

**College of Education Submission to the
University Planning Council 2010 Planning
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- I. *How has the conversation changed about the academic aspirations, goals and objectives since the inception of the national flagship agenda? (e.g.: Are there detectable changes in the cultural values of the college or school? What are the qualitative indications of those changes as they may relate to hiring priorities and decisions, to deliberations about P&T, to priorities for resource allocations, etc.? Do faculty and staff have a sense of ownership about the Agenda in its translation within a college of school? Has there been an overall change in the mindset of a college or school? Is there a sense that LSU "owns" the National Flagship Agenda?)*
- The college goals and strategic plan are based on the LSU National Flagship Agenda.
 - The conversation and values represented by faculty effort reflect a general acceptance of being at the flagship university in the state. For example, faculty acknowledge in meetings, discussions, and planning our role as a COE at the flagship university in the state.
 - To external constituencies, faculty communicate a sense of ownership of and affiliation with the flagship agenda. They refer to LSU as being the flagship university in the state when presenting at state, national and international meetings. Faculty at all levels (tenure/tenure track as well as instructors and professional practice) participate in programs and professional activities with a sense that they represent the flagship university.
 - The COE Strategic Plan, adopted in 2003, has been a living document, especially with regard to undergraduate and graduate recruitment and increased external funding. The quality of our entering undergraduate and graduate students has improved over the past five years as a result of program revisions and recruitment efforts to attract the best students. Examples include:
 - Over the five year period of comparison, we have seen a general positive trend in the percentage of out-of-state graduate students: from 16% to 19%.
 - An analysis of stipends for students in both masters and doctoral programs is compiled each year for an annual salary survey for the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities (ACSESULGC/APU). The mean stipend for LSU masters 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 a bit more modest, with the mean stipend increasing only 18% from \$9,047 to \$10,636 over the same period of time. While no additional money has been provided in the budget for increasing graduate student stipends, increased grant activity in the college has been able to supply these additional funds as an important component of our recruitment efforts.
 - Support for graduate students in the form of academic scholarships through endowed funds has experienced significant growth over the last four academic years in both the volume and amount of awards. 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, and the total value of the awards has increased by 64% to \$72,400.
 - We have identified the following metrics for evaluating and comparing graduate and/or undergraduate programs within the college in order to make resource and programmatic decisions: (a) Graduation Rates; (b) ACT/SAT/PRAXIS/GRE Scores; (c) Grade Point Averages (undergraduate); (d) Post-graduation Placement; (e) Diversity of Student Population; (f) Selectivity; (g) Scholarships; (h) Accreditations; and (i) Graduation rate
 - The COE has emphasized the importance of reaching new levels of excellence through research and scholarly productivity. Departmental and faculty productivity analyses emphasize excellence in

teaching, research and service with increasing emphasis on external funding and national collaborations.

- Over the past four years, the college has become more focused on identifying national comparisons data and participating in national benchmarking processes. Examples include:
 - 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 in 2001 and ranked the department 21st of the 62 programs evaluated.
 - Kinesiology was also included in the Academic Analytics' 2005 Faculty Scholarly Production Index, which was published in the Chronicle of Higher Education in January 2007. Kinesiology ranked third in the country for faculty productivity behind Maryland and South Carolina.
 - 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 also approved through the State of Louisiana accrediting process.
 - In addition to NCATE accreditation, programs under the auspices of the COE maintain 22 additional separate accreditations with national affiliations and organizations.
 - During AY 2005-2006, departmental productivity analyses were conducted. These data contributed to decisions to restructure the college. (See next section.)
- In an effort to assess our progress and make strategic decisions, the COE has actively sought out participating with other flagship universities in generating our own national comparison data. Examples are:
 - The College of Education (COE) has joined the Eduventures Learning Collaborative. A learning collaborative provides members opportunities to “identify and participate in institutional research designed to help identify best management practices, benchmark performance, and improve the functioning of core processes.”
 - The COE participates every year in comparison surveys with Council of Academic Deans from Research Education Institutions (CADREI) peers, a group of 120 land grant and flagship colleges of education.
 - This past spring, the Council of Academic Deans from Research Education Institutions (CADREI) conducted a degree production analysis of member institutions in which LSU COE participated.

II. *What other major changes have occurred within a college or school or on the campus with consequence for a college or school, since the inception of the National Flagship Agenda? (e.g.: formation of new centers, Honors College, Residential Colleges, MHI's, etc.)*

- COE was restructured in 2006. Each department now has five divisions.
 - The decision to restructure the college was guided by the following considerations which relate to the flagship agenda:
 - a) Facilitate research and teaching collaborations across program areas
 - b) Create flexibility in scheduling to better utilize teaching resources
 - c) Institutionalize a faculty governance system and leadership development system through division structure
 - d) Better utilize and manage administrative costs
 - e) Reflect areas of emphasis and excellence
 - f) Create accounting structures to better assess areas of excellence in order to strengthen programs and identify hiring needs
 - g) Improve the public image of the College of Education
 - The Division structure was created to facilitate faculty governance and provide avenues for programmatic accountability.

