

### Responses from College of Education Departments on University Strategic Planning Questions

The following responses were provided by each department and the college to 5 questions asked by the University Strategic Planning committee. The 6<sup>th</sup> question – what does your Unit do well was extracted from answers by some Units to other questions and is not a complete picture of the College Units strengths. All responses chronicled here are unedited and for information purposes as the COE strategic thinking process moves forward with creating our statement of intent.

#### What challenges does FAU face today?

#### What does FAU do well?

#### What should FAU do in the next five years to become a distinctive and distinguished institution?

#### What challenges does your Unit face today?

#### What does your Unit do well?

#### What should your unit do in the next five years to become a distinctive and distinguished department?

#### What challenges does FAU face today?

- ✓ Deciding whether to simply grow “without borders” or to grow responsibly with an emphasis on academic integrity and intellectual development.
- ✓ Diminishing resources, Inadequate funding. Resources of the institution are spread too thin
- ✓ Realistic expectations of what can be done with our budget and resources
- ✓ Competition from other state schools and colleges increased competition from on-line service providers, community colleges, and private institutions.
- ✓ Over regulation of professional programs at the State level.
- ✓ No clearly defined mission with a clear set of priorities for our future (yet).
- ✓ Visionary leadership – top down. The president’s vision must be reflected at all levels of the institution.
- ✓ Distributed campus model continues to be a challenge; the energy needed to navigate the challenges is enormous and must constantly be addressed.
- ✓ FAU still does not have a useful system for programs to stay in touch with its graduates; after years of discussion we still do not have an FAU email system for programs to stay linked to their graduates
- ✓ Parking problems
- ✓ Technology issues with E-learning and Blackboard
- ✓ Violations of Honor Code/plagiarism
- ✓ Budget restraints will impact both the delivery of services and the recruitment and retention

of personnel. Balancing the growth of the student population is important to avoid any strain on the quality of service as FAU moves forward. Competition from state colleges in terms of students as well as funding sources will also be a challenge. FAU needs to strengthen its community partnerships to continue to expand its reputation across the region, state and nation.

- ✓ Identifying who we are and what distinguishes us as a university and college
- ✓ Recruiting and retaining highly qualified fulltime and adjunct faculty
- ✓ Recruiting and retention students within all majors
- ✓ Working collaboratively across campuses, disciplines and units
- ✓ Delivering programs in an innovative manner
- ✓ Determining how to do more with less since the demands are there and the resources are limited
- ✓ Preparing students to be civically engaged global citizens
- ✓ Advancing research and teaching pedagogy to make contributions at the local, national and international level
- ✓ Creating a university-wide and individual college specific market plans to be used at the local, national and international levels for recruiting faculty, students and donors
- ✓ Developing more local, national and international partnerships
- ✓ Honoring faculty, staff and students for exceptional achievement in a meaningful way

