

COLLEGE OF EDUCATION STRATEGIC PLANNING DOCUMENT

I. Administrative Unit/College Description

A. ORGANIZATION

The College of Education was established in 1959 and is housed in the John W. Porter Building, which was dedicated in the fall of 1999. The College enrollment was 3,066 undergraduate and 1,764 graduate students in 1989-90 and 3,289 undergraduate and 1,479 graduate students in the fall of 2000. The College has changed from 124-tenure track faculty in 1992-93 to 121 tenure track faculty in 2000-01.

The College consists of the following Units:

- **Department of Health, Physical Education, Recreation, and Dance**
 - The Department offers undergraduate degrees in Physical Education, Sports Medicine (Athletic Training and Exercise Science), Recreation/Park Management, Therapeutic Recreation, and Dance. At the graduate level, the Department offers a Master's degree in Physical Education.
 - 29% of the SCH's for the winter 2001 semester are affiliated with HPERD courses.
- **Department of Leadership and Counseling**
 - The Department provides graduate education in two areas; Educational Leadership, and Counseling and Student Affairs Practice. The educational leadership program offers degrees at three levels: M.A., Specialist's, and a Doctor of Education for educators who are, or intend, to become leaders in all levels of educational administration. The Counseling and Student Affairs programs provide M.A. degree training for those interested in school counseling, community counseling, or student affairs practice.
 - 6% of the SCH's for the winter 2001 semester are affiliated with Leadership and Counseling courses.
- **Department of Special Education**
 - The Department offers programs in the areas of: Mentally Impaired, Emotionally Impaired, Learning Disabilities, Hearing Impaired, Visually Impaired, Physical and Otherwise Health Impaired, and Speech-Language Pathology/Speech-Language Impaired. At a graduate level the Department offers a Master of Arts degree and a Specialist Degree. In addition, graduate endorsement programs are

available in the areas of Director of Special Education, Supervisor of Special Education, and Teacher of Physical Education for the Handicapped.

- 15% of the SCH's for the winter 2001 semester are affiliated with Special Education courses.

- **Department of Teacher Education**

- The Department provides graduate and undergraduate programs in the areas of Curriculum and Instruction, Early Childhood Education, Educational Media and Technology, Educational Psychology, Reading, Social Foundations of Education.
- 34% of the SCH's for the winter 2001 semester are affiliated with Teacher Education courses.

- **Office of Academic Services**

- The College of Education Office of Academic Services provides assistance to students in a number of ways. This office is responsible for managing admission to and retention in initial teacher preparation programs. Many aspects of pre-student teaching field experiences are also coordinated through this office. The office is responsible for EMU's large number of student teachers.
- In addition, the OAS handles all matters related to professional educator credentialing--recommendations to state licensing agencies for initial teacher certification; advising/recommendation for credential renewals, additional endorsements, and higher level teaching credentials; and recommendations for credentials as an administrator or school counselor. The OAS spearheads minority student recruitment and retention, administers scholarship funds not departmentally based, and coordinates the entire COE scholarship program. The OAS also handles Title II and other state/federal reporting.
- The COE Advising Center reports to the Office of Academic Services. The Advising Center provides academic advising and career planning information, guidance, and direction for students in teacher preparation programs in the College of Education.
- 16% of the SCH's for the winter 2001 semester are affiliated with the Office of Academic Services through student teaching assignments.

- **Office of Collaborative Education**

- The Office of Collaborative Education has responsibility for development and maintenance of many of the cooperative relations established between Eastern Michigan University and K-12 schools in the area. Included within this unit is the award winning C-SIP school improvement activities program, two "consociate" (special partnership) schools, "brokering" of requested special services and faculty expertise for local schools, and a host of other activities.

- **Office of the Dean**

- In addition to the oversight responsibilities for the entire College, the Office of the Dean has administrative responsibility for the EMU portion of the Comer Schools and Family Initiative with the Detroit School system. EMU has frequently been cited as among the best of the university partners among the dozens of Comer schools across the country. Many College of Education and EMU students and faculty are working with the Detroit public schools to reform programs and in the preparation of trained practitioners.
- Numerous college support units and functions report to the Associate Dean for Administration and Operations, including the COE Clinical Suites, the Bonisteel Computer Laboratory, and the Educational Resource Center. The senior Associate Dean also coordinates and supervises college-wide matters having to do with budget, personnel, facilities, equipment, and network administration.

B. DEGREES OFFERED

The College of Education offers most of the professional education certification sequence for the initial preparation of teachers. Undergraduate Bachelors of Arts and Science degrees are offered, as well as graduate Master of Arts and Master of Science degrees, the Specialist's degree, and the Ed.D. in Educational Leadership.

C. CURRICULUM

The goal of the College of Education curricula is the establishment and maintenance of programs founded on sound intellectual principles that are responsive to contemporary cultural, economic, social, scientific, and technological needs of students entering a rapidly changing national and international academic and societal environment. The College prides itself on being accessible to students from all economic, cultural, and ethnic backgrounds.

II. Administrative Unit/College Mission and Goals:

A. COE MISSION STATEMENT

The mission of the College of Education is to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem solving abilities of its students so that they may become ethical, productive and contributing participants in a democratic society.

B. COE GOALS

1. To prepare professional personnel for public and non-public educational institutions as prescribed in law directed by established professional standards, and in fulfillment of on-going and future needs of these agencies.

2. To foster the development of educational programs harmonious with the policies of planning of federal, State, and local educational agencies, and provides assistance in the interpretation and implementation of these programs.
3. To establish cooperative relationships with the schools and agencies served in order to provide more effective operations and service more relevant to the needs of our stakeholders.
4. To provide to all University students the opportunity to become knowledgeable about the development and purpose of education and its significance in American culture.
5. To collect, analyze, interpret, and make available to educational consumers information significant to the improvement of the quality of education.

III. External Analysis

Context

There are two contradictory and conflicting strong national (and state) movements afoot related to pressures for change in professional educator preparation. Although not everyone adheres completely to polar positions, the two movements are generally described below as a "professionalism agenda" and an "agenda of deregulation." In general, and nationally, there are numerous subscribers to the "agenda of deregulation" from among leaders of big business and conservative political leaders. In general, and nationally, there are numerous subscribers to the "professionalism agenda" from among K-12 teachers and administrators, professional Education faculty in higher education, and state Education agencies. Certainly the vast majority of the faculty of the College of Education would align more closely with the "professionalism agenda" than with the alternative.

Professionalism agenda. This agenda, premised on a set of supply-side remedies, presses for recognition of the teaching profession as a partner with state Education agencies and higher education institutions in setting standards for entry into teaching, investing in high quality preparation, calling for the mandatory accreditation of preparation programs, and setting and enforcing standards, including standards for the evaluation of individuals through peer review.

Agenda of deregulation. This agenda calls for a great deal of deregulation and much greater local discretion in the selection, hiring, and placement of teachers and administrators, almost irrespective of nature and degree of formal preparation. It is argued that additional requirements for prospective teachers and administrators will limit the potential supply of teachers and administrators at a time when many are needed. Adherents to this position urge that entry and hiring processes be simplified, with more paths into the classroom and choice among forms of preparation for teaching in order to welcome into the profession a larger pool of talented and well-educated people who would like to teach. The use of content knowledge tests is seen as the major screening device. Adherents to the agenda of deregulation often hold that Education schools are largely irrelevant, charged with imparting

“pedagogical knowledge [that] is uneven, incomplete, highly disputed, and vulnerable to ideological and interest group manipulation.”

The agenda of deregulation has considerable prominence in Michigan, as can be seen by the extensive use of MEAP tests, the mandatory state Teacher Certification Tests (content only), the elimination of the administrator’s credential, and support for charter schools.

Political

National. The Bush administration has given education its top priority, under the slogan of "no child left behind." The administration has identified a number of initiatives, almost all directed at the K-12 schools. These include a focus on failing schools and students, state initiatives and incentives, testing, Title I, parental choice, consolidation of existing federal support programs, and the like. The proposed Title II grants for improving teacher quality support K-12 schools initiatives for staff development activities, teacher recruitment and retention, and the like. There appears to be no specific role for higher education identified as of this writing.

State. In Michigan, Governor Engler's administration has supported the conservative agenda concerning schools, with strong support for "choice," testing, etc. The size of the MDE (Michigan Department of Education) and support functions provided by that office have been vastly reduced. In recent years Michigan has abolished any state requirements for becoming a school administrator and in recent weeks the requirements for being a school counselor or a school speech pathologist have been relaxed to permit alternatively prepared persons to enter those fields.

There is a potential new dynamic since January 1, 2001 because of change of membership on the Michigan State Board of Education. However, coupled with that is recent legislation that has moved many former powers and responsibilities of the State Board of Education to the State Superintendent of Public Instruction. To complicate matters further, a new State Superintendent has been named but has not yet assumed office. The potential effects on professional educator preparation and credentialing are yet to be seen.

