

# 2011-2012 Education

Section

Document Name

## 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

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#### Actions taken for 2011-2012:

- Partnered with the School of Science and School of Engineering and Technology through the Urban Center for the Advancement of STEM Education (UCASE).
- Offered \$57,700 in scholarships in 2011-2012 to undergraduates funded by UCASE CTE funds.
- Prepared for Indianapolis Urban Teacher Residency program for STEM + Special Education via a \$2.7 million grant for 5 years from the US DOE.
- Secured continued funding for additional cohorts of Woodrow Wilson and Noyce scholarships 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. (Noyce funding totaled over \$1,350,000 in the past three years).
- Prepared 32 STEM teachers.
- Awarded 17 Master's degrees to Woodrow Wilson Fellows in Education, Mathematics, or Technology.
- Hired new STEM faculty members, bringing our current total to eight.
- Continued our leadership role in SMTI, the Science and Mathematics Teacher Imperative, a coalition of the Association of Public and Land Grant Universities (APLU) members institutions committed to increasing the quantity, quality, and diversity of STEM teachers.
- Continued strong record of externally funding for programs in STEM Education, including K-12 partnerships, undergraduate and graduate STEM focused programs.
- Collaborated in the writing of new STEM grant proposals (NSF Transforming STEM Learning, NSF Noyce Teacher Scholarship program, NSF Longitudinal Study of the Impact of Home Environment and School Experiences on African American Elementary Students' Identity Formation and STEM Learning, NSF Nanotechnology Experiences for Students and Teachers (NEST), NSF Research Experiences for Teacher Advancement In Nanotechnology (RETAIN).
- 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 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]
  - Sponsored the second cohort of Robert Noyce Summer Internship program for 8 STEM majors interested in secondary STEM teaching. Students worked in informal science education settings (Diabetes Summer Camp, Children's Museum of Indianapolis, minority Engineering Advancement MEAP Program, etc.) [Summer 2011]
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#### Evidence of Progress for 2011-2012:

- [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.
  - 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 2012-2013:

- Collaborate with the School of Science and School of Engineering and Technology to align our STEM summer youth programs.
- Re-establish UCASE external advisory board.
- Increase the engagement of undergraduate student researchers.
- Seek formal arrangement with Engineering & Technology as 3rd UCASE partner school.
- Host final Midwest Robert Noyce conference (Oct 4-5, 2012) Theme: STEM teaching at the Crossroads: Common Core, NGGS, and Digital Learners.
- Seek additional funding to support continued STEM teacher preparation.
- Recruit STEM teachers, especially from underrepresented groups, to meet state/district needs.
- Provide continuing learning opportunities and advanced degrees for program graduates and others.

- ☒ 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

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#### Actions taken for 2011-2012:

- Developed and implemented new survey instruments for graduates who are 1-year and 3-years post-graduation.
- Continued collection of data from Principals' Survey and survey of graduates of master's programs.
- Redesignated elementary Benchmark II

- Developed and implemented surveys for student teachers in elementary and secondary programs during licensing meeting at end of semester.
  - Conducted bi-annual survey of advising and student services.
  - Developed plan for unit assessment system (UAS) for advanced programs.
  - Collected initial data from UAS for advanced programs.
  - Developed plans for electronic collection and analysis of student teaching data.
  - Initiated plans for electronic collection and analysis of Benchmark II- IV data.
  - Developed timeline for submission of SPA reports and discussed with program coordinators.
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#### Evidence of Progress for 2011-2012:

- Elementary Student Teacher Satisfaction and Outcome Survey – 55% response rate (Spring 2012).
  - Secondary Student Teacher Satisfaction and Outcome Survey – 55% response rate (Spring 2012)
  - New course evaluation form has been designed and awaits final faculty vote in fall 2012.
  - First-year Survey of Graduates – 194 sent, but poor initial return rate (9%) (Spring 2012).
  - Third-year Survey of Graduates – 234 sent; 20% not delivered; 11% of these resent – 14% initial return rate (Spring 2012).
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#### Activities planned for 2012-2013:

- Improve return rates of one and three year graduate surveys.
- Develop means to determine employment rate of graduates.
- Implement new technology to support collection of data in a more efficient manner.
- More effectively use town hall meetings and focus groups to collect data for programmatic improvement.
- Revisit the use of self-studies for assessment of unit operations.
- Gain “national recognition” for programs submitting initial SPA reports.
- Develop and implement assessments unique to each graduate program.
- Continue to refine common assessments for the graduate Unit Assessment System.

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

##### Objective 2.1 Develop a nationally recognized 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

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#### Actions taken for 2011-2012:

- Launched Ph.D. in Urban Education Studies program with a cohort of 10 candidates, eight of whom are individuals of color.
- Hired senior urban education scholar to lead the program.
- Offered graduate assistantships, coursework, etc. articulated cross disciplinary minors with the School of Social Work, School of Public Health, School of Health and Rehabilitation Sciences, and School of Nursing.

