Mission

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a 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 implementation of the School of Education’s mission at IUPUI is defined by the campus’ location in the largest population center in the State. Our Indianapolis location provides both the opportunity and the resources to focus research, teaching and service on the issues related to urban education in America.

Our vision of education at IUPUI is to become a premier urban School of Education, providing leadership to a diverse and thriving metropolitan community. That leadership is grounded in programs of academic and professional study, in scholarship that extends professional knowledge and addresses problems of in service practitioners, responds both to the profession and the needs of the urban community. The School has three primary constituencies: (1) students enrolled in undergraduate, graduate, and certification programs, (2) schools, businesses, government agencies, libraries, museums, and other organizations that support learning, and (3) scholars and other consumers of information on schools and the teaching/learning process. Finally, we serve as collaborative partners with our colleagues at IUPUI, contributing our strengths in multiple and unique ways to campus efforts that enhance the quality of life in central Indiana and beyond.

Goals and Objectives

- Increasing the amount of externally funded research
- "Create connections of research, practice, and education improvement for city schools and urban communities"

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Continue to support CUME and its four interrelated research networks, each comprised of faculty and community stakeholders who design research and study issues affecting city schools; 1. School-Community Engagement and Building Civic Capacity 2. Educational Leadership and School Transformation 3. Diversity/Culture, Learning, and Teaching 4. Performance Assessment of Student Learning

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:
Secondary Goals:
Sub Unit:
**Time Frame**: Two years

Actions taken for 2004-2005:

Conducted faculty forums about Urban Research.

Co-sponsored community forums about assessment.

Identified Associates as leaders for networks.

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**Evidence of Progress for 2004-2005:**

Increase of funded research by 20%

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**Activities planned for 2005-2006:**

Applying to foundations to fund the Center for Urban and Multicultural Education

☐ Continue work with a variety of organizations and agencies in the Indianapolis metropolitan area conducting research and evaluation

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

**Secondary Goals**:

Sub Unit:

**Time Frame**: 2-3 years

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Actions taken for 2004-2005:

CUME facilitated faculty research for Indianapolis Public Schools during 2004-2005.

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**Evidence of Progress for 2004-2005:**

null

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**Activities planned for 2005-2006:**

Continue to seek and build relationships.

☐ Facilitate the incorporation of funded research into faculty teaching

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

**Secondary Goals**:

Sub Unit:

**Time Frame**: 2-3 years
Time Frame: 2-3 years

Actions taken for 2004-2005:

Faculty have been encouraged to write and focus research on their activities in the K-12 setting.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Channel information about research possibilities focused on teaching to faculty and staff.

☑ Provide clerical and grant writing support.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

Two graduate students are assigned to CUME.

Discussions are occurring concerning the hiring of a grant writer to support CUME.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Hire a grant writer.

☑ Provide incentives for pursuit of research grants

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:
Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Try to develop policies to allow faculty to pursue research grants.

☑ Provide professional development addressing research and grant writing

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame: 2 years

Actions taken for 2004-2005:

Some brown bags address research

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Provide opportunities for faculty to attend presentations on research

Provide opportunities for faculty to attend presentations on grant writing

☑ Build Capacity for the Recruitment, Retention and Program Completion of African-American and Latino Students in Teacher Education and Graduate Programs

☑ Create a climate and culture promoting diversity by developing a school-wide curricula that involves faculty and staff in initiatives enhancing understanding and knowledge (i.e., Center for Teaching and Learning workshops).