There is a degree of tension between the public/private professional educator community (i.e., the schools/colleges/departments of Education in the state's higher education institutions) and the staff of the Michigan Department of Education on several interrelated issues: the use/potential use of teacher certification test data for program evaluation purposes, the rankings of teacher education programs for Title II reporting, issues surrounding periodic review/program evaluation, the relationship between NCATE accreditation and state program approval, and related issues.

Social

There is nationally (and, to some degree, at the state level as well) a concern related to issues of morality, spirituality, personal character, integrity, and the like. The annual Gallup Poll continues to show that the American public feels that the public schools (and the

professionals who staff them) have, to large extent, “failed” (although there is a collective pride in local schools).

The proposed solutions vary considerably. The religious right advocates prayer and Bible reading in the schools and a high standard of personal conduct by school personnel. Other groups focus heavily on safety and security issues, calling for on-site police, metal detectors in the schools, and the like. There has been a major trend in recent months for Education schools to increase what they do to prepare teachers to teach “character education” or to create a “caring classroom.”

Changes in “consumer behavior” in all walks of life, related to how people spend their money for goods and services, have had their effect on educational institutions as well. Families with children now have, and are sometimes exercising “choices” that they haven’t had before, crossing school district boundaries, charter schools, and the like. A variety of alternative providers of K-12 and higher education services are emerging, sometimes with an open profit motive. Contemporary undergraduate and graduate students are often quick to challenge anything that doesn’t suit them and to ask for a refund!

In Michigan, the proposed solutions to perceived K-12 school problems have included a state “take over” of the Detroit schools and a consideration of taking over certain other seen-to-be-failing districts (e.g., Benton Harbor, Inkster).

Demographic

The U.S. population will increase from 275 million to 404 million by 2050—with immigration driving enrollment growth. By 2030, members of today’s minority groups will account for 50 per cent or more of the population. A major issue for education units is trying to attract, prepare, place, and support sufficient numbers of new teachers, particularly those who look and sound like the students who will populate our schools. If current trends continue, in the near future only 5% of the teaching force will be nonwhite. A further issue for Education units is the competition for well-qualified students from traditionally under represented groups, as well as for Education faculty members from traditionally under represented groups.

By 2007, K-12 school enrollments will increase by nearly 1.2 million students, to 54.3 million. While many states will have enrollment increases of 20% or more during this time, Michigan’s K-12 school enrollment will have a substantial increase, although not of that magnitude.

Schools will need to hire 2.2 million teachers over the coming 10 years. This is due in part to enrollment growth, but it is also driven by class-size reduction, teacher attrition (now about 7% per year), and retirements. Michigan is facing proportionate needs. Although Michigan has traditionally been one of the largest producers of teachers among the 50 states, the supply of new teachers for the state is not meeting the demand in many areas and the “reserve pool” is rapidly being depleted. Michigan and the country are faced with a huge mobility problem: how to get the well-prepared teachers from where they currently are to where the job

opportunities are. The situation varies considerably from teaching field to teaching field, both within Michigan and throughout the country. Teachers of mathematics and the physical sciences and teachers of special education are in short supply throughout the state and country. Michigan continues to have an oversupply of certain secondary teaching fields.

Nationally, some 250,000 adults are staffing classrooms without full credentials for what they are doing. In Michigan, certain school districts, notably Detroit, are staffed on any given day with hundreds of uncertified persons. Many of these individuals are unable to meet state entrance requirements for teacher preparation programs.

Adherents of the deregulation agenda see that the problem of supply and demand can largely, if not entirely, be solved by opening the door to liberal arts graduates with no pedagogical preparation and/or through short-term alternative route preparations, increased salaries (and, often, differentiated salaries), open hiring practices, and ending the “monopoly” of Education schools. Federal legislation to address teacher shortages puts funds in the hands of school districts instead of increasing the capacity of Education schools.

The U.S. Department of Education is working with major administrator organizations to promote a \$40 million initiative to recruit, prepare, and provide professional development for superintendents, principals, and other school leaders.

School segregation is increasing, with many large cities having almost entirely minority populations. A very large portion of the Hispanic population in the country is educated in minority-only schools. More women and children are joining the ranks of the poor, and the number of “senior citizens” is growing. Seniors have traditionally been less supportive of school taxes, bond issues, etc., than those who have school-age children.

Economic

Until recent months, the U.S. and Michigan economies have been very good, with more than 107 months of continuous economic expansion, a record for the nation, and enormous surpluses in both the national and state treasuries. However, economic prosperity is ill distributed, with a widening gap between the “haves” and the “have nots.” Further, both national and state economies have taken a downturn in recent times, resulting in a great deal of “belt tightening.”

The demand for higher education will remain strong; however, those who go into teaching will need to be prepared to work with numerous children from economically poor families. The growth in the EMU professional educator programs in recent months has been phenomenal, partly driven by good economic conditions and partly by publicity about the shortage of personnel.

Especially in Michigan, there is a strong feeling among policy makers that the major purpose of the K-12 schools is to produce well-prepared workers for the state’s businesses. Accordingly, the role of the teacher is to prepare students who are strong in technology, basic skills, traditional work ethic, and the like. And thus, the role of Education schools is to

produce teachers who can accomplish the task of producing a work force in sufficient numbers and with the expected skills.

Higher Education Trends

At the national level, higher education trends have focused on greater access, assessment of quality, financial support, new knowledge technologies, accountability systems and reporting, and governance such as to accomplish change more rapidly. In Michigan, the major focus at the state level related to higher education has been the appropriations for each institution. At the institutional level there is a competition between Education units and the remainder of the campus for scarce resources.

The “teacher education report card” legislation will produce interesting results, with widely varying effects on states and on individual institutions depending on local conditions and how well a given institution presents itself in the report card material.

Increasingly, Education schools are expected to capture local markets for professional development as well as serve current and emerging clients in more rewarding ways. Education schools increasingly will have to compete with alternative or non-traditional providers for both initial preparation and advanced preparation. For example, the University of Phoenix is likely to become a substantial provider of professional education services along the I-696 corridor and in Grand Rapids. In Michigan, the existing institutions are often in competition with each other in a given geographical area.

In many states, P-16 collaboration is being encouraged, if not mandated, with Education schools logically being the focus of activities. In Michigan, community colleges are pushing to become more prominent in a variety of ways, including offering professional education courses and much of the content for a major or minor.

Professional Education Trends

Federal legislation and policy has been and may continue to be directed toward recruiting talented persons of all ages into teaching, preparing new teachers to meet contemporary challenges, promoting rigorous standards for teachers, increasing professional development for teachers, rewarding good teaching, supporting research and disseminating what works, and measuring the progress of federal policies and initiatives.

Further, there is a major movement toward “results-based teacher education,” in which Education schools are drawn into K-12 schools for mentoring and school-embedded professional development. The notion is that completers of good Education schools make a difference in the lives and learning of all of their K-12 students. Some states, notably Georgia, have made major statewide moves in this direction. The new NCATE standards will do much to further this notion.

The nascent Teacher Education Accreditation Council (TEAC) will seek national approval to compete with NCATE as a formal recognition body. TEAC concepts align far more closely with the deregulation trend than with the professionalism trend.

Policy makers are urging a new paradigm for professional development of school personnel that is job embedded, site delivered, practitioner oriented, and standards focused. Policy makers are sympathetic to school leadership development that is non-higher education delivered and is school and district embedded. Policy makers are interested in bypassing Education schools to create and/or expand alternative certification opportunities. Policy makers are willing to accept and recognize a host of alternative providers related to teacher technology skills. Policy makers are demanding education research that is more practical, timely, focused directly on school problems, and contributes to K-12 student performance.

K-12 leaders and recent alums are pressuring Education schools to do more with technology, classroom management, working with exceptional children in the classroom, brain research, learning styles, character education, and the like.

IV. Internal Analysis

A. Instructional Processes

The move into the Porter Building has provided instructional delivery opportunities that did not exist before. Two large lecture halls now make large-group instruction possible. Much more technology for instruction is available than has been the case before, and many faculty members have vastly increased their use of presentation software and other uses of technology during the year. Nothing comparable to the Educational Resource Center existed for the two years prior to the move into the Porter Building. Because of numbers of stations, modern equipment and software, and hours of operation, the Bonisteel Computer Laboratory permits faculty members to make technology-related assignments that were not feasible before. The specialized Technology Laboratory, the Clinical Suite, and other specialized spaces that either did not exist or existed only in rudimentary form before provide opportunities for students to learn and practice skills at a high level. Facilities improvements in the dance studio (sprung floor) and Ruth Boughner Laboratory in the Warner Building now permit teaching and learning opportunities that were not possible before.

There has been a substantial increase in the number of courses and entire programs offered through alternate delivery mechanisms, including in localities close to student populations. Master's programs are now offered in Flint, Detroit, Jackson, Livonia, and Monroe. The doctoral program in educational leadership is offered to cohorts in several locales, including Grand Rapids and the greater Detroit area.