- ✓ An Information Technology Quality Assurance and Technology Project Management department should be formed to ensure that the highest quality of technical support services is provided to all students, faculty and staff.
- ✓ Remaining in compliance with university, state, and national directives is difficult and leaves little time for proactive continuous improvement.
- ✓ Growth without adequate funding to support this change and time expectations that do not allow faculty time to interact with students and still have time to engage in research activities.
- ✓ FAU faces challenges from both external and internal forces. Externally, government agencies at both the state and national levels wield restrictions and alter policies at whim. While we cannot control legislative tactics to appease voters, we can do a better job of promoting what we do well.
- ✓ Internally, the competitive nature of departments within the college, departments within units and faculty pursuing P&T awards often disrupts the collaborative spirit essential for true distinction. FAU must find a way to celebrate collegial efforts, and unite faculty and staff to work together.
- ✓ The biggest challenge FAU is facing is the budget. Due to low budget we may face the challenge of poor morale with faculty and staff or losing high quality faculty and staff.
- ✓ Parking issues, especially when the stadium opens for games.
- ✓ The lack of cross training of proper procedures within departments, colleges, and campuses; if someone is out of the office and no one has been cross trained a student, staff or faculty member may need to wait longer than necessary for assistance.
- ✓ Evaluation and research design need additional faculty, support and emphasis
- ✓ Distance education is exploding; demonstrating potential for both course-based and competency-based educational opportunities, not only improving student access, financial efficiencies but also promoting new knowledge (research) and media integration in “courses” as opposed to textbook or less flexible media
- ✓ More support for English Language Learners on campus
- ✓ Student retention
- ✓ Increasing tuition and not enough in scholarships
- ✓ Improved support to Muslims and other diverse communities
- ✓ Need for tenure-track faculty lines
- ✓ Faculty burnout
- ✓ Low salaries relative to cost of living makes recruiting top faculty difficult
- ✓ Better benefits
  - Living wages for all – salary equity
  - Health center/clinic on campus for faculty
  - Tuition reimbursement for family members
  - Domestic partner relationship benefits
- ✓ Places for faculty to meet
- ✓ Need more services from Writing Center
- ✓ State legislature – need a strong FAU relationship with the state of FL
- ✓ Quality of learning and student success is compromised with cost effective technology used in certain courses
- ✓ Increasing adjunct pay
- ✓ Endowed professorships
- ✓ Distributed campus model continues to be a challenge; the energy needed to navigate the challenges is enormous;
- ✓ Downplay the image of FAU as a commuter college;
- ✓ Existing technology does not meet the needs or expectations of a top university; our students (teachers in the school districts) continue to have better access to better technology than our FAU professors;
- ✓ Customer service for FAU employees who interact with the public is still spotty; and there is no simple way for employees who have been helpful to receive kudos from the public (something like a phone option to “Touch 1 if you wish to identify an FAU employee who has been helpful.”)
- ✓ Many leaders in faculty governance have ceased representing faculty interests; but rather their personal perspectives; additional faculty involvement in governance is needed.
- ✓ The Graduate College has had a negative impact on the delivery of programs in the majors. It needs to become smaller in function, not duplicate work done in the majors, and generally take on a facilitative rather than a directive / compliance role.
- ✓ School districts are getting a message that universities are not an important place to go for expertise;

- ✓ FAU still does not have a useful email system for programs to stay in touch with its graduates.

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- ✓ **What does FAU do well?**

- ✓ Nothing that really sets us apart. We are not known for faculty development or innovative student programs aimed at retention or interdisciplinary studies (something that seems important given the complexity of social, environmental and political challenges).
- ✓ FAU encourages entrepreneurship.
- ✓ FAU has programs to enhance student retention.
- ✓ The institution continues to grow, in spite of difficult economic times.
- ✓ The institution serves an expansive service area through a distributive campus model
- ✓ Support faculty and employee academic development
- ✓ Cultivate and celebrate diversity at all levels
- ✓ Recognize scholarship, research and grant development
- ✓ Office for Academic and Student Services (OASS)
- ✓ FAU does an excellent job of collaborating interdepartmentally. The combined resources of many departments help facilitate new students through the process of recruitment and ultimately becoming acclimated to student life. FAU does a good job of limiting class sizes to make the education experience more personal and meaningful. Our growth over the past two decades has been managed in a responsible manner, without overtaxing the resources of the infrastructure. FAU has encouraged and supported diversity, and added support services for meeting the needs of a diverse student faculty and staff whenever possible.
- ✓ FAU provides an exceptional opportunity in all discipline areas for students to receive an education that truly prepares them for a career of their choosing. At FAU we have very qualified and committed faculty who stay current in their respective fields and use their knowledge and skills to contribute to research, teaching and service to the university. We also have outstanding staff members throughout the university who are commitment to working with students, faculty and the community to meet the university mission. We do an incredible job of working with the limited resources and still provide outstanding programs and services to our students.
- ✓ FAU provides student technology fee grants for needed improvements within the colleges that improve student's access to updated technology. This allows the college access to additional funding directly related to how the college can improve the services provided to our students.
- ✓ Compared to the data sites of other institutions, our interactive site (housed in IEA) is impressive and user friendly.
- ✓ FAU does a good job of trying to reach all of the students within its service region. Our college does make an effort to provide classes for students within our programs, but at times this is limited by faculty numbers.
- ✓ FAU also does a good job with expanding its online course offerings and providing some technology upgrades to address these offerings.
- ✓ Northern/Broward Campuses FAU continues to value and support the services provided to a large geographic area of nontraditional students in spite of hard budget times. Any changes that must be done are examined from the lens of student impact.
- ✓ FAU seems to have a good sense of student needs; housing, recreation and athletic venues are anticipated, well planned and funded.
- ✓ FAU does continues to look at ways to support the large nontraditional student population by providing quality instructional by offering courses on partner campuses, multiple delivery modalities, and through distance learning.
- ✓ FAU has great interaction with the community and with public service involvement.

