

**College of Education Briefing for
Chancellor Martin
Submitted by: M. Jayne Fleener, Dean
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I. College of Education: Overview, Mission & History

The College of Education houses the Department of Educational Theory, Policy, and Practice and the Department of Kinesiology. There are approximately 1,100 undergraduate and 400 graduate students pursuing a wide variety of degrees from these academic departments. In addition, the College is home to the University Laboratory School, which is a K-12 coeducational school existing as an independent system to provide opportunities for pre- and in-service teachers and to serve as a demonstration and educational research center.

The College prepares the largest number of teachers in the state. We also prepare other P-12 educational professionals, including educational leaders, counselors, and special educators. In addition, we prepare students in kinesiology for careers in schools, community fitness centers, hospitals, rehabilitation units, business and industry, and a variety of sport settings. Many kinesiology graduates go on to professional schools in areas related to wellness, such as physical therapy, occupational therapy, general medicine, or athletic training.

Unique to the College of Education, our student population also includes approximately 1,300 K-12 students attending the University Laboratory School. The Lab School prides itself on the rigorous academic environment that facilitates K-12 student achievement while nurturing creativity, inquiry, service, and internationalism. University High was the first school in Louisiana to offer an International Baccalaureate (IB) Diploma Programme, and, with the addition of the Primary Years Programme and the Middle Years Programme, the Lab School as a whole is the only school in Louisiana to offer IB curricula at all three levels. The Lab School is also the only school in Louisiana ranked in the top 2.5% (top 1,000) of public schools nationwide with a ranking of 201. In addition, students at University High are eligible for concurrent enrollment in courses through LSU, including Math 1021/College Algebra; Math 1022/ Plane Trigonometry; English 1001/Composition; and Environmental Studies 1126/Intro. These courses are taught on the U-High campus during regular school hours. Students who successfully complete a concurrent enrollment course receive a letter grade and an LSU transcript that apply to earned credit for the student if they enter LSU and transfer credit to any university that accepts credits from LSU. Tuition for these classes is waived, as are University-related fees.

Mission:

The College of Education is committed to advancing the quality of education and wellness by preparing professional practitioners and leaders for improving education and healthcare promotion in all settings and by advancing research and scholarship. The College of Education recognizes that improving education and wellness can lead to economic development and to the improvement of quality of life nationally as well as for the citizens of Louisiana.

Additional Background Information and Major College Initiatives

Since 2004, there have been several changes in the academic and support structures of the College. In 2006, two departments were merged to create the Department of Educational Theory, Policy and Practice. In addition, two of the College support structures have been revised and two created since 2004.

- The two new support structures for the College are the Dean's Office of Sponsored Programs and Accounting (DOSPA) and the Dean's Office of Public Affairs (DOPA). These structures have greatly facilitated our progress toward meeting National Flagship Agenda goals in terms of increased research productivity and college visibility.

The College has also instituted a speaker series. Last year, the following speakers participated.

- Dr. Lisa Delpit, Florida International – Spring, 2008: co-taught a course; gave public lectures, including the COE Centennial Lecture *Touched by Their Fire, Blinded by Their Brilliance: Re-imagining the Education of Urban Students*; worked with LSU faculty and students; and provided consulting for the East Baton Rouge Parish Public School System
- Dr. Linda Tillman, UNC-CH – Spring, 2008: sponsored public lecture, *The Public University: Toward Culturally and Community Informed Teaching, Research, and Service*
- Dr. Margaret Crocco, Teachers College Columbia – Fall, 2007: sponsored public lecture titled *Teaching the Levees: A Curriculum for Democratic Dialogue and Civic Engagement*, showcasing a multi-disciplinary curriculum with online resources based on *When the Levees Broke: A Requiem in Four Acts*, an HBO documentary directed by Spike Lee about Hurricane Katrina and its aftermath

All initial teacher certification programs and most advanced programs which prepare P-12 educational professionals have been redesigned since 2000. Redesign efforts have relied on coordination and cooperation with multiple units across campus. Examples appear below.

