School of Education
at Bloomington and Indianapolis

APPENDICES

INTERNAL REVIEW

COORDINATED BY THE IU SCHOOL OF EDUCATION LONG RANGE PLANNING COMMITTEE

MARCH 2015

APPENDIX A

IU School of Education Strategic Plan

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Long-Range Plan

An Evaluative Framework for Pursuing School Goals and Objectives

Submitted by the School of Education Long-Range Planning Committee

3/4/2013
Approved by Policy Council 3/27/2013

IU School of Education Long-Range Plan

An Evaluative Framework for Monitoring Progress on School Goals and Objectives

The Indiana University School of Education is a large, complex organization and a core campus school of Indiana University. It encompasses the activities of a diverse array of faculty, students and staff across two large campuses, Indiana University Bloomington (IUB) and Indiana University Purdue University Indianapolis (IUPUI). The size and diversity of the School is its greatest strength but also presents a number of challenges regarding strategic development and resource allocation. The purpose of the School's long-range plan is to identify and communicate the shared goals, objectives, and key programs of the school and to establish an evaluative framework for monitoring and assessing progress towards achieving the School's mission through innovative teaching, research and practice among students, faculty and staff.

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 throughout the world.

Core Values

As a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world, the Indiana University School of Education pursues cutting edge research, scholarship, and creative activity. In this work, the School promotes:

- Excellence
- Integrity
- Diversity
- Accountability
- Usefulness
- Respect

Goals

The faculty has identified the following five goals as the basis for our shared vision of excellence:

1. **Prepare excellent teachers and offer high quality undergraduate and graduate education more broadly as the essential priority in the School of Education.**

2. **Engage in collaborative partnerships with P-12 schools and student-centered agencies.**

3. **Illuminate and improve educational theory and practice, and prepare tomorrow's leaders in the field through rigorous, innovative research and professional education.**

4. **Exemplify and provide leadership in the appropriate use of technologies to enhance teaching, research, and learning experiences.**

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.**

Evaluative Framework

The Long-Range Planning Committee, a standing committee of the School of Education Policy Council, will monitor progress on mission-related goals and objectives for relevance to the School, Indiana University, and the communities we serve.

More specifically, the LRP will:

- Annually review mission related goals and objectives using key metrics and coordinate with the Dean's office to produce a report to Policy Council;
- Review every three years the School's Goals and Objectives and propose changes for Policy Council review and approval.

The Dean's office will continue to employ the school goals and objectives in appropriate budgeting and resource allocation processes, as well as in School communications.

Goals, Metrics, Objectives, and Exemplar Programs and Initiatives

Goal 1: Prepare excellent teachers and offer high quality undergraduate and graduate education more broadly as the essential priority in the School of Education.

Key Metrics

- Application demand and quality of entering students
- Diversity of teacher education students
- Alumni placement and evaluations of employers
- Trends in aggregate student evaluations of instruction

Objectives

1.1 Ensure that requirements for all programs align with campus general education curriculum and national Common Core Standards.

1.2 Strengthen and widen outreach efforts to recruit high achieving students for all programs.

1.3 Promote the inclusion and success of persons of color as students and future educational leaders.

1.4 Serve as leaders and models of best P-16 instructional practice.

1.5 Foster and commit to an ongoing process of internationalization, assessment and improvement of all programs.

1.6 Revise teacher education's conceptual frameworks to focus on student learning.

1.7 Develop new programs in School of Education designed to meet the current and future needs of public schools and student-centered agencies.

1.8 Nurture and support a professional community among all School of Education students.

1.9 Conduct all of these tasks with P-12 schools and student-centered agencies as essential partners.

1.10 Take an active role in promoting effective pedagogy across the university.

Exemplar programs and initiatives

- **Office of Teacher Education -** supports undergraduate students as they pursue teaching degrees, complete field experiences and obtain licensure
- **Teacher Education Direct Admits Program** for academically talented students intending to major in education
- **edTPA** (Teacher Performance Assessment) portfolio assessment for student teachers, a subject area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning
- **Urban Center for the Advancement of STEM Education** (UCASE) – fosters the goal of increasing the numbers of highly qualified K-12 STEM teachers
- **RHB Recruitment and Marketing Plan** designed to recruit more academically talented and underrepresented students into teaching
- **Hudson and Holland Scholars Program –** an integral part of Indiana University's efforts to foster

the benefits of educational diversity

- **Balfour Foundation Grant Partnership** - with the Office of Enrollment Services to introduce high school students from underrepresented groups to the Bloomington campus
- **Global Gateway for Teachers Cultural Immersions Programs** - (Teach World, Teach City, Teach Navajo Nation), making the opportunity to teach overseas available to teacher education programs at other universities around the United States
- **Education Living and Learning Community** for teacher education students in new residence halls
- **Accreditation and updated Unit Assessment System** aligned with the CAEP standards
- **P-16 Center Programs and Pathways Initiative –** an active partner in improving education for K-12 students in Indiana's under-resourced school districts
- **Partnership with the Scholarship of Teaching and Learning Programs at IU –** a community of faculty members and professional staff actively participating in local, national, and international efforts to improve post-secondary education
- **Education Careers Office –** assists the majority of IU School of Education students plan for education careers and obtain their first teaching positions

Goal 2: Engage in collaborative partnerships with P-12 schools and student-centered agencies.

Key Metrics

- Inventory of existing partnerships by type (develop taxonomy)
- Systematized feedback from partners and other stakeholders

Objectives

2.1 Commit to public school and student–centered agency outreach as a core expectation of faculty.

2.2 Foster the development of opportunities to partner and to recognize the work of school and student-centered agency professionals to inform students, programs and research.

2.3 Develop collaborative partnerships to increase equity in college and career readiness, especially in underrepresented populations.

2.4 Re-design professional development and graduate programs to meet the future needs of professionals in schools and student-centered agencies both nationally and internationally.

Exemplar programs and initiatives

- **Office of Graduate Education and Online Programs** - supports graduate students from the application process through degree completion and provides assistance to non-degree seeking students who are taking graduate courses for professional development purposes
- **P-16 Center Programs and Pathway Initiative** – an active partner in improving education for K-12 students in Indiana's under-resourced school districts
- **Effective Leaders Academy** – a joint venture between the IU School of Education and the IU Kelley School of Business to prepare change-oriented leader teams to spearhead school improvement efforts
- Professional Development program in **partnership with Kelley Executive Programs**

- **IUconnectED Online programs** – the distance learning unit within the School of Education
- **Partnershare Network** – made up of Indiana school corporations that partner with IU for professional development
- **District Study Councils** (Southern Hills, Southeastern, and North Central) – designed to jointly address issues confronting school corporations and the university

Goal 3: Illuminate and improve educational theory and practice, and prepare tomorrow's leaders in the field through rigorous, innovative research and professional education.

Key Metrics

- Faculty scholarship: Publications (by type), citations, field normalized comparisons
- External funding: Submissions, awards, expenditures and indirect cost recovery (Federal and non-Federal)
- Faculty recognitions and awards
- Application demand and quality of incoming domestic and international graduate students
- Student scholarships, fellowships and other recognitions and awards
- Student and Faculty/Student publications
- Research reputation (e.g., US News and World Report rankings)

Objectives

3.1 Enhance incentives and remove disincentives to ensure that they promote rigorous, multidisciplinary and innovative methods as well as significant collaboration among faculty and students.

3.2 Provide resources and support for faculty and graduate students seeking external funding for research and development.

3.3 Engage both master's and doctoral students in quality research opportunities and training.

3.4 Enhance interdisciplinary research and teaching, especially with other IU units.

3.5 Enhance global research and collaboration with key international partners.

3.6 Attract, recruit, and retain outstanding graduate students.

3.7 Address significant state, national and international educational issues.

3.8 Promote and celebrate the research of IU School of Education faculty to enhance their national and international reputation.

Exemplar programs and initiatives

- **Office of Research and Development** - facilitates and supports research and development in the School of Education primarily for the Bloomington campus
- **Summer Program of Faculty Fellowships** for externally funded proposals
- **Graduate Fellowships** to recruit and support top master's and doctoral students
- Institutionalized **higher return of Indirect Cost Recovery** to Centers and PIs
- **Partnerships** with the College of Arts and Sciences, the School of Informatics, the Kelley School of Business and the School of Public and Environmental Affairs

- **Formal partnerships with top universities internationally** to foster research collaboration across the globe
- **Support for editorial-ships** on US News and World Report's list of top journals in education
- **International Visiting Scholars Program** to foster partnerships and collaboration between IU faculty and international scholars in education
- **Friday's Research Series** – regular opportunities during the academic year for faculty and students to learn more about research being conducted in the School of Education

Goal 4: Exemplify and provide leadership in the appropriate use of technologies to enhance teaching, research, and learning experiences.

Key Metrics

- Number of hybrid and distance learning courses/programs
- Student and faculty evaluations of technology infrastructure and support
- Publications and external funding related to teaching and learning technologies

Objectives

4.1 Integrate technology into all undergraduate and graduate courses and programs.

4.2 Explore new models of technologically mediated instruction.

4.3 Engage in research that focuses on technology to promote teaching, research and learning.

4.4 Address faculty development and teaching needs related to technology.

4.5 Expand technology outreach and distance education efforts nationally and internationally.

4.6 Support technology infrastructures for recruitment, community engagement, research support, and operational efficiency.

4.7 Integrate effectively with campus-wide technology infrastructure and initiatives.

4.8 Ensure technological proficiency in all graduates.

Exemplar programs and initiatives

- **Office of Instructional Support and Education Technology Services**
- **IUconnectED Programs and Initiatives** – the distance learning unit with the School of Education
- **Upgrade of classroom and studio facilities**
- **Technology Integration Faculty Support Program**
- **New Ideas Project** – designed to incentivize development of distance education programs
- **Center for Research on Learning and Technology -** digital games, MOOC and badges research
- **New on-line programs** – educational leadership, teacher leaders, and related areas

Goal 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.

Key Metrics

- Ethnic/Racial/Gender diversity of student, faculty, and staff
- Student, faculty and staff retention and achievement overall and by gender and race/ethnicity
- Climate survey results
- Diversity learning outcomes in programs (identification and assessment)

Objectives

5.1 (1.3) Preparing Excellent Teachers - promote the inclusion and success of persons of color as students and future educational leaders.

5.2 (2.3) Develop collaborative partnerships to increase equity in college and career readiness, especially in underrepresented populations.

5.3 Actively recruit, retain, and support diverse student, faculty, and staff populations: expand recruitment and selection to include non-traditional sources and take advantage of campus and university programs aimed at attracting diverse students and faculty.

5.4 Develop curricula, teaching strategies, and resources that promote understanding and appreciation of diversity.

5.5 Foster a climate and culture that honor, respect, and embrace diversity.

5.6 Support research and scholarship on diversity, equity, and social justice.

5.7 Foster a climate of advocacy for diversity and internationalization throughout all programs and support units.

Exemplar programs and initiatives

- **Office of Teacher Education** – supports undergraduate students as they pursue teaching degrees, complete field experiences and obtain licensure
- **Office of Graduate Studies** – supports graduate students from the application process through degree completion and provides assistance to non-degree seeking students who are taking graduate courses for professional development purposes
- **P-16 Center and Pathways Initiative** – an active partner in improving education for K-12 students in Indiana's under-resourced school districts
- **Great Lakes Equity Center** – one of ten regional Equity Assistance Centers funded by the U.S. Department of Education, providing technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
- **Center for Urban and Multicultural Education –** creates connections between research, theory and practice with the ultimate aim of improving the quality of education throughout the P-20 continuum, focusing on the urban school setting from early childhood through graduate school levels

- **RHB Marketing plan** designed to recruit more academically talented and underrepresented students
- **Hudson and Holland Scholars program** – an integral part of Indiana University's efforts to foster the benefits of educational diversity
- **Partnerships with campus Strategic Hires Initiative** to increase the number of professional staff of color
- **IUPUI Urban Education Studies Ph.D. Program** – focuses on preparing researchers to study education in complex urban environments
- **Global Gateway for Teachers Teach City** – Urban Immersions Program
- **Center for Social Studies and International Education Programs** (CSSIE) – improves education in the social studies in elementary and secondary schools

APPENDIX B

IU School of Education Departments and Programs

The following pages contain for each Bloomington-based department, as well as for the IUPUI and Columbus campuses, enrollment trend data by student level, followed by a description of all degree, certificate, and minor programs

Caveats

- The source data for the enrollment trend tables are the official university enrollment census files, reflecting the fall headcount one week into the semester.
- The tables do not include double majors
- Certificate program enrollments are often under-represented because a number of certificate students are simultaneously enrolled in degree programs

School of Education Core Campus Departments and Programs

Bloomington

Counseling and Educational Psychology

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**242**	**237**	**252**	**273**	**247**	**235**	**244**	**242**	**245**	**226**	-0.8%
Certificate	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
Grad Non-Deg	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
Masters	**86**	**69**	**76**	**78**	**67**	**65**	**88**	**77**	**75**	**66**	-2.9%
Specialist	**37**	**38**	**42**	**57**	**42**	**47**	**28**	**33**	**30**	**26**	-3.8%
BL	37	37	40	51	39	47	28	32	29	26	-3.8%
IN	0	1	2	6	3	0	0	1	1	0	
Doctoral	**119**	**130**	**134**	**138**	**138**	**123**	**128**	**132**	**140**	**132**	1.2%
BL	117	124	134	138	138	123	128	132	140	131	1.3%
IN	2	6	0	0	0	0	0	0	0	1	-7.4%

Graduate Certificate

Learning Sciences, Media, and Technology	Students from all disciplines can improve their understanding of the factors that make a successful learning environment through this 12-credit hour online certificate program. You'll get a strong foundation in learning theory as you examine how learning, media, and technology intersect to create more effective learning environments

Master's Degrees

Counseling and Counselor Education	Provides thorough preparation for a career as a professional counselor through a combination of course work, laboratory experiences, practica, and a two-semester internship in a relevant setting. Students may choose either the school track, leading to a school counselor license, or the community track. The school counseling program provides entry-level training in accordance with the licensure requirements of the Indiana Department of Education.
Learning and Development Sciences (Inquiry Methodology Track)	Students specializing in Inquiry Methodology complement their learning and developmental sciences studies with a focus on how approaches to inquiry are utilized for the study of learning and development

Learning and Developmental Sciences	In the Learning Sciences program, you'll assess learning environments and create environments which include digital media, games, and other technologies. Join our research team and investigate use of technology to help people learn in formal settings, such as K-12 schools and universities, as well as informal environments, such as after-school and museum education programs
Learning and Developmental Sciences (Educational Psychology Program)	Prepares students to examine how teachers, classroom environments, and schools can enhance or diminish student motivation and performance. Students gain insight into cognitive and emotional changes in children, adolescents, and adults and develop a solid foundation in the theoretical frameworks that guide different styles of teaching

Education Specialist

Mental Health Counseling	Prepares students to earn a license and provide counseling and therapy services to individuals, groups, couples, and families in agency and private-practice settings.
Mental Health Counseling	Prepares students to become licenses mental health counselors by helping them gain advanced competence through experiences in clinical assessment, case conceptualization, intervention skills from a wide range of theoretical systems, and research experience.
School Psychology	Prepares students for practitioner roles in public, charter, and private schools. Students get a solid foundation in the legal, ethical, and professional issues related to school psychology, as well as training in psychological assessment, academic and behavioral interventions, counseling, and consultation.

Doctoral – Ph.D.

Counseling Psychology	The Ph.D. program in counseling psychology is accredited by the American Psychological Association. Graduates of this program are prepared to work as psychologists and administrators in mental health centers, in college counseling centers, and in business and industry; as college faculty members; as private practitioners; and in other positions where counseling psychology competencies are needed.
Inquiry Methodology	Inquiry into research methodology requires understanding the conceptual, philosophical, and technical aspects of conducting studies. Students will develop the capacity to think through research problems at the theoretical, methodological, and practical levels.

Learning and Developmental Sciences	Students in our Learning Sciences Ph.D. program come from a variety of academic and professional backgrounds, from math and science to psychology and computer science. What unites them is a desire to understand the connection between how people learn and the environments in which they learn, and to make those environments more effective
Learning and Developmental Sciences (Educational Psychology Program)	Students take an in-depth look at the biological, cognitive, social, and emotional issues that affect learning. Investigate real-life issues from why some students learn faster to how aggressive behaviors develop in school settings.
Learning and Developmental Sciences (Human Development Program)	Students study human development to understand how individuals develop biologically, cognitively, socially, and emotionally and the impact this has throughout their entire life span. Students also conduct independent research, develop your teaching skills, and prepare for a career as a faculty member, institutional researcher, or education consultant
School Psychology	Prepares students to become practicing school psychologist, conduct independent research, take a leadership role in special education, or prepare for private practice. The program is grounded in the scientist-practitioner model, where research and theory will inform your practice, and real-world experiences will inform your research.

Doctoral Minors

Family Psychology	The Minor in Family Psychology is a joint one between members of the Counseling Psychology and the Human Development Programs in the Department of Counseling and Educational Psychology at Indiana University. The purpose of the minor is two fold: Develop knowledge of family systems in order to impact researchers and educators by expanding their focus to include the “family perspective,” and, to provide a set of organized knowledge and learning opportunities for practitioners that builds on the core practices of counseling to include the specialty of family psychology.
Gerontology	The Minor in Gerontology is designed for individuals seeking to expand their knowledge of the field of gerontology during their doctoral coursework. It consists of 4 courses in gerontology and a paper/proposal. This interdisciplinary minor in gerontology is offered in partnership with the Human Development Area within the Department of Counseling and Educational in the School of Education and the School of Public Health.

Inquiry Methodology	A minor in Inquiry Methodology engages in students' thinking through methodological advancements and challenges relevant to their major fields of study. The minor complements one's core inquiry hours without duplicating those. In other words, a course cannot count as both a core course and a minor course. The minor is constituted of 12 credit hours. The specific coursework for the minor is decided and approved by the minor advisor. There is no minor qualifying exam requirement for the Inquiry Methodology doctoral program.
Learning and Developmental Sciences (Human Development Program)	This minor is intended to introduce students to different aspects of human development.
Learning Sciences	This minor helps doctoral students to understand the basics of learning sciences and how to make use of technology to help individuals learn.

Curriculum & Instruction

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**1,674**	**1,391**	**1,197**	**1,084**	**1,087**	**1,043**	**924**	**1,079**	**769**	**869**	-7.0%
Baccalaureate	**1,228**	**996**	**863**	**774**	**755**	**726**	**686**	**767**	**518**	**622**	-7.3%
UGrad Non-Deg	**3**	**5**	**0**	**1**	**2**	**2**	**3**	**6**	**1**	**1**	-11.5%
Grad Non-Deg	**168**	**102**	**85**	**84**	**84**	**69**	**35**	**55**	**44**	**43**	-14.1%
Masters	**148**	**142**	**112**	**96**	**123**	**125**	**87**	**125**	**82**	**87**	-5.7%
Doctoral	**127**	**146**	**137**	**129**	**123**	**121**	**113**	**126**	**124**	**116**	-1.0%
BL	124	140	135	126	121	118	112	124	123	115	-0.8%
IN	3	6	2	3	2	3	1	2	1	1	-11.5%

Bachelor's Degrees

Early Childhood Education	Leads to dual Indiana state teaching licenses for teaching young children in infant/toddler and preschool settings, and K-3rd Grade classrooms.
Elementary Education	Prepares students to teach in a P-6 setting and obtain licensure. Students learn a variety of content areas and develop skills to help them inspire intellectual curiosity in the students they teach
Secondary Education	Prepares undergraduate students to be educators at the secondary education level by giving them the skills to help students in adolescence develop and learn.
Special Education	Prepares students to be special education teachers by teaching them skills on how to provide differentiated instruction, how to make individualized adaptations of instructional and assessment tools based on student needs, and how to manage disruptive behavior.
Visual Arts Education	Prepares students to be K-12 educators by helping them develop instructional techniques in a variety of artistic media, from painting to computer art.

Licensing

Secondary Education	Individuals with a bachelor's degree can become licensed to teach secondary education through this one year licensing program.

Special Education Licensure (Hybrid)	Prepares students to work with students with special needs by helping them develop Develop the knowledge, skills, and dispositions to work in today's classrooms. Course work includes research-based instruction in classroom management, collaboration and service delivery, assessment, instructional strategies, and working with families.

Graduate Certificate

Preparing Educators of Students with Autism Certificate	Prepares students to work with individuals with autism through a 15-credit hour collection of courses focuses on autism spectrum disorders (ASD). Students review current research and evidence-based practices in autism assessment and intervention.

Master's Degrees

Art Education	Prepares student to teach art at all grade levels. It also provides the educational foundation to pursue a career as a museum or community arts professional.
Elementary Education (Early Childhood Education Track)	Prepares students to become more effective elementary school educators with a focus on organizing early education programs, curriculum development, and childhood development.
Elementary Education (Elementary Education Track)	Prepares students to enhance their knowledge and skills in elementary education. Students focus on teaching practices, current theories of learning and instruction, social and cultural contexts of schools, issues which affect curriculum development, and advanced coursework in individual content areas.
Science and Environmental Education	Prepares students to teach science in middle in high schools.
Secondary Education (General Track)	Prepares students to be teachers in secondary education by focusing on curriculum studies, adolescent development and psychology, and the theoretical foundations of education practice.
Secondary Education (Mathematics Track)	Prepares students to be teachers at the middle and high school levels. Students develop skills to become a supervising teacher, program chair, and/or to attain teacher certification.
Social Studies Education	Prepares students to be social studies teachers by focusing on contemporary methods and issues in social studies education. Focuses on , instruction, and research at either elementary or secondary levels, as well as classes that deepen your understanding of history, political science, sociology, and other social sciences.

Special Education for Indiana Schools Today (Online)	This online-only degree program prepares you for the challenges of special education in the diverse and changing landscapes of today's classroom.
Special Education with Certification in Mild & Intense Interventions	Prepares students to have a certification for special education in Indiana while simultaneously allowing them to attain a masters degree in special education.
Special Education (Online)	Allows licensed elementary and secondary educators to add for "mild" or "intense" intervention through this innovative online program.

Education Specialist

Elementary Education	Prepares students for a position as a classroom teacher in elementary or early childhood education, supervising teacher, supervisor of elementary instruction, or director of elementary curriculum.
Secondary Education	The Specialist in Education (Ed.S.) is an advanced graduate program that enables students to develop an educational specialization with emphasis on practice. Students study theory, curriculum development, and work to apply research findings to real-world classroom practices.

Doctoral – Ed.D.

Art Education	Advance knowledge and skills as a K-12 arts educator or prepare to teach at the college or university level.
Curriculum Studies	This program prepares students to work as a curriculum director or supervisor in a P-12 learning environment or in higher education.
Curriculum Studies (Early Childhood Education Track)	Prepares students to take on roles in general curriculum studies, in teacher education (P–3), or as educators. This 60-hour degree is designed for educators whose focus is practice rather than research.
Curriculum Studies (Elementary Education Track)	Prepares students to focus on elementary-level curriculum development and to be a practitioner of elementary education.
Curriculum Studies (Secondary Education Track)	Prepares students to be leaders in secondary education by focusing on independent research under the mentorship of a faculty advisor to develop new approaches to classroom management, curriculum development, and other issues. Students explore cultural studies, issues in school reform, and evaluation of educational programs

Curriculum Studies (Social Studies Education Track)	Prepares students who already possess a masters degree for advanced graduate work in social studies. Students participate in independent research under the mentorship of a faculty advisor to develop new approaches to classroom management, curriculum development, and other issues. You'll also explore cultural studies, issues in school reform, and evaluation of educational programs
Mathematics Education	Prepares students in a similar fashion to the Ph.D. program but with an enhanced focus on curriculum development.
Science and Environmental Education	Prepares students to be practitioners and to apply research-based theories to practical settings related to teacher training and young learner's concepts of science, among other topics

Doctoral – Ph.D.

Art Education	Prepares student for a career as a university or college educator and researcher.
Curriculum Studies	Prepares students for a career as a university or college educator and researchers. The program is designed for students who want to conduct quantitative, qualitative, and mixed methodological research on issues related to curriculum practices.
Curriculum Studies (Early Childhood Education Track)	Prepares students to shape early childhood education policy as a faculty member or institutional researcher. It does so through combining course work with independent research on how different strategies in early childhood education affect long-term outcome.
Curriculum Studies (Elementary Education Track)	Prepares students to focus on research into elementary education and to teach or research at the university level.
Curriculum Studies (Secondary Education Track)	Prepares students to be university educators and researchers by developing a deep understanding of how to construct both quantitative and qualitative research studies, with a focus on statistical techniques, field research, and cultural anthropology. Students study the history and philosophy of education theory and explore teacher effectiveness.
Curriculum Studies (Social Studies Education Track)	Prepares students for a career as a university researcher, a teacher educator, or a social studies specialist in governmental and nonprofit educational organizations. Students develop a deep understanding of a variety of theoretical perspectives, research methods, and curricular approaches, and you'll have the chance to work in schools and research projects locally, nationally, or internationally
Mathematics Education	Prepares students do research and teach mathematics and mathematics education at the university or college level. Students learn how to assess student performance in mathematics, experiential studies of how professionals use math compared to the techniques they were taught in middle and high school, or how technology can be used to enhance mathematics learning.

Science and Environmental Education	Prepares students to teach science and science education at the university level. Students work closely with faculty mentors, as well as our colleagues in the sciences and hone teaching skills through programs where you'll work directly with pre-service and in-service teachers.
Special Education	Prepares students to be special education teachers and researches. Focuses available in topics such as disability, early intervention, teacher education, non-averse behavioral management, transition from school to work, and school reform.

Educational Leadership and Policy Studies

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**362**	**383**	**415**	**371**	**391**	**379**	**311**	**344**	**355**	**354**	-0.2%
Certificate	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**1**	
Grad Special	**4**	**14**	**25**	**25**	**21**	**21**	**12**	**31**	**23**	**27**	23.6%
Masters	**185**	**189**	**186**	**156**	**172**	**148**	**116**	**104**	**102**	**134**	-3.5%
Specialist	**5**	**9**	**5**	**3**	**4**	**4**	**2**	**3**	**1**	**0**	
BL	4	7	5	3	3	4	2	2	1	0	
IN	1	2	0	0	1	0	0	1	0	0	
Doctoral	**168**	**171**	**199**	**185**	**194**	**206**	**181**	**206**	**229**	**192**	1.5%
BL	160	154	174	159	168	179	162	180	191	166	0.4%
IN	8	17	25	26	26	27	19	26	38	26	14.0%

Graduate Certificate

Education Law	Prepares professionals who wish to develop a deeper knowledge base of educational legal issues.
Higher Education and Student Affairs (Online)	This online certificate is designed for full-time employees currently working in student affairs, without a student affairs degree, who are interested in learning more about the field, application of theory to practice, and the current issues and trends facing our profession.
Institutional Research	This residential certificate program is designed for students currently pursuing a master's or doctoral degree in higher education or other relevant field, as well as working professionals. curriculum offers a combination of foundational knowledge, technical skills and competencies, and guided professional practice in the evolving field of institutional research.

Master's Degrees

Educational Leadership (Hybrid)	Prepares students for licensing as a building-level administrator and gives them the opportunity to become a teacher leadership specialist through this program.
Educational Leadership (Online)	Prepares students for licensing as a building-level administrator and gives students the option to become a teacher leadership specialist.
Higher Education and Student Affairs	The HESA master's program is designed for students to acquire the knowledge skills, competencies, and philosophy required for exemplary professional practice in the 21st century postsecondary educational institutions and other settings.

History and Philanthropy of Education	Students explore historical roots of educational policies and problems and understand the economic, social, political, and cultural developments that shaped them
International and Comparative Education	Students gain skills and knowledge to understand the economic, social, political, and cultural developments that shape education practice in the United States and around the world.

Education Specialist

Education (Educational Leadership Track)	Prepares students to be leaders in public and nonpublic schools, state departments of education, intermediate school service units, and national and state professional associations.

Doctoral – Ed.D.

Educational Leadership	Prepares students to be senior-level leadership positions in K-12 education, including the superintendency. Gives student the chance to hone skills nd theoretical framework to critically analyze issues of importance to educators in the 21st century.
Educational Leadership/Strategic Management w/MS Business (Hybrid/Online)	Students pursuing the Ed.D. in Educational Leadership may combine it with this MS degree from the Kelly School of Business.
Higher Education	Prepares students planning for a career as a senior level college or university administrator by aiding them to develop skills in administration, governance, law, and finance in higher education.

Doctoral – Ph.D.

Education Policy Studies	Prepares students to be researchers of education policy in comparative/international education, U.S. elementary and secondary education, or U.S. higher education.
Educational Policy, Concentration in Educational Leadership	Prepares students for a career in university teaching and research with a focus on international/comparative education, higher education, and/or educational leadership.
Higher Education	Prepares students planning for a career as institutional researchers, policy analysts, and faculty members through the development of inquiry skills and the exploration of different topical areas in higher education.
History of Education	Students explore the history of U.S. education and the external forces that have shaped education policy since the nation's founding, including race, gender, social class, and international relations.

Philosophy of Education	Students explore those issues from various perspectives that may focus upon ethics, epistemology, aesthetics, social and political philosophy, and the works of historically important educational thinkers. In addition to education course work, students are encouraged to include relevant classes from outside disciplines, including philosophy, religious studies, history, and philosophy of science

Doctoral Minors

Education Policy	Prepares students pursuing a doctoral education in other topics to learn basic concepts, analytic techniques, and issues in the study of contemporary education policy at the state, national, and international levels.
Education Policy with Maurer School of Law	The School of Education and the Maurer School of Law have a concentration of faculty with expertise in education law. The schools have partnered to create the Minor in Education Policy, which is designed for law students who are interested in education law and policy
International and Comparative Education	Students in this minor have the opportunity to explore different policy, sociological, and anthropological aspects in international and comparative education.
Philosophy of Education	This minor introduces students to a variety of philosophical, sociological, and anthropological aspects which underlay philosophies in education.
Social Foundations of Education	This minor introduces students to the use of sociological and anthropological research in the study of education. It encompasses the intellectual foundations of these social sciences, the educational theories and findings of scholars in these disciplines, and the research methodologies of these disciplines that are relevant to educational research.

