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 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. We prepare leaders in a variety of educational and community fields of study.

Goals and Objectives

Goal 1: Develop Our Premier Urban Teacher Education Program

Objective 1.1 Increase enrollments in the undergraduate and post-bac Transition to Teaching programs.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: 2009 and ongoing

Actions taken for 2008-2009:

- A joint faculty position between the School of Education and Ivy Tech Community College was funded to implement the articulation agreement and recruit education majors.
- A joint staff position between the School of Education and University College supports student advising, orientation, and successful entry into the School of Education.
- Advisors participated in multiple campus fairs and events (e.g., 21st Century Scholars) to recruit students.
- Faculty and staff were closely involved in the Bridge program and themed learning community in order to support pre-School of Education students.
- Additional courses and course sections were developed for "pipeline" courses taken prior to entry into the School of Education.
- The School of Education hosted area youth organizations to explore college and careers, and for hands on learning activities.
- See Goal 4

Evidence of Progress for 2008-2009:

1. Enrollment increased in the undergraduate teacher education program (added a 5th cohort of 30 students) and Transition to Teaching programs.
2. The first Ivy Tech students associated with the articulation agreement enrolled in the School of Education.
Activities planned for 2009-2010:

1. Develop marketing materials aimed at middle and high school students.
2. Meet with high school advisors and attend career fairs to recruit students.
3. Increase 'direct admit' activities with University College.

Objective 1.2 Prepare all educators to meet the needs of diverse learners in inclusive settings, including students with disability labels, students learning English as a new language, and students from different racial, ethnic, and cultural backgrounds.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** December - May

Actions taken for 2008-2009:

1. Three major US Department of Education grants were secured to support dual licensure (general education and special education) or preparation of teachers of English language learners (ELL).

2. Faculty collaborated on joint syllabi and co-taught courses (e.g., multicultural education and special education) to ensure the curriculum addressed this objective.

3. Faculty engaged in professional development focused on English language learners (ESL) provided by Dr. Amelia Teeman, internationalizing the curriculum provided by Dr. Dawn Whitehead, multicultural education and special education (as part of a two day visit by a team of national experts), CUME faculty spotlight presentations, and multiple other research and scholarship activities.

4. Elementary and secondary education teams engaged in curriculum mapping activities to ensure alignment across courses and instructors.

5. Field experiences and student teaching placements provided opportunities to work directly with diverse student populations in urban schools and community centers.

Evidence of Progress for 2008-2009:

- Federal grants have assisted faculty, staff, students, and school personnel to implement teaching and learning strategies that support diverse learners.
- Faculty teaching teams continue to address this objective in coursework and field experiences.
Activities planned for 2009-2010:

1. Increase the number of dual license majors (ESL, special education, or reading specialist) in the School of Education.
2. Expand evaluation data regarding graduate and employer satisfaction with the program and teacher performance.
3. Continue to review alignment of curriculum, benchmark assessments, and field experiences/student teaching.
4. Continue to invest in professional development opportunities for students, faculty, and school personnel.
5. Produce and disseminate scholarship related to meeting the needs of diverse learners in urban schools.

Objective 1.3 Increase the use of effective instructional technology to enhance teaching and learning.

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

Actions taken for 2008-2009:

1. Offered professional development opportunities for faculty.
2. Worked with the Center for Teaching and Learning to implement emerging technologies into our online coursework.
3. Purchased technology for student and faculty use.

Evidence of Progress for 2008-2009:

1. All faculty are using Oncourse and more are integrating the use of blogs, Wiki’s, Adobe Connect, and other tools to enhance teaching and learning.

Activities planned for 2009-2010:

1. Provide additional professional development activities to feature instructional technology and faculty who use it.
2. Increase the documented use of instructional technology in course syllabi, on Oncourse, and in practice.
3. Purchase additional technology for student and faculty use.

Objective 1.4 Develop sustained school-university partnerships.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing

---

Actions taken for 2008-2009:

1. Developed Memorandum of Understanding (MOU) partnership agreements with all secondary partner schools.

2. Developed a plan of action regarding elementary education partner schools that leads to MOUs.

3. Developed a plan of action with each elementary and secondary education partner school to move toward a more comprehensive Professional Development School (PDS) relationship, resulting in a greater impact on school reform, preservice and inservice professional development, collaborative research, and community involvement.

