

# Indiana State University

2006 - 2007 Academic Annual Report

Department of Industrial Technology Education

## 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.**

The faculty of the Industrial Technology Education Department prepares graduates with the knowledge, skills, and attitudes to be successful in several career fields. These career fields are: Career and Technical Education, Human Resource Development, and Technology Education. Graduates of the department are able to: · Understand the consequences of technological development on society, culture, and the environment. · Plan, conduct, and manage education and training programs. · Apply the theoretical dimensions of their selected career field through advanced study and research. Faculty are able to foster the above goals via their scholarly and creative endeavors. These efforts are achieved by allowing undergraduate and graduate students to become involved in faculty sponsored research. Faculty in the department further actively involve students in applied research, internships, mentorship, and service learning.

## 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. The Technology Education program received reaccreditation from NCATE. 2. Wabash Valley Society of Human Resource Management student chapter received national recognition with a Superior Merit Award. 3. The 2007 Association of Human Resource Development national conference was held in Indy in March with ISU serving as co-host. 4. Twelve students in the Technology Education program attended the ITEA conference in San Antonio, TX. Some of the students competed and won first place in the Knowledge Bowl. Others took fourth place in Communications. Several HRD students competed in the HR Knowledge Bowl State of Indiana games in Bloomington. 5. Faculty have been actively publishing journal articles and presenting papers at conferences. Two faculty presented papers internationally in Russia and Brazil. 6. One faculty received the 2007 North American Management Society Best Entrepreneurial Management Track Submission Award. 7. Getting two departments (ITE and MCT) to meet and discuss synergies and the possibility of reorganizing into one department. These two departments will officially become one department effective this summer, 2007. 8. Addressing the concerns of the program prioritization report. Several programs in the department were merged and the AS degree in CTE was eliminated. Faculty will work with the College of Education to examine the teacher education graduate offerings. 9. Faculty in the department continued to nurture the articulation agreements that have been developed with all two year schools.

[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 several publications in peer reviewed journals or conference proceedings. Additionally, faculty of the department presented 38 papers at international, national, or state conferences from January, 2006-May, 2007. Overall, I am 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 several grant proposals. 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

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

The biggest challenge is not having enough faculty in order to keep class size to a reasonable level. Also having faculty with the proper expertise for certain classes. These things create challenges in scheduling courses. This year we were able to hire a one-year full time temporary faculty and hire adjuncts with proper expertise to teach classes. Low enrolled classes also present a challenge. Low enrolled classes were cancelled and alternative arrangements were made for students to learn the content. In some cases faculty agreed to work with the student in a TBA arrangement to help the student receive the content knowledge. We want students to take their courses here at ISU but in the event this is not possible we work with them to schedule courses at Ivy Tech or the Indiana College

Network that will substitute here at ISU.

### 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 opportunities. Faculty in the ITE department teach courses, advise students and serve on committees for the Ph.D. in Technology Management Program. This is a web-based distance education program.

### Assessment

#### **Please share your stated student learning outcomes.**

The faculty of the Industrial Technology Education Department prepares graduates with the knowledge, skills, and attitudes to be successful in several career fields. These career fields are: Career and Technical Education, Human Resource Development, and Technology Education. Graduates of the department are able to:

- Understand the consequences of technological development on society, culture, and the environment.
- Plan, conduct, and manage education and training programs.
- Apply the theoretical dimensions of their selected career field through advanced study and research.

Faculty are able to foster the above goals via their scholarly and creative endeavors. These efforts are achieved by allowing undergraduate and graduate students to become involved in faculty sponsored research. Faculty in the department further actively involve students in applied research, internships, mentorship, and service learning.

### **Strategic Initiatives**

#### 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

#### **What is your vision for experiential learning in your department?**

It is expected that community engagement activities will continue to be part of the departments future. These activities help to make a connection to both teaching and learning for faculty and students. This has always been a part of the work ethic of our faculty and the College of Technology at large.

## Fundraising Activities

### **What steps have you taken to support fundraising 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.

### **Quality**

#### Quality

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

1. Quality begins with the faculty. We must retain the good faculty we have worked so hard to attract to ISU. One way to do this is to financially reward faculty who work hard by having yearly raises, market adjustments and other incentives. Also, we must be allowed to hire good faculty with competitive salaries. 2. The COT has reorganized from 5 departments to 3 allowing us to reallocate our resources, improve the quality of education and respond to future challenges and opportunities.

#### Feedback

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

Much work needs to be accomplished in order to enhance our 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. 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 it 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.