

2010-2011 Education

Section	Document Name
Fiscal Health	• EDUC.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 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.

Goals and Objectives

▢ Goal 1: Develop a Premier Urban Teacher Education Program

☑ 1.1 Become a national leader in STEM education.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: 2010 and ongoing

Actions taken for 2010-2011:

- Partnered with the School of Science and School of Engineering and Technology through the Urban Center for the Advancement of STEM Education (UCASE).
- Secured external funding for Woodrow Wilson and Noyce scholarships.
- Obtained US DOE funding for Indianapolis Urban Teacher Residency program for STEM + Special Education.
- Collaborated in the writing of STEM grant proposals.
- Published peer-reviewed research in STEM education with emphasis on the urban setting.
- Developed a strong record of externally funding for programs in STEM Education, including K-12 partnerships, undergraduate and graduate STEM focused programs.
- Brought together Science, Technology, Engineering, Mathematics, and Education faculty to provide high quality undergraduate and graduate programs leading to the certification of secondary teachers in life science, physical science, engineering technology education, career and technical education, and earth/space science.
- Graduated our second cohort of Woodrow Wilson Fellows.
- Developed workshops and professional development opportunities addressing best practices in teaching and learning, especially in the urban setting, for pre-K-12 STEM teachers.
- Hosted the 2nd annual Midwest Regional Robert Noyce Scholarship conference for over 120 faculty, teachers, and Noyce Scholars. Theme: "Strategies for Advancing Math and Science Teaching in High Need Schools" [April 8-9, 2010]
- Sponsored the first cohort of Robert Noyce Summer Internship program for 8 STEM majors interested in secondary STEM teaching. Students worked in informal science education settings (Junior Rocket Design camp, Children's Museum of Indianapolis, minority Engineering Advancement MEAP Program, etc.) [Summer 2010]

Continue leadership role in SMTI, the Science and Mathematics Teacher Imperative, a coalition of the Association of

Evidence of Progress for 2010-2011:

- [Urban Educators: Robert Noyce Scholarship for Mathematics and Science Teachers](#) , (NSF DUE #0531598) \$486,912 and Phase II Award (NSF DUE #0934555) \$599,963.
 - [Urban Educators: Robert Noyce Scholarship for Mathematics and Science Teachers](#), (NSF DUE #0531598) \$486,912.00.
 - [The Woodrow Wilson Indiana Teaching Fellowship](#), a multimillion dollar statewide initiative to attract outstanding individuals to become math and science teachers in the state of Indiana.
 - [The GK-12 Urban Educators Program at IUPUI](#) (NSF-DGE #0742475) \$2,988,355.00.
 - [The Teach Science Robert Noyce Scholarship](#) (NSF-DUE #0733788) \$749,933.00.
 - 16 Woodrow Wilson Fellows in Cohort I completed Master's Degree in Secondary STEM Education (1 in Math, 1 in Technology, 14 in Education).
 - 19 Woodrow Wilson Fellows in Cohort II (4 in Math, 6 in Technology, 9 in Education) 10 of the Woodrow Wilson Fellows also completed Dual Certification in STEM and Special Education.
 - 6 Noyce Scholars completed initial STEM teacher certification.
 - Funding for 2 Noyce Conferences: (\$336,300) "*Midwest Noyce Regional Conference in 2010 and 2011*" (NSF DUE #1002161).
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Activities planned for 2011-2012:

- Collaborate with the School of Science and School of Engineering and Technology to align our STEM summer youth programs.
- Expand the pipeline of K-12 youth to careers in STEM education.
- Seek additional funding to support STEM teacher preparation.
- Host the 3rd annual Midwest Regional Robert Noyce Scholarship conference for over 120 faculty, teachers, and Noyce Scholars. Theme: "Developing STEM Teachers Professional Skills" [April 7-8, 2011]
- Sponsor a second cohort of Robert Noyce Summer Interns for 8 STEM majors interested in secondary STEM teaching. Students will work in informal science education settings (Lilly Diabetes Camp, Children's Museum of Indianapolis, STEM mentors club, etc.)
- Roundtable presentation at the 2011 SMTI, the Science and Mathematics Teacher Imperative national meeting (Portland OR).