---

**Evidence of Progress for 2008-2009:**

1. MOUs are in place for all secondary education partner sites.

2. MOUs are drafted for elementary partner schools.

3. Faculty are engaged in joint preservice and inservice professional development activities, collaborative inquiry and scholarship, and with community centers and organizations. Plans of action are in place for elementary and secondary education to strengthen partnerships and move toward a PDS relationship.

---

**Activities planned for 2009-2010:**

1. Finalize Memorandum of Understanding (MOU) partnership agreements with all elementary partner schools.

2. Showcase PDS schools and joint collaborative activities via a symposium, conference, or institute.

---

Objective 1.5 Conduct ongoing formative and summative assessment activities to improve the program and outcomes.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Fall 2008 - summer 2009

---

Actions taken for 2008-2009:
Actions taken for 2008-2009:

1. Articulated content, processes, rubrics, scoring, and desired outcomes for each Benchmark assessment in the elementary and secondary education program.

2. Involved faculty in scoring benchmarks, reporting findings, and communicating results to students.

3. Analyzed current data collection and findings against desired assessment/evaluation activities.

Evidence of Progress for 2008-2009:

1. Benchmark (formative and summative) assessments have been fully developed and implemented. Data is being used to assess student progress in the program.

Activities planned for 2009-2010:

1. Collect data regarding student outcomes and satisfaction from all program completers.

2. Increase the response rates of follow up surveys to employers of School of Education graduates.

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

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

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

Secondary Goals:

Sub Unit:

Time Frame: Fall 2008 - Fall 2010

Actions taken for 2008-2009:

- Proposal revised and placed on agenda for approval from required bodies.

Evidence of Progress for 2008-2009:

- Ph.D. proposal was approved at the core campus Graduate Committee and Policy Council.

Activities planned for 2009-2010:

1. Complete proposal approval process.
2. Recruit students.
3. Secure funding for assistantships.
4. Develop courses.
5. Recruit faculty.

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

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

**Secondary Goals:**

**Sub Unit:**

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

---

**Actions taken for 2008-2009:**

1. Supported 3 full cohorts to complete the program.
2. Recruited additional faculty member to provide leadership to this program.

---

**Evidence of Progress for 2008-2009:**

1. A total of 60 individuals completed the program.
2. Dr. Brendan Maxcy was hired in Educational Leadership, and will be responsible for growing the scope and influence of this program.

---

**Activities planned for 2009-2010:**

1. Analyze program content and format and revise to reflect current needs for urban principal preparation.
2. Increase enrollment in the program.
3. Conduct research to investigate the impact of program completers in the field.

---

Objective 2.3 Build a world class STEM teacher education program leading to a Master’s degree.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Fall 2008 “ongoing

---

**Actions taken for 2008-2009:**

1. Developed a model teacher education program for secondary STEM educators.
2. Developed 3 Master's degree options for STEM teachers.
3. Recruited the first cohort of 20 high quality Woodrow Wilson (WW) Fellows in partnership with the national Woodrow Wilson Foundation.

4. Offered coursework, field experiences in high need schools, and mentoring for Fellows and Transition to Teaching (T2T) students.

Evidence of Progress for 2008-2009:

- The first cohort of WW Fellows is moving through the program.
- School of Education STEM faculty are working collaboratively with faculty from the School of Science and the School of Engineering and Technology to implement and evaluate the program.

Activities planned for 2009-2010:

1. Modify program of study for WW and T2T students in order to better meet their needs.

2. Select strong public school mentor teachers who demonstrate effective teaching and learning practices.

Objective 2.4 Offer high quality professional development opportunities for educators.

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: Summer 2008 - ongoing

Actions taken for 2008-2009:

1. Secured Jump Start funding from the Center for Teaching and Learning to expand online course offerings.

2. Hired a Director of the Office of Professional Development (OPD) and increased staffing in the OPD.

3. Provided customized professional development to area school districts, including face to face, online, and hybrid options.
Evidence of Progress for 2008-2009:

- A fully online special education Master's degree program has been developed and will be offered beginning in January 2010.
- Developed an "online university" within the Indianapolis Public Schools.
- Offered successful professional development programs (e.g., the Problem-based Learning Institute) in collaboration with area universities and schools.

Activities planned for 2009-2010:

1. Expand marketing efforts to our target audiences.

2. Offer additional non-traditional formats for courses (e.g., shortened length, weekend, online, distance education, etc.) according to the preferences of school districts and educators.

