

Old Dominion University

Darden College of Education

Strategic Plan 2009-2014

Mission: The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. Within the context of a diverse student body and faculty, the college strives to achieve its goals of excellence by meeting the educational needs of the Commonwealth of Virginia, the nation, and world. The College excels through the achievement of national and international prominence in the disciplines of the college and through the preparation of outstanding educators, leaders and professionals.

The mission of the Darden College of Education is to prepare distinguished professionals who become leaders in their fields.

Vision: The Darden College of Education will become one of the top 50 colleges of education in the country by focusing its resources to achieve-

- **collaboration** among University colleagues and other professionals around the world;
- adherence to the highest standards of **professionalism** thus gaining prominence in our fields of study; and
- a reputation for **innovation** in teaching, research and service in the preparation of teachers and other professionals, leaders, and scholars as we meet the needs of an ever evolving global society.

Our commitment to the college's mission and this vision **adds value** to the academic degree programs of the college, our research and scholarly activities, and our service to the community, the Commonwealth of Virginia, nation, and world.

Strengths, Weaknesses, Opportunities and Threats Assessment:

The identification of strengths, weaknesses, opportunities, and threats has been a continuing process of the Darden College of Education. Three recent examples of this process are described below.

The first process involved the development of the college mission and vision statements. To develop these statements the Darden College of Education key constituent groups including faculty, students, alumni, and community leaders participated in a visioning process that identified collaboration, professionalism, and innovation as the guiding principles of the college. Discussion occurred during this process that also identified weaknesses and strengths of the college.

The second process was the result of a mandated change by the state education governing body. In July 2007, the Virginia Department of Education (VDOE) issued

new regulations for the approval of academic programs of universities offering coursework leading to teacher licensure. Among the requirements of the VDOE pertinent to reorganization was that specific courses were no longer required. The VDOE required that the programs provide assurances that certain competencies will be acquired by teacher licensure candidates enrolled in the respective program of study. Implementation of this requirement obliged the college to establish a faculty committee to assure that all necessary competencies were included in the curricula. To respond to this need, the Course Competencies, Consolidation and Curriculum (C4) Task Force was appointed. Subcommittees of the C4 Task Force were created to develop recommendations for review by the dean and leadership of the college.

Among the C4 Task Force recommendations, which have been implemented, are the consolidation of research and statistics courses across the college. A subcommittee of the Task Force also recommended the establishment of a department to support foundations of education courses including the research and statistics courses. Implementation of this recommendation for the establishment of a department for foundations of education necessitated consideration of reorganization of the college by the dean and faculty.

The third process deals directly with the colleges continued commitment to assessment of its programs and services. Since academic year 2002, the Darden College of Education has asked students completing their student teaching to answer questions regarding their satisfaction with their academic programs and experiences at Old Dominion University. Their answers have been used to identify program weaknesses and strengths. The college has also used pass-rates from the university's Senior Writing Examination to identify areas directly linked to student learning outcomes in the college's undergraduate academic degree programs.

Darden College of Education Strengths:

1. Excellent National Reputation.

The Darden College of Education enjoys an excellent reputation. In the most recent rankings of graduate programs in education by *U. S. News and World Report*, the Darden College of Education achieved a top 100 ranking of 96th, its highest ranking to date. Among public universities, the college was tied for a ranking of 75th in this *U.S. News* ranking of education graduate programs.

2. High Research Productivity.

According to FY 2007 Research & Development (R&D) Expenditures Rankings of the National Science Foundation, the Darden College of Education education expenditures at Old Dominion University were identified as 17th for "Federal" R&D and 15th for "Total" R&D. In AY07/08, the faculty and staff of the college received 28 grant awards totaling \$13.33M in research expenditures. Below is a table of all grant awards for AY 2007-2008 many of which helped to establish these partnerships.

<u>Darden College of Education Grant Awards, AY 2007-08</u>		
Department	Number of Awards	Expenditures
Educational Curriculum and Instruction	4	\$2,616,200
Educational Leadership and Counseling	3	\$ 657,469
Exercise Science, Sport and Physical Education	6	\$1,500,000
Early Childhood, Speech Pathology and Special Education	3	\$3,540,000
Occupational and Technical Studies	5	\$1,469,715
Programs for Continued Learning	2	\$303,000
Programs for Research and Evaluation in Schools	5	\$3,244,000
Total	28	\$13,330,384

3. Internationally and Nationally Prominent Faculty.

In 2007/2008, the Darden College of Education employed 62 Tenured and Tenure-Track faculty members. These faculty members produced 93 refereed journal articles, 17 books, 32 book chapters, 59 technical and other reports. They also made 143 presentations at international, national, regional, and state conferences. Forty-one of these faculty members serve on editorial boards of 76 professional journals in their disciplines. National awards for outstanding contributions to their disciplines were received by eight faculty members in 2008. Included among the faculty are Fulbright Scholars and faculty members granted fellow status by their disciplines' learned societies.

4. Commitment to Program Assessment and Program Improvement.

The Darden College of Education is committed to measuring its performance and using these results to improve its programs in teaching, research and service. Assessment instruments in place to measure performance and student learning include EBI Teacher Education Exit Assessment, Virginia Improves Teaching and Learning (VITAL), WEAVE On-Line, LiveText™, Teacher Education Data Systems, Praxis I and Praxis II, Virginia Communication and Literacy Assessment (VCLA), Virginia Reading Assessment (VRA), Impact on Student Learning Data Form, Teacher Candidate Portfolio Assessment, Administrator Evaluation in Student Teaching, Weekly Teacher Candidate Evaluation by Clinical Faculty, Report of University Supervisor Observation and Conference of Teacher Candidate, and Teacher Candidate Professional and Instructional Development Scale. All degree programs in the Darden College of Education eligible for specialized

accreditation, including the National Council for Accreditation of Teacher Education (NCATE), the American Speech Language and Hearing Association (ASHA), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) have achieved this measure of professional quality.

5. Outstanding Alumni.

In 2007-08, 45 alumni were named Teacher of the Year in the Hampton Roads region of Virginia. The 2008 Virginia Teacher of the Year, Tommy Smigiel Jr., is an alumnus of the Darden College of Education. He was also one of four finalists for the 2008 National Teacher of the Year Award. Darden College alumna Tiffany Sanzo was named the 2008 Virginia Assistant Principal of the Year. The 2008 Virginia High School Technology Education Teacher of the Year is Johnny Moye. He joins Mark Bolt who is the Virginia Middle School Technology Education Teacher of the Year for 2008.