During 1998-1999, the College of Education produced more (889) credit hours through electronic delivery systems (video, on-line) than any other EMU college, with Teacher Education producing more than any other department on campus.

Community resources continue to be used extensively as instructional sites, not only for pre-student teaching, student teaching, and non-teaching program internship locations, but as a short-term laboratory setting for courses. In the latter instance, Estabrook Elementary, one of our Consociate Schools, is used extensively.

B. Evaluation

Productivity

EMU continues its tradition of being at the top in terms of total productivity of educational personnel (combination of initial teachers, teachers achieving an advanced credential, administrators, and counselors). According to the AACTE Directory, 1990-2000, the “top ten” producers of professional educators during the 1990s were:

Eastern Michigan University	19,257
Central Michigan University	15,143
Wayne State University	14,811
Western Michigan University	13,335
University of South Florida	12,619
Nova Southeastern	10,933
Indiana University	10,740
University of Central Oklahoma	10,628
Northern Arizona University	10,613
University of Georgia	10,455

Admissions

During the first six months of 2000-2001, 629 persons were admitted to the initial teacher preparation program. Of the 629, 36% already held at least a bachelor's degree, continuing an upward trend involving this client group. Of those admitted, 24% are male and 10% are minority.

Of the 629, 44% are prospective elementary teachers, 35% are prospective secondary teachers, 11% are in K-12 teaching areas, and 10% are prospective special education teachers. The secondary figures include 15 in mathematics, three in physics, and two in chemistry. The figures also include 49 in English, 30 in social studies, 23 in history, and seven in other social science areas.

Physical education is the most popular of the K-12 teaching fields and emotionally impaired is the most popular of the special education fields.

Enrollments and Credit Hours

Over the past four years, enrollments and student credit hours (SCH's) have increased. At the undergraduate level, total combined enrollments of full-time and part-time students have

increased from 2,686 to 3,289. All of this 12% increase in undergraduate enrollments is attributed to an increase in full-time students (1,913 to 2,488).

During this same four-year period of time, the combined total number of full-time and part-time students has remained relatively stable (1,489 to 1,479). However the number of full-time graduate students has increased by 52%, from 289 to 438.

Finally, with regard to student credit hours over the past four years, the College of Education has witnessed a significant increase from 73,901 in 1997-97 to a projected 83,345 in 2000-01. This 13% increase in SCH's is seen as a college-wide increase, with growth in almost every program area.

Program Completers

During 1999-00, the COE reported (1998-99 data) that we had prepared 886 persons ready for first-time teaching, 55 school administrators, 43 school counselors, and 1,005 persons for an advanced teaching credential, a total of 1,969 school-related professionals. This represents an increase of seven per cent over the previous year. In addition, the COE graduated 138 persons in professional fields not related to schools. During the 1999-00 year, the COE made 1,448 recommendations to the Michigan Department of Education, a 3.2% increase over the previous year. Academic degrees were awarded through the College of Education to 324 graduate students, including 306 at the master's level, eight at the specialist level, and 10 at the doctoral level.

Finances

The College of Education is a \$14.5 million enterprise, with more than 200 FTEF faculty and staff, not counting the several hundred additional persons who are graduate assistants, student workers, cooperating teachers, and the like. In 1999-2000, as in other years, approximately 95% of the COE budget was designated for salaries, wages, and fringe benefits. It takes a great deal of money and a large number of people to accomplish the tasks we have been assigned and that we take on for ourselves. We have had a successful year in increasing both the financial and faculty resources available to address our goals.

The financial resources to operate the programs of the College of Education come from three major sources: (a) allocations made by central administration to the College, (b) sponsored project income, and (c) development funds. Relatively small amounts of money come from additional sources such as student course fees.

During fiscal year 1999-2000, EMU central administration allocated to the College of Education \$13,152,958. Sponsored project income amounted to \$969,231, and development funds contributed \$356,167, for a total of \$14,478,356.

The general trend over the past eight years, in all categories of income, has been upward. The downtrend in central administration allocated resources for FY99 was due primarily to the

retirement of a relatively large number of senior faculty members, and replacement, in general, with junior faculty members at lower salaries.

FY 1999-2000 was the fifth consecutive year of sponsored project income at or near the million-dollar mark. Several relatively large proposals were completed during FY 1999-2000, with informal notice to the COE of award. However, the official notice was not received prior to June 30, which makes the prospects for FY01 very good indeed. By midyear of FY01, about \$2.5 million in sponsored projects had been generated.

The dollar amount of gifts to the College of Education varies considerably from year to year, often influenced heavily by a few major gifts. For example, major gifts to the endowment for the Porter Chair in FY98 brought that year's total to higher than usual levels. However, development successes of the past four years have been considerably greater than in former times.

Personnel Resources

The personnel resources of the College of Education consist of the tenured faculty, full-time tenure-track faculty, full and part-time lecturers, and support staff personnel who fall into several classifications: administrative, professional-technical, clerical, and food maintenance. In addition, the graduate assistantships that are allocated to the COE and a number of student workers contribute to the college's programming.

Faculty Resources

To support these students, as well as other programming of the COE, we had 121 tenured/tenure track faculty members and a total faculty allocation of 165 full-time equivalent faculty (FTEF). Although both figures represent an increase over the previous year's allocation, we were about two percent below the 1993-94 figure for FTEF, but about three percent above the 1993-94 figure for tenured/tenure track faculty.

Support Staff

During 1999-2000 the College of Education was allocated a total of 40 support staff persons, including eight administrators, 10.67 professional technical persons, 17.5 clericals, and 2.0 FM's. This represents a seven per cent decrease from 1993-94.

Ratios

The College of Education has been able to reduce its sometimes-excessive reliance on part-time lecturers in recent years. This is reflected in the increasingly positive ratio between the number of full-time, tenure track faculty members and the total number of FTEF. The percentage of credit hours taught by lecturers dropped from 38.23% in the winter of 1999 to 33.10% in the winter of 2000. In addition, the instructional productivity ratio (full-year equated students per full time equivalent faculty) has slowly increased from 13.39 to 14.51

(8.4%) between winter 1996 and winter 2000. It should also be noted that with an increase in grant activity there would be a corresponding increase in lecturers.

Service to Constituencies

Service to a variety of constituencies is an important part of the EMU mission and a matter of such importance to the College of Education that it permeates our programming. The constituencies are numerous, the services are varied, and the persons affected are many.

Foremost among our constituencies is that of students. The COE had 10,507 enrollments in the fall 1999 semester and proportionate enrollments for each of the other three terms. Many of these students were served by programs and courses offered at remote locations and by courses offered on line. The COE also provided direct services through approximately 5,600 client visits to the Clinical Suites: 1,445 in counseling, 546 in reading, and 3,700 in speech/hearing. In addition, the CATE Laboratory served 53 clients.

The COE sponsored or participated in various public events. These included lectures by James Comer and Joel Spring, which were open to the general public. Specialized constituencies participated in the Writers' Camp, the Best Practices Conference; the Administrator's Conference, the C-SIP conferences, and others. The Porter Building and its equipment were used by several organizations for their meetings.

A number of faculty members provide individual services to school buildings and districts, to youth-serving human service organizations, to professional and community organizations, and, in some instances, to individual clients. Based on the Service Beyond the University portion of the annual Faculty Activity Report, in 1997-98 (reported in fall 1998) 69 COE faculty members performed approximately 312 activities that fell in this category. From the same source, in 1998-99 (reported in fall 1999) 79 COE faculty members performed approximately 326 activities that fell in this category. This represents, in one year, a 14% increase in the number of faculty members reporting this type of service and a 4% increase in the number of activities involved.

The COE Office of Collaborative Education coordinates or provides for the delivery of a number of services to school buildings and school districts. The Comer Project serves 26 schools in Detroit.

V. Executive Summary

For more than a decade, the College of Education at Eastern Michigan University has been known as the largest producer of educational personnel in the country. Beyond being recognized for our quantitative pieces, we must emphasize our qualitative impact on education. Our strategic planning and the following initiatives will allow us to have that qualitative piece, and become the best College of Education in the country.

The College of Education is submitting six critical strategic initiatives that, when fully developed and funded, will allow us to truly “impact the way America Learns.” With the permanent funding of these initiatives, we will no longer be linked to what is our potential, but known for how we impact education both regionally and internationally. The total cost associated with these initiatives is **\$1,133,092.00** per year and is for the most part reflected in a permanent increase to the various COE personnel and operational budgets. The majority of this permanent funding is associated with increased staffing costs (14 new staff positions) which will allow the College to carry out its mission and reach its full potential. It should be noted that if the College of Education were allowed to recoup its personnel money, the College could almost cover half the cost of its own initiatives.

The following briefly defined initiatives are ranked in order of importance.