- The undergraduate PK-3 program is delivered in collaboration with faculty in the School of Human Ecology in the College of Agriculture.
- The undergraduate secondary certification programs are delivered in collaboration with faculty in the Colleges of Arts & Sciences and Basic Sciences. Secondary education candidates earn degrees in disciplines in the arts and sciences.

II. Principal Divisions of Academic Departments

The COE consists of two academic departments in addition to the University Laboratory School. The former departments of Curriculum and Instruction (EDCI) and Educational Leadership, Research, and Counseling (ELRC) were merged in 2006 to form the Department of Educational Theory, Policy, and Practice (ETPP). The other academic department is the Department of Kinesiology (KIN). Each department consists of five divisions housing the respective program areas.

Department of ETPP

The Department of Educational Theory, Policy, and Practice (ETPP) focuses on promoting and improving educational contexts in a variety of traditional and non-traditional settings. From preparing future teachers and other educational professionals to preparing tomorrow’s leaders in educational research, theory, and practice, ETPP has a broad scope of influence and a wide array of constituencies. Leadership through teaching, research, and service provides the basis for bridging theory to practice through inquiry and for the creation of new knowledge to address the needs of a variety of education stakeholders. ETPP programs encourage and facilitate inter- and multi-disciplinary approaches to teaching and research. From a global perspective, students and faculty are in a position to influence education through research, policy, and leadership. The department consists of the following five divisions.

ETPP Divisions and Programs

<i>Division</i>	<i>Program Areas Within the Division</i>
Administration and Counseling Leadership	Counseling, Educational Leadership
Curriculum, Research and Policy Leadership	Curriculum and Foundations, Higher Education, Research and Policy Studies
Elementary Education	PK-3, Elementary
Integrated Studies	Art, Gifted, Reading, Special Education, Educational Technology
Secondary Education	English, Mathematics, Sciences (Biology, Chemistry and Physics), Social Studies, Foreign Language (French and Spanish)

Department of Kinesiology

The Department of Kinesiology focuses on the many aspects of human movement and its application to physical activity and the quality of life. Faculty members are dedicated to a broad understanding of health and exercise in schools, community fitness centers, hospitals, rehabilitation units, business and industry, and a variety of sport settings. The array of programs within the department explores a full continuum of processes and outcomes addressing the needs of individuals ranging from young to old, healthy to ailing, and skilled to unskilled. The department consists of the following five divisions.

KIN Divisions and Programs

<i>Division</i>	<i>Program Areas Within the Division</i>
Exercise Physiology	Clinical Exercise Physiology, Exercise Physiology
Motor Behavior	Biomechanics, Motor Control, Motor Development, Motor Learning
Pedagogy & Psychological Studies	Pedagogy, Sport Pedagogy, Psychology of Physical Activity
Sport Management	Sport Management
Undergraduate Studies	Fitness Studies, Health and Physical Education Certification, Human Movement Science, Sports Studies, Athletic Training

III. Major Academic Degree Programs

Degree offerings in ETPP are as follows.

Undergraduate Degree:

Bachelor of Science (Curricula include Early Childhood Education: PK-3 Teacher Certification; Elementary Grades Education, with concentrations in Four-Year Certification, Grades 1-5, and Holmes Certification (five-year baccalaureate-master's program), Grades 1-5; Secondary Education (art concentration only)

Graduate Degrees:

M.A.T., with certification in elementary (five-year program) or an area of secondary (grades 6-12 English, mathematics, sciences, social studies) education (fifth year program), known as the Holmes Programs

M.Ed., with areas of study in administration, educational technology, guidance, and all areas of teacher certification

M.A., with areas of study in administration, curriculum and instruction, counseling, and educational research

Ed.S., with areas of study in curriculum and instruction, administration, and counseling

Ph.D. in Curriculum and Instruction and in Educational Leadership and Research

Degree offerings in Kinesiology are as follows.

