication Disorders, Counseling, and School Psychology. The unique characteristics associated with this venue/activity are that live supervision is provided on-site for

cross-discipline services offered to the larger community. While only these programs are directly associated with the activities carried out in the clinic, it should be noted that, as issues are identified, referrals are made from those involved in other programs and community-based internships and service projects.

**Professional Development Schools Partnership** – Programs associated with the PDS include Communication Disorders (SLP), Counseling, Early Childhood Education, Elementary Education, Library Media, School Psychology, Secondary and All Grade Education, and Special Education. The unique characteristics associated with this venue/activity are that students are *immersed* in the application of, and data-based reflection on, best practices under the continuing, live mentoring of faculty and trained supervisors. Students provide diagnostic, corrective, counseling, instructional, and remedial services for the schools. Moreover, the collaborative partnership fosters continuing research into, and refinement of, best practices in both institutions – the schools and the university.

**Community Based Internships and Service Projects** – Programs associated with community based internships and service projects include Communication Disorder (Speech Language Pathology), Counseling, Early Childhood Education, Educational Leadership, Educational Technology, Elementary Education, Library Media, Secondary and All Grade Education, School Psychology, and Special Education. The unique characteristics associated with this venue/activity are that while quality goods and services benefit the community at no charge, students are provided opportunities to refine their emerging skills under the ongoing, live mentoring of faculty and, in most instances, trained supervisors.

**Themes Associated with Priorities:** In reviewing the activities through the spreadsheet, and more so in discussions related to activities to be reported for our upcoming NCATE review, four themes were identified that further explicate the three themes identified for communication found under 3.1.2. These include:

1. **Personal Impact** – In immersing our students early on in the culture of practice (and assessment), there is an emphasis on each student understanding his or her potential for influencing the lives of students/clients, their families, and the larger community. Intrinsic motivation for maximum professional growth is fostered.
2. **Best Practices** – As students progress through their programs, they become more astute in refining their contextualization and use of best practices. Data-based reflective practices are taught, modeled, and practiced and reinforced with the supervision of faculty and trained mentors.
3. **Impact on Profession** – Advanced programs emphasize ethical and valid research practices, as well as professional sharing of findings to increase the knowledgebase upon which best practices are refined and expanded. These are taught, modeled, and mentored by faculty.
4. **Supervision/Mentoring** – Faculty are dedicated to direct involvement in oversight and mentoring of student professional development. Relationships established here often remain strong long after a program is completed. Moreover, strong relationships have been established between the university and clinical sites that allow *best fit* placements, thereby ensuring proper supervision and mentoring. Training, ongoing site visits, and solid communication with

partners and site-based hosts ensure high quality mentoring in the professional development of our students.

**Next Steps:** Review of data associated with the Value Added reports should be integrated into these findings. In the fall semester, discussion should be fostered around a final document to determine how these priorities may best be expressed in terms of programs. It is noted by this reviewer that each program identified herein fits quite well into their respective places in the three clusters. Moreover, the dialectical relationship between the three clusters argues for devoting attention to and strengthening the associated programs.

Measureable Objective 3.1.2: The BCOE will inventory current activities and identify how they are interrelated and could be communicated in a more cohesive/connected manner. This information will be shared in internal and external communications. Target date: July 1, 2011.

**Methodology:** The primary document used to inventory current student-oriented activities was based on the university's survey of community engagement and experiential learning activities, these parsed by given categories. Completed inventories from the various departments in the BCOE were shared with this reviewer. Those inventory outcomes were compiled into a single spreadsheet document with various pages devoted to the categories of community engagement identified by the university. The spreadsheet document included additional columns to identify specifically the learning activities associated with the course/category and to identify factors associated with the learning activities that made the course/activities distinct or unique from other programs offered by other universities. Additionally, the courses/learning activities associated with the Department of Curriculum, Instruction, and Media Technology were completed on the original document in order to model the level of information sought. The spreadsheet was sent out to each department chairperson who, in turn, sent it on to various program coordinators for completion.

**Summary of Activities by Category:** A tabular representation of the summary of community engagement and experiential learning activities, by category and department, is offered as an attachment. This includes a tabular representation of the specific courses/activities identified as distinct or unique from other programs offered by other universities.

In brief summary, for *Category A: Community Based Service Learning*, the BCOE offers four courses across four programs or departments. For *Category B: Internship, Practicum, Clinical Experience, Fieldwork*, the BCOE offers 61 courses across eight programs or departments. For *Category C: Consultation*, the BCOE offers two courses across two programs or departments. For *Category D: Student Teaching*, the BCOE offers six courses across five programs or departments. For *Category E: Student Research*, the BCOE offers 25 courses over seven programs or departments. For *Category F: Arts Performance/Exhibition*, the BCOE offers no courses. For *Category G: Laboratory/Studio*, the BCOE offers one course in one program. In final sum, the BCOE programs and departments offer 99 courses across seven community engagement and experiential learning categories.

**Interrelatedness:** The predominant number of courses with community engagement and experiential learning components fall within *Category B: Internship, Practicum, Clinical Experience, Fieldwork* (61 courses) and within *Category E: Student Research*

(25 courses). Closely related to these, though with fewer course offerings are *Category A: Community Based Service Learning* (4 courses), *Category C: Consultation* (2 courses), and *Category G: Laboratory/Studio* (1 course). This is not surprising given we are a professional college targeting best practices in clinically-based educational settings. Moreover, our research-oriented master's and doctoral programs endeavor to enhance and expand the knowledgebase of best practices for those settings locally, nationally, and globally. Furthermore, though this is based only in anecdotal evidence at this point, faculty impact the various professions we serve through partnering with our community-based colleagues in collaboratively understanding and instituting best practices, by mentoring and co-mentoring our students with practitioners, through conducting and overseeing original research to enhance and expand the knowledgebase of best practices, by providing evaluation services for our various clientele, and by sharing new knowledge widely through professional presentations and publications.

**Themes for Communication:** The themes identified through examination of the interrelatedness of activities, listed below, should form the basis for communications:

1. Best practices in clinically-based, professionally supervised settings;
2. Enhancing and expanding the best practices knowledgebase through research; and
3. Partnering with community-based colleagues to mutually enhance, expand, and institutionalize best practices to positively impact the professions.

These are best expressed in our programs that make strong use of the Integrated Clinic, the Professional Development Schools Partnership (PDS), and that provide extensive service to the community through internships and service projects as demonstrated in the Communication Disorder (Speech Language Pathology), Counseling, Early Childhood Education, Educational Leadership, Educational Technology, Elementary Education, Library Media, Secondary and All Grade Education, School Psychology, and Special Education programs. In short, each of the programs offered in each of the departments in the BCOE are important and importantly interrelated in the manners listed above.

**Next Steps:** Review of data associated with the Value Added reports should be integrated into these findings. Discussion should be fostered around a final document to determine, refine, and assure accuracy of the findings, and to determine the form and language to be used for communications.

College Goal 4.1: The BCOE's Programs of Distinction and Promise (i.e., Teacher Education Programs – TEP; Blumberg Center; Student Affairs and Higher Education) will evaluate program effectiveness.

Measureable Objective 4.1.1: The BCOE's recognized programs will report on a summary of events since their designation, evaluate program effectiveness against the criteria established in the applications, and consider next steps. Target date: December 21, 2010. Completed and submitted on October 27, 2010.