1st priority: Funding for Technology Replacement. This proposed initiative would secure permanent funding for a four-year-cycle of instructional and faculty/staff workstation replacement. Support for this initiative is found in University Directions: 1 (c, i) and 6 (a, b, d, e, f, g). Total cost: **\$282,000.00** per year.

2nd priority: Funding for COE Advising Center. This proposed initiative would secure permanent funding for staffing and operational expenses associated with operating a full-time advising center within the Porter building. Support for this initiative is found in University Directions: 1 (c, d, f, j, h, i, j), 3 (a, b, j), 4 (b, e), 5(b), and 6 (c, d). Total cost: **\$275,344.00** per year.

3rd priority: Increase COE Support Staff & Training with Technology. This proposed initiative would secure permanent funding for staffing five critical areas (technological/network support, instructional support, data management/program assessment, grantsmanship, and instructional resource support) within the College and increase our effective use of technology through additional training. Total cost: **\$260,013.00** per year. Support of this initiative is found in University Directions: 1 (i), 2 (d, e), 3 (j), 4 (d, f), 5 (c), and 6 (a, b, c, d, e, f, g).

4th priority: Increase Staff & Funding for the Office of Collaborative Education (OCE). This proposed initiative would secure permanent funding for additional staff and operations in order to strengthen and expand the College’s regional and international educational outreach efforts. Support of this initiative is found in University Directions: 1 (a, b, d, e, g, j, k, m), 4 (c, f), 5 (c, d, e, f), and 6 (a, b, c, d). Total cost: **\$133,342.00** per year.

5th priority: Funding for the Michigan Education Policy Center (MEPC). This proposed Center would develop and coordinate the only centralized service in Michigan to deliver information on needs assessments, program initiatives, applied research, and program and organization development occurring at Eastern Michigan University, and other interested State institutions of higher education. The Center would offer an exceptional graduate learning experience while also acting as a clearinghouse for public and state legislators for policy-making decisions. Support for this initiative is found in University Directions: 2 (a, d, e) and 3 (c, e). Total cost: **\$146,708.00** per year.

6th priority: Expansion of the Porter Chair Role. This proposed initiative would expand the role of the Porter Chair in Urban Education to enhance the principles of diversity and inclusion through speaking engagements at conferences and workshops, through the means of distance learning, collaboration with faculty groups/offices, and ultimately through publications. Support for this initiative is found in University Directions: 1 (a, b, d, e), 3 (a, b, c, d, e, i, j), 4 (a, b, c, d, e, f), and 5 (a, c, f). Total cost: **\$35,685.00** per year, plus full funding of the Chair through the Office of Development.

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Funding for Technology Replacement
Title of Initiative

1st of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

Secure permanent funding for a four-year-cycle for instructional and faculty/staff workstation replacement. Coinciding with the move into the Porter Building and the Entry Level Standards for Michigan Teachers, the College of Education was fortunate to receive the 1999 ABBR funding for Instructional Technology. This source of initial instructional funding (\$800,000) has allowed the COE to move toward the cutting edge in the preparation of our students to meet the expectations of the State with regard to technology. The lifespan of this technology is approximately four years and necessitates a workstation replacement strategy. Permanent workstation replacement funding is required to keep our competitive edge and help our students meet the State technology standards. Timeline – immediate.

2. Strategic University Direction(s) Supported by Proposed Initiative:

The University Directions supported by this initiative are: 1 (c, i) and 6 (a, b, d, e, f, g). Under Initiative 1, Eastern Michigan University's COE is recognized for excellence in the preparation of teachers and the infusion of technology is mandated by a State standard. With regard to Initiative 6, it will be difficult for us to maintain excellence preparing our students for increasingly sophisticated technology usage if our faculty and staff are not adequately funded, prepared, and trained in current systems.

3. Administrative Unit/College Goal(s) Supported by Initiative:

Technology proficiency is a mandated State competency for the preparation of our beginning teachers. As such, the use of current technology is critical to the overall welfare of the College.

4. Other Supporting Information:

Without a formal and permanent instructional/faculty/staff technology workstation replacement strategy, the College of Education will lose its present competitive edge in the teacher preparation market. EMU needs to remain a visionary leader in the development and use of technology as a tool in the preparation of our future teachers. We cannot afford to be anything less than “current” with technology if we are to remain one of the nation’s largest and best producers of educational personnel.

5. Strategies for Pursuing Initiative:

Governor Engler has emphasized the importance of a technologically proficient teaching force. This is most clearly seen in his teacher laptop initiative. If education is Governor Engler’s number one priority, then we need to secure permanent State funding. Our future lies with the preparation of new teachers and technology use will continue to grow in its importance as an educational tool.

There is NO second funding priority in this instance.

6. Outcome Measures:

Failure to secure permanent funding for this initiative will make it increasingly difficult for the College of Education to meet the Entry Level Standards for Michigan Teachers. To the degree that technology on campus does not keep pace with that in the schools it will become difficult to prepare beginning teachers effectively or attract graduate students in educational technology. Lack of permanent funding for this initiative will jeopardize our continued endorsement by the State as a provider of new teachers.

7. Projected Semester Credit Hour Production:

Eastern Michigan’s current prominence in the area of technology for teachers has undoubtedly contributed to the very large increases in the past two years of students entering our initial teacher preparation program. Failure to replace and maintain technology resources is likely to result in a rapid decline of students and a reduction in SCH’s.

RESOURCES

8. Projected Expenditures to Support Initiative:

There are 181 faculty/staff computer workstations, and 195 instructional/student computer workstations in the College of Education. That total (376) divided by a four year replacement cycle equals 94 computer workstations, times \$3,000 per workstation, equates to \$282,000.00 per year. This replacement initiative requests a permanent increase to the equipment funding for the College of **\$282,000.00** a year.

9. Expected Income to Support Initiative:

Contracts and grant projects rarely address technology hardware requests in any significant manner. Our present Microsoft Grant provides the College with approximately \$125,000.00 of software. The funding from this replacement initiative MUST come from either the State or the University. The present “loan” attached to the student technology fee is due to be paid off within the next year or so. A reallocation of this fee would address a portion of the cost of this initiative. However, if the preparation of tomorrow’s teachers is a priority of the State, then the State should fund its own mandate regarding proficiency with technology.

The EMU Development Office identified \$8,154.00 raised for technology in the College of Education this year; it is obvious that they cannot sufficiently address this initiative.

10. Alternative Sources of Income if New Funds are Not Available:

The total equipment budget for the entire College of Education is only \$65,000.00, and is clearly insufficient to address this initiative. The on-going nature of technology replacement makes a permanent allocation the only effective funding option.

This initiative speaks ONLY to computer workstation replacement. There are numerous other pieces of technology/hardware in the College of Education, ranging from distance learning equipment, to smart classroom and lecture hall equipment, to wireless equipment. This initiative DOES NOT address the replacement costs associated with these items and as such they will be dealt with by reallocation of existing College resources.

11. Additional Space Needed to Support Initiative:

None. The Porter Building was designed specifically for this technology.

12. Effect on University and Administrative Unit/College if Initiative is Not Pursued:

Our present instructional/student workstations will become obsolete and it will become increasingly difficult for our students will not be able to meet the State Entry Level Standards for Michigan Teachers. EMU has a long-standing reputation for excellence in the preparation of teachers. By 2008, we will be unable to meet the State requirements for endorsement as a teacher preparation provider. At that point, we no longer exist as a College of Education.

Initially, internal sources within the College will be reallocated, faculty/staff workstations will become antiquated, and all technology-associated administrative and educational services will become increasingly inefficient.

SUMMARY OF RESOURCES

(In today's dollars for all years)

EXPENSES

	Year 1	Year 2	Year 3
Personnel			
Total dollars	\$ _____	\$ _____	\$ _____
No. FTE (Fac)	_____		
No. FTE (Admin)	_____		
No. FTE (Staff)	_____		
Fringes	_____	_____	_____
Student Help	_____	_____	_____
SS&M and Travel	_____	_____	_____
Equipment	<u>\$282,000</u>	<u>\$282,000</u>	<u>\$282,000</u>
Other: (Specify)	_____	_____	_____
Total Cost	<u>\$282,000</u>	<u>\$282,000</u>	<u>\$282,000</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$282,000</u>	<u>\$282,000</u>	<u>\$282,000</u>
Reallocation from within Admin. Unit	_____	_____	_____
Grant/Contracts	_____	_____	_____
Fundraising	_____	_____	_____
Total Funds from all Sources	<u>\$282,000</u>	<u>\$282,000</u>	<u>\$282,000</u>

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Funding for C.O.E. Advising Center
Title of Initiative

2nd of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

In order for the College of Education to address the many advising needs of their undergraduate students, a permanently funded and staffed advising center must be established. This COE Advising Center would be staffed by one full-time Coordinator of Academic Advising (AP11), three full-time professional advisors (PT08), one clerical position (CS05), and one graduate assistant and provided with an appropriate operational budget.