☑ 1.2 Conduct ongoing assessments of education candidates and track graduate outcomes and quality.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Fall 2010 - Summer 2011

Actions taken for 2010-2011:

- Articulated content, processes, rubrics, scoring, and desired outcomes for each Benchmark assessment in the elementary and secondary education programs.
- Developed a new student teaching assessment instrument mapped to CEC standards for special education programs

- Conducted discussion about the development of a procedure for decision-making as students move through the programs based on Benchmark assessments.
 - Worked to develop a more efficient method of aggregating data from student teaching evaluations.
 - Worked to develop a template for an annual assessment report.
 - A self-study of the School of Education technology unit was conducted and shared with administration and faculty.
 - Developed plans and timelines for submitting program reviews to the national associations with all program units.
 - Conceptualized a unit assessment plan for the master's programs in education.
 - Involved School of Education and content faculty in scoring benchmarks, reporting findings, and communicating results to students.
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Evidence of Progress for 2010-2011:

- Benchmark (formative and summative) assessments have been fully developed and implemented. Data is being used to assess student progress in the program.
 - The new student teaching evaluation form will be piloted during spring 2012.
 - A timeline for submitting program reviews has been developed and shared with School of Education and content faculty as well as members of COTE.
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Activities planned for 2011-2012:

- Collect data regarding student satisfaction and outcomes from all program completers.
- Increase the response rates of follow up surveys to employers of School of Education graduates from 51% to 65%.
- Utilize Indiana Department of Education data to track our graduates and gather outcome and assessment information.
- Redesign Part A of the secondary student teaching evaluation form.
- Develop a website to facilitate faculty access to student and programmatic data.
- Conduct a self-study of the Curriculum Resource Center.
- Redesign the course evaluation form to better facilitate data collection from traditional and on-line courses.

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

☑ Objective 2.1 Develop an Urban Education Ph.D. program.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices, Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Fall 2010-Fall 2011

Actions taken for 2010-2011:

- - Obtained Commission for Higher Education approval for a Ph.D. in Urban Education Studies.
- - Conducted faculty search for senior urban education scholar.
- - Finalized plans for graduate assistantships, coursework, etc.

Evidence of Progress for 2010-2011:

- Applications are being reviewed and the program will begin in fall 2012.
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Activities planned for 2011-2012:

- Secure additional funding for assistantships.
- Assure program quality via a rigorous program evaluation process.
- Host a national symposium with other urban education doctoral program faculty.

☒ Objective 2.2 Grow the size and impact of the Urban Principals Program.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices, Collaboration

Secondary Goals:

Sub Unit:

Time Frame: Spring 2009-summer 2010

Actions taken for 2010-2011:

- Developed nineteen (19) new online courses and two (2) hybrid courses with the support of the Office of Online Development.
 - Redesigned nine (9) existing online courses.
 - Provided development stipends for sixteen (16) of the 30 courses developed or redesigned for online and blended delivery.
 - Awarded funding from the Center for Teaching and Learning for the development of two (2) courses: College Teaching and Scholarship of Teaching and Learning.
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Evidence of Progress for 2010-2011:

- Offered two completely online Master's Degree programs: Special Education with Certification in Mild/Intense Interventions and Master's in Education with a Focus on Technology (Learning By Design).
 - Enrolled thirteen (13) Special Education students and (85) Technology students through our online programs.
 - Launched a Professional Growth certificate in Online Teaching and Learning for K-12 Settings in partnership with Indiana Online Academy. The School of Education plans to offer these courses as graduate-level offerings in Summer 2012.
 - Expanded online growth across disciplines and positions within the School of Education. Overall in 2010-2011, new online development has increased 162.5% since 2009.
 - Approved a 15 credit hour certificate, Technology for Learning, to be offered in a completely online format in 2012.
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Activities planned for 2011-2012:

For additional information, please contact the Office of Online Development.

- expand the number of online and hybrid course offerings by 20%.
- Gain approval for the certificate in Technology for Learning.

Goal 3: Increase the Diversity of our Students

3.1 Increase the recruitment and retention of students from historically underrepresented groups by 100%.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: 2010-2012

Actions taken for 2010-2011:

- Hosted multiple youth groups to the School of Education and IUPUI to explore careers and participate in hands on learning activities with faculty and students.
 - Increased support for Project Team, providing support to students of color in the School of Education.
 - Hosted potential education students from Ivy Tech to the School of Education, many of whom are students of color.
 - Hired a joint advisor position with University College and a joint faculty position with Ivy Tech in order to increase recruitment efforts.
 - Developed a Future Educators Association with the Indianapolis Public Schools to recruit students of color to teaching.
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Evidence of Progress for 2010-2011:

- Minority student enrollments increased from 28 (5.6%) of students in fall 2010 to 38 (7.5%) spring 2011.
 - Future Educator initiatives are being developed with Wayne and Lawrence Townships.
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Activities planned for 2011-2012:

- Launch a comprehensive TEACH Initiative, including hiring a Faculty Fellow for Diversity, dual credit Future Educator partnerships with high school cadet teacher programs, and increased scholarship support for students.
- Work with Black and Latino fraternities/sororities and other organizations to assist with recruitment and retention activities.

