2009-2010 Education

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 community. 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

1. Goal 1: Develop a Premier Urban Teacher Education Program

1.1 Build a world class STEM education initiative.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame: 2010 and ongoing

Actions taken for 2009-2010:

- Partnered with the School of Science and School of Engineering and Technology through the Urban Center for the Advancement of STEM Education (UCASE).
- Secured external funding for Woodrow Wilson and Noyce scholarships.
- Obtained US DOE funding for Indianapolis Urban Teacher Residency program for STEM + Special Education.

Evidence of Progress for 2009-2010:

- Cohort 1 of the Woodrow Wilson Fellows is completing Master’s coursework and in their first year of teaching.
- Cohort 2 (20 Woodrow Wilson Fellows) is underway.
- Intensive program development has occurred, resulting in greater alignment of all program components.

Activities planned for 2010-2011:

- Collaborate with the School of Science and School of Engineering and Technology to align our STEM summer youth programs.
- Formalize a plan to build a pipeline of K-12 youth to careers in STEM education.
- Seek additional funding to support STEM teacher preparation.

1.2 Conduct ongoing formative and summative assessment activities to improve the teacher education program and outcomes.

Campus Planning Themes: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices,
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Secondary Goals:
Sub Unit:
Time Frame: Fall 2010 - Summer 2011

Actions taken for 2009-2010:

- Articulated content, processes, rubrics, scoring, and desired outcomes for each Benchmark assessment in the elementary and secondary education program.
- Involved faculty in scoring benchmarks, reporting findings, and communicating results to students.
- Used data for program improvement.

Evidence of Progress for 2009-2010:

- 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 2010-2011:

- Collect data regarding student satisfaction and outcomes from all program completers.
- Increase the response rates of follow up surveys to employers of School of Education graduates.

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

Objective 2.1 Develop an Urban Education Ph.D. program.
Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Best Practices, Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame: Fall 2010-Fall 2011

Actions taken for 2009-2010:

- Completed program proposal.

Evidence of Progress for 2009-2010:

- Ph.D. proposal was approved at the core campus Graduate Committee, Policy Council, and IU Board of Trustees.

Activities planned for 2010-2011:

- Complete proposal approval process.
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 2009-2010:

- Hired Director of Online Development.
- Provided stipends to faculty for online course development.
- Secured funding from the Center for Teaching and Learning.

Evidence of Progress for 2009-2010:

- Increased online and hybrid course offerings by 20% from 2009 to 2010.

Activities planned for 2010-2011:

- Expand marketing efforts to our target audiences.
- Develop additional non-traditional formats for courses (e.g., shortened length, weekend, online, distance education, etc.) according to the preferences of school districts and educators.
- Increase enrollments in professional development offerings by 10%.

Goal 3: Increase the Diversity of our Students

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

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame: 2010-2012

Actions taken for 2009-2010:

- Convened an Advisory Board to the Executive Associate Dean, comprised of school and community leaders, to focus on this effort.
- 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.
- Collaborated with the Teach Indiana statewide group to secure legislation and plan for a statewide center for the recruitment and retention of teachers.
- Increased support for Project Team, providing support to students of color in the School of Education.
Hosted potential education students from Ivy Tech to the School of Education, many of whom are students of color.
Hired a joint advisor position with University College and a joint faculty position with Ivy Tech in order to increase recruitment efforts.
Began planning a Future Educators Association with the Indianapolis Public Schools to recruit students of color to teaching.
Hosted the first SOE Career Fair focused on minority youth and their families.

Evidence of Progress for 2009-2010:

- Enrollments have not increased significantly.

Activities planned for 2010-2011:

1. Work with Black and Latino fraternities/sororities and other organizations to assist with recruitment and retention activities.
2. Continue to develop "Future Teachers Association" and cadet teacher programs with area schools.
3. Increase scholarship support for students.
4. Develop marketing materials to appeal to school age youth, focused on careers in teaching.

Goal 4: Increase Research & External Funding

4.1 Increase faculty publications by 20%

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame: 2010-2012

Actions taken for 2009-2010:

- Offered four $5000 research grants to SOE faculty.
- Increased graduate student support and doubled CUME graduate assistants.

Evidence of Progress for 2009-2010:

- Pending 2010 Merit Review data

Activities planned for 2010-2011:

1. Offer $5000 Faculty Scholar awards for cutting edge urban education research and publications.
2. Continue to build graduate assistant support to faculty.

4.2 Increase external funding by 50%.

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

Sub Unit:

Time Frame: Spring 2011-Spring 2012

Actions taken for 2009-2010:

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.
4. Submitted a Signature Center proposal.
5. Submitted multiple federal stimulus funding proposals.

