



INDIANA UNIVERSITY

ANNUAL REPORT 2018–2019

SCHOOL OF EDUCATION
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

UNIT OVERVIEW

Dr. Tambra O. Jackson,
Interim Dean

The IUPUI School of Education is committed to examining our collective role in improving the human condition. We develop leaders, educators, and counselors equipped to critique and disrupt longstanding inequities and address the changing dynamics in urban educational contexts. Through community-engaged research, teaching, and service, we seek to positively impact youth and adult learners in educational systems and serve the welfare of communities through engagement in strategic alliances to promote equitable, just, culturally relevant and sustaining practices in teaching and learning.

MISSION STATEMENT

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HISTORY

The history of IUPUI School of Education is intertwined with the history of IU School of Education in Bloomington. Included in this document are the threads that tie the IUPUI campus to the Bloomington campus. The document also reveals the potential future growth of the independent units.

1852- The Indiana General Assembly took the initial step in the development of IU School of Education by providing for the establishment in the University of “a Normal Department for instruction in the theory and practice of teaching.” The Department was established the same year “with a male and female model school as schools for practice.”

1857- The Normal Department was suspended in 1857, and was not revived until 1886, when it became known as the Department of Pedagogy and later as the Department of Education.

1908- After school laws were enacted in Indiana, which required pedagogical training for public school teachers, the education courses and faculty were made distinct from those of the College of Arts and Sciences; but a separate School of Education, with the status of full equality with the other professional schools of the University, was not established until May 1923.

1914- Education classes have been offered in Indianapolis since 1914, when the Extension Division was established. From the beginning, both graduate and undergraduate courses have been offered. The Extension Division was changed to Division of Campuses.

1969- Enrollments and course offering grew steadily and by 1969, it was possible to earn a Bachelor's degree in education at Indianapolis. In 1969, regional campuses of Indiana University

and Purdue University merged to form Indiana University – Purdue University - Indianapolis (IUPUI) a year later.

1972- The IUPUI division of Education was established with faculty offices and classrooms at 902 N. Meridian Street

1975- The School of Education in Bloomington and the Division of Education in Indianapolis merged into a single core campus of the School of Education with two campuses.

1975- IU was ranked eighth largest university in the nation. It had consistently met its original commitment of providing statewide system of public higher education. . IU had programs that included social justice concentrations and social justice student teaching experience.

1979- The IUPUI Center for Urban and Multicultural Education (CUME) was shaped in 1979. It was created to provide the School of Education (SOE) with a voice in the nation's long standing debated about the role and function of public education in our cities, where schools serve more poor and cultural minorities.

1982- School at Indianapolis moved to quarters in a new building with exceptional facilities for teacher training on the main IUPUI campus at 902 West New York Street. The university had cooperated to the fullest with the state in preparing teachers and school administrators to qualify for positions under the Indiana certification laws.

2018- The IUPUI School of Education separated from the IU School of Education Bloomington Campus into independent units.

Deans and Executive Associate Deans

1988-1992
Hugh Wolf, Ph.D.
Education Administration
and Supervision

1992-2001
Barbara Wilcox, Ph.D.
Special Education

2001-2007
Khaula Murtadha, Ph.D.
Educational Leadership
and Policy Studies

2008-2015
Pat Rogan, Ph.D.
Special Education

2015-2018
Robin Hughes, Ph.D.
Higher Education and
Student Affairs

2018-2019
Jesse Mendez, Ph.D.
Founding Dean

2019-present
Tambra O. Jackson, Ph.D.
Interim Dean
Urban Teacher Education



DEGREES OFFERED

Bachelors Degrees

Early Childhood Education
Elementary Education with Licensure Addition
Special Education
English as a New Language
Secondary Education
(English Education and Social Studies Education)

Other Programs

Aspiring Teacher Alternative Certification Program
District Based Alternative Certification Program (DBAC)

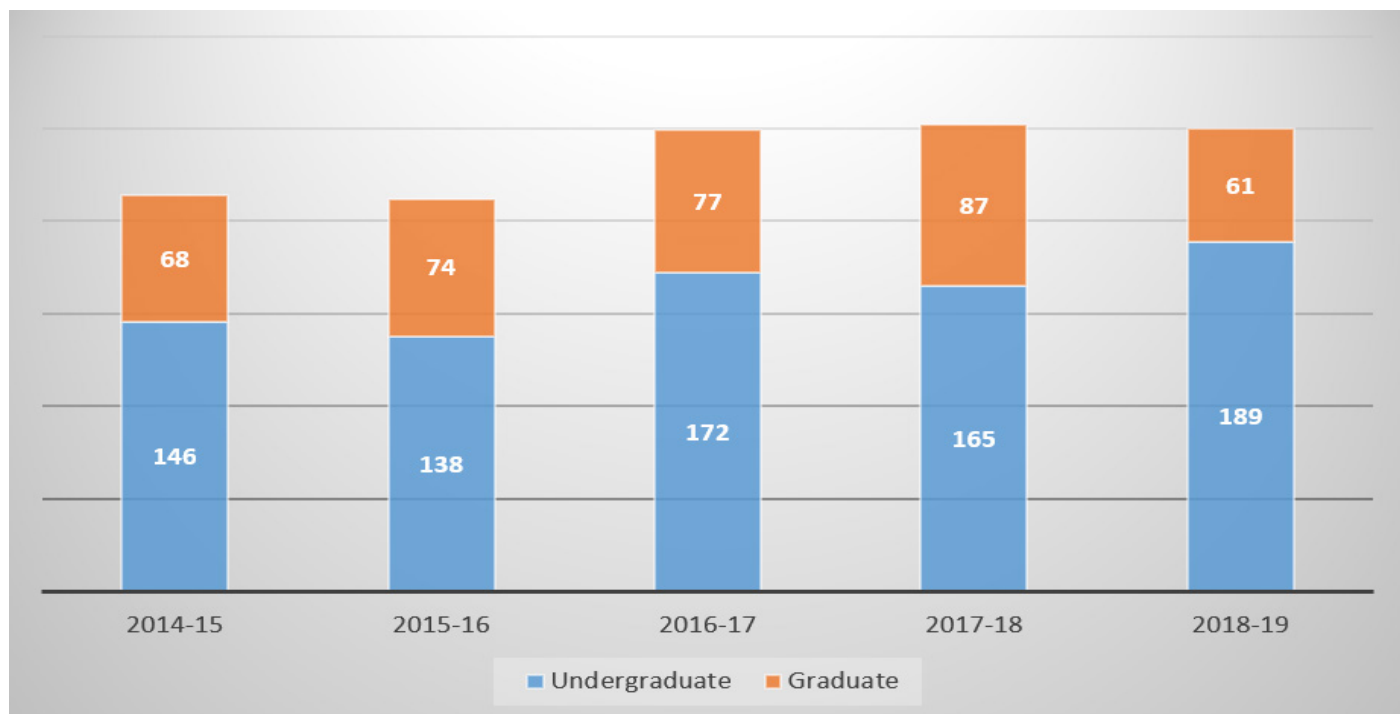
Masters Degree

Counseling and Counselor Education
Educational Leadership/Urban Principalship
Language Education
Special Education
Urban Education (Elementary & Secondary)
Specializations in Technology

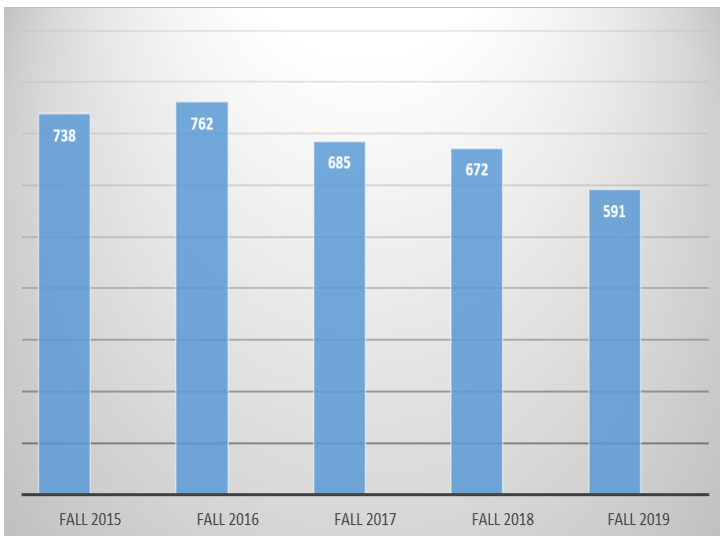
Doctoral Program (PhD)