- ✓ Based on the increases of recruitment and retention of students the number in enrollment has improved.
- ✓ Deploy administrative technologies effectively, given resource limitations
- ✓ Encourage collegiality across the university's colleges and units
- ✓ The institution has established pockets of excellence in various colleges and programs
- ✓ Outstanding faculty that have brought significant prestige to the institution
- ✓ Excellent partners within the service community – education (school systems), business, health care and research institutions
- ✓ The Undergraduate Intellectual Foundations program is creative, focused, and strong.
- ✓ The University is increasing our exposure in the community through its Outreach Programs as well as Scripps, Max Plank, etc.
- ✓ Human Resources does a good job of orienting new faculty and keeping faculty aware of various benefits and changes.
- ✓ FAU recruits and retains a very diverse student body and faculty. We accommodate non-traditional students
- ✓ FAU graduates many minority students
- ✓ Improving student recreation and activities
- ✓ Attracts better students – no longer a “fall back” school
- ✓ Good teacher/student relationships
- ✓ Mechanisms for faculty feedback
- ✓ Building community with faculty around campus (social events)
- ✓ Office of Student Disabilities offers good services
- ✓ We have managed growth of the student population well (there was some dissension about this remark, related to need for tenure-track faculty lines)
- ✓ Access to higher level administrators (open door policy)
- ✓ Library support
- ✓ Beautification of the Boca Raton campus (sustainability)
- ✓ Partner campuses are improving
- ✓ Smaller campus can offer small college feel with all the advancements still available to students

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#### **What should FAU do in the next five years to become a distinctive and distinguished institution?**

- ✓ Adopt Proportional Growth Plan - Growth between faculty, students, and administrators in a proportionate manner
- ✓ Focus on 2-3 areas that illuminate our purpose as an institution, including faculty development and high academic standards for our students.
- ✓ Continuing to market our expertise so we are always thought of as leaders in research and our respective fields.
- ✓ Provide opportunities, support, and incentives for research in the face of a difficult economic environment.
- ✓ Encourage students to excel by pushing them out of their comfort zone.
- ✓ Fill open positions that prevent departments from meeting their goals of excellence and expansion, as well as discipline-specific accreditation requirements.
- ✓ Increase support for scholarship and research by supporting the time needed for such endeavors e.g. re-examine 3/3 teaching requirement.
- ✓ Support faculty and employee academic development
- ✓ Cultivate and celebrate diversity at all levels
- ✓ Recognize scholarship, research and grant development
- ✓ Deploy administrative technologies effectively, given resource limitations
- ✓ Encourage collegiality across the university's colleges and units
- ✓ Develop an accurate accountability system that collects meaningful data.
- ✓ Distribute resources more equitably among colleges
- ✓ Think strategically and plan accordingly
- ✓ Take better advantage of an incredible strategic location – in terms of donors, programs and initiatives
- ✓ Quit trying to be everything to everybody. As resources dwindle we cannot continue to do more with less. We are only weakening all of our programs with across

