SPD: The Teachers College at Stony Brook

Strategic Plan, 2010-2020

December 9, 2010

Table of Contents

I. The Emergence of the School of Professional Development as a College for Teachers

"To produce better teachers, SUNY aims to reform teacher education"
– Chancellor Nancy Zimpher, November, 2010

Following a sustained 40-year evolution, the School of Professional Development (SPD) has emerged as Stony Brook University's teachers college. At its founding as a State University College, the majority of Stony Brook entering students aspired to become teachers. Although the University had, at that time, an acknowledged commitment to teacher education, the retrenchment of the Department of Education in the 1970's created a serious teacher preparation vacuum on Long Island.

From that point on, CED as SPD was then known, began serving this population of school professionals through graduate program expansion, career development opportunities, and a full-service office of teacher certification for both undergraduate and graduate students. Stony Brook University can now boast that SPD's graduates are represented in classrooms and senior administrative positions across Long Island. A comprehensive online program serves the career aspirations of educators throughout New York State and beyond.

In developing this 10-year strategic plan, we find ourselves at a significant crossroads. According to the New York State Department of Labor, the field of education, with more than 865,000 jobs, comprises a key industry that has added jobs despite recent economic reversals. The name "School of Professional Development," by obscuring the University's well-established commitment to the field, hampers the Stony Brook's ability to tap into this sizeable, demographically driven, comparatively recession-proof market.

In addition to opportunities for greater enrollment, which are addressed in the following pages, the University must also be concerned with the lack of efficiency and effectiveness of the status quo. While academically effective, the current distributive model is unnecessarily fragmented, wasteful, and cumbersome. It obscures the University's centralized mission in teacher education and points us in the direction of necessary change.

The country, the state, and the region are ready to embrace a new look at teacher education that will be in tune with focused educational goals within the context of limited resources. This strategic plan is designed to bridge the gap between where we are now and where we should be.

II. Overview

SPD by the Numbers
- Graduate Enrollment – 9,545 (09-10 academic year)
- Graduate Education Programs – 24 master's degrees and advanced graduate certificates
- State Operating Budget - $1,343,980
- Revenue - $10,281,656
- Students – Teachers, educational administrators and other educational professionals
- Modality – 43% online, 29% contract, 28% on campus

Strengths
- Successful programs that dominate the field of education
- Improving the capabilities of teachers, administrators and schools
- Ability to innovate and respond to new challenges
- A global presence through distance education
- 17,000+ untapped alumni

Opportunities
- National – a field in ferment and ripe for innovation
- Statewide – Regents embrace "fresh look" at teacher training (April, 2010)
- Long Island – No public School of Education in region

Acknowledging the Past while Moving into the Future
- Founded in 1957 as the State University College on Long Island (SUCOLI), a teachers' college
- Stony Brook's Department of Education retrenched in the 70's
- A 21st century opportunity to reclaim Stony Brook's mandate to the region

Re-positioning the University in Teacher Education
- Creating a new model that is lean, focused and effective
- A strong emphasis on evidence-based teaching skills
- Taking advantage of major grant and fundraising opportunities

Resources Needed
- Re-branding SPD and re-positioning Stony Brook (Bain Associates)
- 3 senior faculty members with national recognition
- $1.6 million for faculty, faculty development and infrastructure

III. Admissions, Advising and Academic Services

Admissions

With the vigorous development and expansion of SPD's degree program offerings, increased numbers of admissions applications bring increased demands on staff to receive, package and process growing numbers of program applications. A business procedure already challenged by reduced staff handling existing degree, certificate, and post-master's certificate program applications is unable to effectively accommodate further growth.   SPD also functions as the portal for applicants to six post-baccalaureate programs housed in external departments/schools/colleges within the University. Applications to specific programs incorporate distinct, custom applications and supplemental materials coordinated for external review and admissions decisions. Final processing of all program applications is effected by the admissions team in SPD.