Alumna Shameka Hardy was recently named the 2008 No Child Left Behind American Star of Teaching award recipient by the U.S. Department of Education. Alumna Nancy Davenport was elected president of the National Association of Elementary School Principals. Alumna Suzanna Panter was named 2009 Emerging Leader by the American Library Association, one of two librarians sponsored by the American Association of School Librarians. The 2009 Dissertation of the Year Award from the American Association of Colleges of Teacher Education (AACTE) was received by alumnus, William C. Reed. W. James Haynie received the Educator of the Year in 2008 from the Council on Technology Teacher Education. Amanda Kiakis was named the “Outstanding New Professional” by the Association for Student Judicial Affairs in 2008. Ms. Kiakis is a previous recipient of the Graduate Intern Award of the Association for Student Judicial Affairs.

Further, alumna Anne Donovan coached the 2008 USA Women’s Basketball team to a gold medal in the Beijing Olympics. She also received an honorary doctoral degree from Old Dominion University in Fall 2008.

The Darden College of Education annually celebrates the accomplishments of its alumni. Each fall, academic departments name an alumnus as a Darden Fellow. The Fellow is invited to campus to receive this honor and to conduct a seminar for students and faculty. The Colgate and Constance Darden Lecture in Education, which features a nationally recognized expert in her or his field in education, also occurs during this time.

6. Leadership in Meeting Community and Commonwealth Needs.

The faculty and students of the Darden College of Education are engaged in the community and Commonwealth. Faculty design award winning programs to meet educational and research needs of the community and Commonwealth. Examples of these programs include the AASCU 2005 Christa McAuliffe Award and the ACRES 2006 Exemplary Program Award to the Commonwealth Special Education Endorsement Program (CSEEP) and the 2007 Young Audiences of Virginia Outstanding Partner Award to the Darden College of Education. Other programs serving the community

include Career Switchers, Military Career Transition Program (MCTP), the ODU Oral Preschool Program for Children with Cochlear Implants, CARE NOW, the Fashion Academy, the Center for Teacher Quality and Educational Leadership (CTQEL), Training and Technical Assistance Center (T-TAC), Lion's Speech and Hearing Clinic, the Tidewater Scottish Rite Childhood Speech and Language Center, the Virginia Assistive Technology Demonstration Lab, the Child Development and Study Centers, ODU-Norfolk Community Services Board Counseling Center, and the Program for Research and Evaluation in the Public Schools (PREPS).

Programs for Continuing Education received a citation from Norfolk Public Schools for support of the school division's mentoring programs. A faculty member chaired the 2008/2009-2014/2015 Strategic Plan Advisory Council for Virginia Beach Public Schools and served as a non-federal negotiator for development of regulations for the TEACH Grant program of the US Department of Education. Faculty members serve as consultants to the Educational Testing Service, school divisions, universities, businesses, and governmental agencies in Virginia and in the nation.

The Darden College of Education faculty design programs to address critical teacher shortage areas as defined by the Virginia Department of Education. Included in these programs are CSEEP, the library science preparation program, graduate program in reading and the reading specialist program, and the mathematics specialist program. The college also collaborates with other ODU colleges in designing and delivering these programs. One example is the partnership with the College of Sciences to prepare Earth Science Teachers for middle schools in Norfolk.

7. Strategic Partnerships with PK-12 Schools, Postsecondary Institutions and Community Agencies.

In 2007/2008, the Darden College of Education reported it has 137 partnerships with PK-12 schools and at least one partnership for each of its teacher education licensure programs. Faculty and staff of the college have received grants from the Commonwealth including two grants to support partnerships with PK-12 school divisions and schools. The graduate program in counseling has a partnership to provide counseling to Norfolk citizens referred or requesting such services from the Norfolk Community Services Board. A partnership of the Virginia Community College System and the Community College Leadership Program established the Research Center for Community College Inquiry in 2007. Federal grants enabled the college to form partnerships with Norfolk Public Schools, Northampton County Public Schools (VA), and Newport News Public Schools. The college also has external contracts with Hampton Roads PK-12 school divisions and post-secondary institutions to provide athletic training services as part of its graduate program in athletic training.

8. Enrollment Increases in Undergraduate and Graduate Education Programs.

Since AY 2002/2003, annual full-time equivalency (FTE) for student enrollment has increased from 3,501 FTE to 4,015 in AY08/09, an increase of 14.7%. The five-year average for FTE enrollment in the college's undergraduate programs exceeded the SCHEV standard in the aggregate by approximately 450%, and the five-year average for degrees conferred in the college's undergraduate programs exceeded the SCHEV standard in the aggregate by 282%. Similar increases over five years were observed in the Masters programs of the colleges – Annual FTE Majors (401%) and Degrees Conferred (396%). Overall in the last six academic years, the faculty of the Darden College of Education has recommended that 6,154 students receive degrees from the university.

9. New Physical Space for the ESPER Department.

The academic and research programs of the ESPER Department have been relocated to the remodeled space in the ODU Recreation Center in early Spring 2009. This new facility will enable the department to better meet the needs of its students. It will also support the University's expansion efforts in intercollegiate athletics.

10. Reputation Enhancement Activities.

The Darden College of Education devotes resources to enhancing the reputation of the college and its programs throughout Virginia and the nation. Among these resources are funds to support enhancement of faculty reputation through increased participation in national and international conferences. In AY08/09, the Office of the Dean provided \$50,000 in travel to support activities of the faculty which are likely to enhance the professional and scholarly reputation of the college. This office also provides \$5,000 to support travel of graduate students presenting papers at professional conferences.

The college also distributes a minimum of nine publications a year nationally to alumni, members of the American Association of Colleges for Teacher Education (AACTE), members of the Council of Graduate Schools, all superintendents and principals in Virginia, and superintendents of school systems in the nation with enrollments greater than 50,000 students. These publications, targeted to specific groups, are designed to increase awareness and appreciation of the quality of the academic programs of the Darden College of Education.

11. Instructional Innovation and Access

The commitment of the Darden College of Education faculty to innovation in instructional delivery has long been a hallmark of the college. The faculty of the college deliver many courses through instructional technologies such as TELETECHNET, Blackboard, and on-line through web-based technologies.

The masters of science degree in Educational Leadership has been redesigned to be delivered in its entirety on-line through web-based technologies including “web-caming”

in real time. Also, the graduate program in recreation and tourism studies has been offering a number of courses via podcasting. Further, the library science program recently completed a three-year grant that enabled the program to be redesigned as an online program, an enhancement that has resulted in enrollment of nearly 60 school librarians for Virginia public schools. Currently, three PH.D programs are offered via distance learning-Community College Leadership, Instructional Design and Technology and Occupational and Technical Studies. These innovations and others underway have increased access to the degree programs of the Darden College of Education.