Instructional Systems Technology

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**248**	**299**	**255**	**261**	**272**	**275**	**223**	**253**	**264**	**218**	-1.4%
UGrad Non-Deg	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	
Certificate	**0**	**0**	**0**	**0**	**13**	**0**	**0**	**0**	**0**	**10**	
Grad Non-Deg	**87**	**157**	**123**	**148**	**160**	**177**	**102**	**152**	**84**	**37**	-9.1%
Masters	**50**	**55**	**54**	**47**	**40**	**41**	**46**	**36**	**103**	**86**	6.2%
Doctoral	**111**	**87**	**78**	**66**	**59**	**57**	**75**	**65**	**76**	**85**	-2.9%
BL	110	87	78	66	59	56	75	65	76	84	-3.0%
IN	1	0	0	0	0	1	0	0	0	1	0.0%

License

Computer Educator License Program	The Computer Educator License Program for Practicing Teachers (CEL-T) offered through the Indiana University School of Education is a 15 credit hour curriculum at the graduate level resulting in an Indiana Computer Education License

Graduate Certificate

Instructional Systems Technology (Online)	This program gives students an in-depth introduction to analyzing, designing, developing, and evaluating new educational tools. Students are exposed to concepts such as evaluation and analysis of instructional materials, effective writing for instructional technology, and strategies for computer-mediated learning.

Master's Degrees

Adult Education (Online)	Designed to help professionals work effectively with adult learners.
Instructional Systems Technology	Students learn to design effective instructional materials that can be delivered through print, video, and computers. They will build and test processes, products, and services that are ready to use in education and/or training settings.
Instructional Systems Technology (Online)	Students will learn to design effective instructional materials that can be delivered through print, video, and computers. They will build and test processes, products, and services that are ready to use in education and/or training settings

Doctoral – Ed.D.

Instructional Systems Technology (Online)	Students will apply research findings to build and test processes, products, and services with the goal of producing instructional materials for education, training, or performance improvement environments.

Doctoral – Ph.D.

Instructional Systems Technology	The Instructional Systems Technology Doctor of Philosophy in Education degree program is designed for individuals seeking to be researchers in the field of instructional technology. The IST program prepares Ph.D. students to discover new knowledge through basic research and answer specific questions about practical problems through applied research. Ph.D. program graduates typically conduct research and teach in university settings or work as researchers within private or public research and development centers involved in instructional technology

Doctoral Minor

Instructional Systems Technology (Residential/Online)	The Minor in Instructional Systems Technology allows doctoral students in other fields to gain an understanding of the instructional design process, implementation and assessment of technology in instruction, or assessment of human development and improvement in complement to their doctoral major

Literacy, Culture & Language Education

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**150**	**161**	**183**	**187**	**223**	**201**	**169**	**188**	**136**	**149**	-0.1%
Baccalaureate	**18**	**13**	**11**	**6**	**12**	**13**	**11**	**13**	**5**	**10**	-6.3%
Certificate	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	
UGrad Non-Deg	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	
Grad Non-Deg	**3**	**3**	**4**	**3**	**5**	**5**	**4**	**1**	**5**	**5**	5.8%
Masters	**56**	**71**	**85**	**82**	**96**	**78**	**68**	**74**	**48**	**57**	0.2%
Doctoral	**73**	**74**	**83**	**96**	**109**	**105**	**86**	**100**	**78**	**76**	0.4%
BL	73	74	82	88	105	94	77	90	70	72	-0.2%
IN	0	0	1	8	4	11	9	10	8	4	

Bachelor's Degrees

World Languages	Prepares students for an international educational marketplace by learning proven methodologies for teaching new languages to learners from kindergarten through Grade 12 and developing a deeper understanding of how people acquire and process language. And you'll understand the broader social, cultural, and geopolitical contexts of multilingualism.

Graduate Certificate

EFL/ESL Distance Education Certificate Program	12-credit hour program is designed for both new and experienced teachers. You can choose between the EFL/ESL Teaching Program, designed for students who wish to teach EFL/ESL students, or the EFL/ESL Teacher Trainer Program, for students who want to train future EFL/ESL teachers

Master's Degrees

Literacy, Culture, and Language Education (Peace Corps Option)	Through a unique partnership with the Peace Corps and the IU School of Education, our master's program enables students to volunteer and earn a master's degree in EFL or ESL while they serve. Courses are available online or on campus, as your schedule permits. You may select the EFL/ESL teacher-training track or the teacher-trainer track.

Literacy, Culture, and Language Education (Residential/Online)	Students gain an understanding of language and literacy processes through the lens of cultural context and how to assess student performance, and apply research knowledge to classroom experiences

Doctoral – Ed.D.

Literacy, Culture, and Language Education	The Ed.D. in Literacy, Culture, and Language Education is designed for practitioners who want to take on leadership roles in their schools or organizations, particularly in the development of instructional procedures and curriculum.
Literacy, Culture, and Language Education (Online) ***To begin Fall 2016***	Prepares literacy and language practitioners for leadership positions in the field and provides an unparalleled environment for continual learning with colleagues who share your passion. The program features a holistic and integrative focus on preparing practitioner leaders in literacy and language to better understand and address 21st century issues and challenges

Doctoral – Ph.D.

Literacy, Culture, and Language Education	Students conduct advanced research into literacy, culture, and language education and prepare for a career as a faculty researcher. Students also research pressing issues in language education, such as language revitalization, digital literacies, bilingualism and multilingualism, and writing across cultures. You'll also learn to teach, design, and direct programs aimed at building the skills of language education teacher

Doctoral Minor

Literacy, Culture, and Language Education	The doctoral minor is intended for students outside of the program to explore different aspects of our program to find ways to link their major field of study to literacy, culture, and language education.

Indianapolis Campus Programs

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**1,840**	**1,736**	**1,584**	**1,530**	**1,604**	**1,446**	**1,141**	**1,357**	**1,028**	**999**	-6.6%
Baccalaureate	**1,050**	**1,023**	**958**	**953**	**988**	**952**	**783**	**883**	**737**	**716**	-4.2%
UGrad Non-Deg	**55**	**87**	**90**	**94**	**82**	**42**	**21**	**26**	**9**	**4**	-25.3%
Grad Non-Deg	**338**	**225**	**181**	**131**	**144**	**98**	**54**	**75**	**61**	**53**	-18.6%
Masters	**397**	**401**	**355**	**352**	**390**	**354**	**283**	**373**	**221**	**226**	-6.1%
Doctoral*	**0**	**0**	**0**	**0**	**0**	**0**	**8**	**0**	**20**	**30**	

*Includes only the Urban Studies Ph.D. Other Indianapolis-based doctoral enrollments are indicated within the Bloomington-based programs

Bachelor's Degrees

Elementary Education	This program prepares future elementary school teachers through a combination of field work in local schools, foundational classes in a variety of subjects, and ensures students are knowledgeable in a teaching methods needed in modern elementary schools.
Social Studies Secondary School Teaching	Prepares students to teach world history, and one of the additional areas: political science/government, geography, economics, sociology, anthropology, and psychology.
English Secondary School Teaching	This program prepares students to teach English courses in the middle and high school levels.

Certification

Physical Education Art Education	Prepare teachers for certification in these two areas

Master's Degrees

Counseling and Counselor Education	The program in Counseling and Counselor Education leads to a master's degree and a license in school counseling.
Educational Leadership	Prepares students for licensing as a building-level administrator.

Elementary Education	Prepares students to be elementary school teaches by engaging them on issues educators face, addressing curriculum, special education, teacher leadership, ELL, research, organization, culture, communities, and educational philosophy, and prepares them to work in a diverse environment.
English as a Second Language	Prepares students to work in a school setting with learners for whom English is not a native language. Students learn about issues of assessment, cross-language communication, organization, and curriculum in schools.
Language Education	Prepares classroom teachers of English, bilingual education, English as a new language, English as a foreign language, foreign languages, and reading for positions of leadership in their fields, particularly in the development of improved instructional procedures and curricula.
Secondary Education	Prepares students to be elementary school teaches by engaging them on issues educators face, addressing curriculum, special education, teacher leadership, ELL, research, organization, culture, communities, and educational philosophy, and prepares them to work in a diverse environment.
Special Education (Exceptional Needs)	Prepares students to be special education teachers by teaching them skills on how to provide differentiated instruction, how to make individualized adaptations of instructional and assessment tools based on student needs, and how to manage disruptive behavior.

Doctoral – Ph.D.

Urban Education Studies	The School of Education's Ph.D. in Urban Education Studies prepares scholar leaders in education who have a critical understanding of the sociological and educational issues within urban education, the surrounding urban environment, the larger society, and the interactions among these. The students in this program will also develop a critical understanding of research and research methodologies.

IUPU Columbus Programs

Enrollment Trends

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Total	**133**	**206**	**219**	**198**	**245**	**209**	**149**	**204**	**120**	**119**	-1.2%
Baccalaureate	**124**	**191**	**209**	**185**	**207**	**181**	**141**	**166**	**116**	**114**	-0.9%
UGrad Non-Deg	**0**	**15**	**9**	**12**	**36**	**26**	**7**	**36**	**2**	**5**	
Grad NonDeg	**8**	**0**	**0**	**0**	**2**	**2**	**1**	**2**	**2**	**0**	
Master's	**1**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	

Bachelor's Degrees

Elementary Education	Prepares student to pursue certification and a general license to teach children in kindergarten through grade six
Secondary Education	Prepares students to help adolescents and young adults find their way, discover their strengths and passions, and prepare for adulthood and a productive work life.

APPENDIX C

Student Profile and Course Enrollment Trends by Campus

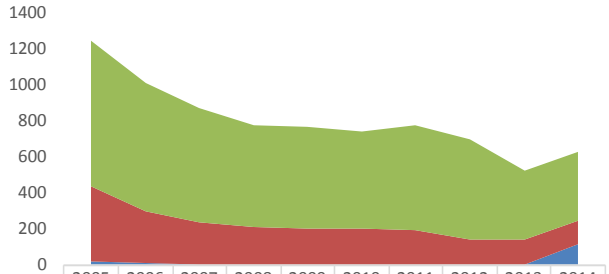
Overall Enrollment Trends in the IU Core Campus School of Education

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Avg. Annual Pct. Change
Bloomington	**2,591**	**2,357**	**2,204**	**2,057**	**2,104**	**2,029**	**2,011**	**1,794**	**1,696**	**1,751**	**-4.3%**
Undergraduate	1,246	1,009	874	780	767	739	780	697	523	632	-7.3%
Graduate	1,345	1,348	1,330	1,277	1,337	1,290	1,231	1,097	1,173	1,119	-2.0%
Indianapolis	**1,867**	**1,758**	**1,592**	**1,554**	**1,635**	**1,506**	**1,420**	**1,202**	**1,110**	**1,089**	**-5.8%**
Undergraduate	1,050	1,023	958	953	988	952	883	783	737	716	-4.2%
Graduate	817	735	634	601	647	554	537	419	373	373	-8.3%
Columbus (UG Only)	**124**	**191**	**209**	**185**	**207**	**181**	**166**	**141**	**116**	**114**	**-0.9%**

Undergraduate and graduate program enrollments have been declining steadily since 2005. Steeper declines have occured at the undergraduate level, although the last two years appear to provide evidence of leveling off and possibly increasing.

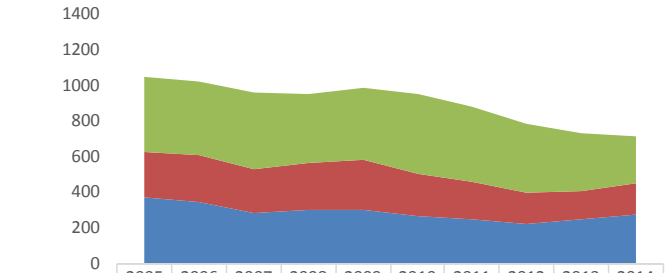
Bloomington has seen steeper declines in undergraduate level enrollments, while Indianapolis has experienced larger graduate level enrollment declines. The undergraduate enrollments at the Columbus campus have been more volatile but, although the recent numbers have been relatively low.

Bloomington Undergraduate Education Enrollments



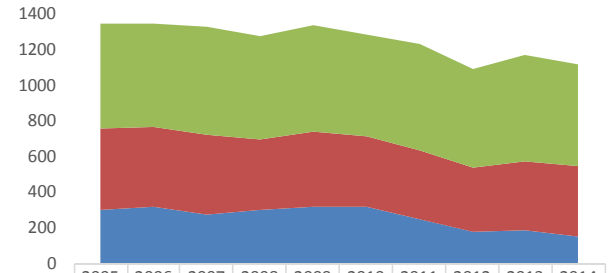
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Senior	812	706	637	568	560	539	582	558	383	387
Junior	415	293	229	208	205	195	196	137	135	131
Frosh/Soph	19	10	8	4	2	5	2	2	5	114

Indianapolis Undergraduate Education Enrollments



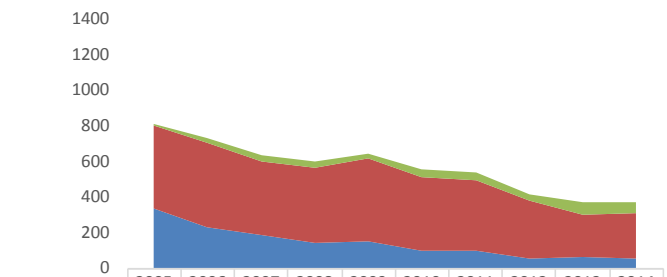
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Senior	426	414	429	383	400	450	419	387	332	265
Junior	255	260	246	266	289	238	212	168	158	175
Frosh/Soph	369	349	283	304	299	264	252	228	247	276

Bloomington Graduate Education Enrollments



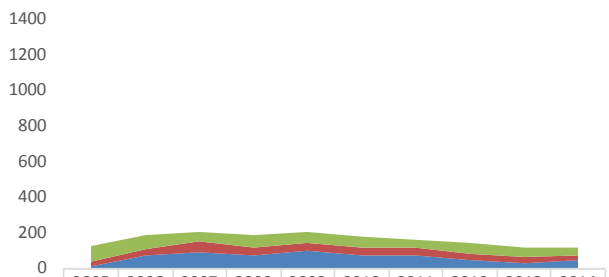
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Doctoral	584	579	603	577	591	570	591	554	600	568
Masters	458	451	451	393	427	401	389	360	387	399
NonDeg/Oth	303	318	276	307	319	319	251	183	186	152

Indianapolis Graduate Education Enrollments



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Doctoral	14	29	28	37	32	42	38	37	67	63
Masters	464	476	417	418	461	410	400	328	244	257
NonDeg/Oth	339	230	189	146	154	102	99	54	62	53

Columbus Undergraduate Education Enrollments



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Senior	83	82	59	67	59	60	50	55	53	43
Junior	27	32	57	46	45	44	46	37	29	23
Frosh/Soph	14	77	93	72	103	77	70	49	34	48

Part 1 – Fall Student Headcount

Bloomington

Student Enrollment - Fall Headcount of Education Majors, 2005 through 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Percent Change Avg. An'l	Percent Change Total
Total	**2,329**	**2,083**	**1,973**	**1,808**	**1,853**	**1,761**	**1,794**	**1,641**	**1,540**	**1,651**	**-3.8%**	**-29%**
Undergraduate	**1,246**	**1,009**	**874**	**780**	**767**	**739**	**780**	**697**	**523**	**632**	**-7.3%**	**-49%**
Fresh/Soph	19	10	8	4	2	5	2	2	5	114	22.0%	500%
Junior	415	293	229	208	205	195	196	137	135	131	-12.0%	-68%
Senior	812	706	637	568	560	539	582	558	383	387	-7.9%	-52%
UG Special	3	5	0	1	3	2	6	3	2	1	-11.5%	-67%
Graduate	**1,083**	**1,074**	**1,099**	**1,026**	**1,073**	**1,022**	**1,014**	**944**	**1,017**	**1,006**	**-0.8%**	**-7%**
Grad Non-Degree	262	274	231	251	264	268	217	153	156	113	-8.9%	-57%
Certificate	0	0	0	2	13	0	0	0	0	13		
Masters	458	451	451	393	427	401	389	360	387	399	-1.5%	-13%
Specialist	41	44	45	54	42	51	34	30	30	26	-4.9%	-37%
Doctoral	584	579	603	577	591	570	591	554	600	568	-0.3%	-3%
Percentages												
Level											Trend	
Undergraduate	53%	48%	44%	43%	41%	42%	43%	42%	34%	38%		
Graduate	47%	52%	56%	57%	59%	58%	57%	58%	66%	62%		
Undergraduate-Degree Seeking												
Course Load												
Full-Time	96%	96%	98%	98%	98%	98%	99%	98%	98%	98%		
Part-Time	4%	4%	2%	2%	2%	2%	1%	2%	2%	2%		
Gender												
Female	78%	79%	81%	84%	82%	80%	78%	77%	82%	84%		
Male	22%	21%	19%	16%	18%	20%	22%	23%	18%	16%		
Residency												
Resident	77%	77%	75%	75%	73%	76%	77%	79%	76%	74%		
Nonresident	23%	23%	25%	26%	27%	24%	23%	21%	24%	27%		
Ethnicity											Percent Change	
Asian	8	5	8	9	8	6	6	6	6	9	1%	13%
Black/African American	38	29	20	20	19	17	16	22	16	11	-13%	-71%
Hispanic/Latino	19	14	16	16	20	16	16	15	13	26	4%	37%
Other Minority	3	2	0	2	3	5	12	11	11	16	20%	433%
Total Minority	**68**	**50**	**44**	**47**	**50**	**44**	**50**	**54**	**46**	**62**	**-1%**	**-9%**
International	3	1	2	5	4	2	5	3	4	4	3%	33%
White	1172	954	821	724	712	693	721	636	472	565	-8%	-52%
Unknown	3	4	7	4	1	0	4	4	1	1	-11%	-67%
Age											Trend	
Under 25	97%	96%	96%	96%	97%	98%	97%	97%	96%	98%		
Over 25	3%	4%	4%	4%	3%	2%	3%	3%	4%	2%		

(continued)

Student Enrollment - Fall Headcount of Education Majors, 2005 through 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Percent Change Avg. An'l	Percent Change Total
Graduate-Degree Seeking												
Course Load												
Full-Time	47%	46%	47%	47%	48%	46%	48%	49%	45%	42%		
Part-Time	53%	54%	53%	53%	52%	54%	52%	51%	55%	58%		
Gender												
Female	66%	66%	67%	68%	69%	70%	69%	69%	69%	68%		
Male	34%	34%	33%	32%	31%	30%	31%	31%	31%	32%		
Residency												
Resident	51%	50%	49%	47%	50%	50%	51%	49%	51%	48%		
Nonresident	49%	50%	51%	53%	50%	50%	49%	51%	49%	52%		
Ethnicity											Percent Change	
Asian	26	24	28	31	36	26	27	26	29	34	3%	31%
Black/African American	70	61	67	65	80	68	66	56	69	67	0%	-4%
Hispanic/Latino	31	33	38	41	45	49	47	38	47	40	3%	29%
Other Minority	2	2	4	3	7	21	19	17	22	25	32%	1150%
Total Minority	**129**	**120**	**137**	**140**	**168**	**164**	**159**	**137**	**167**	**166**	**3%**	**29%**
International	223	221	222	225	216	223	215	205	199	206	-1%	-8%
White	715	720	731	652	661	629	634	598	647	627	-1%	-12%
Unknown	16	13	9	9	28	6	6	4	4	7	-9%	-56%
Age												
Under 25	17%	17%	16%	18%	17%	16%	16%	17%	15%	15%		
Over 25	83%	83%	84%	82%	83%	84%	84%	83%	85%	85%		

Indianapolis

Student Enrollment - Fall Headcount of Education Majors, 2005 through 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Change Percentage Avg. An'l	Change Percentage Total
Total	**1,922**	**1,845**	**1,682**	**1,648**	**1,717**	**1,548**	**1,446**	**1,223**	**1,119**	**1,093**	**-6.1%**	**-43%**
Undergraduate	**1,105**	**1,110**	**1,048**	**1,047**	**1,070**	**994**	**909**	**804**	**746**	**720**	**-4.6%**	**-35%**
Fresh/Soph	369	349	283	304	299	264	252	228	247	276	-3.2%	-25%
Junior	255	260	246	266	289	238	212	168	158	175	-4.1%	-31%
Senior	426	414	429	383	400	450	419	387	332	265	-5.1%	-38%
UG Non-Degree	55	87	90	94	82	42	26	21	9	4	-25.3%	-93%
Graduate	**817**	**735**	**634**	**601**	**647**	**554**	**537**	**419**	**373**	**373**	**-8.3%**	**-54%**
Grad Non-Degree	338	227	187	140	150	102	97	54	61	53	-18.6%	-84%
Masters'	464	476	417	418	461	410	400	328	244	257	-6.4%	-45%
Specialist	1	3	2	6	4	0	2	0	1	0		
Doctoral	14	29	28	37	32	42	38	37	67	63	18.2%	350%
Percentages												
Level											Trend	
Undergraduate	57%	60%	62%	64%	62%	64%	63%	66%	67%	66%		
Graduate	43%	40%	38%	36%	38%	36%	37%	34%	33%	34%		

(continued)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Change Percentage Avg. An'l	Total
Undergraduate-Degree Seeking												
Course Load												
Full-Time	76%	74%	76%	78%	81%	83%	86%	88%	88%	91%		
Part-Time	24%	26%	24%	22%	19%	17%	14%	12%	12%	9%		
Gender												
Female	77%	77%	78%	80%	80%	76%	76%	77%	81%	80%		
Male	23%	23%	22%	20%	20%	24%	24%	23%	19%	20%		
Residency												
Resident	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%		
Nonresident	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Ethnicity											Percent Change	
Asian	3	8	9	10	9	6	9	8	12	13	18%	333%
Black/African American	72	65	76	70	58	62	63	64	54	49	-4%	-32%
Hispanic/Latino	23	23	22	16	18	32	29	27	38	29	3%	26%
Other Minority	0	0	0	2	2	9	16	27	23	22		
Total Minority	**98**	**96**	**107**	**98**	**87**	**109**	**117**	**126**	**127**	**113**	**2%**	**15%**
International	2	3	2	1	1	1	0	0	0	3	5%	50%
White	933	906	836	841	885	833	758	648	605	597	-5%	-36%
Unknown	17	18	13	13	15	9	8	9	5	3	-18%	-82%
Age											Trend	
Under 25	65%	63%	64%	66%	66%	68%	69%	72%	77%	80%		
Over 25	35%	37%	36%	34%	34%	32%	31%	28%	24%	20%		
Graduate-Degree Seeking												
Course Load												
Full-Time	9%	11%	12%	13%	9%	16%	10%	17%	20%	22%		
Part-Time	91%	89%	88%	87%	91%	84%	90%	83%	80%	78%		
Gender												
Female	76%	78%	77%	77%	77%	78%	77%	76%	74%	73%		
Male	24%	22%	23%	23%	23%	22%	23%	24%	26%	27%		
Residency												
Resident	98%	97%	96%	98%	96%	94%	95%	93%	93%	94%		
Nonresident	2%	3%	4%	2%	4%	6%	5%	7%	7%	6%		
Ethnicity											Percent Change	
Asian	1	7	5	6	4	6	8	8	9	8	26%	700%
Black/African American	29	30	30	33	43	31	30	37	47	69	10%	138%
Hispanic/Latino	8	9	11	12	10	10	11	12	15	17	9%	113%
Other Minority	1	1	1	2	1	6	13	10	6	6	22%	500%
Total Minority	**39**	**47**	**47**	**53**	**58**	**53**	**62**	**67**	**77**	**100**	**11%**	**156%**
International	4	7	6	2	5	9	7	4	3	2	-7%	-50%
White	430	448	384	393	411	380	369	292	229	214	-7%	-50%
Unknown	6	6	10	13	23	10	2	2	3	4	-4%	-33%
Age											Trend	
Under 25	11%	11%	12%	12%	13%	13%	12%	14%	17%	19%		
Over 25	89%	89%	88%	88%	87%	87%	88%	86%	83%	81%		

Columbus

Student Enrollment - Fall Headcount of Education Majors, 2005 through 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Change Percentage Avg. An'l	Change Percentage Total
Total	**133**	**206**	**219**	**198**	**245**	**209**	**204**	**149**	**120**	**119**	**-1.2%**	**-11%**
Undergraduate	**124**	**206**	**218**	**197**	**243**	**207**	**202**	**148**	**118**	**119**	**-0.5%**	**-4%**
Fresh/Soph	14	77	93	72	103	77	70	49	34	48	14.7%	243%
Junior	27	32	57	46	45	44	46	37	29	23	-1.8%	-15%
Senior	83	82	59	67	59	60	50	55	53	43	-7.0%	-48%
UG Special	0	15	9	12	36	26	36	7	2	5		
Graduate	**9**	**0**	**1**	**1**	**2**	**2**	**2**	**1**	**2**	**0**		**-100%**
Master's	1	0	1	1	0	0	0	0	0	0		-100%
Grad Non-Degree	8	0	0	0	2	2	2	1	2	0		-100%
Percentages												
Level											Trend	
Undergraduate	93%	100%	100%	99%	99%	99%	99%	99%	98%	100%		
Graduate	7%	0%	0%	1%	1%	1%	1%	1%	2%	0%		
Undergraduate-Degree Seeking												
Course Load												
Full-Time	94%	87%	79%	88%	84%	87%	75%	74%	88%	82%		
Part-Time	6%	13%	21%	12%	16%	13%	25%	26%	12%	18%		
Gender												
Female	87%	84%	88%	83%	82%	82%	84%	85%	86%	88%		
Male	13%	16%	12%	17%	18%	18%	16%	15%	14%	12%		
Residency												
Resident	100%	99%	100%	100%	100%	100%	99%	100%	99%	100%		
Nonresident	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%		
Ethnicity											Percent Change	
Asian	0	3	2	1	1	1	0	0	1	1		
Black/African American	0	2	1	1	1	1	1	1	2	1		
Hispanic/Latino	0	0	2	2	3	4	5	5	4	3		
Other Minority	0	0	0	0	0	2	3	5	4	2		
Total Minority	**3**	**10**	**10**	**10**	**12**	**10**	**7**	**10**	**9**	**9**	**13%**	**200%**
International	0	0	0	1	1	1	0	0	0	0		
White	121	181	199	174	194	168	156	126	103	103	-2%	-15%
Unknown	3	5	5	6	7	4	1	4	2	4	3%	33%
Age											Trend	
Under 25	62%	66%	65%	68%	73%	70%	65%	66%	72%	67%		
Over 25	38%	34%	35%	32%	27%	30%	35%	34%	28%	33%		
Graduate-Degree Seeking												
Too few students to disaggregate meaningfully												

Part 2 – Course Credit Hours

Bloomington

Credit Hour Enrollment - Academic Years 2005-06 through 2013-14

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change Avg. An'l	Percent Change Total
Total Credit Hours Taught	**72,543**	**68,049**	**64,817**	**63,829**	**64,367**	**62,144**	**59,462**	**57,285**	**53,430**	**-3.8%**	**-26%**
Course Level											
100 and 200 Level	13,162	13,505	12,606	14,173	16,091	15,078	13,961	14,976	14,889	1.6%	13%
300 and 400 Level	33,157	29,966	27,845	26,505	25,891	26,372	25,697	23,158	19,580	-6.4%	-41%
Graduate Level	26,224	24,579	24,366	23,151	22,385	20,694	19,804	19,151	18,961	-4.0%	-28%
Credit Hours Taught to Education and Other Program Majors											
100 and 200 Level										Trend	
Education Majors		61%	61%	65%	64%	64%	64%	63%	64%		
Other Program Majors		39%	39%	35%	36%	36%	36%	37%	36%		
300 and 400 Level										Trend	
Education Majors		90%	92%	90%	91%	91%	92%	91%	89%		
Other Program Majors		10%	9%	10%	9%	10%	8%	9%	11%		
Graduate Level										Trend	
Education Majors		89%	89%	88%	87%	87%	86%	86%	86%		
Other Program Majors		11%	12%	12%	13%	13%	14%	14%	14%		
Credit Hours taken by Education Majors in Other Schools											
Total	**13,406**	**8,518**	**7,829**	**6,559**	**6,168**	**6,288**	**5,889**	**4,962**	**4,374**	**-13%**	**-67%**
100 and 200 Level	6,652	3,581	3,393	2,643	2,046	2,510	2,569	2,188	1,970	-14%	-70%
300 and 400 Level	5,613	3,931	3,212	2,993	2,899	2,696	2,377	1,922	1,508	-15%	-73%
Graduate Level	1,141	1,006	1,224	923	1,223	1,082	943	852	896	-3%	-21%
Credit Hours taken by Other Majors in Education											
Total	**72,543**	**68,049**	**64,817**	**63,829**	**64,367**	**62,144**	**59,462**	**57,285**	**53,430**	**-4%**	**-26%**
100 and 200 Level	13,162	13,505	12,606	14,173	16,091	15,078	13,961	14,976	14,889	2%	13%
300 and 400 Level	33,157	29,966	27,845	26,505	25,891	26,372	25,697	23,158	19,580	-6%	-41%
Graduate Level	26,224	24,579	24,366	23,151	22,385	20,694	19,804	19,151	18,961	-4%	-28%

Indianapolis

Credit Hour Enrollment - Academic Years 2005-06 through 2013-14

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change Avg. An'l	Percent Change Total
Total Credit Hours Taught	**29,921**	**29,523**	**28,645**	**28,869**	**29,503**	**28,521**	**26,607**	**23,134**	**21,346**	**-4.1%**	**-29%**
Course Level											
100 and 200 Level	1,685	1,859	2,091	3,496	3,881	3,782	3,276	3,137	3,557	9.8%	111%
300 and 400 Level	15,540	15,920	15,864	14,375	15,705	15,559	15,250	13,401	11,350	-3.9%	-27%
Graduate Level	12,696	11,744	10,690	10,998	9,917	9,180	8,081	6,596	6,439	-8.1%	-49%
Credit Hours Taught to Education and Other Program Majors											
100 and 200 Level										Trend	
Education Majors		80%	80%	86%	86%	85%	88%	88%	88%		
Other Program Majors		20%	20%	14%	14%	15%	13%	12%	12%		
300 and 400 Level										Trend	
Education Majors		96%	97%	97%	97%	96%	97%	97%	96%		
Other Program Majors		4%	3%	4%	3%	4%	4%	3%	4%		
Graduate Level										Trend	
Education Majors		98%	98%	97%	98%	98%	98%	96%	94%		
Other Program Majors		3%	3%	3%	2%	2%	3%	4%	6%		
Credit Hours taken by Education Majors in Other Schools											
Total	**16,880**	**15,951**	**15,357**	**15,518**	**14,726**	**12,820**	**10,699**	**10,122**	**9,330**	**-7%**	**-45%**
100 and 200 Level	12,893	12,154	11,598	12,175	11,508	9,728	8,243	7,626	7,322	-7%	-43%
300 and 400 Level	3,224	2,980	2,879	2,642	2,697	2,630	2,148	2,220	1,798	-7%	-44%
Graduate Level	763	817	880	701	521	462	308	276	210	-15%	-72%
Credit Hours taken by Other Majors in Education											
Total	**29,921**	**29,523**	**28,645**	**28,869**	**29,503**	**28,521**	**26,607**	**23,134**	**21,346**	**-4%**	**-29%**
100 and 200 Level	1,685	1,859	2,091	3,496	3,881	3,782	3,276	3,137	3,557	10%	111%
300 and 400 Level	15,540	15,920	15,864	14,375	15,705	15,559	15,250	13,401	11,350	-4%	-27%
Graduate Level	12,696	11,744	10,690	10,998	9,917	9,180	8,081	6,596	6,439	-8%	-49%

Columbus

Credit Hour Enrollment - Academic Years 2005-06 through 2013-14

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change Avg. An'l	Percent Change Total
Total Credit Hours Taught	**3,798**	**3,619**	**3,609**	**3,600**	**3,546**	**3,397**	**3,119**	**2,463**	**2,205**	**-6.6%**	**-42%**
Course Level											
100 and 200 Level	443	549	758	596	900	820	834	437	392	-2%	14%
300 and 400 Level	3,333	3,043	2,845	2,893	2,605	2,562	2,251	2,017	1,804	-7%	14%
Graduate Level	22	27	6	111	41	15	34	9	9	-11%	14%
Credit Hours Taught to Education and Other Program Majors											
100 and 200 Level										Trend	
Education Majors		87%	85%	85%	91%	90%	93%	91%	83%		
Other Program Majors		13%	15%	15%	9%	11%	7%	9%	17%		
300 and 400 Level										Trend	
Education Majors		99%	100%	100%	99%	99%	100%	100%	99%		
Other Program Majors		0.7%	0.2%	3.1%	1.2%	0.4%	1.1%	0.4%	0.4%		
Graduate Level										Trend	
Education Majors		74%	67%	97%	98%	87%	91%	100%	100%		
Other Program Majors		26%	33%	3%	2%	13%	9%	0%	0%		
Credit Hours taken by Education Majors in Other Schools											
Total	**1,027**	**3,095**	**3,236**	**2,619**	**2,693**	**2,406**	**1,908**	**1,293**	**1,106**	**1%**	**8%**
100 and 200 Level	892	2,753	2,756	2,176	2,449	2,206	1,794	1,191	1,020	2%	14%
300 and 400 Level	135	342	463	426	244	200	114	102	86	-5%	-36%
Graduate Level			17	17							
Credit Hours taken by Other Majors in Education											
Total	**3,798**	**3,619**	**3,609**	**3,600**	**3,546**	**3,397**	**3,119**	**2,463**	**2,205**	**-7%**	**-42%**
100 and 200 Level	443	549	758	596	900	820	834	437	392	-2%	14%
300 and 400 Level	3,333	3,043	2,845	2,893	2,605	2,562	2,251	2,017	1,804	-7%	14%
Graduate Level	22	27	6	111	41	15	34	9	9	-11%	14%

APPENDIX D

U.S. News & World Report Rankings of IU SoE Graduate Programs

IU in the U.S. News & World Report Best Graduate School Rankings

U.S. News & World Report ranks graduate programs in Education annually as part of their "Best Graduate School" edition. The categories that appear in the volume are based on a common set of fields they have identified to capture the majority of programs around the country.

