Over the past few years, the primary purpose of the retreat has been to discuss current and emerging issues facing the School of Education. What do you think the most important purpose(s) of the retreat should be? Please rank the following from 1 (most important) to 5 (least important).

N=41

	1 (highest)	2	3	4	5 (lowest)	Average
Discussing current & emerging issues	44%	22%	27%	7%	0%	2.00
Developing action plans for the future of the SoE	29%	34%	12%	20%	5%	2.37
Promoting communication and networking	15%	24%	32%	24%	5%	2.80
Engaging in professional development	5%	17%	22%	49%	7%	3.37
Other	7%	2%	7%	0%	83%	4.49

Other responses

Ranked First:

Defining goals and planning on how to make them happen. The meetings now are ineffectual and a lot of talk.

I would like to spend the day discussing issues related to people's research perhaps with some presentations from senior faculty about securing funding, methodological approaches, etc.

Ranked Third:

Engaging in intellectual conversations

Updates with regard to broad University issues (not necessarily just B-ton or IUPUI)

Over the past few years, the format of the retreat has focused on a combination of presentations and breakouts. What do you think are the most effective formats for the retreat? Please rank the following from 1 (most effective) to 5 (least effective). Comments can be added in the space provided to the right.

N=41

	1 (highest)	2	3	4	5 (lowest)	Average
Breakout sessions based on interest	54%	22%	17%	5%	2%	1.80
Speakers from within the SoE	15%	15%	37%	27%	7%	2.98
Breakout sessions based on program or department	17%	24%	12%	20%	27%	3.15
Speakers from outside the SoE	10%	17%	22%	32%	20%	3.34
Whole group sharing and discussion	5%	22%	12%	17%	44%	3.88

Comments:

This really depends on the substance of the agenda.

The breakout session leads to more in depth conversation.

poster sessions -- we don't need to meet each other in the abstract; we need to know what people are doing; that's how useful and lasting connections are made

Either way, speakers get the ideas rolling and front and center. I like signing up for my different interests, that way I get to meet different people and expand on my ideas. The whole group at the end should be valuable, but so far has not been b/c people kind of ramble on and many have left. Also, it is more of a summary than an opening to voice differing ideas and we are all tired after the day.

It depends on what we need to get things done. Outside of that context, they are all equally fine.

We have adequate time for program or department discussions outside of the retreat.

I don't think that breakout sessions based on program or department are the most effective use of time at the retreat. It essentially is a department faculty meeting. I generally want to hear/know how other departments or programs are dealing with the issue or topic at hand.

Again, the synergistic relationship is important as is outside information.

Afternoon breakout groups that allow us to work on action plans and next steps--ad hoc or in program areas to follow up on morning discussions.

What would make you most likely to attend the retreat in future years? Please rank the following from 1 (most important) to 5 (least important). Comments can be added in the space provided to the right.

N=41

	1 (highest)	2	3	4	5 (lowest)	Average
Interesting and important topics	22%	41%	27%	7%	2%	2.27
No scheduling conflict	34%	17%	20%	22%	7%	2.51
Action orientation	27%	27%	17%	27%	2%	2.51
Appropriate format	5%	15%	37%	41%	2%	3.22
Other	12%	0%	0%	2%	0%	4.49

Other responses

Ranked First:

Having outcomes makes coming to a retreat or meeting worth it. Other than that it is a waste of valuable time.

Something about the retreat looks as though it will return value to me for my investment of time -- includes: finding out the specifics of what other areas/campus are doing and who is involved in those efforts; discussing upcoming issues with colleagues in a format where there is enough time to do so

I will always attend b/c I think it is important no matter what.

Other comments:

One of the most frustrating things about the retreat (for me) is that we often talk about important issues (diversity, research and development) but I don't see specific actions and/or policies emerging from the discussions.

I think the retreat is important to blend the core campus faculty, although, I would like to see some more community building between the three.

One of the most frustrating things about the retreat (for me) is that we often talk about important issues (diversity, research and development) but I don't see specific actions and/or policies emerging from the discussions.

