2007-2008 Education

Section	Document Name
Fiscal Health	• Education.pdf

Mission

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change from the local to national levels and throughout the world. The School of Education at IUPUI is an inquiry-based community of scholar-educators that seeks to create positive and effective change in urban settings with a focus on social justice, equity, and democratic principles. We prepare leaders in a variety of educational and community fields of study.

Goals and Objectives

Goal 1: Develop Our Premier Urban Teacher Education Program

Objective 1.1. Develop a P-16 pipeline for urban youth in partnership with IUPUI and our Community Partners in order to increase enrollments and student diversity in the School of Education.

Campus Planning Theme: Civic Engagement, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2009 and ongoing

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   School of Education faculty are participants in all major P-16 efforts.
2.   Project IMPACT funding is expanded and unique partnerships are strengthened with each neighborhood center.
3.   The various School of Education projects/initiatives are linked to the maximum extent possible, resulting in higher student enrollments and increased student diversity.

Activities planned for 2008-2009:

1.   Participate in leadership role on campus P-16 council and community   networks.
2.   Expand resources and support for Project IMPACT work with Indianapolis neighborhood centers.
3.   Connect "pipeline" course activities with elementary ed., secondary ed., and graduate program school and community activities in order to better align our efforts, partnerships, and impact.

Objective 1.2. Align curriculum & instruction and field experiences to reflect standards based knowledge, skills, and dispositions.

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: December - May

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

Alignment is clearly articulated in all SOE materials and understood by students and faculty.

Activities planned for 2008-2009:

1.   Conduct monthly team meetings to review alignment of big ideas, curriculum "map", benchmark assessments, and field experience expectations.
2.   Revise written program description materials for students

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Objective 1.3. Prepare all educators to meet the needs of diverse learners in inclusive settings, including students with disability labels, those learning English as a second language, and those from different racial, ethnic, and cultural backgrounds.

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: July 2009 and ongoing

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Analysis of data from inquiry is used to educate faculty and students, and to develop a plan of action.
2.   Course syllabi are revised to better reflect attention to teaching/working with all learners.

Activities planned for 2008-2009:

1.   Conduct an investigation (via qualitative methods) of faculty and student knowledge, pedagogy, and attitudes toward diverse student populations.
2.   Analyze course syllabi across undergraduate and graduate programs to reflect curriculum & instruction focused on working with diverse learners.

Objective 1.4. Develop Professional Development Schools based on win-win, ongoing partnerships that impact student success.

Campus Planning Theme: Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008 through Spring 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   MOUs are in place for all secondary education partner sites.
2.   Plans of action are in place for elementary and secondary education to strengthen partnerships and move toward a PDS relationship.

Activities planned for 2008-2009:

1.   Finalize Memorandum of Understanding (MOU) partnership agreements with all secondary education schools.
2.   Develop a plan of action regarding elementary education partner schools that leads to MOUs.
3.   Develop a plan of action with each elementary and secondary education partner school to move toward a more comprehensive PDS relationship, resulting in a greater impact on school change and student success.

Objective 1.5. Build a world class STEM education initiative to benefit K-12 and university students.

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008 through 2012

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   The evaluation data from the Woodrow Wilson Indiana Teacher Fellowship and the Noyce Fellowships indicate that the secondary science and math teacher education program is successful in recruiting qualified candidates and these individuals use "best teaching practices" in classroom instruction.
2.   UCASE seminars and symposia address current issues and STEM scholarship

3.   Research strands are identified as the focus of UCASE scholarship.

Activities planned for 2008-2009:

1.   Develop a model teacher education program for secondary STEM educators.
2.   Continue to recruit high quality science and mathematics teaching candidates.
3.   Offer seminars and symposia to advance STEM education.
4.   Develop a research agenda that will support the UCASE mission

Objective 1.6. Conduct ongoing formative and summative assessment activities to improve the program and outcomes.
Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008 – summer 2009

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Each Benchmark assessment is clearly described in writing for all teacher education students, and procedures and rubrics are understood by all faculty.
2.   Assessment data regarding student outcomes and satisfaction is collected and shared with all SOE faculty and staff.