Darden College of Education Weaknesses:

1. Inadequate Physical Facilities.

The Darden College of Education moved into its current quarters in 1969. During the last forty years, no significant renovation to the building or its infrastructure has been accomplished. The original Child Study Center was completed two years earlier.

The Education Building, the Child Development Center Building (49th Street location), and the Child Study Center are grossly inadequate as academic environments designed to support instructional, research, and service programs of the Darden College of Education. Space assigned to the Darden College of Education in these buildings are not aligned with the college's enrollment growth patterns, faculty and student research needs, or community service programs of the college nor do these spaces reflect modern educational instructional technologies compatible with the work environments in which graduates of the College's programs will work. Faculty offices are too small to accommodate small groups of students or students with disabilities. The elevator does not meet Americans with Disabilities Act (ADA) standards.

2. Inadequate Research and Grant Support Infrastructure.

The research and grant activities of the Darden College of Education receive less than adequate support from grants administrative offices associated with ODU. Project principal investigators spend inordinate amounts of time and effort on fiscal and related grants management efforts. These efforts detract from project tasks, training and mentoring colleagues and graduate students in the research or other grants activities. Despite the college's research productivity achievements, no permanent, full-time grants writer has been assigned the college as has occurred in several other colleges at ODU.

3. Shortage of Senior-Level Faculty.

Retirements of senior faculty and budget constraints affecting fiscal resources have reduced the ability of the Darden College of Education to fill vacant positions with senior faculty. This shortage of senior faculty affects the capability of the academic programs to mentor graduate students and "junior" faculty as well as limits the number of research projects which can assist doctoral students' development of their dissertation projects.

4. Need for Additional Graduate Faculty in Selected Graduate Programs.

The Ph.D. Program in Community College Leadership exceeds the SCHEV standard for Annual FTE Majors by 27 percent and falls below the SCHEV standard for Degrees Conferred by 73 percent. This degree production deficit is due to (1) a lack of senior-level faculty and (2) too few faculty members [n=3] responsible for guiding the education and research of 53 doctoral students (in Fall 08). The program continues to meet expectations from the University for research productivity and from the Commonwealth for service to its community colleges despite this shortage.

Similar statements can be made about other graduate programs in the college. Examples of these include the doctoral emphasis areas in the Ph.D. in Education in Higher Education and Educational Leadership. This assessment is based on the following doctoral student-faculty ratio of the Graduate Dean: 4 to 6 doctoral student FTEs to one graduate faculty member. The masters programs in Speech-Language Pathology, Higher Education, and Library Science also require additional faculty positions to meet student enrollment demands and the needs of the Commonwealth.

5. Need for Faculty in High Growth Potential Undergraduate Programs.

Because of the occupancy of the new ODU Student Recreation Center which includes space for the academic and research programs of the ESPER Department, enrollment will increase in programs of this department. These kinds of enrollment increases have occurred in other universities when the university has opened a new student recreation center. Complementing the impact of the new physical space will be an increase in students enrolled in programs of the ESPER Department by students recruited to ODU to participate in intercollegiate athletics including football. Additional faculty members will be needed to address this pending growth.

6. Academic Organizational Structure Inadequately Supports the Graduate Education and Research Mission of the Darden College of Education.

The current organizational structure of five academic departments does not adequately support the research and graduate education mission of the Darden College of Education as concluded by a College faculty-led task force.

The Course Competencies, Consolidation and Curriculum (also known as C4 Task Force) studied the curriculum of the college in 2007/2008. The task force was charged to identify course competencies, identify courses and programs which might be consolidated, and determine if the existing curriculum supported the college's educational programs. Other issues considered by the task force and college administration included (a) administrative arrangements that would facilitate interdisciplinary-based collaborations and innovations, (b) attention to significant issues affecting teaching and learning in the PK-12 educational systems of Virginia and surrounding states, (c) enrollment in academic programs, and (d) potential number of faculty in a department. An examination of the organizational structures of other highly ranked colleges of education was also completed.

7. Inadequate Fiscal Support of Departmental Operational Costs.

Funding of departmental operational costs including Non-Personnel Services and clerical staffing has not increased in at least eight years. Indeed, this funding has been reduced by the inflationary spiral, increasing demands for technology expenditures and research packages of incoming faculty, and budgetary reductions due to cuts in Commonwealth funding.

An example of the effects of this underfunding is Learning Resource Center of the Department of Educational Curriculum and Instruction. This center serves as a repository for textbooks and curriculum materials used in Virginia public schools. These textbooks and related materials are made available to the university so that university faculty can use them in the preparation of P-12 instructional personnel. The current level of funding for the Learning Resource Center inhibits its usefulness as an instructional resource for teacher candidates and their faculty.

8. Excessive Data Reporting Requirements from Federal, State, and Accrediting Agencies.

The Darden College of Education is required by Commonwealth code and agencies, federal law, and accreditation agencies such as the National Council for the Accreditation of Teacher Education (NCATE) to acquire, maintain, analyze, and report data on student and graduate progress. Some of these reporting requirements include, for example, the effects of teacher candidate and their subsequent performance in the classroom on their pupils' learning. These data reporting requirements require more staff and faculty time than is available. As a result, there is considerable stress and fatigue among these professionals as they responsibly address these reporting requirements. Further, the staffing structure of the Darden College of Education is not adequate to meet these requirements.

9. Inadequately Funded Student Recruitment

Achieving the mission in the context of the vision of the college requires funding for student recruitment. There is a lack of funding for faculty to identify and bring outstanding candidates to Norfolk so that the candidates can learn why Old Dominion University should be their university of choice. There is also not adequate funding to support faculty travel to conferences, recruiting fairs and other venues such as visits to other universities to recruit graduate students. Additionally, the amount of fiscal support for outstanding students to enroll in our programs is far from adequate, especially in comparison to the graduate programs in which graduate program directors compete for excellent students.

10. Too Few Students and Faculty of Diversity

Old Dominion University has identified diversity as one of its strengths. In the Darden College of Education Teacher Education programs, only 14% of program completers (students recommended for licensure to teach in the Commonwealth of Virginia) were students of diverse backgrounds. This percentage of diverse program completers in teacher education is almost exactly the same percentage of diverse faculty members in

the Darden College of Education – 16% in 2007/2008. Given the increasing diverse population of students that program completers teach in Virginia schools, this is an unacceptably low percentage of program completers of diversity. Given the number of members of minority groups awarded terminal degrees in fields in education, this percentage of faculty is also too low. The low percentage has significant implications for role model, pedagogical design and delivery, and research and training initiatives.

