2005-2006 Education

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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 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

- Continue commitment to strong pre-service teacher education programs and scholarly inquiry
- Encourage and support international opportunities for students and faculty

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 3-5 years

Actions taken for 2005-2006:

Faculty visited Kenya, Indonesia and Mexico to initiate relationships with local institutions and communities.

School of Education faculty participated in discussions with the Department of International Studies to facilitate international partnerships.

Evidence of Progress for 2005-2006:

Two students from the School of Education participated in the Mexico experience during summer 2006.

Activities planned for 2006-2007:

School of Education faculty will visit Kenya to sign a Memorandum of Understanding with Moi University. The Civic Engagement Research Network of CUME will focus on international opportunities for faculty.
'Prepare teachers who are committed to life long learning in diverse contexts'

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame**: 3-4 years

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**Actions taken for 2005-2006:**

Faculty discussions and brown bags focusing on social justice and urban education took place in the School of Education.

Work on a certificate in Urban Education was completed.

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**Evidence of Progress for 2005-2006:**

Sixty-seven percent of graduates entering the teaching profession in 2005-2006 accepted teaching positions in an urban school corporation.

The School of Education received the American Association of Colleges of Education (AACTE) Diversity Award for 2006.

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**Activities planned for 2006-2007:**

Restructuring of the master’s in elementary and secondary education to reflect beliefs in social justice and commitment to urban education.

Continue work on the Ph.D. in urban education.

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'Use literature and research to inform our work'

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame**: 2-3 years

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**Actions taken for 2005-2006:**

CUME and the Teacher Education Leadership Team have created book study programs for faculty.

Use literature to design a peer review process.

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**Evidence of Progress for 2005-2006:**

Three books have been shared through the book study programs.
Activities planned for 2006-2007:

Book study programs will continue and involve more faculty and students.

Revisit the peer review process.

☑ Develop and implement student assessment, program assessment and unit assessment

**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 2005-2006:

Develop and implement a student service and support survey

Evidence of Progress for 2005-2006:

Student service survey conducted summer 2006.

The SOE completed a self-study to provide feedback on advising and the teacher education programs.

Activities planned for 2006-2007:

Develop program reviews for each teacher education program

Develop an exit survey for secondary/all-grade students

Redesign the student teaching evaluation for secondary education programs

Resdesign the supervising teachers ` feedback form for elementary&nbps;student teaching.

Align lesson planning rubrics across elementary blocks.

☑ Improve student satisfaction with advising

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 1-2 years

Actions taken for 2005-2006:

Cross-training of advisors continued
Introduction to Teaching meetings for students interested in being teachers prior to entrance into the teacher education program took place.

A self-study was conducted for which one of the guiding questions addressed satisfaction with advising.

Semester audits for Blocks 1 & 2 were conducted for each student.

A student services survey was conducted.

Evidence of Progress for 2005-2006:

On the 2006 Advising Survey conducted by the School of Education, eighty-four percent of the respondents had seen an advisor in the School of Education two or more times during the last twelve months. Less than one-half of the respondents had e-mailed or phoned an advisor more than once during the last year.

The respondents overwhelmingly indicated that they received accurate and helpful information from their advisor and that their advisors were knowledgeable. They felt advisors spent time with them, were professional, courteous, and respectful, and seemed interested in the students’ academic progress. A majority of the respondents indicated that advisors promptly respond to e-mails and phone calls. The respondents also indicated that advisors understood their questions and encouraged them to make their own decisions.

Respondents preferred to meet with the same advisor each time but do not want to have to schedule an appointment with their advisor. More than 80% of the respondents were satisfied with their advising experience in the School of Education.

When asked how they obtain information about the School of Education, the internet and School of Education advisors were noted most often.

Seventy-eight percent of the respondents were satisfied with the help they received at the student support window. Of those who had called the School of Education, the majority indicated their call was answered by a person rather than a machine and that their questions were answered or they were transferred to someone who could assist them. If a respondent had e-mailed a School of Education support representative or advisor, the majority were satisfied with the quality of the exchange and the information they received.

When asked the best aspect of the student support advising they received from the School of Education, respondents most often indicated that advisors were friendly, caring and helpful. Also, respondents were asked what needed to be improved within the student support services in the School of Education. They most often indicated that wait time to see an advisor, knowledge of ALL advisors and the “friendliness” of student support representatives needed improvement.

Activities planned for 2006-2007:

Move the student services offices to the first floor of the School of Education to better serve students.

Continue to work to implement technology in the student services area to support seamless transitions for students.

