

2012 Reaccreditation Report

IU School of Education at IUPUI 2001-2010

Teaching and Learning:

Major Accomplishments:

- Developed post-baccalaureate Transition to Teaching programs for elementary and secondary teacher certification.
- Retained an average of 81% of freshman and 90% of juniors and seniors.
- Improved our rank in the state to 4th in the number of graduates we produce.
- Teacher Education candidates consistently achieve higher Praxis passing rates than the national average.
- A consistently high percentage of our graduates (48%-67%) accept jobs in diverse Marion County schools.
- From 2001 -2009 the percent of principals ranking their IUPUI first-year teachers “above average” in terms of all beginning teachers with whom they had worked ranged from 84-97%.
- Online course offerings in the School of Education increased by 600% since 2001, and reached a peak growth of 800% in 2008.
- Developed two totally online master’s programs.
- Developed the following new programs: Learning to Teach – Teaching to Learn preservice teacher preparation program; English as a Second Language (ESL); Woodrow Wilson Teaching Fellows – secondary STEM teacher certification and Master’s degree; Indianapolis Urban Teacher Residency Dual certification in secondary STEM and special education; Urban Education Master’s degree; Urban Principals Program within the Educational Leadership unit.
- Developed the Office of Professional Development.

Current Status:

- Expanding Transition to Teaching program.
- Expanding STEM teacher preparation.
- Developing stronger graduate student follow up database.

Plans for the Next 5 Years:

- Offer Urban Education Ph.D. program and build national reputation.
- Develop additional high need/high interest minors and certificates.
- Increase online course offerings.
- Expand partnerships within and outside of IUPUI to develop K-12 STEM pipeline.

Research, Scholarship, and Creative Activity:

Major Accomplishments:

- Established the Urban Center for the Advancement of STEM Education (UCASE)
- UCASE funded programs include:
 - Urban Educators: Robert Noyce Scholarships for Math and Science Teachers (NSF funded: Phase I: \$486,912; Phase II: \$599,963)
 - The Woodrow Wilson Indiana Teaching Fellowship: \$1 million Lilly Endowment and Woodrow Wilson National Fellowship Foundation.
 - The Teach Science Robert Noyce Scholarships: (NSF \$749,933).
 - Students as Mentors and Owners of Geoscience and Environmental Education (NSF \$114,386).
- Established the Center for Urban and Multicultural Education (CUME).
- The total number of students employed at CUME increased from 5 in 2005-2006 to 22 in 2010-2011. Currently In the 2010-2011 year CUME has 9 Graduate Assistants and 13 graduate and undergraduate hourly student researchers.
- The number of proposals and awards for CUME has increased substantially throughout the last five years, including the Kern Family Foundation for the evaluation of the Project Lead the Way program in Indiana (\$310,000) and the second year of the evaluation of the Indianapolis Public Schools Stimulus Support project (\$330,000).

Current Status:

- The overall research enterprise increased. Total expenditures in FY 2010 was \$1,656,479 compared to \$456,514 in FY 2005 and \$471,259 in FY 2000.
- The number of proposals submitted in 2010 increased to 23, compared to 19 in 2000 and 15 in 2005.
- The number of awards in 2010 increased to 16, compared to 10 in 2000 and 8 in 2005.
- Faculty publications increased significantly.
- A research incentive fund was established for faculty who receive external funding, allowing a course buyout and up to \$2,000 for their research account.
- The School of Education awarded \$5,000 in research start up funds to four faculty.

Plans for the Next 5 Years:

- Increase undergraduate and graduate research opportunities.
- Provide 4-5 assistantships for Urban Education PhD. Students
- Increase the number of proposal submissions, expenditures and related indirect costs.