Overall School Ranking Criteria and Factor Weighting

Item	Weight	Description
Quality Assessment		
Peer Assessment Score	.25	Survey of education school deans and deans of graduate studies at education schools. Respondents were asked to rate programs on a scale of 1 (marginal) to 5 (outstanding). Those individuals who did not know enough about a school to evaluate it fairly were asked to mark "don't know.
Superintendent assessment score	.15	Survey of superintendents nationwide in a sampling of school districts. Same rating scale as dean survey
Student Selectivity		
Mean GRE verbal scores	.06	Where mean GRE verbal scores were not available for entering doctoral students, mean GRE verbal scores for all entering graduate students were substituted, if available, in the ranking calculations.
Mean GRE quantitative scores	.06	
Acceptance rate	.06	Percent of applicants offered admission
Faculty Resources		
Student-faculty ratio	.045	Ratio of all full-time equivalent doctoral students to full-time faculty
Percent of faculty with awards	.025	The average percentage of the full-time tenured or tenure-track faculty who held awards or editorships among selected education journals. Adapted from a survey of deans from the Association of American Universities and Council of Academic Deans from Research Education Institutions, conducted for U.S. News by a committee of AAU deans of education.
Doctoral degrees granted	.05	Ratio of the number of doctoral degrees awarded in the past school year of 2012-2013 to the number of full-time faculty members
Research Activity		
Total research expenditures	.15	Total education-school research expenditures averaged over two fiscal years. Expenditures refer to separately funded research, public and private, conducted by the school
Average expenditures per faculty member	.15	Average research expenditures per full-time tenured and tenure-track faculty member averaged over two fiscal years

Program Level Rankings

These rankings are based entirely on the peer reputation score. Specifically, the Deans and Graduate Studies directors are asked to nominate schools that have outstanding programs in each specialty area. Each survey respondent may nominate up to 10 schools in any specialty area.

The following table summarizes the rankings of for the IU School of Education overall and its constituent doctoral programs that appear within the rankings. The 2015 rankings were released on March 10, 2015. It is interesting to note that all IU programs now appear in all categories, for which there is a corresponding program in the USNWR rankings (IU does not have a vocational/technical graduate program).

IU School of Education Graduate Programs within the USNWR Best Graduate Schools Rankings

General Areas	Year Published*					
Specialty Areas	2010	2011	2012	2013	2014	2015
Education	19	21	21	19	25	25
Administration/Supervision	11	12	14	18	13	18
Counseling/Personnel Services	6	9	10	11	11	12
Curriculum/Instruction	9	10	7	10	7	10
Educational Psychology	16		21	21		18
Education Policy	19	22				18
Elementary Education	8	8	8	11	7	10
Higher Education Administration	5	5	8	9	9	9
Secondary Education	10	10	12	12	13	11
Special Education						18
Vocational/Technical						

*USNWR dates the rankings a year ahead so those published in 2015 are labeled as the 2016 Best Graduate Programs Rankings

APPENDIX E

Vignettes related to the Core Campus Challenge

- Core Campus 2010 NCATE/IDOE accreditation letter informing President McRobbie that future accreditation visits will require separate decisions on each Campus
- Leveraging the Core Campus Arrangement to Grow Enrollments and Leadership for Urban Communities
- Response to Leveraging the Core Campus Arrangement
- Higher Education and Student Affairs (HESA) as a Dual Campus Program
- Letter from NCATE regarding teacher accreditation by campus

DEC 23 2010

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

December 21, 2010

Dr. Michael A. McRobbie
President
Indiana University at Bloomington/Indianapolis
Bryan Hall 200
107 South Indiana Avenue
Bloomington, IN 47405

Dear Dr. McRobbie:

I am pleased to inform you of the State of Indiana's decision to continue the state accreditation of the School of Education at Indiana University at the initial and advanced teacher preparation level after review of the NCATE's Unit Accreditation Board final report.

All standards for initial programs were determined to have been met at the acceptable level according to the NCATE rubric. The following AFIs (Areas for Improvement) were noted:

1. The unit does not systematically collect candidate data in the advanced programs at IUPUI (Indiana University Purdue University, Indianapolis) campuses.
2. Completer and employer surveys at the advanced level do not verify candidate knowledge, skills, dispositions, and impact on student learning.

These areas for improvement must be addressed in your annual report and will be monitored by the state to ensure that the unit is working to resolve the above listed issues.

This accreditation visit combined decisions for Bloomington, Indianapolis and Columbus. Future accreditation visits will require a separate decision for each campus.

I wish to congratulate Indiana University and particularly the faculty within the Education Department on their achievement of national recognition for their teacher preparation program. The Indiana Department of Education is aware of the work that went into the unit's preparation for this accreditation visit. We extend our best wishes to you as your university continues to prepare quality educators for the future.

Sincerely,

Dr. Tony Bennett
Indiana Superintendent of Public Instruction

cc: Dr. Gerardo Gonzalez

Leveraging the Core Campus Arrangement to Grow Enrollments and Leadership for Urban Communities

The IU School of Education operates within a "core campus arrangement," a relatively unique structure that marries operations on its traditional flagship campus in Bloomington with its urban counterpart in Indianapolis. As with any inter-institutional partnership, the arrangement is complex and ever evolving. However, this arrangement presents the school particular opportunities to advance the School's mission in ways more efficient and effective than either campus might on its own.

Two evidential stories are suggestive of how this arrangement has helped the School advance its work, grow enrollments, and make effective use of the strengths and opportunities on both campuses.

The Urban Principals Program

For a number of years, faculty in the Educational Leadership Program area which spans the two campuses recognized a need to develop a strong program to prepare leaders to serve in urban schools and communities. In 2005, the combined faculty initiated the Urban Principals Program, centered on the IUPUI campus but delivered and led by faculty on both campuses. Faculty members from Bloomington contributed expertise on parental involvement in urban communities and communities of color, the educational politics of social justice and equity, legal perspectives on education, and the develop on instruction to serve all students. Faculty from IUPUI brought expertise in curriculum development in and for urban settings, leadership in culturally and linguistically diverse settings, work in and with urban communities, and the financing and resourcing of urban schooling. Though a complicated effort to organize and deliver a program across the campuses, the program has been well received and is now in its 10th year. It has a strong alumni base working in school and district leadership positions in Indiana and surrounding states.

The mission of the UPP program seeks to develop a cadre of leaders from our communities who recognize the ways in which urban communities and communities of color have been historically underserved by public schools and public school leadership, so that we might collectively develop the sorts of equity-focused leadership to transform our schools and our educational practices. Our students report that UPP differs in important ways from programs attended by their peers. Where other programs place a heavy emphasis on the technical and administrative aspects of leadership, they note the UPP centers on discussions of the roles race, gender, language, culture and poverty play in creating achievement and opportunity gaps in our schools. Combined with tools to analyze and transform school organizations through professional learning, strategic planning and mobilizing community resources, students are positioned to work with their communities to transform schools. Our students also comment on the program's effort to match our espoused commitments to social justice and equity with our work in and with communities through our university centers and our scholarship.

Students and professionals in the field have also indicated that our delivery model is appealing. We combine a two summer intensive program with a year-long practicum under the leadership of a school-base mentor and faculty supervisors. This allows us to engage in face-to-face discussions with students during a period away from work, when they can read, reflect, engage with peers in project based

learning, followed by an opportunity to evidence efforts to apply those ideas in their school setting. When students return for the second summer intensive, they reflect on their achievements, their failures and their commitments to the work and their growth. Alumni routinely report that the program was very demanding but provided a foundation and scaffold to the demands of transforming schools to serve all students and all communities.

Though centered in Indianapolis, a strength of the program has been its ability to draw on expertise from both campuses as noted above. This integration of commitment and expertise allows us to pursue an urban-focused mission in ways that would be difficult if drawing only on faculty at a single campus. The integrated staffing has also benefitted the recruitment of strong candidates into our Executive Educational Doctoral program centered in Bloomington. A steady stream of UPP graduates have matriculated into that program over the past several years. This is enabling the Educational Leadership Program area to develop a large network of equity-focused leaders throughout the state. During the past two years, faculty have joined with alumni to strengthen that network so that we might better support our graduates and enhance recruitment of rising stars with similar commitments. As with the Executive Ed.D. program an ongoing challenge for the program is the recruitment of more candidates of color. While we have made inroads in that area, the diversity of the program—like that of the leadership pipeline generally—continues to be disproportionately White.

The Executive Ed.D. Program

As with the Urban Principals Program, the Executive EdD is the product of the integrated Educational Leadership Program spanning the Indianapolis and Bloomington campuses. In response to changes in the field articulated in the Danforth report and a desire among faculty to center issues of social justice and equity, faculty from the two campuses transformed the existing program in the late 1990s.

The program, grounded in national leadership standards and organized around core areas outlined by the University Council for Educational Administration, recruits bi-annual cohorts of practicing educational leaders who aspire to executive positions in district offices or other educational institutions around the state and nation. To accommodate the schedules of working professionals, the program uses a weekend delivery model in combination with on-line technologies. Responding to changes in the field and the availability of new instructional modalities, the program has evolved over time. To expand access to candidates around the state the program moved to a hybrid delivery model in 2011, reducing the number of weekend face-to-face sessions and increasing the proportion of work completed through web-based instruction. In the summer of 2012, the program incorporated the Martha McCarthy Education Law and Policy Institute. In 2013, a joint program leading to a master's degree in strategic management along with the Ed.D. was initiated with the Kelley School of Business. These two changes appeared to bolster applications and enrollments for the 2011, 2013 and (anticipated) 2015 cohorts.

The program has been delivered in both Bloomington and Indianapolis. One strength of the program, as with the UPP, has been its ability to draw on expertise from both campuses as noted above. Both Indianapolis and Bloomington faculty teach courses and serve as program advisors and dissertation chairs for the Ed.D. candidates. This integration of commitment and expertise allows us to pursue a statewide mission in ways that would be weakened if it involved faculty from only one campus. Further, the access of students to a more diverse faculty—both in terms of race and scholarly expertise—across

the campuses is a significant benefit to the students and to the faculty involved with them. The integrated staffing has also benefitted the recruitment of strong candidates into the program as noted above. A steady stream of graduates from our urban campus has matriculated into the Ed.D., with larger numbers and greater diversity likely to follow as the number of UPP alumni grow.

These are two examples among many of leveraging the Core Campus arrangement to offer programs that are stronger and more appealing to students by making use of expertise and resources from both campuses. As with any effort of this sort, the effort to coordinate such programs is substantial and there are inevitable complications that emerge which can interfere with joint delivery. However, the faculty have also found that through our collective commitment and resolve, meeting these challenges can as often as not result in fuller understanding of the possibilities of the core campus and of the creativity of our faculty in overcoming obstacles to realize these.

With regard to the latter, an ongoing challenge of both programs is to diversify our enrollments so that the cadre of leaders we prepare comes to better reflect the demographics of the communities we serve across the state. Toward this end, the programs may look to recruitment and strategies employed in IUPUI's Urban Education Studies (UES) Ph.D. program which have contributed to more diverse cohorts along with opportunities to creatively schedule courses from all three programs in ways that may attract additional leaders of color serving in our urban communities.

Another opportunity we hope to capitalize on is an effort to work with organizations such as the Great Lakes Equity Center and the Center for Urban and Multicultural Education (CUME) to develop strands of the UES Ph.D. preparing equity-focused leaders for the array of non-profit organizations, local, state and federal technical assistance centers, etc. supporting pk-12 education. These centers often operate formally and informally within a national network which we might tap into for recruits. A program strand of this sort would combine coursework from the UES Ph.D., the Executive Ed.D., courses on non-profit management from the School for Public and Environmental Administration. A program strand of this sort would also leverage mutually beneficial opportunities for internships and/or professional staffing with the center. We know of no existing program of this sort in the nation.

Response to Leveraging the Core Campus Arrangement

The essay *Leveraging the Core Campus Arrangement to Grow Enrollments and Leadership for Urban Communities* identifies two successful programs in educational leadership. We agree that these are examples Educational Leadership programs that are working well. We also agree with the description of the specific successes of both of these programs. However, we disagree that they are examples of the successes of the core campus concept.

Our disagreement that these illustrate the value of core campus is based on the challenges the educational leadership units have encountered. We don't believe that the core campus has not worked well for the educational leadership units because faculty have not worked hard enough at making it work. Although the HESA program has encountered some of the same challenges with core campus, the two programs (HESA and Educational Leadership) are different in significant ways that inform the core campus discussion. All HESA degree programs reside at IUB, whereas educational leadership programs reside on different campuses—the Urban Principals Program (UPP) at IUPUI and the Executive Ed.D. at IUB. Further, educational leadership programs are in part determined by accreditation agencies, such as the Indiana Department of Education, who recently determined that the school and district leadership accreditation needed to be conducted individually by campus. Although there is admittedly disagreement on this point, our sense is that this accreditation requirement means that program governance must reside at the campus where the degree is conferred. This accreditation requirement led to the splitting in Fall 2013 of the educational leadership programs at the two campuses. Since that time, the two educational leadership programs at IUPUI and IUB have gone in different directions, each developing creative programmatic initiatives, e.g., IUPUI's urban advocacy certificate and IUB's partnerships with the School of Public and Environmental Affairs (SPEA), the Kelley School of Business, and the Maurer School of Law. While this event may have been the primary decision point for splitting the campus programs, there have been challenges for some time in the core campus arrangement that have led at least the IUB educational leadership faculty to determine that the core campus arrangement is not productive for programs to reach their potential to meet the needs of students. This comes after years of diligently trying to overcome the challenges of the core campus.

Among these challenges are structural issues that we have encountered, for example, budgetary differences leading to compensation issues, how degrees are counted, voting on candidates and tenure/promotion decisions, ability to hire new faculty, geographic areas for recruitment, and Indiana Commission for Higher Education regulations. Veteran faculty remind us that these issues have been around for a long time and have not found resolution. The fact that HESA is probably the only core campus program remaining that defines core campus as one faculty on two campuses suggests the challenges that other

units have faced. Further, the term core campus is confusing and used to cover multiple arrangements. There are no doubt ways to collaborate without using the core campus arrangements and a valuable result of the internal review and Blue Ribbon Panel could be how to facilitate collaboration in ways that avoid the challenges but help individual programs meet their creative potential. We hope that these perspectives help to provide multiple narratives that enhance a balanced treatment of the core campus issue.

It might be helpful as well for understanding the history of core campus to get the views of current sitting and former executive associate deans and deans on both campuses. This would provide the group with a real sense of how things have worked (or not worked) in the past and what changes would be required to make it work if it was going to continue so that it might work effectively.

Higher Education and Student Affairs (HESA) as Dual-Campus Programs

The School of Education has been characterized as one of Indiana University's "Core Campus" schools, that is, an organizational unit that operates on the Bloomington and Indianapolis campuses. However, the nature of the core campus characterization has always been vague and varying. In the last systematic review of IU's Core Campus and System School Operations, conducted in 2006 under President Herbert's administration, the study team, comprised of school and campus leaders, concluded, "On balance, we believe the IUB / IUPUI relationship, while not without costs, yields significant benefits to both campuses, to our University, and to our constituents." The report made further recommendations to improve operations to support this existing structure.

Pertaining to the School of Education, the report specifically concluded:

> Education has also been successful on both campuses, but, as described in their long-range planning document (discussed in this report), there continue to be unresolved differences in the integration and direction of the School. We believe the leadership of the School should work with the leadership of the two campuses to remove ambiguities where possible and to clarify expectations, authority, and responsibilities. If the relevant parties conclude the core campus approach for Education should be discontinued, and perhaps replaced with the "federation" model used by the School and the IU regional campus education departments, they should propose their plan for change and its process – including how to deal with programs within the School now closely interrelated on the two campuses - to the President and the Board for their consideration.

Little has formally changed since this report's release in 2006. The School of Education continues to experience benefits and problems with the core campus arrangement. In recent years several programs have more formally separated their academic programs on the Bloomington and Indianapolis campuses and a few retain modest, collaborative connections that are often based on the compatible interests of individual faculty.

Higher Education and Student Affairs (HESA) operates three academic programs in a highly integrated fashion across the two campuses: the Masters of Science in Higher Education and Student Affairs (a cohort-based program), and Ph.D. and Ed.D. programs in Higher Education. As outlined in the Strategic Plan for 2020, faculty collaboration for research that addresses "grand challenges" is a priority for Indiana University. These collaborations have expanded the depth and breadth of the program. Historically grounded in a Student Affairs emphasis that is consistently ranked in the top 10 nationally and considered one of the oldest in the country, expertise in student engagement, assessment and higher education administration have made our program a destination for students who are interested in studying these topics. We are also are leading international and national movements in institutional research, higher education policy, and equity and inclusion. HESA program faculty currently operate as a collaborative core campus program. This structure supports our research goals that align with the strategic plan such as obtaining grants, disseminating research, and earning global recognition.

Faculty collaboration is the greatest strength of the HESA program. Although using slightly different procedures at the master's and doctoral levels, all the programs are administered academically by a single faculty body that currently includes 7 full-time faculty based in Bloomington and 5 full-time faculty based in Indianapolis. The faculty meet as a single program, share responsibilities for student advising and on program committees (e.g., admissions, course scheduling, student awards, etc.) and teach a common set of courses that, in the majority of cases, are delivered through videoconference or other online mechanisms. Since we are operating as a single program, the way in which we count students on either campus is where they choose to take their courses. Student decisions are predominantly based on where they are employed. We do not tend to see a lot of student shift in where they primarily enroll which can be challenging to class size and instruction.

With the forthcoming review of the School of Education as part of Indiana University's Bicentennial Strategic Plan, it is likely that the "Core Campus" arrangement will come under close scrutiny. As with the 2006 review, it is possible that this arrangement will eventually be discontinued. As stated in the 2006 report, if this occurs, provision should be made to maintain the benefits that IU programs have in leveraging collaborations across campuses. The HESA program provides a model for a dual-campus program, that is one program across two campuses that benefits from highly integrated relationships between the Bloomington and Indianapolis campuses.

The HESA faculty unanimously favors continuing the dual campus arrangement but also seek redress for the logistical problems we face. Students experience navigation and communication problems related to: registration, financial aid, residency program requirements, differential assistantship compensation and benefits, and differential program activity fees. Due to significant enrollment number differences between the two campuses, faculty are impacted with regard to: teaching course sizes, master's/doctoral advising, and access to adequate technology for course delivery. Given the required curriculum, intentional curriculum design warrants a number of core courses should be delivered in person.

The HESA faculty seeks to work with department, school, campus and University leaders to establish the HESA programs as model dual campus programs at Indiana University. Working with colleagues, we believe we can identify and solve the procedural and logistical issues that currently hamper student access, progress, and success. This support is necessary if we are to remain one of the premier programs, internationally in the field of Higher Education and Student Affairs.

APPENDIX F

Indiana Education: The Case of the Rules for Educator Preparation and Accountability

Indiana Education: The Case of the Rules for Educator Preparation and Accountability

Public colleges and schools of education charged with researching all aspects of education and preparing future teachers hold a unique position in the realm of education policy and within the education reform arena. These units are subject to matters impacting all institutions of higher education, including often changing directives from the state and federal government that can affect budgets, curriculum, and facilities. Unique to these colleges and schools is that they are also bound by state and federal regulations that govern teacher and education administrator licensing. Further, they are impacted by policies directed at K-12 education, including federal initiatives such as the Common Core State Standards Initiative (hereafter referred to as the *Common Core*) and a shifting landscape that emphasizes test-based accountability. A national emphasis on accountability, teacher evaluation, standardized testing, and alternative methods of teacher licensure have changed the context of education and in many ways Indiana has played an important role in these reforms. Further, at all levels, teacher training programs have also experienced meaningful drops in enrollment. [Section 3] highlights these trends and we do not take these topics up here. Rather, we provide a general context to orient readers.

We assume, given the charge of the Blue Ribbon Panel, that all members will be familiar with the last 15 years of educational policies in the U.S. Briefly, we note No Child Left Behind; Race to the Top; and the Common Core as three central examples of the types of educational reforms and the national policy context in which we find ourselves. As many will know, Indiana and former State Superintendent Tony Bennett played an integral role in the formation of the Common Core standards; however, last year Indiana policy makers withdrew from the Common Core consortium, deciding to create their own standards and assessment. This about-face is one example of the continuous and rapidly changing landscape in Indiana in which the schools of education have needed to respond. In what follows, we aim to highlight the political context of Indiana education through the case of the "Rules for Educator Preparation and Accountability" (REPA) and its successors, REPA2 and REPA3. Of course, political discussions are inherently complex and exhaustively covering these intricacies in a short text is not possible. However, we contend that the case of REPA best demonstrates the contemporary political landscape in Indiana education as well as the relationship and agendas of a variety of stakeholders. We support this case with several examples that highlight political tensions, rapid shifts in stated policies and procedures, and, what the governor of Indiana, Mike Pence, describes as a "dysfunctional" Indiana Department of Education. Throughout this narrative, we emphasize teacher education as a core mission of the Indiana University School of Education; however, we also recognize the central importance of research and service and it should become apparent within this narrative that these missions are intertwined.

REPA

In the summer of 2009, Indiana's superintendent of public instruction Tony Bennett announced a sweeping education reform proposal with drastic potential impact upon

colleges of education. On July 28, Bennett presented REPA to the Indiana Professional Standards Board. Stating that "improving education starts with a high-quality instruction"[1] Bennett laid out a plan intended to address the implied shortage of such instruction. This initial REPA proposal was a marked shift in state policy. Under the proposed changes, secondary education majors at colleges of education could no longer earn a teaching license; all national teacher license standards would be eliminated from licensing; teachers could add a content teaching area by passing a standardized assessment; and education and pedagogy courses would be limited. Causing more confusion, this comprehensive proposal was presented to the Indiana Public School Board (IPSB) with just a few days' notice, despite the fact they were expected to take an initial vote at the July meeting. Leaders of state colleges and schools of education received just one day's notice.

Further, the Friday before the IPSB meeting on Tuesday, Indiana's then-governor, Mitch Daniels, noted that REPA would "revolutionize the colleges and schools of education much more in terms of content knowledge".[2] He emphasized that future teachers would spend more time studying the content they would be teaching, stating that colleges and schools of education would have to make major changes. "They are not going to need as many people teaching what to me is mumbo jumbo,"[3] the governor said. Governor Daniels contended that the issue in Indiana was that teachers did not know subject matter well enough as a direct result of teacher training curriculum, implying that it limited students' exposure to content hours in a subject field such as math or science in favor of pedagogy courses. This blanket statement was contested by many colleges and schools of education around the state with clear evidence to the contrary. For example, at IU, secondary education majors took more hours in most content areas than majors in most disciplines, with as much as 18 hours more in physics and 12 hours more in math. This was largely true at other teacher education programs across the state.

Media reporting on the REPA proposal consistently reflected the exact wording of the state superintendent and governor, often presenting their contentions without critical responses from teacher education institutions. For example, on Sept. 3, 2009, an Associated Press story noted that Mr. Bennett said the proposals would improve teacher quality by requiring teachers to focus on subject matter. "College students who want to become high school math teachers can now major in education and take few classes in math,"[4] the story read. Stories typically reflected the pro-reform view, presenting the proposal uncritically. "Indiana

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[1] Gammill, A. (2009, July 29). Teacher training faces overhaul. *The Indianapolis Star*. Retrieved from http://www.indystar.com

[2] Howey, B. (2009, July 24). *Brian Howey: Daniels' education 'revolution' next week*. Retrieved from Howey Politics Indiana website www.howeypolitics.com

[3] Howey, B. (2009, July 24). *Brian Howey: Daniels' education 'revolution' next week*. Retrieved from Howey Politics Indiana website www.howeypolitics.com

[4] Martin, D. (2009, September 4). Teacher licensing revamp advances. *Fort Wayne News Sentinel.* Retrieved from http://www.news-sentinel.com

schools chief wants simpler teacher licensing"[5] and "Simpler Teacher Licensing Wanted by Indiana School Chiefs"[6] were two early stories.

Faculty and administration from the IU School of Education (SOE) were some of the most vocal in speaking out throughout the process of REPA, submitting numerous editorials, actively contacting reporters to emphasize facts, and responding rapidly to ongoing developments. It became quickly apparent that this sort of resistance would be met with real political consequences to those involved, including the School of Education. For example, following the REPA debate, during a five-year dean's evaluation, an unsigned statement sent by the Indiana Department of Education to the review committee read in part, "Dean Gonzalez' actions in the past year have caused irreparable harm to the relationship between the IDOE and the IU School of Education."[7] Additionally, School of Education research centers lost significant numbers of state grants. In particular, the Center for Evaluation and Educational Policy lost all state-funded contracts following SOE resistance to the REPA proposal (personal communication with former director).

Governor Mitch Daniels signed the REPA regulations in March, 2010 with most of the adjustments requested by state schools of education and other organizations concerned with teacher preparation adopted into the final measure. The response against the most drastic changes during the eight months of discussion was overwhelming; three public hearings provided the state professional standards board with voluminous personal testimony, most critical of the measure in one way or another. The standards board acted to adjust REPA to more adequately reflect what education professionals deemed as problematic.

Nevertheless, many of the eventually rejected proposals found their way into a second REPA less than two years later. The governor and the state superintendent supported a move by the Indiana General Assembly[8] to abolish the Indiana Professional Standards Board, which controlled the design and approval of licensing for all Indiana teachers. The powers vested in the Professional Standards Board transferred to the Indiana State Board of Education, whose members are appointed by the governor. In May 2012, the Indiana Department of Education introduced "REPA 2" to the state board of education. The new proposal contained many of the very items removed from the previous proposal after overwhelming public comment opposing them. REPA 2 included an allowance for teachers to add a license specialty by simply taking an exam, even for teachers of special education and English as a New Language. Another proposal offered an "adjunct teacher" permit, which would have allowed anyone with a college degree to be licensed for up to five years, with no limit on how many times the permit could be renewed. A new element added to REPA 2 touched upon educational leadership. Under REPA 2, principals and

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[5] Van Wyke, R. (2009, July 29). *Indiana schools chief wants simpler teacher licensing*. Retrieved from WTHR.com website http://www.wthr.com

[6] WXIN-TV. (2009, July 29). *Simpler teacher licensing wanted by Indiana school chiefs*. Retrieved from Fox59.com website http://www.fox59.com

[7] Gonzalez, Gerardo M. & Carney, Charles L. (2014). Challenging the spectacle: A case study on education policy advocacy. *International Journal of Leadership and Change, 2*(1) Article 3.

[8] The "General Assembly" is the term used in Indiana for the legislative branch of government and includes the Indiana House of Representatives and the Indiana Senate.

superintendents would no longer need to have a master's degree or any education experience.

In the midst of the REPA 2 discussion, State Superintendent Tony Bennett unexpectedly lost the November 2012 general election to Democrat Glenda Ritz. In one of his final acts chairing the Indiana State Board of Education, Bennett steered passage of REPA 2 in December, his next to last meeting with the board. In April 2013, the Indiana attorney general tossed out REPA 2, ruling that the process by which the board introduced it and sent it forward for public comment did not follow the state's rulemaking requirements. The attorney general ruled that the REPA 2 proposal must be "re-promulgated", meaning the process must start again.

In 2014, the state board of education again considered REPA regulations—now dubbed "REPA 3"—which brought many of the same rule changes before the board. In its final form, while many of the changes most objectionable to state colleges and schools of education were gone, the adjunct permit, allowing anyone with a college degree in any subject to earn a teaching license through a test, remained. The board decided to change the title of the permit to "career specialist" in an effort to tie its purpose of bringing in highly-experienced career professionals to teach courses. There was no public testimony in any Indiana State Board of Education meeting in favor of the proposal but many speaking against it. Nonetheless, the career specialist permit passed as part of REPA 3 in September 2014.