Urban Education Studies

Degrees Conferred by Fiscal Year

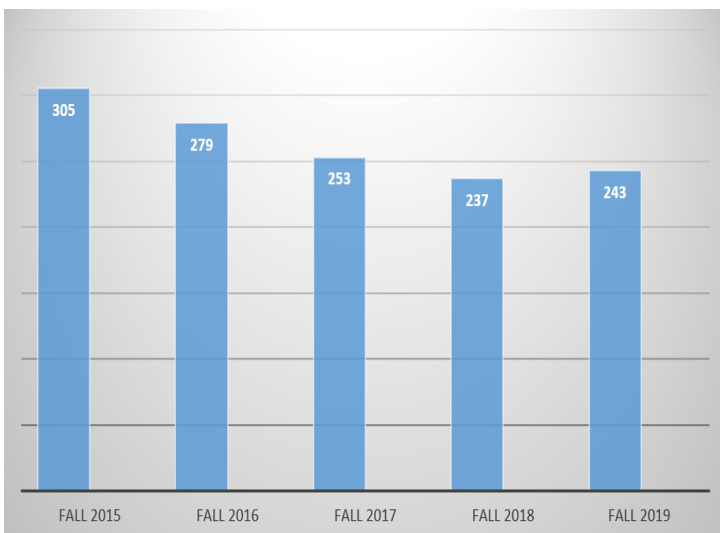


Undergraduate Student Headcount



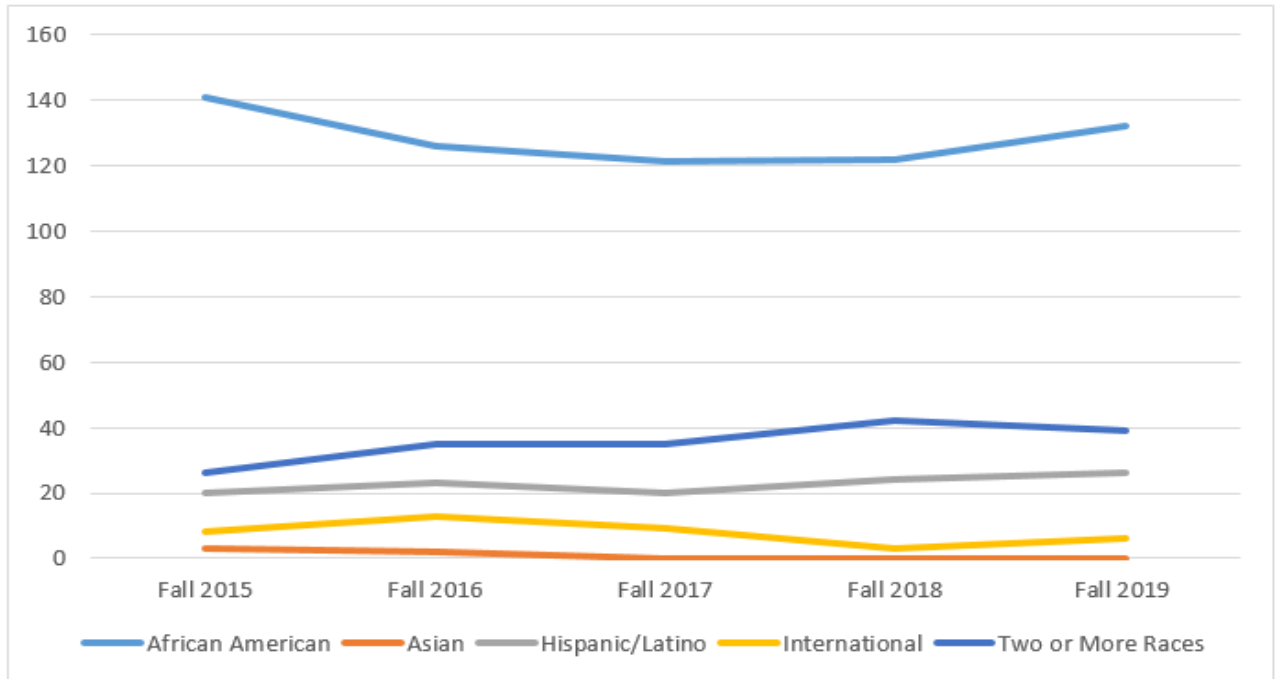
A report released by the American Association of Colleges for Teacher Education (AACTE) shows that colleges of education have experienced a decline in enrollment. In the 1970s, the number of education degrees awarded annually peaked at 200,000. Today, it is less than 100,000 (Inside Higher Edu). It is projected that student enrollment nationwide will increase by 3 million by 2027, but teacher preparation programs have seen a 35% drop in enrollment. Indiana has seen a steadily declining number of education licenses issued in Indiana since from 2012-2015. The state issued 5890 new license in 2012-2013 but only 3843 in 2014-2015. There has been a slight increase since 2012 with 4655 new licenses issued in 2017-2018 (Indiana Department of Education). The undergraduate and graduate enrollments in the IUPUI School of Education have followed similar enrollment trends. IUPUI was ranked fourth among institutions in Indiana for the number of original initial practitioner licenses issued 2017-2018 with 222.