Recently, a scaled down version of the COE Advising Center was funded primarily through the Provost's Office. A full-time faculty member has been 50% reassigned to administer the functions associated with this office. The COE – Office of Academic Services has contributed a graduate assistant and Career Services has a part-time presence in the COE Advising Center (Porter 130). Although this has been a welcomed addition, it is not permanently staffed and funded in a manner that can address and impact all the COE student needs (i.e., non-traditional student hours).

The COE has been cited as recently as our 1997 NCATE visit for multiple weaknesses regarding our inability to provide adequate advising for undergraduate students. In order to rectify this situation permanent staffing and funding for the COE Advising Center is requested in order to address this NCATE area of weakness and to improve our overall student advising.

In addition to addressing the advising needs of students, the COE Coordinator of Academic Advising will also have as a primary responsibility the recruiting of underrepresented persons into the teacher certification programs. Demographic data suggests that this is a critical need locally and nationally. Finally, the Coordinator of Academic Advising will also strengthen relevant support services for all students including ADA access as cited in the 2001 NCA visit.

2. Strategic University Direction(s) Supported by Proposed Initiative:

The following University Strategic Directions are impacted by this initiative: 1 (c, d, f, j, h, i, j), 3 (a, b, j), 4 (b, e), 5 (b), and 6 (c, d). This initiative has implications that address and cut across issues in almost all University Strategic Directions. It will also improve the College's commitment to serve traditional and non-traditional students by providing better learning and support services.

3. Administrative Unit/College Goals Supported by Initiative:

As mentioned above, the College of Education needs to aggressively address the advising weaknesses cited in the 1997 NCATE accreditation. Failure to meet this standard before the 2002 NCATE visit could detrimentally impact our future accreditation status.

Student frustrations that are associated with a lack of advising, consistency of advising, and availability of advisors are well documented throughout the recent history of the College and in the 1997 NCATE Report. This initiative will improve our student satisfaction with their educational experience at Eastern Michigan University.

4. Other Supporting Information:

Current research suggests a continuing need to prepare large numbers of teachers for the nation, and especially for Michigan. Data indicate that 2.2 million new classroom teachers are needed throughout the country over the next decade to replace retiring teachers.

Eastern Michigan University is privileged to be located in a large, diverse metropolitan area. EMU is the nation's largest producer of professional education personnel and growing at a rate of 4.5% per year. Many students coming to EMU are First Time in Any College (FTIAC) and many would be considered "non-traditional" students.

Approximately, forty percent of our students are non-traditional; many have left other occupations to enter the teaching profession. These students' complex lives often include balancing school, work, and family responsibilities, making careful advising particularly important. The employment opportunities for teachers in the future are excellent as the nation faces a shortage of trained teachers.

Other support services needed to adequately serve students include academic tutoring. Forty-five percent of first-time students indicated a need for help with improving mathematical skills and study skills. Nineteen percent indicate a need for help with writing, reading speed, and comprehension. Nearly 20 percent indicates some need for assistance with personal concerns (source Internal Scan).

5. Strategies for Pursuing Initiative:

There is an obvious need to address the NCATE accreditation shortcomings in the area of undergraduate advising. Failure to respond to these weaknesses may impact future

accreditation. This initiative must be addressed with permanent staffing and funding prior to the 2002 NCATE visit.

6. Outcome Measures:

Permanent funding for the COE Advising Center will allow us to address our weaknesses associated with the NCATE findings on student advising. The results of a survey of the permanently funded COE Advising Center will hopefully indicate a reduction in student frustration's regarding advising, curriculum requirements, and will improve graduation rates.

7. Projected Semester Credit Hour Production:

This is a student support infrastructure initiative and as such it will not necessarily have an impact on SCH's. However, it is believed that consistent and reliable advising information and services will result in a more sustained student enrollment. It is difficult to estimate the total increase of student hours per year, but it could be as much as two percent.

RESOURCES

8. Projected Expenditures to Support Initiative:

The cost of permanently staffing the COE Advising Center with one Coordinator (AP11) with fringes (@26.51%) is \$63,602 and three professional advisors (PT08) with fringes (@34.5%) is \$139,135. The cost for a senior secretary (CS05) with fringes (@49.53%) is \$36,107 and a graduate assistant is \$6,500. The total personnel cost associated with staffing the COE Advising Center is \$245,344. Additionally, the COE Advising Center would need an operational budget of \$30,000 per year. The total cost for permanently staffing and operational expenses of the COE Advising Center is **\$275,344.00**.

9. Expected Income to Support Initiative:

Funding for this initiative must come from State or University sources. The on-going nature of the need makes a permanent allocation the only viable alternative.

10. Alternative Sources of Income if New Funds Not Available:

There are no other sources of income for this initiative within the COE unless the University is willing to allow the College to keep its personnel recoupment money. Approximately \$400,000.00 of COE personnel money is recouped on an annual basis. One strategy would be to give the COE the budget flexibility to address this issue internally with its own recoupment money. Between this initiative and the initiative directed at increasing staffing, the College of Education could fund the majority of its primary personnel issues internally through budget flexibility. The College is substantially understaffed when compared to other colleges of education of similar size.

As mentioned earlier, the Provost's Office is funding the present part-time version of the COE Advising Center; this needs to be a full-time enterprise that is committed to serving COE students.

11. Additional Space Needed:

None. The COE Advising Clinic is already housed in 130 Porter.

12. Effect on the University and Administrative unit/College if Initiative is Not Pursued:

Failure to respond to this NCATE standard will place us in a position of non-compliance and jeopardize our future accreditation status. Continued partial funding of this initiative will not resolve these NCATE weaknesses, the University needs to permanently fund the COE Advising Center. Failure to follow through with this initiative will further perpetuate student frustration and dissatisfaction with current advising procedures.

SUMMARY OF RESOURCES

(In today's dollars for all years)

EXPENSES

	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$177,867</u>	<u>\$177,867</u>	<u>\$177,867</u>
No. FTE (Fac)			
No. FTE (Admin)	<u>1.0</u>		
No. FTE (Staff)	<u>4.0</u>		
Fringes	<u>\$60,977</u>	<u>\$60,977</u>	<u>\$60,977</u>
Student Help	<u> </u>	<u> </u>	<u> </u>
SS&M and Travel	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
Equipment	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
Other: (Graduate Asst.)	<u>\$6,500</u>	<u>\$6,500</u>	<u>\$6,500</u>
Total Cost	<u>\$275,344</u>	<u>\$275,344</u>	<u>\$275,344</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$275,344</u>	<u>\$275,344</u>	<u>\$275,344</u>
Reallocation from within Admin. Unit	<u> </u>	<u> </u>	<u> </u>
Grant/Contracts	<u> </u>	<u> </u>	<u> </u>
Fundraising	<u> </u>	<u> </u>	<u> </u>
Total Funds from all Sources	<u>\$275,344</u>	<u>\$275,344</u>	<u>\$275,344</u>

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Increase COE Support Staff & Training w/ Technology
Title of Initiative

3rd of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

Increase COE support staff by five additional positions in the following areas: technological/network support, instructional support, data management/program assessment, grantsmanship, and instructional resource support.

The size and collaborative efforts of the College of Education, now housed under one roof have created a critical need for five additional support staff.

- A second network administrator (PT09) is needed to address the exponentially increasing number of issues surrounding technology in the Porter Building.
- An instructional support person (PT08) is needed to assist faculty, staff, and students with the continual upgrade and integration of technology in all these work areas, thereby streamlining many of the presently cumbersome processes that are in place. This person will provide continuous assistance and training to faculty/staff and even students by delivering technology workshops, and one on one training sessions. The goal of this individual will be to enhance the technological competence of our faculty and staff so that they are more effective and efficient in serving our students.
- A data manager/program assessor (PT09) is needed to address the expanding number of federal, state, and accreditation issues.
- A grantsmanship person (PT08) is needed to assist faculty with securing more external funding and more effectively managing our current \$2.5 million in grants (a number which is rapidly increasing).
- An instructional resource manager (PT08) for the Educational Resource Center (ERC) is needed to provide professional and technical support for our students and faculty (NCATE standard).

2. Strategic University Direction(s) Supported by the Proposed Initiative:

The following Strategic University Directions are impacted by this Initiative: 1(i), 2 (d, e), 3 (j), 4 (d, f), 5 (c), and 6 (a, b, c, d, e, f, g). This initiative has implications that address and cut across issues in each of the Strategic University Directions. The College of Education is severely understaffed (as noted in the recent NCA 2001 visit) and far from its full potential as a major force that “impacts the way America learns.”

3. Administrative Unit/College Goal(s) Supported by Initiative:

The severe personnel shortage involving the five key individuals previously cited directly impacts on a daily basis the efficiency and operation of the College of Education. We cannot continue to meet our goals and the expectations of our students and community partners without additional key personnel. The continued increase in SCH's over the past six years (from 73,522 SCH's in 1995-96 to a projected 83,345 SCH's in 2000-01) is continuing to tax our very limited resources. It should also be noted, that during this same six-year period, the College has lost two secretarial positions. Part time positions that previously supported departments have been reallocated to support new facilities in Porter and other college functions.