Since the matters surrounding the three REPA proposals from 2009 through 2014, various bills featuring remnants of REPA proposals have surfaced. In the 2015 General Assembly, a bill before the House would have allowed Western Governors University to offer a "fast-track" degree in educational leadership which would bypass requirements placed on all other educational leadership programs in the state (it was withdrawn within a week of the IU School of Education and other institutions expressing concern about it). Though not specifically a regulation proposed in REPA, a measure aimed at tying teacher preparation institutions to practicing classroom teacher performance passed into law in 2014. As the state required more robust teacher evaluations, the intent of the measure was to make the performance of an institution's alumni publicly available. The IU School of Education supported this not only in the spirit of accountability but because it simply codified a process the School already does. Its requirements were also easily met since Indiana's initial practitioner licenses link new teachers to the preparation institution. It is clear that we can expect measures that did not pass through the three REPA processes and others directed at teacher preparation institutions to appear in proposed legislation for years to come.

Although REPA represents one aspect of Indiana's educational context, it demonstrates the current landscape of the K-12 state educational policy situation. Of course, this is only one example of a complex and multifaceted educational system. We could have also used other cases to illustrate the state situation. For further context, we note several examples including Indiana first championing and then suddenly withdrawing from the Common Core State Standards Initiative. This decision has had significant state-wide ramifications, including devising a new test on a short timeline to meet federal guidelines for a No Child Left Behind waiver. The new assessment was developed by CTB-McGraw Hill beginning in August 2014. The finished product initially comprised twelve hours of testing per student.

Recent public outcry, gubernatorial objections, and a last-minute executive decision have compelled Superintendent Ritz to work with two outside consultants to cut the test in half three weeks before testing is set to start in March 2015. As of 17 February, Ritz and Governor Pence agreed to cut the test to about nine hours by eliminating the social studies component.[9] For contrast, the *Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, designed to measure the Common Core standards, was developed over a span of four years (personal communication with a PARCC consultant, 12 Feb 2015).* Causing further public stir, the governor firmly stands by using resultant test scores to evaluate teachers and schools in 2015.[10]

We could have also highlighted the case of a bill that recently passed the State House and moved on to the State Senate, which strips publically elected Democrat Superintendent Ritz of many powers, relocating much of her authority with a governor-appointed representative. This bill will most certainly pass in light of the Republican super-majority in both houses of the Indiana General Assembly. Yet another example of the Indiana political climate includes Governor Pence's last-minute refusal in October 2014 to apply for an $80 million grant to fund pre-kindergarten education for low income children.

Rather than emphasize each of these issues, we chose REPA as a case that is indicative of many of the political tensions and the rapidity with which the state policy landscape is changing in education. Further, it highlights one initiative in which the IU School of Education took a stance based on principal but since it was in opposition to state leadership, that view resulted in direct consequences. Undoubtedly, this situation contributed to a general sense of rancor and distrust on both sides of the issue. Of course, the high-stakes nature of many of the policy decisions and their consequences makes this an understandable and predictable outcome.

Conclusion

The very fact that the Indiana University School of Education is undergoing internal and external review is testament to the changing nature of education in this country. And Indiana's story is one that is also playing out in other states around the country. The intense focus on colleges and school of education is undoubtedly due to the importance of preparing teachers and educational administrators and conducting educational research. And a genuine interest by policy makers nationally and in Indiana in making sure our K-12 education system is the finest in the world continues to spur discussion. But as demonstrated above, the political nature of education reform efforts has been a constant factor over the last several years and promises to continue as the IU School of Education moves forward.

Led by the dean's active work, a commitment to ensuring that best knowledge and practice informed state-level policies drove a strong and sustained reaction from IU School of Education faculty and staff in response to a series of REPA proposals. School faculty and

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[9] WISHTV. (2015, February 17). *Committee OKs ISTEP changes*. Retrieved from WISHTV.com website http://wishtv.com

[10] Bangert, Dave. (2016, February 16). Bangert: Who can trust ISTEP testing now? *Lafayette Journal & Courier*. Retrieved from http://www.jconline.com

staff spoke forcefully and clearly on matters not simply as a matter of self-preservation but because current research provided strong evidence that warranted such a stance. Of course, the research, teaching, and service work conducted by the faculty and staff at the IU School of Education will inevitably exist within a context of politics. Nevertheless, School of Education faculty and researchers continue to examine topics at the forefront of education reform, such as value-added measurements for teacher assessment, measuring students through standardized tests, the effects of school vouchers, and growth of charter schools. In each case, the School's researchers promote ideas driven by sound evidence and high quality research in an effort to promote a well-educated citizenry that can think critically and contribute to the wellbeing of society.

APPENDIX G

IU SoE Adjunct Faculty Vignette

Lucinda Carspecken
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CEP, School of Education
March 11th, 2015

Dear Professor Borden,

I'm writing to you because I know you have expertise in higher education and could be in a position to offer advice and support. As I explained in my previous email to you, I've worked as an adjunct professor at IU for a long time and find many inequities in our situation. I'm also aware that you've been leading a self-study for the School of Education and I believe that the plight of adjunct professors should be included in its findings.

Because I am not officially representing adjuncts I hope you will not mind if I begin this letter with an account of my own experience. I don't have the right to speak for others but I would like to open up the possibility for a conversation about our position, and to suggest some areas in need of attention.

Like most graduate students I taught as an AI while working towards my PhD in Anthropology. I graded and led discussion groups for undergraduate classes, under faculty supervision. I completed my doctorate in 2008 and – unable to find another job – took an adjunct position in Spring, 2009.

There were significant contrasts between this work and my former work. I now designed my syllabuses from scratch, picked out all the readings, did all the grading and was solely responsible for every aspect of the courses. I also taught PhD students instead of undergraduates. So I was surprised that my pay per class was substantially less, even though I was more qualified, more experienced, had more responsibility and was teaching at a more advanced level. I no longer had health care benefits, adequate office space or the option of fee remissions. Nor could I now get travel money to attend conferences.

I kept applying for jobs around the country but with no success, so I took on as many classes as I could find, and am now into my seventh year in the School of Education. I typically teach six or seven doctoral level classes per year. I like the work, but being classified as "part time" for work that is considered full time for other faculty who teach the same amount but with other titles, (eg Clinical, Visiting and Lecturer as well as tenured and tenure track,) has felt very discouraging. In my

program area I have amassed more student credit hours over the four years ending in 2014 than all but one of the other faculty members.

Because publications are essential in finding academic work, I presented regularly at conferences during these same years. And I published two books. One (2014) was co-edited, and one was single authored. The latter - *An Unreal Estate: Sustainability and Freedom in an Evolving Community* (Nov, 2011, Indiana University Press) got good reviews from the Nobel Laureate Elinor Ostrom, and from L. E. Sponsel in *Choice,* (June 2012.) In noting this I want to make the point that one may wind up as an adjunct but still publish; and most of us, (according to research by New Faculty Majority, one of the leading adjunct organizations,) want to move on to tenure track or other long term academic positions and feel the necessity of publishing for that reason.

The School of Education is unusual in that adjuncts teach a small percentage of its classes. But around half of all classes nationwide in higher education are currently taught by adjuncts, (hence the name "New Faculty Majority.")

Based on a very optimistic description from the Indiana University Policy on Academic Appointments, an adjunct position is part time, almost voluntary, work, for people with full time jobs elsewhere. There is no way to check or guarantee that adjuncts actually *do* have jobs elsewhere, however, and the image does not correlate with reality in most of the nation. According to the American Association of University Professors,

> "The majority of contingent faculty do not have professional careers outside of academe, and most teach basic core courses rather than narrow specialties. While a small percentage of part-time faculty are specialists or practitioners of a profession such as law or architecture and teach a class on the side, this situation is the exception rather than the norm."
> http://www.aaup.org/issues/contingency/background-facts

Given that many of us do not have other jobs, adjunct pay is an important issue. In a more just system, adjunct qualifications would be acknowledged in their rates of pay, and they would get a pay *raise*, rather than a reduction, after getting their doctorates. As things are, many adjuncts scramble to get classes where they can in order to make a living wage. One adjunct I met recently told me that she had taught six classes in three different institutions last Fall semester.

To give you a specific idea of what adjuncts have been earning in the School of Education; in 2013 I taught six graduate level classes. Before tax I earned $25,000 for the year. That is roughly the same as a full time Walmart employee (before they instituted their recent pay raises.) The Executive Dean, to her credit, has since raised adjunct pay from $4,200.00 to $4,700.00 for each 3 hour class, which will bring the annual salary for teaching 6 courses (at a graduate or undergraduate level) to $28,200. I still earn less per class, though, than the students I teach. Assistant Instructors in the School of Education earn $5228.00 for each fully enrolled 3 credit hour course. They also get benefits and fee remissions. For an equivalent teaching load to mine Clinical Professors average $68,488.08 a year and Visiting Professors earn an average of $56,100.00. (I mention these two categories in particular because their focus is teaching rather than research.)

According, again, to New Faculty Majority, most adjuncts have been in their positions for more than two years, and this brings me to a second point, which seems at least equal in importance. That is that adjunct teaching – like any other skilled work – needs to offer some hope of advancement. Experience and competence should count towards something.

I recently heard that there is a possibility to move into being an "associate adjunct" at IU and this is encouraging. But could there not be a path – depending on work quality – from adjunct to associate adjunct to Visiting Professor to Clinical Professor? Many adjuncts just keep working, without promotion or job security, for years and years. The job title has a kind of stigma that actually makes it harder to move into mainstream academic positions. So *hope* and a possible way forward would be the greatest gifts of all for adjuncts. They would be, at least, for me.

Thirdly, adjuncts – like all employees – deserve some say in their own governance and some platform for their own concerns. They should be represented somewhere, somehow, on *some* faculty committee. Regular connections between adjuncts and other faculty would be informative for both groups. For example not one adjunct in CEP has yet applied for the associate adjunct promotion, in spite of this having been an honorary option since 1997, (with amendments in 2013 which included a raise in pay after 3 years,) because the possibility is not brought to their attention.

These, then, are my three points. I see the first two – pay and hope - as the most important. I realize that there are adjuncts who don't rely solely on this work, but this doesn't seem to me to weaken the argument for fair pay. The lady who does

Phil's and my taxes has a well paying job the rest of the year, but that wouldn't justify us in underpaying her for our work for us.

The topic of adjuncts' working conditions has been getting into the *Chronicle* and other journals lately, and has drawn the attention of Naom Chomsky, Jim Hightower and others. Some of the articles are depressing – like "Suicide is my Retirement Plan." But there are also encouraging stories. Tufts University has decided to improve pay for its adjuncts. In many parts of the world, university pay *is* more equitable in prestigious institutions, which suggests that this is not an impossible ideal. The Kelley School of Business pays its adjuncts well. It would be beneficial for faculty and grad students as well as the adjuncts themselves if the latter were given more respect and compensation. Not all students will get tenure track work, and it would be good if adjuncting were a more rewarding option among the others available to them, once they get their degrees. And it isn't good for faculty that there's a pool of cheap, disposable and unrepresented labor on hand, undermining their own jobs.

I also believe that Education faculty members tend to be service oriented, idealistic and genuinely interested in ethics and equity. Like Tufts, they could set an example of what could be done, without much, if any, harm to themselves. Because adjuncts are a small percentage of instructors in Indiana University's School of Education, very small amounts of money (in proportion to the budget) would make a very big difference.

Sincerely

Lucinda Carspecken

APPENDIX H

Teacher Education Supplementary Reports

1. Executive Summary from Rob Kunzman's White Paper
2. Summary of Employment Outcomes Survey
3. Summary of Alumni Survey

To: Elementary and Secondary Education Councils

From: Rob Kunzman, Associate Dean for Teacher Education

Date: 2 April 2014

Subject: Executive Summary: Consistency, Coherence, and Quality

Dear Colleagues:

During my first two years as Associate Dean for Teacher Education, I've had the opportunity to view our teacher preparation enterprise from a variety of angles, and I've heard from a range of students, instructors, and P-12 partners about our programs—what works well and what doesn't.

One aspect of our programming that stands out as absolutely vital, and in need of greater attention and improvement, is field experience—from the first time our candidates enter P-12 contexts all the way through their formal student teaching. But it is essential that we not view field experience as "what our candidates are doing when they're not in our courses." My primary contention is that **field experiences will not be good enough unless they are fully integrated with our academic coursework**.

Among the many observations and assertions in the white paper, I want to emphasize three themes:

- robust interplay between academic coursework and field experiences
- repeated, spiraled opportunities for candidates to *enact* common practices
- consistent, collaborative supervision and mentorship during field experiences

In teacher preparation, the quality of academic coursework and the quality of field experiences depend largely on their relationship to each other. Put another way, if candidates do not recognize and *experience* how their coursework learning can foster effective practice in the field, they will privilege "whatever works" in helping them feel successful, regardless of whether it constitutes best practice. Candidates must have repeated, supported opportunities to put the content of their university coursework into practice. This requires a reconceptualization of the relationship between academic coursework and field experiences, striving for more of an interplay between them, where both settings provide various opportunities for candidates to observe practice, analyze it closely, and then rehearse it. Terminology should be consistent across courses and field experiences, and engagement with specific core teaching practices spiraled throughout the curriculum.

The mentorship and support provided for our candidates in the field also needs greater attention and emphasis. The development of a positive and productive working relationship between mentors and candidates is the most significant factor in determining successful field experiences. We need mentors whose practice reflects our program values and goals, and who have are committed to preparing our candidates for contexts broader than their own classrooms. Mentors need to learn to think aloud and our candidates must

learn how to elicit their mentors' personal practical knowledge. Our university supervisors should also model for the mentor (and the candidate herself) the kind of substantive, dialogical feedback that our candidates need to experience in the field. These kinds of conversations need to become the cultural norm for field experiences, and for the IU classrooms linked to those field experiences. This requires faculty who are willing to personally invest in long-term relationships with our P-12 partners, cultivating a common vision and supporting set of classroom practices.

For the vast majority of IUB teacher education faculty, insight into candidates' readiness to teach—and the impact of the program's contribution to such readiness—ends on the last day of each semester, when candidates progress to the next set of courses or into student teaching. We need more than this. I am increasingly convinced that teacher performance assessments (whether edTPA or some permutation—let's call it IUtpa) are an extremely valuable component of candidate evaluation.[11] There are at least two primary benefits of teacher performance assessments: a robust (albeit partial) evaluation of a candidate's readiness to teach, and specific feedback on how effective our programs are in preparing candidates for the fundamental tasks of planning, instruction, assessment, and analysis of their own practice.

One consistent message we have heard from everyone here involved in the edTPA pilots thus far is the critical importance of providing candidates with a clear rationale for the assessment's purpose, as well as multiple opportunities to rehearse the tasks prior to student teaching. In this regard, I see IUtpa as a compelling means by which to guide our efforts toward consistency and coherence in our overall curricula—the terminology, the tasks, and the depth of analysis required for IUtpa can be woven into the full range of our candidate's educational experience.

With all these ideas in mind, the Office of Teacher Education has already begun to identify and implement some changes in our curricular structures and practices (e.g., collaborative student teaching; edTPA piloting), and we intend to implement several more over the next 12-18 months (e.g., an online M420 seminar during student teaching; use of video in the M420 "IUtpa" student teaching assessment; enhanced training and support for IUB field supervisors and P-12 classroom mentors). But if field experiences are going to change profoundly, faculty will need to develop stronger connections between their coursework and the P-12 contexts in which our candidates practice their craft. A couple of possible (and not mutually exclusive) ways to approach this:

- identify a series of "core practices" that candidates will learn and enact repeatedly in both IU coursework and field experiences (see full white paper for more details)
- weave IUtpa-like assessments into both academic coursework and field experiences

[11] I use the term "IUtpa" instead of "edTPA" to underscore that we are not necessarily committed to a wholesale adoption of the official edTPA; we are, however, moving toward the widespread use of some sort of teacher performance assessment that uses video and student artifacts to evaluate our candidates' demonstrated ability to plan, instruct, assess, and reflect on their practice.

This latter strategy is already being implemented by some program areas, and I believe that engaging candidates with these types of performance tasks will lead to greater familiarity and facility with the M420 IUtpa student teaching assessment, as well as a consistent and repeated emphasis on core teaching tasks throughout the program.

I am hopeful the IUB teacher education community will consider pursuing some longer-term goals as well. These might include:

- formal "IUtpa" for all candidates
- sustained, comprehensive partnerships with P-12 institutions and further integration of P-12 teachers into our curricular programming
- a graduated induction model of year-long student teaching with teams of candidates at the same site, collaborating and supporting one another while continuing their academic coursework

Some questions to consider:

- *What structures and expectations would need to change in the School of Education for this vision of deeply integrated academic coursework and field experiences to be realized?*
- *How can we develop in supervisors and mentors a better understanding of and fuller appreciation for the philosophy and methods advocated by SoE coursework?*
- *How can we better support mentors to provide "cognitive apprenticeships" for candidates?*
- *How can we encourage among supervisors and mentors a greater emphasis on reflective analysis of practice rather than prescriptive feedback tailored to a limited context?*
- *How can we best integrate and embed IUtpa-like assignments and vocabulary in all coursework and field experiences leading up to student teaching?*
- *How can we use IUtpa to help communicate (some of) our priorities for quality teaching with our P-12 partners in ways that ensure our candidates will have the opportunity to successfully complete those requirements during field experiences?*
- *How important is it that candidates get a student teaching experience as close to "the real thing" as possible? Are there more important priorities than having a full-time teaching schedule? Could candidates learn more if their time and energy were focused on a narrower set of tasks and responsibilities? Can we design (and would we desire) a year-long, graduated induction model of student teaching where candidates take IU classes concurrently?*

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of Teacher Education
2010-2011 Graduates Follow-up Report
Selected Employment Data

October 2014

Includes pages from the full report specific to the full range of employment information collected from the graduates; a request from the Committee on Teacher Education January 2015.

Employment

Employment Status and Location

Of the 226 graduates who responded to the survey, 182 (81%) said they were currently teaching. Figure 1 below shows the number of respondents teaching (or not) by major. Visual Arts and World Languages graduates had an equal number or more respondents not teaching than teaching. Reasons given by respondents for not teaching are presented later in this report.

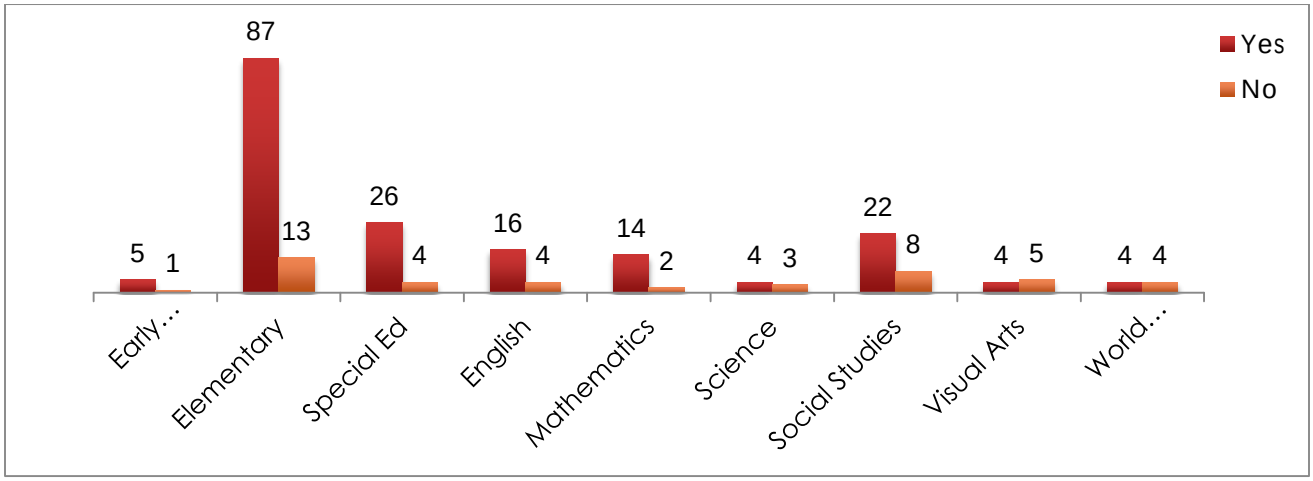


Figure 1. Number of graduates teaching by major (N=226)

Respondents came to the School of Education from 20 U.S. states and also from Israel and Germany. 80% of the 226 were from Indiana (154 or 68%) and Illinois (28 or 12%). Employment locations were reported by 166 of the 182 who indicated they were teaching; they included 22 states and five countries (Vietnam, Turkey, Israel, Colombia, and United Arab Emirates). Again, most were in Indiana (44% of the total 226 respondents) and Illinois (11%). Figure 2 shows graduates' location of origin versus employment, with everywhere other than Illinois or Indiana grouped as "Other". For greater detail on where graduates are currently teaching, refer to Appendix B.

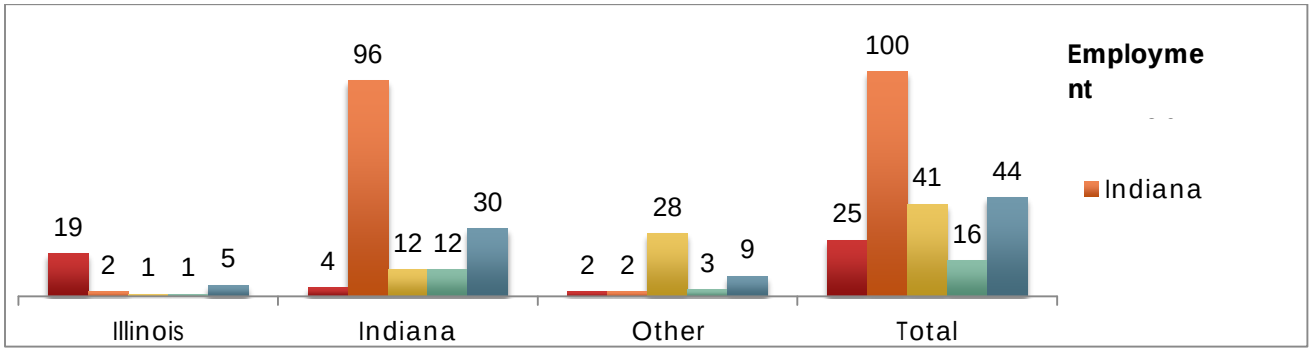


Figure 2. Location of origin versus employment (N=226)

A majority (151 or 67%) of the 226 teaching graduates reported they were employed full-time. Ten were employed part-time, four were substitute teachers, and 17 did not specify. Public schools employed 134 (59%) respondents, while 17 (8%) taught in private schools, and

14 (6%) were at charter schools. Three (1%) indicated this item was not applicable, and 14 skipped it. Of those who indicated the type of community in which their school was located, 68 (30%) were suburban, 64 (28%) were urban, and 34 (15%) were rural. One student (1%) was located on a military base, and fifteen (7%) of respondents skipped this question. Figures 3 through 5 break out these survey results by major.

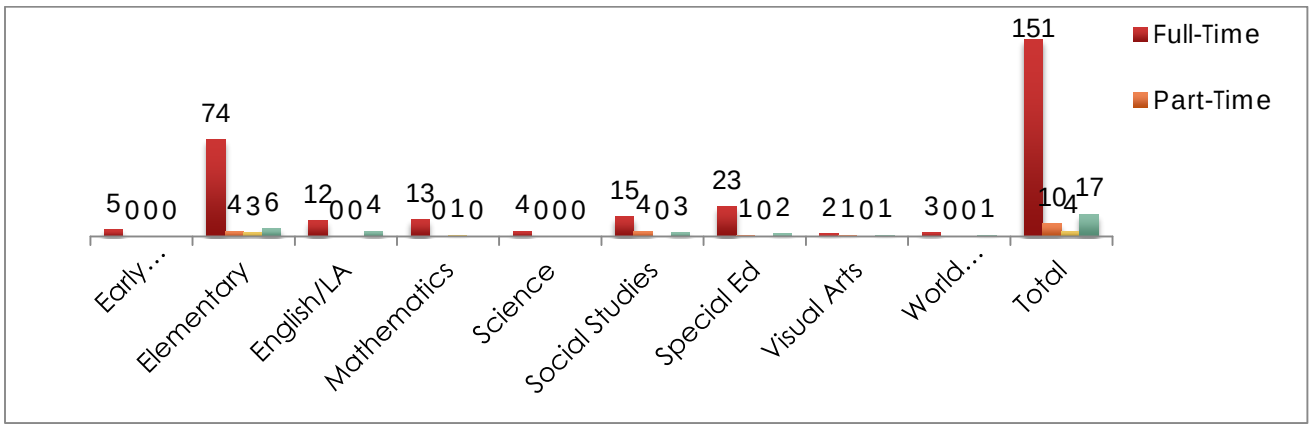


Figure 3. Teacher employment status by major (N=182)

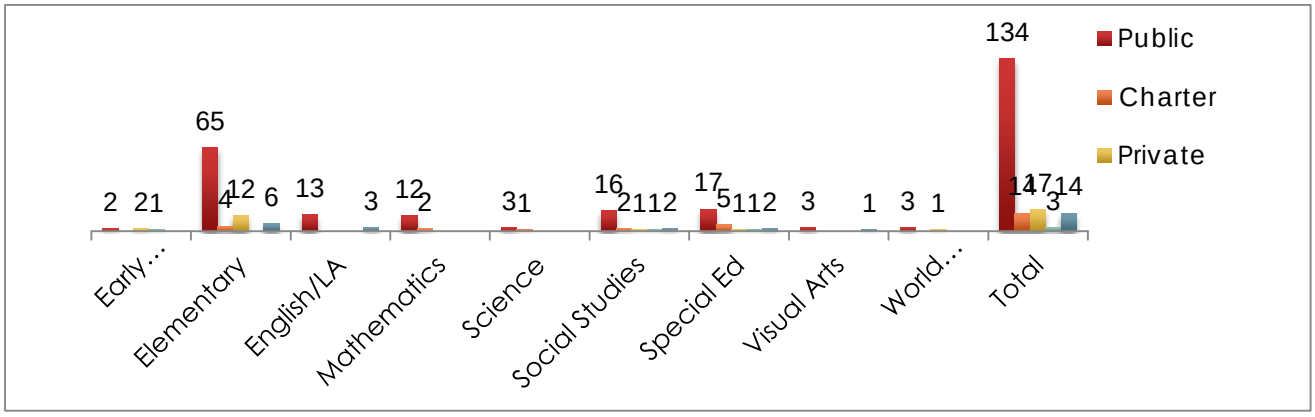


Figure 4. School organization types by major (N=182)

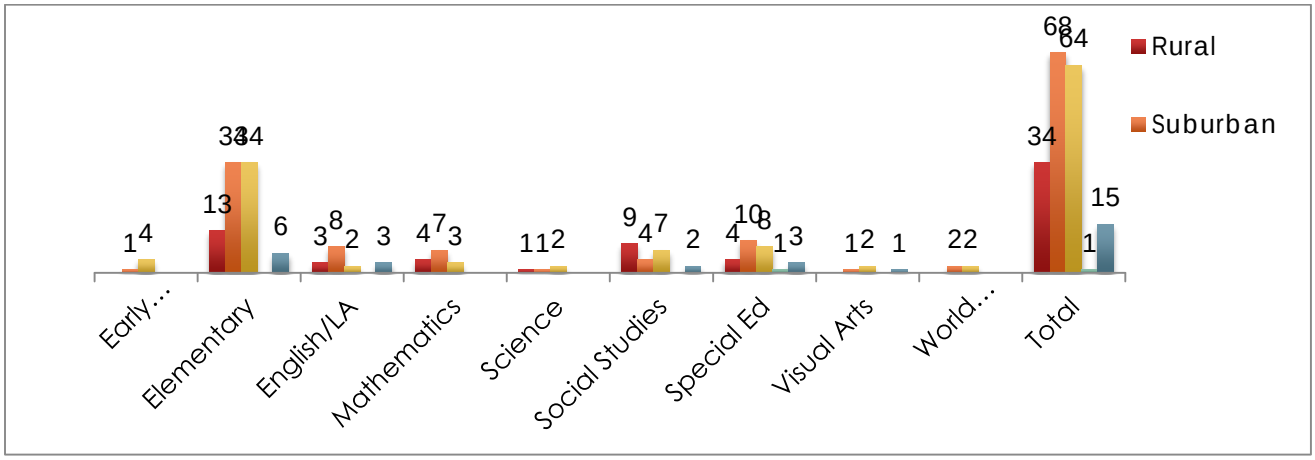


Figure 5. School community types by major (N=182)

Current Employers

The specific names of current employers were volunteered by 118 (65%) of respondents who were teaching. A complete list of employers is given in Appendix C. The frequency of responses to this request by major is as follows:

- Early Childhood (3)
- Elementary (58)
- Special Ed (13)
- English (7)
- Mathematics (11)
- Science (3)
- Social Studies (17)
- Visual Art (3)
- World Languages (3)

Primary Activities of Non-Teachers

Of the 44 respondents who were not teaching, seven (16%) had gone to graduate school, 27 (61%) said they were employed outside of education, nine (20%) were pursuing other activities, and one gave no response. The totals of each category are broken out by major in Figure 8.

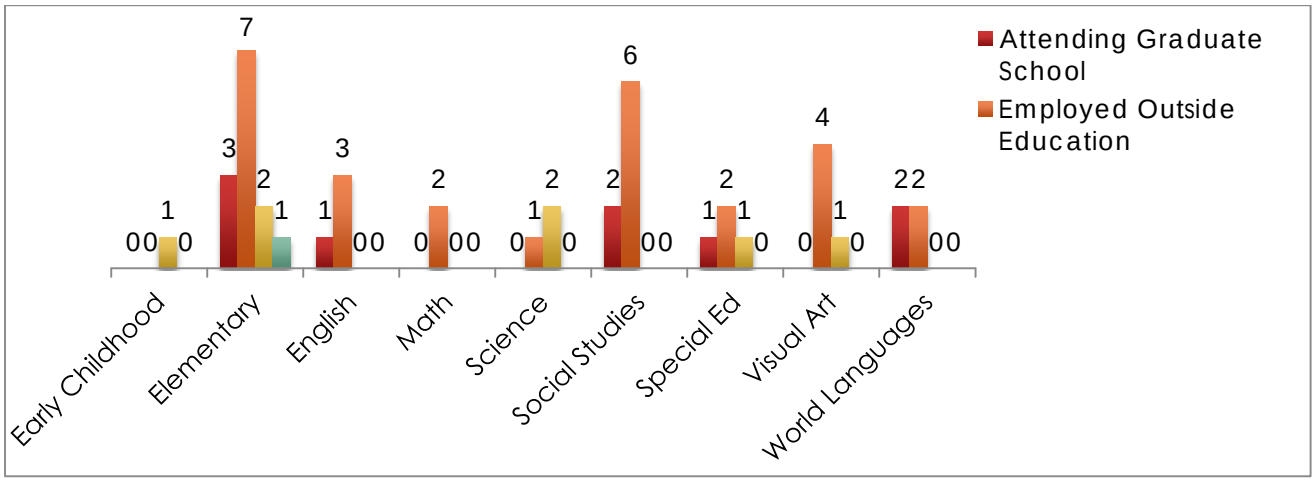


Figure 8. Primary activity of respondents not currently teaching by major (N=44)

Non-teachers were asked why they were doing something other than teaching, and 41 of the 44 responded: seven who had gone to graduate school, 27 who were employed outside education, and nine others. Being unable to land a teaching job was the most common reason, given by 12 (27%).