☑ Increase number of students in math/science programs by 100% by 2007-2008

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration

Secondary Goals:

Sub Unit:

Time Frame: 2 years

Actions taken for 2005-2006:

An NSF grant was obtained to support students in the secondary math/science Transition to Teaching program for the next 3 years.
Funding was obtained to support a center for science/math education (UCASE).

Promote better communications between School of Science and SOE to facilitate students transition into teacher education programs.

Investigate ways to recruit students into the math and science programs.

Evidence of Progress for 2005-2006:

The UCASE center has been created and a director, assistant director and operations manager have identified.

Ten Noyce scholarships for math and science were awarded for 2005-2006.

A joint reception for science students interested in education was hosted by the SOE and School of Science.

A self-study was conducted with one of the guiding questions addressing the recruitment and retention of students in math and science teacher education programs.

Activities planned for 2006-2007:

Create a science/math elementary/middle school program for elementary majors.

Develop a secondary science 4-year program in conjunction with the School of Science.

Provide an environment for collaboration across blocks and programs’

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

Actions taken for 2005-2006:

A job description for block coordinators was created.

Coordinators for each block were appointed.

Block coordinators joined the Teacher Education Leadership Team.

The SOE provided opportunities for new instructors to team teach with experienced faculty before teaching independently.
Evidence of Progress for 2005-2006:

The block coordinators are meeting monthly with the chair of elementary education and the Teacher Leadership Team. During fall 2006, two "visiting" faculty were mentored by experienced faculty in courses they will teach spring 2007.

Activities planned for 2006-2007:

Faculty will work with students in the teacher education programs to design and implement a peer mentorship program for students across the blocks.

Literacy instructors will meet to align literacy curricula across the blocks.

Revisit the design, structure, and curriculum of our teacher education programs

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration

Secondary Goals:

Sub Unit:

Time Frame: 2-3 years

Actions taken for 2005-2006:

A procedural document for change was developed for the elementary program.

Faculty reviewed the document and gave feedback.

Secondary faculty started to develop a new curricular map for the secondary teacher education program.

Data were collected to inform program changes.

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Evidence of Progress for 2005-2006:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Spring 2005</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate the value of this student teaching experience for you as a future teacher. (1- lowest, 10-highest)</td>
<td>Mean = 8.67 SD = 1.73</td>
<td>Mean = 8.13 SD = 2.20</td>
<td>Mean = 8.4 SD = 1.5</td>
</tr>
<tr>
<td>The teacher education program prepared me to teach mathematics</td>
<td>Mean = 2.86 SD = .70</td>
<td>Mean = 2.78 SD = .70</td>
<td>Mean = 2.64 SD = .77</td>
</tr>
<tr>
<td>The teacher education program prepared me to teach reading.</td>
<td>Mean = 3.25 SD = .70</td>
<td>Mean = 3.26 SD = .61</td>
<td>Mean = 2.98 SD = .72</td>
</tr>
<tr>
<td>The teacher education program prepared me to teach writing</td>
<td>Mean = 3.19 SD = .72</td>
<td>Mean = 3.01 SD = .67</td>
<td>Mean = 3.2 SD = .55</td>
</tr>
<tr>
<td>The teacher education program</td>
<td>Mean = 3.19 SD = .72</td>
<td>Mean = 3.03 SD = .67</td>
<td>Mean = 3.16</td>
</tr>
<tr>
<td>Prepared me to teach science  </td>
<td>SD = .72</td>
<td>= .72</td>
<td>SD = .52</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>The teacher education program prepared me to work with diverse student populations.</td>
<td>Mean = 3.29;  SD = .73</td>
<td>Mean = 3.33</td>
<td>Mean = 3.29</td>
</tr>
<tr>
<td>The teacher education program prepared me to teach developmentally appropriate lessons</td>
<td>Mean = 3.22;  SD = .74</td>
<td>Mean = 3.21</td>
<td>Mean = 3.02</td>
</tr>
<tr>
<td>The teacher education program prepared me to do lesson plans</td>
<td>Mean = 2.82;  SD = .91</td>
<td>Mean = 2.89</td>
<td>Mean = 2.84</td>
</tr>
<tr>
<td>The teacher education program prepared me to assess student learning</td>
<td>Mean = 3.25;  SD = .70</td>
<td>Mean = 3.04</td>
<td>Mean = 2.78</td>
</tr>
<tr>
<td>The teacher education program prepared me to understand classroom management as a complex process which evolves over time</td>
<td>Mean = 3.25;  SD = .70</td>
<td>Mean = 2.79 SD = .92</td>
<td>Mean = 2.78</td>
</tr>
</tbody>
</table>

N: 73/74 72/89 45/86
Return Rate: 99% 73% 52%

Students clearly value the student teaching experience in Block III. Also, these data support that elementary education majors perceive that the teacher education program prepares them to work with diverse student populations, teach a variety of subject areas, and assess students’ learning. The students do not feel as strongly about their preparation to do lesson plans and understand classroom management. Overall, these data appear to support that the students feel the program is preparing them to teach.