As a result of the National Distinction initiative, Teacher Education Programs (TEP) at Indiana State University have embraced a new vision of a clinically-based preparation program supporting educator development from pre-service through induction and continued professional development. TEP's have also enhanced their stature and

visibility at the state, region, and national levels. Specifically, TEP strived to accomplish the following goals with specific outcomes listed:

**Goal I - Expand the clinical component of the teacher education program.**

The pilot and implementation of a ‘professional semester’ prior to student teaching increased the amount of time each student spent in field-based practice. With leadership provided by the Department of Curriculum, Instruction and Media Technology (CIMT) and strong representation for the College of Arts and Sciences, the Secondary and All-Grade Redesign Team met throughout the distinctiveness initiative to create the conditions necessary to expand the initial pilot to all secondary and all-grade teacher education licensure programs. They also designed course changes to incorporate early field experiences in secondary programs.

The elementary teacher education program piloted and implemented a very successful pilot of a new model for a clinically-based professional semester prior to student teaching for elementary and special education students. Pre-service teachers now spend a full semester, three to five days per week, all day in an elementary school classroom, each working alongside one clinical faculty, called a “coaching teacher.” Based on the positive outcomes to date, the program faculty has designed extensive program revisions, which continue to move through the curriculum approval process. Regular meetings continue to finish development of changes to the program to include a professional semester prior to student teaching, required field experiences each semester after admission to the program, and documented time working with children in a supervised setting prior to admission to the program. Clinical faculty are trained to supervise both elementary and secondary pre-service teachers in summer workshops. Use of a new coaching model and revised assessment instruments are the basis of the training.

We have established a new one-year position for the Teacher Education Program that will be filled each year by a master teacher from one of our professional development schools. The position is designated as a Clinical Faculty Associate and works as full-time special faculty in the Department of Elementary, Early and Special Education (EESE) or the Department of Curriculum, Instruction and Media Technology (CIMT) with other faculty responsible for the elementary or secondary Teacher Education Program. The university benefits from a closer relationship with the k-12 schools and our faculty have the opportunity to learn what works in the field from a high-quality, experienced teacher in the field. The teacher on loan from the school district benefits from an authentic, job-embedded professional development experience, chance to further develop teacher leadership skills, and support for master’s degree in education or other advanced degree during the appointment. The selected teacher(s) will take a sabbatical leave with pay from the district in which they work for one academic year. The University will provide funds for a “Guest Teacher” replacement in the classroom of the master teacher.

**Introduce new opportunities for teacher education students to experience another culture through study abroad or student teaching abroad.**

In 2007, we partnered with Indiana University – Bloomington, to offer the The Cultural Immersion Projects, which includes the American Indian Reservation Project, the Overseas Project, and the Urban Project. These are designed to provide classroom and community involvement experiences for student teachers in culturally diverse settings on the Navajo Indian Reservation, in thirteen different countries, and in inner city Chicago. The on-site experiences, together with focused reflections and ongoing academic reporting, result in new learning and insights that go far beyond the scope of student teaching alone. Since offering this opportunity two have traveled to Kenya, one to Australia, two to the Navajo Nation, and four additional students are in the pipeline for experiences beginning this Spring.

**Development of new pathways to multiple licensure.**

As part of this initiative, programs have sought means by which multiple licensure opportunities are available. To date, minors for all education majors are available at the appropriate developmental level reading, English as a new language, and middle school math. Elementary education majors are now required to have a second license and have special education available to them as well as the preceding three choices. Curricular work continues to add minors for all education majors in middle school science and special education.

**Support a Center for Collaboration and Innovation in Teacher Education (CCITE) as a national model for mentoring and support for educators during their early career years (i.e., 0-5). Further, support a visionary and dynamic Founding Director to advance the Center's vision.**

This center brought greater visibility and recognition to Indiana State University's work on professional development for inservice teachers and developing leaders. A founding director for our new teacher center, CCITE, was hired in September 2008. Initially, CCITE focused on supporting new teachers in the 1<sup>st</sup> through 5<sup>th</sup> year of their careers. This support took many forms, including training mentor teachers, offering online support, establishing cohorts for support, etc. During the fall semester of 2009, CCITE trained 39 new mentors for beginning teachers. Mentors received 40 hours of training in coaching skills, reflective practice, Indiana Academic Standards and Indiana Teacher Licensure standards. Each mentor was also responsible for developing a portfolio similar to the required portfolio that new teachers must submit to the state in the second year of teaching in order to earn a proficient teacher license. Work continued through September of 2010 on the development of an online new teacher support website and a hybrid course for new teachers that includes additional mentoring by university faculty and can also be used for license renewal. In 2010, CCITE closed, unable to support itself.

**Seek grants/contracts to support and sustain innovative educator training and professional development initiatives.**

Sponsored program support has been very active since this initiative began. The College regularly received over \$3 million annually to support its educator innovations.

For example, from July 1, 2009 through June 30, 2010, 38 faculty and professional staff members received 21 grants exceeding \$3.5 million in support.

**Develop a new model for PDS partnerships that is based on national best-practices, the authentic needs of PDS schools/districts, and the clinical opportunities resulting from reformed educator preparation programs.**

All “Professional Semester” experiences are now imbedded in PDS partnerships. Additionally, only Title-wide (i.e., high poverty) and high-need schools are selected as partners to ensure our students have field experiences representative of the first jobs they will likely acquire. As a result of this emphasis, the school-university partnership has been greatly enhanced and more squarely focused on the four goals of the partnership. In 2010, PDS moved from 19 schools across 5 districts to 10 schools in 2 districts. This difficult, but essential move allowed us to focus on deeper more meaningful partnerships.

1. How is progress with respect to the funded program being monitored?
  - Activities are monitored by the COE Dean’s Office. Associate Dean Libler holds regularly scheduled meetings with the chairs of EESE and the Dept. of Curriculum, Instruction & Media Technology (CIMT), the two departments that hold major responsibility for the Teacher Education Program.
  - Regular reports are provided to the Teacher Education Committee (TEC) which is a part of faculty governance for teacher education programs.
  - Regular reports are provided to the Professional Development Schools Partnership Steering Council.
2. What, if any, challenges or obstacles have been encountered during the reporting period? How were they addressed?
  - We have not encountered any major obstacles or challenges during this reporting period.
3. To what extent has the University realized any unexpected benefits or opportunities as a result of this initiative:
  - Teachers for a New Era (TNE) Learning Network, supported by the Annenberg foundation, recently selected Indiana State University as one of the top ten “reformed teacher education programs” and selected us for a case study to be included in an upcoming monograph on teacher reform. The visibility and recognition from this positive appellation has also brought us invitations to participate in the shaping of new networks for participating universities in order to share our work more broadly.
  - We presented a pre-conference workshop on sustaining change in teacher education at the annual conference of the American Association of Colleges of Teacher Education (AACTE) in Chicago on Feb. 6, 2009.
  - We were invited by the Ministry of Education in Morocco to assist their reform efforts in education by attending and presenting at a conference on teacher preparation in their country. At this conference, we worked with the presidents and selected faculty from each public university as they began their work of moving teacher training from national centers into the university.
4. What steps are being taken to promote and disseminate information about your program?