Of those who went to graduate school, one was working towards a MA in Applied Behavior Analysis, one wanted to become a mental health counselor, one was working on a doctorate in special education, one wanted to pursue another field in education, two cited economic reasons and lack of available jobs, and one had the goal of attending law school.

Among those employed outside of education, seven cited low teacher salaries and 10 cited difficulties finding a job. Three were happy in an unrelated career, four were happy in

a related career, two were working in social work/mental health, two were in the military, and one person admitted they had "chosen the wrong path in life".

In the "other" group, four cited lack of available jobs, three were taking a break from teaching, one received a HESA degree and works in higher education, and one is a stay-at-home parent. Appendix D gives the complete list of responses by major.

Appendix D: Reasons for Not Teaching

Early Childhood: Other

- I am a stay-at-home mom and homemaker. If I were employed it would be in the park and recreation field working with camps and kids

Elementary: Employed outside of education

- I couldn't find a job within the first 6 months of graduating so I went into another field.
- After student teaching, I decided that teaching was not the right career at this point in my life.
- Wanted to pursue ministry
- I have applied for many teaching positions and have only had one interview since I graduated.
- My current employer offered me a full time salaried position while I was struggling to find teaching employment in Indiana. This is the main reason I have strayed from teaching.
- I moved out of state to West Virginia due to my spouse's graduate education. At the time there were a lot of job openings here, but it is almost impossible to get into the school system. I applied for 10 positions, but due to being a completely new applicant to the systems, I was never called for an interview.

Elementary: Other

- No schools are hiring in my area.
- Teaching opportunities in my area (both locally and up to 1.5 hours out) are scarce. I have decided to do a career change into nursing. I am truely enjoying my classes and look forward to my new career path and goals.

English: Attending graduate school

- It has always been my goal to attend law school.

English: Employed outside of education

- Wanted to make more money
- There were not teaching jobs available and other industries offered better salaries and opportunities
- I moved to Texas, where my Indiana teaching license is not reciprocal. While searching for teaching jobs, with my temporary TX license, I found a corporate training job that allows me to use my education skills in a corporate setting.

Mathematics: Employed outside of education

- I taught as a part time teacher in a middle school. The experience was not good. I have intentions on returning to the field if the Indiana government starts making the field a more desirable career opportunity. Currently I feel it is very hard to earn raises and I can make more money and work less in a different field.
- Couldn't find a teaching job

Social Studies: Attending graduate school

- Mainly, economic reasons.
- Lack of available jobs in education

Social Studies: Employed outside of education

- I work for the United States Department of Defense at a military resort in Garmisch-Partenkirchen, Germany. I have taken this opportunity to broaden my world knowledge in order to better accommodate students in the future. Living in Europe for 2 years was an opportunity I could not pass up.
- I feel that being a teacher in a school was not my calling, but use my degree in other ways through volunteering and other program writing work.
- I couldn't find a teaching job and I found a good opportunity outside the education field that interested me and was a bit more lucrative.
- I did sub full time for a year after graduating, and had gotten my foot in the door for a full time study hall position for the year after, but things were not moving fast enough for me to pay my bills and live comfortably, nor was I making enough to begin paying off any student loan debt. I plan on using my degree to get into the training department of the major company I work for now, or possibly going back to education once I'm more financially stable.
- The Army lets me fly helicopters and there are no teaching jobs.
- Unable to get a full-time teaching job.

Science: Employed outside of education

- got the only job i could when told how easy it would be getting a biology teaching job would be

Science: Other

- I realized after student teaching that I wasn't sure about working in K-12 the rest of my life. I loved learning about the content area, though. I became interested in other areas, too, and ended up getting my graduate degree in Higher Ed and Student Affairs at IU. I'm working now at the IU Office of Disability Services for Students.
- Had a bad first year teaching experience.

Special Ed: Attending graduate school

- To continue my education and pursue another field in education.
- i want to be a mental health counselor
- Working toward a MA in Applied Behavior Analysis to sit for the Board Certified Behavior Analyst (BCBA) exam.

Special Ed: Employed outside of education

- Couldn't find a formal teaching position and got offered a job at a non-profit.
- It is very difficult to find a teaching job and the position I am in currently allows other opportunity and pays some tuition to continue my education.
- Current circumstances
- Not given
- I am a nanny. I taught for two years, but returned to nannying because I receive higher pay and can do everything I enjoyed about teaching without the stress.
- My student teaching experience didn't help me become confident in teaching. They told me that I didn't have any content knowledge, didn't understand how I

tutor children at my job, and stated that I didn't understand what it means to be a teacher. So, I decided that I've chosen the wrong path in life.
- I worked as an assistant in an EC room as well as a Kindergarten classroom. The Administrators in the school were very contradictory in their feedback as they said that I needed more experience and then they would hire a teacher fresh out of college. I couldn't wait any longer to start my career as I now have an 8 month old son to support.

Visual Art: Employed outside of education

- I went to school for my Masters in Social Work and am now working with art in a therapeutic setting
- I could never make enough money teaching to pay back what I owe you.
- I manage Wine and Canvas and work full time as an artist here.
- While at school it was clear to me that I enjoyed teaching however it wasn't my passion. I found my passion in another field through other sources at IU.

Visual Art: Other

- Currently I am unemployed. We are relocating back to the US in August 2013.

World Languages: Employed outside of education

- I love that I have a teaching degree and I would love to teach at some point in my lifetime. At this point however, I have a wonderful high paying job that I adore. I get to use my Spanish skills everyday as well. That is what my teaching degree is in anyhow. I feel like I have the best of both worlds. I tutor Spanish students on the side as well.

World Languages: Other

- Difficult first two years teaching in Germany. Taking a break.
- I taught for two years in my content area, but then I met my husband and got married. He's in the Army, and we'll be PCSing to South Korea in November.

Indiana University School of Education
Office of Teacher Education
2010-2011 Graduates Follow-up Report
Executive Summary

Methodology

The Office of Teacher Education conducted a survey of the 2010-2011 Bachelor of Science in Education (BSED) graduates during the period of June 2013 to March 2014. Attempts were made to contact all 384 graduates, first by email and then by telephone. Respondents completed the survey either online (via the Web-based program SurveyMonkey) or over the telephone with a staff member.

The survey (Appendix A) consisted of 24 items. All respondents were asked about their employment status. Those who indicated they were teaching were prompted to complete 16 to 18 items in all, depending on their major. Those included 12 Likert-scale (Strongly Disagree to Strongly Agree) items related to specific teaching skills and open-ended items prompting for examples. Those not teaching were presented with seven items total. Additionally, all respondents were asked about their perceived preparation to teach. They were asked whether or not they would recommend the Teacher Education Program to others and were offered the option to discuss their feedback on program and/or any other information they felt was important to share.

Responses

Of the 384 graduates identified, 226 completed the survey, representing an overall response rate of 58.8%.

Table 1. Survey response rates by major (N=226)

Grade Level	Major	Number Surveyed	Number Completed	Response Rate
Primary	Early Childhood	16	6	37.5%
Primary	Elementary, including - Various areas of concentration	164	100	60.9%
Primary & Secondary	Special Ed, including - Elementary/Teaching All Learners (45) Special Ed - Secondary (5)	50	30	60%
Secondary	English	37	20	54.1%
Secondary	Mathematics	24	16	66.7%
Secondary	Science, including - Biology Chemistry	10	7	70%

	Physics			
Secondary	Social Studies	50	30	60%
K-12	Visual Arts	19	9	47.4%
K-12	World Languages, including - German (3) Latin (1) Spanish (9) Russian (1)	14	8	57.1%
Total		**384**	**226**	**58.8%**

Results: Employment

The number and percentage of the graduates who responded as employed are presented in Table 2. Overall, 80.5% reported that they were teaching. Of those,

- 83% were full-time, 5% were part-time, 2% were substituting, and 9% gave no response.
- 55% were teaching in Indiana, 14% in Illinois, 23% were in other locations (including 3% working abroad), and 8% did not respond.
- 74% were public, 9% were private, 8% were charter, and 8% did not respond.
- 37% reported suburban, 35% reported urban, 19% were rural, and a single person was located on a military base.

Table 2. Employment by Major

Grade Level	Major	Number Completed (response rate)	Number Employed	Employment Rate
Primary	Early Childhood	6	5	83.3%
Primary	Elementary, including - Various areas of concentration	100	87	87%
Primary & Secondary	Special Ed, including - Elementary/Teaching All Learners (45) Special Ed - Secondary (5)	30	26	86.6%
Secondary	English	20	16	80%
Secondary	Mathematics	16	14	87.5%
Secondary	Science, including - Biology Chemistry Physics	7	4	57.1%
Secondary	Social Studies	30	22	73.3%
K-12	Visual Arts	9	4	44.4%
K-12	World Languages, including - German (3) Latin (1) Spanish (9)	8	4	50%

	Russian (1)			
Total		**226**	**182**	**80.5%**

Results: Program Satisfaction

Asked if they would recommend the IU School of Education's Teacher Education Program to others, 92% said they would, while 7% said they would not.

Results: Preparation to Teach

The 182 graduates currently teaching were presented with 12 Likert items intended to measure perceived strength in specific teaching skills upon graduation. Possible responses were *strongly disagree, disagree, uncertain, agree,* and *strongly agree*. Responses of *agree* and *strongly agree* combined ranged from 52% to 79%, a notable drop from the previous cohort's range of 58% to 87%. In a similar comparison, the *disagree* and *strongly disagree* responses combined ranged from 7% to 27%, whereas in the previous year the range was substantially lower at 3% to 22%.

The most significant change from the previous year was on the item *Understand how children learn*, which dropped 14 percentage points, from 87% to 73%, in *agree* or *strongly agree* responses. For both years, the item *Work effectively with parents* garnered the lowest percentage of *agree or strongly agree* responses (58% last year; only 52% this year). Table 3 presents the results, ordered from highest percentage of *agree or strongly agree* responses to lowest percentage.

Table 3. Graduates' preparation on specific teaching skills by *agree/strongly agree* response rates (N=182)

My IU Teacher Education Program prepared me to…	Agree or Strongly Agree	Uncertain or No Response	Disagree or Strongly Disagree
1. Effectively teach the content in my area.	143 *(79%)*	26 *(14%)*	13 *(7%)*
2. Create engaging instructional plans to meet individual student needs.	141 *(77%)*	24 *(13%)*	17 *(9%)*
3. Use formative and standard assessments to inform instruction.	140 *(77%)*	25 *(14%)*	17 *(9%)*
4. Recognize when students fail to understand.	138 *(76%)*	32 *(18%)*	12 *(7%)*
5. Understand how children learn.	133 *(73%)*	34 *(19%)*	15 *(8%)*
6. Create effective assessment instruments to measure learning.	131 *(72%)*	28 *(15%)*	23 *(13%)*
7. Employ teaching techniques that require student problem solving.	128 *(70%)*	35 *(19%)*	19 *(10%)*
8. Respond effectively to the needs of students from different backgrounds.	124 *(68%)*	34 *(19%)*	24 *(13%)*

9. Use effective technologies in my teaching.	120 *(66%)*	38 *(21%)*	24 *(13%)*
10. Adapt my instruction to the needs of students with special needs.	106 *(58%)*	41 *(23%)*	35 *(19%)*
11. Use specific classroom management strategies.	106 *(58%)*	27 *(15%)*	49 *(27%)*
12. Work effectively with parents.	94 *(52%)*	40 *(22%)*	48 *(26%)*

Results: Strengths and Weaknesses of the Program

All graduates were given the opportunity to comment on the strengths and/or weaknesses of the program. A total of 120 (66%) offered their perspectives. Common strengths of the program mentioned included:

- The opportunity to get in the classroom early/quickly with field experiences
- The Cultural Immersions and Community of Teachers programs were lauded
- Faculty and staff were helpful and caring
- The block classes were appreciated and helped develop relationships
- Multiple positive mentions of Professor McClain

Weaknesses mentioned by multiple students included:

- Not enough classroom management strategy in the curriculum
- Too much focus on theory and not enough on practice
- Faculty who leaned too much on lecturing and showing videos
- Classroom experiences were not enough/too late in program
- Desire for more help with resumes and job search
- Technology class was underwhelming
- Not enough preparation for working with data and using it to drive instruction

Suggestions included:

- More "authentic, practical" experiences in the classroom. "In an interview I was criticized for not having 2 semesters of student teaching like other schools".
- Having opportunities to get in the classroom freshman and sophomore year.
- A course to help deal with parents.
- A course for behavior management; "students need to be learning more about the types of students they might have and how to provide the best education possible for a variety of students".
- A course entirely for different approaches to classroom management (e.g. PBS, Boys Town).
- Curriculum; organizing lessons, guided rotations, creating assessments, creating rubrics based on standards. "When I graduated all the MCCSC schools were using Daily 5 and Café, which I never even heard mentioned in any of my classes at IU". "I had no idea how to implement a unique curriculum while still using the reading and math textbooks that are required of most teachers...how to plan a typical week's lesson, how to navigate curriculum sets, how to use assessments...differentiating instruction".

- Special education course should offer: a couple days of shadowing a special education teacher to get more exposure and experience with some of the students I see every day". Could have an entire class about working with students with autism.
- More "whole brain teaching", utilizing hand motions and more interaction between students.
- Encourage mock interviews
- More support for preparing students who want to obtain license in states other than Indiana.
- Exposure to more diverse populations.
- More project-based learning.
- More information about the RISE evaluation
- Technology class needs to incorporate smart soard training, iPads, digital textbooks.
- Special ed students indicated a semester of general education student teaching and a semester of special education student teaching would be helpful.

Results: Early Childhood

Total Grads: 16
Total Responses: 6
Response Rate: 37.5%
Employment Rate: 83%
Of those employed:

- Work Type: 60% Full Time Teachers; 40% Full Time Assistants
- Location: Indiana: 60%
- School Type: 40% Public, 40% Private, 20% Not Applicable
- Community: 20% Suburban, 80% Urban
- Overall, satisfied with career preparation: 100% Agree/Strongly Agree
- Would you recommend the TEP? 100% Yes

Multiple students cited their professors as the main strength of the program. One student cited T101, T102, and T103 as "pointless" and unnecessarily difficult.

The one student who was not teaching was a stay-at-home parent.

Results: Elementary

Total Grads: 164
Total Responses: 100
Response Rate: 61%
Employment Rate: 87%
Of those employed:

- Work Type: 76% Full Time Teachers; 9% Full Time Assistants; 8% Part Time or Substitute Teachers or Assistants; 7% Other or No Response
- Location: Indiana: 59%

- School Type: 75% Public, 14% Private, 5% Charter, 7% No Response
- Community: 39% Suburban, 39% Urban, 15% Rural, 7% No Response
- Overall, satisfied with career preparation: 72% Agree/Strongly Agree, 15% Disagree/Strongly Disagree, 13% Uncertain/No Response
- Would you recommend the TEP? 97% Yes, 3% No

Respondents cited program strengths as the availability of field experiences and access to real teachers, and preparation to work with diverse demographics. The Cultural Immersion program was praised, as were inspiring professors and helpful advisors and staff. Students appreciated the work of Professor McClain, and enjoyed the literacy teaching methods courses and M202 Job Search Strategies.

Many students cited the lack of a classroom management class as a big weakness of the program. Other critiques of the curriculum included too much theory and not enough practice, the frequency of Teaching Assistant (TA) instruction, the desire for more instruction on special needs and working with parents, and being underwhelmed by the technology course. Some mentioned that a second semester of student teaching would really strengthen the program and make it more competitive with other schools. They would also like more instruction about licensing in different states.

Nine individuals were employed outside of education or "other", most citing lack of available teaching jobs. Three others were attending graduate school.

Results: English/Language Arts

Total Grads: 37
Total Responses: 20
Response Rate: 54%
Employment Rate: 80%
Of those employed:

- Work Type: 75% Full Time Teachers; 25% Other or No Response
- Location: Indiana: 44%
- School Type: 81% Public, 19% No Response
- Community: 50% Suburban, 19% Rural, 13% Urban, 19% No Response
- Overall, satisfied with career preparation: 75% Agree/Strongly Agree, 25% Uncertain/No Response
- Would you recommend the TEP? 95% Yes, 5% No

Strengths included the Community of Teachers and Cultural Immersion programs. Respondents appreciated having effective professors, spending time in actual classrooms, and the M202 Job Search Strategies course.

Weaknesses included the desire for classroom exposure earlier in school, and the need for exposure to more diversity.

Three respondents were employed outside of graduate school, citing lack of jobs and the ability to earn more in other fields. One respondent was attending graduate school.

Results: Mathematics

Total Grads: 24
Total Responses: 16
Response Rate: 67%
Employment Rate: 88%
Of those employed:

- Work Type: 86% Full Time Teachers; 7% Full Time Assistants; 7% Substitute Teachers
- Location: Indiana: 57%
- School Type: 86% Public, 14% Charter
- Community: 50% Suburban, 29% Rural, 21% Urban
- Overall, satisfied with career preparation: 86% Agree/Strongly Agree, 7% Disagree/Strongly Disagree, 7% Uncertain/No Response
- Would you recommend the TEP? 88% Yes, 13% No

Strengths of the program included the Community of Teachers program and Cultural Immersion, passionate professors, and M202 Job Search Strategies.

Most respondents cited the biggest weakness as the lack of opportunities to get into classrooms earlier in their academic career.

Two respondents reported being employed outside of education. One had difficulty finding a job. The other had experience but cited the current educational political state in Indiana as a barrier to earning a fair living.

Results: Science

Total Grads: 10
Total Responses: 7
Response Rate: 70%
Employment Rate: 57%
Of those employed:

- Work Type: 100% Full Time Teachers
- Location: Indiana: 100%
- School Type: 75% Public, 25% Charter
- Community: 50% Urban, 25% Rural, 25% Suburban
- Overall, satisfied with career preparation: 75% Agree/Strongly Agree, 25% Uncertain/No Response
- Would you recommend the TEP? 86% Yes, 14% No

Respondents noted that the main strengths of the program were the Community of Teachers and Cultural Immersion programs.

With respect to weaknesses, respondents thought classes included too much theory and not enough field experience. They would like to see more opportunities for feedback before student teaching.

One respondent was employed outside teaching and cited difficulty finding a job. Two graduates entered "other"; one figured out during student teaching that the classroom was not his/her ideal future work setting, and the other cited a bad experience in his/her first teaching job.

Results: Social Studies

Total Grads: 50
Total Responses: 30
Response Rate: 60%
Employment Rate: 73%
Of those employed:

- Work Type: 64% Full Time Teachers; 5% Full Time Assistants; 18% Part Time Teachers or Assistants; 14% Other or No Response
- Location: Indiana: 50%
- School Type: 73% Public, 9% Charter, 5% Private, 5% Not Applicable, 9% No Response
- Community: 41% Rural, 32% Urban, 18% Suburban, 9% No Response
- Overall, satisfied with career preparation: 64% Agree/Strongly Agree, 18% Disagree/Strongly Disagree, 18% Uncertain/No Response
- Would you recommend the TEP? 90% Yes, 7% No, 3% No Response

Regarding strengths, respondents said the program helped them feel confident and prepared, and they learned good skills and strategies for the classroom. They liked the block class format for building rapport with peers, and enjoyed field experiences and student teaching opportunities. Community of Teachers received praise, as did the knowledgeable professors of the program.

For weaknesses, respondents wanted more methods and field experience, more specific teaching techniques, and classroom management techniques. They wanted less theory, did not appreciate the technology course, and were disappointed that the School did not address professors who reflect poorly on the field of education.

Six respondents reported employment outside of education. Four cited lack of jobs, two cited lack of financial security in teaching, two people were in the military, and one realized teaching was not his/her calling. Two respondents reported that they were attending graduate school because of lack of jobs in education and "economic reasons".

Results: Special Education

Total Grads: 50
Total Responses: 30
Response Rate: 60%
Employment Rate: 87%
Of those employed:

- Work Type: 85% Full Time Teachers; 4% Full Time Assistants; 4% Part Time Teachers; 8% Other or No Response
- Location: Indiana: 46%

- School Type: 65% Public, 19% Charter, 4% Private, 4% Not Applicable
- Community: 38% Suburban, 31% Urban, 15% Rural, 4% Military Base, 12% No Response
- Overall, satisfied with career preparation: 77% Agree/Strongly Agree, 8% Disagree/Strongly Disagree, 15% Uncertain/No Response
- Would you recommend the TEP? 93% Yes, 7% No

As a strength, respondents indicated that the program helped them feel prepared to teach. They had good class discussions and great hands-on experience, and appreciated the ability to get into a classroom early. They valued that their faculty and staff had actual experience in schools and good anecdotes to share.

Weaknesses included classes with too much theory and not enough practicum; more evidence-based practices would be more appreciated. Respondents recommended having one semester of gen-ed student teaching and one semester of special ed. Graduates would have liked more information about how school systems and school boards work, how to make a resume/apply/interview, and how to renew their license. Some lamented that they did not feel prepared to teach. They requested more special education content in TAL, more information on Applied Behavior Analysis, classroom management and writing courses, and more time in special education classrooms. Some cited difficulty understanding TA's, classes with overlapping material, and unnecessary classes (e.g., history of education).

Two respondents reported employment outside of education, and one entered "other". Two cited difficulty finding a job, and one was working in a related field. One respondent was attending graduate school.

Results: Visual Arts

Total Grads: 19
Total Responses: 9
Response Rate: 47%
Employment Rate: 44%
Of those employed:

- Work Type: 50% Full Time Teachers; 25% Part Time Teachers; 25% Other or No Response
- Location: Indiana: 50%
- School Type: 75% Public, 25% No Response
- Community: 50% Urban, 25% Suburban, 25% No Response
- Overall, satisfied with career preparation: 75% Agree/Strongly Agree, 25% Uncertain/No Response
- Would you recommend the TEP? 78% Yes, 22% No

Strengths included the Saturday Art School and Cultural Immersion programs. Graduates appreciated good faculty, block scheduling, and student teaching.

Respondents cited weaknesses including the need for classes on discipline/management, maintaining their license, and using data and assessments to drive instruction. More practical, hands-on experiences early in the program were desired. Some were disappointed with the number of TA's teaching compared to tenured faculty. One respondent was dismayed that they were never contacted by employers and did not receive help from career services.

Four respondents reported being employed outside of education. Two were working in a similar field, one had discovered that teaching was not his/her passion, and one cited lack of earnings potential.

Results: World Languages

Total Grads: 14
Total Responses: 8
Response Rate: 57%
Employment Rate: 50%
Of those employed:

- Work Type: 50% Full Time Teachers; 25% Full Time Assistant; 25% Other or No Response
- Location: Indiana: 50%
- School Type: 75% Public, 25% Private
- Community: 50% Suburban, 50% Urban
- Overall, satisfied with career preparation: 25% Agree/Strongly Agree, 25% Disagree/Strongly Disagree, 50% Uncertain/No Response
- Would you recommend the TEP? 63% Yes, 38% No

Respondents cited program weaknesses as the inclusion of too much theory and not enough hands-on experience, and graduates felt unprepared as a result. Classroom management, lesson planning, and field experiences could have been stronger.

Two graduates reported employment outside of education, and two indicated "other". One has a high paying job in a different field, one is taking a break after a difficult first teaching experience, and one is pursuing family goals at the moment.

Appendix A: 10-11 Post-Graduate Survey

NOTE: Survey was administered online and by telephone, not in this format.

Thank you for taking time to participate in our survey. Your honest evaluation of your experiences at the Indiana University School of Education will help us improve the Teacher Education Program for future students.

Whether you are teaching now, have a career in another field, or are taking time off, we'd very much appreciate your responses to this short set of questions.

The Office of Teacher Education

Q1. Would you recommend the IU School of Education's Teacher Education Program to others?

Yes__ No__

Q2. Please take this opportunity to share any comments on the strengths and/or weaknesses of the IU Teacher Education Program as you experienced it.

_____

Q3. What is your home state (U.S.) or country (if other than the U.S.)? _____

Q4. Are you currently teaching? *(required item)*

Yes__ No__ **(If no, skip to Q20)**

KEY: Strongly Disagree (SD) Disagree (D) Uncertain (U) Agree (A) Strongly Agree (SA)

Q5. My IU Teacher Education Program prepared me to…

Use specific classroom management strategies. SD D U A SA

Examples of those strategies? _____

Q6. My IU Teacher Education Program prepared me to…

Use effective technologies in my teaching. SD D U A SA

Examples of those technologies? _____

Q7. My IU Teacher Education Program prepared me to…

a. Create effective assessment instruments to measure learning. SD D U A SA

Examples of those assessment instruments? _____

Q8. My IU Teacher Education Program prepared me to…

a. Create engaging instructional plans to meet individual student needs. SD D U A SA

b. Effectively teach the content in my area. SD D U A SA

c. Recognize when students fail to understand. SD D U A SA

d. Understand how children learn. SD D U A SA

e. Respond effectively to the needs of students from different backgrounds. SD D U A SA

f. Use formative and standardized assessments to inform instruction. SD D U A SA

g. Employ teaching techniques that require student problem solving. SD D U A SA

h. Work effectively with parents. SD D U A SA

i. Adapt my instruction to the needs of students with special needs. SD D U A SA

Q9. Overall, I am satisfied with the career preparation I received through the IU Teacher Education Program.

SD D U A SA

Q10. Please tell us about any specific strategies, activities, curricular models you wish were addressed in the IU Teacher Education Program.

_____

Q11. In which geographical area are you teaching? *[drop-down list of states + "Other"]*

Q12. *(Early Childhood Ed graduates only)* Which grade(s) do you currently teach?

Pre-school__ Kindergarten__ 1st grade__ 2nd grade__ 3rd grade__4th grade__5th grade__

6th grade __7th grade__8th grade__9th grade__10th grade__11th grade__12th grade__Other__

Q13. *(Teaching All Learners graduates only)* Which area(s) are you teaching?

Special Education__ Elementary__ Both Special Ed and Elementary__ Other_____

Q14. *(Special Education graduates only)* Please tell us the setting (e.g. resource room, self-contained room) in which you're teaching.

_____

Q15. *(Secondary graduates only)* Are you teaching the content area(s) for which you prepared at IU?

Yes__ No__ **(Skip to Q24)**

Q16. Which best describes your position?

Teacher - Full-time__ Teacher - Part-time__ Aide/Assistant – part-time__ Aide/Assistant – full-time__ Long-term Substitute__ On-call Substitute__

Q17. In what type of community is your school located?

Urban__ Suburban__ Rural__ Military Base__

Q18. In what type of school are you teaching?

Public__ Charter__ (Public or Private) Private__ Not applicable (e.g., Head Start, other type of work)__

Q19. So that the School of Education may enrich its understanding of the perceived quality of its programs, would you be willing to share the place (school or school district) of your present employment? If so, please fill in below.

_____

Q20. If you are not teaching, what is your primary activity?

Attending graduate school__ **(Skip to Q21)**

Employed outside of education__ **(Skip to Q22)**

Other__ **(Skip to Q23)**

Q21. What are your reasons for attending graduate school? _____ **(Skip to Q24)**

Q22. What are your reasons for being employed outside of education? _____ **(Skip to Q24)**

Q23. What are your reasons for pursuing other activities? _____

Q24. Do you have any comments you'd like to add?_____

If you would like to talk with someone directly, please feel free to call Laura Makarchuk in the IU Office of Teacher Education at (812) 856-8544.

Thank you again for completing this survey. We sincerely appreciate your time and thoughtfulness. Your responses are important to us and will help us as we continually strive to best prepare our students to become capable, competent teachers.

APPENDIX I

Exemplary Living/Learning Programs

1. Global Gateway
2. INSPIRE

Global Gateway for Teachers

prepared by L.L. Stachowski, 2/12

Because of their strict program requirements, teacher education majors often have fewer opportunities to participate in traditional study abroad programs; however, for future educators, gaining international and intercultural experience is critical. The intention of Indiana University's Global Gateway for Teachers is to prepare future educators for the real world in which they will be employed, where elementary and secondary classrooms are filled with culturally and linguistically diverse pupils who come from myriad backgrounds.

The award-winning Global Gateway for Teachers (formerly called the Cultural Immersion Projects) has served thousands of student teachers since the program's inception in the mid-1970s. The Global Gateway's complement of programs includes the Overseas Program, which prepares and places student teachers in all licensing areas for eight-week assignments in national schools of Australia, China, Costa Rica, Ecuador, England, India, Ireland, Italy, Japan, New Zealand, Norway, Russia, Scotland, Spain, Turkey, and Wales; the Navajo Nation Program, with 16-week placements on the Navajo Indian Reservation in Arizona, New Mexico, and Utah; and the Urban Program, also 16-week placements offered in collaboration with Chicago Public Schools and Chicago-based UNITE (Urban Needs in Teacher Education). More than just a teaching placement, all three programs integrate community involvement, cultural study, service learning, and structured reflection and reporting throughout the experience.

The Global Gateway's international reach has expanded in recent years, now serving several other US colleges and universities by securing overseas school placements for their student teachers as well. Additionally, the Global Gateway's Experienced Teacher Program serves already licensed educators with three-week experiences in schools overseas, generally during the US summer months when schools here are closed but still open in many of our host nations.

Numbers of students participating in the Global Gateway Programs have fluctuated, reflecting overall shifts in enrollment in the School of Education. However, in recent years, the Overseas Program serves approximately 75 to 120 student teachers annually, and the Navajo Nation and Urban Programs serve 10 to 20 student teachers each, for totals of 100+ to 150 participants each year. The programs operate on a two-year cycle, with students undergoing a required preparatory phase in the first year (generally during their junior year) and then they student teach in the second year (as a senior); thus, the Global Gateway director and staff usually have anywhere from 200 to 300 "active" students at any given time.

At this time, 12 other U.S. institutions are active in using Global Gateway services to secure placements for their own student teachers. These include Penn State, University of Iowa, Capital University, Colorado College, Black Hills State University, and others. In the past few years, the Global Gateway has placed from 100 to 120 student teachers from other institutions in host nation schools.