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: ongoing

Actions taken for 2004-2005:

Faculty participating in campus diversity initiatives (for example the Diversity Inquiry Group); faculty collaborating to review curriculum to assess diversity content and instructional strategies. Increased outreach, including technology, through Office of Professional Development

Evidence of Progress for 2004-2005:

Increase diversity in the School of Education for 2005
Activities planned for 2005-2006:

Increase outreach, including technology, through Office of Professional Development

Collaborate with other IUPUI units on retention initiatives
Establish relationships with High School counselors for referrals
Meet with Indiana Urban Superintendents Association and other community organizations to explain initiative, i.e., Urban League

☑ El Puente - Acquire funding to support, assess and expand existing program.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: One year

Actions taken for 2004-2005:

Obtained foundation funding to support development of campus center for El Puente
Appointed retention responsibilities to counselor

Evidence of Progress for 2004-2005:

Developed program evaluation strategies

Activities planned for 2005-2006:

Collaborate with other IUPUI units on retention initiatives
Establish relationships with High School counselors for referrals
Meet with Indiana Urban Superintendents Association and other community organizations to explain initiative, i.e., Urban League

☑ 'Continue support and active participation in the early college initiative’

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

☑ Develop and seek approval for an interdisciplinary Ph.D. program in urban education, to be housed at IU

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: 2 years

Actions taken for 2004-2005:

A committee has been working on the design of a PhD program in urban education

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Obtain approval to offer the PhD program and recruit students

☑ Expand the Future Teacher Scholars program to include elementary and middle school students

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Increase minority enrollments in the introductory course, F200

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:

Number of sections of F200 taught have been increased
Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- 'Increase retention of minority students in the School of Education by 25% in 2005-2006, 50% in 2006-2007, and 75% in 2007-2008'

  Campus Planning Theme: Campus Climate for Diversity
  Secondary Goals:
  Sub Unit:
  Time Frame: 3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- 'Maintain and increase the diversity of our professional staff'

  Campus Planning Theme: Campus Climate for Diversity
  Secondary Goals:
  Sub Unit:
  Time Frame:

Actions taken for 2004-2005:

- The staff in the Office of Student Services is diverse
- The new assistant dean for student services is African-American
- The new joint advisor with University College is African-American
- The new faculty secretary is African-American

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Recruit strong Latina candidates for future job openings
- Increase the gender diversity of the staff.
Continue financial support for the School of Education Project TEAM

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 3-5 years

Actions taken for 2004-2005:

Scholarships for 2005-2005 were funded by the SOE for minority students

A support group is guided by the Assistant Dean for Student Services and Minority Recruitment

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Continued funding of scholarships for 2005-2006 for minority students

Continuation of the support group

Create a course to provide academic support to minority students in the content areas of mathematics, reading and writing.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Discuss with minority students in the School of Education have occurred

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Design a course to address the needs of minority students in the areas of mathematics, writing and reading to address the passing of the PPST.

Increase the enrollment of minority students in teacher education programs by 10% in 2005-2006, 35% in 2006-2007, and 50% in 2007-2008

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 3-5 years
Time Frame: 3 years

Actions taken for 2004-2005:

An NSF grant has been obtained which give priority to minority students in math and science.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

null

☑ Provide funding for a tenure-line faculty position in English as a Second Language

**Campus Planning Theme:** Teaching and Learning, Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1 year

Actions taken for 2004-2005:

The position has been posted

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Efforts to recruit and hire a qualified candidate

☑ Provide funding for a tenure-line faculty position in multicultural education

**Campus Planning Theme:** Teaching and Learning, Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1 year

Actions taken for 2004-2005:

The position has been posted
Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Recruit and hire a highly qualified candidate

- Enhance and Strengthen Research/Graduate Studies and Continuing Professional Development Programs
  - Engage in development activities that take advantage of our strengths and recognize the interests and needs of the community

  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Improve our admissions and advising processes to better monitor student recruitment and retention

  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 1 year

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Strengthen post-baccalaureate programs by developing a strong conceptual framework that will guide their planning and implementation

  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 1-2 years
Actions taken for 2004-2005:

Initial discussions have begun concerning the conceptual framework for graduate programs

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

A conceptual framework will be developed and adopted by the faculty for graduate programs

☑ ‘Use data for better planning and improving admissions and advising processes’
    