Activities planned for 2008-2009:

1.   Continue to articulate processes (e.g., for students and faculty) and desired outcomes for each Benchmark assessment.
2.   Collect qualitative and quantitative assessment data from all program completers.

Goal 2: Offer "Cutting Edge" Graduate & Professional Development Programs That Prepare Exemplary Education Leaders

Objective 2.1. Finalize development of an Urban Ph.D. program.
Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008 – Fall 2009

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

                                            Ph.D. proposal is reviewed and approved.

Activities planned for 2008-2009:

1.   Complete Ph.D. program proposal.
2.   Send completed proposal through appropriate channels for review and adoption.

Objective 2.2. Grow the size and impact of the Urban Principals Program.
Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   A total of 60 individuals complete the program.
2.   A clear line of inquiry is underway.

Activities planned for 2008-2009:

1.   Support 3 full cohorts to complete the program.
2.   Conduct research to investigate the impact of program completers in the field.

Objective 2.3 Develop high quality professional development opportunities in alternative formats (online, distance education, etc.).
Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008 – Summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   All online courses are reviewed for quality prior to being offered.
2.   The number of graduate students enrolled in district based programs increased by at least 10%.
3.   All special education online courses are developed and being offered.

Activities planned for 2008-2009:

1.   Work with faculty and the Center for Teaching and Learning to examine our current online courses for rigor and quality and make enhancements and revisions to these courses.

2.   Provide district-based programs to offer professional development workshops (face to face, online, or hybrid), graduate courses, and Master's Degrees.

3.   Continue to work with Special Education Jumpstart to redevelop traditional courses into online courses to offer an entire Master's Degree online in Special Education with a Certification in Mild and Intense Disabilities.

4.   Continue our outreach initiative "Online Universities" to offer online Master's Degrees and online coursework to certified teachers in K-12 districts.

Objective 2.4 Utilize emerging technologies to enhance teaching and learning.
Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-Spring 2011

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

Students and faculty are using effective technology, and are reporting satisfaction with the support provided to use the technologies.

Activities planned for 2008-2009:

1.   Work closely with the CTL to discover additional ways to integrate effective emerging technologies into our online coursework.

2.   Based on an assessment of our technology needs in the School of Education, acquire appropriate resources for faculty and students.

3.   Support faculty to utilize appropriate technology to enhance teaching and learning.

4.   Continue to investigate ways to integrate Second Life (or other virtual learning applications) to enhance teaching and learning.

Objective 2.5 Increase enrollments in graduate programs and professional development activities.

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Formal course and program review is conducted and recommendations are documented.
2.   We offer 20% more courses in non-traditional formats.
3.   Enrollment in graduate courses increases by 10%.

Activities planned for 2008-2009:

1.   Expand marketing efforts to our target audiences, based on their needs (i.e., using data provided from IDOE to districts), exhibiting our programs at local conferences, and attending round table discussions for Special Education).

2.   Offer non-traditional formats for courses (e.g., shortened length, weekend, online, distance education, etc.) according to the preferences of students.
3.   Redesign the OPD website to provide a stronger display and description of our programs and offerings to the community and districts.

Goal 3: Develop a Strong International Education Program

Objective 3.1. Develop education abroad opportunities for students and faculty.

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008-summer 2011

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Exchange program proposals are submitted and approved.
2.   Student and faculty exchange opportunities are identified and pursued at all three targeted institutions.

Activities planned for 2008-2009:

1.   Develop proposals for student teaching exchanges in Mexico and Kenya.
2.   Submit proposal for student teaching exchange with Sun Yat-sen University in China.
3.   Work with the Office of International Affairs to create a menu of opportunities for faculty exchanges and teaching abroad.

Objective 3.2. Infuse global perspectives throughout the curriculum.