Goal 4: Increase Research & External Funding

4.1 Increase faculty publications by 20%

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: 2010-2012

Actions taken for 2010-2011:

- Center for Urban and Multicultural Education offered graduate student support (IRB, literature review,

data collection/analysis) to any full-time faculty. Seven faculty members took advantage of this opportunity.

Evidence of Progress for 2010-2011:

- Submissions to peer reviewed journals increased.
 - Number of revised and resubmit articles increased.
 - Overall peer reviewed journal publications increased.
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Activities planned for 2011-2012:

- Conduct individual professional growth meetings each semester with pre-tenured faculty to support publications.
- Support Associate rank faculty to pursue scholarship toward promotion to Professor.
- Offer brown bag discussions on Scholarship of Teaching and Learning
- Hold a series of faculty research symposium to receive feedback on nearly completed manuscripts/chapters.
- Offer Clinical Faculty Professional Development Group to support progress toward Long-term contracts.

☑ 4.2 Increase external funding by 50%.

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices

Secondary Goals:

Sub Unit:

Time Frame: Spring 2011-Spring 2012

Actions taken for 2010-2011:

- Provided up to \$2,000 in research fund for course buyouts or 10% of indirect costs generated in FY2011.
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Evidence of Progress for 2010-2011:

- Proposals submitted and amounts awarded (compared to YTD) are consistent with prior year submissions.
 - Overall indirect costs generated (compared to YTD) are significantly higher than previous years.
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Activities planned for 2011-2012:

- Increase the number of graduate students available to work with faculty. (PhD program in Urban Studies).
- Associate Dean for Research and Academic Affairs will distribute faculty specific RFPs and provide support via CUME for grant writing, literature review, and research design.
- Offer the equivalent of 1 course summer salary incentive to write an externally funded grant.
- Collaborate with newly created Institute for STEM Research and Education on NSF grants.

▶ **Goal 5: Develop International Initiatives**

☑ 5.1 Increase student involvement in study abroad opportunities

Campus Planning Theme: Best Practices, Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Spring 2009-Spring 2010

Actions taken for 2010-2011:

- Developed an MOU with Moi University School of Education.
 - Set up an endowed scholarship fund to support HESA student travel abroad.
 - Provided fiscal support for four students to travel to Ghana.
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Evidence of Progress for 2010-2011:

- Sent the fourth student teacher to Guangzhou, China for student teaching.
 - Sent eight HESA students to Thailand for a 3-week study abroad experience as part of a course.
 - Executive Associate Dean and a faculty member traveled to Kenya to finalize the MOU with Moi University.
 - Hosted a graduate student from Sun Yat-sen for the 2011-12 academic year.
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Activities planned for 2011-2012:

- Designate a faculty coordinator to expand study abroad opportunities.
- Develop a study abroad opportunity in a Spanish speaking country (other than Mexico).
- Increase funding for international travel.
- Visit Sun Yat-Sen University to renegotiate our MOU and strengthen our partnership.

Fiscal Health

Reallocation Plan

Other Question(s)

1. What changes are you seeing in the characteristics of incoming and returning students, and how are you preparing these students to meet the changing needs of the future workforce?

Students need to be prepared to exhibit 21st century skills involving problem solving, critical thinking, collaboration, etc. In addition, students need to communicate clearly in written and spoken formats. They must have sound knowledge and skills to use technology for teaching and learning. While incoming students are more tech savvy in regard to social applications, the technical skills needed in the university environment are lacking. In addition, some students are lacking college level writing and critical thinking skills. Not all students are ready for online classes, as it takes a certain amount of maturity and commitment to manage work without face-to-face time. We are also seeing students who seem to be more dependent on advisors and lack personal responsibility.

We are preparing our students by setting high expectations, assessing them throughout the program, providing clear documents to guide them through the program, and counseling out students who do not meet the standards. Students who need to improve their writing skills are sent to the writing center, supported by course instructors, and/or engaged in peer editing.

We plan to offer more career options within and outside of education in the event that students are not suited to become teachers. Students with faltering GPA's will be gently warned of their position and given a parallel plan to ensure they graduate, but not necessarily with a teaching degree.

