

Introduction

A member of the University of North Carolina, Western Carolina University (WCU) creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research, creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

The College of Education and Allied Professions is uniquely positioned to collaborate with the Office of Admission, College of Arts and Sciences, College of Fine and Performing Arts, Office for Rural Education and Teacher Recruitment, School University Teacher Education Partnership (SUTEP), Center for Math/Science Education, Center for the Support of Beginning Teachers and Office of Alternative Licensure, Teaching Fellows Program, Graduate and Distance Education Programs and the Graduate School. An active Professional Education Council, online education programs, active alternative licensure programs and active master public school teachers serve as co-teachers in methods courses increase the opportunity for enhanced quality teacher recruitment.

The Western Carolina University Teacher Recruitment Plan demonstrates a collaborative initiative between and among colleges, campus offices, departments and programs in partnership with stakeholders in public schools, community colleges and the community at large.

The purpose of this report is to address the teacher recruitment accountability plan. The report includes an introduction, 2007-2009 teacher recruitment team members, an overview, an action plan tracking chart, a financial report, the 2008-2009 recruitment activities focused on production targets, and endorsement from the chief academic officer and teacher recruitment team members. The tracking chart found in section three has been developed to monitor the implementation of the recruitment plan.

Western Carolina University
UNC Teacher Recruitment Plan Implementation
2008 Progress Report

The teacher recruitment team members on the campus of Western Carolina University who are responsible for the plan implementation are:

Dr. Michael Dougherty	Dean, College of Education & Allied Professions
Dr. Dale Carpenter	Associate Dean, College of Education & Allied Professions
Dr. Wendy Ford	Dean, College of Arts & Sciences
Dr. Robert Kehrberg	Dean, College of Fine & Performing Arts
Mr. Alan Kines	Director, Undergraduate Admissions
Dr. Brian Gastle	Associate Dean, Graduate School & Research
Mr. Phil Cauley	Director, Enrollment Management for Distance Learning & Graduate School
Dr. Regis Gilman	Associate Dean, Educational Outreach
Dr. Kimberly Elliott	Director, Office for Rural Education and Teacher Recruitment
Mrs. Janice Holt	Director, Center for the Support of Beginning Teachers and Office of Alternative Licensure
Mr. F. Scott Cook	Assistant Director of Teacher Recruitment
<i>vacant</i>	Director, Office for Institutional Planning & Research

Overview

Western Carolina University has developed a teacher recruitment plan that incorporates an organizational structure, data systems, action plans, and a marketing plan for teacher education recruitment. The Western Carolina University Teacher Education Plan contains a total of twenty-seven action plans. This overview summarizes the action plans. A general statement about the progress on each action plan is summarized at the end of each task list as the initial response to evaluation measures. The university has developed a plan for overall responsibility for teacher recruitment.

The Teacher Education Enrollment Planning Team (TEEPT) Members have been appointed by the Chancellor, the Provost and the Dean of the College of Education and Allied Professions (Action plans 1 and 3). The College of Education and Allied Professions Dean appointed Dr. Kimberly Elliott as the Director of Teacher Recruitment and Mr. F. Scott Cook as the Assistant Director of Teacher Recruitment.

The resources necessary to implement the teacher recruitment plan have been provided by funding from UNC-GA and managed by the College of Education and Allied Professions (CEAP) Office of the Dean. Priorities for funding were determined by the TEEPT members and include allocations for a teacher recruiter salary, marketing materials (billboards, brochures, web design, promotional materials, radio ads, and newspaper ads), travel for the teacher recruiter, and funding for on campus recruitment activities for undeclared majors, high school and community college students (Action Plan 2). Action Plan 2 also provided the funding allocation for the Assistant Director of Teacher Recruitment at WCU and this employee has been on board since June 1, 2008. The Assistant Director of Teacher Recruitment works with community colleges and high schools in the region on a weekly basis to ensure teacher recruitment initiatives meet the needs of the institutions and the students involved (Action Plan 6).

Numerous meetings with the Provost, Deans of the College of Education Allied Professions, Fine and Performing Art, and Arts and Sciences, members of the TEEPT, faculty, staff and students have ensured that WCU is on target with implementing the Western Carolina University Teacher Education Recruitment Plan (Action Plan 4). Community Colleges are engaged with WCU in teacher recruitment.

Key persons have been identified in the Office of Admission, College of Education and Allied Professions, College of Arts and Sciences, College of Fine and Performing Arts, and at the community colleges in the region to engage in collaborative initiatives for teacher recruitment (Action Plan 5).

A data system is in place for tracking alternative licensure candidates and undergraduate teacher education candidates. UNC-GA is engaged with WCU to assist in identifying candidates completing licensure through the Regional Alternative Licensing Centers (Action Plan 7).