Undergraduate Degree*:

Bachelor of Science, with areas of concentration in athletic training; fitness studies; health and physical education certification; human movement science; sports studies

**Currently in the approval process for a B.A. (or B.S.) in Sport Administration*

Graduate Degrees:

M.S., with areas of study in exercise physiology, motor behavior, and pedagogy

Ph.D. in Kinesiology, with areas of study in exercise physiology; motor behavior; pedagogy

IV. Program Rankings and Accreditations

The Department of Kinesiology was involved for the first time last year in the National Research Council (NRC) taxonomy. Since the field of kinesiology has historically not been included among the NRC-rated disciplines, the American Academy of Kinesiology and Physical Education (AAKPE) initiated a process of ranking in 2001. The Department of Kinesiology was ranked 21st of the 62 programs evaluated. The Academic Analytics' 2005 Faculty Scholarly Production Index, published in the *Chronicle of Higher Education* in January 2007, ranked Kinesiology third in the country for faculty productivity.

All programs which prepare P-12 educational professionals have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since its founding in 1954 and are approved through the State of Louisiana accrediting process. Following are the 22 Specialized Professional Associations (SPAs) which provide standards for and review of individual programs housed in or under the auspices of the College of Education and for which we are accredited.

Specialized Professional Association Accreditations Under the College of Education Umbrella

American Council on the Teaching of Foreign Languages (ACTFL); American Library Association (ALA); American Speech-Hearing-Language Association (ASHA); American Psychological Association (APA); Association of Childhood International (ACEI); Council for Accreditation of Counseling and Related Educational Programs (CACREP); Council for Exceptional Children (CEC); Educational Leadership Constituent Council (ELCC); International Reading Association (IRA); International Society for Technology in Education (ISTE); National Association for Education of Young Children (NAEYC); National Association for Gifted Children (NAGC); National Association of Schools of Music (NASM); National Association of School Psychologists (NASP); National Council for Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council for Teachers of Mathematics (NCTM); National Science Teachers Association (NSTA); Commission on Accreditation of Athletic Training Education Programs (CAATE); Commission of Accreditation of Allied Health Program (CAAHEP); National Association for Sport and Physical Education (NASPE); National Athletic Trainers Association (NATE).

The College of Education also participates in the yearly *U.S. News and World Report* ranking of graduate schools of education. Our current ranking is 83/242.

V. Staffing

Faculty numbers have remained relatively steady over the past five years. Due to retirements and matriculation, however, tenure/tenure track hires have steadily increased over this period as positions have become vacant. Hiring numbers for T/TT faculty, most at the Assistant Professor level, are FY06 – 3; FY07 – 4; FY08 – 9; FY09 – 7. Salaries continue to fall below our regional and national peers.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Professor	14	15	14	14	9
Associate Professor	20	20	20	21	21
Assistant Professor	16	14	8	11	18
Total Tenured/Tenure Track	50	49	42	46	48
Professional Practice	8	8	11	8	6
Instructors	24	26	29	25	29
Total Non-Tenure Track	32	34	40	33	35
Graduate Assistants	45	35	34	35	35

Professional staff in the College play a vital role in facilitating the attainment of the goals and objectives of the College in accordance with its land-grant mission of engagement, as well as with its National Flagship Agenda priorities. As depicted below, the primary growth in staff has occurred in the administrative/professional ranks. Within this staff classification, the growth in the number of positions funded with unrestricted State funds can be attributed to the establishment of key administrative support structures in the College, such as the Dean’s Office of Public Affairs and the Dean’s Office of Sponsored Programs and Accounting. However, the area with the most significant growth is that of administrative/professional staff paid from restricted funding sources such as sponsored projects. This growth parallels similar and significant growth in the College’s capacity to commit to its outreach, engagement, and partnership efforts by increasing its externally funded research through sponsored program (grant) and corporate and foundation (philanthropic) activities.