- In addition to the pre-conference workshop at the American Associate of Colleges of Teacher Education (AACTE) Annual Meeting, a paper and presentation on leadership programs was given.
  - Three different conference sessions involving 6 faculty and k-12 partners will be presented at the Annual Conference of the National Association of Professional Development Schools (NAPDS) in Daytona in March.
  - Our programs were featured in an Association for Supervision and Curriculum Development (ASCD) online newsletter. A similar story was carried by the American Associate of Colleges of Teacher Education (AACTE) online newsletter.
5. To what extent have you met outcomes? What is the evidence?  
We are in the implementation phase. We have trained 220 mentors for beginning teachers. Curriculum changes in all teacher education programs are in progress. We have one Clinical Faculty Associate working with us. We have established the Center for Collaboration and Innovation in Teacher education.
6. Expenditures during this reporting period:

Item	Cost
Replacement costs to VCSC for one-year Clinical Faculty Associate	\$40,655.47
Laptop computer for Clinical Faculty Associate	\$1,653.19
CCITE Director (.5FTE) Salary and Benefits	\$15,336.14
<b>TOTAL this reporting period:</b>	<b>\$57,644.80</b>

College Goal 5.1: Advance BCOE programs/projects through sponsored program support (i.e., grants, contracts, other activities) to enhance the teaching, research, and service mission of the college.

Measureable Objective 5.1.1: Form two topic-focused working groups (on key areas of external need) to conceptualize and plan projects with funding potential. Target date: December 21, 2010. Completed during the Spring Semester of 2011. The work group outcomes answered the following grand-tour question: What next step actions do you

feel the College should embrace in order to diversify our revenue streams, which includes grants and contracts?

**Recurring themes:**

**<sup>1</sup>Identify key projects to actively pursue through grant funding.** Build upon areas of expertise in the college; identify and anticipate the needs of schools and respond through contracted services; be innovative and use “cutting edge” approaches to meet needs of schools.

**Strengthen the atmosphere and expectations regarding grant writing and funding.** Emphasize this as an expectation and ensure that the process for grant writing is efficient, smooth, and free from obstacles.

**Seek collaboration and partnerships in grant writing.** Work with community agencies/organizations, graduate students, Foundations Office, OSP, colleagues both internal and external to ISU, and consulting groups to increase potential for innovative proposals and funding.

**Provide supports and incentives for faculty/staff.** Offer brainstorming sessions and assistance, facilitate grant writing teams, continue incentive program, offer additional incentives (time or money), reduced teaching loads.

**Designate faculty/staff to focus on grants and contracts.** A deliberate and focused “push” from those with interest, skill, and experience in grant writing will be more effective than encouragement to everyone, especially given other commitments and distribution of efforts.

**<sup>2</sup>Clarify how grant writing and involvement contributes to faculty review, promotion, and tenure.**

(<sup>1</sup>Themes expressed in survey and expanded upon in open session; <sup>2</sup>Theme emerged from open session)

Measureable Objective 5.1.2: Receive \$3 million in sponsored program support during the period July 1, 2010 – June 30, 2011. 21 new grants exceeded \$1.5 million in support.

College Goal 6.1: Enhance the culture of the BCOE and highlight the College’s positive attributes.

Currently, the three main events in the academic year which bring the BCOE faculty and staff together are (a) the Fall Faculty Meeting, a formal gathering, (b) the Holiday Gathering, an informal social gathering that is typically well attended by faculty and staff, and (c) the Spring Faculty Meeting. The Ice Cream Social early in the fall provides another gathering opportunity that is geared to welcome student, staff, and faculty back to the school year. Meet-and-Greet gatherings are the focus of the recommendations for the upcoming academic year. Although we are in the new building and faculty and staff member have commented on meeting new people, there appears to be a desire to get to know more BCOE faculty and staff colleagues. Our

several new hires for next year would also benefit from opportunities to meet their new colleagues.

Measurable Objective 6.1.1: Beginning fall 2011, increase the frequency of faculty and staff get-togethers including discussion forums, faculty presentations, and/or informal meet-and-greet events at the college level to at least 3 per semester.

Fall 2011: To bring the fall events up to three, it is recommended that a faculty and staff pot-luck gathering be planned for October 2011 with a suggested theme of "A Gathering of Ghouls." Seasonal attire would be optional but encouraged. The gathering could happen on the third floor of UH so that socializing could happen in and around the faculty offices. For the future, if the pot-luck experience is positive, perhaps departments could 'host' themed pot-lucks (e.g., desserts, appetizers, snacks, other theme foods, etc.) on a rotating basis. The gatherings could happen in the hallways near clusters of department faculty offices.

Spring 2012: To bring the spring events up to three, two gatherings are recommended. During late January, a brief (just an hour) 'cabin fever' gathering, titled "An Energy Boost," could be scheduled for faculty and staff. The program could include a 'humor oriented' presentation (might our own Todd Whitaker have something to share?) or the session could be oriented around "Laughter Club" activities. A second gathering is proposed for early April titled "Spring In!" which would be a Plant or Flower Exchange, with snacks, of course.

It is recommended that a small implementation group be identified early in the fall to organize and plan the 3 proposed new gatherings for this year (one in fall-two in spring). The implementation would consist of 4 individuals, one each from different departments or areas within the college. Ideally, the implementation group would include faculty and staff members.

College Goal 6.2: Create and formalize mechanisms for the recognition and mentoring of faculty.

Measurable Objective 6.2.1: Allocate and organize physical and virtual spaces in high traffic areas within the BCOE to display awards, publications, plaques, and other material earned by faculty and staff in recognition of their teaching, research, and service to the college or university. Target date: May 15, 2011.

The second floor North side has been designated as appropriate space for displays. Shelia Weir has been charged with plaque updates and overall organization. The space will be populated no later than May 31, 2012.

Measurable Objective 6.2.2: BCOE governance will formalize mentoring plans for junior faculty. The written plan might address the following representative components/areas: faculty academic planning including annual achievement planning, identifying mentors or a community of mentors, developing or identifying materials and training for mentors, recognizing mentors, and evaluating their mentoring programs. Target date: May 15, 2011. Approved by the BCOE Congress in April, 2011 for fall 2011 implementation.

**1<sup>st</sup> Year Mentoring: Logistical Mentoring**

This mentoring experience is provided to Special Purpose, Tenure-Track, and Adjunct faculty (optional for Adjunct).

Approximately three 1<sup>st</sup> year mentors are identified by the Dean's office.

Monthly topical sessions are run by mentors and whomever else they may bring in to the sessions. These sessions are required for new faculty; however, anyone else in BCOE may attend as well.

Mentors meet with 1<sup>st</sup> year faculty once every two weeks in a meaningful way (i.e., at least an hour). Meetings are documented.

Successful participation as a mentor and mentee will be recognized by the Office of the Dean.

### **1<sup>st</sup> Year Mentor Qualifications**

Selected from outside the power structure (i.e. do not serve as chair of a departmental personnel committee and not department chair).

At least one of the 1<sup>st</sup> Year Mentors must be within 1 or 2 years of the tenure decision (either side).

Must have experience working across departments and colleges.

At least one of the 1<sup>st</sup> Year Mentors must have graduate faculty experience and experience with dissertation/thesis work.

Other desirable qualities include:

- Advising experience (undergraduate and graduate)
- An approachable personality
- On campus and in the building much of the week
- Experience with teacher education partners across campus
- Experience with university governance

Application process (open application and solicited applications).

Mentors serve for one year and term is mutually renewable.

### **2<sup>nd</sup> Year and Beyond Mentoring: Professional Mentoring**

Formalized relationship where meeting times are logged and an agreement is signed that both parties are willing to engage in the mentoring activities. Mentor is encouraged to keep confidential notes.

It is a confidential relationship so that 2-way trust can be built.

Mentor is selected by the mentee and approved and arranged by the Dean's office. The faculty member who is selecting a mentor is encouraged to engage in self-reflection about professional needs, and hold discussions with the Dean and Department Chair to determine professional needs.