Graduate Student Headcount

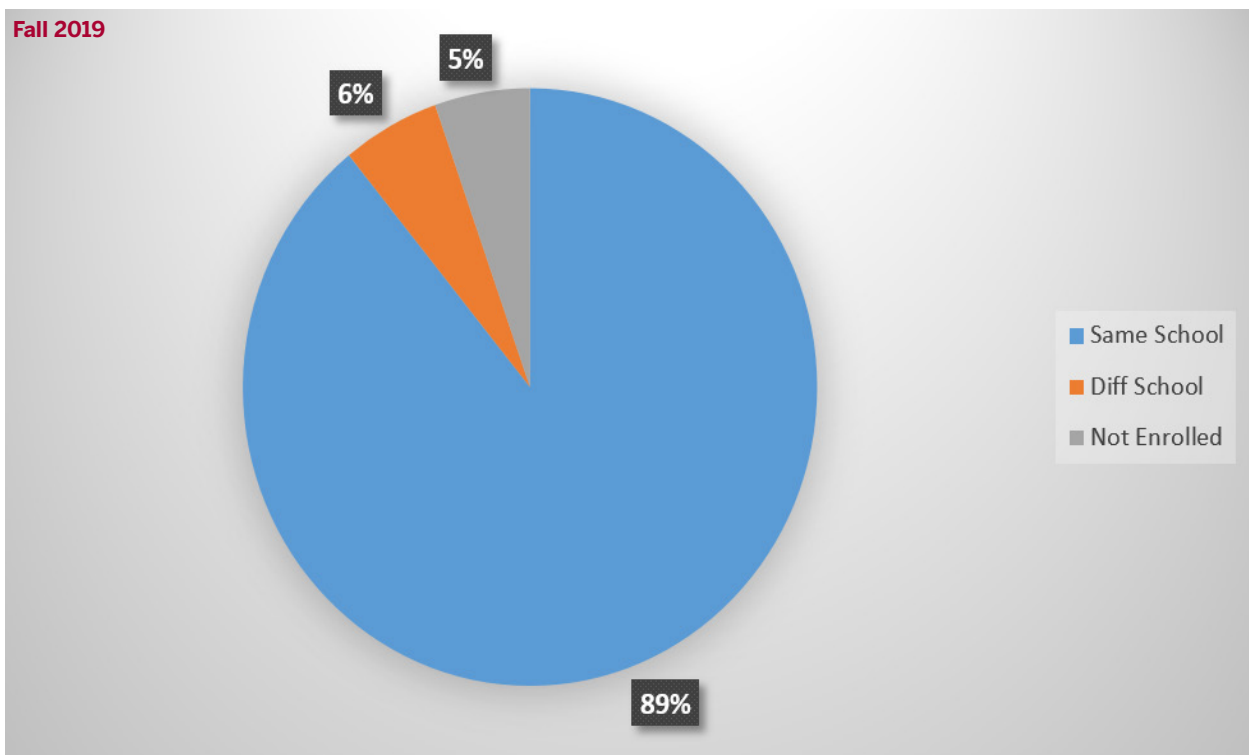


Enrollments in Teacher Education programs are impacted by many factors that influence students' desires to enter the teaching profession. Salary, societal standing, and work environment of the teaching profession are crucial when it comes to high school students' expectations to become teachers. The economic status of U.S. teachers is relatively low. In 2017, U.S. teachers were paid 18.7% less than similar professionals and the wage gap between U.S. teachers and comparable professionals has grown over time (Allegretto & Mishel, 2018). The social status of U.S. teachers is also relatively low. Traditionally, many consider the teaching profession in the United States to be less prestigious than other professions including law, medicine, and engineering (Ingersoll & Merrill, 2011). Results from TALIS 2013 (OECD, 2014) showed that teachers in the United States work 45 hours a week, including 27 hours of teaching per week. This workload far exceeds the average of 38 work hours and 19 teaching hours across TALIS countries. (American Journal of Education Forum).