Faculty are forced to wait weeks or months for their computers to be assembled, connected to the network, and maintained. The College's record keeping is reactive versus proactive and we are constantly struggling to meet imposed deadlines from federal, state, and accrediting bodies. As grant/external funding has increased from \$1.2 million to \$2.5million this past year, it has become even more obvious that the College needs someone to manage all these accounts and to facilitate additional external funding opportunities. NCATE requires that the College have an educational resource area (our ERC). Presently, we are partially staffing it through part-time faculty reassignment and graduate assistants. For this area to reach its full potential, a full-time instructional resource manager is needed to provide the type of resource services that our students expect and deserve.

Faculty/staff/students are constantly requesting additional training with technology so that they can be more productive and efficient with their time. Many new faculty have considerable training in technology but lack the pedagogical application skills that would enhance their instructional effectiveness. Many senior faculty are excited about technology applications, but lack the training and confidence to take these new ideas to their classrooms. Likewise our staff needs to be constantly updated with new software applications and the relevant skills associated with increasing their overall effectiveness. This person bridges these gaps and makes the college-wide faculty/staff more technologically competent and comfortable with today's and tomorrow's technology.

4. Other Supporting Information:

Due to the national and local teacher shortages, now more than ever Eastern Michigan University needs to aggressively assert itself as leader in the preparation of educational

personnel. Time and opportunities that are lost due to waiting for technology maintenance, instructional and resource support, and training are never recaptured. With over 175 faculty/staff technology workstations, and almost 200 instructional/student workstations in the Porter Building, now is the time to be actively exploring the frontiers of new technology and its applications to education. This same logic needs to be applied to all the previously cited positions. There is one critical reason that we will never reach our potential in grants/external funding, and that reason is a personnel issue. Without a grant manager, faculty quickly become disenchanted with the additional administrative bureaucracy associated with seeking external funding (cited in NCA 2001 visit). There is also financial risk involved when faculty with administration experience are expected to manage substantial budgets and operations with minimal assistance.

5. Strategies for Pursuing Initiative:

Lift the present freeze on additional campus support staff, and seriously examine where this College should be in regard to staffing issues. If we are to increase our technological capabilities, increase grand funding, and respond to the myriad legal and accrediting mandates, we must have the human resources to do so. With our present and predicted growth patterns (4 to 5% per year), we cannot be expected to do more with less support.

Our 1997 NCATE and 2001 NCA reviews have continuously cited the College as being understaffed for our size and national role in the preparation of educational personnel. We have surveyed other similar institutions and we are ranked at the bottom with regard to total number of support staff. Without the appropriate staffing, we cannot be expected to perform at the level that would make us the educational benchmark for teacher preparation in the country.

6. Outcome Measures:

- Examine future faculty annual activity reports in order to determine that the above proposed support infrastructure and instructional technology assistance has increased faculty productivity.
- Survey our students to determine if there are higher levels of satisfaction due to a better personnel infrastructure especially in the areas of instructional technology and resource development.
- Survey our professional and clerical staff to determine that they are better trained and more time efficient with their duties.
- Survey our present grant writers to determine their greatest frustrations with this process, correct these frustrations (with new staff) and then check the bottom line for additional and new grant/external funding acquisitions.

Or we could do nothing, wait a few more years, and then survey valued faculty that have left and gained new employment at other institutions of higher education because Eastern Michigan University failed to provide them with appropriate support personnel.

7. Projected Semester Credit Hour Production:

This is a support infrastructure initiative and as such it will not necessarily have an impact on SCH's. It will improve the productivity of faculty (with regard to research, scholarship, teaching, and external funding) and staff and make the College of Education more efficient while extending our reach via technology into our communities. It will make our students more satisfied with our college wide services and reduce the number of frustrations and potential transfers to other universities or for-profit providers that promise to care about their needs. This initiative will further assist us in being recognized as the premier College of Education in the country.

RESOURCES

8. Projected Expenditures to Support Initiative:

The cost of permanently staffing two new PT09s and three new PT08s with fringes (@34.50%) is \$245,661.00 per year. Additionally, it would cost \$15,000.00 for five new computers, and a similar amount should be attached in subsequent years to cover professional development, travel, and workstation replacement. The total and permanent cost associated with the five additional COE support staff is **\$260,661.00**.

9. Expected Income to Support Initiative:

Theoretically, with regard to future grants, a grant administrator could be written in as a partial part of numerous grants which, when totaled, would equal a PT08 position. This would take time to coordinate and be dependent on a couple years of front loading of the position by the University, followed by a continual stream of grants to support the position long-term. The remaining four PT positions will need to be funded from additional State or University sources.

10. Alternative Sources of Income if New Funds are Not Available:

The only potential discretionary personnel money within the College is tied up in lecturer lines, and with the new EMULOC agreement we do not anticipate having the budget flexibility to hire individuals as lecturers to do PT work. Therefore, there are NO other sources of income for this initiative unless we creatively examine present recoupment practices within the University. Approximately \$400,000.00 in unused personnel money is recouped from the College of Education each year. Theoretically, if the College was given the budget flexibility to keep its personnel recoupment money; it could resolve and pay for these additional personnel positions.

11. Additional Space Needed to Support Initiative:

The hiring of five permanent support staff would create a worthy challenge for the College. However, with some re-organizational effort, office space could be located for these individuals within the Porter Building. Therefore, there is NO need or cost associated with space for this initiative.

12. Effect on the University and Administrative Unit/College if Initiative is Not Pursued:

Without another network administrator the COE faculty will become less productive due to length of the service queue, particularly as equipment ages. Without a data manager, our assessment activities and reports to various State and Federal constituents will fall further behind the due dates. Without a grantsperson, we will never reach our full potential for external funding.

Finally, without an instructional support person, our faculty/staff/students will not gain the technological training to be more effective, productive, current, and marketable. We will not have the personnel resources that will improve our instruction and eventually we won't really "impact the way America learns."

SUMMARY OF RESOURCES

(In today's dollars for all years)

		<u>EXPENSES</u>		
		Year 1	Year 2	Year 3
Personnel				
	Total dollars	<u>\$182,648</u>	<u>\$182,648</u>	<u>\$182,648</u>
	No. FTE (Fac)	_____		
	No. FTE (Admin)	_____		
	No. FTE (Staff)	<u>5.0</u>		
Fringes		<u>\$63,013</u>	<u>\$63,013</u>	<u>\$63,013</u>
Student Help		_____	_____	_____
SS&M and Travel		_____	<u>\$15,000</u>	<u>\$15,000</u>
Equipment		<u>\$15,000</u>	_____	_____
Other: (Specify)		_____	_____	_____
	Total Cost	<u>\$260,661</u>	<u>\$260,661</u>	<u>\$260,661</u>

SOURCES OF FUNDING FOR THE INITIATIVE

		Year 1	Year 2	Year 3
University		<u>\$260,661</u>	<u>\$260,661</u>	<u>\$260,661</u>
Reallocation from within Admin. Unit		_____	_____	_____
Grant/Contracts		_____	_____	_____
Fundraising		_____	_____	_____
	Total Funds from all Sources	<u>\$260,661</u>	<u>\$260,661</u>	<u>\$260,661</u>

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Increase Staff & Funding for Office of Collaborative Education
Title of Initiative

4th of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

Secure permanent personnel funding for the COE - Office of Collaborative Education, in order to strengthen and expand the College's regional and international educational outreach efforts.

EMU has never realized its true potential in maintaining a consistent presence in K-12 schools. This is due to the fact that the Office of Collaborative Education (OCE) has traditionally been funded only to the extent which allows administration of the program by _ reassignment of one faculty member. A far greater number of school-university relationships could be established, and many more projects could be developed and managed if the OCE was staffed with a permanent AP-11 position. For an institution which believes in the importance of outreach and engagement, from surrounding communities to the international sector, this present and past personnel staffing system is inadequate.

In addition, operational funds to support the Collaborative School Improvement Program (C-SIP), a major initiative housed within the OCE, have diminished in recent years. C-SIP, an extremely successful school improvement program for over twenty years, has partnered with 140 schools in 49 separate districts in southeast Michigan. In 1990-1991, there was funding available for 26 schools in the program. In 2000-2001, there is only enough funding available for 12 schools. This is a trend that obviously needs to be reversed if we intend to effectively impact our various regional and future international partners.

Therefore, in order to expand the College's outreach efforts it is critical that this office receives permanent personnel funding and an increase to its operational budget. The Office of Collaborative Education must receive funding for one full-time administrator (AP11), and increased funding to support two additional graduate assistants (for a total of 3 G.A.s).