11. Inadequate Assistantship and Tuition Waiver Support for Graduate Students

Recruiting high quality, full time graduate students requires that the Graduate Program Director have both assistantships and tuition waiver support available as incentives for these recruits to attend Old Dominion University. In AY 2008/2009, only one masters student received an assistantship and tuition waiver funds from the Darden College of Education; in AY09/10, there will be no one who receives a similar benefit from the college. All funds are directed to doctoral students. Such is not the case in other colleges of the University. In the AY 07/08 and AY08/09 budget requests, the college's top priority was additional support for graduate students including masters students.

Because of the wide diversity of graduate programs within the college, and the desire to support graduate students who seek to become researchers and administrators as well as future faculty, there is need to support graduate students in methods other than the provision of Graduate Teaching Assistants. This is also true since faculty within the college need graduate student support to develop and conduct research and the faculty seek to mentor graduate students as well as support the development of these students to seek the achievement of other goals and career options.

Opportunities for the Darden College of Education:

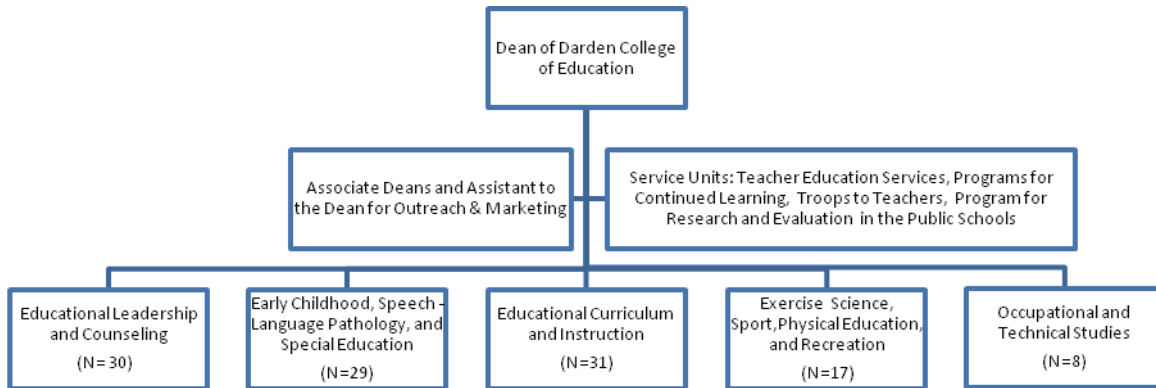
Identification of opportunities and responsiveness to those opportunities identified in order to facilitate the achievement of the mission is a long standing tradition of the Darden College of Education. An example of this tradition is the Commonwealth Special Education Endorsement Program (CSEEP). CSEEP was designed to meet the needs of Virginia's PK-12 schools for fully endorsed special education teachers, a long-standing critical shortage area in the Commonwealth and nation.

1. 2009 Economic Recovery Act, Subtitle C-Education.

The U. S. House of Representatives Appropriations Committee has proposed this Act to address the nation's severe economic decline. Among the programs proposed to be funded in the Act are additional funds (\$13B) for Title I of the Elementary and Secondary Education Act. These funds may be used to fund school improvement including improving instructional quality in the schools. \$100M is proposed in additional funds for Impact Aid to school divisions serving military families and their school age children. Funds (\$6B) are also available to assist universities modernize, renovate, and repair facilities including buildings housing colleges of education.

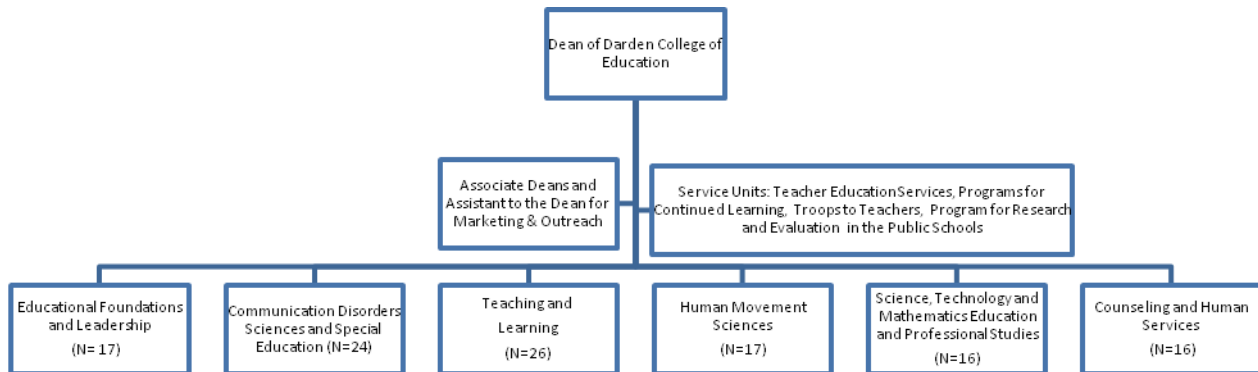
2. Re-Organization and Restructuring of the Darden College of Education

Five academic departments, four service units, and the dean's offices comprise the organizational structure of the Darden College of Education. The figure below represents the academic structure of the college for academic year 2008/2009.



While this organizational structure has served the college well for over twenty years, it no longer meets the needs of faculty, students and the constituents the college serves. The structure has also created disparities in departmental representation on faculty governance committees. For example, the Department of Educational Curriculum and Instruction (ECI) has over 387% more faculty members than the Department of Occupational and Technical Studies (OTS). An OTS faculty member is required to serve on more college committees than an ECI faculty member if OTS is to be represented in college deliberations. This inequitable service expectation reduces the amount of time an OTS faculty has for research and other scholarship while having to meet the same promotion and tenure guidelines as an ECI faculty member.

Proposed Administrative Structure Beginning on July 1, 2009.



The proposed administrative structure increases the number of academic departments in the Darden College of Education by one. It also enables the college to re-align academic programs within the college. These curricular realignments provide for more collaboration among faculty in related disciplines. It also enables faculty to more readily develop innovations addressing the needs of constituents of the college and the faculty members' disciplines. This model is also the preferred organizational structure supported by the majority of Darden College of Education faculty.

Since the presentation of the preferred model on April 29, 2008, faculty members have worked to identify a name for their new departments, write a mission statement, and identify goals for their new departments. College and departmental leadership have addressed the following issues.