Please evaluate the value of the following components of this year's retreat and use the space below for comments:

	Not valuable (1)	Little value (2)	Valuable (3)	Significant Value (4)	Highly valuable (5)	Average
Dean's presentation	0%	6%	34%	31%	28%	4.13
Socializing, etc.	0%	12%	47%	24%	18%	3.47
Program/dept. breakouts	13%	9%	19%	39%	19%	3.40
Topical breakouts	0%	19%	50%	22%	9%	3.22
Overall retreat	0%	24%	42%	24%	9%	3.18
Whole group/ wrap-up	24%	21%	45%	3%	6%	2.45

Comments

The value of particular elements of the retreat vary from year to year. This year, for example, the information about REPA provided by the Dean and Jill Shed was of high value. In other years, other components of the retreat were of higher value.
I could not attend this year owing to schedule conflict -- my rankings are based on a decade or so of remarkably similar experiences at these retreats. Dean's information is valuable enough in its own right, but of little value at the retreat because these messages have already been delivered in other venues (all-faculty meeting in particular). Perhaps a British-style "ask the PM" session would be more valuable! Breakouts can be interesting and useful for some of the members, but it's not possible for them to provide value to all the people at the retreat so the high value to some is washed out by little or no value to others. I know that this year's retreat had a clear focus for many people -- REPA -- and this may have made it a very valuable event for many people across the SoE. We cannot drum up a similarly urgent issue every year (at least I hope we cannot!), so the overall responses from this year should not be taken as representative, in my opinion.
I did not care very much for the venue although it is convenient for both IUPUI and IUB faculty members.
I got some very new ideas from Jonathan Plucker whom I had not known and the work that he is doing which is fascinating.
The retreat would be more helpful if actionable items were disucssed. It was helpful to know what to do to help with REPA. However the smaller breakout sessions didn't provide a good plan or action items of how to improve practice. Perhaps ideas related to teaching and classroom managment at the undergraduate and graduate level, and the use of technology in the classroom. Might be things that people could take away. I would like to have some solid information about "how" to improve my practice, and particiate in discussions that result in action

items related to the future of the school of education.
Attendance is a huge issue. If there are not enough people there, then why should we bother? Decisions can not be made, valuable information in not avaliable, etc. Something needs to be done. My department meeting only included maybe 25% of the faculty.
I missed the morning this year so I cannot comment on it. The afternoon session I attended was about research and it was okay. It felt like there was very little momentum for getting the discussion going. I would have preferred to have a couple people prepared to present some aspect of their research, and to have discussion follow on from that presentation.
I think that planning the retreat is a big challenge and the committee did a very fine job. I thank you.
of little value without action planning
I could only attend in the afternoon. I thought the afternoon break-out session that I attended was useful, but overall I did not find the retreat to be that valuable. This could be, however, because I missed a good chunk of it-- you may want to take that into consideration.
I think it is important for us all to come together as a community to share and discuss what is going on and how we are implementing changes.
I wasn't sure that the whole group sharing was of any value because no one took notes. It would be nice if someone could send an email after the retreat to summarize the suggestions that would actually be implemented. For me, the most important part of the retreat is getting to know folks from other departments and campuses.

What topics or themes would you suggest for next year's retreat?

Integrating technology in teaching and learning.
THe socio-cultural complexities of entering into the global education market
education of the world and alternative models of teacher prep.
Opportunities to network.
Mentoring junior faculty
online education collaborative efforts in offering courses across campuses and units -- how can we make that work for faculty who have good ideas? value added for UG teacher education students at IUB -- why come here, specifically?
Want we want to be in 5 years; 10 years; 20 years
Future of education and how SOE can respond in preparation of next generation of educators
update on on-line education efforts changes underway in our teacher education programs (undergraduate and graduate)
REPA repercussions and designing new programs around that
Preservice teacher training
1. Development of a unified graduate student recruitment, retention, and post-graduate tracking. 2. Common vision about the future of School and e-learning - (quality, goals, removing barriers, etc.)
Research in the school of education, and directions for educators in Indiana given the current political climate.
interdisciplinary topics that engage faculty from all SOE departments political topics that have an impact on all faculty
Teaching improvement in the school of education
Even though it seems that a number of the initial proposals have now been retracted, I think we will be dealing with REPA or other circumstances that will require very fundamental change. It might be a time for people to hear how various program areas are reinventing themselves in various ways...new course designs, the use of distance courses, promotional efforts, etc..
Building--reequipping the School of Education as a technology demonstration site as the building was intended to be when built with federal money (pork) 18 years ago. Mentoring--creating successful mentoring programs. Communication--enhancing overall communication (e.g., 1-2 summaries of changes in the School of Ed and funding for the SOE and IU as a while.)
Follow-up from REPA. How to position the SOE for the future by stepping outside our usual ways of thinking.
Well, if REPA goes through we probably need to discuss how the SOE will change or how we will market ourselves. Also, as the SOE offers more on-line courses, we need to talk about whether we will offer on-line degree programs (like other top schools are doing) or simply certificates.
How we demonstrate that our graduates are stronger than graduates of other programs?
I would love to have the retreat focus on professional development.
Topics that relate to teaching or scholarship, not the administration of programs or the overall running of the School of Education.
Sharing among the 3 campuses. REPA plans should be firmly in place and what this looks like for us as a future.
The immediate future of the SoE
focus on research training - you can have several breakout groups - e.g., a new statistical procedure or an innovative qualitative method.
I would like more time to work across departments on issues such as cross-listing courses, planning for Undergraduate minors or general ed offerings, certificate program listings, etc. Essentially working on anything where it is difficult to gather people from across the SOE together at one time.