Action Plan
- Implement receipt, processing, and communications with applicants (students) to bring SPD in alignment with the University's green initiative. This will pare costs and diminish the need for personnel otherwise integral to paper-based business practices and processes.

Academic Services

Transfer Credit applications, International Student affidavits, Academic Standing Petitions (waivers sought to established SPD policy), instructor grade changes, Committee on Academic Standing actions (addresses allegations of academic dishonesty by SPD students), generation of academic standing letters for students each term, are among the services centralized in this unit.

Action Plan
- Identify and launch initiatives to provide for electronic receipt and response to a large menu of student services to allow for timeliness and to render appropriate action decisions in respective business practice/procedures with limited staff.

Advising

SPD must advise students enrolled in 24 master's and advanced certificate programs. The sheer number and variety of students require greater utilization of data management systems to provide quality, customized service.

Action Plan
- Identify and implement available PeopleSoft and ApplyYourself options/features to expedite business practices and processes for program applications; reduce need for additional staff.
- Identify and tighten program applications and attendant applications materials submission to streamline application processing and business practice.
- Collaborate with Registrar to implement generation of electronic grade change forms via PeopleSoft to expedite processing and reduce handling by personnel.
- Examine/explore/learn Waiting Room feature in PeopleSoft for advising notes/advisor use.
- Meet increased numbers of program applications without increasing need for staff by instituting an effective application submission process utilizing electronic submission and one packet for all other required application materials.

IV. Teacher Certification

SPD has become the de facto School of Education at Stony Brook with 20 post-baccalaureate programs leading to certifications in English, five foreign languages, mathematics, four sciences plus general science, social studies, and grade 5-6 extensions for all teaching licenses. In addition, our post-master's AGC leads directly to certification of administrators as school building and district leaders. As a result, Stony Brook recommended 277 graduates this past year for initial licenses in the above named fields. In addition, 720 students (most of them teachers) are enrolled in our Master of Arts in Liberal Studies, which is a functionally relevant degree for professional license through certificate progression.

Stony Brook is the only SUNY graduate center on Long Island, serving approximately 2.7 million residents in Nassau and Suffolk Counties. There are no public institutions on Long Island offering programs in elementary education, special education and specialty areas such as bilingualism and certifications in the fine arts and physical education. Individuals seeking these programs are forced to enroll in private institutions with high tuition or go to upstate SUNYs and out-of-state publics. These are not feasible options for working adults with high expenses and limited post-tax disposable income.

The charts on the following pages display where these programs are located within the SUNY System and how Long Islanders are short-changed on availability of educational opportunities.

Action Plan

- Rebranding SPD as a teachers'college would help solve the lack of visibility of Stony Brook's education programs within and without the University.

- SPD's teachers' college will provide a central source for all individuals seeking information and advisement on teacher certification programs, recruitment for these programs, and validation of what already exists.

- SPD's access to full-time faculty pool must be expanded and faculty must be given greater latitude to do research and writing related to pedagogy so that needed certification-based programs can be developed.

- Collegial collaboration and intellectual stimulation must be encouraged and focus groups adopted so that cross-disciplinary programs can be developed.

- SPD must lobby for changes in mandates that will allow career changers with different skill sets to become eligible for licensing programs that will be offered on a part-time basis.

**Number of Secondary Education and Physical Education/Health Education
Certifications Issued by SUNY Institutions**

Name of Institution	English	LOTE*	Math	Sciences	Social Studies	Physical Education	Health Education
Albany	14	13	21	12	12		
Binghamton	22		23	15	20		
Brockport	22	4	23	19	26	166	12
Buffalo SUC	32	9	38	33	30		
Buffalo U	15	9	12	22	20		
Cortland	28	16	32	29	45	218	86
Fredonia	18	5	29	36	28		
Geneseo	18	9	23	12	29		
New Paltz	44	11	17	21	43		
Old Westbury		3	3	2	5		
Oneonta	15	7	26	11	15		
Oswego	22	12	13	13	35		
Plattsburgh	13	10	11	16	23		
Potsdam	19	5	30	22	29		
Purchase							
Stony Brook	31	35	19	37	36		