A student contact team has been organized and has completed two rounds of phone-a-thons to prospective high school students who may be interested in enrolling in Western Carolina University's Teacher Education Program. The Assistant Director of Teacher Recruitment has a data base that is consistently updated with the Office of Admission to email prospective students. The student contact team assists with these emails, phone calls, and the mailing of marketing information and materials (Action Plan 8).

Western Carolina University is engaged in the development of a data reporting process. The Office for Admission, the Office of Institutional Research and Planning, and the Office of Assessment in the College of Education and Allied Professions collaborate on a regular basis to produce reports needed to drive the Teacher Education Enrollment Plan (Action plans 9 and 10).

The College of Education and Allied Professions, the College of Arts and Sciences and the College of Fine and Performing Arts have redesigned and updated program brochures and websites. A website for the specific purpose of teacher recruitment at WCU was unveiled in July, 2008. A video and DVD have been produced to assist with teacher recruitment. Print and electronic materials and have been updated with an emphasis on reaching targeted populations of students interested in teacher education (Action plans 11 and 12).

Teacher recruitment events are planned and coordinated in collaboration with the WCU Career Placement Office, Office of Admission, the College of Education and Allied Professions, the College of Arts and Sciences, and the College of Fine and Performing Arts, the Office for Rural Education and Teacher Recruitment, the Center for the Support of Beginning Teachers and Office of Alternative

Licensure, Office of Special Programs and Teaching Fellows and the School University Teacher Education Partnership (SUTEP). Middle school students and parents, high school students and parents, community college students, university students with undeclared majors, and second career professionals are the focus for many of the events (Action plans 13, 14, and 15).

Alumni are engaged in the teacher recruitment action plans through phone-a-thons, email campaigns (e-recruitment), presentations in high school classrooms and through bumper stickers, decals and displays such as, “I studied at Western Carolina University..... Ask me about teaching.” and “I attended Western Carolina University.....ask me about my college.” Marketing materials are provided to teaching alumni to assist in this recruitment effort (Action Plan 16).

The Center for the Support of Beginning Teachers and Office of Alternative Licensure uses existing fast-track MAT options developed for NC TEACH to create additional on-line offerings and to increase the number of methods courses offered. Targeted high need area coursework has been developed for fast-track options. Course schedules for working adults have been analyzed and a plan is in place to offer courses at the times and in the format working adults need. A retention initiative for tracing alternative licensure candidates includes phone calls and follow-up. This retention initiative for alternative licensure candidates has proven successful thus far (Action plans 17 and 18).

The College of Education and Allied Professions in collaboration with the College of Fine and Performing Arts and the College of Arts and Sciences are working to develop double majors in programs with teacher education components. Additionally, strategies are being developed to increase and advertise the number of scholarships available for teacher education majors (Action plans 19, 20, 21, 22).

Activities have been designed to support and mentor students in the licensure-only and alternative licensure programs to enhance recruitment and retention efforts. The Center for the Support of Beginning Teachers and the Office of Alternative Licensure collaborates with faculty and staff at WCU to track students and develop retention strategies to support candidates (Action Plan 23).

Diversity initiatives related to teacher education student recruitment are coordinated through the Office of Admission, the Office for Rural Education and Teacher Recruitment, the Office for the

Curriculum Specialist for Diversity and the College of Education and Allied Professions. Faculty and staff recruit diverse students from high schools and community colleges in North Carolina. High School recruitment with face -to- face outreach has proven successful. Teaching Fellows and WCU students are engaged with faculty and staff in the phone-a-thon, email, Reach to Teach Programming, Teachers of Tomorrow Programming and face-to-face recruitment for diverse students. The College of Education's Diversity Committee and the SUTEP Recruitment Committee coordinate events for the recruitment of diverse students into teacher education (Qualitative Action Plan 1).

The Center for the Support of Beginning Teachers and Office of Alternative Licensure has an advisory board to support the mission of the College of Education and Allied Professions to increase the number of alternative licensure candidates. The Center works with Local Educational Agencies, the Director of Military Education, and the Regional Alternative Licensure Center to assist candidates. A tracking system with follow-up is in place for alternative licensure and licensure only candidates (Qualitative action plans 2 and 3).

The College of Education and Allied Professions has strategies in place through the Center for Math Science Education, SUTEP, and the Office for Rural Education and Teacher Recruitment to assist in promoting, marketing, and recruiting in the areas of math and science education (Qualitative Action Plan 4).

Western Carolina University has made significant progress in meeting all of the action plans and teacher production targets. Priorities and goals will continue to be set and monitored through the Teacher Education Enrollment Planning Team.