

**SUMMARY UNIVERSITY PERSPECTIVES****OVERVIEW**

The landscape of higher education will change significantly in the years to come. Economics, technology, expectations, for-profit schools, community colleges becoming state colleges will play a huge role in this transformation as will multiple delivery systems such as on line and e-learning. Changes in the landscape are being followed by changing stakeholder expectations. If we don't set priorities, we will be mediocre.

**GRADUATION RATE**

1. FAU is the lowest ranking university in the SUS system; FAU undergraduate graduation rate of 39.4% ranks at the bottom nationally. [Faculty Senate discussed this last meeting and we all pointed out that it is first time in college people and most of our people are NOT first time in college but are coming to us from comm. colleges. Some say that the statistic of 0% of undeclared majors graduating is incorrect, as you don't graduate until you declare a major]. Reactions
  - a) What does this mean for the College? Graduate education? Is it college or campus specific or university wide? How does the College of Education rate?
  - b) Since the data was collected for first time, full time college students, how does that account for our huge transfer enrollment?
  - c) This reinforces importance of careful enrollment management and need to ensure good data is gathered for the college.
  - d) How does our national ranking on diversity of students play into the low graduation rate?
2. Zero percent (0%) of undecided students graduated in the 4 year allotted time frame for graduation. How does this statistic relate to our College since most of the COE students have decided on their majors?
3. Further investigation is needed on the FAU admission criteria. If we are accepting below than marginal students, then without adequate support from the university, it is inevitable that FAU will face a higher % of drop-outs. [*sic – please note that we do not do remedial classes anymore - those were moved to community colleges several years ago*] High on the priority list of the university strategic planning is to examine these points: Should FAU raise the bar on the criteria for student admission? How can FAU help marginal students? Should FAU involve alumni and student organizations to help these students? Are marginal students being referred to learning centers at FAU? Has FAU used the Intrusive Advising software and to what degree of success?

**BRANCH CAMPUSES**

1. Change is coming, especially to partner campuses so we better be involved or will be forgotten.
2. Distributed campuses are highly inefficient—it would be hard to retrench, but don't want them to be albatrosses.
3. If campuses must compete with the former community colleges for undergraduates but are not allowed to offer freshman and sophomore courses, they are handicapped and at a distinct disadvantage.
4. A transformation of the Jupiter campus is in the works now. How does it morph into better connections with Scripps, Max Planck, Honors College? President has asked for a business plan with costs, numbers, timeline, etc. How might COE be involved? Faculty with input about the future of that campus should contact the VP for Research with ideas. Reactions

- a) What is the mission for each branch campus? [I thought this was politically incorrect and they were partner campuses!] However, if the branch campuses have mission specificity, what are the implications for departments in the COE?
- b) I would like more on how to build community with other branch campuses under the umbrella of the mission statement of the university.

#### **ENROLLMENT**

1. University must grow to 40,000 to have adequate funding. Graduate programs are very expensive to offer. Undergraduate programs are a must to help achieve the income needed to support graduate programs.
2. Quality—"They (Consumers) will pay for quality". The raising trend in taking lower division classes at community colleges challenges the quality issue.
3. Teacher education will be impacted by community colleges. FAU should have a mix of lower division, upper division, and graduate.
4. Reactions
  - a) The desire to increase enrollment will likely impact teaching loads and loads are already challenged, given the "all things to all people" ambitions of FAU.
  - b) It's not fair for state colleges to offer upper division if we can't offer lower division. A request has been made to offer lower division. On the other hand, should we be duplicating efforts of state colleges?
  - c) Recruitment and retention – I don't know that this affects Ed Leadership and RM as much as it will T&E and CCEI, particularly in view of the transition to 4 yr programs at the state colleges.

#### **ELEARNING**

1. Elearning should be expanded in order to increase FAU enrollment to 40,000 students and gain more resources.
  - a) Elearning is important and the wave of the future.
  - b) Quality is no longer an issue with distance education.
  - c) Elearning is the preferred mode of delivery for students.
  - d) UCF has 20% Elearning and UWF has 25% Elearning.
2. Reaction:
  - a) Our college, departments, and programs can expect to increase the use of on-line learning, AT THE EXPENSE OF CLASSROOM INTERACTION.
  - b) It is very clear that the social sciences are just that and e-learning can't replace the meaningful dialogue that takes place in a classroom setting.
  - c) Hands-on workshops offered by faculty in departments that have used E-learning with the support of IRM personnel should be held frequently. Faculty will need to be trained in designing effective online delivery models,
  - d) We need to be more current in our investments in software and hardware if we are to offer a relevant and truly formative experience.
  - e) Ensure that students are doing their own work and not cheating.
  - f) Not all classes require a classroom setting to be effective as this is the "age" in which our students have grown up.
  - g) A task force has worked on the proposal of this project. Fortunately, we have excellent examples to provide since the university is embarking on this project, COE

**TECHNOLOGY**

Technology infrastructure at FAU is strong. Impressed with LEDs standards on climate agreement. Tech fees can be spent to upgrade classroom computers, but are we overbuying in some areas? Reactions.