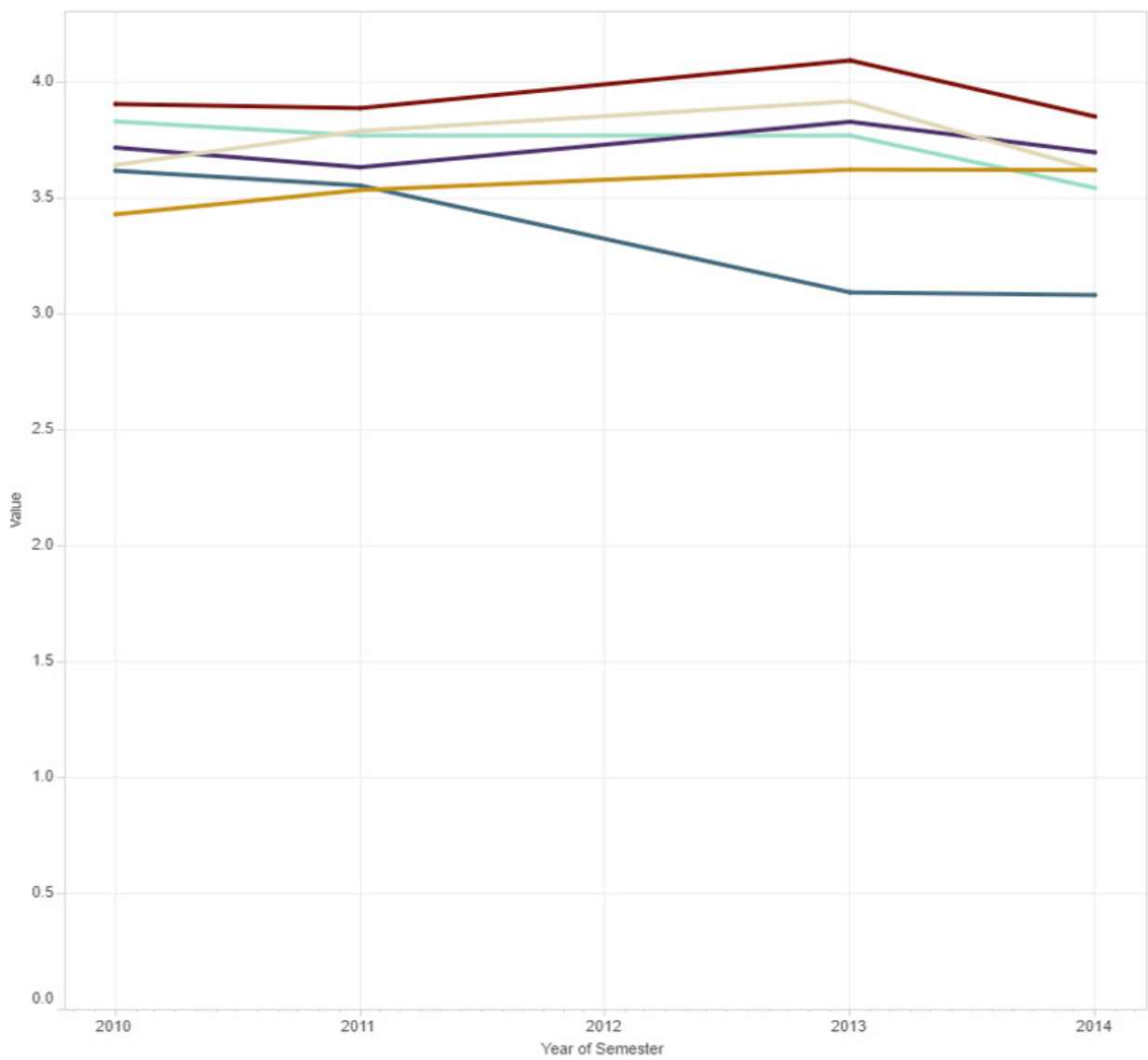
Diversity of Enrollment



Undergraduate Student Retention



Overall Student Satisfaction

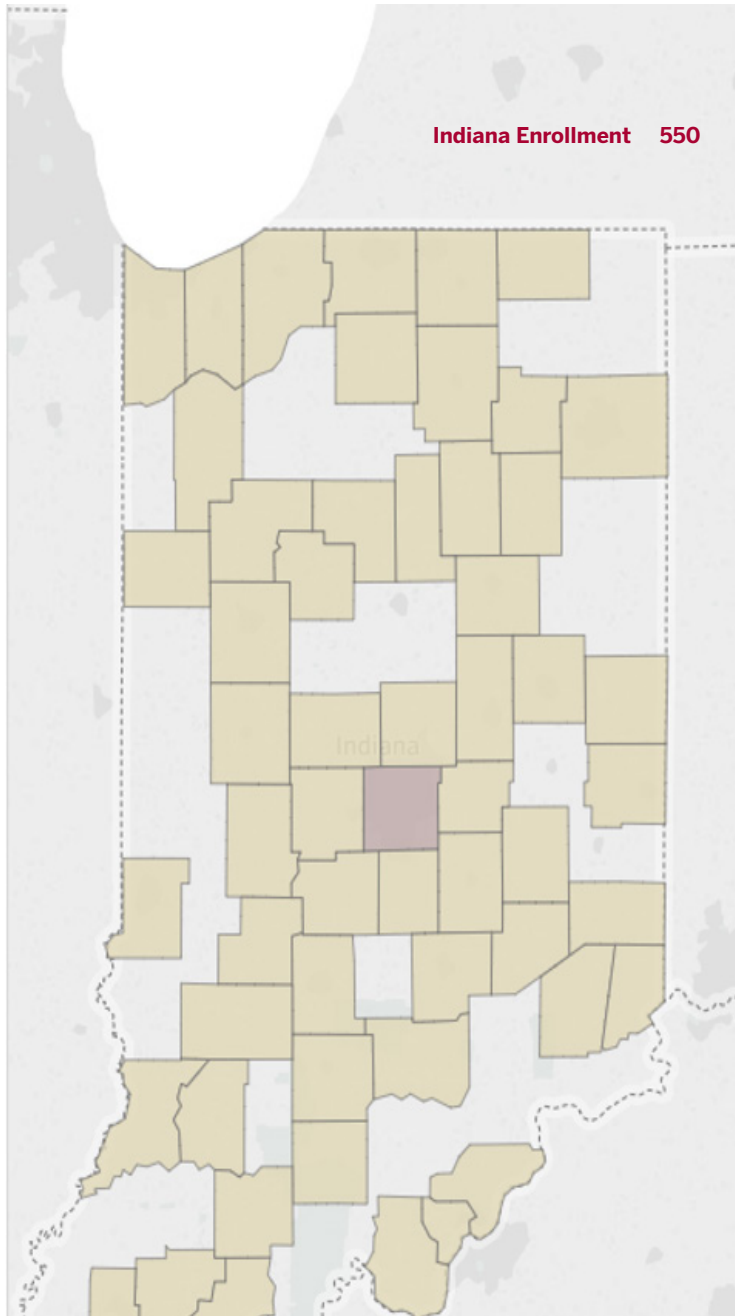


Measure Names

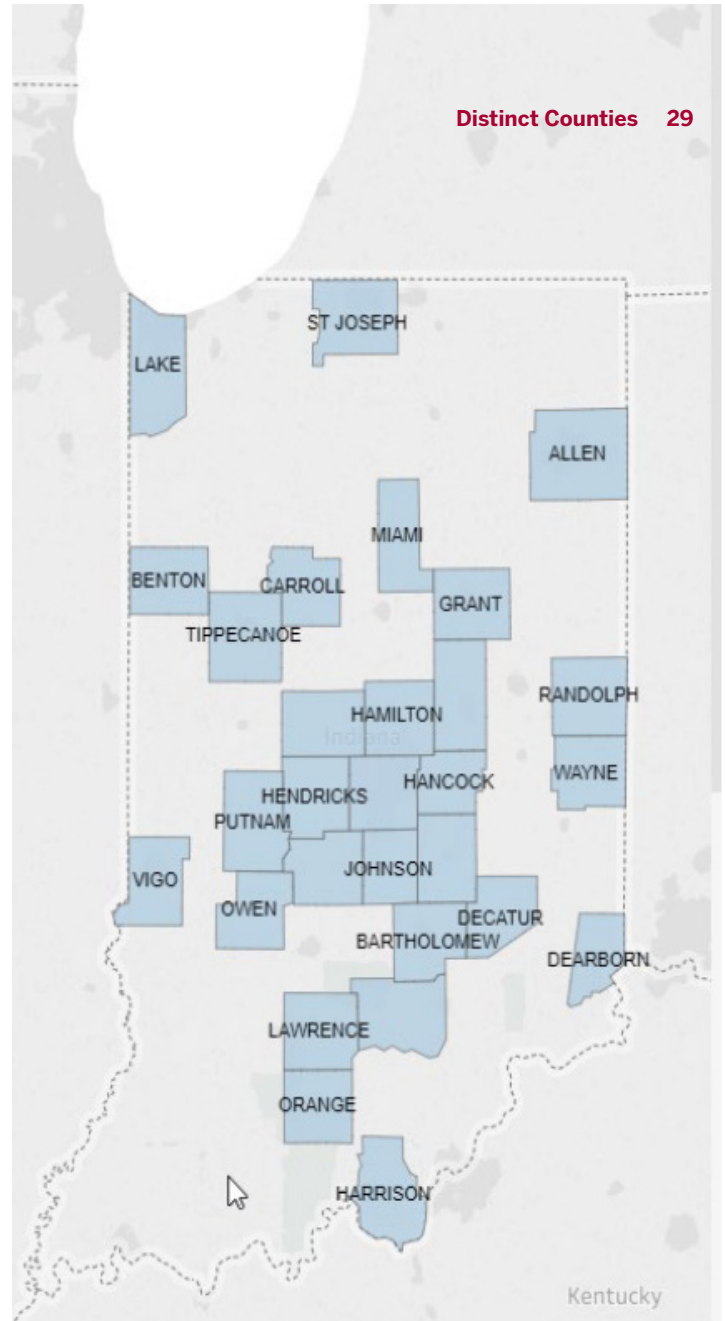
- Overall Academic Experiences *
- Social Experiences **
- Physical Environment ***
- Quality of Faculty ****
- Quality of Academic Programs *****
- Academic Advising Major or School^