The Global Gateway has met with resounding success consistently over many years. Quantitative and qualitative data have confirmed that participants' student teaching and cultural/community involvement yield learning and insights that exceed the scope of most conventional student teaching experiences which often take place in the community surrounding the university or in the student teacher's

hometown. Studies undertaken document that non-school community members are significant sources of learning when onsite requirements immerse student teachers in the communities their placement schools serve. Other studies have examined ways in which student teachers' professional and personal practice has been informed by their community-based service learning projects and their exploration of national and cultural values. Additional studies have documented student teachers' assumptions that have been challenged, shifts in their perceptions of their "home" culture, and their understanding of the transnational aspects of youth culture. Also documented have been the Overseas Program's contributions to the academic and extracurricular programs of host nation placement schools, and to the pupils and teachers with whom our student teachers work, as they bring new ideas, fresh enthusiasm, commitment to learning and sharing, and readiness to work hard.

Last year, a book came out including a chapter the Global Gateway director coauthored, "Standing the Test of Time," in *Internationalizing Teacher Education for Social Justice* (edited by Sharma, Phillion, Rahatzad, and Sasser). The chapter described a recent study examining the lasting impact of the overseas experience upon participants' subsequent professional development and personal growth. The survey response rate was exceptional (about 76% of roughly 200 surveys distributed), and the findings overwhelmingly positive, confirming that the impact is lasting, real, and important. There is no doubt that upon entering their own classrooms, our graduates' overseas experiences continue to influence their personal perspectives and professional practices, thus broadening the worldview of the children they teach for years to come. When one considers the multiplier effect, the impact is phenomenal.

INSPIRE Living-Learning Center

Rose Avenue Residence Hall

The INSPIRE LLC is a community focused toward democracy and equity in education, with four tenets: engage diversity, enhance creativity, encourage inquiry and enrich community. Exploring a variety of topics and interests, the students consider each with these questions: In the 21st Century, what does it mean to be a leader and a learner? Be an effective teacher? Address needs of schools and communities?

The LLC opened in Fall 2014. We received 92 applications for a capacity of 53 students. We filled the wing of the residence hall. One international student changed his mind and did not come to IU. We selected a group of 12 sophomores to serve as Peer Leaders the first year. They met several times over the course of spring semester 2014 to plan ideas for Orientation and Welcome Week, design the INSPIRE t-shirt (given to each member when they arrived in the fall), and make plans for welcoming the new freshmen as they accepted our invitation to join the first cohort. Two students worked together to create a closed Facebook group with information, pictures, hometown, and majors of the Peer Leaders so freshmen could begin to feel a part of the community even before they arrived on campus.

INSPIRE students are required to take a 1-credit seminar each semester they live in the LLC. Our fall semester seminar featured the Indiana State Teacher of the Year, as well as other guest speakers from a variety of backgrounds and serving several different roles in education. Built into the expectations of the seminar are two outside activities: a) service-learning in one of three local schools or with a grant project traveling to urban schools in northwest Indiana once a month with math education and science education faculty and doctoral students; and b) a small group Inquiry Project with faculty members from the School of Education. After being shown the faculty profiles of our mentors, students ranked their first, second and third choice to be placed in small groups to explore a topic of their choice with their faculty mentor.

Spring Semester also included these activities, with some modifications due to scheduling challenges. Most students continued their service-learning experiences in the same school as their fall placement. This provides the opportunity to participate and witness progress within a classroom and with individual students over a longer period of time than a single semester. Many of the Inquiry groups decided to focus their Inquiry on experiences related to their service-learning sites, since scheduling student and faculty time that worked for everyone was quite challenging. Spring semester also brought the National Teacher of the Year with a response by the State Teacher of the Year with an Indiana perspective. Other speakers included a faculty member working with Native American preschoolers focused on culturally appropriate materials, a Circus Educator, and a field trip to the Lilly Library to view part of the Deborah Meier Archive.

Events included a variety of activities to welcome freshmen to campus and to develop community on the floor, group participation in Welcome Week activities, trip to Cincinnati, OH and seasonal events, such as Halloween treats, Secret Snowman, Valentine Day fun and a hiking trip and a trip to the Indianapolis Zoo.

Demographics: The first cohort of INSPIRE LLC included 8 first generation students, 4 international students, 3 Asian American students, 3 African American students and students 16 students from outside Indiana. 79% of our first cohort are education majors and 42% are Direct Admits to the School of Education.

Student quotes, mid-semester Fall 2014:

“I really like the speakers we've had and how I get to connect with other education majors.”

Kaitlyn Lantz, first year student from Ft. Wayne, IN

“I am really enjoying my time in the seminar. I love the opportunities that this community has given me.” Raeanne O’Day, first year student from St. John, IN

“Everything is going well for me with INSPIRE. The seminar provides a lot of great information about what it takes to become a good educator in the community and how we can make a difference. The entire INSPIRE experience has been a blast because of everyone on the floor.”

John Nguyen, transfer student from Ft. Wayne, IN

“I like how we can go to schools and get hands on experience and meet with teachers.”

Daijah Jones, first year student from Indianapolis, IN

“I love that the seminar topics are broad and talk about a range of aspects that all relate to education. The entire INSPIRE experience has been unbelievable. I love the opportunities available to me through INSPIRE, the help and professional advice, the students and varying personalities on the floor, and the fun experiences we all have.” Sadie Minnigan, first year student from Zionsville

“I've met tons of people and like all of them. The seminar is going well and I've been enjoying the relationships that are being made and the new connections between why we're here and how it relates to the world.” Matthew Couch, second year student from Fillmore, IN

“I really love living with everyone! We are all extremely supportive of one another and I always feel like there is someone around I can talk to. I really enjoy the guest speakers during the seminar time.” Rachel Green, second year student from Fishers, IN

“One of my favorite parts about living in the INSPIRE Community is how unafraid my fellow students are of asking questions and how actively they pursue answers.”

Hannah Iskow, first year student from Rockville, MD

“I expected to like the INSPIRE LLC, but I was surprised to realize how much I grew to LOVE it!” Kaela Cousins, first year student from Hammond, IN

“The moment I walked onto my INSPIRE LLC floor, I knew that was where I was meant to be. This year so far I’ve met some amazing people that have truly inspired me and brought out the best in me. I have the world’s greatest friends, an amazing suitemate, and a floor I can happily call family. I also love my major and can’t wait to become a teacher some day. I’m excited to see what second semester has in store for me!” Lawson Gutzwiller, second year student from Batesville, IN

APPENDIX J

Examples of SoE Domestic Engagement Initiative and Programs

Campus	Org Type	Engagement Name	Description	Contact
IN	SCHOOLS	K12 Instructional Coaching	Mathematics/ESL Coaching at College Park in MSD of Pike Township 2014-present- Co-coaching with Serena Tyra, working with a 2nd grade teacher who is beginning to implement the Six Standards and mathematics workshop in her classroom.	Borgioli, Gina
IN	SCHOOLS	K12 Consultant and Research in Wayne Township	Long-term work with administration and faculty at Ben Davis High School (Wayne Township) on a variety of professional development initiatives in literacy and Project Based Learning (PBL).	Seybold, Joy
IN	SCHOOLS	K12 Partnerships	Strong partnerships with multiple schools as part of our secondary teacher preparation program. Various CFI schools who host Transition to Teaching and Woodrow Wilson student teachers.	Seybold, Joy
IN	SCHOOLS	K12 Partnership with Indianapolis Public Schools	22-year relationship with Indianapolis Public Schools (IPS) teachers at the Center for Inquiry (CFI) magnet schools.	Leland, Christine
IN	SCHOOLS	K12 Partnership with Indianapolis Public Schools	Indianapolis Public Schools	Murtadha, Khaula
IN	SCHOOLS	K12 + 16 Partnerships	Collaboration with the Central Indiana Educational Alliance and the Central Indiana Community Foundation and the eleven public school districts in Marion County Indiana. Each year, the National Student Clearinghouse returns to the school districts college enrollment data for all graduates. Pike and project staff members also prepare a summary report for Marion County public high school graduates.	Pike, Gary

IN	SCHOOLS	K12 Partnerships with Lawrence Township, Wayne Township and IPS	The Elementary Teacher Education program works with Partnership Schools in Lawrence Township, Wayne Township, and the Indianapolis Public Schools. This provides opportunities for support to the schools in the form of professional development for mentor teachers, tutoring for students, after-school clubs, help with school events and community outreach, technology sharing, and other support as needed.	Berghoff, Beth
IN	SCHOOLS	Massachusetts Research Grant	Massachusetts Department of Elementary and Secondary Education- In collaboration with the Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL). This grant develops instructional coaching courses focused on improving teacher quality for English Language Learners.	Teemant, Annela
IN	SCHOOLS	Bartholomew Consolidated School Corporation	Since 2008, I have collaborated with Indiana University Purdue University Columbus to host professional development workshops for BCSC, with over 25 teachers and administrators from Fodrea and Lincoln Signature Academy faculty attending.	Teemant, Annela
IN	SCHOOLS	Indiana Involvement	School districts in Indianapolis and surrounding counties	Nguyen, Kim
IN	SCHOOLS	Training and Evaluations	I work with multiple school corporations in a training capacity for developing their teacher evaluation plans and plans to address disproportionality in their disciplinary outcomes.	Murphy, Hardy
IN	PUBLIC AGENCY	Greene County STEM M.A.P.P.	Greene County STEM M.A.P.P., Greene County, IN March 2013-August 2016-U.S. Department of Education Mathematics Science Partnership grant for professional development with 4-12th grade teachers	Borgioli, Gina

IN	PUBLIC AGENCY	3 Professional Learning in PBL	In 2013, three key providers of professional learning in PBL came together to form the Indiana Collaborative for Project Based Learning (ICPBL).	Seybold, Joy
IN	PUBLIC AGENCY	Indianpolis engagement	Indianapolis Public Libraries (38th St. Brightwood and Haughville Branches), Indy Parks and Recreation	Murtadha, Khaula
IN	PUBLIC AGENCY	SHEEO collaborative	State Higher Education Executive Officers' (SHEEO) Multi-State Collaborative. Pike has served on the MSC Sampling Subgroup working with more than 60 colleges and universities to collect representative samples of students' in-class work.	Pike, Gary
IN	PUBLIC AGENCY	AAC&U Value Rubric Analysis	An Analysis of the Reliability and Validity of the VALUE Rubrics. Pike is working with members of the Association of American Colleges and Universities (AAC&U) to examine the reliability and validity of the VALUE Rubrics developed by AAC&U.	Pike, Gary
IN	PUBLIC AGENCY	The National Institutes of Health	The National Institutes of Health	Nguyen, Kim
IN	COLLEGES	Partnerships within IUPUI	IUPUI Schools and Centers-Science, Engineering and Technology; Informatics; Medicine; Dentistry; University College; Honors; Public Health; Physical Education and Tourism; Social Work;The Center for Research and Learning; Teaching and Learning; Services and Learning; Health and Life Science Advising; CTSI; and International Affairs.	Nguyen, Kim
IN	ALUMNI	Global Academy Charter	The Global Academy Charter will be a dual language school. A team of 4 of us from IUPUI will co-design and deliver the PD on curriculum mapping, school culture, community mapping, Six Standards pedagogy, and parent involvement.	Teemant, Annela
IN	ALUMNI	Project Lead the Way	The Woodrow Wilson National Fellowship Foundation, the National Science Foundation, The Project Lead The Way	Nguyen, Kim

BL	PUBLIC AGENCY	Informal Learning Study	Hudson working with Twin Cities Public Television to study informal learning	Hudson
BL	PUBLIC AGENCY	AAC-in-Action Project	This is a collaboration between IU School of Education, IU Speech and Hearing, IIDC, MCCSC schools, Bloomington Hospital, AAC manufacturers and other interested parties. The aim of the project is to promote the use of augmentative and alternative communication for people who have little or no speech by conducting training and research in the field.	Alant
BL	SCHOOLS	Partnership for Improving Math and Science Instruction	This project involves K-5 classroom teachers in Gary, Hammond, and City of East Chicago to promote natural connections between mathematics and science and improve teacher content and pedagogy for teaching each subject area.	Park-Rogers
BL	PUBLIC AGENCY	Evaluation of the IN Maternal Infant and Early Childhood Home Visiting Program	This collaboration between the Indiana State Department of Health (ISDH) and the Department of Child Services (DCS) is developing and integrating a statewide home visiting program for mothers and infants.	Anderson and Howland
BL	PUBLIC AGENCY	Equity Project	The Equity Project is a consortium of projects dedicated to providing high quality data to educational decision-makers in order to better understand and address issues regarding educational equity and bridge the gap between research and practice.	Skiba
BL	PUBLIC AGENCY	Compuational Textiles	This project provides summer camps, workshops, and curriculum development with various organizations including: Bloomington Project School; Boys and Girls Club; Chicago Public Schools/DePaul University; Monroe County Public Library; Girl Scouts of Indiana	Peppler
BL	SCHOOLS	Mind UP	Helps MCCSC elementary teachers use the Mind Up program	Keller

BL	SCHOOLS	ARC Reading Support	Clinic for struggling readers in MCCSC-- staffed by school psychology students who are learning to appraise reading difficulties	Martinez
BL	SCHOOLS	Partners in Education	Partners in Education is an outreach program of the staff council. It brings at-risk middle school students to campus in hopes of getting them to apply to college after high school.	Hunnicutt
BL	SoE Students	Global Gateway	Global Gateway provides international student teaching experiences	Stachowski
BL	SoE Students	Armstrong Programs	Armstrong bring outstanding teachers here to IU (and provide those teachers with opportunities to interact and work with other outstanding teachers)	Kloosterman
BL	SoE Students	Jacobs Programs	Jacobs Programs bring outstanding teachers here to IU (and provide those teachers with opportunities to interact and work with other outstanding teachers)	Brush
BL	SoE Students	Inspire	The INSPIRE LLC is a community of IU Students focused toward democracy and equity in education. Participants explore a variety of topics and interests including what does it mean to be a leader and a learner? Be an effective teacher? Address needs of schools and communities?	Damico
BL	SoE Students	Saturday Science Quest	Education majors provide science enrichment for students in grades K-8	Akerson
BL	SoE Students	Saturday Art Program	Education majors provide visual arts enrichment for students in grades K-6	Lackey
BL	International	Program with Afghanistan	Training of Teachers from and in Afghanistan	Lewison
BL	International	Fullbright K 12	Kubow project bring K-12 Fulbright teachers to IU, also South Sudan Teachers	Kubow

BL	International	CIVITAS Exchange	Kubow CIVITAS Exchange – 15 year project promoting citizenship in emerging democracies	Kubow
BL	International	Higher Education in Indonesia	Sutton project working with higher education in Indonesia	Sutton
BL	PUBLIC AGENCY	Evaluation of Dearborn Substance Abuse Community Foundation Grant	This project uses data from multiple systems in order to inform the development of strategic prevention and early intervention activities to reduce alcohol and substance use among teenagers and young adults in Dearborn County, and Southeast Indiana as a region.	Howland
BL	SCHOOLS	IDReAM	This project studies how to tailor mathematics instruction for cognitively diverse middle school students while also developing a cohesive classroom community. In the process it provides mathematics instruction to a number of struggling middle school students.	Hackenberg
BL	International	Book & Beyond	Book & Beyond project has given access to an elementary school in northern Rwanda. English Language Teaching Workshop instructor in Khartoum, Sudan, as a guest of the TESOL Sudan professional association in collaboration with the U.S. Embassy in Sudan.	Samuelson
IN	PUBLIC AGENCY	Indianapolis Latino/a Community Center	Collaboration with the director of a Latino/a Community Center in Indianapolis afterschool program where through the integration of literacy, arts and technology, children from immigrant families work as children-researchers examining the cultural resources on their communities and their experiences as immigrants.	Medina
IN	SCHOOLS	Innovative Literacy Pedagogies	A project grounded on inquiry literacy pedagogies that helps public schools teachers in the St. Louis area to reframe literacy in classrooms.	Medina
BL	PUBLIC AGENCY	Boys and Girls Club Partnership	Students do service learning at both Lincoln Street and Crestmont Boys and Girls Clubs	C. Hossler

BL	PUBLIC AGENCY	ITEST-Strategies: Human-Centered Robotics Experiences	In collaboration with colleagues in the School of Informatic (Selma Sabanovic) we are running a robotics club and piloting materials that will be used in Fairbanks and Sitka, AK. We work with children ages 11-16.	Hmelo-Silver
BL	SCHOOLS	Transforming Online High School	Using design-based implementation research and participatory approaches to learning and assessment to transform the existing individualized distance education coursesin multiple subjects.	Hickey
BL	STATE AGENCY	ETS teacher knowledge licensure test development	Develop task and test questions to simultaneously assess candidates' content and pedagogical content knowledge along with score setting and test review for Pearson's CORE educator licensure tests for the state of Indiana.	Jacobson
BL	SCHOOLS	Goshen School District Collaboration	Collaboration with Goshen School district to provide content-based language instruction professional development.	Pawan
BL	International	Peace Corps Professional Development	Developed and directed the first fully online EFL/ESL Masters Peace Corps Masters International program for Peace Corps volunteers so that the can pursue education and receive support before, during and after overseas field assignment.	Pawan
BL	SCHOOLS	Effective Leaders Academy.	The Effective Leaders Academy (ELA) is a collaboration between the School of Education and the Kelley School of Business to support low-performing schools in Indiana. The program includes residential training modules provided by SOE and KSOB faculty and wrap around support services by principals selected and trained by the SOE. These principals are noted for their ability to turnaround low performing schools.	G. Crow
BL	International	Critical Web Reader in Singapore	The National Institute of Education in Singapore purchased a license to use the Critical Web Reader (web-based software) and this project helps them integrate the software into classrooms across the country.	Damico

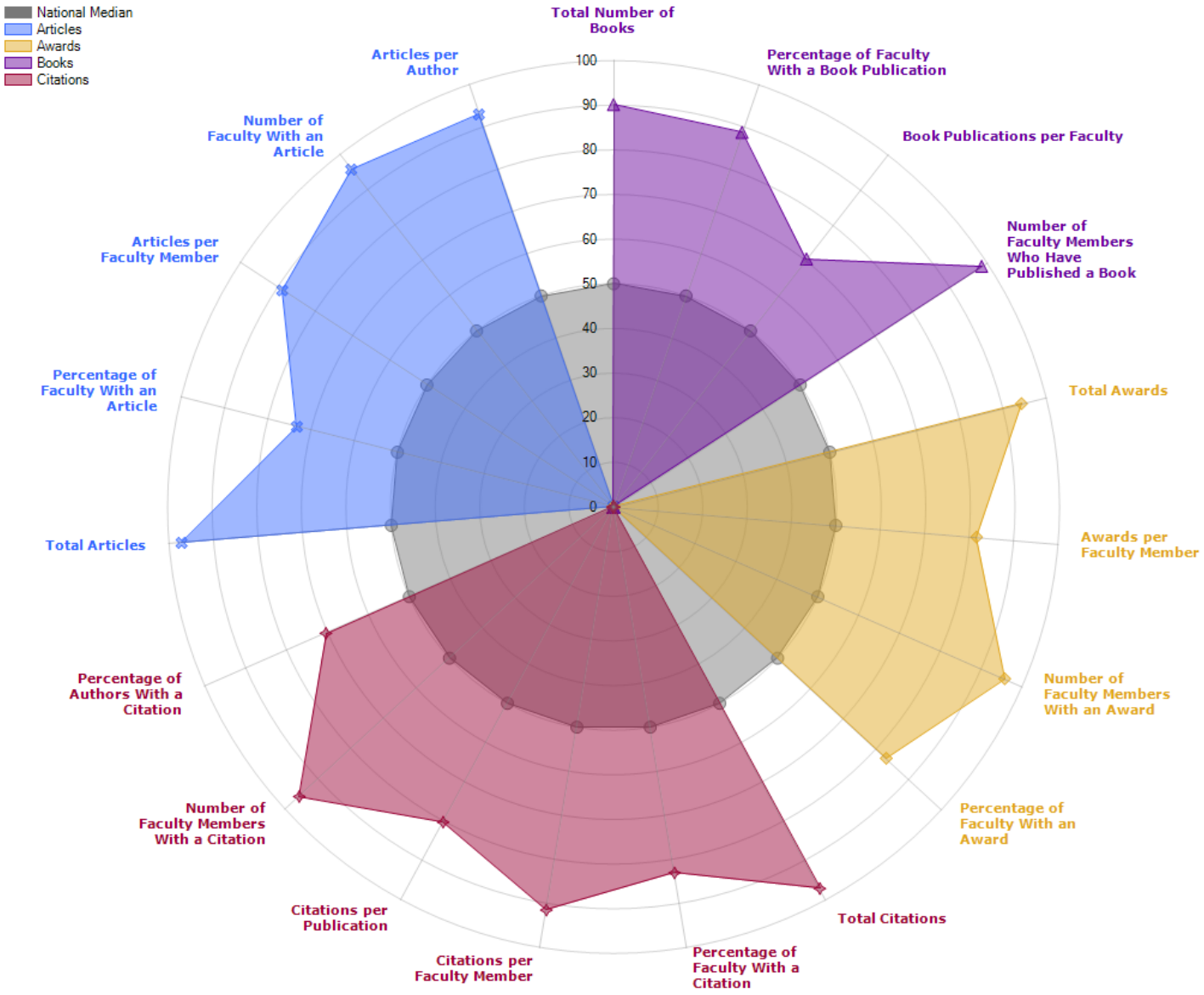
BL	SCHOOLS	Writing and Reading Alignment Project (WRAP)	WRAP works with 11th - 12th grade high school E/LA teachers in Indiana on clarifying expectations for reading and writing at the college-level and help them develop instructional strategies to better prepare students for the rigors of college-level reading and writing. Participating districts include the School City of Hammond multiple rural districts from southern Indiana	R. Smith
BL	ALUMNI, SoE Students	Office of Career Connections	The Office of Career Connections was created to serve as the hub between School of Education students, alumni, and employers, and its access to these populations places it in a strategic position to impact the School going forward, from recruitment to retention to employment.	Bosk
BL	SCHOOLS	Fort Wayne Schools Collaboration	Supporting Fort Wayne Community Schools as they focus on literacy and media. Includes mentoring for African American and Latina males in a middle school initiative.	Hall

APPENDIX K

Academic Analytics Faculty Scholarly Productivity "Flower Charts"

Department Radar - All Variables

Indiana University - Bloomington | Counseling and Educational Psychology, Department of



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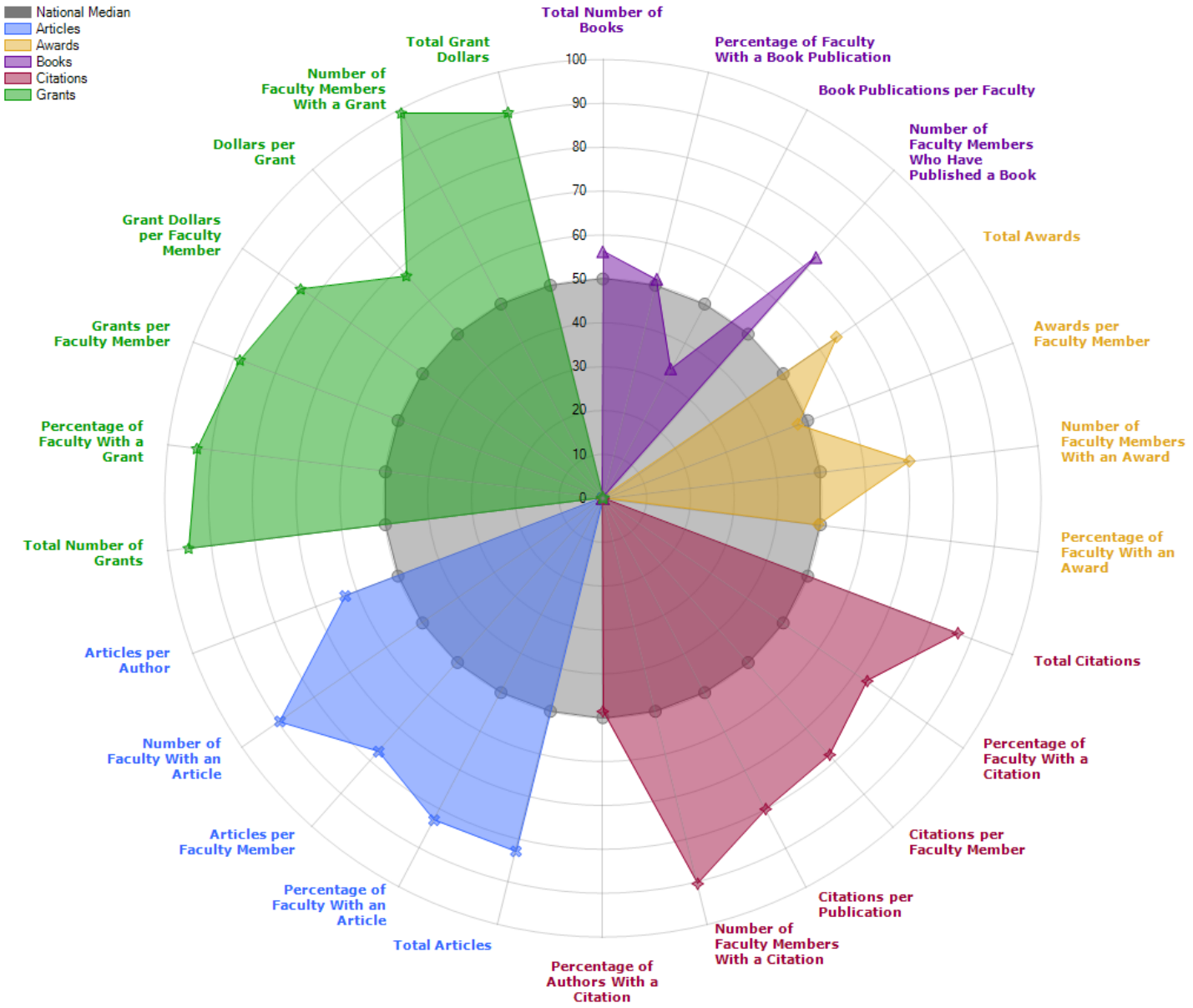
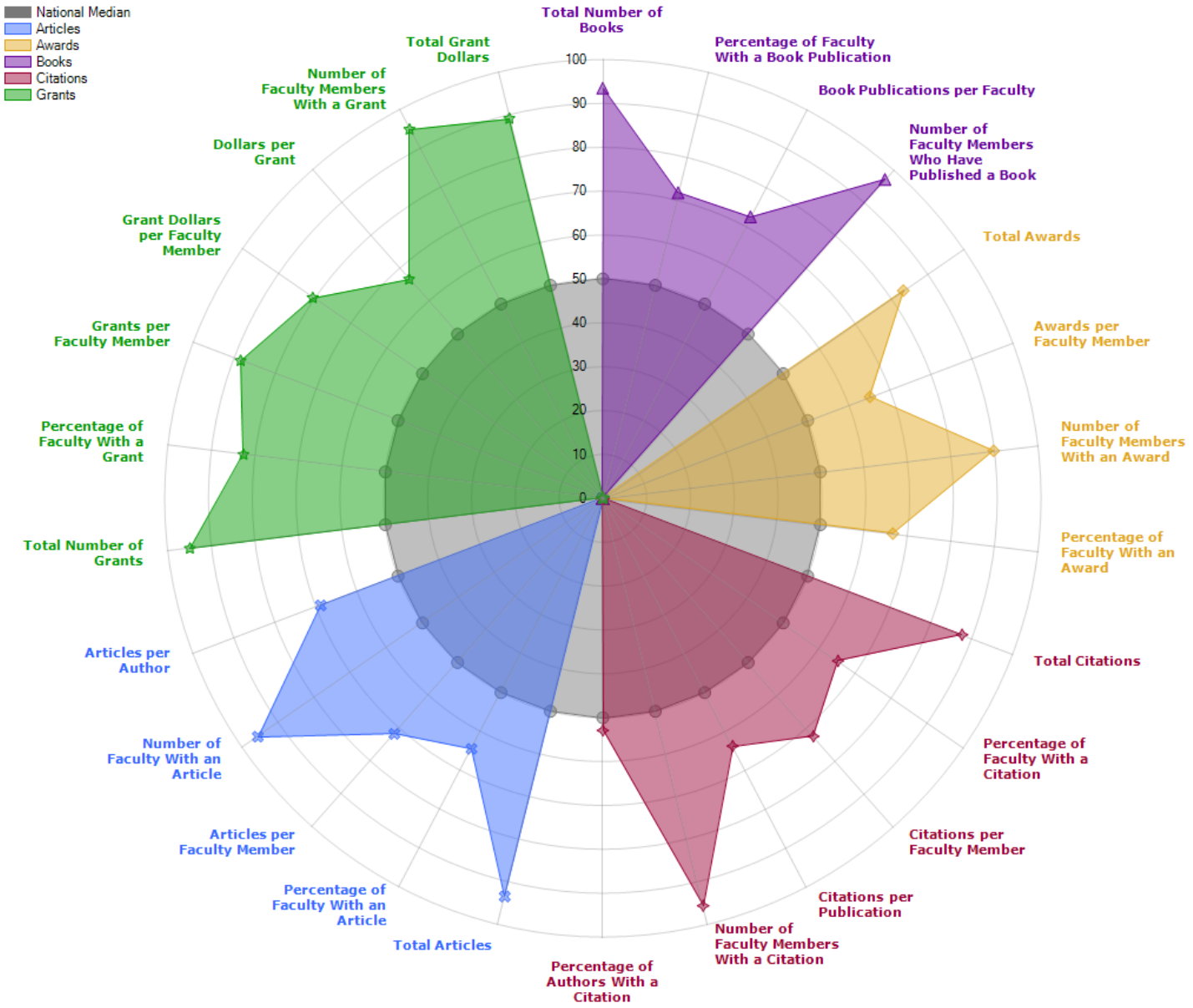
Department Radar - All Variables