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:

Time Frame: Spring 2009 – Spring 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

   Course syllabi reflect attention to global perspectives and obtaining evidence of student understanding and application

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Activities planned for 2008-2009:

Dawn Whitehead will work with our faculty to develop our curriculum to better reflect global perspectives.

Objective 3.3. Build research, teaching, and service partnerships with Moi University (Kenya), Sun Yat-sen University (China), and a university in Mexico (building on the "To Mexico with Love" campus initiative).

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Summer 2009 – Summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Increase in the participation of SOE students and faculty in To Mexico with Love program.
2.   Involvement of alumni and teachers in To Mexico with Love program.
3.   Dialogues have occurred between faculty at target universities and plans for joint research, teaching and service activities have been identified.

Activities planned for 2008-2009:

1.   Expand "To Mexico with Love" program to include alumni, teachers, and School of Education students.
2.   Conduct dialogues between our faculty and faculty at our partner universities to identify research, teaching and service activities of common interest.

Objective 3.4. Work with our K-12 partners to build international education curriculum and travel opportunities.

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

The above two activities have occurred and joint plans are in place for collaboration.

Activities planned for 2008-2009:

1.   Learn about international projects already in place at our partner schools.
2.   Share and plan for joint curriculum and travel activities.

Goal 4: Increase the Diversity of our Students and Faculty

Objective 4.1. Significantly increase the recruitment and retention of students from historically underrepresented groups.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:

Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

Specific recruitment activities are planned and implemented with each of the designated groups.

Activities planned for 2008-2009:

1.   Develop a formal relationship with Upward Bound.
2.   Recruit 21st Century Scholars to teaching.
3.   Work with Black and Latino fraternities/sororities and other organizations to assist with recruitment and retention activities.
4.   Utilize data from Project TEAM to address concerns and develop action plans.

Objective 4.2. Increase student mentoring and other supports to ensure success.
Campus Planning Theme: Best Practices, Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008-summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Project TEAM has a half time mentor and at least 2 new student scholarships.
2.   Every student from underrepresented groups is offered mentor support.
3.   Project TEAM students are engaged in mentoring activities.

Activities planned for 2008-2009:

1.   Build the resources of Project TEAM (personnel and fiscal) to better recruit and support students.
2.   Recruit faculty and alumni to serve as mentors to our students.
3.   Support Project TEAM students to mentor high school students of color.

Objective 4.3. Increase the number of tenured/tenure-track faculty from underrepresented groups.
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: Fall 2009-Fall 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Tenured faculty are hired and well supported.
2.   Relationship with Howard University is re-established.

Activities planned for 2008-2009:

1.   Recruit at least two tenured faculty from underrepresented groups.
2.   Reconnect with Howard University Future Faculty Fellowships.

Goal 5: Conduct and Disseminate Exemplary Research Related to Urban Education That Impacts Policy and Practice

Objective 5.1. Build the Center on Urban and Multicultural Education's profile as a leader in research and policy related to urban education.

Campus Planning Theme: Research, Scholarship and Creative Activity, Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008-Summer 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Increase in the number of faculty involved with CUME research.
2.   Research funding has increased at least 20%.
3.   The number of graduate students involved in research doubled.
4.   The number of collaborative research studies has doubled.
5.   Interdisciplinary research has doubled.

Activities planned for 2008-2009:

1.   Support research activities of faculty in the School of Education.
2.   Increase externally funded research.
3.   Increase graduate student research.
4.   Conduct and disseminate community-based collaborative research.
5.   Engage in interdisciplinary research with other units at IUPUI.

Objective 5.2. Expand research opportunities for students.

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008-Spring 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

Increase in the number of students working with faculty and in CUME and UCASE.

Activities planned for 2008-2009:

1.   Develop an informational handout about research opportunities in the School of Education.
2.   Increase undergraduate research.

Objective 5.3 Conduct science and mathematics research to support the Urban Center for the Advancement of Stem Education (UCASE) activities and to establish UCASE as a source of STEM information in Indiana and throughout the United States.

