

Indiana State University

2005 - 2006 Academic Annual Report

Department of Curriculum, Instruction & Media Tech.

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Library Media Program The library media program which leads to licensure as a library media specialist continues to grow. The undergraduate program which had too few students was eliminated. 2. A tutoring program was developed at Sarah Scott Middle School to strengthen literacy skills among underachieving students. 3. The department developed a strategic plan to guide faculty work and programming for the next several years. 4. Through program prioritization, several underutilized program were eliminated.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

There was less scholarship this past year than the preceding year. This reduction is in part caused by increasing numbers of graduate students in our programs, a continuous stream of undergraduate students, and fewer faculty and fewer adjuncts to teach and meet the academic and advising needs of the students. The reduction of faculty lines and the inability to attract replacement faculty to the department has increased the workload for each faculty member significantly. Faculty typically are adept in the area of professional presentations. Grant writing and obtaining extramural funding remain as outstanding needs. There are also needs to publish in peer-reviewed journals more frequently. There is little participation in AERA. For a Ph.D. granting department, this is a shortcoming.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

The only grant obtained by a faculty member in the department is the Lilly Creative Teacher Grant. This grant brings outstanding teachers to campus three times a year. Each semester a cadre of teachers spends a week working with pre-service teachers. The seminars and demonstrations the Lilly teachers provide are truly remarkable. ISU students have the opportunity to interact with some of Indiana's outstanding K-12 teachers. During the summer, the COE hosts a series of workshops for Indiana's finest teachers. These creativity events contribute significantly to the ISU faculty's work and interaction with teachers. Much more grant work is needed. The department does well in outsourcing its efforts to other grants such as Project PRE and possibly the Distinguished Program grants. It needs to recognize the inherent benefits of the work associated with the CIMT programs

and pursue grants that strengthen specific programs and licensures offered through the department.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

A tutoring program was developed at Sarah Scott Middle School to strengthen literacy skills among underachieving students. This program provided a site-based class in middle level teaching. It met as usual for two-hours, three days a week. However, being in a middle school for most of the class meeting time provided an in-depth understanding of a middle school and how it functions. Included in the class meeting times was the opportunity for each ISU student to work one-on-one or with two middle level students for about 25 minutes each day for three times a week. During this time, the ISU student helped the middle school student learn to read more effectively. Such meaningful, clinical work integrated ISU student learning at much deeper levels than previously achieved. The entire course curriculum was related to the professional work in the classroom. And, the professional work in the classroom made the course curriculum more intense and real. This work is clearly a significantly important change in the teacher education program as students experience their future and middle school students improve their academic skills and knowledge.

Course Scheduling/Enrollment Management

What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?

The courses offered by the CIMT Department faculty are scheduled through periodic offerings to reduce undersubscribed courses. In addition, course offerings are communicated to students so that they have a subscribed plan of study and know when courses are offered. We are attempting to reduce independent study classes as much as possible. Nevertheless, the reduction in force due to retirements and faculty leaving ISU for other institutions and the inability to attract replacement faculty to the department are problematic developments. In such instances adjuncts are used. In addition, class sections are growing with over 30 students in undergraduate teacher education classes becoming more and more the norm. In the distance education program in library media, class sizes over 25 students are more and more common.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

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Experiential Learning

We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

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Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

The Department of Curriculum, Instruction, and Media Technology is expanding its already nationally recognized experiential learning teacher education program through work in Project PRE. Teacher candidates complete professional preparation in university and public school classrooms mentored by a team of professors and master teachers. In these settings, candidates practice, reflect, and get substantive, ongoing guidance from their mentors to ensure success. Success is measured not only on the basis of candidate performances, but also on the basis of the learning candidates engender in public school students. This professional partnership between the university and public schools furthers the CIMT Department's community engagement not only in respect to development of teacher candidates but also in respect to refinement of the teacher education program and professional practice in schools. Through Project PRE the teacher education program has been

carefully examined by public school and university stakeholders and a number of refinements have been or are being instituted. Additionally, this interaction has contributed to a number of professional development in-services and summer workshops being delivered to enhance the practice of classroom teachers. The department has further contributed to professional development in the schools through support in grant writing and dissemination of research outcomes derived from work as outside evaluators to several school district grants.