- Location of offices of new departments
- Process for identification of chairs (5) for AY09/10
- Budgetary planning and reallocation among the affected units
- Reapportionment of Faculty Governance committee representation
- Realignment of departmental clerical staffing
- “New” departmental faculty review of existing policies relative to personnel and budgets

- Departmental internal restructuring issues
- Curricular realignment and University catalog issues
- Student and constituent communication

One additional clerical position will be allocated among the departments. This position will be allocated to the Department of Educational Foundations and Leadership. Funds for supporting this position come from existing college resources. When the proposed re-organization is approved by the Old Dominion University Board of Visitors, letters, electronic messages, and publications will be written and distributed to the university and college's constituents.

Benefits to University and Commonwealth of Virginia.

- Continuing reputational achievements of the Darden College of Education
- Enhanced and more visible response of the University to address national and Commonwealth shortage of professionals trained in STEM (sciences, technology, engineering and mathematics) careers by aligning all STEM educator preparation programs in one department
- Increasing emphasis on literacy and reading in the early childhood education and elementary education teacher preparation programs by aligning all literacy, reading, library sciences, social studies, and English in same department
- Eliminating unnecessary instructional costs associated with duplication of courses in research and educational statistics across departments in the college
- Aligning competencies required of educator preparation programs by the Virginia Department of Education with coursework and programs of the University
- Increasing capacity of the college to conduct community and school outreach programs such as those in Algebra I for Norfolk Public Schools, continuing education programs for counselors and local child care providers, and therapy for speech and language disorders

3. Continuing Educator and Mental Health Counselor Shortage in Virginia

On average 8,000 new teachers are hired annually by public school divisions in Virginia. Only 47 percent of these new teachers are produced annually by Virginia's higher education teacher education programs. This gap between production of teachers and the number of teachers hired annually is an opportunity for the Darden College of Education to develop additional educator preparation programs which can be delivered innovatively and in collaboration with local school divisions.

An equally critical shortage in Virginia is the growing shortage of school principals and community college administrators. This shortage has been caused by an "aging out" process as well as increases in the number of students enrolled in Virginia's schools and

community colleges. Estimates range from 30 to 40 percent of the number of principals employed by Virginia's school divisions eligible for retirement by 2014.

Further, demand for mental health counselors increases yearly in Virginia. Projections in Virginia for growth of counselor positions echo the national statistics, with an increase of more than 25 percent between 2002 and 2012. Locally, this increase is estimated at 21 percent. With cuts in social service organizations, community agencies seek the highest level of training and licensure in order to recoup state funding through charging clients for services and obtaining eligibility for third-party reimbursement for services rendered.

4. TEACH Grant Funding of Teacher Candidates in National and Virginia Critical Shortage Areas such as STEM, Reading and Special Education

TEACH Grants are available to students enrolled in teacher education programs at Old Dominion University who agree to teach in high-need schools in academic subjects identified in Virginia and nationally as critical shortage areas. Because not all teacher education programs in Virginia have agreed to the terms of the TEACH Grant program of the United States Department of Education, these funds increase opportunities for the university and college to recruit teacher candidates (graduate and undergraduate) who will teach in subject matters such as mathematics in Title I schools of Virginia and the nation.

5. Re-Conceptualization and Re-Structuring of the Child Study Center

Until recently, the ODU Child Study Center has been perceived by many members of the university and Hampton Roads community as a premiere child care center. While this perception is accurate and the Center will continue to strive to maintain its reputation for excellence in child care, the Center will be restructured to promote its role in the education of PK-3 teachers and in early childhood education research and development. The Center will aggressively pursue involvement of scholars and students from other disciplines in its reformulation of its training, research, and education agenda. A director of the Center is being recruited, and a faculty member will serve as Executive Director and Faculty Research and Development Liaison.

6. Increasing Reliance on Community Colleges as an Access Route to Higher Education in Virginia

Nationally and in Virginia, the greatest number of and fastest growing number of enrollees in higher education institutions attend community colleges. This change in higher education in Virginia provides both instructional and research opportunities for Old Dominion University. Among the instructional opportunities for the university and college are increased opportunities for developing graduate programs that meet accreditation content standards in the disciplines. Faculty of the college can also assist these disciplinary specialists learn more about teaching students attending community colleges.

The Virginia Community College System (VCCS) and the Community College Leadership Program faculty jointly founded the Research Center for Community College Inquiry (RCCCI) in 2007 and created a successful partnership. With funding of additional faculty and research professor positions within both the Community College Leadership and Higher Education graduate programs, the RCCCI can acquire research funds addressing critical issues in community college education such as assisting community college students successfully transition into four-year institutions, the ability to address safety issues on community college campuses, the development of student support programs, programs to address deficiencies in the areas of remedial Mathematics and English, methods to advise students more effectively and other areas. Programs and publications of the RCCCI and its faculty enhance the reputation of the University and the Darden College of Education.

7. Federal, Commonwealth, and Foundation Demand for Interdisciplinary-Based and Multi-University Collaboration

Increasingly policy makers and funding agencies (federal, Commonwealth, and foundations) conceptualize policy, research and professional development initiatives which require skills, understandings, and insights from a number of disciplines. Some of these disciplines may not be represented among the faculty of the college; other disciplines may not be represented among the faculty of any of the colleges of the university. In these cases, college and departmental administrators as well as faculty will need to collaboratively develop interdisciplinary and/or multi-university responses to these kinds of funding opportunities.

8. Higher Education Opportunity Act of 2008

The Higher Education Opportunity Act of 2008 includes authority for funding several initiatives that will advance the mission of the Darden College of Education. Among the most prominent opportunities are the Title II, Part A : Teacher Quality Partnership Grants and Title II, Part B: Enhancing Teacher Education; Title II, Part E: Minority Science and Engineering Improvement Program; Title IV, Part A: Grants to Students in Attendance at Institutions of Higher Education; Title VII, Part B: Fund for the Improvement of Postsecondary Education; Title VIII, Parts E (American History for Freedom, F (Teach for America), H (Improving College Enrollment by Postsecondary Schools), and I (Early Childhood Education Professional Development).

9. Advancing Technology for Learning and Distribution of Education

The Darden College of Education will embrace the continuing evolution of technology to design and deliver instruction in and for education environments including PK-12 to business, industrial, and military settings. Faculty will model technology-based/enhanced instructional strategies based on best practices and research findings. Additionally, the college will distribute selected strands of its instruction beyond Hampton Roads via robust, pedagogically appropriate asynchronous and synchronous tools.