- the board cuts. We need clear priorities for our future.
- ✓ We need to become more entrepreneurial. Faculty need to bring in more external funding for research
  - ✓ We need to think and act accordingly – as an institution, colleges and programs
  - ✓ Add more Faculty tenure-track lines especially for faculty who can bring in more external funding
  - ✓ Reach out to underserved communities
    - Community projects
    - Academic Service Learning
    - Degree programs for areas such as the Glades
  - ✓ Support and expand international activities
  - ✓ Develop a more consistent faculty course load policy, across Colleges
  - ✓ Support grant writing and research at the College level
  - ✓ Provide authentic assistance from the Development Office; more transparency about funds raised and how these funds benefit the University and community
  - ✓ Develop comprehensive plans across all Colleges, instead of focusing on a select few Departments and Colleges
  - ✓ Create a more proactive alumni office; alumni should keep their FAU e-mail accounts and we should have better information to stay in touch with them
  - ✓ Increase student retention among undergraduates; Improve our tracking procedures to make certain that students who change programs are not lost in the data shuffle.
  - ✓ Increase Honors programs and expand to other majors, particularly in the junior and senior years; Increase access of students in other majors to Honors College courses;
  - ✓ Increase recognition of colleges, majors, and individual faculty other than the ones typically in the headlines (e.g., medical program, all things related to Scripps);
  - ✓ Increase funding support for students and faculty to present at major conferences;
  - ✓ Support collaboration with researchers outside the university.
  - ✓ Increase incentives for faculty to take roles with national prestige (such as journal editors).
  - ✓ Develop an incentive structure that will allow a percentage of indirect funds to flow back to colleges, departments, and PIs.
  - ✓ Faculty need to produce/publish more research
  - ✓ More support for faculty research and external grants are needed. Follow President Saunders suggestion to provide more incentives for faculty to bring in grant funding by allocating a percentage of the grant indirect costs or salary bonus
  - ✓ More endowed professorships
  - ✓ Foundation office needs to be more effective/efficient in finding private funding/donors
  - ✓ Increased private funding raising at Dean level
  - ✓ Faculty salaries need to be on par with at least the average of the Oklahoma State University salary survey of similar institution
  - ✓ A more efficient university data system (IEA) that can provide needed data to departments for tracking student progress
  - ✓ Updated software and training
  - ✓ Full pay for summer to support Ph.D. students/programs
  - ✓ Increase faculty governance
  - ✓ Increase student retention among undergraduates;
  - ✓ Increase access of students in Honors College to courses in other majors, particularly in the junior and senior years;
  - ✓ Increase access of students in other majors to Honors College courses;
  - ✓ Implement the “pre-major” initiative to integrate Freshmen and Sophomores into University life;
  - ✓ Increase peer-to-peer mentoring for undergraduates;
  - ✓ Increase recognition of colleges, majors, and individual faculty other than the ones typically in the headlines (e.g., medical program, all things related to Scripps);
  - ✓ Minimize the role and function of the Graduate College; re-direct resources to support degree programs and majors;
  - ✓ Increase funding support for students and faculty to present at major conferences;
  - ✓ Increase incentives for faculty to take on serious roles with national prestige (such as journal editors).
  - ✓ Faculty success hinges on resources and getting time to grow (reduced load up front and some release as the faculty approach P&T or promotion to professor
  - ✓ Student success hinges on their preparedness and whether they can take advantage of the

- experience and knowledge that faculty possess; access to faculty expertise
- ✓ Teaching and learning is a conscious decision to create an environment that celebrates teaching and learning
  - ✓ Scholarship and research Decide whether to truly pursue research then institute a plan that will support and recognize this as truly valuable
  - ✓ Community and public service
  - ✓ Collegiality Recognize faculty and student work/accomplishments within the unit, college and university via letters, plaques, release time, \$ (small compensation) annually.
  - ✓ First and foremost identify what we are already do well and then market that on a local, national and international level. Look at our strengths in the academic and student services areas and build on them to define who we are or could be.
  - ✓ Create a university strategic plan that will actually be used to guide the direction of our university with accountability measures at all levels. This plan needs to be a living and breathing document, which is compatible with the strategic plans of the college and other units in the university not something that is posted on a website, but rarely used as a measure of success.
  - ✓ We need to establish more community collaboration locally, nationally and internationally to create partnerships to expand research initiatives, experiential learning opportunities, and possibly funding opportunities.
  - ✓ We need to offer delivery options and opportunities for courses as well as flexible scheduling to accommodate both the full time students and working professionals.
  - ✓ FAU should continue to manage growth in a responsible manner, keeping mindful of the quality of service as the student population grows.
  - ✓ FAU should continue to encourage scholarship and research, and should find ways to recruit and retain top level faculty across disciplines. Partnerships such as Scripps, Max Planck, etc. should continue to be pursued, as it adds to the distinction of the university.
  - ✓ FAU should continue to support advising services, retention services and other offices whose personnel is involved in the day to day support of student needs.
  - ✓ FAU should be looking at how top universities nationwide are using technology and research to elevate the university to be distinguished. One way we can achieve some technological advances is to alter how the student technology fee funds are dispersed to colleges. I would suggest it be changed to be 80% FTE based, 15% written grants, and 5% reserves instead of only 100% written grants. This would allow us to optimally achieve what the top universities in the nation have for funding the latest technology and services.
  - ✓ More adequately understand individual reporting needs of departments and units before designing or redesigning FAU systems. Often reports entities overlap at the unit and university level.
  - ✓ FAU should solicit the expertise and experience of unit faculty as we design any new FAU system going forward.
  - ✓ If this is the goal, then to accomplish this, first this should be shared and feedback should be gathered from all parties. There should be a plan discussed and resources should be made available.
  - ✓ Northern/Broward Campuses FAU should continue to examine delivery of programs on the regional campuses. The current efforts have produced some areas of expertise and a focus on what works well for that region. These efforts should be continued and refined. They provide the opportunity for regional campuses to be vital centers of learning as opposed to multiple small "Boca" campuses, which they never were and are not now.
  - ✓ FAU should focus on acquiring sources of income outside of state funding in order to direct its destiny. Assuming that taxpayers will endlessly support higher education would create a missed opportunity.
  - ✓ Work with local/state business leaders will help focus the workforce needs for training tomorrow's graduates.
  - ✓ FAU will need to become more proactive in many areas, and avoid reacting to internal and external stressors.
  - ✓ Faculty research will need to be supported, not just required by assignment.

