

Indiana State University

2006 - 2007 Academic Annual Report

Department of Educational Leadership, Administration, & Foundations

Vision Statement

View/Modify Vision

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

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

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.]

Enrollments for our various programs were again strong. We had among the largest cohorts of students ever in the K-12 and Higher Ed. doctoral programs this year. Our other programs also had strong enrollments. We continue to be recognized for having quality administrative preparation programs on both the K-12 and Higher Ed/Student Affairs sides. All of our programs were rated at or near the top of the program prioritization process and none were eliminated. Indiana State ELAF graduates made up the largest percentage of Principal of the Year award winners in the state of Indiana among the many ed admin prep programs in the state. Key members of our Higher Ed/Student Affairs faculty received national awards. Dr. Denise Collins receive the Annuet Coeptis Award from the American College Personnel Association; Dr. Mary Howard-Hamilton received the Robert Shaffer Award from the National Association of Student Personnel Administrators and the Wise Woman Award from the American College Personnel Association. Our faculty have been actively engaged in national, regional, and state level presentations and service work. A few examples include Dr. Will Barratt's presentation to numerous colleges and association groups on the subject of social class in higher education and his work developing the University Learning Outcomes Assessment; Dr. Kandace Hinton's presentation to the prestigious American Council on Education (ACE) Women Administrators of Color Summit; Dr. Robert Boyd's superintendent placement work around the state; Dr. Steve Gruenert's co-chair role leading the INDOE Principal Mentor Program and selection to serve on state NCATE review teams; Dr. Josh Powers' participation on a strategic planning team reshaping how national data will be collected on academic R&D (NSF) and technology transfer (the Association of University Technology Managers); Dr. Denise Collins leadership in planning and executing the first ever undergraduate leadership summit in the Midwest region; and Dr. Mary Howard-Hamilton's service on numerous regional and national panels.

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?

The ELAF faculty had a number of research and scholarship related achievements this year, probably one of our strongest years in recent memory. A representative sample includes: Dr. Mary Howard-Hamilton and Dr. Kandace Hinton published a case book entitled, *Unleashing Suppressed Voices on College Campuses*, that has great potential to be a wonderful teaching tool for graduate programs in higher education as well as for professional development purposes. Dr. Will Barratt has co-authored and field tested a new learning outcomes assessment tool called the University Learning Outcomes Assessment (UniLOA). This tool has already been adopted by a number of institutions for its use with a strong market envisioned for the future. Dr. Josh Powers published an article in the *Chronicle of Higher Education* in September that raised the consciousness level of collegiate administrators to the challenges associated with technology commercialization. Dr. Denise Collins published a thoughtful article on the professional lives of residence hall administrators in the *Journal of College and University Student Housing*. She also continues to serve on the editorial board of a major student affairs journal. Nearly all of the ELAF faculty have made numerous state, regional, and national paper presentations this year. Overall, we are quite satisfied with both the quantity and the quality of this output. However, we are concerned about the ability to find adequate time to do this work in light of growing service expectations (especially supervising dissertations) at the same time that our faculty size has grown smaller in recent years. Furthermore, there are moments when it feels like these achievements are not as highly valued as say, growing enrollments without additional resources to support that growth.

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?

Faculty continue to be involved with grant work. Dr. Powers is in year 2 of his 2 year NIH grant and Dr.'s Powers and Gruenert are also in year 2 of their Promising Scholar grants. Dr. Powers also recently received an international travel grant to go to Europe and study/collaborate on issues related to the Bologna Process. The department also recently received a CIRT grant to support the purchase of leadership and diversity instruments for our K-12 and higher ed/SAHE students. Dr. Hinton is waiting to hear on her Promising Scholar grant application and Dr. Collins is in year 2 of the funding for the SAHE program's Program of Promise grant. Overall, we are satisfied, although we wish to become even more engaged in grant writing activities given that at the moment it represents the only real way for faculty to fund key projects and to augment their salaries. We are in the process of preparing proposals focused on a new Center for Educational Leadership Assessment in ELAF.

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.

Dr.'s Howard-Hamilton and Barratt have perfected linking educational leaders and scholars in the field into their classes via interactive television, a cost-effective and pedagogically sound way of bringing particular course content alive (e.g., having the author of a book or a major educational leader speak to their work live). Dr. Collins has created a capstone experience to the SAHE program in which both distance and on-campus students present an original piece of work to their peers in a mock academic conference format. Rather than tell students about college environment theory, Dr. Charlie Potts (an adjunct) had his students experience college environments by having his class meet at a different campus location every week that was salient to the course content for the day. Dr. Powers had his doctoral students turn a class project into a piece of original scholarship that they

presented as part of our annual informational broadcast to the state on the higher ed and SAHE programs which were followed-up by a symposium proposal to a national conference. Dr. Howard-Hamilton had her students play a board game called the Game of Oppression as a way of teaching on the issue of diversity and racism in her student development course. She also had her students attend the presidential inaugural at Rose-Hulman as a means of reflecting on the symbolic importance of leadership. Dr. Gruenert linked his research methods course to his human relations course the next semester to seamlessly allow the doctoral students to make good movement forward on their dissertation proposals. Using a problem-based approach to issue development, students have made good progress on their studies thanks to his innovation.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

This is achieved in a variety of ways: Careful sequencing of courses with active communication among the faculty; Cohort based approach to learning which streamlines the advising process since students know exactly when their classes are scheduled years in advance; Administrative support staff that are excellent in fielding calls and emails from students.