A “roster” of potential mentors will be provided to 1<sup>st</sup> year faculty so that the 1<sup>st</sup> year mentor can facilitate introductions if necessary to potential professional mentors.

Either party in the mentoring relationship can “opt out” if other responsibilities arise or if the relationship is not successful. The Dean will hold a meeting with the Mentor and Mentee to review success of the relationship.

It is expected that there will be meaningful dialogue at least once per month.

There will be annual public recognition of mentors and a celebratory lunch.

## **2<sup>nd</sup> Year and Beyond Mentor Qualifications**

Selected from outside the power structure (i.e. not department chair).

Any faculty member who has successfully completed their 4<sup>th</sup> year of P&T review, or tenured may serve.

## **Suggested Activities for the Professional Mentoring Relationship**

- Consult on the third-year review materials.
- Ongoing consultation on P&T
- Consult on areas for growth
- Assist in the integration into different layers of the ISU community
- Develop a multi-year professional plan
- Interpret results of annual reviews
- If appropriate, collaborate on scholarship and teaching

College Goal 7.1: To position the BCOE as a distinctive provider of education programming, develop a strategic marketing and communications plan.

Measureable Objective 7.1.1: Identify a strategic expert and begin next-step planning. Target date: June 30, 2010. Completed – Consultation awarded to Williams-Randal.

Measureable Objective 7.1.2: Operationalize a strategic communications and marketing plan with specific outcomes and deliverables. Target date: July 30, 2010. Completed. A plan proceeds.

Areas Williams Randall Can Help  
REFINING OF GOALS

We understand that a few of the marketing priorities are:

- Diversify revenue streams and strengthen the college’s position for funding efforts
- Increase enrollment and quality of student
- Redesign external publications
- Increase public policy influence

## **DIVERSIFY REVENUE STREAMS**

*Some of the opportunities within this goal are:*

- Apply for and be awarded federal grants
- Support ISU Foundation fundraising efforts with regional grant-making bodies
- Strengthen ties to alumni base to find and support fundraising initiatives

We suggest the following tactics to support these marketing initiatives.

*Apply for, and be recognized for, federal grants*

While the grant-making initiatives will come primarily from your internal resources, public relations efforts can support those efforts by providing key talking/communications points, increasing awareness of the College of Education among regional and national publications, providing third-party clippings to incorporate into grant requests, and helping to position ISU faculty as topic experts to reporters.

**Deliverables:** Public relations assistance for six to eight hours per month

Revised – On hold

*Support ISUF fund-raising efforts with regional grant-making bodies in being top-of-mind.*

Public relations can also aid the efforts targeted toward regional grant-making organizations. A newsletter type publication (electronic or printed) can support regional efforts by keeping influencers within key leadership groups informed of current activities and needs in the College of Education.

*Strengthen ties to alumni base to find and support fundraising initiatives*

With a robust database, you have the access you need to strengthen rapport with your alumni base. We can do this by providing regular communication that strengthens those ties. You currently host a number of well-attended events and also support fund raising events through the Indiana State Foundation. To complement those events and the already thorough fund raising requests, we recommend adding a more “soft-sell” approach by sharing with your community important initiatives and star program updates. Whether through email, newsletter, or some combination, a regular communication schedule will be effective.

**Deliverables:** The same materials will be sent to alumni and influencers because the content will be appropriate for both groups. Electronic newsletter template to influencers and alumni four times per year, eight-page printed publication two times per year. Utilize the print publication to encourage email sign-ups.

Revised: E-newsletter to complement magazine piece

## **INCREASE ENROLLMENT AND QUALITY OF STUDENTS**

*Some opportunities to increase enrollment are:*

Traditional undergraduate student, particularly those interested in secondary education

Mid-life, non-traditional students

Graduate programs and licensure specialties

*The following tactics can support these marketing initiatives.*

*Traditional undergraduate students, particularly secondary education*

Because students interested in teaching secondary school are not currently identified in ISU’s Talisma campaigns, they don’t currently receive education-related information.

However, the opportunity exists to call them out and further market the education program to them. We recommend the creation of a series of eight emails with education-specific content to send to these students. We recommend a design be created that complements the Talisma template, but has a unique look to the College of Education. This template can then be further used throughout the student’s career to communicate and improve retention.

**Deliverables:** Template creation and content development for eight emails. They will be sent upon inquiry and in two-week increments afterwards, timed to arrive appropriately in relation to the other emails ISU sends.

We further recommend a series of emails for the elementary education students. The current Talisma campaign contains general overview content for the College of Education, but it does not have the depth of information we think a very interested student might crave. We recommend testing a special e-newsletter that is College of Education specific for everyone in the Talisma campaign who expresses an interest in education. This content will be able to dig deeper into answering the question "Why ISU's College of Education?" We would use the same template created for the secondary education students.

Revised: Develop Talisma campaign as proposed

**Deliverables:** Content development for six emails (fewer than for prospective secondary school teachers because there are existing emails from Talisma that are also sent to this elementary school group). They will be sent upon inquiry and in two-week increments afterwards, timed to arrive appropriately in relation to the other emails ISU sends.

Revised: Develop Talisma campaign as proposed

*Creating an email program for existing students that focuses on retention.*

These are not intended to be long or cumbersome, but contain content such as academic support services available, impact of teaching (particularly for secondary education students who may have other influences), ways to succeed, and an option to respond and seek help. The same template will be used for this as well and there will be a landing page.

**Deliverables:** Content development for six retention emails, sent September through February. Landing page for anonymous or other feedback.

Revised: Develop Talisma campaign as proposed

*Opportunity for mid-life, non-traditional students*

Due to economic impact, as well as the relative security of teaching jobs, opportunities exist in attracting the non-traditional, mid-life student to education programs. We recommend running a 90-day online lead-generation campaign in the fall. The prospective student will be taken to a landing page specifically designed to convert to an inquiry. We will then incorporate the lead into the standard admission's recruitment initiatives, but track them separately and explore opportunities to supplement the campaign with specific content that may appeal to the non-traditional student. Based on success in the fall we can determine the effectiveness of a 2011 campaign.

**Deliverables:** 90-day media plan, landing page, and tracking reports

Revised: on hold until end of first semester

*Graduate programs and licensure specialties*

Again, we recommend a 90-day lead generation campaign online, but this time either in summer of 2010 or spring of 2011, recognizing that this is a more critical time for graduate and licensure prospects due to school district timing. This will be targeting non-traditional student who, for example, are motivated to go back to university by a school system's decision or the economy.

**Deliverables:** 90-day media plan, landing page creation, and tracking reports

Revised: on hold until end of first semester

## REDESIGN EXTERNAL PUBLICATIONS

Brochures fall into the following categories:

- Undergraduate admissions

- Graduate and doctorate programs

- Special programs (library media)

Bayh College of Education overview pieces: facility, reasons, Bayh family, centers of excellence

### *Undergraduate Admissions*

Development of one overview piece, with a pocket to allow for the addition of program specific pieces. This will follow the University's design template, but involve a reevaluation and editing of copy and photography choices.

**Deliverables:** One large overview brochure, four individual tri-fold pieces

Revised: Develop as proposed

### *Graduate and doctoral programs*

As these pieces do not seem to have a consistent look and feel we will develop a template first, and then use that template to design the five-to-six companion pieces.

**Deliverable:** Design template, and six finished tri-fold pieces

Revised: Develop as proposed

### *Special programs template*

For special programs, such as library media, we will develop a tri-fold shaped, two-sided template that can be used for this and any other special programs.