10. Increasing Positive Perceptions of Outreach and Community Involvement in the Darden College of Education

An oft spoken criticism of faculty of colleges of education, including those of the Darden College of Education, is “they are in the ivory tower, and they have no experience with the challenges we face in the real world.” Given the current outreach activities and involvement of faculty in PK-12 schools, postsecondary institutions, governmental and community agencies, professional associations, and business and industry, this seems to be an inaccurate perception rather than an accurate statement of facts about the activities of the Darden College of Education faculty. Nevertheless, it is a perception or opinion that needs to be addressed.

Contrary to the need for increased faculty outreach and involvement in PK-12 schools, postsecondary institutions, community and governmental agencies, and business and industry is the culture of the academy specifically at Old Dominion University which places less value on *bona fide* service contribution of faculty members in these settings. Faculty members are less eager to participate in outreach and involvement activities if they are perceived as less valuable during the promotion and tenure and annual review processes. This lack of eagerness reduces the number of faculty members participating and reinforces the perception that faculty of colleges of education “live in ivory towers” – a myth, but a powerful one.

Opinions or perception such as these held by PK-12 school, community agency, postsecondary institution administrators and business and industry leaders matter. These opinions need addressing because in a time of budget cuts and funding reductions, the Darden College of Education needs to be seen as a valuable and necessary partner of these leaders as they strive to serve their clientele. These partners will be able to advocate for the college because of the contributions the faculty and students of the college make to the entity’s mission. Additionally, reputational assessments rely on the opinions of policy makers such as superintendents in determining national rankings.

Threats to the Progress of the Darden College of Education:

The effectiveness of the strengths of the college and the opportunities afforded the college may well be compromised by threats. The effects of the college’s weaknesses may be exacerbated by these same threats if they occur frequently or in such magnitude that the ability of the college to address them is significantly reduced.

1. Increasingly Large and Long Recession in Virginia and the Nation Associated With Downward Spiral of Fiscal Support for Public Higher Education in Virginia

If the fiscal resources of the college continue to be reduced by Commonwealth budget reductions, reduced federal aid, lesser development foundation pay-outs, and fewer students, then programs of the Darden College of Education will be reduced or eliminated. Such reductions will have an immediate impact on the college student-faculty ratio. Also affecting the college will be reduced funding of public PK-12 school systems in Virginia. PK-12 school systems budgetary reductions will reduce the number

of contract courses awarded to the college's academic departments from the schools, research and demonstration partnerships, and the availability of PK-12 school systems leaders to engage in partnerships with the university.

2. Reduction or Elimination of Capability of College to Fund Professional Development of Faculty

The Darden College of Education through funds assigned to the Office of the Dean invested \$70,000 in 2008/2009 in faculty professional development. Additionally departments used PRT, IDC, and departmental NPS funds to support faculty professional development. If budget reductions continue, these funds will not be available. They will be reassigned to support the instructional functions of the college as well as to the support of highly outstanding graduate students.

3. Reduction or Elimination of Capability of Programs to Recruit Outstanding Graduate Students and Faculty

Costs associated with recruiting outstanding graduate students and faculty members have continually increased. To increase the reputation of the college and excellence of its programs it is mandatory that the college recruit the most able faculty to teach, conduct research and collaborate with the most outstanding graduate students.

The inability to keep pace with increasing costs of recruitment including the support of faculty travel to professional conferences, has negatively impacted the ability of departments to recruit from the national mainstream of new faculty talent. Reducing funding for these purposes will have long-term negative effects on the college and its mission.

4. Increased Enrollment and Resource Competition in the Commonwealth from External Agencies and Universities

Policies implemented by the State Council for Higher Education in Virginia and the Virginia Department of Education designed to increase access to higher education opportunities while minimizing costs to Virginia's taxpayers have attracted many for-profit and not-for-profit postsecondary educational institutions to the Commonwealth. These policies were implemented with minimal attention to program quality and accreditation standards imposed on Virginia's "native" postsecondary institutions.

In a period of economic downturn, resources for Virginia's postsecondary institutions are being reduced. These Virginia institutions are being held to quality and accreditation standards designed in the context of more positive economic conditions where resources were allocated to assist postsecondary institutions meet the standards. Its out-of-state competitors are not required to meet these standards. Many, if not all of these competitors, have lower admission requirements and less demanding pedagogical and learning outcomes expectations.

If the economic downturn continues for a long period and no regulatory relief is given to Virginia's postsecondary institutions, programs will be closed at the institutions. Because the demand for graduates and interest in the programs will continue to exist,

more external competitors –on-line or branch campuses – will offer these programs to Virginians. The consequence of these program closures and Virginia’s failure to invest in its own postsecondary institutions will have long-term and significant negative effects on the economic health and the quality of education in Virginia for years to come.

5. Faculty Fatigue and Retirement of Senior Faculty Members

Essential to the achievement of the mission of the Darden College of Education is an energetic, committed, experienced, and highly knowledgeable and professional faculty. If the demands on faculty increase due to increased internal and/or external expectations or reduced resources, then it can be expected that faculty fatigue will increase to an unacceptably high level. Because of fatigue and economic factors, senior faculty may well choose career and life options other than employment at Old Dominion University. If either of these events occur, they are certain to have long term pernicious effects on students and the health of the college. The dynamic effects will be increased by budget constraints that curtail the ability of the college to retain experienced senior faculty and recruit the most talented junior faculty.

6. Increased Demands for Program Accountability on Measures Not Under Direct Control of the University or College

Federal, state and accreditation agencies are increasing the number of accountability measures in education and the preparation of educators. In the current economic conditions, it is not reasonable to expect that any of the current expectations will diminish. Funding and policy agencies intend to reassure the public that their taxpayer investments are well-used and the intent of the funding has been achieved by demonstrating their accountability tactics.

As a higher education discipline, education has had years of experience with accountability measures. In general, practitioners and professionals accept these accountability measures as a part of their work. The problem is not accountability. The first problem is requiring the college and its faculty to be accountable for factors and events not under their control. The second problem is funding for the accountability measures and processes lag far behind the cost of their implementation and sustainability.

A current example is the NCATE expectation that student teachers will impact positively their pupils’ learning. The VITAL system intends to collect data on the effects of ODU DCOE teacher education graduates on student learning in Virginia’s school divisions and to relate this data back to the university and its educator preparation programs. If these policies are fully enacted or expanded, resources dedicated to the primary mission of the college will be inappropriately diverted to addressing the performance of its graduates long after they graduate from the universities’ state-approved programs.