Staff Classification	Source of Funds	2003-04	2004-05	2005-06	2006-07	2007-08
Administrative/Professional	Restricted	7.88	10.38	10.38	10.25	14.29
	Unrestricted	11.67	9.17	8.17	11.17	14.17
	Sub-Total	19.55	19.55	18.55	21.42	28.46
Classified	Restricted	0	0	1	1	0
	Unrestricted	13.75	13	16	15	15
	Sub-Total	13.75	13	17	16	15
Total		33.3	32.55	35.55	37.42	43.46

VI. Annual Operating Budget

Analyses of the College’s operating budget for the five most recent fiscal years show virtually no change in the support budget to the departments and to the percent of total support budget for the College as a whole (see below, in yellow highlights). Changes in Unexpended Salary Recovery (Education-Estimated College Reallocations Account Number 124-99-0099 – formerly referred to as salary savings) account for increases in the support budget identified in Ed-Interdisciplinary. There has been no real increase in the support budget, and as Unexpended Salary Recovery decreases, subsequent decreases in support will occur.

LSU College of Education					
<i>College Operating Budget (Summary)</i>					
PERSONNEL					
By Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<i>Ed-Admin</i>	\$558,355	\$588,482	\$698,011	\$811,618	\$806,711
<i>Ed-Interdisciplinary</i>	\$290,371	\$363,173	\$100,512	\$217,562	\$259,520
<i>ETPP</i>	\$3,450,526	\$3,490,694	\$3,523,492	\$3,267,456	\$3,501,133
<i>KIN</i>	\$1,270,131	\$1,277,543	\$1,425,963	\$1,497,515	\$1,580,723
<i>Reverse Unexpended Salary Recovery</i>	\$8,184	\$50,273	\$335,341	\$509,835	\$509,835
SUB-TOTAL COLLEGE PERSONNEL BUDGET	\$5,569,383	\$5,719,892	\$5,747,978	\$5,794,151	\$6,148,087

SUPPORT					
By Category	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<i>Ed Admin</i>	\$93,589	\$93,589	\$93,589	\$93,589	\$93,589
<i>Ed-Interdisciplinary</i>	\$89,849	\$145,438	\$410,506	\$615,000	\$615,000
<i>ETPP</i>	\$410,242	\$410,242	\$410,242	\$395,242	\$395,242
<i>KIN</i>	\$208,017	\$208,017	\$208,017	\$208,017	\$208,017
<i>Reverse Unexpended Salary Recovery</i>	-\$8,184	-\$50,273	-\$335,341	-\$509,835	-\$509,835
SUB-TOTAL COLLEGE SUPPORT BUDGET	\$793,513	\$807,013	\$787,013	\$802,013	\$802,013
TOTAL COLLEGE OPERATING BUDGET	\$6,362,896	\$6,526,905	\$6,534,991	\$6,596,164	\$6,950,100
% PERSONNEL	87.5%	87.6%	88.0%	87.8%	88.5%
% SUPPORT	12.5%	12.4%	12.0%	12.2%	11.5%

Approximately 60%, or nearly \$300,000, of the temporary teaching expenses funded through Unexpended Salary Recovery directly supports student teaching and field experience supervision. The College of Education Office of Field Experiences continues to support the supervision of teacher education candidates regardless of the college in which they are enrolled as a result of the redesign of teacher education programs (with the exception of music education students). Other temporary teaching expenses funded through Unexpended Salary Recovery include full-time and part-time instructors for program delivery, additive sections, and collaborative agreements (e.g., Cain Center, French Education Project). Temporary non-teaching expenditures include the College's alumni relations and communications coordinators, who have been hired to support the Dean's Office of Public Affairs, and the LSU Foundation-funded Development Director. Supplemental Compensation expenditures include administrative supplements for the ten division leaders. These expenditures also include the student teacher supervision stipends paid to Laboratory School instructors because the University budget mechanism requires that their additional compensation be paid through the University's "Unexpended Salary" module.

VII. Endowment

Essential to the advancement of the College, development and alumni relations efforts have resulted in increases across the board. Progress in development is best illustrated by increases in endowments, overall donations, and individual donor participation in the annual appeal. The College's total endowment has increased from \$1.7 million in FY 2003 to \$2.6 million in FY 2007. Total giving trends for both endowed and non-endowed College efforts have also increased from \$806,000 in FY 2003 to over \$2.3 million in FY 2007.