Languages Other Than English

Number of Elementary and Special Education Certifications Issued
by SUNY Institutions

Name of Institution	Childhood Education	Disabilities Grades P-6	Disabilities Grades 5-9	Disabilities Grades 7-12	Speech & Hearing	Speech & Language
Albany	49	92	16			
Binghamton	14	17		7		
Brockport	92	74		66		
Buffalo SUC	274	62		9		
Buffalo U	35					15
Cortland	319	50				30
Fredonia		146				19
Geneseo	157	94			1	55
New Paltz	206				1	15
Old Westbury	83	19				
Oneonta	179					
Oswego	161					
Plattsburgh	150	50		3		10
Potsdam	248	27	13	3		
Purchase						
Stony Brook						

V. Curriculum and Academic Planning

The expertise and dedication of the University faculty members who serve on the SPD Curriculum Committee has contributed to the timely development of quality graduate courses and rigorous review of programs/certificates. An average of 25-30 course proposals and 1-3 new programs and certificates are reviewed each academic year. To move forward, the committee needs to broaden the scope of their work to include assessment and review and to develop a plan for gathering relevant data that will inform the committee about course and program alignment with industry standards and student demand. A new subject/catalog code needs to be developed to identify courses within traditional University coding (BIO is a biology course vs. CEB is a continuing education course) so that the transcript better represents the course subject matter.   The committee must also become more proactive in assisting faculty with course development and best practices in instruction. Review of student course evaluations should become a regular task of the committee.

Scheduling and Enrollment Management

Students in today's job market seek courses in specific content that align best with their work and career goals, along with more flexible schedules and a faster degree completion rate. Current data provides an indication of what students need, but only a partial picture. Much of the data cannot be obtained easily and requires hours of cross-referencing to develop an action plan. This can be improved by obtaining better data and revision of SBU reports.

Efforts to better understand student demographics needs to be coordinated at various times in the student's career (applicant, current student, graduate, alumni) to ensure that course offerings and programs continue to address the needs of the working adult student.

Action Plan
- Develop a strategic plan and assessment system for gathering information, assessing outcomes and implementing new practices that are informed by students and industry (student focus groups, surveys and exit interviews by program, student course evaluations, feedback from faculty and experts in the field). Hire a coordinator (extra service equal to teaching a single course per term) for curriculum development and assessment.
- Redesign all SPD subject/catalog codes for active courses by fall 2011.
- Hold faculty workshops to further develop current syllabi, showcase best practices in instruction and address new initiatives.
- Develop new scheduling structure for adult learners (10-week session, blended, ongoing sessions) that aligns with higher education and industry trends to improve enrollment outcomes.
- Develop a framework for ongoing research and analysis of SPD student demographic to learn:
    - who students are (age, academic background, discipline, career path)
    - how they want to learn (on-campus, online, hybrid/blended)
    - their preference of course offerings and class schedule (identify gaps)

Educational Leadership Program

Since the inception of the Educational Leadership Program 17 years ago, we have seen dramatic growth in all the Educational Leadership programs on campus, off campus and online. We currently maintain an average of 700 matriculated candidates.

All of the Educational Leadership programs meet professional standards as outlined in the goals, objective and philosophies of the following professional organizations and accrediting bodies: National Council for Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituent Council (ELCC). The programs also are aligned with the Interstate School Leaders' licensure consortium (ISLLC) standards.