Activities planned for 2006-2007:

Procedural document will be refined and adopted.

Change process will be started.

- Enhance and expand the school’s research and other scholarly and creative activities
- Continue work with a variety of schools, organizations and agencies in the Indianapolis metropolitan area conducting research and evaluation

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

Secondary Goals:
Sub Unit:
Time Frame: 3-5 years

Actions taken for 2005-2006:

The Urban Education Inquiry Project fostered collaborative relationships among researchers and students from IUPUI and faculty members and other interested individuals from participating IPS schools and communities.

The Indiana Paraeducator Support Project is a joint initiative between the Indiana Department of Education, Division of Exceptional Learners, and the School of Education to improve special education paraeducator training efforts across Indiana by creating a network of support for existing as well as newly developed local school district initiatives and providing model training program opportunities.
Evidence of Progress for 2005-2006:

SCE Projects

- Aesthetic Expression as Integrative Experience: Artistic Depiction of Student Growth through Service Learning
- African American Students Perception and Experience in the First Year of College
- COIL Integrative Department Grant
- Conflicting Identities: Dual Consciousness Achievement Gaps and Schooling of African Americans Youth
- El Puente Project
- Evaluation of the Indianapolis Public Schools Full-Purpose School-wide Model
- Evaluation of the Indianapolis Public Schools Parent Liaison Program
- Evaluation of the Student African American Brotherhood (SAAB) Program at IUPUI
- Field Trip Chaperones as Partners in Student Learning
- Indiana Building-Level Leadership Licensure Study
- Indiana Paraeducator Support Project
- Indiana Reading Academy Project (Formerly known as Voyager Project)
- Indiana University Financial Institutional Policies
- Investigating Middle School Mathematics with Technology
- Professional Development Schools Writing Project
- Robert Noyce Scholarship for Mathematics and Science Education
- Scholarship of Engagement
- School of Education ePortfolio Project Integrative Department Grants
- Secondary Education Benchmark Development (PRAC Grant)
- Service Learning and Assessment Grant
- Similarities and Differences in Stakeholder Perceptions of the Transition to High School
- SLE Final Report
- Standards-Based Assessment Project
- Standards-based Assessment Project - (2006)
- Techno Building Challenge
- The Indianapolis Interfaith Initiative: Faith, Curriculum, and Dialogue in Urban Schools
- The Preparation of Teachers in a Digital Age: Exploring the Implementation Process of 1:1 Ubiquitous Learning Environments
- Urban Education Inquiry Project

Activities planned for 2006-2007:

Faculty will continue to build relationships and provide support for school and community research and assessment projects.

Increase the opportunities for undergraduates involvement in research

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2005-2006:
Faculty provided support and encouragement for students to become involved in university-wide undergraduate research.

Faculty encouraged undergraduate students to present research projects at state and national conferences.

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**Evidence of Progress for 2005-2006:**

The School of Education has representation on the UROP Board of Directors.

An SOE student completed an undergraduate research project entitled "Place Value in State Standards Documents" and presented the results at the 11th Annual Indiana University Undergraduate Research Conference and the IUPUI/USA Summer Conference on Urban Education.

Ten undergraduate students participated in an undergraduate research opportunity entitled "Connections Between Number Measurement and Multiplicative Reasoning in Elementary School Mathematics." The students designed a five-day workshop for children in grades 4 and 5 and interrupted the children's understanding of number, measurement, and multiplicative reasoning. Also generated were case studies of teaching dilemmas pre-service elementary teachers face when teaching mathematics. Two of the students will present their findings at the 12th Annual Indiana University Undergraduate Research Conference.

As a result of collaboration on undergraduate research during spring 2005, one student, a classroom teacher, and an SOE faculty member submitted an article entitled "Self-differentiating in Inclusion Classrooms: Opportunities to Learn." to for Mathematics for All: Instructional Strategies for Diverse Classroom.

Three students worked in collaboration to build an understanding of one child's conceptualization of multiplication. The students presented their work at the IUPUI Undergraduate Research Conference. A draft is completed for an article entitled, "Learning to Trust Multiplication."

Three undergraduates are working as facilitators for the America Counts coaches/mentors. They are researching the development of adults' understanding of tutoring relationships with children.

