Indiana State University

2005 - 2006 Academic Annual Report

Department of Industrial Technology 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.]

Developed new state-wide articulation agreements for Career and Technical Education with Ivy Tech Community College Developed new state-wide articulation agreements for Human Resource Development with Ivy Tech Community College Developed new state-wide articulation agreements for Technology Education with Ivy Tech Community College Increased faculty productivity in grant writing Increased faculty productivity in research and scholarship

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 faculty of the Industrial Technology Education Department were extremely productive in research and scholarship. During this academic year the faculty had 19 publications in peer reviewed journals or conference proceedings. Additionally, faculty of the department presented 31 papers at international, national, or state conferences during the past year. Overall, the Chairperson is extremely satisfied with the overall accomplishments of the faculty in the area of research and scholarship. Improvement still needs to occur with some junior faculty members. Additional mentoring is needed to help these individuals to define their research interests and publish in their associated fields of study.

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 faculty continue to make progress in the submission of grants and contracts. During this academic year, faculty developed and submitted more grant proposals than during the last the last two years. Faculty have also been successful in obtaining internal support via the Office of Sponsored Programs for seed money related to their research interests. Overall, the faculty need to continue to develop more proposals and secure funding from outside agencies. The department has done particular well with funding from the Department of Education and the Office of Workforce Development. Each year, one faculty member has been able to obtain a training grant from these organizations to assist in the in-service needs of Career and Technical Educators. These grants are usually in excess of $90,000.00. Improvement is needed in more external funding and grant writing.

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.

The faculty of the department are leaders in the delivery of quality instruction and learning with distributed technology. Distance education has become a hallmark of the Industrial Technology Education Department. These endeavors include the use of pod casts, audio streaming, Internet delivery, and the use of team based approaches to learning. Distance education students are often 'paired' with on-campus students to discuss content and work in teams to connect their studies with 'real-world' applications. The faculty also rely on past graduates and subject matter experts from around the country to participate in the teaching of our current students.

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 department is understaffed and has been for several years. While this has not been overcome, the department has been using more graduate assistants, graduate fellows, temporary and one-year temporary faculty to assist in the delivery of its courses.

Outreach

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

The department has numerous opportunities for the continued development of distance education courses for our disciplines and to meet specific business and industry needs. This could be done regionally or nationally, and the faculty has the expertise to provide these endeavors. However, the limiting factor in delivering these services has centered around a lack of faculty resources to pursue these endeavors.

Strategic Initiatives

Development Activities

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

To support development activities, the Chairperson has met with our Development Officer to discuss our current needs. Community contact persons have also been provided to assist in leads in funding resources. Thank you letters are always written to donors, and we have increased our efforts to find resources to benefit our students or programs of study. Our efforts can be supported by having accurate contact addresses for our past graduates. The data provided to the department is often not correct. A training program to assist Chairs in this endeavor would also be appreciated. However, with all of the other duties that Chairs have, development is likely to be a lower priority.

Community Engagement I

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

The faculty have been involved in numerous community engagement activities this past year. Examples can be found in presentations made to local schools (to students, faculty or administrators), community groups (Leadership Terre Haute Alumni Association, Terre Haute Chamber of Commerce, Wabash Valley Human Resource Association, etc.), and efforts by faculty to be engaged in their state, regional, or national associations. Faculty hold numerous leadership

positions at the state and national level with regard to their disciplines of study. The faculty is also highly engaged in task forces, committee assignments or leadership positions on the campus of Indiana State University. Other examples can be found with faculty service on state-wide task forces or curriculum committees. Additional examples can be found in the large number of internships that our students complete each semester.

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.

Faculty regularly develop student learning activities or projects as part of their classes that involve students working directly with businesses or industries. Examples include students helping organizations to develop their strategic plans, process improvement plans, evaluation strategies for employees, or the development of training curriculum. The department has also assisted students via a job shadowing program for our Human Resource Development Majors. Students job shadow Human Resource professionals in the local community. Lastly, our Technology Education Majors take a lead role in the development of the College of Technology Tech Trek activities for local community schools. These students plan the activities for the day, develop the competitions, judge the events, and work with faculty sponsors for these activities. This has now become a major pre-service activity for these majors, and it increases the visibility of the College of Technology in the community via the hundreds of students that attend each year.

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?

The department faculty will likely continue building on the successes it has had in the past. Future articulation agreements will be developed. Faculty are attempting to write more grant proposals for outside funding, and we will continue to develop our experiential learning opportunities for faculty and students. The department will also be developing several new degree programs at the undergraduate and graduate levels in the near future. This may include a new Ph.D. program for Technology Education with partnerships from Ball State and Purdue Universities.

Feedback

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

Much work needs to be accomplished in order to enhance or enrollment and budget issues. As a university, we have received far too little good press. Further, we must address the larger issue of meeting the promise of 'more from day one.' Prospective students are frustrated with our admissions process. Further, we are moving in the wrong direction with all of the additional fees that we charge students. Credit outreach should be a very viable part of our experiential learning and community engagement activities. Yet, we are hindered with a fee structure and administration function that limits our ability to be proactive in this area. For example, students who enroll in credit outreach courses are charged a technology fee. Yet, they never receive the software for this fee. It should be automatically mailed to the student. We should move forward with the development of a University School that has credit outreach as part of its function. This school could provide the unique cutting-edge courses that business and industry desire for certifications or continuing education. Ivy

Tech Community College is consistently rolling out courses to meet this need, and ISU could be capturing part of this viable enrollment. Further, this school could be the launching pad for new innovative courses that lead to new programs, and team and interdisciplinary teaching. This would move us further into an experiential learning and community engagement campus. The College of Arts and Sciences needs to provide more distance education courses for our current population of distance learners. Each year the Indiana College Network continues to reap the benefits of our students having to go elsewhere to find their required courses. If ISU provided these courses, we would go far in helping to solve some of our enrollment issues. ISU needs to become a truly 'student-centered' learning institution. This is currently not the case, and far too many support staff, faculty, and administrators take the position that it is not their job. I often hear of the frustrations of a student that is bounced around from office to office during the admissions process or in resolving other related problems with regard to their education. We must take the approach of implementing a total quality management perspective when in comes to our current and prospective students. For example, take a walk around and see how many faculty adhere to their office hours, or see how many are in on a Friday. From my perspective, this is a sad state of affairs. As a faculty community, we are here for students. Yet, this does not seem to be the case at ISU. We need a sound strategic plan. The plan should outline our future directions, and it should include goals and objectives for achieving success. The plan should also establish a timetable with specific departments and university functions addressed to achieve this plan.