- ✓ Student admission criteria will need to be more rigorous; even if this causes a small decline in FTE.
- ✓ FAU must recognize that each unit may have unique methods of assuring quality and the imposed "one size fits all" governance at both the undergraduate and graduate level may not be the best way to improve outcomes. In fact, it may hinder distinction.
- ✓ FAU should continue to expand their online programs throughout all of the colleges. For example: FIU has an online MBA program.
- ✓ Reward growth and the responsible use of resources (administration should take time to examine growth patterns and individual unit productivity; administrators should encourage interdisciplinary programs)

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### What challenges does your unit face today?

- ✓ We are experiencing such rapid growth that we are not able to meet the demands of the students. We need more faculty and staff if we are to handle the growth.
- ✓ Unfilled faculty lines
- ✓ Accreditations requirements for university, college, and departments
- ✓ Financial support for programs that would be able to expand if resources for faculty/staff were available.
- ✓ On-going financial support for instrumentation purchase and maintenance.
- ✓ Adjunct pay not competitive
- ✓ Primarily diminished resources. Growing graduate programs in high demand with few faculty members to service these programs. More doctoral level faculty (senior level) are desperately needed to continue growth and excellence in a department that is ready to grow (even more) and continue the level of excellence that has been established in teaching, research and service.
- ✓ The state and national economic crisis will continue to be a challenge. This college faces increased issues of accountability that are measure by a moving target driven by national attention and school districts in pursuit of funding that drives the work of the university by altering the program approval process in the state.
- ✓ Much of a degree's offering is restricted to specifics dictated by state policy. The state has gone so far as to assign degree programs the responsibility of preparing teachers for individual school districts as opposed to well-rounded, effective teachers of all children.
- This is a huge challenge when the unit and university's largest generating FTE degree must meet the needs of the individual districts in the service area of four campuses and seven school districts.
- ✓ Schools and centers need to maintain ongoing workloads while increasing research, grant and dissemination activity at the state, national and international levels with reduced funding
- ✓ Financial constraints to auxiliaries maintaining services, developing models, supporting research and promoting replication for children or the broader local public communities
- ✓ Continuing to innovate and integrate within the local, state, national and university communities for the common good, while negotiating current statute, policy or practice concerns.
- ✓ Poor salaries and excellent faculty leaving for other institutions. This brain drain cannot continue, especially when these positions are not being replaced.
- ✓ Need more tenure-track faculty lines
- ✓ All salaries need to be raised, especially staff and Slattery teachers
- ✓ Get work stations for faculty visiting from other campuses
- ✓ Focus the schools and centers on the state, national and international implications of the work being done locally, which has broader policy and programmatic application
- ✓ Transition basic research conducted at the schools or centers by many FAU departments into application oriented processes, products, trainings, etc. that can be broadly distributed, applied and improved
- ✓ Understand the evolving state, national and international priorities to recognize or