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2008-spring 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Research studies and publication reflect identified themes.
2.   Research seminars are conducted.

Activities planned for 2008-2009:

1. Identify research themes for UCASE.
2. Conduct a series of seminars to discuss research activities of UCASE faculty, Steering Committee members, and Fellows.

Goal 6: Market and Garner Financial Support for School of Education Programs

Objective 6.1. Develop quality marketing materials and websites to inform our publics about our programs.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: By May 2009

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1. Website updates are complete.
2. Culturally competent marketing materials are developed and disseminated.
3. User feedback (students, alumni) is positive.
4. Website has been evaluated using Bobby.

Activities planned for 2008-2009:

1. Develop Alumni and Donor sections of the website.
2. Redesign home page to better reflect our mission and to promote ease of navigation.
3. Work more closely with University College, Enrollment Services, and high school counselors to recruit students.

Objective 6.2. Secure additional student scholarships and support for signature initiatives and priorities.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: By May 2009

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1. At least two new student scholarships are secured.
2. Alumni and donor contributions have increased at least 20%.

Activities planned for 2008-2009:

1. Convene Alumni Advisory Board and develop annual alumni agenda.
2. Build donor interest (pipeline) and scholarship contributions.

Goal 7: Offer Exemplary Student Advising and Support Services

Objective 7.1. Offer accurate, timely, efficient, friendly, and culturally competent service and support to all students.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: By December 2009

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   Activities #1, 2, 3, and 4 have been accomplished.
2.   Additional student services staff member has been hired.

Activities planned for 2008-2009:

1.   Update degree audit system.
2.   Provide a PPST course.
3.   Develop pre-TEP manual for students to reduce emails/phone calls
4.   Offer monthly advising meetings.
5.   Hire additional student support staff to better support students.

Objective 7.2. Enhance staff professional development opportunities.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-Spring 2010

Actions taken for 2007-2008:

Evidence of Progress for 2007-2008:

1.   All advisors attended training.
2.   All staff have attended professional development workshops.

Activities planned for 2008-2009:

1.   Provide time for advising staff to attend campus wide advising training.
2.   Provide time for staff to attend professional development workshops offered by HRA.

Fiscal Health

Reallocation Plan

Other Question(s)

1. **What are you doing to increase**
   a. **the number of undergraduate degrees your unit grants?**
   b. **the number of undergraduate degrees you grant to low-income students (Pell recipients)?**
   c. **the number of first-time full-time students who complete degrees in four years?**
   d. **the percentage of students completing courses successfully?**
   e. **your research funding?**

a.   The number of undergraduate degrees your unit grants?

- Developing "pipeline" courses prior to entering the School of Education (F200, E201)
- Accepting all applicants who met admissions criteria.
- Increasing Transition to Teaching (T2T) enrollments and ran one full cohort of 30 elementary T2T students.
- Continuing to provide faculty and staff support and mentoring of students throughout the program.
- Developing K-12 World Language program.
- Exploring development of a minor in education.

b.   The number of undergraduate degrees you grant to low-income students (Pell recipients)?

- Designing our teacher education program to allow students to work three days per week.
- Continuing to seek donors for student scholarships.
- Providing School of Education scholarships and faculty support for students of color in Project TEAM.

c.   The number of first-time full-time students who complete degrees in four years?

- Students enter the School of Education in their junior year and move through the blocks of courses together in a cohort. The design of their program offers high levels of faculty interaction, mentor teacher support, and peer support. Student issues are addressed directly and plans of action are developed, with ongoing support. These factors promote program completion.
- If particular students are struggling financially or in other ways, faculty and staff work together to address the issue that is impeding student success.
- An average of 89% of elementary education and 91% of secondary education students complete our program two years after being admitted to the School of Education. Transition to Teaching students have similar completion rates (89% and 90%, respectively).

d.   The percentage of students completing courses successfully?