Indiana University - Bloomington | Curriculum and Instruction, Department of



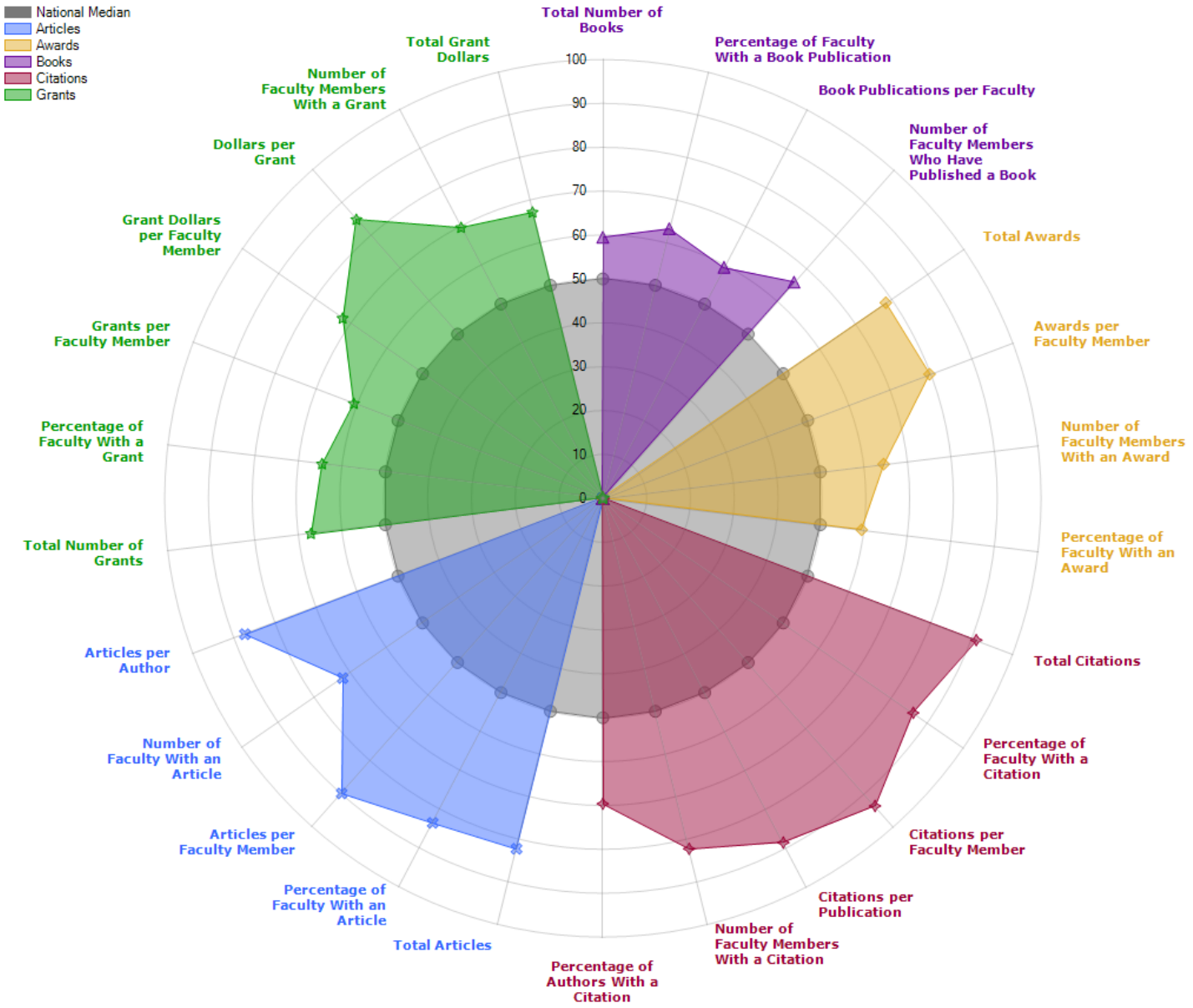
Department Radar - All Variables

Indiana University - Bloomington | Educational Leadership and Policy Studies, Department of



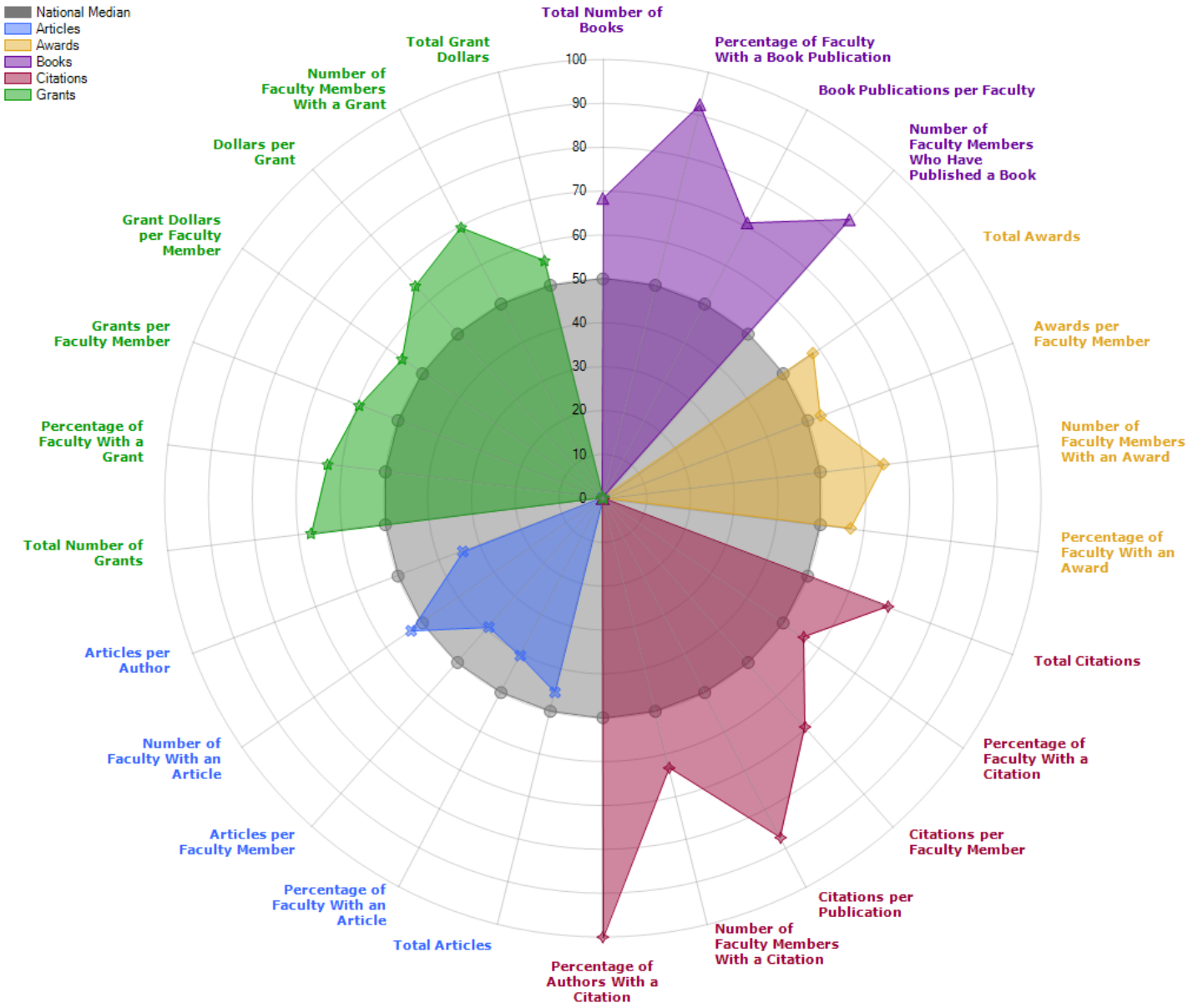
Department Radar - All Variables

Indiana University - Bloomington | Instructional Systems Technology, Department of



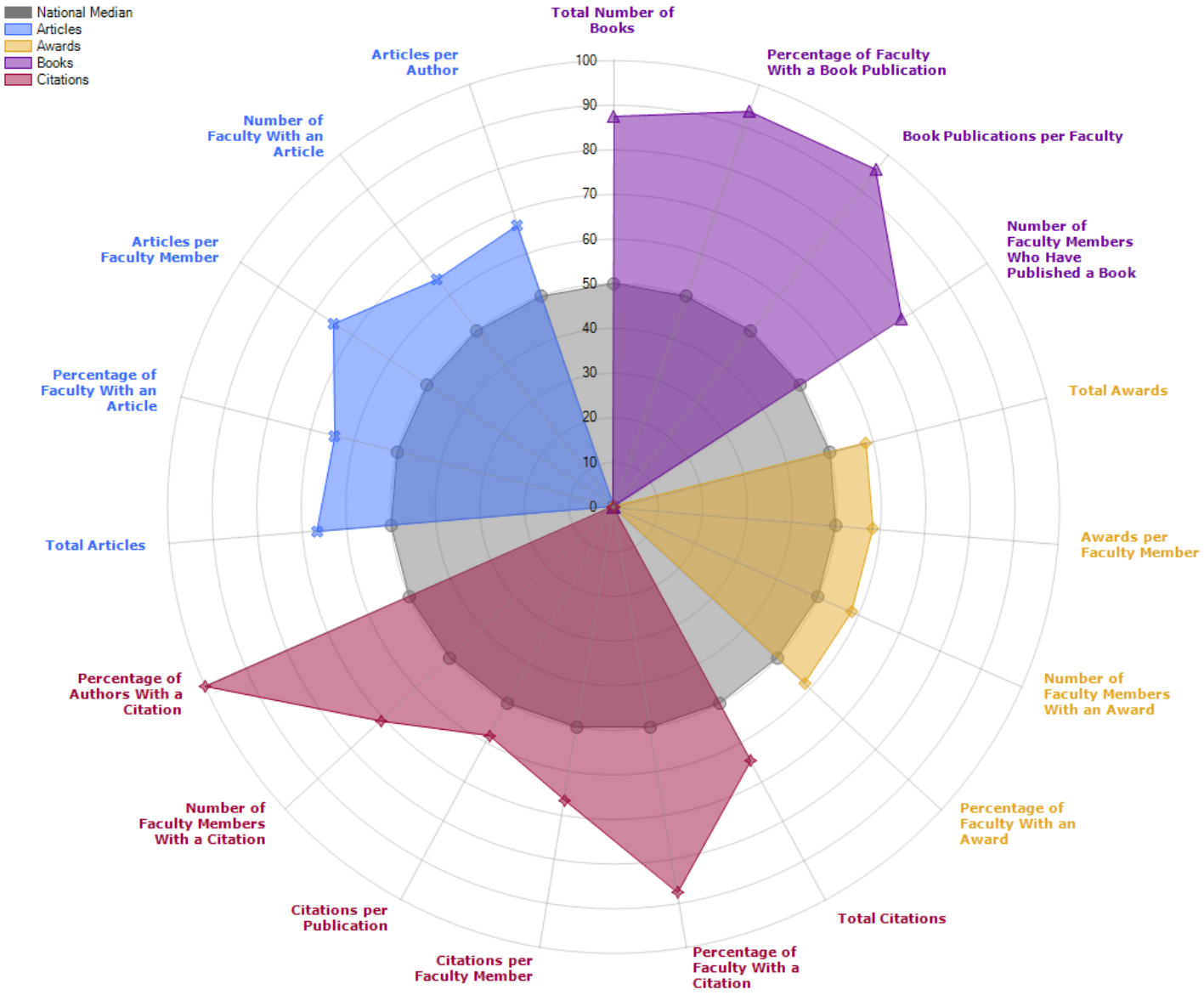
Department Radar - All Variables

Indiana University - Bloomington | Literacy, Culture and Language Education, Department of



Program Radar - All Variables

Indiana University-Purdue University Indianapolis | Higher Education and Student Affairs



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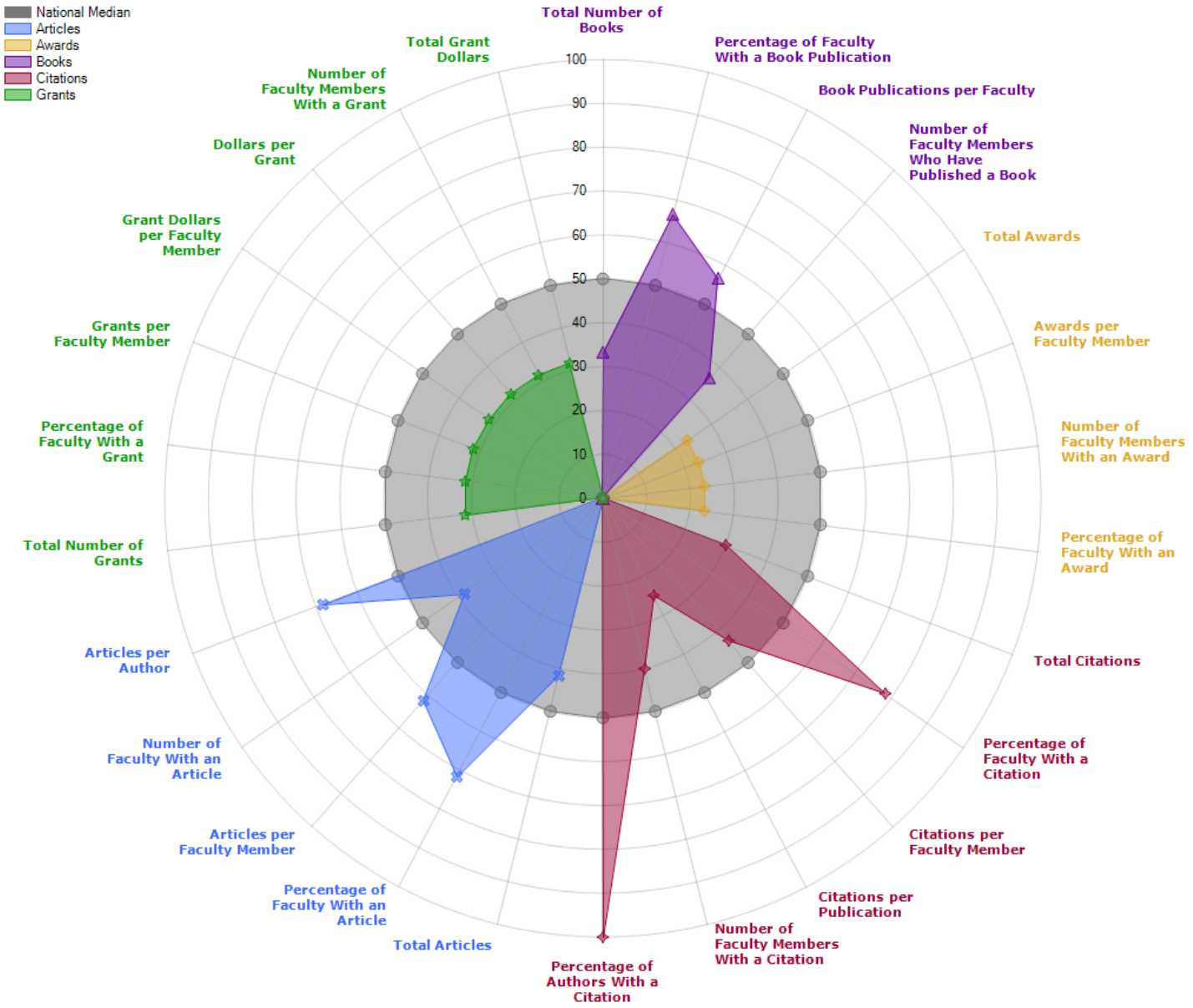
Program Radar - All Variables

Indiana University-Purdue University Indianapolis | Urban Education Studies



APPENDIX L

Renaming the School of Education

1. Environment Scan of Education Schools at Peer Institutions
2. Re-Envisioning the Mission of IUB's School of Education

ENVIRONMENT SCAN OF EDUCATION SCHOOLS AT PEER INSTITUTIONS

Introduction to Scan

The following tables and summaries were assembled to provide an overview of peer institutions' Education programs. Within each campus the naming convention for the appropriate school/college/etc. is listed, leadership positions for Dean's office summarized, centers of research and inquiry identified, Mission and Vision Statements analyzed for themes, and whether teaching certification is awarded to undergraduate students through a major or certificate program. The scan includes public, four-year higher education institutions, and peer institutions for both Indiana University (IU) and Indiana University-Purdue University Indianapolis (IUPUI). Peer institutions included in the scan and information locations are included at the conclusion of this document.

Naming Conventions

Naming Conventions	Number of Institutions	Percentage of Institutions
College of Education	**26**	**41%**
College of Education and Health Professions	1	2%
College of Education and Human Development	4	6%
College of Education and Human Ecology	1	2%
College of Education and Human Sciences	2	3%
College of Education, Criminal Justice, & Human Services	2	3%
College of Education, Health & Human Services	1	2%
College of Education, Health, & Human Development	1	2%
Department of Education	1	2%
Department of Education Studies	1	2%
Graduate School of Education	4	6%
Graduate School of Education & Information Studies	1	2%
Professional Education Program	1	2%
School of Education	**16**	**25%**
School of Education & Human Development	1	2%
Grand Total	63	100%

The most common naming conventions for Education programs are "College of Education", 41% of institutions, followed by "School of Education", 25% of institutions. Majority of institutions, 78%, operate with a targeted focus on Education as a program, department, school, or college. Only 22% of institutions have split or shared focus with other academic programs organized under the college or school.

Leadership Positions

Number of Leadership Positions	Frequency of Institutions	Percentage of Total Institutions	Percentage of Institutions with Identifiable Leadership Positions
One	-	-	-
Two	1	2%	2%
Three	3	5%	6%
Four	**7**	**11%**	**15%**
Five	4	6%	9%
Six	**11**	**17%**	**23%**
Seven	4	6%	9%
Eight	2	3%	4%
Nine	3	5%	6%
Ten	-	-	-
Eleven	3	5%	6%
Twelve	1	2%	2%
Thirteen	2	3%	4%
Fourteen	3	5%	6%
Fifteen	-	-	-
Sixteen	-	-	-
Seventeen	-	-	-
Eighteen	1	2%	2%
Nineteen	1	2%	2%
Twenty	1	2%	2%
Information unavailable	16	25%	-
Grand Total	63	100%	100%

*Position details were identified for 47 institutions

Leadership positions were identified as the positions working directly under or reporting to the Dean (at nearly every institution). Forty-seven institutions had accessible information

regarding their leadership structures and positions on their websites. With 4 to 6 positions, 34% of total institutions (47% of institutions with identifiable leadership positions), maintained small leadership structures.

	Number of Positions	Number of Institutions	Average Number of Positions per Institution (total institutions)	Average Number of Positions per Institution (with specific position)
Dean	43	43	0.91	1.00
Senior Associate Dean	8	7	0.17	1.14
Associate Dean	87	42	1.85	2.07
Assistant Dean	45	24	0.96	1.88
Professor	11	4	0.23	2.75
Other Support Positions	166	38	3.53	4.37
Grand Total	363	158	7.72	13.28

*Position details were identified for 47 institutions

Leadership position titles included Dean, Senior Associate Dean, Associate Dean, Assistant Dean, Professor, and other support positions. Only four institutions did not have a "Dean" as their top leadership position (Department Chair, Director, etc.). Professor and Associate Dean are the most frequent leadership position across institutions, often with several per institution. Direct responsibility areas for Associate Deans, Assistant Deans, and Other Support Positions varied widely. The following pages summarize titles and functional area responsibilities for leadership within Education programs at peer institutions. Frequencies and descriptors are provided for each Associate Dean, Assistant Dean, and Other Support Positions.

Associate Dean Responsibility Areas	Frequency	Percentage of Positions with Responsibility Area*
Academics	**19**	**22%**
Accreditation	1	1%
Administration	10	11%
Associate Dean	**12**	**14%**
Community Programs	2	2%
Development	1	1%
Distance Learning & Professional Education	5	6%
Equity & Diversity	2	2%
Faculty	8	9%
Graduate Programs	**13**	**15%**
International Programs	3	3%
Outreach	5	6%
Research	**24**	**28%**
Student Affairs	10	11%
Teacher Education	6	7%
Technology	1	1%
Undergraduate Programs	6	7%

*87 Associate Dean position titles included in analysis. Positions may have multiple responsibility designations

Associate Dean positions were predominantly designated to oversee Academics, Research, Graduate Programs, or general responsibilities within the Education program.

Assistant Dean Responsibility Areas	Frequency	Percentage of Positions with Responsibility Area*
Academics	**8**	**18%**
Accreditation	1	2%
Administration	**8**	**18%**
Alumni Affairs	1	2%
Assessment	1	2%
Assistant Dean	3	7%
Business Operations	2	5%
Communications	1	2%
Development	3	7%
Equity & Diversity	2	5%
Faculty	1	2%
Finance	**6**	**14%**
Human Resources	1	2%
Outreach	5	11%
Recruitment	2	5%
Research	1	2%
Student Affairs	5	11%
Teacher Education	4	9%
Undergraduate Programs	1	2%

*44 Assistant Dean position titles included in analysis. Positions may have multiple responsibility designations

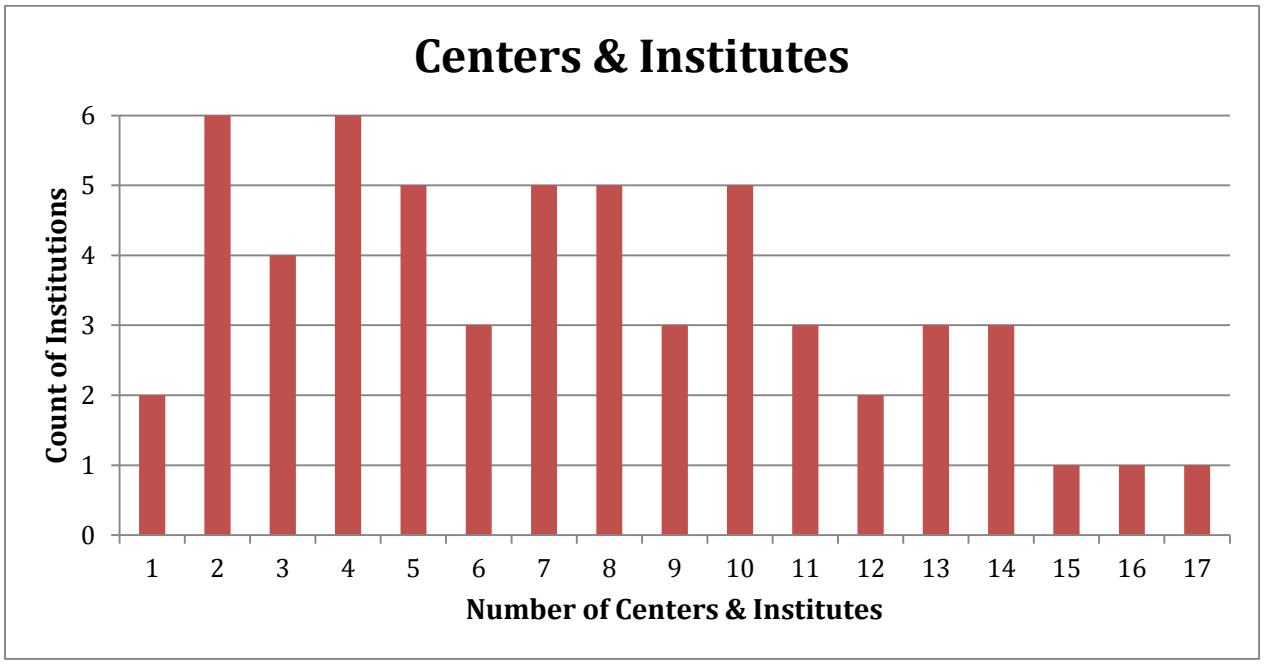
Assistant Dean positions were predominantly designated to oversee Academics, Administration, and Finance within the Education program.

Other Support Position Responsibility Areas	Frequency	Percentage of Positions with Responsibility Area*
Academics	2	1%
Administration	**38**	**21%**
Alumni Affairs	6	3%
Assessment	3	2%
Assistant	**14**	**8%**
Business Operations	5	3%
Chair	8	4%
Communications	**17**	**9%**
Development	10	5%
Director - Center	11	6%
Director - School/Program	10	5%
Equity & Diversity	1	1%
Executive Director	2	1%
Facilities	1	1%
Finance	**15**	**8%**
Funding	2	1%
Graduate Programs	1	1%
Head - School/Department	4	2%
Human Resources	6	3%
International Programs	4	2%
Outreach	5	3%
Professor	4	2%
Recruitment	1	1%
Research	2	1%
Resources	4	2%
Student Affairs	4	2%
Teacher Education	3	2%
Technology	7	4%
Undergraduate Programs	1	1%

*184 Other Support Position titles included in analysis. Positions may have multiple responsibility designations

In the other support positions Administrative, Assistant, Communications, and Finance roles were most frequent within the Education program.

Centers & Institutes



Most institutions support at least one Center or Institute while 19 campuses support more than 10 each. The content areas and research foci of these Centers and Institutes varied widely. A full listing of the Centers and Institutes are provided at the end of this document.

Mission and Vision Statements

	Number of Institutions	Percentage of Total Institutions*
Mission Statement	42	67%
Vision Statement	15	24%
Both Mission Statement & Vision Statement	14	22%

*All 63 Institutions are included in this scan.

Majority of peer institutions have a publicized Mission Statement, while fewer include a Vision Statement. However, nearly all institutions with a Vision Statement also publicized a Mission Statement. The top thematic categories for Mission Statements are Diversity, Leadership, Professional Educators, Research, and Teaching. The top thematic categories for Vision Statements are Research, Leadership, Scholarship, and Global Impact.

Theme	Mission Statement		Vision Statement	
	Frequency	Percentage*	Frequency	Percentage**
Collaboration	4	10%	1	7%
Community	15	36%	4	29%
Diversity	**20**	**48%**	3	21%
Educators	2	5%	0	0%
Engagement	2	5%	0	0%
Excellence	1	2%	2	14%
Expertise	1	2%	1	7%
Faculty	8	19%	1	7%
Global Impact	9	21%	**5**	**36%**
Improvement	4	10%	1	7%
Knowledge	9	21%	1	7%
Leadership	**18**	**43%**	**7**	**50%**
Learning	14	33%	3	21%
Local	4	10%	0	0%
National Impact	11	26%	4	29%
Outreach	2	5%	2	14%
Policy	9	21%	2	14%
Practice	7	17%	3	21%
Professional Educators	**18**	**43%**	2	14%
Quality	2	5%	0	0%
Research	**22**	**52%**	**8**	**57%**
Scholars	1	2%	2	14%
Scholarship	14	33%	**5**	**36%**
Service	12	29%	4	29%
Social Justice	7	17%	4	29%
Society	4	10%	3	21%
Society's Needs	2	5%	0	0%
State Community	9	21%	3	21%
Students	8	19%	2	14%
Teachers	3	7%	0	0%
Teaching	**18**	**43%**	4	29%

*42 Mission Statements
**14 Vision Statements

Teaching Certification

Teacher Education Organization	Number of Programs	Percentage of Programs
Add-on Undergraduate Certification Program	11	17%
5 year Bachelors/Master's Program	2	3%
Graduate Program Only	6	10%
Undergraduate and Post-Bachelor's Programs	6	10%
Undergraduate Major	23	37%
Undergraduate Major, must pursue Graduate Certification	5	8%
Undergraduate Minor	2	3%
Undergraduate Minor, must pursue Graduate Certification	7	11%
Unknown	1	2%
Grand Total	63	100%

Forty-one institutions offered Undergraduate Majors with a Teacher Education focus. The pathway to certification depended on state requirements, causing several institutions to provide undergraduate majors and minors, while others only offered post-bachelor certificates or master's programs.

Summary

This scan provides an overview of program offerings, naming conventions, and themes across peer institution Education programs. Specific detail by institution is located in the master data tables.