**Deliverables:** Design template, two-sided program insert

Revised: Develop as proposed

### *Bayh College of Education overview pieces*

Development of a series of three pieces: facilities, reasons to choose ISU's Bayh College of Education, and a special piece on the Bayh family that all look and feel like they belong in the same family. Furthermore, we will develop a template that is printed as a "shell" that can be run through a laser printer and allow you to create single sheets for pieces such as special initiatives and centers of excellence in house.

**Deliverables:** Three specially designed pieces, one single sheet "shell"

Revised: Develop as proposed

## PUBLIC POLICY INFLUENCE

Public policy lobbying is most effectively done by your internal resources or, perhaps, paid lobbying organizations. However, here are a few ways we could help you.

*Tactics to influence the following audiences:*

- School district decision makers such as school boards and superintendants

- Governor Daniels and legislative bodies making decisions affecting the qualifications of teachers

- Education think tanks that influence national policies on education

### *School district decision makers such as school boards and superintendants*

Use faculty research and other supporting materials to communicate the importance of college-educated teachers in light of recent licensure changes. Public relations and targeted mailings can help reinforce this message. Find opportunities to provide continuing education credits within those same communities, too. Further reinforce the importance of superintendent education through your doctorate program.

**Deliverables:** List research, development of two direct mail pieces (printing and mailing cost to be estimated separately once we determine list size)

Revised – On hold

*Governor Daniels and the legislative bodies making decisions affecting the qualifications of teachers*

ISU must have an active presence at round table discussions, state superintendent meetings, and other public opportunities. ISU could perhaps even host some lunches/breakfasts in Indianapolis with key decision makers. We can help provide talking points and prep your people, but this is a more grass roots initiative.

**Deliverables:** 300-word boilerplate language to use with external audiences

Revised – On hold

*Education think tanks that influence national policies on education*

Either through influential foundations (such as Lumina) or education think tanks, use faculty research programs and other quality information to support the College's positioning. Whether that stems from a type of education (special needs), types of funding (STEM), licensure requirements (evolution of continuing education credits), or other important positions for ISU's College of Education.

**Deliverable:** Further discussions need to take place to explore this avenue more

Revised – On hold

## Proposed Plan Estimate

The estimate includes cost associated with the recommended activities described above.

### PROJECT ESTIMATES

Public relations assistance for 6-8 hours/month for six months, September - February  
\$HOLD

Newsletter to influencers (printing and sending costs not included)

Eight-page printed template \$HOLD

Content and design for two printed publications \$3,375/each \$HOLD

E-newsletter e-mail design template \$2,915

Content development (copy, links, and images) for four electronic publications

\$2,000

Subtotal: \$4,915

Email development

Two e-mail design templates \$5,830

Content development (*copy, links and images*) for eight e-mails to inquiries \$4,000

Content development (*copy, links and images*) for eight emails to secondary education students \$4,000

Content development six e-mails for retention of freshmen \$3,000

Subtotal: \$16,830

Lead generation campaigns targeting non-traditional students and graduate programs

Media purchase, 90-days, two lead tracks \$HOLD

Two SEM landing pages (one design, two content versions) \$HOLD

Campaign management and tracking reports \$HOLD

Retention

One landing page, based on design template, for students to submit comments \$HOLD

Publications below reflect agency time only, printing to be estimated once quantities are determined

One large BCOE overview brochure \$4,875  
 Four individual tri-folds using ISU template, 1,500/each \$6,000  
 Graduate brochure template \$1,200  
 Six additional tri-fold graduate pieces following template \$7,200  
 Special programs template and initial piece only \$1,375  
 Three BCOE special overview brochures (facilities, reasons, family) \$7,500  
 One-page "shell" for special initiatives or centers of excellence \$1,500  
 Subtotal \$30,650  
 Direct campaign to school boards and superintendents  
 List research \$HOLD  
     Two direct mail pieces, agency time only, printing and mailing to be estimated  
     separately based on list count, \$1,800/each \$HOLD  
     Boilerplate language for external audiences \$HOLD  
 Total Estimates to move forward in phase one: \$52,395

College Goal 8.1: The BCOE will engage in discussions of a 10-year academic plan.

Measureable Objective 8.1.1: Academic departments will develop 10-year academic plans. Target date: December 21, 2010. Completed on December 21, 2010.

Measureable Objective 8.1.2: An academic planning consultation team including internal and external stakeholders of the BCOE will review and integrate departmental plans for a College-wide academic plan. Target date: May 15, 2011. Completed on May 10, 2011.

In September 2010, the departments of the Bayh College of Education (BCOE), Communication Disorders and Counseling, School, and Educational Psychology, Curriculum, Instruction, and Media Technology, Elementary, Early and Special Education, and Educational Leadership, as well as the Blumberg Center, were charged with the task of engaging in discussion regarding the development of a ten year strategic academic plan. All departments/areas of the College formulated responses to four grand tour questions:

1. What will the education and/or human service professions look like in the next 10 years relative to our BCOE programs/services?
2. What are the current and future challenges facing education and/or human service professions?
3. How will programs/services respond to three change forces over the next 10 years-declining funding, rising expectations, and rapidly developing technology?
4. If the college were to become the leading education and/or human service provider, what programmatic/service opportunities should the college pursue?

During the Spring Semester, the Academic Planning Consultation Team including internal and external stakeholders reviewed and integrated department plans into an academic plan. The following is a synthesis of their responses to the above questions and the subsequent implications.

### **A Ten Year View of the Education and Human Service Professions**

Beginning with a **focus on our clients** is crucial to educating students in the next 10 years. Faculty must be intentional in developing processes for continually updating their knowledge of their clients' needs. It is important that faculty seek out ways to be deeply involved in the most critical issues in education, from changes in practice to policy influences. We must be aware of and responsive to change forces impacting not

only the Bayh College of Education (BCOE) but also our clients' environments, including that of declining funding, rising expectations, and rapidly developing technology. Demands for globalization and diversity will continue to grow, and with an increasingly diverse P-12 population, it is imperative for BCOE students to develop increased cultural sensitivity and to understand divergent views. Integrating 21<sup>st</sup> century skills, such as critical thinking and problem solving, communication, collaboration, and creativity and innovation, into our educational programs and curricula will ensure that BCOE students are prepared for the complex life and work environment of the future. It is imperative to stay current with market demands, national priorities and legislation, and current accountability and education rules such as those that offer multiple pathways to licensure. We must understand desirable outcomes and be poised to act alongside our clients to achieve those outcomes. Flexibility will be paramount since the world will change continually, and our strategic plan must adjust to these new and future challenges and opportunities.

Many of the **21<sup>st</sup> Century Demands for Teaching and Learning** are already obvious and the driving force is to prepare teachers, administrators and human service professionals for the future, not the past. Teaching course content cannot be ignored; it is a pre-requisite to meaningful understanding, critical reflection, and successful application. While content expertise is necessary for media literacy, depth of instruction (rather than breadth) is also important. Higher level teaching skills grounded in sound cognitive research (which assumes both new teaching strategies and new forms of delivery) are necessary to reach diverse learners and to develop higher levels of critical and creative thinking, reasoning and problem solving in BCOE students. While addressing the societal needs for emphasis on science, the BCOE will also model cross disciplinary studies (which may heavily involve the arts) to help students understand connections throughout the curricula. High levels of communication skills as well as networking, teamwork, and management skills will continue to be in demand as will the ability to understand and manage rapid change and the key processes in futures studies in order to stay in touch and ahead of the curve. Turning data and information into knowledge and knowledge into wisdom is a skill that will continue to be critical. Learning about current research in the field and participating in action research will provide experiential learning opportunities as well as provide a foundation for ongoing research and increased understanding of how research impacts the profession. Units on ethics need to be embedded in every course with emphasis on ethical practice and principles should be central to all BCOE instruction, field work, and outreach with special attention to the implications and roles of technology. Understanding the educational and human service implications of poverty and its consequences will increase in importance as will addressing the needs of the whole child with emphasis on early childhood.

