

# Indiana State University

2004 - 2005 Academic Annual Report

Department of Educational Leadership, Administration, & Foundations

## 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 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?**

1. Hired two tenure-track faculty that contribute to our commitment to diversity. 2. As a result of hybrid delivery and practitioner oriented programming, year-round internship experiences in all department programs are conducted in authentic educational settings where students are employed. 3. Faculty supervision in licensure and degree programs are immersed in a problem-based orientation often leading to meaningful solutions to real-world problems. 4. A inaugural breakfast was sponsored for administrative alumni currently serving in educational district leadership positions that was sponsored by Schmidt Associates, Ice Miller, and Envoy. 5. Graduate enrollments continue to grow in our department with three programs currently at capacity.

### Research and Scholarship

**What is your assessment of accomplishments in the area of research and 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?**

This was an outstanding year for productivity. Overall, I am satisfied. Scholarship is now deeply embedded in our department culture and well aligned with teaching and service. I want our service commitments to more frequently result in scholarly activities.

### 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?**

We aspire to be the premier program in the preparation of working professionals for administrative leadership in elementary, secondary, and post-secondary education.

### Best Practices

**Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?**

Best Practice #1 and #2 is implemented and being assessed. Departmental policies (i.e., two) were developed and codified that fully addressed these issues. Implementation has been highly successful to date. Best Practice #3 had been more challenging to fully implement. At the MEd level it has been particularly successful, but is slower to gain inclusion at the EdS and PhD levels. Regarding eminence: 1) We have developed a 20-member Advisory Board to provide us with external validation. 2) We have revised our mission, vision, and distinctive features to align with the

institutions initiatives. 3) We are seeking national accreditation status in educational administration through UCEA.

### Student Credit Hours

**What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?**

SCH production continues to exceed overall department targets. However, this data is now shared with faculty and used to inform decisions. It is anticipated we will again meet fall 2005 targets.

### Budget

**Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.**

1)ELAF works with the IN Dept. of Ed. (Indiana Promise Grant) to strengthen school-university partnerships. 2)ELAF works with the IN Professional Standards Board (University Consortium) to implement new licensure frameworks and strengthen the capacities of state supported preparation programming for school leaders. 3)ELAF works with the EESE Dept. in the COE on two grants to increase instructional leadership and administrative induction (i.e., Project PRE and the Teacher Quality Enhancement Grant). 4) ELAF partners with Vigo Community School Corporation on "groom-your-own" preparation to ensure the district's administrative "pipeline" is full.

### Outreach

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

1) As a department, we sponsor four alumni events across the state for building and district leaders. Sponsors are sought for activities. 2) Our programs are distance delivered (i.e., hybrid delivery) using IHETS, SATTV, and web-based formats. All programs also require internships in the field. 3) The EdS requires a field-based research project.

### Assessment

**For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.**

MEd/EdS/PhD - A diversity plan has been developed and codified to support a diverse student population. EdS - A new student and employer survey was developed and administered this year with a focus on professional dispositions. PhD - Student feedback indicated a desire to strengthen curriculum in the area of 2-year colleges. This has been implemented and student feedback has been highly positive.

## **Strategic Initiatives**

### Development Activities

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

1)We worked with our COE Development Officer to add a new scholarship - it is operational. 2)We identify sponsors for alumni activities and conferences sponsored by the Department. 3) We have advanced a departmental proposal for an endowed position at the 2-million dollar level. While the

first two steps are fully supported, the endowed effort will require institutional support.

### Experiential Learning

#### **Please provide examples of experiential learning in which your department was engaged in 2004-2005.**

The institution, through their guidelines regarding experiential learning, defines this concept as active engagement in learning activities that results in skills or knowledge transferable to professional settings. The ELAF Departments programmatic focus underscores this important ideology. Viewing experiential learning through the differing lenses of teaching, research/creative activity and professional outreach, the ELAF Department is immersed in experiential activities. The Higher Education Ph.D. program addresses experiential learning in seven separate courses (i.e., ELAF 752, 760, 755, 850, 859, 761, 891). The two-semester internship focuses on several interrelated experiential concepts. The following is an excerpt from the internship syllabi illustrating the experiential focus: The internships provide participants with first-hand experience from which they can become better informed regarding the diversity and complexity of administrative functions and leadership roles in collegiate institutions. They offer students opportunities to construct from theoretical, research, and practical knowledge their own conceptual frameworks for understanding how colleges and universities work. The Department also provides foundational service courses. Four courses (i.e., ELAF 200, 605, 608, 708) are experientially focused. Service learning is a theme that permeates the differing foundational content at the graduate and undergraduate levels, offering significant outreach opportunities. In ELAF 200, undergraduate students are required to participate in a minimum of ten hours of service learning that meets a community need. Feedback from this opportunity is consistently positive. In the degree and non-degree principal preparation programs, six courses (i.e., ELAF 650, 656, 681, 683, 758, 793) are experientially grounded. These programs culminate in a year-long internship. The internship is defined as a phase of professional preparation in which a student works in the field under the competent supervision of a practicing principal (mentor) and a university supervisor. The program of intern experiences is structured to provide for understanding of administrative practices, problems, and issues and to develop and refine administrative skills and competencies. The ultimate goal of the internship is to provide the necessary professional experience, so that the intern may assume an effective role in education. Representative objectives of the internship include: 1. To enable the intern to develop a comprehensive view of educational leadership. 2. To provide the intern with an opportunity to analyze the dimensions related to the role of the principal. 3. To provide the intern with the experience of carrying out administrative responsibility. 4. To assist the intern in learning to view the school as part of the total system. 5. To provide the intern with experiences in the decision-making process in relationship to problems

#### **Future Goals**

### Future Goals

**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?**

1) Seeking national accreditation in our discipline (i.e., University Council for Educational Administration) 2) Continue service learning projects. 3) Continue field-based internships with faculty supervisors who assist in authentic problems-in-practice. 4) Support activities determined as important by our central administration.