3. Increase enrollments in professional development offerings by 10%.

Objective 2.5 Increase graduate courses, program offerings and enrollments.

Campus Planning Theme: Teaching and Learning, Best Practices

Secondary Goals:
Sub Unit:
Time Frame: Spring 2008 - ongoing

Actions taken for 2008-2009:

Evidence of Progress for 2008-2009:

Activities planned for 2009-2010:

Goal 3: Increase the Diversity of our Students and Faculty

Objective 3.1 Significantly increase the recruitment and retention of students from historically underrepresented groups.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2008-2009:
1. Convened an Advisory Board to the Executive Associate Dean, comprised of school and community leaders, to focus on this effort.
2. Hosted multiple youth groups to the School of Education and IUPUI to explore careers and participate in hands on learning activities with faculty and students.
3. Collaborated with the Teach Indiana statewide group to secure legislation and plan for a statewide center for the recruitment and retention of teachers.
4. Increased support for Project Team, providing support to students of color in the School of Education.
5. Invited potential education students from Ivy Tech to the School of Education, many of whom are students of color.

Evidence of Progress for 2008-2009:

- Enrollments have not increased significantly.

Activities planned for 2009-2010:

1. Develop a formal relationship with Upward Bound.
2. Recruit 21st Century Scholars to teaching.
3. Work with Black and Latino fraternities/sororities and other organizations to assist with recruitment and retention activities.
4. Collaborate with PDK and area schools to develop "Future Teachers Association" and cadet teacher programs.
5. Increase scholarship support for students, including TEACH grant funding.
6. Develop marketing materials to appeal to school age youth, focused on careers in teaching.

Objective 3.2 Increase the number of tenured/tenure-track faculty from underrepresented groups.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: Every search

Actions taken for 2008-2009:

1. Educational Leadership faculty search resulted in the hire of Dr. Thu Suong Thi Nguyen.
2. Special Education search is still open.

Evidence of Progress for 2008-2009:

1. Currently the School of Education has 37.5% of tenure/tenure track full time faculty from underrepresented groups.

Activities planned for 2008-2010:
Activities planned for 2009-2010:

1. Use all possible connections and strategies to recruit a special ed faculty member from an underrepresented group.
2. Reconnect with Howard University Future Faculty Fellowships.

Goal 4: Conduct and Disseminate Exemplary Research Related to Urban Education That Impacts Policy and Practice

Objective 4.1 Build the Center on Urban and Multicultural Education’s profile as a leader in research and policy related to urban education.

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

Secondary Goals:

Sub Unit:

Time Frame: 2008 - ongoing

Actions taken for 2008-2009:

1. Partnered with IUPUI and external entities to design and conduct research.
2. Hired graduate assistants to assist with research.
3. Prepared multiple reports and policy briefs for dissemination.

Evidence of Progress for 2008-2009:

1. Increased the number of faculty involved with CUME research.
2. Increased research funding by 20%.
3. Increased the number of graduate students involved in CUME by 50%.
4. Doubled the number of collaborative research studies.

Activities planned for 2009-2010:

1. Continue to support the research activities of faculty and students.
2. Continue to obtain external funding.
3. Increase the number of graduate assistants working with CUME.
4. Continue to collaborate with community partners to build their capacity for research.
5. Continue to prepare and disseminate policy briefs related to urban education.

Objective 4.2 Increase external funding and scholarship by faculty.

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

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2008-2009:

1. Offered incentive/reward option for faculty who acquire external funding.
2. Offered internal seed funding to support faculty research.
3. Assisted junior faculty to prepare and secure external funding.
Evidence of Progress for 2008-2009:

1. External funding has increased by 129%.

Activities planned for 2009-2010:

1. Continue to disseminate funding opportunities to faculty.
2. Continue to offer CUME support for proposal development.
3. Encourage and support interdisciplinary research.
4. Pursue large federal grants.
5. Submit a Signature Center proposal.

Goal 5: Market and Garner Financial Support for School of Education Programs

Objective 5.1 Develop quality marketing materials and websites to inform our publics about our programs.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: By May 2009

Actions taken for 2008-2009:

Evidence of Progress for 2008-2009:

1. Website updates are complete.
2. Culturally competent marketing materials are developed and disseminated.
3. User feedback (students, alumni) is positive.
4. Website has been evaluated using Bobby.