2. Strategic University Direction(s) Supported by the Proposed Initiative:

The following Strategic University Directions are impacted by this Initiative: 1 (e, f, h), 2 (a, d), 3 (a, b, d, e, g, j, k, m), 4 (c, f), 5 (c, d, e, f), and 6 (a, b, c, d). The proposed office for College of Education outreach initiatives will certainly impact virtually every one of the University's strategic directions. In order to assist the University in reaching its objectives, this office must receive the permanent support that would allow it to run efficiently.

3. Administrative Unit/College Goal(s) Supported by the Initiative:

One long-time, valuable goal of the College of Education has been to assist K-12 educators both in southeast Michigan and abroad. This has always been done in an effort to improve their performance – as well as to improve our own. Furthermore, there is increasing pressure from all sectors for schools to increase their levels of performance. The College of Education realizes its critical role in collaborating with schools to help them reach this end.

If the College and University are truly vested in these ideals, then the responsibility for developing and fostering relationships with local and international schools must **not** fall on the shoulders of an individual faculty members or the department heads. It is critical, therefore, that the College has a permanently staffed and funded office whose primary purpose is to establish and maintain such outreach efforts.

4. Other Supporting Information:

The University is currently engaged in a strategic planning process that places emphasis on enhanced outreach and increased international activities. The permanent staffing and funding of this initiative meets these two objectives.

The crucial benefit of such an office is the centralization of educational outreach activities. Schools hoping to establish a relationship with EMU and its COE will be able to make their first contact through a single office. There are 120 tenure track faculty in the College of Education, representing a wide range of expertise in diverse areas. For schools and outside educational agencies, this office would effectively streamline the process of connecting with those faculty.

Additionally, there are faculty in other colleges who are either developing relationships with schools, or seeking to do so, both here and abroad. This office would assist in either expanding or creating relationships, thereby increasing the breadth of the relationship across EMU.

5. Strategies for Pursuing Initiative:

- Establish the OCE as the single-point of contact for all collaborative initiatives that involve the College of Education.

- Work to re-establish the prominence of the C-SIP program in southeast Michigan. This will be accomplished by seeking initial funds to seed a 15-school program, with a three-year goal of creating a for-fee structure, which will ultimately generate self-sustaining revenue for the program.
- Focus more energy on increasing the amount of outreach by seeking more funds and collaborative projects through grants.

6. Outcome Measures:

With a permanent, full-time director of the Office of Collaborative Education, it is reasonable to expect the following:

- Expansion of C-SIP model to 15 schools in three years.
- Make the C-SIP model self-sustaining by 2004, through grants and for-fee service revenue.
- Develop three revenue-generating conferences per year by 2003.
- Establish and develop direct or indirect relationships with at least three overseas colleges of education per year.

7. Projected Semester Credit Hour Production:

Recognition of Eastern Michigan University and its College of Education increase as more potential students participate in programs (e.g. C-SIP) and attend conferences organized through the Office of Collaborative Education. The potential for cohorts of students from overseas exists as well; as evidenced by the group of Saudi Arabian educational administrators who spent two weeks last summer studying with the Leadership and Counseling Department.

RESOURCES

8. Projected Expenditures to Support Initiative:

The cost of permanently staffing one full time director (AP11) with fringes (@26.51%) is \$63,602 per year. Two additional full-time graduate assistants for fall, winter, spring, summer: (\$9,870 x 2) is \$19,740. A permanent increase in the operational budget for the Office of Collaborative Education is \$50,000 per year. Therefore, the total annual cost of the expanded OCE would be: **\$133,342.00**.

9. Expected Income to Support Initiative:

Permanent funding for the staff and operational budget for the OCE must come from the University. Additional and future funds to support the growth of the C-SIP program will come from outside funding. Eventually, this program will generate a major portion its own operational revenue. Additional funds to support other outreach initiatives will come either through a for-fee structure, or through grants written for collaborative projects.

10. Alternative Sources of Income if New Funds are Not Available:

The College of Education is understaffed, per comparison to other colleges of education of similar size. This fact would preclude the reallocation of internal resources from within the College for this initiative. Without additional income the OCE would continue to provide the level of service possible with part-time rotating staff.

11. Additional Space Needed to Support Initiative:

None. The Office of Collaborative Education is presently located in 104 Porter.

12. Effect on the University College if Initiative is Not Pursued:

The potential regional and international presence of Eastern Michigan University in schools and their surrounding communities will be greatly diminished if this initiative is not enacted. In addition, as mentioned above, this initiative touches on a large number of the University's strategic directions. To neglect this initiative would signal a failure to meet University initiatives.

SUMMARY OF RESOURCES

(In today's dollars for all years)

EXPENSES

	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$50,274</u>	<u>\$50,274</u>	<u>\$50,274</u>
No. FTE (Fac)			
No. FTE (Admin)	<u>1.0</u>		
No. FTE (Staff)			
Fringes	<u>\$13,328</u>	<u>\$13,328</u>	<u>\$13,328</u>
Student Help	<u> </u>	<u> </u>	<u> </u>
SS&M and Travel	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
Equipment	<u> </u>	<u> </u>	<u> </u>
Other: (2 Graduate Asst.)	<u>\$19,740</u>	<u>\$19,740</u>	<u>\$19,740</u>
Total Cost	<u>\$133,342</u>	<u>\$133,342</u>	<u>\$133,342</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$133,342</u>	<u>\$133,342</u>	<u>\$133,342</u>
Reallocation from within Admin. Unit	<u> </u>	<u> </u>	<u> </u>
Grant/Contracts	<u> </u>	<u> </u>	<u> </u>
Fundraising	<u> </u>	<u> </u>	<u> </u>
Total Funds from all Sources	<u>\$133,342</u>	<u>\$133,342</u>	<u>\$133,342</u>

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Funding for Michigan Education Policy Center (MEPC)
Title of Initiative

5th of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

To initiate, develop, and coordinate an educational policy and applied research center, the Michigan Education Policy Center (MEPC). The mission of the MEPC is to contribute to the improvement of education in the State of Michigan, with particular emphasis on current issues facing the Michigan State Legislature. The Center plans to develop and coordinate a centralized service to deliver information on needs assessments, program initiatives, applied research, and program and organization development occurring at Eastern Michigan University, and other interested State institutions of higher education. The MEPC function is to disseminate empirically-based knowledge related to education policy that focuses specifically on Michigan. At the current time, there are many policy centers around the country and within Michigan. However, there are no centers, which focus specifically on issues facing the Michigan State Legislature and provide information supporting policy decisions at the state and local levels. To fulfill this important need, this center will act as a clearinghouse of information for state legislative members, state and local policy makers, public education institutions including K-12 and higher education, and the community. Specifically, three additional personnel (director-AP11, clerical staff-CS05, and 1 doctoral fellow) are required to initiate, develop, and coordinate this center.

At this time, there is only one other institutional entity beginning to examine this important function in the State, but it is not well established. In addition, there is **no centralized state database** on educational statistics related to K-12 and higher education.

2. Strategic University Direction(s) Supported by the Proposed Initiative:

The Strategic University Directions that impact this initiative are mainly associated with 2 (a, d, e), 3 (b, c, e). This initiative is committed to providing research and scholarly activity that emphasizes a center of excellence in graduate programs as well as providing linkages to Southeastern Michigan, the State, K-12 institutions, and other State institutions of higher education.

3. Administrative Unit/College Goal(s) Supported by the Initiative:

The graduate faculty and students need a venue to support their research and scholarly activity. It is critical to improving the graduate programs in the College of Education, and other graduate programs at Eastern Michigan University. The College of Education initiative of a state clearinghouse (MEPC) would assist with partnering with other constituencies, such as, the state legislature, the community, K-12 institutions, and other institutions of higher education.

4. Other Supporting Information:

Originally, the MEPC initiative was created by the Educational Leadership faculty in the Department of Leadership and Counseling. It has been proposed and conceptually endorsed by the College of Education, but has received no financial assistance to continue its development. Several research issues identified by interested COE faculty members are class size research, urban education data results and studies, and measuring the impact of education technology in K-12.

The MEPC initiative supports several factors identified in the Environmental Scan and SCOT analysis. Among their stated issues supporting this initiative are: 1) graduate enrollments are expected to increase, 2) graduate programs respond through expertise, research, and applied practice to be responsive to the needs of southeast Michigan, the State and region, 3) few in the University community view research as an institutional strength, and 4) to be able to address through practical approaches in research and training to address community needs.

The objectives for the Center are to:

- Aid state and local education policy makers by providing research based information and knowledge on which to base their decisions.
- Sponsor, conduct, and publish policy research on Michigan Education.
- Provide a free and open exchange of information and ideas.
- Organize the disparate educational data on Michigan Education into a centralized and comprehensive database.
- Encourage faculty and student research and writing on Michigan education.

5. Strategies for Pursuing Initiative:

A key strategy for pursuing this initiative is to develop a four-year plan. Consequently, initial seed money and institutional support for the MEPC are required during the first three-year, and then financial support by outside agencies for the MEPC during the following years.