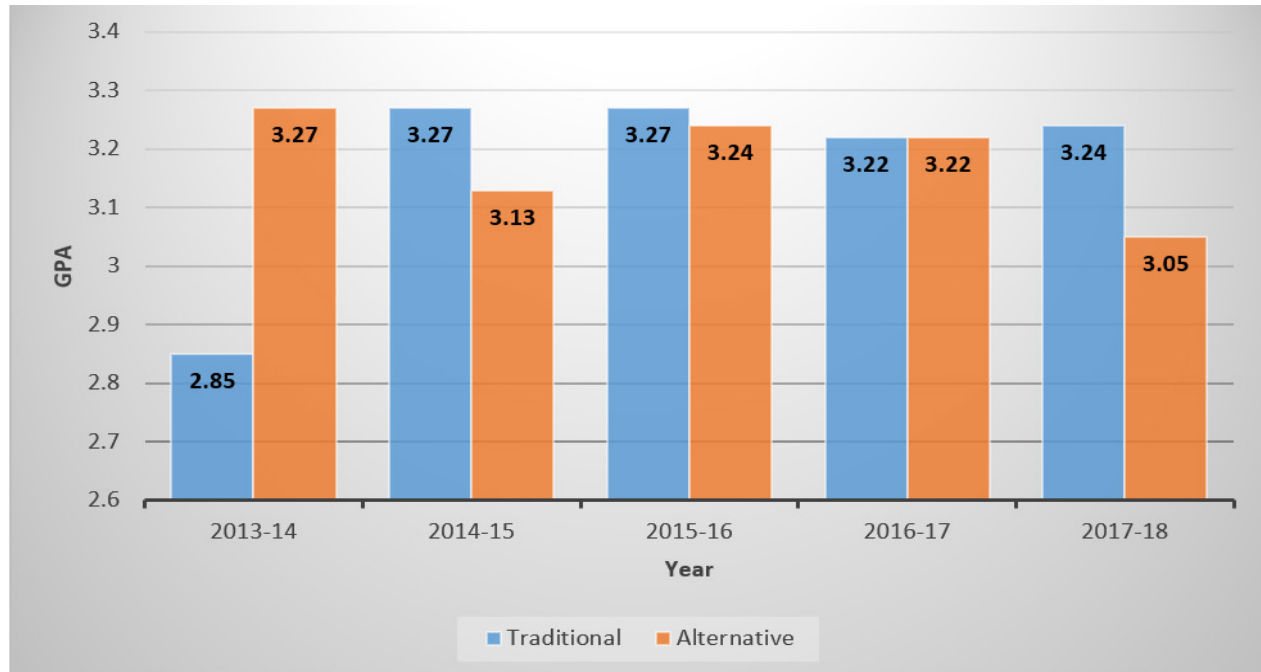
Undergraduate Enrollment by County



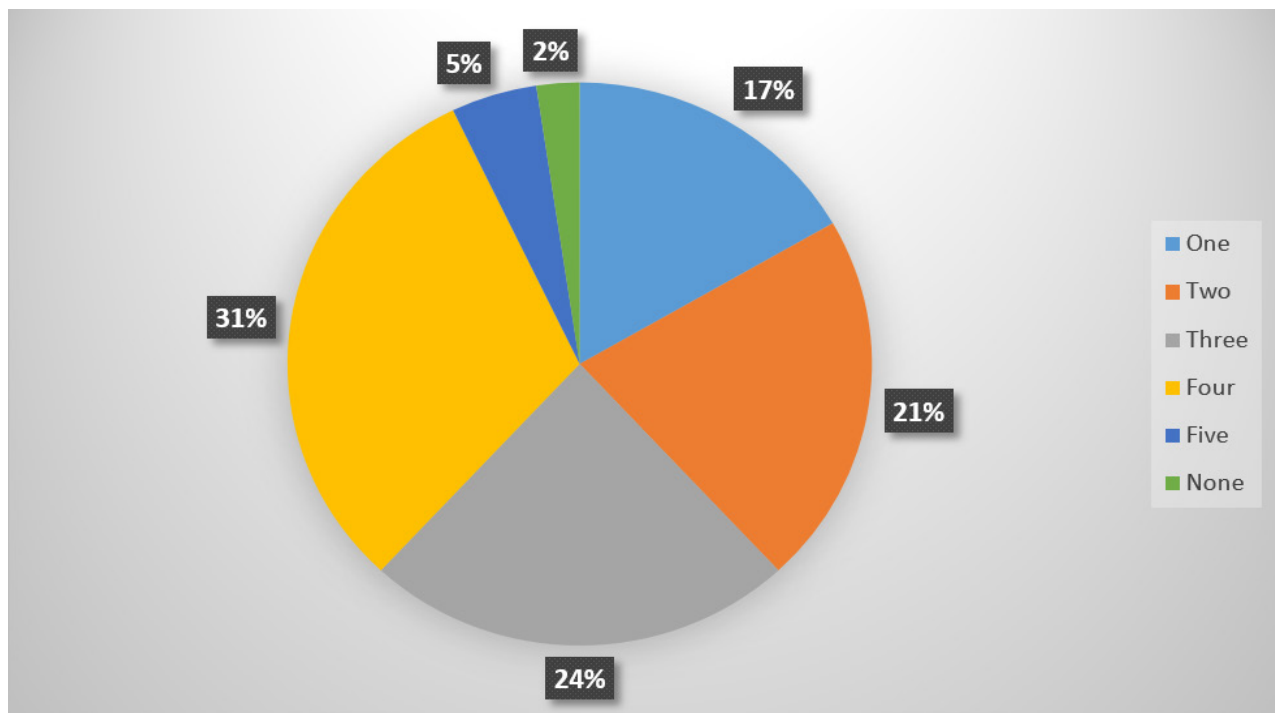
21st Century Scholars Fall 2019



Median Admission GPA by Cohort



School of Education Seniors Who Completed High Impact Practices *



*Participation in activities like learning communities, service learning, internships or field experiences, and capstones.

Rank: Tenure-line	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	6	8	7	7	8
Associate	11	12	13	12	10
Full	5	5	7	7	5
Grand Total	22	25	27	26	23
Rank: Non tenure-line	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	2	2	2	3	4
Associate	5	5	4	5	5
Full	0	0	1	1	1
Grand Total	7	7	7	9	10
Rank: White Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	3	4	3	3	3
Associate	7	7	7	7	5
Full	5	5	8	5	5
Grand Total	15	16	18	15	13
Rank: Black Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	2	3	4	4	5
Associate	7	8	7	7	7
Full	0	0	2	3	1
Grand Total	9	11	13	14	13
Rank: All Faculty of Color	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	5	6	6	7	9
Associate	9	10	10	10	10
Full	0	0	2	3	1
Grand Total	14	16	18	20	20
Rank: Female Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	6	7	5	7	9
Associate	12	13	13	12	11
Full	3	3	5	6	4
Grand Total	21	23	23	25	24
Rank: Male Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	2	3	4	3	3
Associate	4	4	4	5	4
Full	2	2	3	2	2
Grand Total	8	9	11	10	9

Rank: All Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Assistant	4	6	7	10	12
Associate	16	17	17	16	15
Full	9	9	10	9	6
Grand Total	29	32	34	35	33
Tenure/non-Tenure line: All Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
non-Tenure line	7	7	7	9	10
Tenure-line	22	25	27	26	23
Grand Total	29	32	34	35	33
Gender: All Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Female	21	23	23	25	24
Male	8	9	11	10	9
Grand Total	29	32	34	35	33
Race/Ethnicity: All Faculty	2015-16	2016-17	2017-18	2018-19	2019-20
Asian	1	1	1	2	3
Black	9	11	13	14	13
Latinx	4	4	4	4	4
White	15	16	16	15	13
Grand Total	29	32	34	35	33

Rank: Full Time Staff	2015-16	2016-17	2017-18	2018-19	2019-20
Professional Staff	18	20	20	24	21
Clerical Staff	9	8	8	5	4
Technical Staff	1	1	1	1	1
Grand Total	28	29	29	30	26

Notable Faculty Hires

Teresa Sosa, Literacy (2014)
 Cristina Santamaria-Graff, Special Education (2015)
 Tambra Jackson, Urban Teacher Education (2015)
 Jeremy Price, Technology Education (2016)
 Jasmine Graham, Counseling/Counselor Education (2016)
 Lasana Kazembe, Urban Teacher Education (2017)

Karla Zaccor, Literacy (2017)
 Cleveland Hayes, Urban Teacher Education (2017)
 David Nguyen, Urban Education Leadership & Policy (2018)
 Kara Taylor, Literacy (2018)
 Na Mi Bang, Counseling/Counselor Education (2019)
 Taneshia Greenidge, Counseling/Counselor Education (2019)

Faculty Awards

Craig Willey – 2019 IUPUI Trustee's Teaching Award
 Khaula Murtadha - 2019 IUPUI Chancellor's Medallion
 David Nguyen – 2019 50 Faces of IUPUI
 Samantha Scribner and IU alumnus Erica Fernandez - 2019 Journal of Research on Leadership Education Best Article Award
 Crystal Morton - 2019 IUPUI Dr. Joseph T. Taylor Excellence in Diversity Award
 Teresa Sosa – 2019 IUPUI Alvin S. Bynum Award for Excellence in Academic Mentoring
 Pat Rogan – 2019 IUPUI Spirit of Philanthropy Award
 Cristina Santamaria Graff – 2019 Ernest A. Lynton Award, Scholarship of Engagement; Coalition of Urban and Metropolitan Universities (CUMU), Brown University - The Swearer Center and in affiliation with Campus Compact
 Cristina Santamaria Graff – 2019 Exemplary Contributions to Practice-Engaged Research Award; American Educational Research Association (AERA)
 Cristina Santamaria Graff – 2019 Brian Douglas Hiltunen Award for Community-Engaged Research; Indiana Campus Compact
 Tambra Jackson - 2019 Outstanding IUPUI Woman Leader
 Cristina Santamaria Graff - 2019 Faculty Fellow; Indiana Campus Compact

Khaula Murtadha - 2018 Center for Leadership Development Madam CJ Walker Outstanding Woman of the Year Award
 Natasha Flowers – 2018 IUPUI Chancellor's Award for Excellence in Multicultural Teaching
 Khaula Murtadha – 2018 Indiana Council for Continuing Education Leadership Award
 Jim Scheurich - 2018 JCEL Exceptional Editorial Service Award, Journal of Cases in Educational Leadership
 Samantha Scribner, Paula Magee, and Urban Education Studies alumnus Jada Moutrie Phelps - 2018 Paula Silver Case Award
 Chalmer Thompson - 2018 IUPUI Fulbright Senior Specialist
 Cristina Santamaria Graff – 2018 IUPUI Charles R. Bantz Chancellor's Community Scholars Award
 Cristina Santamaria Graff – 2018 IUPUI Trustee's Teaching Award
 Cristina Santamaria Graff - 2018 Faculty Fellow; Indiana Campus Compact
 Stacy Morrone – 2018 IU President's Award for Excellence in Teaching and Learning Technology

Robin Hughes - 2017 IUPUI Women's History Month Annual Leadership Award
 Trudy Banta – 2017 IUPUI Recognizing External Achievements Award
 Deb Keller – 2017 IUPUI Trustees Teaching Award
 Monica Medina – 2017 Latina Leadership in Education - Indiana Latino Expo
 Monica Medina – 2017 IUPUI Advisor of the Year – IUPUI Division of Student Affairs
 Annela Teemant – 2017 IUPUI Trustee's Teaching Award
 Tambra Jackson – 2017 WFYI B.E.S.T. Award
 Khaula Murtadha - 2017 WFYI B.E.S.T. Award
 Lasana Kazembe – 2017 Proffitt Summer Fellowship
 Crystal Morton – 2017 WFYI B.E.S.T Award