Outreach

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

We have two potential new outreach opportunities, one of which is under formal development: A certificate program in Higher Education Leadership to be delivered to the Kingdom of Morocco. Courses will be delivered in-country there and augmented by the select use of IPTV and Blackboard. An idea is being developed for partnering for principal preparation in New Zealand. Currently neither that country nor Australia appears to have formalized programs for the preparation of school administrators. In addition, we are ramping up our summer workshop offerings, most notably with Dr. Todd Whitaker's 2-day workshop in June on the subject of what great teachers do differently. Workshops like this continue to be a potential growth area for us.

Assessment

Please share your stated student learning outcomes.

We have targeted and specific learning outcomes on both the K-12 and Higher Ed./Student Affairs sides of our ELAF Department. As it regards the former, they include: Indiana Profession Standards for principals and superintendents. These standards address the key performances and dispositions that are expected of students that wish to be licensed to practice in Indiana. We would be happy to provide these to you upon request but they are quite numerous to be included here. On the Higher Ed. side, our doctoral learning outcomes are: REFLECTIVE LEADERSHIP Graduates will demonstrate: a comprehensive knowledge of different theories on leadership and management; the ability to reflect critically on historical and contemporary issues within education and to relate them to leadership and practice; the ability to articulate an integrated philosophy of education and leadership; the ability to exercise leadership within an educational setting. ANALYTICAL INQUIRY AND RESEARCH Graduates will demonstrate: the ability to construct and support reasonable interpretations and arguments; the facility to employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices; the ability to critically read and review various forms of research and to use it to resolve administrative challenges in educational situations; a understanding of qualitative and quantitative research paradigms. COMMUNICATION PROFICIENCY Graduates will demonstrate: communication,

interpersonal, and process skills necessary to function effectively in academic and professional situations, including written and oral communication, listening to and working collegially with diverse groups, and facilitating intra- and inter-group relations. HIGHER EDUCATION FIELD CONTENT Graduates will demonstrate a thorough theoretical understanding of higher education and its administration and the ability to relate theory to practice within the following dimensions: Academic Affairs Organization and Governance Finance Policy and Legal Aspects Student Affairs Social Foundations of Education The ability to plan and evaluate policies and programs within higher education. The Student Affairs masters program learning outcomes are: THE STUDENT AFFAIRS PROFESSIONAL AS AN EXPERT OR MEDIATOR OF LEARNING: Demonstrates knowledge of student affairs practice, including history, philosophy, ethics, theory, applications, and assessment. Demonstrates knowledge of learning. THE STUDENT AFFAIRS PROFESSIONAL AS A PERSON: Demonstrates multicultural competence. Abides by the ethical standards of ACPA and NASPA as well as standards applicable to specific units where the students hold assistantships or practicum placements. Uses effective communication skills. Demonstrates professional demeanor. THE STUDENT AFFAIRS PROFESSIONAL AS A MEMBER OF COMMUNITIES: Understands the role of student affairs within the university community. Builds productive relationships with peers, students, faculty, supervisors, and other university colleagues. Promotes collaboration and cooperation across multiple communities.

Strategic Initiatives

Community Engagement I

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

There are a number of ways ELAF is engaged in community engagement. Here is a representative sample: Faculty have made 100's, possibly into the 1000's of presentations and consultancies this year at the local, state, regional, national, and international levels. These range from presentations to civic or association groups, to schools, school systems, school boards, and school associations, to consortia of groups seeking guidance and input on a variety of K-12 or higher education related matters. We have a developing partnership with the Kingdom of Morocco for the preparation of higher education leaders in their country; Dr. Kandace Hinton actively serves the greater Evansville community with her music program for African American youth.

Experiential Learning

What is your vision for experiential learning in your department?

Our departmental vision is to be the premier program in the preparation of working professionals for administrative leadership in elementary, secondary, and post-secondary education. We achieve this vision, in part, via having our students actively engaged in field experiences and work as part of their studies.

Fundraising Activities

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

We have a departmental Advisory Board made up of external persons who advise us on our programs, including fundraising efforts. Our achievement to date with fundraising is that we have a steering committee of committed alums in place to raise money for Leadership Hall, the identifying feature of the ELAF and NCA wing of the new College of Education building. We are targeting \$500,000 to be raised for this project.

Quality

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

While ELAF in general is healthy, faculty morale is suffering from the lack of wage increases. This is becoming a singularly important problem and one that may lead to the loss of some faculty, particularly our faculty of color who are being strongly recruited elsewhere. Recognition of dissertation loads as part of teaching load would be extremely helpful to ELAF. It is so high in our department (some are carrying a dozen or more dissertations) that it really is a challenging load to carry well. We have been reluctant to reduce our admissions, though, since we feel that will hinder our reputation in the field (so many get their previous degrees with us). However, without some relief in this arena, we may be forced to do so despite the harm that does to the university from an enrollments perspective.

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

Create more incentives for faculty entrepreneurial activity. For example: Rather than fund the summer with a flat amount to a college, instead create incentives to add more classes knowing that if less than 8 enroll, it will get cancelled anyway. Consider paying faculty based on a percentage of enrollments (or at least some supplemental pay portion) as a way to stimulate their interest in trolling for students. Eliminate or raise the maximum outside income that a faculty member can earn as a percentage of their salary. Why should ISU faculty be prevented from doing extra teaching or consultancy work in comparison to colleagues at other institutions simply because our ISU salaries are lower? Greater incentives for faculty (especially graduate faculty) to get involved in UNDERGRADUATE recruitment. For example, each college could have faculty "marshals" that corral colleagues to participate in recruiting phone-athons, etc.