Evidence of Progress for 2009-2010:

1. External funding increased by 129%.

Activities planned for 2010-2011:

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: Develop International Initiatives

5.1 Increase student involvement in study abroad opportunities.

Campus Planning Theme: Best Practices, Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Spring 2009-Spring 2010

Actions taken for 2009-2010:

- Developed agreements with Sun Yat-sen University in China and Mexico for student exchanges.

Evidence of Progress for 2009-2010:

- Two students went to Guangzhou for their student teaching experiences. A third student will go in Spring 2011.

Activities planned for 2010-2011:

1. Develop student exchange agreement with Kenya.
2. Increase the number of students and faculty engaged internationally by 50%.
3. Increase funding to support student travel abroad.

Fiscal Health

Reallocation Plan

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

Faculty and staff in the School of Education participate in the planning process in multiple ways. These include: 1) annual faculty and staff retreats, which focus on goals and planning; 2) monthly faculty and staff meetings, which include updates on goals and discussions of issues and actions; and 3) committee work focused on unit planning and actions.

Factors that strongly influence budget and planning priorities include:

1. Increasing the number of tenure/tenure track faculty, including faculty of color.

2. Increasing the diversity of our student population, including international students and students of color, through scholarships, assistantships, etc.

3. Building and strengthening graduate programs, including the urban education doctorate, Transition to Teaching program, and urban principals program.

4. Increasing the number of online courses being offered.

5. Expanding professional development offerings through the Office of Professional Development.

6. Expanding graduate student support through assistantships and affiliation with the Center for Urban and Multicultural Education (CUME).

7. Building a STEM pipeline, in collaboration with area schools, IUPUI Schools, and our Urban Center for the Advancement of STEM Education (UCASE).

8. Expanding and developing School of Education space to accommodate new faculty, graduate and undergraduate students, and our Centers.

9. Expanding the instructional technology available in the School of Education, including distance education and cutting edge tools for P-16 teaching and learning.

10. Expanding study abroad opportunities for students and faculty, in partnership with China, Kenya and Mexico.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.

The priorities listed above are directly aligned with the President’s Principles of Excellence and the Chancellor’s Guideposts. For example, we have prioritized:

1. An excellent faculty: Not only are we continuing to hire tenure/tenure track faculty, but we have increased the support to
2. Excellence in research: We will continue to expand the number of graduate assistantships that we offer as well as the research opportunities for our students at the Center for Urban and Multicultural Education. The addition of our Ph.D. in Urban Education will enhance this effort.

3. The International Dimension: A high priority for the School of Education is expanding our student and faculty study abroad opportunities, in partnership with China, Kenya, and Mexico. We have established a fund to support study abroad opportunities for our students and our campaign will seek resources to support this work.

4. Excellence in Health Sciences: Our STEM initiatives through the Urban Center for the Advancement of STEM Education (UCASE) are focused on internal and external partnerships to build a STEM pipeline to IUPUI, including expanding our preparation of STEM educators.

5. Excellence in Engagement: Although not a funding priority at this time, the School of Education is highly engaged with school and community partners. All School of Education students are involved in civic engagement and we continue to expand and deepen our partnerships.

6. Building for Excellence: As stated, a high priority for the School of Education is refurbishing our current space and expanding our space for growth.

7. Centrality of Information: As stated, a high priority for the School of Education is increasing the availability and use of instructional technology to enhance teaching and learning.

8. Enhancing Diversity: As stated, a high priority for the School of Education is increasing the diversity of our faculty and students, and increasing the support for both.

3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

The long-term trends in education that affect the School of Education include:

1. Increased competition and alternative pathways to teaching. There is increasing support in Indiana for alternative pathways to teaching, including totally online preparation programs through private universities, licensing that requires only passing a test (without coursework or field experience), and options to get licensed to teach through short courses of study (e.g., 5 weeks) and with only a minor in education. Indiana’s governor and Superintendent of Public instruction appear to support private universities over public university education programs.

2. Less demand for education courses for professional development. Educators can choose not to take any university education courses to update their teaching license. Instead, they can participate in school sponsored workshops or attend conferences. They can also update their license by hosting student teachers.

3. Increased pressure on Schools of Education for accountability. Teacher pay will be based on their impact on student learning, and the university that prepared the teachers will be held accountable for their quality. With the current pressure to raise test scores, teacher performance will, at least in part, be based on increasing their students’ test scores.

4. Budget shortfalls. Property tax caps and revenue shortfalls are causing major cutbacks in public schools, which impact hiring of our graduates.

4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?
Faculty discussions revealed a desire to focus on the following high priority programs/initiatives:

1. New faculty hires.
2. Urban Education Ph.D.
3. Transition to Teaching programs.
4. New minors and certificates that cross disciplinary lines (e.g., special education and ELL, leadership)
5. STEM programs
6. Student diversity and support