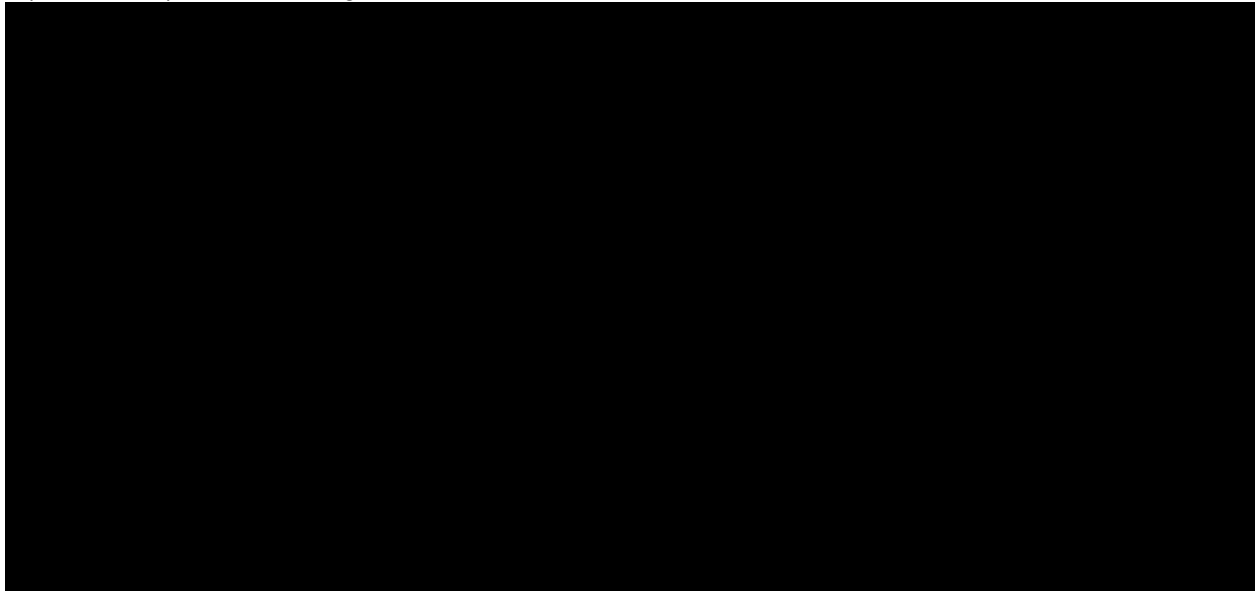
Contributions to the Education Excellence Fund have increased by 50%, or \$8,000, over the last five years. Progress in this area is important to note, as the Education Excellence Fund supports many of the College's Forever LSU Capital Campaign initiatives, such as visiting scholars, classroom renovations, teaching, research, laboratory facilities, and technology upgrades.

In addition to these year-long development activities, the College of Education also participates each spring in TigerTalk, the first ever student telefund created by the LSU Foundation. Contributions to TigerTalk have risen dramatically over several years. With only 28 donors giving \$1,020 in 2003, the College increased these numbers to 240 donors in 2007, contributing a total of \$9,830—more than was pledged that year. Totals for 2008 thus far are as follows: Total Alumni Reached - 4009 (13.6% increase in alumni reached over last year); Specified Pledges - 289 (up from 240 last year); Unspecified Pledges - 628 (up from 588 last year); Total Pledges - 917 (represents a gross rate of 22.9% pledge rate); Dollars Pledged - \$11,305 (represents a 15.2% increase over last year); Dollars Collected thus far - \$9,495.

The College recently centralized the administration of externally funded sponsored projects through the establishment of the Dean's Office of Sponsored Programs and Accounting. The result of this centralized and coordinated management of sponsored programs has been demonstrable improvement in the quality of proposal submissions, which has in turn improved the college's overall proposal-to-award efficiency rating from 24 percent in FY 2005 to nearly 50 percent in FY 2007, a highly competitive number nationwide. In FY 2003, new grant awards totaled slightly less than \$2 million. FY 2007 closed out in excess of \$4 million.

VIII. Pressing Capital Needs

The analysis below focuses on the anticipated level of financial resources that would be necessary to overcome current *operational challenges*. This table provides a prioritized listing of permanent resource allocations.