Deb Keller - 2016 IUPUI Trustee's Teaching Award
 Crystal Morton – 2016 IUPUI Trustee's Teaching Award
 Crystal Morton -2016 IUPUI Alvin S. Bynum Award for Excellence in Academic Mentoring
 Jomo Mutege – 2016 IUPUI Chancellor's Diversity Scholar Award
 Crystal Morton – 2016 Benjamin Banneker Pearl Award

Thu Suong Nguyen – 2015 IUPUI Chancellor's Diversity Scholar Award
 Lori Patton Davis – 2015 IUPUI Chancellor's Award for Excellence in Multicultural Teaching
 Lori Patton Davis – 2015 IUPUI Prestigious External Award Recognition (PEAR)
 Crystal Morton – 2015 INSIGHT Into Diversity Inspiring Women in Stem Award
 Kathleen King Thorius – 2015 IUPUI Trustee's Teaching Award

Faculty Awards Continued

David Nguyen – 2014 IU Lieber Memorial Teaching Associate Award
 Jomo Mutegi - 2014 IUPUI Alvin S. Bynum Mentor Award
 Monica Medina – 2014 IUPUI Chancellor's Faculty Award for Excellence in Civic Engagement
 Monica Medina - 2014 IU Latino Alumni Association's Distinguished Alumni Award
 Paula Magee – 2014 IUPUI Trustee's Teaching Award
 Crystal Morton – 2014 Guidance Life-skills and Mentoring Icon Award Recipient

Student Awards

Mayra Palmerin – 2019 IUPUI Service Learning Assistantship, Center for Service and Learning,
 Division of Undergraduate Education.
 Holly Glenn – 2019 IUPUI Chancellor's Scholar
 Harrianna Thompson – 2019 IUPUI President's Diversity Fellowship
 Clifton Snowden – 2019 IUPUI Graduate Diversity Fellowship
 Brian Collins - 2019 IUPUI Elite 50
 Mercedes Cannon – 2019 AERA Spirituality and Education SIG Award

Eugene Pride - 2018 IUPUI Elite 50
 Ronald Cunningham - 2018 IUPUI Graduate Diversity Fellowship
 Je'Nobia Smith – 2018 IUPUI Graduate Diversity Fellowship
 Julia Moeller – 2018 IUPUI Chancellor's Scholar
 Andrew Gatza – 2018 IUPUI Wells Fellowship
 DiAnna Washington - 2018 IUPUI President's Diversity Dissertation Year Fellowship
 Troy Crayton - 2018 IUPUI President's Diversity Dissertation Year Fellowship
 John Turner - 2018 IUPUI Elite 50

Sara Bangert - 2017 WFYI B.E.S.T. Award
 Logan Walling – 2017 IUPUI Chancellor's Scholar
 Kyle Huskins – 2017 IUPUI President's Diversity Dissertation Year Fellowship
 Joseph Feldman - 2017 IUPUI President's Diversity Dissertation Year Fellowship

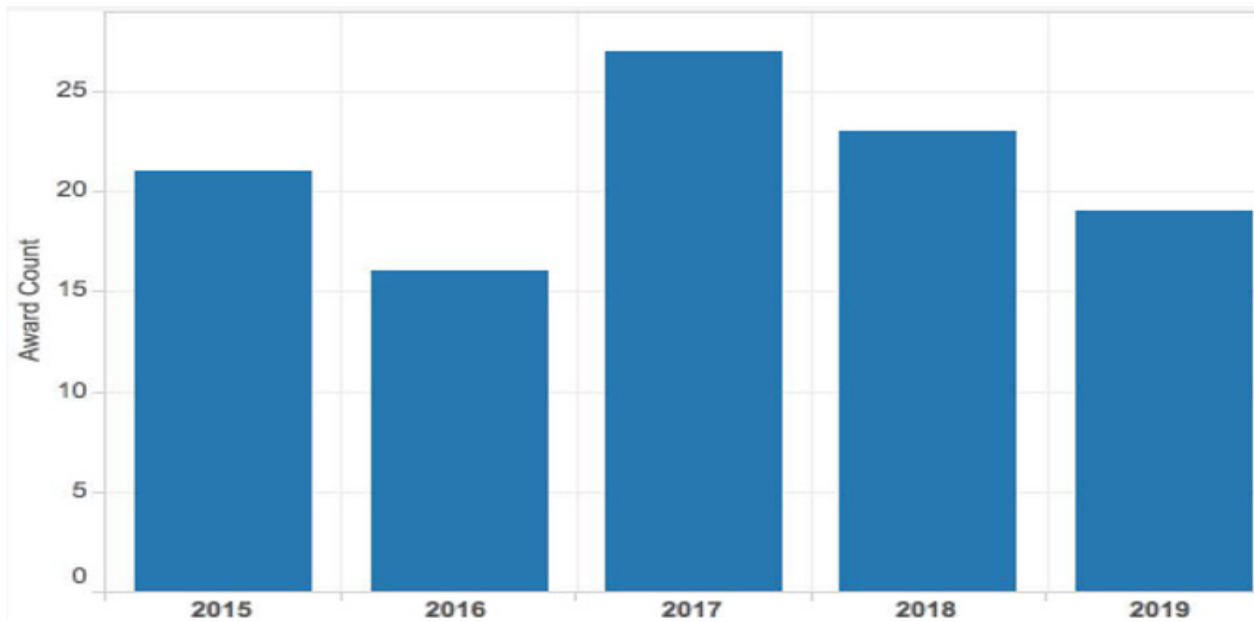
Jena David – 2016 IUPUI Chancellor's Scholar

Amanda Beutel – 2015 IUPUI Chancellor's Scholar
 Laura Gunderson – 2014 IUPUI Chancellor's Scholar

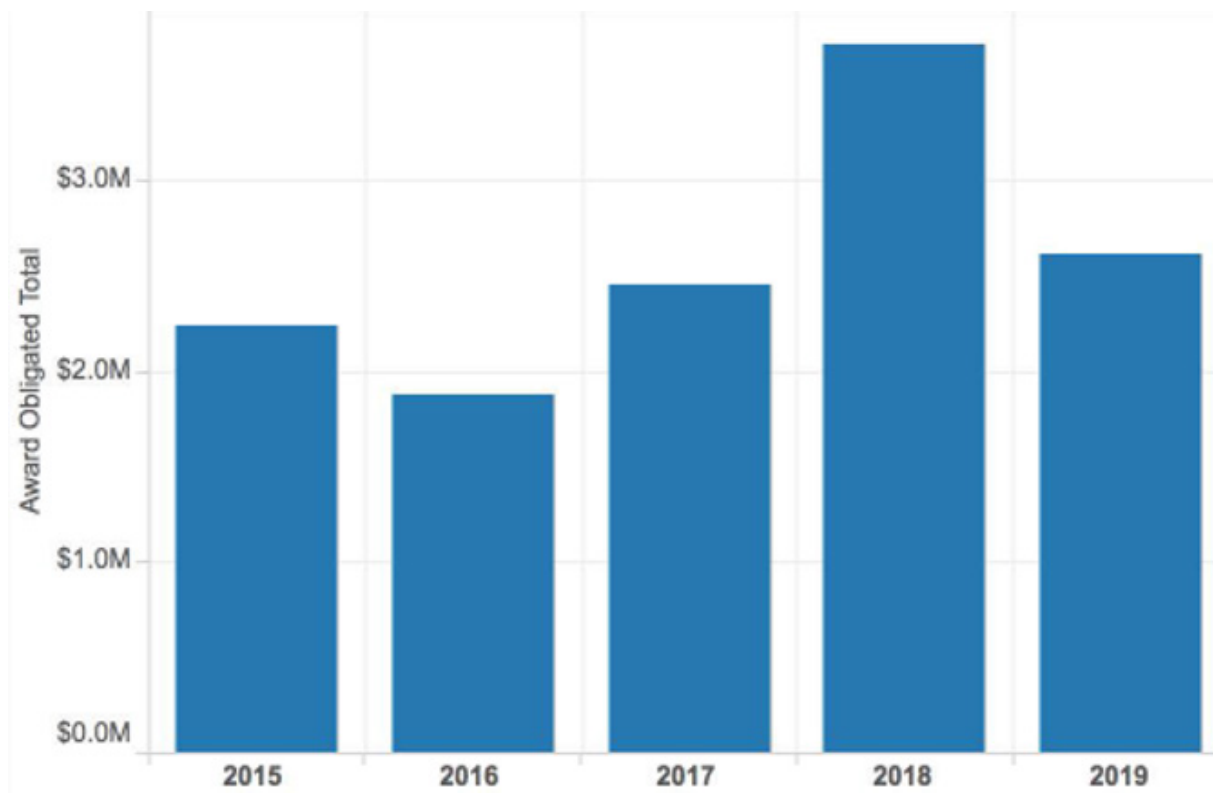
Program Awards

2018 NCACES Innovative Counselor Education Program Award
 2018 UCEA Full Member Institution Awarded

Award Count



Award Dollars (in millions)