    **Campus Planning Theme:** Teaching and Learning  
    **Secondary Goals:**  
    **Sub Unit:**  
    **Time Frame:** 1-2 years

Actions taken for 2004-2005:

A survey of recent graduates of our masters and undergraduate programs was conducted to determine the characteristics students look for in graduate education programs. This feedback was in the redesign of our C&I masters program.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☐ Continue IU’s Commitment to Strong Pre-Service Teacher Education

☑ ‘Continue conversations about our beliefs, goals and purposes’
    
    **Campus Planning Theme:** Teaching and Learning, Collaboration  
    **Secondary Goals:**  
    **Sub Unit:**  
    **Time Frame:**

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

☑ ‘Develop relationships with schools that make it “safe” for everyone to have a voice in the process’
   **Campus Planning Theme:** Collaboration
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Prepare teachers who are committed to lifelong learning in diverse contexts’
   **Campus Planning Theme:** Teaching and Learning, Best Practices, Campus Climate for Diversity
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:** 1-4 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Provide an environment for collaboration across blocks’
   **Campus Planning Theme:**
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Use literature and research to inform our work’
Revisit the conceptual orientations of our teacher education programs

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Initial discussion have started concerning the conceptual framework

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Facilitate faculty discussion with the article addressing conceptual framework orientations.
- Modify the conceptual framework as needed.

Revisit the curriculum for elementary and secondary programs

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

A chair of secondary education has been created.

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

Create sub-committee to investigate the different aspects of the program.

☑ Revisit the goals of the field experience in our teacher education programs

**Campus Planning Theme:** Teaching and Learning, Best Practices
**Secondary Goals:**
**Sub Unit:**
**Time Frame:** 1 year

Actions taken for 2004-2005:

A survey of Block III students was conducted spring 2005 to collect data about their field experiences.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Create a ad-hoc committee to facilitate this conversation.

Conduct a survey in spring 2006 to obtain the perceptions of faculty concerning the field experiences.

Conduct a survey in spring 2006 to obtain the perceptions of students concerning their student teaching.

Enhance Infrastructure for Scholarly Activity

☑ Facilitate scholarly research grounded in P-12 partnership school relationships and teaching

**Campus Planning Theme:** Research, Scholarship and Creative Activity, Collaboration
**Secondary Goals:**
**Sub Unit:**
**Time Frame:** 2-3 years

Actions taken for 2004-2005:

Start discussions about how to combined work in the schools with faculty research.

Evidence of Progress for 2004-2005:

null
Activities planned for 2005-2006:

null

☑ Increase the opportunities for undergraduates involvement in research
  
  Campus Planning Theme: Research, Scholarship and Creative Activity
  
  Secondary Goals:
  
  Sub Unit:
  
  Time Frame:

Actions taken for 2004-2005:

The assistant dean serves on the UROP board of directors

Junior faculty have involved students in research projects.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Encourage more faculty to conduct research with undergraduate students.

Facilitate undergraduate students presenting research and attending undergraduate research conferences.

☑ Use the CUME and Deans advisory boards which can work in conjunction with an agenda-setting committee
  
  Campus Planning Theme: Research, Scholarship and Creative Activity
  
  Secondary Goals:
  
  Sub Unit:
  
  Time Frame: 1 year

Actions taken for 2004-2005:

The advisory boards have been created.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Grow Internationally
Encourage and support international opportunities for faculty

**Campus Planning Theme:** Teaching and Learning, Best Practices, Civic Engagement

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2-4 years

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Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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Enroll larger numbers of international students

**Campus Planning Theme:** Teaching and Learning, Best Practices, Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 3 years

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Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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Foster an improved understanding of cultural pluralism in courses, curricula, co-curricular activities, student support services, and research projects

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity, Campus Climate for Diversity, Civic Engagement, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2-3 years

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Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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Encourage student participation in current student teaching opportunities abroad and on the Indian Reservation
Campus Planning Theme: Best Practices, Civic Engagement, Collaboration  
Secondary Goals:  
Sub Unit:  
Time Frame: 1-2 years

Actions taken for 2004-2005:

Some students currently student teach on reservations or abroad through a program in Bloomington.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Create our own program to provide international student teaching opportunities to students.