Given the advances in educational technology and the need of the university to respond to diminishing resources, **technology and information services** will expand. Online learning through webinars, technical assistance, and topical workshops will promote community engagement and facilitate professional development activities. Faculty, staff and students may choose to address changes in practices with social online networking. Connecting online with colleagues who are driven by similar aspirations of excellence for their teacher preparation and human service provider programs will generate synergy and excitement. We must also address the greater need to incorporate technology in teaching, research, service, administration, course delivery and community outreach as well as the greater need for distance education in the PK-12 schools. BCOE students also need to understand and effectively use data

management systems and tools as data-driven decision-making is part of the educational culture. Mastering strong media literacy skills is also critical as the ability to distinguish good information from faulty information has never been more important. Meeting the need for and capitalizing on the benefits of distance education, especially in the P-12 schools, will also be important as will using technology to open classrooms to the world. And, equally significant, educators, human service professionals, and students need a solid preparation in the ethical dimensions of technology in our fast-moving world.

Our programming must confront the conditions that our clients will face in political, economic, social, technological, demographic, and environmental trends. Our students will encounter new situations in ethics and global awareness that we can only imagine! Our educational system must be open to **trends/forces in society** and responsive to changes in practice and policy influences. Trend analysis and future studies will reveal answers about market demands, desired expertise, and the evolution of instructional and administrative positions. Changes in the workforce due to increased retirements mean recruiting and retaining older educators as well as millennials into educational careers. A greater need exists for recent college and university graduates, a new generation, to become leaders in schools and higher education institutions. Communicating effectively with the community will involve cross-generational communication, especially with people who don't have kids in the schools, in order for educators and human service professionals to serve as the prime source of intellectual leadership for the community. Students also need to learn how to be a member of a learning community and help to ensure that the school or institution is a learning center for the community. Collaborating with competitors and encouraging the restructure and redesign of schooling at all levels will help position the BCOE as a reform leader. Embedding continuous improvement and quality operations throughout the BCOE will enable the college to meet the need for greater accountability and outcomes assessment for programs, activities, and curricular development. Surveying and staying in touch with our clients, especially through the increased availability of data management systems and tools, will enable us to continually update programs and curricula that address the needs of diverse and traditional learners. Networking may consist of convening statewide and national groups and panels of recognized professionals in order to stimulate questions and ongoing dialogue about where practice is today and where it should be headed.

Our work as teachers, mentors, and researchers will have a profound impact on the world of education as we accept new and changing **leadership roles**. Classic, new and ongoing research as it guides knowledge and practice and as it stimulates ongoing conversations about what we really need to know, and about what research is needed to enhance the profession as well as the BCOE programs will be important. Given the time, support, and recognition needed, BCOE could then leverage that research to lead the conversation in educational and human service reform and contribute meaningfully to the field. Moreover, we must address the greater need for recent college and university graduates, a new generation, to become leaders in schools and higher education institutions. We must also recognize the greater need for international collaboration and opportunities for students to have educational opportunities outside of the United States. And, these educational leaders will face a greater need for accountability and outcomes assessment for programs, activities, and curricular development within their institutions. Helping leaders turn data and information into usable knowledge will be important. Leaders will need continuing professional

development in specialty areas, including 21<sup>st</sup> century skills. These leaders must be able to bring about change and reform within a more global perspective where perhaps anything is possible. As a faculty, we must help students, educators, and communities better understand divergent views and prepare them to engage in civil and reasoned discussions as they seek out multiple ways to solve problems.

### **Current and Future Challenges Facing Education and Human Service Professionals**

The BCOE must position itself to effectively address a number of key challenges. Coping with limited resources and the expectation “to do more with less” is one such challenge. The college must speak to the generational changes that characterize the current and future college student population. The increasing growth and reliance on technology and the demand for on-line learning opportunities and alternative instructional delivery systems must also be addressed. The seemingly loss of public confidence in the United States educational system and the subsequent reform that may result will require serious consideration as well. In addition, the university must be responsive to the demands of an ever-expanding globally interconnected economy. Fundamental changes in the economy have reshaped the nature of work and are driving the demands for new and different skill sets. Educational programs and services must be aligned with 21<sup>st</sup> century knowledge and skills. The focus of instruction needs to be shifted to teaching self-direction, critical and innovative thinking, and problem-solving and communication skills.

The university, as well as its student population and partnership communities face significant economic challenges. **Limited financial resources** are available for the BCOE to recruit, hire and sustain qualified faculty. Increasing demands are placed upon existing faculty. Expectations for increased student enrollment and load requirements also result in reduced time for instruction, mentoring, and clinical supervision which are critical for student preparation. There is increased competition among colleges and universities for fewer applicants, yet the funding for recruiting, supporting and retaining students continues to decrease. Accreditation of programs assumes even more importance in this competitive environment, but there is limited time for faculty to focus on the time consuming accreditation requirements. The trend toward “fast-track” graduation places economic pressure on the institution to move students quickly through their system. The college student population is also significantly impacted by the economic downturn and the uncertain career outlook. Students are confronted with dwindling financial aid packages. More students will need to work in order to attend college, resulting in the demand for flexible scheduling, on-line courses and part-time programs. The fundamental changes in the economy also impact the students by requiring that they learn and master new and different skill sets. Communities and external partners also face serious economic challenges. Social problems are exacerbated in tough economic times. Fewer and fewer resources are available to meet the growing needs of children and families. Social service agencies, as well as public schools, are experiencing drastic cutbacks in funding, while at the same time being confronted with higher productivity expectations. With reduced staffing in community agencies and schools, the college’s community partners have less time and willingness to supervise and mentor students in fieldwork placements.

The BCOE must also respond to the **changing nature of the college student population**. Today’s students are technologically savvy and demand course content

and delivery methods be aligned with their expectations. Individuals with ever-more diverse needs compose the student population of the nation's colleges and universities. A greater percentage of college students are adult learners and/or career changers. Students demonstrate widely different ability levels and their readiness to learn varies dramatically. A vast range of "academic maturity" is exhibited among the college student population. An increasing number may need extensive supports to ensure retention and graduation. More faculty attention is required to improve their communication skills and to facilitate more independent learning. The K-20 student population is becoming increasingly diverse, which requires mindfulness of culturally responsive practices and strategies, as well as attention to education about diversity and social justice.

The rapid developments and transitions in the **use and application of technology** also pose challenges to the BCOE. The growth of technology has resulted in fundamental changes in all aspects of society and universities must be responsive to the 21<sup>st</sup> century world that is driven by information, knowledge, innovation and creativity. There is pressure to maximize the use of technology, with market demands for new forms of delivery for instruction, including the use of social networking sites, on-line and hybrid courses and web based learning resources. Staff development and training opportunities will be needed for faculty to keep up with the growth of technology in the learning environment. Additional instruction will be needed for students to make appropriate use of technology and on-line resources. Students need to not only be able to locate good information quickly, using technology, but more importantly, be able to critically assess that information and apply it in multiple ways.