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**Activities planned for 2006-2007:**

Develop a way for the SOE to recognize students involved in undergraduate research

Encourage SOE students to submit proposals to UROP

Support CUME and 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, Best Practices, Civic Engagement, Collaboration

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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Actions taken for 2005-2006:
A decision was made to provide financial support for graduate students to support the work of CUME. Provide a means for the community to become more aware of CUME and its mission.

Evidence of Progress for 2005-2006:

Five graduate students were hired to work with the CUME networks.

Approximately thirty people attended a CUME breakfast for community partners.

Activities planned for 2006-2007:

A search for a new CUME director will be conducted.

Promote diversity

Double number of scholarships with emphasis on underrepresented populations

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

Secondary Goals:

Sub Unit:

Time Frame: 1-3 years

Actions taken for 2005-2006:

Make initial contacts with potential donors.

Evidence of Progress for 2005-2006:

Accounts have been established for two new scholarships.

An existing scholarship is being restructured to offer one additional scholarship from the funds.

Activities planned for 2006-2007:

Formalize donors’ commitment to funding scholarships.

Initiate new contacts with potential donors

Increase number of minority students in math and science programs

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

Secondary Goals:
Actions taken for 2005-2006:

Noyce scholarships focused on supporting minorities in math and science whenever possible.

Promote better communications between School of Science and SOE to facilitate students transition into teacher education programs.

Evidence of Progress for 2005-2006:

A joint reception for science students interested in education was hosted by the SOE and School of Science.

Activities planned for 2006-2007:

UCASE scholarships will support minorities majoring in math and science teacher education.

- Recruit and retain minority students in the School of Education

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

Secondary Goals:

Sub Unit:

Time Frame: 3 years

Actions taken for 2005-2006:

Project TEAM was funded by the School of Education when external funding was complete.

Evidence of Progress for 2005-2006:

Minority Enrollment - School of Education

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Latino</th>
<th>Total # of Minority Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>70</td>
<td>19</td>
<td>91</td>
</tr>
<tr>
<td>2004</td>
<td>74</td>
<td>19</td>
<td>96</td>
</tr>
<tr>
<td>2005</td>
<td>74</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the 45 minority students receiving scholarships through Project TEAM from 2001-2005, 45 students have completed their degree or are currently still enrolled in their education program.

Activities planned for 2006-2007:

Seek external funding to support additional scholarships for students in Project TEAM.
Provide leadership in the appropriate use of technologies to enhance teaching and learning experiences

Establish inter-campus and community relationships in technology

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

Actions taken for 2005-2006:

Establish technology and master’s degree cohorts

Evidence of Progress for 2005-2006:

The School of Education received a $58,000 award in 2005 for continued work on a five-year grant from the U.S. Department of Education entitled Tech-Know Build Indiana – Students Building Knowledge and Technology. This project implemented a learner-centered and problem-based curriculum in middle schools in Indianapolis Public Schools and Crawfordsville Schools. It utilized portable laptop technology, developed in alignment with local, state, and national standards.

Cohorts of graduate students have been established with IPS, Plainfield, Carmel, Hancock County, Perry Township and Wayne Township.

Activities planned for 2006-2007:

Improve systemic operations by utilizing technology

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

Actions taken for 2005-2006:

Voice mail to digital system adopted

Student on-line application of student database system adopted.

Evidence of Progress for 2005-2006:

All applications for spring admissions to the teacher education programs were submitted on-line.

Activities planned for 2006-2007:

Utilize web-based content management software
Implement communication software

Continue implementation of student database

☑ Increase instructional support for faculty innovations and scholarly innovations in technology

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2005-2006:

Establish a taskforce to discuss potential mechanisms for supporting faculty, staff and administrator scholarship.

A study group was formed to work together to create on-line courses.

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**Evidence of Progress for 2005-2006:**

The Incentive Initiatives Taskforce was created and met twice during the summer. The taskforce prepared a position statement which put forth some recommendations to the SOE.

Two new on-line courses will be offered during summer 2007.

---

**Activities planned for 2006-2007:**

The long-term goal of the taskforce is to present a set of policies to the Burdget Affairs Committee concerning incentives for scholarly activities.

Faculty will explore opportunities to incorporate innovative technology into existing courses. (e.g. Breeze)

☑ Increase integration of technology into the programs

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2005-2006:

Three 1-credit hour courses were designed to be taken throughout the teacher education program to facilitate incorporation of technology throughout the program in lieu of the traditional 3-credit hour course prior to entering the program.

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**Evidence of Progress for 2005-2006:**

Students entering the program are enrolled in the new technology courses.
Students entering the program are enrolling in the new technology courses.