☑ Investigate student teaching relationships in Mexico, Kenya, China and Indonesia

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration  
Secondary Goals:  
Sub Unit:  
Time Frame: 5 years

Actions taken for 2004-2005:

Dean Murtadha visited Kenya during fall 2005 to begin to build student teaching relationships.

Dr. Osgood participated in the Mexico experience during summer 2005.

School of Education faculty have participated in discussion with the Department of International Studies to facilitate international partnership

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Dr. Osgood is visiting Indonesia to begin discussion about building student teaching relationships.

☑ Support students involvement in the summer Mexico program

Campus Planning Theme: Teaching and Learning, Best Practices, Civic Engagement, Collaboration  
Secondary Goals:  
Sub Unit:  
Time Frame: 1-2 years
Actions taken for 2004-2005:

Dr. Osgood participated in the Mexico program last summer.

Information about the opportunities in Mexico was shared with some cohorts.

Evidence of Progress for 2004-2005:

At least three education students plan to apply to participate in the Mexico program in summer 2006.

Activities planned for 2005-2006:

Share information about this experience at induction meetings.

☑ Improve student satisfaction with advising and programs.

☑ ‘Continue to update and improve the School of Education website’
  
  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit:
  Time Frame: on going

Actions taken for 2004-2005:

Website has been designed

Feedback from COTE has been incorporated into website

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Website will be reviewed by students for “friendliness”

☑ ‘Create and distribute brochures and marketing materials to better inform students of program requirements’
  
  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit:
  Time Frame: 1-2 year

Actions taken for 2004-2005:
General information flyers have been created for undergraduate and graduate programs

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Brochures and marketing materials for specific programs will be created and distributed

- Develop a clearly written statement of philosophy pertaining to academic advising which includes program goals and expectations of advisors and advisees
  
  **Campus Planning Theme:** Best Practices
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 1 year

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Create an SOE Advising Council, comprised of representatives of content area departments, to facilitate uniform and accurate advising across departments.
  
  **Campus Planning Theme:** Best Practices
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 1 year

Actions taken for 2004-2005:

This idea has been discussed at COTE meetings.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Solicit recommendations for memberships from schools and departments.
Hold first meeting spring 2006/

☑ Cross-train advisors to provide better support for all students

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:** 1 year

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**Actions taken for 2004-2005:**

Undergraduate advisors have been cross-trained  
Cross-training is in progress with the scheduler and admission staff

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**Evidence of Progress for 2004-2005:**

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**Activities planned for 2005-2006:**

One or more undergraduate advisors will cross-train with the graduate advisor  
Cross-training will continue with the scheduler and admission staff

☑ Make students aware of their responsibilities and encourage each student to become an active participant in the advising system.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:** 1-2 years

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**Actions taken for 2004-2005:**

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**Evidence of Progress for 2004-2005:**

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**Activities planned for 2005-2006:**

☑ Provide Introduction to Teaching meeting for students interested in being a teacher prior to entrance into the Teacher Education Program

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:** 1 year
Actions taken for 2004-2005:

Introduction to Teaching meeting have been conducted for education majors

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Meeting will be extended to science, math, physical education and art students
A similar meeting for interested non-education faculty will be conducted.

☑ Review progress made toward meeting degree requirements and academic goals through semester audits
  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit:
  Time Frame: 1 year

Actions taken for 2004-2005:

Audits have been conducted for Block 1, 2 and 3 students.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

The process will continue to be refined.