- generate connections to past, current or proposed initiatives
- ✓ Partner and disseminate locally and at the state, national and international levels to increase generalizability, visibility and collaboratives
- ✓ Teach in other programs for professional development
- ✓ Need scholarships for students
- ✓ Need committee support for doctoral students from other departments
- ✓ Office for Academic and Student Services must continue to meet the needs of a varied and diverse student population. This includes assisting with clarifying life goals, developing sound educational plans, interpreting institutional requirements and evaluating student progress. Employing developmental advising strategies as our student population grows is difficult with a high student to advisor ratio. OASS must continue to seek early and strong connections with students, and maintain consistency regarding academic information across all campuses.
- ✓ Continuing to develop and fine tune practices and procedures that encourage student success as well as providing consistent faculty support is an ongoing and welcome challenge.
- ✓ Meeting the needs of students, faculty and programs on a daily basis
- ✓ Determining how to do more with less since the demands are there and the resources are limited
- ✓ Meeting the state and national accreditation requirements Sustaining a cohesive feeling across campuses focused on a shared vision, mission and strategic plan
- ✓ With increased student enrollment, there is limited amount of space and computer resources currently available for student use.
- ✓ We need an allowance from the student technology fee to permit funding for student workers to assist other students within the computer lab regarding various computer-related questions.
- ✓ Frustration with constantly changing standards, directives, and deadlines driven by policy makers has impacted the quality of work our faculty members are willing to engage in.
- ✓ A lack of a clear expectation for our Campus Locations, so that departments can be held accountable and we know what to strive for.
- ✓ The state funding for Education and changes being made by the legislature that do not encourage individuals from expanding their knowledge
- ✓ Northern/Broward Campuses The state and national economic crisis will continue to be a challenge. This college faces increased issues of accountability that are measure by a moving target driven by national attention and school districts in pursuit of funding that drives the work of the university by altering the program approval process in the state.
- ✓ Much of a degree's offering is restricted to specifics dictated by state policy. The state has gone so far as to assign degree programs the responsibility of preparing teachers for individual school districts as opposed to well-rounded, effective teachers of all children.
- ✓ This is a huge challenge when the unit and university's largest generating FTE degree must meet the needs of the individual districts in the service area of four campuses and seven school districts.
- ✓ Our college, more than most other colleges at FAU, is in the spotlight of national attention surrounding the issues of student learning gains, accountability, and the preparation of teachers.
- ✓ While the nation would never think to blame the front line soldiers if a battle was lost, the media seems to love to point to teachers when learners do not earn identified scores on state and national tests.
- ✓ Our college must work to admit and graduate high quality professionals to add to the workforce. We must endeavor to train those pre-service teachers to effect change; in public thinking and in policy making. The attention to failed systems must be refocused to include accountability from all, even those who designed the system.
- ✓ We must become more proactive in working with state and national policy makers and stress using a research based approach to assist with problem solving.
- ✓ The challenge our unit faces is the consistency in following human resources policies regarding annual or sick leave.
- ✓ Student assistance after normal business hours for departments which have classes in office suites; suites are locked and students think the classes have been moved or cancelled.

- ✓ The university could implement faculty and staff incentives For example: 10% of any food or merchandise on campus.
- ✓ Better upkeep, windows are not washed and look bad which does not leave a good image of the college building for visitors, students, faculty, and staff.
- ✓ College of Education building needs to be upgraded and cleaned more frequently.
- ✓ The landscaping needs to be more attractive in the front and back of the building.
- ✓ Increase student motivation and professionalism (in terms of ethics)
- ✓ Need to cross-list courses for undergraduate and graduate students
- ✓ Analyze course identity, direction, and alignment across each degree program
- ✓ Give our students empowerment skills, especially when dealing with the politics of working in the school systems
- ✓ Need to improve dialogue across departments within COE
- ✓ Lack cross-departmental projects / interdisciplinary work
- ✓ Encourage cross-departmental teaching
- ✓ Improve coordination with field experience portion of programs
- ✓ Change visitor pass policy; one per semester is not sufficient
- ✓ Department must respond to University demands for data and data collection processes often with little advance warning creating a drop and do culture that does not utilize the information to its potential.
- ✓ The ever-evolving face of public education creates constant challenges for the Department. Legislative changes have an impact on the substance of our degree programs, and faculty constantly have to reorganize programs and re-write courses to comply with state requirements. This draws faculty from research and scholarship, and puts them at a competitive disadvantage compared with faculty in other colleges and majors who have no such requirement to comply with state political mandates.
- ✓ One of the Department's strengths is its partnerships with districts, schools, and community organizations. In the face of a diminishing budget and increasing fuel costs, our outreach may be affected by proximity and available funds.
- ✓ Our course offerings have not decreased, yet faculty are leaving or retiring, and there is little real opportunity for replacement, which has increased the dependence on adjunct instructors.
- ✓ The inability to hire also has affected our ability to expand and reach new markets.
- ✓ Our inability to increase adjunct faculty salaries is causing many adjuncts to decline teaching or accept positions elsewhere. Our adjunct salary rate has remained the same since the mid 90's, would barely cover the cost of gasoline and the cost of the required parking sticker.
- ✓ Limited resources which prevent:
  - ✓ Filling vacant lines
  - ✓ Maintaining or increasing faculty morale
  - ✓ Department must respond to University demands for data and data collection processes that have little connection to program operation;
- ✓ The ever-evolving face of public education creates constant challenges for the Department. Legislative changes have an impact on the substance of our degree programs, and faculty constantly have to reorganize programs and re-write courses to comply with state requirements. This draws faculty from research and scholarship, and puts them at a competitive disadvantage compared with faculty in other colleges and majors who have no such requirement to comply with state political mandates.
- ✓ One state change allowed teachers to become certified without any training as a teacher, and removed incentives for advanced degrees and coursework. That type of legislated change posed challenges and risks to the Department which saw an immediate decrease in graduate enrollment. As is common with many legislated changes such as this, it too evolved into another model of teacher preparation, but the challenge to the Department was to weather a 3-year loss of graduate FTE until districts once again created incentives for teachers to gain certification through university training.
- ✓ One of the Department's "spheres of excellence" was its partnerships with districts, schools, and community organizations. That sphere was lost when the FL DOE re-organized its operation of university – school collaborations. The loss has affected our connections to our district partners.