Vision

The Educational Leadership Program at Stony Brook University will continue to grow and expand. This growth and expansion will be seen in the following ways:

- Creation of curriculum and instructional design course for educational leaders.
- Development and implementation of a 30 credit Ed.M. leading to NYS School Building Leader (SBL) certification
- Writing of a School Accounting course to replace the electives in the School District Business Leader Program (SDBL).
- Development of a fully online SDBL Program
- Planning and development of a new 18 credit Advanced Graduate Certificate (AGC) leading to School District Leader certification for students who only have SDL certification.

Interdisciplinary Initiatives
- Development of a MBA/SDBL Program with the College of Business
- The planning, development and implementation of a doctoral program in Educational Leadership. This program could be a Ph.D. or Ed.D. depending on the needs of the students and the various University departments.

Action Plan

We will continue to develop interdisciplinary grant proposals, similar to our Wallace Grant, as various funding sources become available. We are currently in the process of developing a grant proposal for the establishment of a Leadership Academy. It is anticipated that the funding will be part of the federal Race to the Top Funds (RTT) recently awarded to New York State.

The Educational Leadership Program will continue to create and develop new programs and seek new funding sources in order to meet the needs of our students and our area schools.

We firmly believe that Stony Brook University must continue to be on the cutting edge of research and development in mathematics, technology, science, education, arts and medicine.

New and Potential SPD Programs

New programs and those currently under development both broaden and deepen SPD's commitment to excellence in education.

MA and AGC in Higher Education Administration
- Appointment of a full-time faculty coordinator.

- Training of Advisement Team and faculty for program.
- Development of advertising and recruitment materials for marketing.
- Advertising and recruitment of tenure-track faculty.

EdM. in School Building Leadership
- Program is a functionally relevant master's degree for professional certification.
- Proposal must be approved for both face-to-face and online delivery.

MAT in Mathematics and Sciences for Student with Disabilities
- The need for this program is now moot due to new changes by NYSED for teaching children with special needs.
- SPD must develop a generalist program in Teaching Students with Disabilities.

MBA/AGC School Business District Leader
- Joint program with the College of Business will provide graduates with the necessary training and academic credentials to succeed in a highly competitive job market.
- School District Business Leader program must meet additional standards set by national accrediting bodies (NCATE, ELCC) as well as NYSED.
- All requirements will have to be met within a 60 - 66 credit program.

Autism Studies & Related Disabilities AGC
- This certificate program, developed in conjunction with the Cody Center, must meet NYSED and BCBA national accreditation standards.
- Courses must be taught by BCBA certified faculty who also meet Stony Brook hiring standards.
- Program must be developed to meet a wider audience of helping professionals who work with individuals with special needs
- Wide salary disparity between East and West campus faculty must be addressed.

Educational Technology Specialist Certification
- Joint program with the Department of Technology and Society will meet NYSED-mandated standards for certification of teachers in this area.
- Faculty will have to be hired to cover the professional education component of program.
- Program should be developed as an MAT to meet NYSED requirements

VI. Faculty Development

SPD and SPD Online are fortunate to have a robust pool of nearly 200 instructors. Since 2005, the cadre of on campus faculty has remained constant, while the pool of online faculty has nearly doubled as existing degree and advanced graduate certificates had been approved for online delivery. In contrast, the percentage of full time SBU faculty teaching in SPD (either online or on campus) has dropped from 32% to 19% over the past 10 years. Currently, little to no recruiting is done among SBU full-time faculty in academic departments, though interested parties are warmly welcomed.

SPD faculty have extensive, cutting-edge experience in their respective fields. To ensure theoretical as well as practical subject-matter-expertise, instructors are recruited as needed in conjunction with the director of each program.

Continued program growth in the past 5 years has made faculty development and support a high priority, especially with such a large adjunct population. SPD's training model for new online faculty, which is based on best practices described in distance learning literature, is efficient, effective and scalable to support future growth.   A comprehensive process for ongoing mentoring based on course evaluations supports online faculty for at least three consecutive terms. Faculty development for veteran instructors, both online and on campus, occurs primarily one-to-one.