- a) Our college should be transparent in displaying the revenue collected from the tech-fee that students pay and how it is being spent. Innovative ways of using on-campus computers should be thought of and implemented as alternatives to having central computer labs, if the majority of students own their own computers or laptops.
- b) This area needs to be reviewed in the department and the college. Students can now do their own graduation check, due to technology. We are quickly moving to a fully digital re-accreditation process, and the university's sustainability efforts through Project Green Wave will also bring incentives to go paperless in offices and the curriculum.
- c) The school districts and state are becoming increasingly sophisticated in use of data, web-based platforms, mobile technology, etc., to all of which our students are exposed.

**STUDY ABROAD PROGRAMS**

Study abroad, international travel, and partnerships should be emphasized

**SERVICE LEARNING**

Service learning and out of classroom and community service by faculty should be emphasized. Reaction:

- a) how does service learning fits into P & T? Colleges could have it in their guidelines [yes for service but I don't think it will ever count as research!]

**RESOURCES**

1. These are very difficult times financially. The budget problems persist at crisis level. FAU is living in ambitious poverty. Ambitions exceed resources.
2. We struggle to reallocate and make tough choices. Unless priorities are determined the University will continue to live in mediocrity. Reactions.
  - a) Being all things to all people won't be a good approach for FAU's future. Need to stick to who we are (once we know and are certain of who we are) despite political and economic pressure.
  - b) Selection and retention of high quality faculty is important as this correlates with the quality issue.
  - c) What has the college done to ensure that faculty is supported to maintain high quality instruction and producing high quality research? What kinds of incentives are provided and are they significant enough?
  - d) Sometimes a particular department/program within a college can be the agent that makes the college or the university well-known; e.g. Harvard Law School or Business school. Therefore, COE should invest on the nurture and support of individuals with potential to achieve such stature within program areas, department or college.

**RESEARCH**

1. We are an immature research university, can't be all things to everybody. Only have had doctorate for 22 years.
2. Not enough infrastructure to support major research. Ambitions exceed resources. We really do not have the resources to become a research university, so our reach far exceeds our grasp. We can't be all things to all people so we have to set priorities in face of special interest groups and politics. Not becoming a research institution in the short term!

3. The best research today takes place at the “edge of disciplines” thus faculty are encouraged to find research partners across disciplines. Team approaches to research valued. Cooperate with other colleges/departments when offering programs and with research. COE in particular needs to work across colleges, not just do its own thing--many funders now are looking for interdisciplinary projects. Too many silos, meaning too many people doing their own thing and not enough collaboration: interdisciplinary efforts often required for funding. That strategy is needed more.
4. Some partners - like Max Planck - are more effective at working with the university community than others. Collaborations with others will evolve slowly.
5. The Office of Research needs to be funded out of overhead.
6. There need to be more and better graduate assistantships.
7. People nationally and locally often don't respect COE research but there are islands of excellence.
8. Federal funding is steadily declining for all universities over last 2 decades and universities are spending more on research from other sources. Federal funding is more and more competitive.
9. Research must be built from the bottom up (faculty), not top down. Don't wait for permission—get on with doing stuff!
10. Reactions.
  - a) Working alone is often more efficacious.
  - b) What examples across all campuses for the College of Education faculty can we provide that illustrate team approaches?
  - c) Across campus we are not known for research in our core mission programs like teacher education. The pockets we are known for are auxiliary to the core mission.
  - d) I know many of our faculty conduct research in collaboration. Can we provide exemplars for the President to highlight when she speaks again about this valued approach?
  - e) What kinds of initiatives has the college taken to encourage faculty involvement in inter-college faculty collaboration of research projects?
  - f) How can COE involve itself in the Stem, Healthy Aging and Climate change research? Forty (40) research proposals were rejected, COE faculty need to see how they can align themselves with these research projects and collaborate?
  - g) Need strategy for better team research. COE was involved in healthy aging and climate change proposals. COE should push to be with research in other colleges.
  - h) Faculty should do more research and scholarship. [Aren't these incompatible unless we are doing less teaching?].
  - i) If administration values interdisciplinary research, they have to make rewards clear.