Research and teaching facilities and spaces have been ongoing issues as well. These issues are expected to be exacerbated as we (1) hire faculty to fill vacant lines, (2) expand graduate programs and recruit more graduate students, (3) expand undergraduate program offerings, and (4) obtain more funding that requires operational spaces and staff offices for grants administration. The Office of Academic Affairs has worked diligently with us this past year in an attempt to recoup spaces previously controlled by Kinesiology, while continuing to fund the rental of teaching facilities from the Athletic Department and University Recreation for many of our classes. Our major space issues requiring capital resources include renovating the Huey P. Long Fieldhouse; obtaining permanent teaching/research facilities currently being rented from the Athletic Department and URec; housing the College’s Educational Research Policy Center (an issue near resolution); securing swing space for major sponsored projects; and obtaining funding for equipping research labs, especially for faculty in motor behavior, exercise physiology, and sport studies.

IX. Relevant Peer Groups

<i>College of Education Comparison Peers</i>			
<i>Regional Peers</i>			
Auburn	Clemson	Alabama	Florida
Oklahoma State	Texas A&M	Georgia	Oklahoma
Kentucky	South Carolina	Tennessee	Virginia Tech
West Virginia	North Carolina State		
<i>National Peers</i>			
Ohio State	Illinois-Urbana	Virginia	Maryland – College Park
Arizona	UNC – Chapel Hill	Texas – Austin	

X. Planning

Aspirations

- A. Expand the College’s Educational Research Policy Center into a key interdisciplinary center that becomes nationally recognized and locally prominent for research and funded activities with education and wellness policy impact

Background

A policy center was recently reconstituted, adopting the following mission:

The Policy Research Center at Louisiana State University serves the interdisciplinary and inter-institutional research community of faculty and students, as well as policymakers and the general public, through fostering policy research and grants activities, providing information about policy issues based on current and ongoing policy research, and promoting awareness of policy issues not only at the state level but also at the national and international levels.

The four major areas of focus of the Policy Center are Leadership, At-Risk Youth, Special Populations, and STEM. College activities associated with the Policy Center in these four areas have been very successful in

bringing in new awards. These efforts also represent and convey strong support for highly collaborative and comprehensive participation of faculty at all academic levels in policy research.

Existing and Pending Funding For the Educational Policy Center

Initiative	Current – Total	Current – Annual (FY09)	Pending – Total	Pending – Annual (FY09)
Leadership	\$1,536,434	\$857,121	\$5,433,449	\$1,739,263
At-Risk Youth	\$5,955,053	\$1,365,053	\$14,174,652	\$3,449,470
Special Populations	\$2,377,862	\$1,378,663		
STEM	\$340,798	\$140,798		
TOTAL	\$10,210,147	\$3,741,635	\$19,608,101	\$5,188,733

- B. Achieve state and national recognition as a leader in (1) research on and the preparation of P-12 professionals for the highest challenge school settings (failing schools, public schools of choice, autonomous networks, recovery schools, etc.) and (2) innovative partnerships with schools and other agencies toward the improvement of education, health, and wellness at all levels

Background

- a. The COE has expanded our network of partnership schools, including professional development schools (PDSs).
 - o Student teachers and interns are placed in over 40 schools in eight different school districts (Baker, EBR, WBR, Central, Zachary, West Feliciana, Livingston, & Ascension).
 - o The College has sustained long-term specialized relations with two EBR schools formally identified as partnership schools (Highland Elementary and McKinley Middle School).
 - o The College has established three new PDSs in WBR (Port Allen Elementary, Cohn Elementary, & Lukeville Upper Elementary) with a focus on special education, a critical shortage area statewide and nationally.
- b. The COE works in every district in the state. The COE’s *Positive Behavior Support* program, supported by a state contract awarded this year, works with over 900 schools that have participated in PBS training provided through LSU.
- c. The COE also works collaboratively with multiple agencies and school partners in the following areas.