Activities planned for 2009-2010:

1. Develop Alumni and Donor sections of the website.
2. Redesign home page to better reflect our mission and to promote ease of navigation.
3. Work more closely with University College, Enrollment Services, and high school counselors to recruit students.

Objective 5.2 Secure additional student scholarships and support for signature initiatives and priorities.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: By May 2009
Actions taken for 2008-2009:

Evidence of Progress for 2008-2009:

1. At least two new student scholarships are secured.
2. Alumni and donor contributions have increased at least 20%.

Activities planned for 2009-2010:

1. Convene Alumni Advisory Board and develop annual alumni agenda.
2. Build donor interest (pipeline) and scholarship contributions.

Goal 6: Promote student leadership and civic engagement.

Objective 6.1 Promote student leadership and engagement in education student organizations.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2008-2009:

1. Increased faculty support and funding for student organizations (ESAC, Secondary Urban Educators, Elementary Urban Educators, and Kappa Delta Pi).
2. Increased community engagement activities of all student organizations.

Evidence of Progress for 2008-2009:

- Student participation in education student organizations has increased, along with the scope and array of leadership and service activities.

Activities planned for 2009-2010:

- Continue to build student leadership and voice in the School of Education through involvement in student organizations.
- Increase civic engagement activities among all education students.

Objective 6.2 Increase student involvement in study abroad opportunities.

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Spring 2009-Spring 2010
Actions taken for 2008-2009:

- Agreement was developed with Sun Yat-sen University in China for student exchanges.
- Agreements are in development in Kenya and Mexico.

Evidence of Progress for 2008-2009:

- The first education student will go to Sun Yat-sen/Guangzhou for her student teaching experience in Spring 2010.

Activities planned for 2009-2010:

1. Finalize student exchange agreements for Kenya and Mexico.
2. Increase the number of students studying abroad.
3. Increase funding to support student travel abroad.

Fiscal Health

Reallocation Plan

Other Question(s)

1) How are you dealing with the projected base budget reductions for 2009-10 and 2010-11?

- How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?
- If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

The multiple budget cuts have been difficult for the School of Education. Our state appropriation has been reduced from $2,321,561 in 2007-2008 to $2,301,933 in '08-'09. At the same time, our assessments have steadily gone up, from $2,932,976 in 2007-2008 to $3,094,676 in 2008-2009. At the same time, we have lost our undergraduate technology fees, our travel has been cut, and all salaries have been frozen. On top of this, the President’s bonus payment to undergraduates with a B or higher average, which includes most of our School of Education students, has added additional expenses.

In response, we are not filling vacant faculty and staff positions and are working to generate additional credit hours through the expansion of graduate, online, and summer courses, as well as expanding our Office of Professional Development income. Although we have secured funding for the Woodrow Wilson Teaching Fellows and the Urban Teacher Residency programs, the income from these grants goes primarily to students and the School of Education is responsible for a 1:1 match. In addition, we are working to increase external funding in order to secure additional indirect income.

We have increased our graduate and undergraduate tuition income as well as our student fees ($7,287,918 in '07-'08 compared to $8,038,163 in '08-'09). We are closing fiscal year '08-'09 with a net operating income of $784,018 and a positive fund balance of $1,880,831. Because of the budgetary uncertainties and anticipated cutbacks in state appropriations, we have been very conservative in the use of additional income and fund balances.

a. How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?
With approximately equal numbers of clinical faculty and tenured/tenure track faculty, we have set a high priority on increasing the number of tenure/tenure track faculty. The budget reductions will prevent us from achieving that goal and force us to continue relying on high numbers of clinical and adjunct faculty. In addition, our proposal for a doctoral program in urban education is moving through the approval process. Such programs are costly and we may need to delay the launch if we are not able to offer graduate assistantships and hire at least one senior faculty member to focus on this program. Furthermore, although we have continued to work toward equity, the salaries of Bloomington faculty are higher than those of our faculty at IUPUI. It is very difficult to be a core campus with RCM when there is a significant gap in salaries.

Programmatically, the expense of supporting our teacher education students in their field placements is high. These coaching costs may need to be reduced, which has implications for the quality of support we provide our students and the field sites. In addition, we have undertaken a reform effort of our undergraduate elementary education program that will anchor faculty in partner schools. This will add costs in the form of faculty time and will be monitored closely to determine cost-benefit.