☑ Share academic advising information through advisor development workshops, advisor manuals and other means
  Campus Planning Theme: Best Practices
  Secondary Goals:
  Sub Unit:
  Time Frame: 1-2 years

Actions taken for 2004-2005:

Monthly meetings are held for all academic advising staff in the SOE.

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

Materials will be developed to document policies and procedures.

- Systematically assess academic advising in conjunction with the SOE Office of Evaluation and Program Improvement
  
  **Campus Planning Theme:** Best Practices  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:** 1 year

Actions taken for 2004-2005:

A commitment has been made to conduct a self-study of Student Services and advising.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

A self-study will be conducted in spring 2006.

- Improving the acquisition and utilization of data for the School of Education programmatic, budgetary, and marketing plan.

- Create an advisory committee to facilitate the analysis of student and program data
  
  **Campus Planning Theme:** Teaching and Learning  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:** 1 year

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Develop a marketing plan for the SOE in conjunction with the IUPUI plan
  
  **Campus Planning Theme:** Teaching and Learning  
  **Secondary Goals:**  
  **Sub Unit:**  
  **Time Frame:** 1 year
Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Develop policies and procedures to insure the systematic collection, analysis, and sharing of data for program improvement
  - **Campus Planning Theme**: Teaching and Learning
  - **Secondary Goals**:
  - **Sub Unit**:
  - **Time Frame**: 1-2 years

Actions taken for 2004-2005:

A schematic has been developed for the flow of data in the SOE.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

The schematic will be refined and individual procedure will be developed.

- Involve graduate students in the aggregation of data
  - **Campus Planning Theme**: Teaching and Learning
  - **Secondary Goals**:
  - **Sub Unit**:
  - **Time Frame**: 2-3 years

Actions taken for 2004-2005:

Approval to hire 1-2 graduate students on an hourly basis has been given by the Executive Associate Dean.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Bloomington will be contacted about possible graduate students for this position.

- Modify the unit assessment system to incorporate assessments of unit operations
Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 1 year

Actions taken for 2004-2005:

A Department of Program Evaluation and Improvement as been created.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

An ad-hoc committee will be formed to revisit and make recommendation to the faculty for changes in the unit assessment system.

☑ Pilot the new state assessment system for social studies teacher education programs

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 1 year

Actions taken for 2004-2005:

A commitment has been made to the Division of Professional Standards to participate in the piloting of the new state program assessment system.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

The pilot will be conducted during spring 2006.

☑ Provide feedback to Student Services in a systematic manner to improve student satisfaction with advising

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: 1 year
Actions taken for 2004-2005:

A commitment has been made to do a self-study of Student Services and advising.

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Evidence of Progress for 2004-2005:

null

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Activities planned for 2005-2006:

A self-study will be conducted during spring 2006.

☑ Redesign faculty evaluations to better reflect the values of the School of Education
   Campus Planning Theme: Teaching and Learning, Best Practices
   Secondary Goals:
   Sub Unit:
   Time Frame: 1 year

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Actions taken for 2004-2005:

Initial discussion with the faculty began in 2004-2005.

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Evidence of Progress for 2004-2005:

Sample questions have been generated.

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Activities planned for 2005-2006:

A new faculty evaluation will be piloted in spring 2006.

☑ Provide Leadership in the Appropriate Use of Technologies to Enhance Teaching and Learning Experiences

☑ Infuse the use of technology to enhance process, delivery/instruction, and integration for learning’
   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: 
   Time Frame: 1-3 years

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Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

☑ Continue the redesign of our website for a more user-friendly environment where students can access information more readily.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1-year

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Actions taken for 2004-2005:

Website was redesigned in 2004-2005 and launched in fall 2005

Input from COTE concerning the website was solicited in fall 2005.

A web committee was created to oversee the development and improvement of the website.

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

Continue to improve the website.

Check the website with BOBBY for user friendliness for students with special needs.

☑ Improve communication with students and faculty by installing flat panel monitor in reception area tied to networked servers where information pertinent to students and faculty is displayed.