At-Risk Students

- o GEAR UP (US-DOE) for at-risk youth includes partnerships with the East Baton Rouge Parish Public Schools and the City of Baker School Systems; Volunteers in Public Schools; the Baton Rouge Area Chamber of Commerce; the YWCA/Baton Rouge Parents University; Teach for America; and the LSU Writing Project, which is affiliated with the National Writing Project.
- o Louisiana State Youth Opportunities Unlimited (LSYOU) (multiple funding sources) helps at-risk students succeed in high school and serves as an outreach to the community, a service- learning site for LSU faculty and students, and a field site for teacher candidates to learn effective teaching and mentoring techniques.
- o Delta Express focused on addressing both educational and social needs of underserved children displaced by Hurricanes Katrina and Rita who were living in Renaissance Village, a FEMA trailer park in Baker.

Special Education

- o The Louisiana Coalition for Positive Behavior Initiative (LA-DOE) provides to school districts statewide the training, support, and related professional development required for positive behavior support, as well as evaluation of State Wide Positive Behavior Support (SWPBS).
- o Improving Content Literacy Practices in World History (US - DOE Flow-through LaSIP) increases teacher and student knowledge and classroom use of curriculum-based measurement progress monitoring procedures and evidence-based vocabulary instruction in sixth grade social studies.
- o Louisiana School Improvement Grant (SA-DOE) provides staff support of schools and districts in making improvement efforts at all necessary levels, including authentic family engagement.

Literacy/Reading

- o East Feliciana Literacy for All (LA DOE) supports literacy-based professional development for East Feliciana teachers.

- The LSU Writing Project (National Writing Project) serves 10 parishes in southern Louisiana by creating a large network of teacher consultants who engage in Writing Project work through continuity programs and various service activities; now expanded to include school administrators.
- Abramson Charter School (New Orleans) Book Drive coordinated and facilitated the collection and distribution of over 8,000 books to establish classroom libraries during the first year of school operations, 2007-2008.

Teacher Professional Development

- The Professional Development Partnership State Coordination Grant (LADOE) works with West Baton Rouge Parish Schools and Families Helping Families of Greater Baton Rouge through the creation of professional development schools which embrace inclusive practices and engagement in continuous improvement to close achievement gaps among student subgroups.

Mathematics/Science-Funded Outreach Initiatives

- Pathways to Inquiry (NSF) links teacher access to science inquiry skills and earth science activities.
- The Coastal Roots (multiple funding sources) integrates earth science and biological science instruction with environmental stewardship and leading youth in self-sustaining coastal wetland restoration activities.
- NOYCE Grant (NSF) serves as a collaborative of University faculty in education, mathematics, and the sciences and regional secondary faculty for creating enriching field experiences integrally tied to coursework.

Wellness

- The Healthy Aging Studies Project (Tulane, subcontract from NIA) - Includes investigators from Kinesiology who are part of an interdisciplinary team participating in a 5-year project designed to study the genetic and physiologic determinants of longevity and “healthy aging.”
- Peripheral Neuropathy (private foundation support) - A collaborative project in Kinesiology with community members and The NeuroMedical Center intervention study for people with peripheral neuropathy in which a Tai Chi master leads group exercises and research faculty work in community events to offer diagnostic services and provide and collect information on peripheral neuropathy.

C. Provide state-of-the-art teaching and research facilities

Background

The past thirty years have seen a diminishing of available and usable spaces for classes and research. The Huey P. Long Fieldhouse, where the majority of Kinesiology is housed, has approximately 30,000 square feet of condemned space. Another example is our cadaver teaching lab, for which we have no specially designated and designed space. We currently house the cadaver lab at the Vet Med complex due to their continued generosity (for which we are very appreciative). Third and fourth examples point to the need for additional exercise physiology and motor behavior laboratory space to facilitate community participation in the Tai Chi Peripheral Neuropathy and the Healthy Aging studies. Currently most of our research faculty utilize research space at area nursing homes, health care facilities, or in collaboration with the Pennington Biomedical Research facility.

D. Establish a Rehabilitative Studies Institute

Background

Much of the research in Kinesiology falls under the broad umbrella of “rehabilitative studies and healthy living.” A Rehabilitative Studies Institute would distinguish our college as a “birth-to-death healthy living and education” unit.