6. Outcome Measures:

The MEPC is dedicated to the value of scholarly and research activities, which impact decision-makers in order to make informed decisions on public education. The outcome would begin after 2003.

- Publicly disseminated scholarly activity by faculty and students.
- Number of requests and inquiries by faculty and students.
- Contributions from other revenue producing sources, i.e., fundraising and grants.
- Documented public visibility via the media.

7. Projected Semester Credit Hour Production:

The MEPC initiative is not directly linked to credit hour production. However, this initiative contributes to research and scholarly activity for faculty, doctoral students and graduate students, which allows for the public dissemination of critical information to the State of Michigan. This office could also become an attractive placement for graduate students, which would conceivably add to semester credit hour production.

RESOURCES

8. Projected Expenditures to Support Initiative:

The cost expenditures for funding this initiative involves a director, clerical support, doctoral fellow, travel, equipment (computer and server access), and office supplies. The salary for an AP11 is \$50,274 (with benefits @26.51%) which equals \$63,601. The salary of a CS05 is \$24,147 (with benefits @49.53%) which equals \$36,107. The cost of 1 doctoral fellow is \$22,000. The total personnel cost for the MEPC is \$121,708. An operational budget of \$25,000 is needed to purchase office equipment and supplies. The total cost for this initiative is **\$146,708**.

9. Expected Income to Support Initiative:

Expected income to support this initiative is to have the director of the MEPC seek additional funding sources through targeted fundraising and grantwriting. It is anticipated that by the fourth year the MEPC would be self-supporting.

10. Alternative Sources of Income if New Funds are Not Available:

If no new funds are made available, the COE has no plans to re-allocate funds for the MEPC initiative. The only other alternative sources of income would be external through EMU fundraising or grant efforts.

11. Additional Space Needed to Support Initiative:

The COE would re-allocate space in the Porter Building for the MEPC. Specifically, Room 102 in the Porter Building could provide space for the MEPC. However, there would be no office equipment to support the MEPC, unless funded.

12. Effect on the University College if Initiative is Not Pursued:

Without the MEPC, EMU will fail to provide a major presence in the State of Michigan regarding educational policy issues. The COE will miss an opportunity to create a center of excellence for graduate programs.

SUMMARY OF RESOURCES

(In today's dollars for all years)

EXPENSES

	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$74,421</u>	<u>\$74,421</u>	<u>\$74,421</u>
No. FTE (Fac)			
No. FTE (Admin)	<u>1.0</u>		
No. FTE (Staff)	<u>1.0</u>		
Fringes	<u>\$25,287</u>	<u>\$25,287</u>	<u>\$25,287</u>
Student Help –doctoral fellow (tuition & stipend)	<u>\$22,000</u>	<u>\$22,000</u>	<u>\$22,000</u>
SS&M and Travel	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
Equipment-office	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
Other: (Specify)	_____	_____	_____
Total Cost	<u>\$146,708</u>	<u>\$146,708</u>	<u>\$146,708</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$146,708</u>	<u>\$121,708</u>	<u>\$41,708</u>
Reallocation from within Admin. Unit	_____	_____	_____
Grant/Contracts	_____	<u>\$25,000</u>	<u>\$75,000</u>
Fundraising	_____	_____	<u>\$30,000</u>
Total Funds from all Sources	<u>\$146,708</u>	<u>\$146,708</u>	<u>\$146,708</u>

OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Education
Administrative Unit/College

March 29, 2001
Date

Expansion of the Porter Chair Role
Title of Initiative

6th of 6
Priority Rank

Signature of Administrator/Dean

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative:

The John W. Porter Chair in Urban Education is named in honor of the former EMU president and it is the first endowed chair in the College of Education. Dr. Porter was instrumental in raising a substantial part of the endowment that now supports this chair. Generous support from the Mott Foundation and the McGregor Foundation completed the necessary minimum funding for the endowment of the Porter Chair. Proceeds from the endowment are not yet sufficient to support a full-time chair holder; thus, the position of the Porter Chair is currently served on a part-time basis.

The proposed initiative is to expand the role of the Porter Chair in Urban Education in order to create additional opportunities for public engagement on issues of diversity in community education. This proposed initiative would enable the role of the Porter Chair in Urban Education to enhance principles of diversity and inclusion through speaking engagements at conferences and workshops, through the means of distance learning, in collaboration with faculty across campus, and ultimately with publications. It would also highlight EMU, the COE, and the individual holding the Porter Chair position for his/her accomplishments, views, and perspectives supporting a community education agenda of diversity and inclusion.

2. Strategic University Direction(s) Supported by Initiative:

The University Strategic Directions supported by this initiative are: 1 (a, b, d, e), 3 (a, b, c, d, e, i, j), 4 (a, b, c, d, e, f), and 5 (a, c, f). The role of the Porter Chair provides a viable means to satisfy several aspects of the University Strategic Directions. Once fully endowed, and with some additional permanent operational funding, the goals as proposed in the description of the initiative can be met.

3. Administrative Unit/College Goal(s) Supported by this Initiative:

This initiative could support the efforts of the COE Office of Collaborative Education, the unit of Academic Affairs on Curriculum Diversity, The Institute for Diversity Business Services, the Lesbian, Gay, Bisexual, and Transgendered Resource Center, and the Center for Multicultural Affairs.

4. Other Supporting Information:

According to the Environmental Scan and SCOT Analysis from the six University Strategic Directions, the following relevant factors support the proposed initiative for expansion of the Porter Chair role:

- Many constituents view the institution as one that is rich in cultural diversity and one that values diversity.
- The considerable present and projected influx of immigrants into the metropolitan area, especially those, whose native language is not English, presents programming opportunities and challenges.
- EMU is situated in one of the most culturally diverse metropolitan areas in the U.S.
- The annual “America’s Best Colleges” published by U.S. News and World Report recognized EMU’s commitment to diversity in their rankings.
- Deficiencies in educational preparation of current EMU students regarding multicultural issues and political, social and economic concerns related to the global community.
- Approximately three percent of undergraduate students and 12 percent of graduate students are foreign students.
- International students have the highest persistence and degree completion rates among all EMU students.

5. Strategies for Pursuing Initiative:

The reason for this initiative to be proposed is the need to expand, clarify, and give more specific direction to the role of the Porter Chair in order to maximize the function of this position within the College of Education and Eastern Michigan University. Through this initiative, the role of the Porter Chair will be to emphasize issues of diversity and inclusion.

6. Outcome Measures:

The number of presentations, workshops, speaking engagements, publications, and credit hour production through distance learning opportunities can provide an indication of the level of success attained by expanding the role of the Porter Chair. In addition, we expect an increase in the level of collaborative efforts among offices on campus, which focus on issues of diversity. This expanded effort may also result in new grant/external funding opportunities for the College.

7. Projected Semester Credit Hour Production:

The presence of a highly respected nationally recognized scholar holding the Porter Chair position could have a slight increase in SCH. We would hope and anticipate a slight increase in enrollment of an underrepresented population of minority students, due to the focus of this initiative.

RESOURCES

8. Projected Expenditures to Support Initiatives:

It is critical that the EMU Foundation reaches full endowment for the position of the Porter Chair. Additionally, a half-time secretary (CS04) and an operational budget of \$25,000 that will allow for appropriate professional activities (e.g., travel, workshops, and a scholarly publication series) would need to be funded.

9. Expected Income to Support Initiative:

Presently \$30,000 from Development is allocated to the COE for the person serving in the role of the Porter Chair. Eventually this sum of money will increase to minimally \$100,000. The Development Office needs to fully endow the Chair so that the potential associated with this initiative can be reached and finally, raise funds for an operational budget.

10. Alternative Sources of Income if New Funds are Not Available:

None. This is an issue for the Development Office to address.

11. Additional Space Needed to Support Initiative:

None. There is a designated office in the Dean's suite, 310 Porter.

12. Effect on University and Administrative Unit/College if Initiative is Not Pursued:

Once fully endowed, the initiative will be able to reach its full potential and impact numerous agendas ranging from urban education to a various community education partners.

SUMMARY OF RESOURCES

(In today's dollars for all years)

EXPENSES

	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$10,685</u>	<u>\$10,685</u>	<u>\$10,685</u>
No. FTE (Fac)	_____		
No. FTE (Admin)	_____		
No. FTE (Staff)	<u>0.5</u>		
Fringes	<u>N.A.</u>	<u>N.A.</u>	<u>N.A.</u>
Student Help	_____	_____	_____
SS&M and Travel	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
Equipment-office	_____	_____	_____
Other: (Specify)	_____	_____	_____
Total Cost	<u>\$35,685</u>	<u>\$35,685</u>	<u>\$35,685</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$35,685</u>	<u>\$35,685</u>	<u>\$35,685</u>
Reallocation from within Admin. Unit	_____	_____	_____
Grant/Contracts	_____	_____	_____
Fundraising	_____	_____	_____
Total Funds from all Sources	<u>\$35,685</u>	<u>\$35,685</u>	<u>\$35,685</u>