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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Actions taken for 2004-2005:

The monitor has been installed

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:
Continue to refine the format of messaging on the monitor.

Increase the amount and quality of messaging.

☑ Pilot and refine an electronic submission system for students who typically have turned in paper copies of a required Benchmark Assessment in their Block II Junior Year.

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

Actions taken for 2004-2005:

The system has been designed

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Pilot the system during fall 2005

☑ Support the secondary education faculty in realigning the Principles of Teacher Education with the Principles of Undergraduate Learning to develop new learning matrixes within the ePort system.

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

Actions taken for 2004-2005:

A grant to support this project has been obtained.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Pilot the project in 2006-2007.

☑ Renew our Focus on Diversity Consciousness

☑ ‘Assess school climate as it pertains to diversity and make recommendations for improvement’
Campus Planning Theme: Campus Climate for Diversity  
Secondary Goals:  
Sub Unit:  
Time Frame: 1 year

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Promote activities that demonstrate the school’s commitment to diversity

Campus Planning Theme: Best Practices, Campus Climate for Diversity  
Secondary Goals:  
Sub Unit:  
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Provide a forum for students, faculty and staff to share their multicultural experiences

Campus Planning Theme: Campus Climate for Diversity, Collaboration  
Secondary Goals:  
Sub Unit:  
Time Frame: 1 year

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Provide a vehicle for communication among students, faculty and staff concerning issues of diversity

Campus Planning Theme: Campus Climate for Diversity, Collaboration  
Secondary Goals:  
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Provide personal and professional support and mentoring to minority faculty and staff
  
  Campus Planning Theme: Best Practices, Campus Climate for Diversity
  Secondary Goals:
  Sub Unit:
  Time Frame: 1-2 years

  Actions taken for 2004-2005:

  Evidence of Progress for 2004-2005:

  Activities planned for 2005-2006:

- Provide professional development opportunities for faculty and staff addressing diversity
  
  Campus Planning Theme: Best Practices, Campus Climate for Diversity
  Secondary Goals:
  Sub Unit:
  Time Frame: 1-2 years

  Actions taken for 2004-2005:

  Evidence of Progress for 2004-2005:

  Activities planned for 2005-2006:

- Review school policies for their effect on minorities
  
  Campus Planning Theme: Best Practices, Campus Climate for Diversity
  Secondary Goals:
  Sub Unit:
  Time Frame: 1 year

  Actions taken for 2004-2005:
Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Strengthen Partnerships Beyond the K-12 Schools

‘Advance partnerships with community individuals, institutions, and agencies that are also important to the formal education of children in P-12 settings.’

Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

‘Collaborate regularly with social service agencies, community centers, non-profit organizations, advocacy groups, businesses, and other organizations that are equally dedicated to enhancing the school and family lives of children.’

Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

‘Continue to advance partnerships through a variety of civic engagement activities and initiatives involving research, teaching, and professional development at both the undergraduate and graduate levels’

Campus Planning Theme: Research, Scholarship and Creative Activity, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years
Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Design and implement civic education programs to enhance the citizenship role and abilities of students on the campus and in the community.
  
  **Campus Planning Theme:** Best Practices, Collaboration
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:** 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Strengthen School-Wide Democratic Learning Community Culture with Faculty and Staff

- Circulate information identifying the accomplishments and activities of all members of the community.
  
  **Campus Planning Theme:** Collaboration
  **Secondary Goals:**
  **Sub Unit:**
  **Time Frame:**

Actions taken for 2004-2005:

Faculty work is on display in the SOE and at faculty retreats.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Create committees and subcommittees composed of appropriate stakeholders that contribute to faculty, staff, budget, and administrative needs, interests, and opportunities.
  