While DCOE embraces the concept of being held accountable for the effectiveness of our graduates in terms of their impact on student achievement, the Commonwealth of Virginia has yet to adopt a policy framework or implement a system of uniform

reporting of teacher or principal effects upon which to base such an accountability system. The lack of a uniform system at the state level places an undue burden on higher education institutions and local education agencies to make multiple, overlapping arrangements for data sharing. Further, there is no requirement that school divisions report pertinent student information to higher education institutions, which limits the scope of coverage and compromises parity in accountability for higher education institutions.

7. Increased “Silo-ism” of Programs and Colleges

When resources are reduced or diverted from a department’s or college’s mission, faculty naturally retreat and work to limit further losses by creating barriers or other forms of disciplinary-based “silos.” Further, faculty members will be reluctant to innovate or collaborate because of fears of losing now-held resources to a new enterprise that might not include their programs or ask them to change in ways which do not affirm their value as a faculty member or the value of their discipline. Long-term increasing “silo-ism” will negatively affect student learning and will not enable the faculty to design educational programs that address students who will live and work in an increasingly diverse and interdisciplinary-based professional world.

8. Reduced Employment Opportunities and Career Advancement Opportunities of Graduates of the Darden College of Education

If the current economic downturn is as prolonged and as severe as anticipated, then it can be expected that there will be fewer employment and career advancement opportunities for graduates of the college. With fewer of these opportunities, it can be expected that fewer non-traditional students will enroll in programs of the college. Further, with local school districts also facing budget reductions some are now forced to cancel implied promises to assist in funding the further education of classroom teachers, sometimes before the cohort has completed the program. Enrollment declines will directly affect resources available to the university, the college and its departments.

9. Inadequate and Outdated Technologies and Facilities

Unless the college gains adequate funding for updating its technologies and unless its programs are housed in more up-to-date physical facilities, its graduates will not be prepared to participate in a workforce required to be knowledgeable and facile in the use of these technologies on the first day of their employment. Further, faculty and graduate students must have ready access to these technologies so they can conduct their research and advance knowledge in their fields.

A university wide vision and strategic plan for distance learning is critical. The ability to maintain cutting edge distance learning modalities impacts the ability of our graduate programs to recruit, teach, and graduate top students given this competitive, ever changing global society.

10. Inaccessibility of Policy and Funding Decision Makers

With reduced funding for travel to meet with policy and funding decision makers, faculty members will be less likely than their more well-funded peers to affect policy, to acquire additional resources for research and their students, and to bring current and often pre-public knowledge to their classrooms and research. Accompanying this isolation issue is the effect of such isolation on the reputation of the college. Opinion makers regard most highly those programs and faculty members with whom they have the most frequent and direct contact. Faculty interaction with these policy makers is essential to the health of the college and the faculty member's ability to achieve her or his goals.

2009 -2014 Goals of the Darden College of Education:

As we strive to improve our national reputation and continue to achieve collaboration, professionalism and innovation as the means by which we add value to the lives of our students, the College is committed to a set of strategic goals which will work to fulfill our mission of preparing leaders.

1. Increase the Reputational Rankings of the Darden College of Education to the Top 50 by 2014.

The Darden College of Education enjoys an excellent reputation. In the most recent rankings of graduate programs in education by *U. S. News and World Report*, the Darden College of Education achieved a top 100 ranking of 96th, its highest ranking to date. Among public universities, the college was tied for a ranking of 75th in this *U.S. News* ranking of education graduate programs. The Darden College of Education is the only college at ODU to receive such high rankings.

According to FY 2007 Research & Demonstration (R&D) Expenditures Rankings of the National Science Foundation, the Darden College of Education, education expenditures at Old Dominion University were identified as 17th for "Federal" R&D and 15th for "Total" R&D.

To reach the goal of increasing rankings the college will be required:

- to increase its peer and superintendent assessment scores,
- to increase the number of professional contributions of research active faculty,
- to increase the selectivity of graduate degree programs of the college,
- to increase alumni giving and other forms of financial support,
- to increase the number of faculty positions to maintain favorable student-faculty ratios,
- to increase the percent of full-time tenured or tenure track faculty receiving awards or holding editorships in select education journals,
- to increase the number of associate and full professor positions necessary to achieve a more favorable ratio of the number of doctoral degrees awarded to the number of full-time faculty,

- to increase research activities including increasing total research expenditures and average research expenditures per faculty member,
- to increase faculty outreach and involvement activities in PK-12 Schools, postsecondary institutions, community and governmental agencies, and business and industry
- to increase awareness of the public and opinion makers of faculty outreach and involvement efforts, and
- to achieve reorganization along the lines of the structure developed in collaboration with faculty and constituencies of the college.

These efforts and results will need to be increased to achieve a top 50 ranking among graduate colleges and schools of education in the U.S. Programs having such rankings in Virginia in 2008 include the University of Virginia, Virginia Commonwealth University, and George Mason University. Higher rankings will enable the college to attract even more able students and faculty as well as garner more external research funding to support faculty research and development interests.

2. Increase Overall Number of Teachers and Other Professionals Recommended for Licensure in Virginia specifically in Critical Shortage Areas.

With appropriate resource allocation, instructional innovations, and collaborations with school divisions and other entities, the college intends to increase its education and graduation of teachers and other educators recommended for licensure in Virginia especially in critical shortage areas increasing these recommendations annually so that 600 are made by AY2013/2014. To meet the continuing education and professional development needs of members of the education workforce, we will increase the number of recommendations for endorsement and other advanced licensure recommendations annually by 5 percent each over the next five years.

3. Increase Annually the Percentage of Undergraduate and Graduate Students Receiving Academic Scholarships and Other Forms of Non-Need Based Financial Aid.

Attracting and retaining outstanding faculty requires that the faculty have students who are outstanding academically. In today's society there is much competition to recruit the top students, therefore to aid in this process the college needs additional scholarships, assistantships and funding for recruitment travel.

These students will engage the faculty even more energetically in their instruction, research, and service. Further, over time the achievement of this goal will also improve our reputation and increase the quality of applicants to the programs of the college.

4. Increase Faculty Outreach and Involvement Activities in PK-12 Schools, Postsecondary Institutions, Community and Governmental Agencies, and Business and Industry by Five Percent Annually.

To meet the needs of the most recent Higher Education Restructuring Act, the Darden College of Education will need to increase our involvement in outreach efforts with educational institutions, P-12 schools, government agencies, business and industry.

These efforts will aid in cultivating positive perceptions among decision makers. The Darden College of Education is a valuable and necessary partner of these leaders as they strive to serve their clientele. Because of these increased outreach efforts, we are creating an opportunity for these leaders to become advocates for the college. The contributions our faculty and students make aid these entities in meeting their needs and accomplishing their goals.

