

a lighter load of responsibilities the initial year. For example in EDT first year tenure-track faculty are not given advisees. This is true within other departments as well. Committee work is another area where new faculty are given less responsibilities for serving. They might serve on one department level committee the first year. This permits the new faculty the opportunity to become acclimated to the unit and their new position gradually.

Faculty sabbaticals and research leaves represent common strategies employed by the university to encourage faculty development. Money is budgeted to support faculty travel to conferences with the average allotment being \$600.00 per FTE faculty. Miami is well noted for its innovative programs in support of excellence in instruction, such as the Alumni Teaching Scholars Program, Lilly Conference, the Journal on Excellence in College Teaching, and the Senior Faculty Program for Teaching Excellence. In addition, the Committee on Improvement of Instruction (CII) provides small grants to encourage innovation in the classroom.

## **Standard 6: Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

#### Element One: Unit Leadership and Authority

The primary responsibility for the preparation of educational personnel is exercised by a clearly defined administrative structure, that being the School of Education and Allied Professions. Although the College of Arts and Science (CAS) and the School of Fine Arts (SFA) are directly involved in the preparation of teachers and other school personnel, the final authority and responsibility for certifying educational personnel rests with the EAP Dean.

EAP has a divisional governance document that establishes a mechanism for governing its programs and personnel. Department autonomy and policies are outlined in department governance documents. The most recent revision of the governance document (1999) has streamlined its governance, based upon extensive input and collaboration of the faculty. The intent was to flatten the decision making process so as to include more faculty in governance.

The School of Education and Allied Professions had been a division in transition operating under an interim dean for the past several years. In July, 2001, Dean Barbara Schirmer began leading the division and proposed a new strategic plan at the August divisional meeting, which initiated the new academic year. A new organizational structure has been established for the School to better meet the changing needs of **preparing caring, competent and transformative educators**.

#### Element Two: Unit Budget

Our unit budget is composed of salaries and benefits and support budgets. Attached is the allocation of monies from fiscal years 1997-2001. In addition to the state-supported budget, there are additional funds for curriculum, instruction, faculty, clinical work, and scholarship. These monies are provided through three sources: stewardship (donations), grant recovery, and vending commissions in an approximate amount of \$100,000 per year. We also acquire approximately 20% from monies generated from non-credit workshop funds. \$13,000 has been generally set aside for faculty development funding.

#### Element Three: Personnel

The average course load for faculty in EAP is nine credit hours per semester and advising. Faculty supervising student teachers are assigned on a ratio of one FTE per 18 students. Faculty supervising dissertations are given a load adjustment to reflect their involvement in this most important activity. The teaching loads afford the faculty the opportunity to offer quality instruction, produce scholarship, and engage in professional service. During the last five years, our professional education faculty are provided load reductions for work in grant activities, scholarship, involvement in partnership work, program coordination, and curriculum development and revision.

Graduate assistants, teaching associates, and part-time faculty are utilized to enrich our work as a unit. They serve in such roles as instructors, grant facilitation, research projects, and working for the Institute for Educational Renewal. We have GA's and student workers assigned at both the divisional and department levels. Their work is purposeful and is designed to be meaningful collaborations with the fields they are studying within. They might be working specifically with one professor or a specific project. Graduate assistants are typically assigned to courses with over 30 students. The placement decision of assigning graduate students is made by the Graduate School and is based upon course delivery ratio.

#### Element Four: Unit Facilities

New laboratories and offices in Phillips Hall for the dietetics program were opened in 2001 and the phased renovation of Phillips Hall completed this past summer. McGuffey Hall will be the next building to be renovated. A kick-off meeting with the architects occurred in January of 2002 and the process will involve several stages over the next couple of years.

It has been a challenge to infuse technological changes within a 100+ year old building such as McGuffey Hall while awaiting the renovation process to occur. Having the Roger's Computer Laboratory and being in close proximity to the newly renovated King Library next door has assisted us in meeting this need. In addition several COWS (computer on wheels) have been purchased and are used on a consistent basis.

Our partner schools are varied and provide us additional facilities for supporting our candidates in meeting standards. Being located between Dayton and Cincinnati provides us a variety of teaching environments of rural, suburban and urban settings. Our candidates experience a variety of opportunities to practice using technology for instructional purposes from overhead projectors, video taped teaching episodes used for analysis of teaching effectiveness to focused web quests and the use of SmartBoards™.

#### Element Five: Unit Resources Including Technology

Miami is one of the country's 100 most wired colleges, according to Yahoo! Internet Life. The rankings are based on infrastructure, student resources, Web portal, e-learning, tech support and wireless access (2001).

Miami has spent \$22.3 million to provide high-speed computer access to offices, labs, classrooms and each residence hall room. One hundred percent of Miami's residence hall rooms and offices and labs are wired for computer access. We also provide wireless computer access in several locations, including the libraries, Shirver Center and various academic centers.

Undergraduate students have access to more than 1,000 computers in 18 computer labs and numerous classrooms. Students can do full motion, nonlinear digital video editing in a communication lab and can change audio, video, and text documents into digital formats such as DVD and MP3.

Our Capital Equipment Expenditures for recent years has been:

1997 - 1998	\$126,946
1998 - 1999	\$160,894
1999 - 2000	\$111,150
2000 - 2001	\$105,800

These amounts represent funds allocated to EAP for either House Bill (Ohio) funding or from University funds or a combination of both. These funds have been primarily used for upgrading or updating computer hardware & software for faculty and staff utilized in instruction as well as for laboratory courses.

EAP has also successfully piloted wireless Internet access by students using laptop computers in the classroom. Project Mentor, a three-year \$519,000 grant from the U.S. Department of Education, supported thirteen professional development faculty projects for integration of technology in instruction and initiated a video demonstration project in exemplary classroom management with technology.

We are just beginning to offer some courses via distance learning technologies. One way this has been accomplished has been through the efforts of individuals or in some cases by initiatives led by a department. Case in point, the Department of Educational Psychology sent a survey to teachers in Butler County inquiring about their preferences regarding taking courses and obtaining their masters' degree from the department. From the gained feedback the department offered two graduate courses in distance learning centers and have one more scheduled for this summer. The courses have been offered at four different sites, close to the graduate students' schools if not within their own building in order to make the experience as convenient as possible.