Fostering a sense of community is an inherent challenge with such a diverse faculty pool. An online faculty support site is maintained for communicating information and for enabling dialog among distant faculty. On campus faculty meetings are held twice a year. In addition to academic program directors, SPD has part-time coordinators for online faculty for teaching the capstone course (CED 595 Project Seminar) and for the Coaching Certificate, which requires compliance with NYS regulations.

Action Plan

- Increase the percentage of full-time SBU faculty teaching in SPD by cultivating new partnerships with campus departments.
- Strengthen SPD's education course offerings in specific content areas such as science, math, and languages, by targeted recruiting both within SBU and outside it.
- Continually raise the bar on course quality through faculty retreats focused on best practices, training selected staff and faculty in the Quality Matters Rubric peer review process for hybrid and online courses, conducting systematic Curriculum Committee review of existing syllabi, and increasing the percentage of faculty with terminal degrees.
- Enhance sense of community among SPD faculty by providing more effective communications (e.g., faculty resources web site, and a part-time coordinator dedicated to on campus faculty
- Conduct a faculty needs assessment to identify priorities for incorporating technology (e.g., synchronous tools, Web 2.0, multimedia, digital portfolios, and learning object repositories) into instruction.
- Urge on campus instructors to include basic use of Blackboard for communicating with students, and provide incentives for development of hybrid (blended) courses.

VII. Teachers Professional Development Institute (TPDI)

The Teachers Professional Development Institute (TPDI) manages all of the off-campus, graduate credit-bearing SUTRA Programs for the School of Professional Development (SPD). Its mission is to provide contracted programs or courses that meet the professional development needs of educators. TPDI was founded in 1997 by Assistant Dean Jane O'Brien, with its first cohort in Educational Computing at the East Meadow Teacher Center. Today, there are approximately 750 enrollments per term, among five academic programs: Master of Arts in Liberal Studies; Post-Master's Advanced Graduate Certificate in Educational Leadership; Advanced Graduate Certificates in Educational Computing, Coaching, and a cluster of courses that lead to the Board Certified Behavioral Analyst Certification. These programs span from Southampton to Long Beach, NYC, and Pelham. The 2009/10 fiscal year was our strongest; we grossed just under $2.4 million, which covers 45 percent of SPD's operating income and contributes over $300,000 to the Provost's Office.

Challenges

Competition from Private Colleges/Universities
- NCATE accredited colleges/universities in the area have reduced their off-campus, contracted-tuition by over half (making it on par with SPD's on-campus tuition)
- These colleges/universities have structured their School Leadership Programs to achieve the same NY State Certifications with fewer graduate credits, making them more affordable than SPD's programs, including our contractual programs by comparison.

Competition from Public Colleges/Universities
- Brooklyn College's off-campus contracted-tuition is over $300 less than SPD's contracted tuition.
- Brooklyn College has an Advanced Graduate Certificate in Autism that has three fewer credits than SPD's planned Certificate

New York State Teacher Center Instability
- Due to elimination of State funding, we are on the verge of losing a network of partners that promote, market, and sponsor SPD programs.

Action Plan
- Restructure some of our Advanced Graduate Certificates so they achieve the same NY State Certifications with fewer graduate credits.
- Partner with new entities – School districts, BOCES, unions, professional organizations, and private educational program partnerships.
- Use new programs to foster new partnerships beyond K-12 Education (e.g., HEA for Continuing Education Departments of Community Colleges).

VIII. Non-Credit

The non-credit unit targets *two* areas of training and education: Computer Skills including Information Technology, and Career Skills for general professional development. Our current market is comprised of students who are older in years; working beyond traditional retirement age; view education as a "cost/benefit" transaction and seek enrichment of personal life through education. In the computer training arena, programs and systems require time-consuming maintenance and upkeep; there is little funding for lab equipment and material; finding and retaining instructors for new and/or cutting edge technology is difficult. Training is directly affected by the economy.