- High percentage of students complete courses successfully once admitted to the School of Education. These numbers parallel the percentage of program completers listed above.
- Close monitoring of student attendance, participation, and quality of coursework. Students who are struggling are "flagged" and face-to-face meetings are held to develop a course of action, with follow-up.

e.   Your research funding?

-         The Center on Urban and Multicultural Education (CUME) is the research arm of the School of Education. CUME supports faculty to obtain grants and conduct research.
-         The Urban Center for the Advancement of STEM Education (UCASE) has been successful in increasing its funding.
-         Faculty work collectively to target and obtain funding (e.g., for international work, partnerships with Indy Neighborhood Centers, CUME, UCASE, special education, ESL, etc.), and continue to be successful.
-         Junior faculty are being supported to seek internal and external grant funding for their research.

2. **If you had to implement a budget reduction of 3-5% a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty will be involved in the decision making process.**

a)   Budget Priorities:

* Keep and build exemplary faculty tenured/tenure-track faculty
* Parity with Bloomington in faculty salaries
* Undergraduate teacher education
* Transition to Teaching graduate program
* Build UCASE and CUME
* Increase underrepresented student populations
* Build high demand graduate programs (ESL, Special Ed, STEM)

b)   Strategies:

      * Delay or eliminate new staff and clinical faculty hires
      * Increase online courses
      * Expand Office of Professional Development income-generating activities
      * Increase mutually beneficial partnerships and initiatives with other units
      * Make cuts in several areas not listed as budget priorities
      * Increase course load of clinical faculty

c)   Faculty Involvement:

      * Shared, collaborative decision making

3. **Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative's funding is required.**

-          Urban Ph.D. program (not yet approved) will require additional resources for faculty, staff, and student support (Hire at least two tenured faculty ($180,000) and funding for at least 5 graduate assistants per year ($125,000), ongoing.
-         International program: funding for faculty and student travel, as well as for teaching, research, and service activities (approximately 10,000 per year).
-         Urban education/CUME Initiatives (approximately $10,000 per year)

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4. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.

Before we start planning to spend our reserve we would like to see our available reserve at 10% of the general fund budget. Right now our available reserve (not including the income short fall reserve) is $558,662 which is 7.8% of our general fund budget. We will need to save an additional $155,790 to meet the goal of 10% or $714,452. Given our credit hours for Spring and depending on Summer I enrollments, we may be able to add $75,000 to $125,000 this year to our reserve. The preferred goal is 15% reserve, or about $1,050,000, for long-term investment in strategic priorities. Given these economic times and the prospect of mid-year cuts as well as reduced state appropriations, these goals may not be reached in the near future. Indeed, we may need to use existing reserves to meet the expected cuts in state appropriations.

5. What are the current numbers and percentages of tenure-track faculty, clinical faculty, and lecturers in your school? Please describe your plan for allocating new faculty positions so as to influence the number and percentage in each category.

Tenure-track faculty: 29 (15 tenured; 14 tenure-track) = 58%
Clinical faculty: 19 = 38%
Lecturers: 2 = 4%

      As noted earlier, one of our highest priorities is to increase the number and ratio of tenure-track faculty. Two searchers are underway for associate level faculty. Our plan is to recruit 1-2 tenure track faculty next year, budget permitting. In addition, we will freeze hiring of clinical faculty and lecturers if it becomes necessary in order to achieve the goal of increasing the ratio of tenure-track to clinical/lecturer positions.

6. How do you define return on investment for diversity efforts in your unit (e.g, numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?

Our diversity efforts include:

-          8 African American or Hispanic faculty and 7 African American staff
-          Investing base budget dollars in Project TEAM (12 scholarships and faculty support for students of color)
-          Special education and ESL federal grants to support students from underrepresented groups in teacher education
-          Project IMPACT, involvement recruitment of middle and high school students to IUPUI and the School of Education through career exploration, leadership development, and academic mentoring.

To improve our Return on Investment, we intend to continue to recruit faculty and staff from underrepresented groups, continue to solicit grants and scholarships to support students, and continue to focus on our urban education mission in all programs.