Interim Objectives

- Acquire permanent funding for new faculty lines in order to
 - Recruit and retain faculty, especially in the areas of policy research, educational leadership, at-risk populations, literacy/reading, and rehabilitative studies
 - Develop new programs (e.g., policy research)
- Dramatically increase the number of master’s-level students through cohort and targeted program recruitments and innovative off-campus program delivery

Background

We have made general positive gains in areas of support for graduate students due to increased grant and development activities. We have made very little progress, however, in overall general support for graduate students.

- Over the past five years, we have seen a general positive trend in the percentage of out-of-state graduate students--from 16% to 19%; however, our total number of graduate students has actually decreased from 461 to 385, and we have experienced only a slight increase in the percentage of graduate students seeking doctorates (from 37% to 40%) and a slight increase in the proportion of students in the college who are graduate students (from 24% to 27%). During the 2003-2004 AY, 28% of graduate students were minority. In 2007-2008, that percentage is 26%. We have not seen a significant positive trend in the recruitment of minority candidates, perhaps related in part to graduate student support despite increases in scholarships and stipends as described below.
 - The mean stipend for LSU COE master's degree students has risen over 55% from \$7,530 in AY 2002-03 to \$11,704 in AY 2006-07. For LSU doctoral students, the increase has been much more modest, with the mean stipend increasing only 18%, from \$9,047 to \$10,636 over the same period of time.
 - In the 2004-05 academic year, 26 scholarship awards were issued to full-time graduate students, totaling \$44,200. In just four years, the number of awards has increased by nearly 60% to 41, with the total value of the awards increasing by 64% to \$72,400.
- C. Recruit, support and retain quality faculty.
Background – An analysis of faculty pay shows we have significantly lost ground, even among our regional peers. At all ranks, we are currently below the national and regional averages of peer institutions. We have plummeted from almost \$15,000 below our national flagship peers and \$5,000 below our regional peers five years ago to over \$21,000 and \$11,000 respectively during the 2006-2007 academic year at all ranks. At the assistant professor level, we have gone from almost \$5,000 below our national peers to over \$9,000 below. For new hires at the assistant professor level, we are losing ground even faster, falling over \$11,000 below our national peers and almost \$5,000 below our regional peers.
- D. Expand outreach efforts including developing international partnerships

Immediate Challenges

- A. Space – Find research and teaching facilities and office spaces for expanding and sponsored programs
- B. Graduate Student Population - Recruit and support quality graduate students, especially from diverse backgrounds
- C. Faculty - Recruit, support, and retain quality faculty

XI. Critical Issues on the Horizon

- A. Permanent funding to ameliorate the need to utilize salary recoupment funding
- B. Increased salaries across the board to retain and recruit quality faculty
- C. Increased budgetary funding for graduate students
- D. Facilities maintenance and renovation
- E. Building or acquiring new facilities for teaching and research, especially as we increase the numbers of students

XII. Major Events or Occasions Which the Chancellor Should Attend

- This is our Centennial year. We have several alumni reunions and events planned throughout the year. Our kick-off event was held in March 2008. Our culminating event will be a Celebration of Excellence Gala, tentatively scheduled for April 24, 2009, with plans for attracting a major speaker for the event and for soliciting major corporate and/or personal sponsorships for the event(s).
- We will sponsor a series of Centennial speakers next year, including Dr. James R. Andrews of the Andrews Sports Medicine and Orthopaedic Center. We will also sponsor a visiting scholar, Dr. Janet Miller of Teacher's College-Columbia, who will present a series of public lectures. Dates TBA.

XIII. Background Materials (websites)

College of Education Website: coe.ednet.lsu.edu/coe/
 Peabody Bulletins: coe.ednet.lsu.edu/coe/news/bulletins.html
 Major Initiatives and Projects: coe.ednet.lsu.edu/coe/initiatives/index.html
 Annual Reports for Teacher Education: coe.ednet.lsu.edu/coe/news/institutional_report.html
 Geaux Teach: www.lsu.edu/secondaryed/