  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Develop and implement rituals that bring faculty and staff together to celebrate common achievements’
Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Provide opportunities for exchanging ideas and perspectives including brown bags, seminars, book clubs, and faculty and staff spotlights’
Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:
Faculty spotlights occur prior to faculty meetings

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ ‘Provide structures and opportunities that welcome participation and encourage open communication among all community members’
Campus Planning Theme: Teaching and Learning
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑️ Strengthen the Educational Foundation for Indian’s Life Science Initiative through Science, Math and Health Career Teacher Preparation

☐ Create a health careers education concentration for pre-service middle school and secondary teachers
  
  Campus Planning Theme: Teaching and Learning
  Secondary Goals:
  Sub Unit:
  Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑️ Create a public school demonstration site for health careers, science and mathematics education
  
  Campus Planning Theme: Teaching and Learning, Collaboration
  Secondary Goals:
  Sub Unit:
  Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑️ Create a science and mathematics concentration for pre-service elementary teachers
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☐ Develop a future teachers themed residential learning community for students.
   Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
   Secondary Goals:
   Sub Unit:
   Time Frame: 3-5 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☐ Provide service learning opportunities for pre-service teachers for after-school program in science and mathematics.
   Campus Planning Theme: Teaching and Learning, Best Practices
   Secondary Goals:
   Sub Unit:
   Time Frame: 2-3 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☐ Increase number of students in math/science Transition to Teach programs by 50% in 2006-2007 and 100% by 2007-2008
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit:
   Time Frame: 3 years
Actions taken for 2004-2005:

An NSF grant has been obtained by Dr. Charles Barman to support students in the secondary math/science Transition to Teaching program for the next 3 years.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Investigate alternative track to math and science certification and degrees

  Campus Planning Theme: Teaching and Learning, Best Practices
  Secondary Goals:
  Sub Unit:
  Time Frame: 2-3 years

Actions taken for 2004-2005:

The school is investigating how to attract more students interested in science education.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

- Support Clinical Faculty

  ‘Develop guidelines for clinical faculty participation in advising and other service activities’

  Campus Planning Theme: Best Practices, Collaboration
  Secondary Goals:
  Sub Unit:
  Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:
Provide a mechanism for peer-review of clinical faculty

Campus Planning Theme: Teaching and Learning, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Provide guidelines for the involvement of clinical faculty in research and grant writing

Campus Planning Theme: Research, Scholarship and Creative Activity, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Design and implement a promotion policy for clinical faculty

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

Actions taken for 2004-2005:

Initial discussions have taken place

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

Update Our Approach to Enrollment Management
’Affirm the role all regular faculty have in outreach, recruitment, and retention of students’

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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’Encourage interdisciplinary programs focusing on historically under-represented groups, regions, and domains of inquiry.’

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1-2 years

Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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’Increase and reward the involvement of faculty, staff, and students in outreach activities’

**Campus Planning Theme:** Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1-2 years

Actions taken for 2004-2005:

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Evidence of Progress for 2004-2005:

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Activities planned for 2005-2006:

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’Recruit undergraduate and graduate students who are most likely to be successful at IUPUI’

**Campus Planning Theme:** Best Practices
Secondary Goals:
Sub Unit:
**Time Frame:** 1-2 years

Actions taken for 2004-2005:

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

☑ Develop and distribute courses, degrees, and training modules through distance learning technologies

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

Secondary Goals:
Sub Unit:
**Time Frame:** 2-3 years

Actions taken for 2004-2005:

Initial discussions have taken place.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Start the process to hire someone to work with faculty to design courses

Prioritize a list of courses

Select faculty for each course who will work with the person doing the actual work to put together courses

Find faculty who will teach these courses (a focus on quality will be a must)

Set up some kind of realistic but optimistic timeline to get several courses ‘up and running’ each year…e.g., in 5 years, the SOE at IUPUI will offer the following 25 classes in some form of on-line format.