We have not yet replaced our Development Officer, which has negatively impacted our philanthropic support, including student scholarships. The fund-raising goals for the upcoming IUPUI campaign, therefore, may have to be lowered.

Our travel funds are low as well and have impeded our ability to support the development of international exchanges.

b. If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

Undergraduate enrollments went down in 2008-2009, so we have budgeted conservatively for lower enrollments in ’09-’10. Given our conservative budgeting and tuition rate increase we did see an increase in tuition over budget. We plan to use this to fund our $300 bonus payments to undergraduates with a B or better grade average.

2) To achieve the campus goal of doubling the numbers of undergraduate students completing baccalaureate degrees, and to increase the number graduating in four years, what changes have you implemented or planned to implement in course scheduling, curriculum, student support etc.?

Most of the students who enter the School of Education as juniors complete the undergraduate teacher education program. With the help of University College, we follow up each semester with students who have not yet registered. We are funding a joint Advisor position between the School of Education and University College in order to move students successfully from their freshman and sophomore years to entry into the School of Education. We are working to increase the number of direct admit students so that our advisors can meet with them early and assure they take required pre-requisite coursework.

3) Do you currently have

- school-based space and
- centrally-scheduled space

...to support an increase in credit hours without a significant investment? Are you investigating methods to use space more effectively

a. on Fridays and weekends?

b. with online/hybrid/distance education course offerings?

c. by developing larger classrooms?
We have priority classrooms assigned to the School of Education. These include ES 1114, 1116, 1117, 1122, 1126, 2102, and 2106. We also have priority in ES 1128 for music classes only (otherwise it is a priority room for HPER), and ES 2127 for counseling classes (otherwise it is priority for Social Work).

a. on Fridays and weekends?

- We can support an increase in credit hours in terms of higher enrollments if we wanted to increase class sizes. We can also use space more effectively by better utilizing Friday and weekend time periods. Currently we offer E201 on Fridays and G598 on Saturdays, but we can do more. We can also offer more classes during the 4:30-5:45 time period.

b. with online/hybrid/distance education course offerings?

- We are offering more online / hybrid courses, but not enough. We need to develop the undergraduate program courses. Regarding distance ed classes, we are offering more distance education classes (grad level only), but those spaces are at capacity as well.

c. by developing larger classrooms?

- In terms of larger classrooms, no. We don’t have any control over this.

We are completely out of space for faculty offices in the School of Education and we have multiple needs for renovating our existing space on the 3rd floor of our building. We will be taking over some space from our technology area to build several additional offices, and will be applying for grant funds to build space for graduate students in our Commons area. The space where the Urban Center for the Advancement of STEM Education (UCASE) was built took away two classrooms on the first floor of the Education building. Both UCASE and the Center on Urban and Multicultural Education (CUME) need to expand into more space. We took away one of our technology rooms on the second floor for CUME.

4) What are your priorities for student technology support, and what progress has been made as you have worked with UITs staff this year to implement your technology plans?

We are unhappy that our undergraduate student technology fees were pulled. We were very satisfied with our technology consortium agreement with Social Work, SLIS, PE/Tourism, and Education. The funding helped to support two technology staff members, and funding for their positions is being eliminated after the next two years. In addition, the technology fees were used to support the acquisition of cutting edge technology for our education students, and to prepare them to use the technology as teachers. This funding is no longer available from UITs. Finally, the computer labs on the second floor of the Education-Social Work building belong to the SOE inventory. We may need to take back 1-2 of these spaces in the not-too-distant future as our need for offices and meeting space grows, so our agreement with UITs must allow this.

Our priorities for student technology support are:

- Purchase a sufficient supply of technology equipment (including, but not limited to interactive Whiteboards and Slates, iPods, digital video cameras) for our faculty to use with education students to ensure they know how to use technology to enhance instruction.

- Improve our distance education capacity in the School of Education. Our current space is cramped and outdated.

- Ensure students electrical outlets throughout the Education building, including outlets on the first floor where we have set up work spaces. (No outlets are available in a section of the main hallway.)

- Increase our online course offerings and support to both students and faculty. UITs can play a large role in preparing students and supporting them as they take online courses. They could increase their support for online students, or students new to online learning.

- A state of the art, interactive room for both distance education as well as a place for our faculty to experiment with new technologies and host interactive demonstrations.