- Committed \$137,000 in funding to support our doctoral students this year through fellowships, assistantships, and block grants.
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**Evidence of Progress for 2011-2012:**

- High caliber candidates are engaged in the program and with the school.
  - Next cohort is being recruited (over 30 applicants), interviewed, and selected.
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**Activities planned for 2012-2013:**

- Recruit additional urban education faculty member.
- Secure additional funding for assistantships.
- Assure program quality via a rigorous program evaluation process.
- Build our national reputation via multiple teaching, research/dissemination, and service activities.

☒ Objective 2.2 Increase online and hybrid course offerings.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Spring 2009-summer 2010

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**Actions taken for 2011-2012:**

- Offered \$3,000 stipends to faculty to develop online courses and \$1,500 per hybrid course.
  - Provided 1:1 technical support to faculty to develop high quality, pedagogically sound online/hybrid courses.
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**Evidence of Progress for 2011-2012:**

- Developed 4 new online courses.
  - Developed 4 new hybrid course sections.
  - Offered \$18,000 in course development stipends to faculty.
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**Activities planned for 2012-2013:**

- Offer an online development initiative with incentive funding to faculty to develop online certificates, minors, or degree programs.
- Develop at least 10 new online courses.
- Develop at least 10 hybrid courses.
- Develop at least 5 'badges' or competency based courses/workshops.
- Develop and implement an efficient non-credit (fee based) option.
- Hire a staff member with online expertise to support course development.

☒ 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

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**Actions taken for 2011-2012:**

- Hosted 500 elementary and middle school students from Indianapolis public schools to visit IUPUI and the School of Education.
  - Awarded \$2,000 in scholarships to each of 15 students of color in Project Team (our mentoring and support group) last year (\$30,000 per year).
  - Launched the TEACH initiative to develop a pipeline of middle and high school students of color to teaching.
  - Designed and conducted a 6-week full time campus-based program for 12 adolescents of color involved in the Glick "Pro 100" summer program.
  - Hosted students from Ivy Tech to the School of Education, many of whom are students of color, as they prepare to transition to our teacher education program.
  - Continued to support a joint advisor with University College to promote recruitment and retention of students.
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**Evidence of Progress for 2011-2012:**

- Minority student enrollments increased from 5.6% of students in fall 2010 to 9.8% in spring 2012.
  - Scholarships to all students in the School have increased and now total 54 awards.
  - A Future Educator initiative is being developed with George Washington Community High School's Teach Magnet and with Lawrence Township.
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**Activities planned for 2012-2013:**

- Expand the TEACH Initiative to all area high schools with cadet teacher programs.
- Increase scholarship support for students.
- Hire a staff person focused on recruitment.

Goal 4: Increase Research & External Funding

4.1 Increase faculty research/scholarship and external funding.

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2011-2012

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**Actions taken for 2011-2012:**

- The Center for Urban and Multicultural Education (CUME) and our Associate Dean for Research and Academic

Affairs supported faculty to submit grant proposals.

- Emphasized the need for more research and scholarship productivity and documentation among all faculty (e.g., in Faculty Annual Reviews; for promotion and tenure, etc.).
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**Evidence of Progress for 2011-2012:**

- Total external funding increased from \$1,874,779 in 2011 (\$126,833 in indirect costs) to \$2,014,732 in 2012 (\$252,353 in indirect costs).
  - Faculty had over 50 publications.
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**Activities planned for 2012-2013:**

- Increase the number of undergraduate and graduate students engaged in research with faculty and School of Education Centers.
- Provide professional development support to tenure track and clinical faculty to develop their research and scholarship.
- Support faculty grant proposal development through our Center for Urban and Multicultural Education.
- Target large grant submissions (e.g., NSF, US Department of Education) with high indirect costs.

▣ **Goal 5: Develop International Partnerships & Opportunities for Faculty and Students**

☺ 5.1 Increase student involvement in study abroad opportunities.

**Campus Planning Theme:** Best Practices, Civic Engagement

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2011-2012

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**Actions taken for 2011-2012:**

- A group of four School of Education faculty and the Executive Associate Dean traveled to Moi University for a research symposium with Moi School of Education faculty.
  - Finalized plans to begin sending student teachers to Eldoret, Kenya in partnership with Moi University.
  - Two scholarships were developed to support student travel abroad.
  - An endowed scholarship fund to support HESA student travel abroad was developed.
  - Fiscal support was provided for four students to travel to Ghana with Dr. Dawn Whitehead's summer program.
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**Evidence of Progress for 2011-2012:**

- Sent the 5th undergraduate student to Guangzhou, China for student teaching, with three additional students lined up to go.
  - Sent eight HESA students to Thailand for a 3-week study abroad experience as part of a course.
  - Hosted a graduate student from Sun Yat-sen for the 2011-12 academic year.
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**Activities planned for 2012-2013:**

- Designate a 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)**