## SERENDIPITY

1. FAU
  - a) We're a young University so more agile and flexible about new opportunities and ventures. FAU increasingly a school of first choice. Deans are very collegial and work well together.
  - b) Does FAU truly know what kind of university it wants to be when it grows up? We are in danger of becoming a technical institute with focus on science, medicine and engineering, and it's important to remain a comprehensive university. Should guard against FAU morphing into an institute of technology instead of a comprehensive university.
  - c) If FAU wants to be recognized as a high quality institution, then it has to be selective in its student body. On one hand, FAU cannot be the “nice” university which accepts

students who are rejected from other universities, and at the same time expects to attain the high quality institution standard if FAU is not yet ready to change mediocrity into excellence.

- d) Major challenges: doing more with less (budget), competition from State Colleges for teacher prep programs. Stressors are teaching load, needing FTE growth, budget cuts, retaining students.
  - e) Major opportunities: aligning COE with economic development perspective, expand distance learning options (perhaps even nationally, internationally) to attract new students, provide doctoral programs for State College faculty, who need them to meet accreditation requirements--and the usual: marketing to expand FTE. Strategic mergers, acquisitions, etc. may be needed.
  - f) Sustainability – as an epilogue to a question at the meeting, a full time Sustainability Coordinator for FAU was appointed.
  - g) The provost’s office has been reorganized. We can anticipate additional reorganization.
  - h) There is a national search for vice – president of research
2. COE
- a) Where does COE fit into university plans? Economic development is now part of university's mission. K-12 and economic development are important for good school systems. COE is central. Should do partnerships--we have a lot to offer science and engineering. COE might refocus on being a vehicle to support economic development.
  - b) Is COE definitive in its identity? What do people think about FAU/COE? COE seems to only be known to externals for its teacher training, environmental ed, and lab schools. What should people think about FAU COE? Identity? Uniqueness? How does COE want to be perceived by outsiders?
  - c) COE shouldn't move too far away from the disciplines, who already feel COE has too much emphasis on pedagogy. Lab schools are a strength that should be utilized to increase visibility of COE. It seems to me that the college will be well served if we re-think how we 'do business' especially in the context of the centralization of the decision making on faculty lines.
3. Suggestions =
- a) If the administration is going to look at programs/departments and make decisions based on those numbers, I wonder if it would be a good thing for us, as we consider the importance of thinking as a college, to consider searches/positions that blend departmental affiliations. The fact that we belong to a specific department is logical from a supervisory point of view. Yet many faculty (esp. those we might seek to hire) do not fit neatly into the strict departmental categorizations of FAU's COE. Might we think strategically about hiring across department lines -- perhaps strategically designate a line for that purpose?
  - b) I am not yet convinced how much we are valued as a college vis-a-vis the Medical School and other science-oriented colleges. What is it that we need to do to become valuable in the eyes of the president, the community, and board of trustees without having to compromise who we are? It seems to me that one thing we will need to do would be to increase our profile in the area of scholarship. I am not saying that we need to raise the current criteria. But we need to do a MUCH better job of ensuring that ALL faculty continue to be active scholars and that the recommended annual publication be of sound quality. We have too many faculty who will not make graduate faculty status at any level. That needs to change.

- c) Emphasis on economic development. NEW FLORIDA is a document about the importance of finding funding university for economic development. Need ongoing relationship with state: raise awareness of FAU and its strengths. STEM very big— maybe cooperate on STEM with other colleges. STEM plus nursing and education.
- d) Too many silos; interdisciplinary work need to be increased; efforts to be put in building bridges instead of fences.
- e) Competing pressures for increased enrollment and increased research will continue to challenge this University.
- f) Faculty - We have a very high quality dedicated faculty, but the loss of best faculty is real and a real future threat. Regarding hiring, all faculty lines will be reviewed by the president who will determine if positions should be filled. The COE must actively make a case for hiring tenure track faculty. Faculty to do more service and more research, more partnerships and interdisciplinary efforts. Fewer faculty however, means fewer grad students--can we begin hiring again? Faculty voice needs to be heard on faculty development. It's a mix of a lot of things--UCF has Center for Teaching and Learning with courses for faculty. Mentorship programs are wonderful--we should discuss. Faculty at all ranks need to demonstrate progress (some forward movement) in order to be evaluated at a satisfactory level. Although I acknowledge that tenure is precious and sacred, this should not be a "pass" to stagnation. I would welcome some hard questions that all of us as faculty are required to answer.
- g) I am not sure that all of us are responding as we should to the travesty that passes as education in the K-12 system. How are we preparing our students to take on this challenge? (To me, it is an ethical one, as well.) Where is our COE vis-a-vis this issue? While I was thrilled that our administrators advocated against Senate Bill 6, where are our faculty (myself included) in the research and advocacy for what is right (academically, ethically) for the next generation of students and teachers?
- h) It appears that there are "visions" to increase use of technology, e-learning and faculty research productivity. However, there doesn't seem to be any real plans as to how these goals would be achieved. What are the priorities? How will they be funded (especially for technology)?

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