The growing lack of confidence in the U.S. educational systems, and the resulting **educational reform movements** provides challenges for the BCOE. Education is assessment focused, with an emphasis on outcomes and accountability. National priorities, state licensing requirements, and state/federal regulations are significantly changing. Public education is being impacted by charter schools, alternative education opportunities and home schooling. The university must be mindful of the increasing emphasis being placed in content and generalist preparation, rather than pedagogy, as well as the growing trend for robust experiential learning opportunities and in depth clinical experiences.

The BCOE can best position itself for current and future challenges through creative, collaborative, and intentional efforts to address three general themes. First, the college must build and sustain **partnerships with the community and P-20 stakeholders** in ways that address societal and educational needs while also fostering ISU student learning and professional growth. Such partnerships require faculty and staff to be involved in current issues, scholarship, and professional organizations to sustain knowledge and expertise. Second, the college must continue to invest in and become competent regarding the **use of technology for a myriad of purposes**. Offering courses and programs, providing professional development, networking with colleagues and community leaders, recruiting future students, staff, and faculty, and supporting assessment efforts all present opportunities for richer and more effective use of technology. Third, the college must continue to offer undergraduate and graduate programs as well as community services that **address the critical shortages and needs in the education and human service professions**. To remain nationally competitive, such programs will need to be innovative, accredited, and able to recruit and support diverse students.

## Responding to Change Forces in the Next Ten Years

“The challenge facing education schools is not to do a better job at what they are already doing, but do a fundamentally different job. They are now in the business of preparing educators for a new world.”

-- Arthur Levine 2006

With all the changes in technology and education over recent years, it is very difficult to imagine what the needs will be for universities as they prepare students to become educators and human service professionals. Therefore, the focus should be skills needed for 21<sup>st</sup> century learning. With current cuts in education funding, we will be seeing higher expectations and demands on those in all aspects of education. The BCOE will not only need to keep this in mind for the faculty and staff, but also as we prepare our graduates to become educators and human service providers. In looking toward the future preparation programs, we will see a need to become more efficient with resources while embracing how technology not only can assist in the efficiency, but also be a key component in education and human services at all levels.

**Collaboration** within the BCOE and across the ISU community will be more important than ever and is essential in the future. Reaching out to communities, businesses, professional associations and organizations, P-12 schools, vendors, policy makers, and parents will enable the BCOE to best meet the needs for all stakeholders in education and human services. Programs and policies that allow for collaboration will make the best use of the available resources. Departments and programs/centers within BCOE may look at considering where they can collaborate with each other in teaching topics. Professional development opportunities where BCOE learn and work together will be essential. The boundaries between departments and programs/centers will not be as significant as the common goal is to ultimately make our graduates successful as educators and leaders. BCOE students do not only gain their knowledge for their careers in our walls; thus, collaboration with other areas of the university will also be necessary.

With more **accountability** for our institution and practicing teachers, BCOE will need to carefully review and consider how to better assess their own instruction and that of pre-service educators and human service providers. While the university is currently developing ways to evaluate faculty across campus, there may be a need to consider specific tools to assess faculty and staff within the BCOE. With several departments stating that their faculties and staffs are currently maximized by requirements of instruction, research, service, and supervision, it will be important to find ways to assess that faculty and staff within the college departments are dividing the demands and requirements in an equitable manner. With stronger assessment tools, there may be more specific feedback on how to make our limited faculty/staff resources more efficient in meeting the rising expectations. With laws and external demands constantly changing for educators and human service providers, it is also critical that we prepare our graduates for the ways that they will be evaluated as practitioners. Tools that have a strong rubric will be able to provide more specific feedback and requirements to the students before they leave BCOE.

With current declines in funding and no positive outlook for the future, BCOE will need to get creative in finding **funding opportunities**. Increasing enrollment in BCOE is one way that will need to be investigated. Recruiting more non-traditional students may

mean that programs will need to investigate how to best meet the needs of this population. High school experiences and recruiting may also be an option to get more students to consider the undergraduate programs available at BCOE. Reducing the actual costs of instruction may need to be studied as BCOE considers increasing use of outside resources and graduate assistants, under supervision of faculty, for instruction, course development, technology assistance, and more. Within BCOE currently opportunities exist for fee-based services to the community. Expanding on those services may allow for funding opportunities and practical experiences for the students (example, extended learning opportunities for P-12 students). While searching for and obtaining grants will be continued, there will need to be the time and staff allotted to do this in the most efficient manner. Collaboration, consolidation, and resource development will need to increase in the future, but not through the elimination of programs or services. There is no question that with declining funding BCOE will need to think “outside of the box” in the next 10 years as they look at ways to better use their financial resources.

**Technology** needs of the BCOE will be crucial as we plan ahead for our future. Technology has already become a key part of education and human services at all levels. Our faculty will need to be prepared to address technology and its role in education with our students and community. Not only may we start seeing webinars, blogs, Skype, and digital resources as a part of the P-12 schools and classroom, but the technology will also need to become a part of our educational and human service resources. The learning environment is highly likely to change over the next 10 years with more and more advances in technology. As universities try to find ways to reach out to recruiting more students, there may be considerable growth in areas such as distance education. The communication tools are now there to allow for better collaboration and networking with students, universities and various contacts across the country. Distance to campuses will no longer be as relevant as it was years ago. College and P-12 educators will be able to use technology to provide more opportunities for differentiated instruction as needed. Instructors will need to be trained and kept up to date on how to use technology instruments. Reference materials may need to be available so that faculty can train themselves on their own schedule to make it more personal to their specific needs. The infrastructure will need to be in place so that the technology is useful, and not a burden or frustration to those using it. Not only will technology be key in 21<sup>st</sup> Century learning, but it will also allow ways address rising expectations in more efficient ways. The leadership will need to ensure that the resources and the expertise of the faculty are used to their potential.

An aggressive plan of action will need to be followed to make certain that ALL faculty and staff members are contributing to the BCOE mission and staying focused on preparing out students with the 21<sup>st</sup> Century skills they will need in the field of education and human services. ALL employees will need to be dedicated to serving the students as will be evident through assessments and evaluations. Commitment to the BCOE mission will be important in considering hiring, developing, and retaining faculty. Finding ways to award and recognize the individuals that go above and beyond the duties of their jobs may support BCOE as they work with rising expectations and less funding (AACTE & P21, 2010). All stakeholders need to reach consensus on the goals, assessment, and structure of BCOE. An advisory board may need to be dedicated to studying the demands of preparing students and faculty for 21<sup>st</sup> Century education and the human service profession. Professional development will need to continue to focus on areas where there will be needs for continuous learning to stay with the current

trends (AACTE & P21, 2010). For BCOE to continue to be one of the more successful institutions in preparing educators and human service providers, having a renewed commitment of being innovative in academic planning for the next 10 years will be imperative.

### **Becoming the Leading Education and Human Service Provider**

The University has witnessed dramatic increases in enrollments while at the same time having to work through faculty and staff attrition. As we redefine who we are as a University, becoming a school of choice, while maintaining the aura of access, we are challenged to reach into places foreign to traditional higher education venues. To become the leading provider does not imply being the best we can be, nor does being the best we can be necessarily manifest in being the leader. Thus, the following attempts to bring forward new ideas and changes to a system that is working well but not optimally.

**Collaborative Partnerships:** The “Unbounded Possibilities” program has provided great conversations regarding the concept of reaching beyond one’s department, college, and University as a means for providing services to a community. The challenge will be to breach the territories normally associated with certain programs and to invite a diverse audience to contribute and participate in places few have considered as appropriate.