We are an entry point for SPD– one that draws in an audience for short-term training and introduces them to the cost/benefit value of education and credentialing through the University. We disseminate information continuously regarding the primary mission of Stony Brook – which is to educate and enrich the lives of its students and engage them in becoming a "serial" student in multiple programs. Using our expertise in proposal and program development, we will strengthen and expand our student and programmatic bases to build and enhance our current market(s) while keeping an eye to emerging technology and opportunities for growth.

Action Plan

- *Teaching/training less on SBU campus.* Expand online offerings and additional onsite programs/courses at School Districts. Use Cloud technology and in–house servers to expand the offerings of SPD courses while limiting outside interface.

- *Microsoft, CISCO and CompTia certifications*. While over 15 technology schools have closed since 2001, SPD has remained active providing IT education. As a Microsoft Academy we continue to expand our IT offerings through the New York State and Suffolk County Departments of Labor responding to the unmet demand in the marketplace.

- *Expand educational outreach.* Develop a strategy to draw teachers from the audiences we now serve by our monthly PERC presentations, partnerships with Eastern Suffolk BOCES and SCOPE, and support of Phi Delta Kappa (PDK). PDK provides scholarships and training for professional educators and assists in job placement of SPD graduates of credit programs.

- *Add conferences and school board/district retreats and ESB seminars on the East End at Southampton.* Offering fast-paced, highly-interactive one-day workshops give participants the tools and skills for achieving success with a minimum investment of time.

- *Society of Human Resource Management (SHRM).* Expansion of these programs that dovetail with our Master of Professional Studies and Advanced Graduate Certificates in Human Resource Management.

- *Closer ties with labor, professional organizations and campus departments.* Expansion of the relationships with the Civil Service Employees Association (CSEA), the Professional Employees Federation (PEF), United University Professions (UUP), Stony Brook University Medical Center & Health Sciences Center and Main Campus departments, and the American Association of Safety Engineers.

IX. Osher Lifelong Learning Institute (OLLI)

In 1988, The Round Table (now the Osher Lifelong Learning Institute (OLLI) at Stony Brook University) was formed, at the suggestion of the Dean of the School of Professional Development. The program which is fully peer-taught by its volunteer members, is open to all retired or semi-retired individuals who are interested in by expanding their intellectual horizons in a university setting.

The original program showed extraordinary successes with the potential for future expansion and accomplishment that led to recognition in 2007, by the Bernard Osher Foundation as a "Best in Practice" lifelong learning program. Stony Brook University was selected to partner with this prestigious foundation and the Osher Lifelong Learning Institute (OLLI) at Stony Brook was formed. This partnership provided OLLI with a two-year renewable grant of $100,000; in July, 2009, this successful program was the recipient of a $1 million endowment. The award allowed OLLI to expand programs and activities and reach out to new members, as well as to upgrade equipment, to refurbish and expand facilities, providing more space for its growing population.

The University, through SPD, provides OLLI with a large business office space, a conference room and four committed meeting rooms, along with a workshop preparation room, in return for an annual donation. Members have the opportunity to attend free University lectures, presentations, and musical events. Outreach to the University is accomplished with participation in: Graduation, Conversation Partners, OLLI Friends of the Music Library and recently the Holocaust Museum travelling exhibition, "Deadly Medicine."

Over succeeding semesters, the program has flourished rapidly. From its inception in 1988, with 35 members participating in 8 workshops, it has grown to 850 plus members at the start of the 2010-2011 academic year, who participate in 160 plus workshops.