- ✓ The Department faces challenges in meeting topical needs for professional development by districts. There are huge disincentives within the University in delivering expertise that does

not generate student FTEs.

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### What does your Unit do well?

- ✓ COE & Department graduates are very prepared to step into 1<sup>st</sup> year teacher roles, and they are quite successful when they take these roles; and district leadership roles, and have made an impact in several areas in the field;
- ✓ FAU can be proud of many outreach functions in the COE including the Wellness Clinic, the Communications Disorders Clinic, and the Center on Autism and Related Disabilities;
- ✓ Students at FAU (and in the ESE Department) have unusual access to individual faculty members as mentors, advisors, and role models
- ✓ In the ESE Department, every student has a regular faculty member serving as advisor;
- ✓ The direction of the Undergraduate Intellectual Foundations program is creative, focused, and strong.
- ✓ In the COE we have worked to make the distributed campus model less onerous; we invest a considerable amount of effort in doing things to maintain quality in our courses and programs across the campuses.

- ✓ The ESE Department's doctoral graduates have become successful in higher education In the COE we have worked to make the distributed campus model less onerous; we invest a considerable amount of effort in doing things to maintain quality in our courses and programs across the campuses in addition to utilizing various means of technology, including video conferencing for meetings and collaboration.
- ✓ FAU can be proud of many outreach functions in the COE including the Wellness Clinic, the Communications Disorders Clinic, and the Center on Autism and Related Disabilities, DETA, FIAT, Reading programs with area schools and community organizations, work with non-profit organizations, Pathways to Teaching (Transition to Teaching Grant) and leading the university in Service Learning courses.
- ✓ Students at FAU (and in the DTL Department) have access to individual faculty members as mentors, advisors, and role models

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### What should your unit do in the next five years to become a distinctive and distinguished department?

- ✓ Continue to expand our laboratory capability and graduate research areas (i.e. cognitive, muscular and genetic determinants of human movement/performance). Refine course offerings to include state of the art health/fitness assessment and program planning. Collaborate with other departments to establish interdisciplinary degree programs.
- ✓ Investigate feasibility of offering prerequisites in a distance-learning format.
- ✓ Institute a value-added tuition supplement to permit department to hire permanent clinical staff, supplement continuing education requirements for faculty, and maintain lab equipment, software, and hardware to reflect state-of-the-art instrumentation in the fields of speech pathology and audiology.

- ✓ Increase clinical caseload and outreach through hiring of permanent clinical staff
- ✓ Support faculty research and scholarship by instituting a 2/2 teaching load.
- ✓ The Department has spent the past year working on a strategic plan where we have defined our mission, established our values and aspirations, and defined some very specific priorities for the next five years. Now we must do the hard work. We must live our values and clearly work on our priorities.
- ✓ Create additional Multicultural and Global courses that appeal to students university-wide
- ✓ Increase grant writing and research productivity