☑ Improve the retention and graduation rates of students, matching the median of our peer institutions

**Campus Planning Theme:** Best Practices

Secondary Goals:
Sub Unit:
**Time Frame:** 2-3 years

Actions taken for 2004-2005:
Project TEAM supports minority retention.

A survey was conducted of Project TEAM participants and the impact of Project TEAM on retention of minority students.

Some faculty use an "Alert" to inform students of potential problems with their skills, knowledge and/or dispositions.

Evidence of Progress for 2004-2005:
null

Activities planned for 2005-2006:

Refine and institutionalize the "Alert" system.

Provide more intervention when students are encountering difficulties in the program.

- Increase the enrollment of minority students by 10% in 2005-2006, 35% in 2006-2007, and 50% in 2007-2008

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: 3- years

Actions taken for 2004-2005:
The school has supported Project TEAM

Evidence of Progress for 2004-2005:
null

Activities planned for 2005-2006:

Expand Project TEAM to reach more students.

- Strengthen alliances with secondary and post-secondary schools to expand the quantity and quality of teacher education candidates

Campus Planning Theme: Civic Engagement, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2-3 years
Actions taken for 2004-2005:

PDS relationships have been formed with many schools.

Evidence of Progress for 2004-2005:

Activities planned for 2005-2006:

**Fiscal Health**

*** Fiscal health report for 2005-06 is attached as PDF file.***

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**Reallocation Plan**

**Fiscal Health**

1. The School of Education has a Budgetary Affairs Committee which advises the Dean and Fiscal Officers on budgetary issues. The faculty representative on the committee acts as the interface between the committee and the SOE faculty on important budget issues. This approach ensures that faculty are informed and can evaluate the decisions made in the correct context. We find this quite helpful.

2. The School of Education is closely monitoring their financial situation. Reports are reviewed on a regular basis and the school keeps a three year projection model up-to-date. The dean is meeting with other responsibility centers to explore efficiency opportunities in marketing, shared technology staff, and collaborative development work which may result in organizational restructuring. In addition plans are in place for personnel reductions if our financial situation deteriorates.

3. Approximately 40% of our student technology fees go to support the Four School Consortium student technology centers. Listed below are the goals that will be supported by the remaining student technology fees.

To provide increased access to equipment for special student projects

- provide students with access to video editing equipment for DVD projects
- purchased still digital cameras for checkout
- Purchased a classroom set of digital cameras, iBook laptops, and digital video cameras for digital video projects

To support student success through specified technology innovations

- provide students with a mechanism for preparing for their PPST exam by using a web-based tutorial system
- purchased a site license for Atomic Learning to support online courses
- purchase a streaming video product for instructional lessons online

To support instructors and students for the creation of online classroom environments

- ANGEL will be available for students who would like to create online learning modules
- ANGEL will be used for faculty online collaboration

To promote the Student Technology “Special Projects”

- hiring a technology instructional support specialist, Curtis Perry, who collaborates with faculty for checkout and
Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

The School of Education has increased the number of student admitted into the elementary program for fall from 90 to 120. The number admitted to this program for spring has been increased from 60 to 90.

For spring 2006, the School of Education will start two cohorts of secondary students instead of their normal one cohort of 30.

The SOE has obtained an NSF grant to increase the number of students in our math/science Transition to Teaching program.

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

The school has hired a half-time advisor with University College who is African-American.

The new faculty secretary for the school is African-American.

The new Dean for Student Services is African-American (re-assignment).

The new receptionist at the front desk (part-time) is African-American.

The new tenure-line faculty in HESA is African-American.

Project TEAM has been funded by the school to support the retention and graduation of minority students.

Campus coordination and cooperation. Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

The School of Education formed a committee to facilitate the collaboration among the SOE, School of Science, School of Liberal Arts, Department of Physical Education and the Herron School of Art. COTE, Committee for Teacher Education, is chair by Trudy Banta. It provides a forum for discussion about teacher education programs and also serves as a place where conflicts can be brought and discussed.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?