Action Plan

With the influx of the "Baby Boomers" this lifelong learning program expects major expansion over the next 10 years; therefore the principal goals for OLLI during that time include:

- Strengthen and expand the number of peer-taught workshops available to members.
- Build strong, positive member relations to encourage and motivate new workshop leaders.
- Seek out new campus facilities, especially larger venues for meetings, and performances
- Increase staffing and training to provide continued quality service to members.
- Provide an on-line automated registration system to manage this large program.
- Extend communications with members through publication of OLLI newsletter in a web-based email system.
- Pursue the $2 million endowment from the Bernard Osher Foundation.
- Consider future expansion with outreach programs to local senior retirement centers, and possibly an expanded satellite program at the Southampton campus.

X. Driver Rehabilitation Program (DRP)

The Driver Rehabilitation Program (DRP) is cultivating a close relationship with the courts and judicial systems in Suffolk County to assure all convicted DWI offenders are directed to the DRP according to the Law. Currently there are over 6000 DWI arrests in Suffolk County and we are presently servicing over 3500 of these convicted motorists. Through partnerships with these affiliates, this number should be considerably increased.

With the new implementation of additional programs, the Driver Rehabilitation Program will sustain additional revenue and allocate growth in other areas of substance abuse education.

Action Plan

New Programs

The following new programs will lead to new partnerships with varied populations including courts, school districts, treatment agencies, judicial systems, parents, teens, employee assistance programs, and returning military.

- Points Reduction Program offered to DRP graduates
- Parent and Teen Substance Abuse Education Prevention and Intervention Programs
- Alcohol Education Outreach Programs

Program Enhancements

- Partner with the Employee Assistance Program to deliver DWI education workshops. Workshops will increase visibility and awareness
- DRP Program growth through advanced technology. Develop immediate contacts and response with associate agencies.

XI. Communications and Market Development

SPD's communications plan will combine technology and personal relationships to establish the School as the Stony Brook's School *for* Education. To do this, we will build upon what has served us well in the past, and look for new channels to communicate with current, past and future students.

Since the majority of our students come to us via word-of-mouth or in-person contact, networking is key to our success. SPD has over 17,000 alumni, with many working in K-12 schools throughout the region. Our faculty and staff are actively involved in public education, working with teachers centers, sitting on policy boards, partnering with BOCES, sponsoring Phi Delta Kappa, and attending conferences for K12 educators. In effect, all alumni, faculty and staff serve as SPD brand ambassadors.

Action Plan

Website re-design. Our website is our most visible recruitment tool. For a school our size, we have a very large and thorough website, but it is in need of a re-design to improve branding and incorporate new technologies. Our three-year timeline for these improvements is as follows:

- 2010-2011—Begin building the SPD brand to establish it as the University's School *for* Education. Improve design and update code to current web standards, Add new content: more photographs, personal stories, resources for educators and advising tools.
- 2011-2012—Add multimedia files for recruitment and advisement purposes.
- 2012-2014—Contract programming services to allow for a more dynamic user experience. Examples could include: a live database of easily searchable course descriptions, real-time course availability and mobile applications.

Alumni. Alumni account for most of our new student referrals, yet SPD graduates remain an underdeveloped resource. SPD has begun the process of strengthening our relationship with alumni by partnering with the Alumni Relations office. Together, we work to create an active and engaged alumni base.

In-person networking. As in the past, we will continue to work within the K-12 community to promote our programs. With the launch of the new MA in Higher Education Administration, we have also begun the process of reaching out to colleagues at colleges and universities throughout the region. Beginning in 2011, SPD will expand our networking opportunities by participating in national conferences for student affairs and university business professionals.

Online social networking. SPD will approach social networking incrementally. First, we will partner with other departments to use their existing SBU channels. As time and resources allow, we will explore establishing our own social networking presence. We expect to utilize technological resources (e.g., HootSuite) and student personnel (interns from our MA in HEA program) to keep our social networking sites fresh and relevant.

Less advertising, more public relations. With rising advertising costs and shrinking budgets, we cannot expect to continue to rely on print advertising to attract new students. We will however, begin to experiment with using Google AdWords in 2011. We have had some success in will also redouble our public relations efforts by sending out more frequent press releases.