Note: Award data for FY 2019 is still being reconciled. We anticipate the figure will exceed the FY 2018 total. Similarly, given continued funding and new awards, we anticipate awards in FY 2020 will continue the upward trend. While proposal counts have trended downward a bit (as above institutional data may undercount FY 2019 proposals), the increase in awarded dollars indicates a trend to seeking and securing larger grants. We anticipate increases in FY2020 and FY2021 in the number, quality and size of proposals due to enhanced pre-proposal and post-award support by the School's new Research Office, along with initiatives such as participation in the OVCR's Grant Improvement through Faculty Training (GIFT) program, coordination with the Spencer Foundation, etc.

Great Lakes Equity Center (GLEC) and Midwest and Plains (MAP) Equity Assistance

The Great Lakes Equity Center was established by Dr. Kathleen King Thorius and colleagues in 2011 at the Indiana University School of Education, as an Equity Assistance Center (formerly Desegregation Assistance) funded by the United States Department of Education. As of 2016, the Great Lakes Equity Center re-structured as an organizational hub for an array of research, technical assistance, and educational resource development projects, including the Midwest and Plains (MAP) Equity Assistance Center. Collectively, we are committed to school and system transformation toward racial, disability, and other forms of educational justice: the MAP Center provides three-tiers of technical assistance related to race, sex, national origin, and religion desegregation to K-12 public education agencies in a 13-state region free-of-charge; the Great Lakes Equity Center continues to partner with community, non-profit, and private organizations across the U.S. on equity-driven systemic transformation, professional learning, and collaborative inquiry projects.

GLEC Highlights

Center Research Publications: 5 research articles; 2 book chapters, 1 research presentation

Center Community Partnerships: Created content about disability justice for one of 15 modules in Starbucks Global Academy/ Arizona State University School of Social Transformation's new "To Be Welcoming Campaign". To encourage more meaningful conversations on this topic, leaders at Starbucks reached out to the experts at Arizona State University to create this 15-course curriculum, designed to address bias through understanding the human experience.

Participant Media Group: Instrument development for producers of TV docu-series to assess student development related to understandings of race and racism as they watch the series. America to Me spends an academic year at Chicagoland's elite Oak Park and River Forest High School (OPRF), allowing its students, families, faculty and administration to tell stories of the pressures and challenges teens face today in their own words, particularly as related to race and sex.

New editorship for a long-standing Special Education Journal focused on equitable education for students of diverse racial, ethnic, and linguistic memberships with disabilities. (Thorius, Santamaria Graff, Skelton)

MAP Highlights

The MAP Center's Annual Equity leaders Institute is aimed at the creation of a purposeful professional and community learning and networking opportunity that builds coalitions and shared knowledge and discovery for regional partners and other Technical Assistance (TA) organizations, and learning networks such as universities, preK-12 school systems, and community-based organizations. Annual Equity leaders Institutes provide opportunities for clients leading equity-based initiatives in their local spaces to engage in a two-day intensive, collegial study, discussion, and custom planning related to targeted issues of educational equity. Specifically, and on the basis of an analysis of patterns in the reasons for potential partners' requests for assistance, our entire center staff designs content and curriculum for a group of approximately 80 educational stakeholders from across Region III, all of whom have applied and are selected to participate in this intensive learning experience. This year's Institute focused on analyzing policies, practices, structures, and interactions within seven specific domains for systemic transformative change towards equity. Participants learned about and walked through materials and instructions for use of a Center-developed tool, called the Equity Context Analysis Process, for assessing their own systems policies and practices in these domains, and how this assessment might inform equity-focused strategic planning.

Our Learning Network Cohorts (LNC) project is an activity toward building coalitions and shared knowledge and discovery for regional partners and other TA organizations. This year, the LNC project was engaged with nine school districts (approximately 90 participants total) with which the Center already has signed MOU and provides a way to leverage the Center's resources for a group of school districts experiencing similar equity issues and with related goals for improvement. The LNC scope has four distinct, but interconnected and sequential steps: 1) A needs assessment where cohort members brainstorm the topics for the year (Center clients expressed interest in engaging in ongoing learning about how to redress incidents of harassment based on race, sex, national origin and/or religion and create safe and inclusive learning cultures and climates, as well as developing curricular and instructional practices that are responsive to the interests, assets, lived experiences and needs of students of color) 2) A tool spotlight whereby staff highlight and walkthrough a Center produced topic-related tool and discussion on the partners' application of that tool in their local contexts; 3) A virtual roundtable led by one of the Center's Equity Fellows (scholars who are content experts) and finally; 4) An interactive webinar delivered by one of the Center's Specialists. The Culturally Responsive/Asset-based and Sustaining Practices portion of the LNC provided tools and supports to assist with advancing educators' awareness, knowledge, and understanding of evidence based culturally responsive and sustaining leadership practices. The Safe and Inclusive Schools portion of the LNC provided educators targeted supports to redress incidents of harassment based on race, sex, national origin, and/or religion, as well as guidance on how to create safe and inclusive learning cultures and climates.

Carver Teaching Initiative (CTI) INSPIRE

What is the Carver Teaching Initiative?

- The George W. Carver Teaching Initiative (CTI) at IUPUI is a scholarship and career development program dedicated to the recruitment, retention, and support of high-achieving, underrepresented minority college students in STEM (science, technology, engineering, and mathematics) teaching careers. The primary goal of the Carver Teaching Initiative is to prepare CTI scholars to serve urban students through culturally responsive and socially transformative approaches to STEM education.

How does CTI work?

- Internships. CTI Scholars have the opportunity to receive paid, summer internships as undergraduate freshmen and sophomores. The CTI STEM Summer Teaching internship gives students an opportunity to (a) experience STEM education from a teacher's perspective, and (b) consider a career in STEM education.

Scholarships

- CTI Scholars have the opportunity to receive up to \$33,000 in scholarships as undergraduate juniors and seniors. Scholars who accept this scholarship commit to teaching 2 years for every year that scholarship money is received. Scholarship recipients earn a 4-year degree from the Purdue School of Science at IUPUI, and teaching certification from the IUPUI School of Education. Supported STEM majors are: biology, chemistry, earth science, mathematics, and physics. Biology Education, Chemistry Education, Earth Science Education, Mathematics Education, Physics Education

Additional Benefits

- CTI scholars also have opportunities for professional networking and career building, collaborative research and teaching with faculty, and job placement assistance with partnering school districts

School of Education Summer Impact

Girls STEM

What is Girls STEM Institute (GSI)? GSI is an informal STEM learning program designed to provide holistic learning opportunities for girls and young women of color ages 9-18 who are historically marginalized in STEM fields. Currently, GSI is implemented as a four-week summer program and Saturday workshops once of a month during the school year. During the school year, GSI also offers parent/caregiver workshops to assist and empower parents/caregivers as they advocate on behalf of their daughters. GSI provides girls and young women of color, an opportunity to develop an understanding of mathematics and other STEM concepts in a meaningful and culturally grounded context. Within GSI's rich, rigorous, relevant, and supportive setting, young ladies have the freedom to grow interpersonally and intellectually. Through GSI framework of socially transformative STEM curriculum, girls and young women are provided access to powerful STEM learning experiences that challenge them to think deeply and critically. As STEM learners, they are empowered to use STEM as a tool for personal and social change.