- 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 – 8. Salaries continue to fall below our regional and national peers.
 - T/TT hires, along with hires in the professional practice and instructor ranks, have created a significant turn-over of faculty in the past five years: 43% of the T/TT and 38% of professional practice and instructors are new to LSU in the last five years.
- In addition to restructuring the college, two of the college support structures have been revised and two have been created since 2004.
 - The two support structures that have been revised are the Dean’s Office of Assessment and Accountability (DOAA) and the Dean’s Office of Educational Technology Services (DOETS). In the DOAA, we now have a faculty member who coordinates assessment and accountability for the college; serves as a liaison with other units across campus which house certification programs; coordinates Geaux Teach efforts for the college as part of our U-Teach replication grant; generates and manages data for official accreditation and accountability reports; facilitates data gathering for departmental review and program redesign; works with department assessment and accountability coordinators. The DOETS is staffed by a computer manager, computer analyst, and coordinator and supports the technology infrastructure of the College.
 - 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).
 - Established to facilitate an increase in research productivity, the DOSPA assists faculty in securing and administering externally-funded sponsored programs, centralizes the sponsored program efforts of the College, serves as an important resource to faculty, and provides necessary one-stop-shop assistance in important grant-related areas such as: (1) Identifying available funding sources and offering technical assistance to faculty on proposal preparation and submission through the University to the sponsoring agency; and (2) providing comprehensive support to principal investigators (PIs) in all areas of grant administration, including: (a) procurement of sponsored project goods and services; (b) appointment of sponsored project staff; (c) coordination of sponsored program activities such as conferences, travel, and other events; (d) maintenance of project accounts and financial reports for use by PI in project decision-making; and (e) liaison between the PI, the University (Thomas Boyd), and sponsoring agency. The DOSPA is staffed by a Coordinator of Sponsored Programs (Pre-Awards), a Coordinator (Post-Award and Accounting), and an Accounting Technician.
 - The second new support structure is the Dean’s Office of Public Affairs (DOPA). The DOPA is staffed by an Administrative Program Specialist A and Coordinators of the three functional areas of the office – Alumni Relations, External Relations & Communications. In addition, the Foundation sponsored Development Director works closely with DOPA staff.
- The College has instituted a speaker series. Last year, the following speakers participated:
 - 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 EBRPPS
 - Linda Tillman, UNC-CH – Spring, 2008, sponsored lecture *The Public University: Toward Culturally and Community Informed Teaching, Research, and Service*
 - Margaret Crocco, Teachers College Columbia – Fall, 2007, sponsored lecture titled *Teaching the Levees: A Curriculum for Democratic Dialogue and Civic Engagement*, showcased a multi-

disciplinary curriculum with online resources based on *When the Levees Broke: A Requiem in Four Acts*, an HBO documentary about Hurricane Katrina and its aftermath directed by Spike Lee.

- 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, STEM. So far, 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 a highly collaborative and comprehensive participation of faculty at all academic ranks.

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

- The COE has expanded our network of professional development schools.
 - Student teachers and interns were placed in over 40 schools in eight different school districts (Baker, EBR, WBR, Central, Zachary, West Feliciana, Livingston, & Ascension).
 - College has sustained long term specialized relations with two EBR schools, identified as partnership schools (Highland Elementary and McKinley Middle School, EBR).
 - College established three new PDSs (Port Allen Elementary, Cohn Elementary, & Lukeville Upper Elementary, WBR) with a focus on special education, a critical shortage area state wide and nationally.
- The COE works in every district in the state: The COE's *Positive Behavior Support* state contract awarded this year works with over 900 schools in every district in the state that have participated in PBS training provided through LSU.
- The COE has worked collaboratively with multiple agencies and school partners in these areas:
 - At-Risk Students*
 - GEAR UP (US-DOE) for at-risk youth includes partnerships with the East Baton Rouge Parish and the City of Baker School Systems, Volunteers in Public Schools, the Baton Rouge Area Chamber of Commerce, the Baton Rouge Parents University, Teach for America, and the National Writing Project.
 - Louisiana State Youth Opportunities Unlimited (LSYOU) (multiple funding sources) that helps at-risk students succeed in high school and serves as an outreach to the community, a service learning site to the LSU faculty and students, and a place where students from the College of Education can learn effective teaching techniques.
 - Delta Express addresses both educational and social needs of underserved children displaced by Hurricanes Katrina and Rita working at the Renaissance Village.
 - Special Education*
 - The Louisiana Coalition for Positive Behavior Initiative (LA-DOE), provides to school districts across the state training support and related professional development, as well as evaluation of State Wide Positive Behavior Support (SWPBS).

- Improving Content Literacy Practices in World History (US - DOE Flow-through LaSIP), to increase teacher and student knowledge and classroom use of curriculum based measurement progress monitoring procedures and evidence based vocabulary instruction in sixth grade social studies.
- Louisiana School Improvement Grant (SA-DOE), staff supports schools and districts in making improvement efforts at all necessary levels including authentic family engagement.

Literacy/Reading

- East Feliciana Literacy for All (LA DOE) supports professional development for East Feliciana teachers.
- The LSU Writing Project (National Writing Project), serves 10 parishes in southern Louisiana, creating a large network of teacher consultants who engage in Writing Project work through continuity programs and various service activities.
- Abrahmson (New Orleans) Charter School Book Drive – coordinated and facilitated the collecting 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) for working with West Baton Rouge Parish Schools, and Families Helping Families of Greater Baton Rouge in creating 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 biology instruction with environmental stewardship and leading youth in self-sustaining coastal wetland restoration activities.
- NOYCE Grant (NSF) - University faculty in education, mathematics, and the sciences collaborate with area secondary faculty in 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.
- All initial and most advanced certification areas in the COE have been redesigned since 2000. Redesign efforts have relied on coordination and cooperation with multiple units across campus. Several examples appear below:
 - Undergraduate PK-3 is delivered in collaboration with faculty in the School of Human Ecology in the College of Agriculture.
 - 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 arts and sciences disciplines.