

## SCHOOL OF EDUCATION LONG-RANGE PLANNING COMMITTEE

### MARCH 13, 2014 MEETING – SUBCOMMITTEE UPDATES

#### I. Retreat Planning (Joshua Danish, Mary Jo Dare, Catherine Gray & Jonathan Purvis)

(text from earlier update emailed to group that will be further updated during the meeting)

##### a. Format

- we propose that our newly approved Strategic Plan provide the focus for the retreat. The five high level goals of the plan will become five break-out groups, with a member of the LRPC participating in each group, as well as chairs (or a designated alternative member) of the SoE committees responsible for implementation of these goals (for example, Rob Kunzman would want to participate in the break out group discussing Goal #1). Representation from each campus in each break-out group will be important.

##### b. Purpose

- at the end of the day (suggested schedule below), each group's leader will report out to the entire group the specific next steps that the group members have identified as priorities for each of the high level goals, as well as the resources they believe to be necessary in order to advance the priorities of the goals.

##### c. Schedule

- after breakfast and some time to socialize, we (Gerardo) will introduce the format of the day to the entire group from 9-9:30. Each of the break out groups will meet for 1 ½ hours in the morning, and then again after lunch, so that each faculty member can choose to participate in discussions about two of the goals. We anticipate that the final reporting back to the larger group will take about 75 minutes (15 minutes for each one), so that we'll aim to end the day by 3:30. It's assumed that the strategic plan will be distributed to everyone in advance, explaining its focus for the retreat.

##### d. Incentives

- Jonathan Purvis has offered to procure some "helpful" incentives for door prizes (our suggestions are several mini iPads, for example), to be drawn at the end of the day.

#### II. International Activity (David Mank & Cam Harris)

##### a. SOE Long Range Plan and International Focus

- Review of the Long Range Plan in its current form shows that international activities appear in a number of objectives in the plan yet has no one clear home. In order to inform the committee's work, we began an inventory of international activities across the School, based on information available from the School's website.

##### b. Initial Inventory of International Activities

- Overseas Teaching Experiences
  - Overseas Program
  - Experienced Teacher Programs
  - Global Gateway for Teachers
- Visiting Scholars Program
- International Research Partnerships

- Center on Social Studies and International Education (Countries include, Afghanistan, Armenia, China, Columbia, Ecuador, Estonia, Indonesia, Kenya, Lithuania, Malawi, Mexico, Northern Ireland, Ireland, Singapore, South Africa, South Sudan, Turkey, ...
  - International Programs Committee
  - ??? Other international initiatives???
- c. Questions for the Committee
  - How complete is this inventory?
  - What data is available in each area?
  - What measures would benefit the SOE going forward?
- d. Other considerations for Committee
  - Available data from Faculty Annual Reports (FAR)
  - Student data
  - Additional information from Department Chairs
  - Web stats from School of Education website
  - Review School of Education Annual Report for related metrics
  - Review Annual Report to President McRobbie on IU International Activity

### III. Metrics (Gary Pike & Vic Borden)

We recommend the following strategies for developing metrics and other evidence-based resources to assist with monitoring the progress of the IU School of Education on the Goals and Objectives articulated in the School's Long-Range Plan

- a. Key Performance Metrics – Hone the list proposed in the plan (attached) and institutionalize the data collection and analysis required to maintain those metrics. Key Sources include:
  - IU's enterprise information systems (student, human resource, and research administration)
  - IU Faculty Annual Reporting System
  - School-based information systems (Office of Teacher Education, Course Evaluations)
  - Academic Analytics Faculty Scholarly Productivity System (FSP) (Assuming IUPUI is added to the database)
  - New data collections, if absolutely necessary (try to avoid)
- b. Assessments/Indicators aligned to high priority School initiatives
  - Identify those initiatives of highest priority that relate to meeting Plan goals and objectives
  - Develop methods and measures for assessing progress on those initiatives
- c. Faculty inquiry on broad goals – engage School faculty in summer projects (compensated) to develop a brief self-study and recommendations for enhancements in relation to each of the five broad goals

### IV. Other Business

## CANDIDATE PERFORMANCE MEASURES (LISTED IN PLAN)

1. PREPARE EXCELLENT TEACHERS AND OFFER HIGH QUALITY UNDERGRADUATE AND GRADUATE EDUCATION MORE BROADLY AS THE ESSENTIAL PRIORITY IN THE SCHOOL OF EDUCATION
  - **Application demand and quality of entering students (IU SES Data)**
  - **Diversity of teacher education students (IU SES Data)**
  - **Alumni placement and evaluations of employers (Office of Teacher Ed?)**
  - **Trends in aggregate student evaluations of instruction (SoE Collected Data)**
  
2. ENGAGE IN COLLABORATIVE PARTNERSHIPS WITH P-12 SCHOOLS AND STUDENT-CENTERED AGENCIES
  - **Inventory of existing partnerships by type (develop taxonomy) (New Collection?)**
  - **Systematized feedback from partners and other stakeholders (New Collection?)**
  
3. ILLUMINATE AND IMPROVE EDUCATIONAL THEORY AND PRACTICE, AND PREPARE TOMORROW'S LEADERS IN THE FIELD THROUGH RIGOROUS, INNOVATIVE RESEARCH AND PROFESSIONAL EDUCATION
  - **Faculty scholarship: Publications (by type), citations, field normalized comparisons (FSP)**
  - **External funding: Submissions, awards, expenditures and indirect cost recovery (Federal and non-Federal) (FSP-Federal only)**
  - **Faculty recognitions and awards (FSP – limited awards included)**
  - **Application demand and quality of incoming domestic and international graduate students (IU SES Data)**
  - **Student scholarships, fellowships and other recognitions and awards (FAR?)**
  - **Student and Faculty/Student publications (FAR)**
  - **Research reputation (e.g., US News and World Report rankings) (Extant – VB Collection)**
  
4. EXEMPLIFY AND PROVIDE LEADERSHIP IN THE APPROPRIATE USE OF TECHNOLOGIES TO ENHANCE TEACHING, RESEARCH, AND LEARNING EXPERIENCES
  - **Number of hybrid and distance learning courses/programs (IU SES Data)**
  - **Student and faculty evaluations of technology infrastructure and support (New Collection?)**
  - **Publications and external funding related to teaching and learning technologies (FAR with Mod)**
  
5. CREATE A DIVERSE AND INCLUSIVE ENVIRONMENT FOR LEARNING, RESEARCH, AND SERVICE BY HONORING, RESPECTING, AND EMBRACING DIVERSITY WITHIN THE SCHOOL OF EDUCATION AND THE SURROUNDING COMMUNITIES
  - **Ethnic/Racial/Gender diversity of student, faculty, and staff (IU SES and HR Data)**
  - **Student, faculty and staff retention and achievement overall and by gender and race/ethnicity (IU SES and HR Data)**
  - **Climate survey results (New Collection?)**
  - **Diversity learning outcomes in programs (identification and assessment) (New Collection?)**