Centers & Institutes by Institution

Institution	Centers & Institutes
Colorado State University	Scenario Planning Institute
Georgia Institute of Technology	NO SCHOOL OF EDUCATION
Indiana University	Center for Evaluation and Education Policy (CEEP); Center for Human Growth; Center for P–16 Research and Collaboration; Center for Postsecondary Research (CPR); Center for Research on Learning and Technology (CRLT); Center for International Education, Development and Research (CIEDR); Center for Urban and Multicultural Education (CUME, IUPUI); Great Lakes Equity Center (IUPUI); Indiana Institute on Disability and Community (IIDC); International Center for Home Education Research (ICHER); Project on Academic Success (PAS); Urban Center for the Advancement of STEM Education(UCASE, IUPUI)
Iowa State University	Center for Excellence in Science, Mathematics and Engineering Education; Center for Technology in Learning and Teaching; Research Institute for Studies in Education
IUPUI	Curriculum Resource Center; Great Lakes Equity Assistance Center; Urban Center for the Advancement of STEM Education; Center for Urban and Multicultural Education
Kent State University	Child Development Center; Counseling & Human Development Center; Disability Services; Innovation in Transition & Employment; Instructional Resource Center; International & Intercultural Education; Ohio Literacy Resource Center; Math and Science Education; Reading & Writing Development; Research Center for Educational Technology
Louisiana State University	x
Michigan State University	CREATE for STEM Institute; Center for the Study of Curriculum; Education Policy Center at Michigan State University; DOCTRID Research Institute; Confucius Institute at Michigan State University; Center for Teaching and Technology; Institute for the Study of Youth Sports; Center for Physical Activity and Health; Center for Higher and Adult Education; Institute for Research on Teaching and Learning
Montana State University	LSU Child Development Laboratory Preschool; Coastal Roots; Curriculum Theory Project; LSU Writing Project; GEAR UP; LSYOU; The Literacy Collaborative
Ohio State University	Center on Education and Training for Employment; Crance Center for Early Childhood Research and Policy; Dennis Learning Center; Ohio Resource Center; Schoenbaum Family Center
Ohio University	Center for Higher Education; Center for Partnerships; Child Development Center; CORAS; Curriculum and Technology Center; Communications and Connections; Institute for Democracy in Education; The Stevens Literacy Center; SEOCEMS; Upward Bound; George E. Hill Center
Oklahoma State University	Center for Aviation and Space Administration; Center for Research on Science, Technology, Engineering & Mathematics Teaching & Learning; Counseling Psychology Clinic; Center for Educational Research and

	Evaluations; School Psychology Center; Oklahoma Center for School Business Management; Oklahoma Tourism and Recreation Assistance Center; Randall & Carol White Reading and Mathematics Center
Pennsylvania State University	Cedar Clinic; Center for Evaluation and Education Policy Analysis; Center for Science and the Schools; Center for the Study of Higher Education; Center for the Study of Leadership in American Indian Education; Center for the Study of Leadership and Ethics; Center on Rural Education Communities; Educational Risk Initiative; Goodling Institute for Research in Family Literacy; Institute for Research in Training and Development; Institute for the Study of Adult Literacy; Interinstitutional Consortium for Indigenous Knowledge; Pennsylvania School Study Council; Professional Personnel Development Center for Career and Technical Education
Purdue University	x
Rutgers, The State University of New Jersey	Center for Effective School Practices; Center for Literacy Development; National Institute for Early Education Research; National Writing Project; Proof Comprehension Research Group; Robert B. Davis Institute for Learning; Rutgers Institute for Improving Student Achievement
Stony Brook University - SUNY	Center for Science and Mathematics Education; SUNY Urban Teachers Education Center
Temple University	Career & Technical Education; Center on Innovations in Learning; Institute on Disabilities; Office of Research and Development Administration
Texas A&M University	Center for Research and Development in Dual Language and Literacy Acquisition; Center for Sport Management Research and Education; Center for Translational Research on Aging and Longevity; Center for Urban School Partnerships; Center on Disability and Development; Education Leadership Research Center; Education Research Center; Sydney and J.L. Huffines Institute for Sports medicine and Human Performance; Texas Center for the Advancement of Literacy and Learning; Transdisciplinary Center for Health Equity Research
University of Alabama	Office of Research and Service; Alabama Superintendents' Academy; Belser-Parton Literacy Center; Center for the Study of Ethical Development; Consortium for Overseas Student Teaching; Education Policy Center; Office of Clinical Experiences; Office of International Programs; OFfice of Research on the Teaching in the Disciplines; Research Assistance Center; UA/UWA Regional In-Service Center
University of Alabama - Birmingham	Center for Educational Accountability; Center for Urban Education; Maryann Manning Family Literacy Center
University of Alaska	Center for Research and Alaska Native Education
University of Arizona	American Indian Language Development Institute; CREATE; Center for Research on Classrooms; Center for the Student of Higher Education; Cooper Center for Environmental Learning; Teachers in Industry; Worlds of Words
University of Arkansas	Arkansas Leadership Academy; Arkansas Professors of Educational Administration (ARPEA); Arkansas Technology and Engineering Educators (ATEE); Center for Mathematics and Science Education; Center for Children and Youth; Education Renewal Zone (ERZ); Human

	Performance Lab; The National Office for Research, Measurement & Evaluation Systems; Northwest Arkansas Writing Project; Office for Education Policy; Office for Sport Concussion; Office for Studies on Aging; Osher Lifelong Learning Institute; Partners for Inclusive Communities; Physics Teacher Education Coalition; Project to Advance Science Education; Project RISE; Razor C.O.A.C.H. Program; Speech and Hearing Clinic; UA CURRENTS ; UA Early Care & Education Projects; University of Arkansas Autism Support Program
University of Buffalo - SUNY	Alberti Center for Bullying Abuse Prevention; Center for Comparative and Global Studies in Education (CCGSE); Center for Continuing and Professional Education (CCPE); Center for Literacy and Reading Instruction (CLaRI); Center on Rehabilitation Synergy (CRS); City Voices, City Visions (CVCV); Early Math Research Lab; English Language Institute (ELI); Fisher-Price Endowed Early Childhood Research Center (ECRC); Gifted Math Program (GMP); MusicPlay for Infants and Toddlers; New Literacies Group (NLG); Satsanga Center for Wellness and Positive Psychology; Summer Music Education Institute; Teacher Education Institute (TEI); Technical Assistance and Continuing Education Center, Region 2 (TACE); Time-Indexed Effect Size for P-12 Reading and Math Research/Evaluation; UCEA Center for the Study of School Site Leadership
University of California, Berkeley	Berkeley Evaluation and Assessment Research (BEAR) Center; Policy Analysis for California Education (PACE)
University of California, Davis	REED (Resourcing Excellence in Education); Center for Applied Policy in Education; EdForward; Public Participation in Scientific Research (PPSR); Beta Lab
University of California, Irvine	Center for Learning in the Arts, Sciences, and Sustainability; Center for Research on Teacher Development and Professional Practice
University of California, Los Angeles	Black Male Institute (BMI); Center for Improving Child Care Quality (CICCQ); Center for information as Evidence; Center X; Center for International & Development Education (CIDE); Center for Research on Evaluation, Standards, & Student Testing (CRESST); CONNECT, a center for research and innovation in elementary education; Civil Rights Project/Proyecto Derechos Civiles (CRP); Institute for Democracy, Education, & Access (IDEA); Higher Education Research Institute (HERI); Institute for Immigration, Globalization, & Education (IGE); The Paulo Freire Institute (PFI); Sudikoff Family Institute; UC All Campus Consortium on Research for Diversity (UC ACCORD); UC Educational Evaluation Center (UCEEC)
University of California, San Diego	x
University of California, Santa Barbara	CA Dropout Research Project (CDRP); Center for School-Based Youth Development (CSBYD); Hosford Counseling and Psychological Services Clinic; Koegel Autism Center; LINC -- Center for Education Research on Literacies, Learning, & Inquiry in Networking Communities; The Tina Hansen McEnroe & Paul V. McEnroe Reading & Language Arts Clinic; Psychology Assessment Center (PAC); South Coast Writing Project (SCWriP)
University of Cincinnati	Center for English as a Second Language (CESL); Action Research Center; Arlitt Preschool Center; Center for Studies in Jewish Education

	& Culture; Developmental & Learning Sciences Research Center; Literacy Research and Innovation Center
University of Colorado	x
University of Colorado at Denver and Health Sciences Center	Continuing & Professional Education (CPE); Center for Evidence Based Practices in Early Learning (CEBPEL); Center for Transforming Learning and Teaching (CTLT); Culturally Responsive Urban Education (CRUE); The Evaluation Center; The Faculty Research Support Center; Laboratory for Educational Assessment Research and innovatioN (LEARN); Paraeducator Resource and Research Center (PAR2A); Partnership for Learning, Innovation and Progress (PLIP); Positive Early Learning Experiences Center
University of Florida	Center for Community Education; Center on Disability Policy and Practice; Anita Zucker Center for Excellence in Early Childhood Studies; Collaboration for Effective Educator Development, Accountability, and Reform; Institute of Higher Education; Lastinger Center for Learning; National Center to Inform Policy and Practice in Special Education Professional Development; Recruitment, Retention and Multicultural Affairs; P.K. Yonge Developmental Research School
University of Hawaii	Center on Disability Studies; Curriculum Research & Development Group
University of Houston	All Kids Alliance (AKA); Asian American Studies Center; Center for Gifted and Talented Education; Consistency Management & Cooperative Discipline® (CMCD); Houston Area Teacher Center (HATC); Institute for Educational Policy Research and Evaluation (IEPRE); Institute for Urban Education; National Center for Student Success; Urban-Talent Research Institute (U-TRI)
University of Illinois	Center for Culturally Responsive Evaluation and Assessment (CREA); Center for Education in Small Urban Communities; Office of Community College Research and Leadership; Early Childhood and Parenting Collaborative; Illinois New Teacher Collaborative; Institute for Workplace Learning and Development; Office of Mathematics, Science and Technology Education (MSTE); National Center for Engineering and Technology Education (NCETE); National Institute for Learning Outcomes Assessment (NILOA); University Primary School
University of Illinois at Chicago	Center for Literacy; Center for the Mathematics Education of Latinos/as; Center for Urban Education Leadership; Collaborative for Equity and Justice in Education; Monarch Center; Prairie Group; Research on Urban Education Policy Initiative; Studies in Moral Development and Education
University of Iowa	Belin-Blank Center; Center for the Advanced Studies in Measurement and Assessment (CASMA); Center for Disability Research and Education (CDRE); Center for Evaluation and Assessment (CEA); Center for Research on Undergraduate Education (CRUE); Iowa Center for Assistive Technology Education and Research (ICATER); Iowa Testing Programs
University of Kansas	America Reads Challenge; Beach Center on Disability; Achievement and Assessment Institute; Center for Psychoeducational Services; Center for Research on Learning; Institute for Educational Research and Public Service; Professional Development Schools Alliance

University of Louisville	National Research Center for Career and Technical Education; Center for Economic Education; Center for Environmental Education; Center for Health Promotion and Prevention Science Research; Center for Research in Mathematics and Science Teacher Development; Early Childhood Research Center; Kentucky Autism Training Center; The Nystrand Center of Excellence in Education
University of Maine	ACC (Agenesis of the Corpus Callosum) Network; Center for Research and Evaluation; Maine Educational Policy Research Institute; Penquis Superintendents' Association Research Cooperative
University of Maryland at College Park	Center for Children, Relationships, and Culture (CCRC); Center for Chinese Language Teacher Certification and Development (CCLTCD); Center for Integrated Latent Variable Research (CILVR); Center for Mathematics Education; Center for Science and Technology in Education; Center for Young Children (CYC); Institute for the Study of Exceptional Children and Youth (ISECY); Maryland Assessment Research Center (MARC); Maryland English Institute; Maryland Equity Project (MEP); Maryland Institute for Minority Achievement and Urban Education (MIMAUE); Maryland Language and Literacy Research Center (MLLRC)
University of Massachusetts	Center of Educational Assessment; Center for Education Policy; Center for International Education; The Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation; Center for Youth Engagement
University of Michigan	Center for Essential Science; Center for Highly Interactive Classrooms, Curricula, & Computing in Education; Center for Improvement of Early Reading Achievement; Center for the Study of Instructional Improvement; Geometry, Reasoning, and Instructional Practices; Interactive Communications and Simulations; Learning and Teaching the Disciplines through Clinical Rounds; Mathematics Teaching and Learning to Teach Project; Michigan Consortium for Educational Research; Michigan Project on Oral-Language, Writing, and Reading (M-POWR); Mitchell Scarlett Teaching & Learning Collaborative; mod4; National Forum on Higher Education for the Public Good; SOE Teaching and Learning Exploratory (TLE@SOE); TeachingWorks
University of Minnesota	Center for Applied Research and Educational Improvement (CAREI); Center for Early Education and Development (CEED); Institute on Community Integration (ICI); Institute for Translational Research in Children's Mental Health (ITR); Learning Technologies Media Lab (LTML); Minnesota Center for Reading Research (MCRR); Science, Technology, Engineering, and Mathematics (STEM) Education Center; University of Minnesota Child Development Center (UMCDC)
University of Missouri, Columbia	x
University of Montana	Learning and Belonging (LAB) Preschool; Institute for Educational Research and Service (IERS); Montana Digital Academy; Montana Center for Work Physiology and Exercise Metabolism
University of Nebraska	Barkley Memorial Center - Speech-Language and Hearing Clinic; Family Resource Center; International Quilt Study Center & Museum; The Bureau of Educational Research and Field Services; Kit and Dick Schmoker Reading Center; Buros Center for Testing; The National

	Center for Research on Rural Education (R2Ed); Center for Instructional Innovation; The Nebraska Center for Research on Children, Youth, Families and Schools; Center on Child and Family Well Being; Nebraska Prevention Center for Alcohol and Drug Abuse; The Robert Hillestad Textiles Gallery; The Counseling and School Psychology Clinic; Ruth Staples Child Development Laboratory; Early Development and Learning Lab
University of New Hampshire	EC-SEAT Project; Gate City Project; SPIRALS Program
University of New Mexico	American Indiana Language Policy Research and Teacher Training Center; Institute for American Indian Education (IAIE); Latin American Programs in Education (LAPE); Multicultural Education Center
University of North Carolina at Chapel Hill	National Research Center for Rurual Education Support (NRCRES); Center for Developmental Science (CDS); Frank Porter Graham Child Development Institute (FPG)
University of Oregon	Behavioral Research and Teaching; Center for Advanced Technology in Education; Center for Educational Policy Research; Center for Equity Promotion; Center for the Prevention of Abuse and Neglect; Center for Youth Enrichment and Talented and Gifted Education; Center on Teaching and Learning; Early Childhood CARES; Educational and Community Supports; High School Equivalency Program; Institute on Violence and Destructive Behavior; IntoCareers; Oregon Career Information System; Prevention Science Institute; Secondary Special Education and Transition Program; Technical Assistance and Consulting Services; University Center for Excellence in Developmental Disabilities
University of Pittsburgh	Center for Urban Education; Learning Policy Center (LPC); Learning Research & Development Center (LRDC); Office of Child Development (OCD); Physical Activity & Weight Management Research Center; Center for Motivation
University of South Carolina	Yvonne and Schuyler Moore Child Development Research Center; Museum of Education; Office of Program Evaluation; South Carolina Education Policy Center
University of South Florida	David C. Anchin Center; SunCoast Area Teacher Training and Education Research Honors Program (SCATTER); Gus A. Stavros Center for Free Enterprise & Economic Education; Center for Migrant Education; Center for Research, Evaluations, Assessment & Measurement (CREAM); Institute for School Reform; Preschool for Creative Learning
University of Tennessee	Center for Educational Leadership; Center for Enhancing Education in Math & Science (CEEMS); Center for Literacy, Education and Employment (CLEE); Center for Parenting; Center for Physical Activity and Health (CPAH); Center for Sport, Peace and Society; Center for the Study of Youth & Political Conflict; Center on Deafness; College Access and Persistence Services Outreach Center (CAPS); Culinary Institute; Early Learning Center for Research and Practice (ELC); Institute for Assessment and Evaluation (IAE); KLASS (Korn Learning, Assessment, and Social Skills) Center; Tennessee Accessible Instructional Materials Center (AIM)
University of Texas at Austin	Center for STEM Education; Education Career Services; Field Experiences; Institute for Public School Initiatives; Meadows Center for

	Preventing Educational Risk; Office of Bilingual Education; Pearson Center for Applied Psychometric Research; the H.J. Lutcher Stark Center for Physical Culture and Sports; Texas Center for Disability Studies; Texas Center for Education Policy; Vaugh Gross Center for Reading and Language Arts
University of Utah	Utah Education Policy Center; Center for the Advancement of Technology in Education
University of Virginia	Center for the Advanced Study of Teaching and Learning (CASTL); Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-HE); Center on Education Policy and Workforce Competitiveness (EdPolicyWorks); the U.Va. Center for Promote Effective Youth Development (Youth-Nex); National Research Center on the Gifted & Talented
University of Washington	3DL Partnership: Innovations in Three-Dimensional Learning; Center for Educational Leadership; Center for Innovation and Research in Graduate Education (CIRGE); Center for Leadership in Athletics; Center for Learning in Informal and Formal Environments (LIFE); Center for Multicultural Education; Center for Oral and Written Language Learners (OWLS) with and without Specific Learning Disabilities (SLDS); Center for the Study of Teaching and Policy; Childcare Quality & Early Learning Center for Research and Professional Development (CQEL); District Leadership Design Lab (DL2); National Center on Quality Teaching and Learning (NCQTL); Norris and Dorothy Haring Center for Applied Research and Training in Inclusive Education; SMART Center; UQ Institute for Science and Mathematics Education
University of Wisconsin	Center on Education and Work (CEW); Education Outreach and Partnerships (EOP); Educational and Psychological Training Center (EPTC); Morgridge Center for Public Service; Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE); Wisconsin Center for Education Research (WCER)
Virginia Commonwealth University	Center for School Community Collaboration; Center for Sport Leadership at VCU; Center for Teacher Leadership; Child Development Center; Metropolitan Educational Research Consortium; Partnership for People with Disabilities; Rehabilitation Research and Training Center; Autism Center for Excellence at VCU; The Literacy Institute – VALRC – ExCELL
Wayne State University	Center for School Health; Institute for Learning & Performance Improvement

Web Links and Resources

Institution	Home Page	Leadership	Mission & Vision Statement	Centers & Institutes
Colorado State University	http://soe.chhs.colostate.edu/	http://soe.chhs.colostate.edu/faculty-staff/index.aspx	http://soe.chhs.colostate.edu/school/philosophy-mission.aspx	http://soe.chhs.colostate.edu/research/index.aspx
Georgia Institute of Technology	NO SCHOOL OF EDUCATION			
Indiana University				http://education.indiana.edu/faculty/centers.html
Iowa State University	http://www.education.iastate.edu/	http://www.education.iastate.edu/about-us/faculty/		http://www.education.iastate.edu/research/centers-and-institutes.html
IUPUI	http://education.iupui.edu/		http://education.iupui.edu/mission/mission.php	http://education.iupui.edu/comingsoon/index.php
Kent State University	http://www2.kent.edu/ehhs/	http://www.kent.edu/sites/default/files/file/Org-Chart-July-2014.pdf	could not locate	https://www2.kent.edu/ehhs/centers/index.cfm
Louisiana State University	http://uiswcmsweb.prod.lsu.edu/education/index.html	http://chse.lsu.edu/includes/documents/CHSEOrgChartJanuary152015.pdf	http://chse.lsu.edu/faculty_staff_support/planning_policy.shtml	
Michigan State University	http://www.educ.msu.edu/	http://education.msu.edu/about/contact/default.asp#admin	http://education.msu.edu/about/mission/default.asp	http://education.msu.edu/research/centers-institutes/
Montana State University	http://www.montana.edu/education/		http://www.montana.edu/education/about/index.html	
Ohio State University	http://tl.ehe.osu.edu/academic-programs#bsed	http://ehe.osu.edu/administration/	could not locate	http://ehe.osu.edu/administration/centers/
Ohio University	http://www.ohio.edu/education/index.cfm	http://www.ohio.edu/education/faculty-and-staff/index.cfm	http://www.ohio.edu/education/about/mission.cfm	http://www.ohio.edu/education/about/vision.cfm#_

Oklahoma State University	http://education.okstate.edu/	http://education.okstate.edu/coe/admin	http://education.okstate.edu/about-the-college	http://education.okstate.edu/about-the-college
Pennsylvania State University	http://www.ed.psu.edu/current-students/undergrad/certification	http://www.ed.psu.edu/about-the-college/administration	http://www.ed.psu.edu/about-the-college/vision-and-mission	http://www.ed.psu.edu/centers-institutes
Purdue University	http://www.teach.purdue.edu/becomeateacher/			
Rutgers, The State University of New Jersey	http://gse.rutgers.edu/academic-programs/five-year-teacher-education-programs		http://gse.rutgers.edu/about	http://gse.rutgers.edu/faculty-and-research/centers-institutes-research-and-service
Stony Brook University - SUNY	http://www.stonybrook.edu/pep/#previous	http://www.stonybrook.edu/pep/staff.shtml	http://www.stonybrook.edu/pep/mission.shtml	http://www.stonybrook.edu/pep/index.shtml
Temple University	http://education.temple.edu/	http://education.temple.edu/coe/faculty?program=All&department=97	http://education.temple.edu/about/our-mission	http://education.temple.edu/about/departments-college-education
Texas A&M University	http://education.tamu.edu/	http://tlac.tamu.edu/about/administration	http://tlac.tamu.edu/about/vision-history	http://education.tamu.edu/about
University of Alabama	http://education.ua.edu/	http://education.ua.edu/people/d/do/	http://education.ua.edu/about/profile/	http://education.ua.edu/centers/
University of Alabama - Birmingham	http://www.uab.edu/education/home/		http://www.uab.edu/education/home/about/mission-and-vision	http://www.uab.edu/education/home/research-and-engagement/centers
University of Alaska	http://www.uaa.alaska.edu/coe/			http://www.uaa.alaska.edu/coe/crane.cfm
University of Arizona	https://www.coe.arizona.edu/	https://www.coe.arizona.edu/about/deans_office	https://www.coe.arizona.edu/about/mission_statement	https://www.coe.arizona.edu/academics/centers_institutes
University of Arkansas	http://coehp.uark.edu/	http://coehp.uark.edu/660.php		http://coehp.uark.edu/index.php
University of Buffalo - SUNY	http://gse.buffalo.edu/	http://gse.buffalo.edu/about/direct	http://gse.buffalo.edu/about/missi	http://gse.buffalo.edu/faculty/cent

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University of California, Berkeley	http://gse.berkeley.edu/			http://gse.berkeley.edu/research-centers
University of California, Davis	http://education.ucdavis.edu/	http://education.ucdavis.edu/deans-office		http://education.ucdavis.edu/research-innovation-centers
University of California, Irvine	http://education.uci.edu/	http://education.uci.edu/faculty/deans_office.php	http://education.uci.edu/About%20Us/mission%20statement.php	http://education.uci.edu/research/centers.php
University of California, Los Angeles	http://gseis.ucla.edu/education/academic-programs/	http://gseis.ucla.edu/about/deans-office/	http://gseis.ucla.edu/about/mission-values/	http://gseis.ucla.edu/research-centers/
University of California, San Diego	http://eds.ucsd.edu/			
University of California, Santa Barbara	http://education.ucsb.edu/	http://education.ucsb.edu/about/contacts	http://education.ucsb.edu/about/mission-history	http://education.ucsb.edu/clinics-centers
University of Cincinnati	http://cech.uc.edu/	http://cech.uc.edu/about/dean/organizational-chart.html	http://cech.uc.edu/about/mission-statement.html	http://cech.uc.edu/education/about/centers.html
University of Colorado	http://www.colorado.edu/education/		http://www.colorado.edu/education/about-us/mission	
University of Colorado at Denver and Health Sciences Center	http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx		http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Discover/Pages/MissionandVision.aspx	http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CentersPartnerships/Pages/Centers.aspx
University of Florida	http://education.ufl.edu/	http://education.ufl.edu/administration/	http://education.ufl.edu/mission-history/	http://education.ufl.edu/programs/undergrad/
University of Hawaii	https://coe.hawaii.edu/	https://coe.hawaii.edu/about/deans-office	https://coe.hawaii.edu/about/mission-history	x
University of Houston	http://www.coe.uh.edu/	http://www.coe.uh.edu/about/directory/department-listing/	x	http://www.coe.uh.edu/research/institutes-centers/
University of Illinois	http://education.illinois.edu/	http://education.illinois.edu/people/	http://education.illinois.edu/about	http://education.illinois.edu/resea

		dean	/mission	rch
University of Illinois at Chicago	http://education.uic.edu/	http://education.uic.edu/about-us/about-us#leadership	http://education.uic.edu/about-us/about-us#mission-values--history	http://education.uic.edu/research#centers-clinics--labs
University of Iowa	http://www.education.uiowa.edu/?utm_source=Academics%20Page%20Menu&utm_medium=College%20of%20Education&utm_campaign=UI%20Home%20Page	http://www.education.uiowa.edu/docs/default-source/deans-office/collegiate-org-chart646ca448f88c6551b2b8ff00000648cd.pdf?sfvrsn=4	http://www.education.uiowa.edu/dean/mission	http://www.education.uiowa.edu/research-innovation/research-centers
University of Kansas	http://soe.ku.edu/	http://soe.ku.edu/deans	http://soe.ku.edu/about	http://soe.ku.edu/research
University of Louisville	http://louisville.edu/education/	http://louisville.edu/education/about/administration		http://louisville.edu/education/centers
University of Maine	http://umaine.edu/edhd/	http://umaine.edu/edhd/about/faculty-staff/		http://umaine.edu/edhd/about/research/
University of Maryland at College Park	http://www.education.umd.edu/	http://www.education.umd.edu/DeansOffice/orgChart.html	http://www.education.umd.edu/COEInfo/Profile/index.html	http://www.education.umd.edu/ResearchInfo/CentersandInstitutes/
University of Massachusetts	http://www.umass.edu/education/	http://www.umass.edu/education/administration/deans-office	http://www.umass.edu/education/about/mission	http://www.umass.edu/education/research/centers
University of Michigan	http://soe.umich.edu/	http://www.soe.umich.edu/about/leadership/		http://www.soe.umich.edu/research/groups_and_centers/
University of Minnesota	http://www.cehd.umn.edu/	http://www.cehd.umn.edu/people/administration/default.html	http://www.cehd.umn.edu/about/default.html	http://www.cehd.umn.edu/rd/centers/default.html
University of Missouri, Columbia	http://education.missouri.edu/	http://education.missouri.edu/about/Org%20Chart%20full%20depts%20new%20020215.pdf	http://education.missouri.edu/about/mission-statement.php	
University of Montana	http://www.coehs.umt.edu/	http://www.coehs.umt.edu/about/C	http://www.coehs.umt.edu/about/	http://www.coehs.umt.edu/specu

		ollege%20Administration.php	mission.php	nits/default.php
University of Nebraska	http://cehs.unl.edu/	http://cehs.unl.edu/cehs/deans-office/		http://cehs.unl.edu/cehs/research-and-outreach-centers/
University of New Hampshire	http://cola.unh.edu/education	https://cola.unh.edu/faculty/education	https://cola.unh.edu/education/about	https://cola.unh.edu/education/department-education-research-funded-projects
University of New Mexico	http://coe.unm.edu/			http://coe.unm.edu/administration/institutes-centers.html
University of North Carolina at Chapel Hill	http://soe.unc.edu/	http://soe.unc.edu/about/glance/#admin	http://soe.unc.edu/about/glance/#mission	http://soe.unc.edu/fac_research/centers.php
University of Oregon	https://education.uoregon.edu/	https://education.uoregon.edu/alumni-friends/governance-structure	https://education.uoregon.edu/about-college/our-mission	https://education.uoregon.edu/research-outreach-units/all?page=1
University of Pittsburgh	http://www.education.pitt.edu/	http://www.education.pitt.edu/AboutUs/DeansOffice/WhoWeAre.aspx		http://www.education.pitt.edu/ResearchService/CentersInstitutes.aspx
University of South Carolina	http://www.sc.edu/study/colleges_schools/education/			http://www.sc.edu/study/colleges_schools/education/research/
University of South Florida	http://www.coedu.usf.edu/main/index.html	http://www.coedu.usf.edu/main/administration/admin1.html	http://www.coedu.usf.edu/main/mission_statement.html	http://www.coedu.usf.edu/main/centers.html
University of Tennessee	http://cehhs.utk.edu/	http://cehhs.utk.edu/files/2014/07/CEHHS_OrgChart.pdf	http://cehhs.utk.edu/about-our-college/	http://cehhs.utk.edu/outreach-programs/
University of Texas at Austin	http://www.edb.utexas.edu/education/	http://www.edb.utexas.edu/education/about/admin/	http://www.edb.utexas.edu/education/about/profile/	http://www.edb.utexas.edu/education/centers/
University of Utah	http://education.utah.edu/	http://education.utah.edu/about/dean.php	http://education.utah.edu/about/mission.php	http://education.utah.edu/research/index.php
University of Virginia	http://curry.virginia.edu/	http://curry.virginia.edu/uploads/r	http://curry.virginia.edu/about	http://curry.virginia.edu/research

		esourceLibrary/Deans_Office_ORG_Chart_TO_WEB_02-04-2015.pdf		/centers
University of Washington	http://education.uw.edu/		http://education.uw.edu/about	http://education.uw.edu/faculty-and-research/centers
University of Wisconsin	http://www.education.wisc.edu/	http://www.education.wisc.edu/soe/about/administration		http://www.education.wisc.edu/soe/about/research-outreach-units
Virginia Commonwealth University	http://www.soe.vcu.edu/	http://www.soe.vcu.edu/aboutus/office-of-the-dean/#dean-staff		http://www.soe.vcu.edu/academicsprograms/centers-institutes/
Wayne State University	http://coe.wayne.edu/	http://coe.wayne.edu/about/org-chart.php	http://coe.wayne.edu/about/mission.php	http://coe.wayne.edu/engagement/centers-and-institutes.php

Re-Envisioning the Mission of IUB's School of Education

As faculty members of the counseling program in IUB's School of Education, we appreciate the opportunity to provide feedback on Priority 3 of IU's Bicentennial Strategic Plan. Having read the Strategic Plan, we agree that a fundamental mission of our school is to train teachers and school administrators as well as to produce cutting-edge research on "teacher training, pedagogy, curriculum, and administration." We also agree that the falling rates of enrollment in the School of Education are a concern. To this end, we have several proposals to boost enrollment in the School of Education and to re-envision a more holistic mission for our school.

First, we propose clarifying that the mission of the School of Education includes not just pedagogical concerns, but also enhancing the well-being and development of children, adolescents, and adults within the contexts of schools, families, and communities. Second, we propose renaming our school, the "School of Education and Human Services" or alternatively, the "School of Education and Human Ecology." Third, in line with this proposed expanded mission, we recommend that our school develop innovative, interdisciplinary undergraduate majors that address human services, human ecology, community well-being, and pedagogy in community settings.

None of the above proposals are particularly radical as they simply reflect current trends in other research-intensive universities in the U.S. as well as a logical extension of our existing strengths within IUB's School of Education. For instance, the University of Minnesota's College of Education and Human Development, The Ohio State University's College of Education and Human Ecology, Vanderbilt University's Peabody College of Education and Human Development, and the University of Miami's School of Education and Human Development all offer non-education undergraduate majors (e.g., Community Leadership and Development at Vanderbilt and Community Well-Being at Miami). The development of these new majors will help increase undergraduate enrollment rates in our school. The example of Vanderbilt's Peabody College is particularly instructive. Peabody College's undergraduate major in Human and Organizational Development is currently **the most popular major** at Vanderbilt (see http://peabody.vanderbilt.edu/degrees-programs/undergraduate-programs/undergraduate_majors.php). The development of these new majors will also offer exciting opportunities to collaborate with other units within IUB by designing cross-disciplinary curricula that includes courses from other units outside our school.

Our proposed clarification that the School of Education's mission includes enhancing the well-being of children, adolescents, and families is premised on the widely shared, empirically supported notion that individuals' social, psychological, and vocational well-being contribute to the educational success of K-12 and college students. Students tend to succeed in schools when they are raised in families and communities that thrive. In sum, a holistic view of education recognizes that the goal of promoting students' academic success is inherently linked to the mission of enhancing individuals' well-being.

Importantly, the development of these new proposed majors does not require significant infusion of new resources or expertise, but will simply enable us to leverage on our existing strengths. The Department of Counseling and Educational Psychology (CEP) within the IUB School of Education currently includes graduate programs in counseling psychology, school counseling, mental health counseling, school psychology, human development, learning science, and inquiry methodology (quantitative and qualitative research). Faculty members within our department conduct research on a wide range of topics that broadly address individuals' well-being. For example, faculty members in our program conduct research on vocational psychology and career counseling, Latino college students' substance use, LGBT concerns, college student-athletes' well-being, counselor training related to HIV/AIDS, family-based interventions for at-risk youth, and Asian American mental health. Our counseling programs are ranked the 11th best in the student counseling & personnel services category by the U.S. News and World Report. Additionally, two years ago, we developed an undergraduate minor in counseling, which now offers 9 undergraduate courses. Over a short period of two years (academic years of 2012 – 2014), the undergraduate courses taught by instructors in our counseling program generated 2388 course credits. Our colleagues in the human development program in the CEP Department also offer a number of undergraduate courses in human development. In short, the infrastructure and expertise for developing new majors in areas such as human services, human ecology, and community well-being already exists.

To conclude, we believe that the upcoming review of the School of Education presents a historical opportunity to re-envision the mission of our school in new directions that (a) will boost undergraduate enrollment, (b) acknowledges a holistic model of education, and (c) which reflects contemporary trends in other research-intensive schools of education in U.S. universities. We look forward to continuing this conversation on how we can contribute to the vitality and long-term growth of IUB's School of Education.

Sincerely,

Counseling Faculty Members, IUB's School of Education:

Barry Chung
Lynn Gilman
Catherine Gray
Jesse Steinfeldt
Rex Stockton
Michael Tracy
Ellen Vaughan
Susan Whiston
Joel Wong