Activities planned for 2006-2007:

- Strengthen the quality of graduate programs and scholarly inquiry
  - ‘Strengthen post-baccalaureate programs by developing a strong conceptual framework that will guide their planning and implementation’
  - **Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices
  - **Secondary Goals:**
  - **Sub Unit:**
  - **Time Frame:**

Actions taken for 2005-2006:

- Revisit the conceptual framework used by the graduate programs during the last NCATE visit.

Evidence of Progress for 2005-2006:

- Preliminary work on the conceptual framework has been completed and shared with the graduate faculty.

Activities planned for 2006-2007:

- Collaborate with Bloomington to design a conceptual framework for graduate programs.
- Share a draft of the conceptual framework with all stakeholders
- Adopt and implement the conceptual framework for all graduate programs

- Develop and offer an interdisciplinary Ph.D. program in urban education
  - **Campus Planning Theme:** Teaching and Learning, Best Practices, Campus Climate for Diversity, Collaboration
  - **Secondary Goals:**
  - **Sub Unit:**
  - **Time Frame:** 2-3 years

Actions taken for 2005-2006:

- Approval of the faculty was sought
- Finalize the sequence of courses

Evidence of Progress for 2005-2006:

- The faculty has approved the program
The faculty has approved the program.

Activities planned for 2006-2007:

Collect data to support the need for the program.

Seek final approval for the program.

☑ Redesign the curriculum and instruction master’s program to reflect commitment to inquiry

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

Actions taken for 2005-2006:

The faculty voted to approve the sequence of required courses and inquiry core.

Evidence of Progress for 2005-2006:

Students are currently enrolling in the new program.

Activities planned for 2006-2007:

Begin assessing the impact of the new program.

☑ Strengthen the School of Education’s partnership with P-12 schools and communities

☑ Continue to advance partnerships through a variety of civic engagement activities and initiatives involving research, teaching and professional development

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 3-5 years

Actions taken for 2005-2006:

Build relationships with local secondary schools

Build relationships with community college partners.

Evidence of Progress for 2005-2006:
Cadet teaching programs for high school students established with Lawrence North and Decatur Central.

Literacy Leadership Team support collaboration with Ben Davis

Mentor certification program and differentiated instruction workshop sessions for School of the Deaf

Differentiated instruction sessions - New Castle Middle School

IPS science teacher support

Crispus Attucks Medical Magnet High School Partnership – MOU signed with SOE serving as the university’s “portal” for the partnership

A research for a shared position with Ivy Tech is being conducted.

Activities planned for 2006-2007:

Support the Pathways and Life Science initiatives

Hire a new person to be a liaison with Ivy Tech

Fiscal Health

The School of Education is closely monitoring its financial situation. The school ended the 2006 fiscal year in a deficit. The deficit was covered by accumulated fund balance. About half of the overdraft was for known unbudgeted expenses incurred as investment spending for the School. The other half, about five percent or $300,000, was from overspending in the part-time compensation category.

To get back on target the school is in the process of:

- Reviewing cost effectiveness of all programs.
- Reviewing and cutting personnel expenditures.
- Reviewing the student teaching coaching model.
- Developing more on-line and distance education courses and non-credit bearing modules.
- Scrutinizing Intercampus Transfers between Bloomington and IUPUI.
- Investing in marketing strategies.
- Increasing grants and contracts to benefit from salary savings and Indirect Cost Recovery.

In addition plans are in place for additional personnel reductions if our financial situation deteriorates further.

Additional Notes related to the Student Technology Fee Questions.

Spending for number two is included in the total for number 11.

Spending for number three is included in the total for number 11.
Spending for number four is included in the total for number 11.

Note for item number seven: All purchases support field experience by allowing student checkout of equipment.

Note for item nine: One computer classroom was updated with new carpet, computer desks, chairs, and lighting. This was a shared expense by the consortium member schools.

Note for item 11: The School of Education participates in the Technology Consortium to provide and support five computer classrooms for their students’ course and open-time use. Each year the Technology Consortium constructs a budget to life-cycle replace one classroom (computers, printer, and projector) along with maintenance contracts, management personnel, and general computer classroom consumables. Each member school contributes a calculated percentage to the Technology Consortium through their STF funds. The consortium schools include Education, Social Work, Physical Education and Tourism, and School of Library and Information Sciences.

* Fiscal health report for 2006-07 is attached as PDF file.

Reallocation Plan

Other Question(s)

1) **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)?

2) **Diversity:** What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

3) **Campus collaboration:** In what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

4) **International scholarship:** How extensively are faculty in your school involved in research on international topics or in collaborations with international colleagues? Please cite some examples.

5) **Internationalization of curriculum:** How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?