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2. What are your plans for any surplus amounts in your fund balance?

The School of Education plans to use \$30,000 of our fund balance to support our marketing efforts. Currently this includes the design and installation of the banner over New York Street. Several other projects are in the planning stages.

We have also set aside \$36,000 to support online course development in order to expand our student customer base.

About \$60,000 will be used as incentives to those who have received grants and those who plan to submit a proposal for new grants. The school has an approved Inquiry Incentive and Rewards program that returns funds to Principal Investigators and Center Directors based on approved formulas. We are also implementing a Research Proposal Incentive Fund that will pay faculty to produce competitive externally funded proposals.

The school has set aside \$290,053 as matching funds to our Teacher Quality Partnership Grant.

Lastly the school is in need of major renovations. We have set aside \$300,000 for the general office areas on the third floor and updates to the first floor including a wall of honor/recognition. We have two growing research centers and have committed an additional \$300,000 for renovating the space to accommodate new staff.

3. What are your short-term and long-term plans for ensuring adequate facilities to meet your mission? To what extent are on-line and/or hybrid courses a useful strategy in addressing any anticipated space constraints?

The School of Education faculty and staff are located on the third floor in the Education-Social Work building. All office space is occupied. We have no designated space for graduate students and no sink or running water in our break room. Several Centers are located on the second floor of our building, but the space needs to be renovated to accommodate the growing staff. On the first floor of our building, most classrooms are general inventory, yet the learning environments need major upgrading in order to be conducive to collaborative learning and access to instructional technology. In order to address our need for major renovations, monies have been set aside to add walls for more office space, access water for our break room, renovate a computer lab in order to house a new Center, build a work area for graduate students, and upgrade classrooms and our first floor hallway to better support student learning. Each of these projects will be prioritized and implemented as funding permits.

Online and/or hybrid courses can assist with classroom space constraints, but our needs are much greater than just classroom space.

4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?

- a. Who is the intended audience for each?
- b. What do you hope to accomplish with this strategy with this audience?
- c. How much are you planning to spend for each strategy?
- d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.

The School of Education has hired a new web developer/communications staff member who will assist with marketing efforts in partnership with the IU-Bloomington School of Education media/communications director. The new web developer has enhanced our web site to better engage constituents and improve content.

Our primary marketing goal for 2012 is to enhance the public profile and competitive position of the IU School of Education at IUPUI by:

- Providing timely information about the work of our faculty
- Highlighting major accomplishments
- Providing clear and accurate information about our programs
- Encouraging prospective students to enroll
- Promoting giving
- Celebrating the impact of philanthropic gifts to the school

Marketing materials include *Chalkboard* (a bi-annual magazine for alumni), newsletter to donors/prospective donors

(scheduled quarterly), monthly e-blasts to all constituents, news stories disseminated to the media, and ongoing website features. In addition, we will establish and leverage our presence on several social networking sites, including Facebook, Twitter, YouTube, Vimeo, Foursquare, and Google+, to establish and maintain meaningful relationships with our target audiences. Hard copy program materials are being developed to share at conferences and other public events. The School of Education also hosts events throughout the year for alumni and interested others.

a. Who is the intended audience for each?

Our primary audiences are alumni, donors/prospective donors, current/prospective students, educators, policymakers, and the general public.

b. What do you hope to accomplish with this strategy with each audience?

- Alumni – Establish reliable, informative communication channels to increase sense of connection to and pride in the school.
- Donors/prospective donors – Establish systematic outreach to prospective donors and maintain current donor engagement.
- Current/prospective students – Increase total enrollment by 5% in 2012.
- Public – Achieve 24 PR mentions in 2012 and increase viral reach on social networks by gaining 300 new followers.

c. How much are you planning to spend for each strategy?

Aside from our previous investment in equipment and maintenance and the staff position, most of our strategies involve no-cost or nominal cost web technologies. For example, our social media pages and YouTube are free and Vimeo requires a \$65 annual membership.

d. How will you tell if your expenditure was worth your investment? (Provide plan to track return on investment in the future.)

While it is difficult to directly track all responses to our marketing efforts, we constantly monitor feedback from our constituents to our publications and web efforts. We regularly receive comments from readers of our publications and interact with participants on our social media sites. We use analytic tools to monitor interaction and growth of user participation on Facebook, Twitter, YouTube, and Vimeo. We also note when donors particularly note an experience with our marketing efforts. In addition, if we achieve the accomplishments listed above, we feel our return on investment has been realized.