How can we share more about our insights and classroom teachers

What other comments do you have about this year's retreat, or about the overall purpose, value, or timing of the retreat?

I rating networking as #2 - but it should be a tie with #1. Because of conflicting schedules, we rarely have opportunities to network with one another on the scale that is possible at the retreat. I suggest these retreated be held MORE frequently - once in fall and again (perhaps as a follow-up) in the spring.

too focused on one campus. no products to show for a days time.

It covered a timely and important topic.

When I was in graduate school, I had friends in the business school who took many classes revolved around interpersonal professional relationships (team building, sexism in the workplace, how to run meetings, foster trust). I never imagined that these skills would be so relevant to academia - but they are! Yet, so many academics - I believe- are not trained in these basic skills. I believe this could be useful.

In both breakout sessions, we had good discussions. Also I think it crucial that we get together with our IUPUI colleagues. I consider this one of the most important aspects of th
e retreat.

It seems that SOME people just don't want to mingle with others and are very entrenched in their thinking. It reminds me of faculty meetings where the SOME, not all of the old guard just sits back and say that nothing will change and the newer members really want discourse and dialogue and to sink their teeth into issues.

It is my opinion that the only time to make changes is at the start of the school year. Timing should be such that we are able to put things into place for the upcoming school year start. I believe that the date should then be matched with the goal.

I liked the breakout sessions, but it is really tedious to listen to the summaries of every breakout session. Perhaps it would be better to ask the people that headed each breakout session to type notes, compile the notes, and then to send them out to everyone for viewing.

I always feel a tad odd that all of us drive so far to get to the retreat site. It is not ecologically sensitive and I haven't noticed much attempt to coordinate car pools or find some kind of group transportation. Such a car culture here. I would like it if my transportation were taken care of. Alternatively, perhaps we could just have the retreat in the SOE. I know the point is to get away from offices and distractions, but is it really necessary?

I found the morning session to be quite informative. Overall, I thought that the morning session was the best part of the retreat mostly because I felt we were actually going to do someting in response to REPA. In the afternoon, I joined the discussion on on-line teaching. I was excited because I am venturing into this area, but I was disappointed because the discussion ended being about how to evaluate students in an on-line course. I was hoping we would talk more about simply developing an on-line course. That group probably could have been broken into two groups because there was some of us interested in knowing how to develop a course. We weren't quite at the assessment process just yet.

I don't find the large group sharing of the break-out sessions to be particularly useful or informative.

The dean's information and program meetings were valuable because of the unique pressures of REPA this year, but in general this should not be the purpose of the retreat--it should not be used to accomplish what could be done just as well on the campuses. The more faculty-driven it is, and the less administration-driven, the better. Administrative issues can be better dealt with in other settings.

Thank you for planning. In the three years that I have attended, the large group space in the Bradford Woods hall has not been conducive to collegial sharing and dialogue with co-workers. I also think that we could take turns with potluck, as the food also doesn't inspire camaraderie--don't know how to phrase that better...

It was interesting.

I found it very helpful to have the Dean speak to the REPA implications and to have discussions about a post-REPA era. What I find least helpful are having discussions that do not really lead to actions. It would be more helpful to promote then discussions within our departments or areas across campuses.

Timing was fine. Closer to the start of the year would be more optimal before the rush of mid-semester. Whole group sharing is not ideal and was of little value especially because most of the faculty had already left. The noise level was also very high in the lodge, which made it difficult to hold conversations and left me with a headache at the end of the day. Carpools would also be a good thing to set-up so that people can use the drive time to catch up.

The venue was not conducive to effective and efficient communication. In general, very difficult to hear other people and break out groups in one large room was even worse.