5. Increase the Number and Magnitude of Interdisciplinary and Multi-University Research and Demonstration Programs and Projects Led by Faculty of the Darden College of Education by 5 Percent Annually Through 2014.

Societal problems chosen to be addressed by funding agencies at the federal, state, and local levels increasingly require expertise from many disciplines and can only be successfully addressed by teams of faculty from different departments in the Darden College of Education and Old Dominion University. Often, the problems posed and resources needed are not available in any single college or university.

For the Darden College of Education faculty member to participate in this increasingly complex and competitive world of research funding, he or she will need support for interdisciplinary efforts and recognition for interdisciplinary achievements. Such supports will include college level research infrastructure building, promotion of faculty expertise, assistance in research networking and mentoring, and recruiting and funding of graduate students and staff to assist faculty in these activities.

2009-2014 Objectives Derived from and Supportive of Darden College of Education 2009-2014 Goals

Goal 1: Increase the Reputational Rankings of the Darden College of Education to the Top 50 by 2014.

- *Goal 1: Objective A:* Increase its peer and superintendent assessment scores as recorded in the annual *U.S. News* surveys through PK-12 partnerships and sharing information about the professional successes of faculty, students, staff and alumni such that by 2014 all graduate degree programs peer and superintendent average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1: Objective B:* Increase the number of and quality of professional contributions of faculty, students, and staff in their disciplinary-based and interdisciplinary based national and international organizations such that by 2014 all graduate degree programs professional contributions data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.

- *Goal 1: Objective C:* Increase the selectivity of graduate degree programs of the college annually such that by 2014 all graduate degree programs selectivity average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1: Objective D:* Increase alumni giving and other forms of financial support such that by 2014 all graduate degree programs alumni and financial support average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1: Objective E:* Increase and maintain favorable student-faculty ratios such that by 2014 all graduate degree programs selectivity average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1: Objective F:* Increase the percent of full-time tenured or tenure track faculty receiving awards or holding editorships in select education journals such that by 2014 all graduate degree programs awards and editorship average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1: Objective G:* Increase and maintain a favorable ratio of the number of doctoral degrees awarded to the number of full-time faculty such that by 2014 all graduate degree programs doctoral degree-faculty ratio average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1, Objective H:* Increase research activities including increasing total research expenditures and average research expenditures per faculty member such that by 2014 all graduate degree programs research activity average data are comparable to those of the Top 50 Public Universities in the annual *U.S. News* survey analyses.
- *Goal 1, Objective I:* Achieve reorganization of the Darden College of Education by the beginning of AY2009/2010.

Goal 2: Increase Overall Number of Teachers and Other Educators Recommended for Licensure in Virginia especially in Critical Shortage Areas.

- *Goal 2: Objective A:* Establish goals for number of licensure recommendations in each of the Virginia and national critical shortage areas pursuant to the 2008 HEOA, Section 205 requirements by December 2009 and other manpower needs of the Commonwealth.

- *Goal 2: Objective B:* Increase number of outreach activities designed to recruit students for careers in teaching and other educators recommended for licensure in Virginia.
- *Goal 2: Objective C:* Monitor annually productivity goals achievement of licensure recommendations pursuant to the 2008 Higher Education Opportunity Act (HEOA), Section 205 requirements.
- *Goal 2: Objective D:* Increase annually number of collaborations such as grant applications between and among content preparation programs and Darden College of Education pedagogy faculty which are likely to result in more licensure recommendations.
- *Goal 2: Objective E:* Increase number of PK-12 partnerships annually for observations, practica, and internships sites as structural support for increased productivity of licensure recommendations.
- *Goal 2: Objective F:* Increase the number of faculty and advisement positions and fiscal support necessary to support an increase in the number of teachers and other educators recommended for licensure in Virginia, especially in Critical Shortage Areas.

Goal 3: Increase Annually the Percentage of Undergraduate and Graduate Students Receiving Academic Scholarships and Other Forms of Non-Need Based Financial Aid.

- *Goal 3, Objective A.* Identify and monitor all Sources of financial assistance available to undergraduate and graduate students enrolled in degree programs of the Darden College of Education by December 31, 2009 through June 2014.
- *Goal 3, Objective B.* Increase involvement of the ODU Alumni Association and community leaders in programs and activities of the Darden College of Education by 10 percent annually.
- *Goal 3, Objective C.* Increase scholarship endowments by 5 percent annually through 2014.

Goal 4: Increase Faculty Outreach and Involvement Activities in PK-12 Schools, Postsecondary Institutions, Governmental and Community Agencies, and Business and Industry and Awareness of the Public and Opinion Makers of Faculty Outreach and Involvement by 5 Percent Annually Through 2014.

- *Goal 4, Objective A.* Establish a baseline using data from academic year 2008/2009 of faculty outreach and involvement in PK-12 schools, postsecondary institutions, professional associations, governmental and community agencies, and business and industry by December 31, 2009.
- *Goal 4, Objective B.* Establish an awareness baseline of the public and opinion makers in the Commonwealth of faculty outreach and involvement in PK-12 schools, postsecondary institutions, professional associations, governmental and community agencies, and business and industry by December 31, 2010.
- *Goal 4, Objective C:* Increase faculty outreach and involvement activities in PK-12 schools, postsecondary institutions, professional associations, governmental and community agencies, and business and industry over the 2009 baseline by 5 percent annually beginning in January 2011 through 2014.
- *Goal 4, Objective D:* Assess the effects of the increased faculty outreach and involvement activities in PK-12 schools, postsecondary institutions, professional associations, governmental and community agencies, and business and industry over the 2009 baseline annually beginning in January 2012 through 2014.

Goal 5: Increase the Number and Magnitude of Interdisciplinary and Multi-University Research and Demonstrations Programs and Projects Led by Faculty of the Darden College of Education by 5 Percent Annually Through 2014.

- *Goal 5, Objective A:* Establish a baseline using data from academic year 2008/2009 of the number of and magnitude of interdisciplinary and multi-university research and demonstration programs and projects led or involving faculty and Staff of the Darden College of Education by December 31, 2009.
- *Goal 5, Objective B:* Assess the need for and acquire necessary research infrastructure support including technology, professional development, and staff to increase the number of and magnitude of interdisciplinary and multi-university research and demonstration programs and projects led or involving faculty and staff of the Darden College of Education by November 15, 2009.
- *Goal 5, Objective C:* Increase the number of and magnitude of interdisciplinary and multi-university research and demonstration programs and projects led or involving faculty and staff of the Darden College of Education by five percent annually beginning in academic year 2011 through 2014.