The departments and programs/centers in the BCOE have offered the following ideas:

1. To meet societal needs, the BCOE University Hall Clinic could be used to a greater degree to offer services to the public. These services could provide counseling, remediation, and support to varied portions of the population we serve. This “shared identity” would include all departments/programs/centers within the BCOE.
2. The BCOE should explore professional collaboration that bridges the perceived territories of programs. Professors and professional staff should have ownership of a greater cross-section of activities across the college. This could include co-teaching, joint research, joint course delivery, joint field work, with a more efficient use of current resources. Current criteria for promotion make this a challenge.
3. A more purposeful effort in providing leadership development to all students in the college. All educators and human service providers must develop leadership skills and an understanding of the importance of quality leaders. Purposeful incorporation of leadership skills into program curricula across departments could benefit all programs. This could involve coursework, case study, leadership experiences, or mentoring from current effective leaders.

**Consolidation and Alignment of Programs:** It is not necessarily the mission of a program but perhaps the vision that should dictate the degree to which consolidation and alignment need to occur. Where we want to be in 5-10 years provides a better metric for decisions related to programs shifting as opposed to debating who is doing the best today. Feedback from the departments reflected that each unit had engaged in this consolidation/alignment exercise (program prioritization) and made appropriate and necessary adjustments. One potential exercise that might provide insight could be a

discussion regarding what a quality program should look like – is there sufficient consensus regarding the term “effective”.

**Potential Elimination of Programs:** It would seem practical to eliminate a program that cannot provide sufficient evidence of sustained, appropriate contribution to the University. Options of consolidating and/or re-aligning the program should be reviewed as a first response to any program in jeopardy of becoming eliminated. The departments in the BCOE have offered the following ideas:

Feedback from the departments reflected that each program had eliminated low enrollment programs and could not envision additional cut backs.

**Resources:** In the current firestorm of economic debasement we find ourselves holding on to what we have a little tighter and asking more people to help. Resources can be people (time and services), physical structures, equipment and supplies, and financial capital. The departments and programs/centers in the BCOE have offered the following ideas:

Use technology as a conduit to raise awareness for what we are doing and the opportunities that are available through the BCOE. Technology can be used a gateway for people to understand more of what we do and offer.

Technology must also further enhance course delivery, evaluation, reflection, community outreach, and instructor/student interaction. This should lead to a redefining of the concept of a college classroom as more of a place for orientation and debriefing discussions and let the real world be the place instruction is delivered.

Technology is an integral part of our current assessment system and will continue to be the foundation for data collection. The BCOE must continue to expand and enhance the role technology plays in using assessment information to drive program change and evaluation and to make this information more accessible to the public.

### **Implications for BCOE Academic Strategic Planning**

Upon compiling the responses to the above questions, the Academic Planning Consultation Team considered items for the final plan only if they were a common thread in department/stakeholder discussions. The following *implications for actions* are the result of this work:

- 1. Collaboration and communication** should be strengthened both within the BCOE and across departments and colleges on the campus. Professional development should be intentional so that BCOE faculty and staff learn and work together. Departments and programs/centers within BCOE should consider where they can collaborate with each other in teaching topics. Faculty and staff should have ownership of a greater cross-section of activities across the college such as co-teaching, joint research, joint course delivery, joint field work, with a more efficient use of current resources. Faculty and staff must build and sustain **partnerships** with the community and P-20 stakeholders in ways that address societal and educational needs while also fostering BCOE student learning and professional growth. Reaching out to communities, businesses, professional associations, P-12 schools, policy makers, parents, and education organizations will ensure that BCOE is developing stronger connections as well as best meeting the needs of all educational stakeholders.

2. The BCOE must continue to invest in and become competent regarding the use of **technology** for a myriad of purposes. Technology should maximize instructor/student interaction and open our classrooms to the world. Faculty and staff will need to be prepared to address current best practices in technology and its role in education with our students and the community. Faculty and staff will need to be trained and kept up to date on how to use multiple and varied technology instruments. Offering courses and programs, providing professional development, networking with colleagues and community leaders, recruiting future students, staff, and faculty, and supporting assessment efforts all present opportunities for richer and more effective use of technology. BCOE students also need to understand and effectively use data management systems and tools as data-driven decision-making is part of the educational culture. The BCOE should also use technology as a conduit to raise awareness for what we are doing and the opportunities that are available through the college.

3. Focusing on the **needs of clients** will enable the BCOE to offer undergraduate and graduate programs as well as community services that address the critical shortages and need in education and human service professions. Increasing enrollment through recruitment of non-traditional and diverse students should be a focus. Expanding on current opportunities for fee-based services to the community, such as counseling, remediation, and support to varied portions of the population we serve, should be studied. Remaining knowledgeable about current education rules such as those that offer multiple pathways to licensure will be important in serving student needs. The BCOE must be responsive to change forces impacting not only the college but also our clients' environments, including that of declining funding, rising expectations, and rapidly developing technology. Integrating **21<sup>st</sup> century skills**, such as critical thinking and problem solving, communication, collaboration, ethics, media literacy, handling and leading change, and creativity and innovation, into our educational programs and curricula will ensure that students are prepared for the complex life and work environment of the future. An advisory board should be dedicated to studying the demands of preparing students and faculty and staff for 21<sup>st</sup> century education and continuously question "What should a quality program look like?" Effectively communicating and embedding 21<sup>st</sup> century skills and abilities into all departments and programs/centers will promote responsiveness to client needs in preparing them for real world teaching and providing human services.

4. Embedding **continuous improvement and greater accountability** into BCOE programs will facilitate a culture of excellence. With several departments stating that their faculties are currently maximized by requirements of instruction, research, service, and supervision, it will be important to find ways to assess that faculty and staff within the departments are dividing the demands and requirements in an equitable manner. Reviewing departmental goals, strategies, and practices on a continual basis will ensure that efforts are aligned with the overall BCOE mission. With laws and demands constantly changing outside the university for educators, it is also critical that the BCOE prepare graduates for the ways that they will be evaluated as practitioners. BCOE faculty, staff, and students need to understand how to analyze and interpret data at a root cause level in order for this information to drive decision-making. An overall package of assessments and measures that focus on student outcomes and developing competencies will provide more specific feedback to students before they leave the BCOE.

5. Providing **leadership development** should be a more purposeful effort in the BCOE. Continual change and reform are realities in the education and human service professions now and will be in the future, and BCOE must work to ensure that the faculty and staff as well as the graduates from every program are positioned to be change leaders. All educators and human service providers must develop leadership skills and an understanding of the importance of becoming quality leaders. The BCOE must address the greater need for its graduates, a new generation, to become leaders in the classroom, in the school, in the larger community, and across the world. By creating more extracurricular opportunities for students both on the campus and in the larger community, faculty and staff would not only engage students but promote students' creativity and self-expression. Intentional incorporation of leadership skills, such as coursework, case study, leadership experiences, or mentoring from current effective leaders, into program curricula across departments would benefit all programs.

During the 2011-12 Academic Year, the following Administrative Council members will provide facilitation for elements of the Plan:

- Goal 1 – Steve Gruenert
- Goal 2 – Diana Quatroche
- Goal 3 – Susan Kiger
- Goal 4 – Brad Balch
- Goal 5 – Leah Nellis
- Goal 6/7 – Denise Collins

Goal updates will be provided by the facilitators during August 2012.