- ✓ Continue to create entrepreneurial sponsored degree programs that support our mission of teaching and service
- ✓ Continue our tradition of public intellectual activity: e.g., Research Brown Bags each month; invitation of a Distinguished Scholar to speak with students and faculty each year; invitation of an International Visiting Scholar each year
- ✓ Mentor GA's who teach for the department, and maintain the pattern of GA's working closely with faculty on research and writing projects
- ✓ What distinguishes OASS in the COE is our commitment to our students, faculty and programs to ensure that the standards and requirements of each department are met through the support we provide in the areas of recruiting, orientation, advising, program and credential evaluation, and managing college data system to assist with reports. In addition, our collaboration with the CoE academic departments, other colleges/units in the university and the surrounding districts allows us to provide leadership in coordinating secondary education, academic service-learning, clinical placements and various other initiatives.
- ✓ What distinguishes us today should continue in the next five years and beyond, but we should investigate new and innovative ways to deliver some of the services we offer utilizing technology in an interactive way for recruiting, presenting orientation sessions and advising.
- ✓ OASS should continue to work on having a student to advisor ratio in keeping with recognized national recommendations. Advisors should be challenged to continue to learn and develop their expertise on all aspects of student needs, and collaboration between advisors should be encouraged. Opportunities for professional development should be encouraged and supported, and a comprehensive needs assessment should be conducted in order to make data driven decisions on things we currently do well with and things which could be improved as seen by our students as well as by our faculty.
- ✓ With the increase in student enrollment in the next 5 years, there will also be an increase in faculty and staff. As this increase occurs, we will need to expand our technical service teams to better service the increased number of technical support requests from students, faculty and staff.
- ✓ The college needs to continue current assessment and accreditation efforts at the state and national level and pursue more opportunities for work at the college level to receive state and national attention for the quality of our assessment system design.
- ✓ For our unit to become distinctive and distinguished there would need to be a clear plan with expectations developed and rewards provided with the accomplishment of these expectations. There needs to be consensus developed and buy-in developed by all members.
- ✓ Northern/Broward Campuses The college has been following the university example and examining new ways of working with the regional campuses. These efforts need to be researched and piloted to find more economic ways to service communities but ways that do not decrease quality of instruction.
- ✓ Our college is comprised of seven departments, each with a very exclusive set of standards and goals. Departments must not rely on the comfort of what they know was sufficient in the past, but look to meet the needs of present and future students.
- ✓ Our college needs to emphasize collaborative grant writing and scholarship, with support to follow through.
- ✓ College of Education needs to continue with its international endeavors.
- ✓ Implement training with faculty and staff on policies and procedures for better support for students.
- ✓ Develop the Ph.D. program -- curriculum, advising, outreach to alumni, and publicity - - so that it is seen as the preeminent doctoral program in Curriculum and Instruction in South Florida, and one of the best in the state
- ✓ Develop and support a Continuing Education structure in the Department to create and take advantage of non-credit

- generating opportunities (lectures, institutes, consultancies, etc);
- ✓ Add Summer Institutes on topics and issues of interests to district educators and others;
- ✓ Explore and implement ways to strengthen the DTL master's degree programs (financial support for students; advertising; cohort development);
- ✓ Increase professional development opportunities for district educators;
- ✓ Improve access to, training, and use of technology;
- ✓ Integrate effective use of technology and online coursework/programs to reach all students effectively.
- ✓ Develop a proposal for a doctoral program or establish relationships that actively engages faculty in work with doctoral students.
- ✓ Faculty need to produce/publish more research
- ✓ Faculty need to bring in more external funding for research
- ✓ Increased state and national leadership in professional organizations
- ✓ Increased editorships on national professional journals
- ✓ Updated software and training to support state of the art online course delivery where appropriate
- ✓ Increase efforts/resources to recruit and retain top students
- ✓ Increase use of student performance data to drive program improvement
- ✓ Monitor and report success of our graduates in the field of counseling
- ✓ Develop and support a Continuing Education structure in the Department to create and take advantage of non-credit generating opportunities (lectures, institutes, consultancies, etc);
- ✓ Add Summer Institutes on topics and issues of interests to district educators and others;
- ✓ Add an Education Specialist degree;
- ✓ Draw additional attention to the national impact made by ESE Doctoral graduates;
- ✓ Explore and implement ways to strengthen the ESE master's degree program (financial support for students; advertising; cohort development);
- ✓ Re-establish a partnership model and structure with our local school districts;
- ✓ Increase professional development opportunities for district educators;
- ✓ Create a dissemination vehicle to publish "*research to practice*" recommendations;
- ✓ Improve access to and use of technology;
- ✓ Implement a Department data collect system to obtain information from graduates;
- ✓ Connect current students with past graduates;
- ✓ Streamline efforts to maintain accreditation and to comply with external and COE mandates;
- ✓ Re-invest faculty effort spent on compliance tasks for higher education functions that actually earn distinction (such as research and scholarship).
- ✓ programs to stay linked to their graduates

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