Best Practices:

Major Accomplishments:

- Developed flat, collaborative organizational structure.
- Achieved national accreditation through the National Council for Accreditation of Teacher Education (NCATE).
- Created a Benchmark assessment system for each semester of the teacher education program.
- Developed numerous policies and procedures documents.
- Totally revamped website.
- Improved Student Services via cross training, student satisfaction data, and the addition of a receptionist.
- Provided ongoing professional development for faculty.
- Developed new faculty orientation program.
- Enhanced learning spaces by upgrading and expanding instructional technology, refurbishing study spaces, and upgrading classrooms.

Current Status:

- Conducted internal assessments of Student Services and Technology units.

Plans for the Next 5 Years:

- Design and offer targeted professional development for pre-tenure and Clinical faculty members.
- Increase the percentage of the faculty employed in tenure-track and tenured positions.
- Create a comprehensive data collection system to assess and track School of Education graduates.
- Provide ongoing faculty professional development.
- Increase School of Education office space, meeting space, classroom space, and Center space for professional staff and graduate/undergraduate researchers.
- Secure scholarships support for students and endowed chair positions for faculty.
- Increase marketing of programs and services.

Campus Climate for Diversity:

Major Accomplishments:

- Created Associate Dean for Diversity position.
- Developed Project Team to support students of color in the School of Education. 71 students have participated since 2001.
- Increased scholarship support to students of color, totaling \$22,000 since 2001.
- Increased diversity of faculty and staff. Twenty-seven percent of our academic rank appointments are minority (compared to 24% for the campus). Staff members are 37% minority compared to 22% for the campus.
- Hired three faculty members via SRUF.
- Invested in faculty professional development regarding cultural competence and critical race theory.

Current Status:

- Further developing diversity strategic plan.
- Establishing a “Future Educator Association” with the Indianapolis Public Schools to recruit students of color to teaching.

Plans for the Next 5 Years:

- Increase percentage of students of color by 100%.
- Increase scholarship support for students.
- Increase endowed Chair positions for minority faculty.

Civic Engagement:

Major Accomplishments:

- The number of CUME's community partners increased substantially to over 25, including Indianapolis Public Schools, Townships schools, the Archdiocese of Indianapolis, the Peace Learning Center, and all 11 Community Centers.
- Expanded partnerships with Marion County districts and schools. Interns are placed in over 50 schools.
- 5-7 cohorts of undergraduate students (approximately 150-200 total students) are in partner schools and classrooms every semester.
- Faculty and students conduct Summer Youth programs at 11 Indianapolis Community Centers every year.
- Four Education student organizations are engaged in a variety of community service projects each year.
- Students in multiple education courses engage in community service learning activities every semester (e.g., E201, F200).
- Developed international study abroad/student teaching abroad opportunities for students and faculty:
 - Mexico
 - China
 - Kenya
 - Turkey
 - Armenia
 - Thailand

Current Status:

- Continuing to build international agreements and partnerships.

Plans for the Next 5 Years:

- Expand international programs.
- Increase funding and scholarships to support faculty and student travel.

Collaboration:

Major Accomplishments:

- UCASE is a unique collaboration between the School of Education, School of Science, and School of Engineering and Technology.
- CUME collaborates with other IUPUI departments such as the Office of Faculty Affairs and Professional Development in the Indiana University School of Medicine, School of Science, and University College.
- Faculty collaborate with area school districts to provide professional development, certificates, and degree programs.
- The School of Education collaborates with CELL (UIndy) to offer an annual Project Based Learning Institute.
- The Indianapolis Urban Superintendents Association, housed in the School of Education, collaborates to offer an Urban Education conference each year.
- UCASE collaborates with Purdue University to offer a Noyce Conference.
- Partnered to develop George Washington Community School.
- Partnered with Crispus Attucks Medical Magnet to provide staff professional development.

Current Status:

- Faculty are highly engaged in collaborative work with schools, community, state, national, and international organizations.

Plans for the Next 5 Years:

- Enhance program and research collaborations.
- Further develop STEM pipeline, Future Educators, and other programs with IPS and other districts.
- Expand international collaborations.