The goals of GSI are to (1) engage girls of color in culturally grounded, inquiry-based STEM curricula through hands-on and minds-on experiences; (2) instill girls of color with the interest and confidence to pursue math or other STEM careers and engage in STEM-related extracurricular activities while providing opportunities to interact with STEM professionals; (3) empower girls of color to understand how STEM-related concepts can be used to address inequities in their personal lives and community; (4) increase girls of color mathematics skills (i.e., problem-solving, number sense, geometry and measurement, and statistics); (5) provide college and career readiness experiences; (6) promote the intellectual, social, physical, emotional and financial wellness of participants; (7) build authentic relationships/partnerships with parents/caregiver and community stakeholders.

GSI began in 2013. In that time, we have served 196 girls and their families who predominately self-identified as Black and submitted eight local foundation grants totaling \$ 66, 292 that were funded to support the programmatic aspects GSI including the purchase of Chromebooks. In order to disseminate information about GSI's, the Director collaborated with staff members and community partners to present at five conferences, written 1 research article (Morton & Smith-Mutegi, in press), 1 book chapter (Morton & Smith-Mutegi, 2018a), 1 newsletter entries for a regional mathematics teacher educator association (Morton & Smith-Mutegi, 2018b), and 1 conference proceedings (Morton & Smith-Mutegi, 2017).

Freedom School

The goal of this project is to provide access to a summer literacy and civic engagement program for 50 elementary students in Indianapolis Public Schools. The Freedom Schools program is a national initiative of the Children's Defense Fund and is rooted in the American Civil Rights Movement and the courageous efforts of college-age youth to make a difference. The program supports children and young adults to excel and believe in their ability to make a difference in themselves and in their families, schools, communities, country, and world with hope, education and action. The CDF Freedom Schools program provides summer enrichment through a research-based and multicultural curriculum that supports children and families through five essential components: (a) high quality academic and character-building enrichment; (b) parent and family involvement; (c) civic engagement and social action; (d) intergenerational servant leadership development; and (e) nutrition and physical and mental health.

Literacy with iPads

The summer Literacy w/iPads program is designed to prevent the "summer slide" that is often seen in children that are not involved in literacy activities over the summer. Our program is intended to not only prevent children from regressing, but to increase their literacy achievement levels, if possible. This was accomplished by immersing the children in a literate environment, teaching them at their level, and stretching them beyond their assessed capabilities using a reading and writing workshop format. Senior interns and first year teachers from the IUPUI School of Education are hired to work with K-3 children enrolled at our eight partner organizations: Boys and Girls Club, Christamore House, Concord Neighborhood Center, Edna Martin Center, Hawthorne Community Center, Mary Rigg Neighborhood Center, John Boner Center, and Westminster Neighborhood Ministries. More than 80 percent of these children are eligible for free or reduced lunch.

Black Arts Movement as Critical Media Literacy

The Black Arts Movement as Critical Media Literacy: From Be Bop to Hip Hop is a literacy and creative arts course that introduces learners to the historical roots and impact of two major artistic and cultural formations: The Black Arts Movement (1965-1975) and the Hip Hop Movement (1972-present). These important movements are uniquely interrelated and represent a cultural flowering of immense creative expression, literary development, and institution-building among poets, writers, musicians, educators, and activists.

This five-week course is an introduction and interdisciplinary analysis of the Black Arts Movement (BAM) and the Hip-Hop Movement. The course explores literature, visual culture, politics, aesthetics, music, and Black institutional development across both movements. This course provides students with a conceptual and aesthetic framework for analyzing and understanding two major cultural phenomena: 1) the political and cultural origins of BAM; 2) the political and cultural origins of Hip-Hop. Additionally, the course examines Black art as critical media and interrogates its organized, collective forms of social change, cultural formation, and praxis.

There is a longstanding arts opportunity gap, specifically in Title I schools. This course addresses that gap by providing elementary students with exposure to research-based, hands-on arts learning opportunities.

IUPUI visit by Dean Ekkarin Sungtong, Prince of Songkla University, Pattani, Thailand. In June 2017, Ekkarin Sungtong, Dean of the Prince of Songkla University (PSU) Faculty of Education in Pattani, Thailand visited IUPUI. EAD Robin Hughes met with Dean Sungtong at the IUPUI campus to discuss opportunities for collaboration.

Dr. Pat Rogan provided an embassy sponsored conference keynote/workshop at 2018 Phuket International Conference, in Phuket, Thailand. An outgrowth of the meeting with Dean Sungtong, Dr. Pat Rogan was extended an invitation by the U.S. Embassy to give a keynote address entitled, “Teaching students with special needs in the secondary classroom” at PSU’s 2018 Phuket International Conference. Dr. Rogan also led a workshop, “Designing educational and recreational programs for students with disabilities” on the conference’s opening day. The conference, themed “Creativity and Innovations for Global Development” marked PSU’s 50th anniversary.

Russian Fulbright scholar Maxim Bulanov hosted by School of Education at IUPUI. During the 2019-20 academic year, the School of Education hosted Fulbright Scholar Maxim Bulanov of Russia. Selected for the Fulbright Faculty Development Program, Mr. Bulanov is completing his fellowship on educational urbanism and academic mentoring at IUPUI. Furthering his knowledge of formal, informal and non-formal pedagogies, he is studying instructional development, delivery, and support in the School and examining student support structures and practices in the university and the city such as the Bepko Learning Center, the Indianapolis Central Library, museums, etc.

Faculty Highlights

Annela Teemant

Observations of Pedagogical Excellence of Teachers Across Nations (OPETAN), self-funded participation

This is an international research collaboration with 9 colleagues from England, Finland, Germany, and the U.S. Using the Eight Standards for Effective Pedagogy, we have observed 31 general education teachers who have a reputation for excellence for working with multilingual students. Five research papers are in progress. We presented on four papers at the European Educational Research Association in Hamburg, Germany September 5, 2019.

Collaborators & Institutions:

1. Kara Mitchell Viesca, University of Nebraska Lincoln, USA
2. Annela Teemant, IUPUI, USA
3. Svenja Hammer, Leuphana University of Lüneburg, Germany
4. Ratha Perumal, University of East London, UK
5. Naomi Flynn, University of Reading, UK
6. Jenni Alisaari, University of Turku, Finland
7. Sara Routarinne, University of Turku, Finland
8. Johanna Ennser-Kananen, University of Jyväskylä, Finland
9. Emmanuel Acquah, Åbo Akademi University, Finland

International Consortium for Multilingual Excellence in Education (ICMEE), Funded by a U.S. Department of Education

The project has 23 senior personnel on it from 11 different states focused on offering and researching eWorkshops for teachers of multilingual learners free of charge. In order for teachers to be effective, scholars in recent years have asserted that in addition to maintaining cultural competencies, teachers must also develop and hone a linguistically responsive orientation to their praxis (Lucas & Villegas, 2011). Drawing upon the Inquiry as Stance framework developed by Cochran-Smith and Lytle (2009), we will explore and articulate connections among our teaching practice, expand our knowledge of local and global contexts, and embrace the communities within which we teach as catalysts for our own learning. eWorkshops also promote critical sociocultural instructional practices as operationalized by the Standards of Effective Pedagogy (Teemant and Hausman, 2013; Teemant et al., 2014) and are grounded in the WIDA standards for English language development. Through a variety of readings, discussions, and activities, students focus on an essential question to enrich their understandings. eWorkshops six-unit modules offer repeated cycles of Explore, Make it Work, and Share sections. More than 30 online eWorkshops are in use.

International Conference on Language Teacher Education Conference

Member, 2017 Conference Planning Committee held at UCLA in February 2017.

United States State Department, Professional Development Collaboration with Egypt’s Regional English Language Officer Dr. Ruth Petzold.

In 2016-2017, Dr. Annela Teemant collaboratively designed and keynote, 90-minute workshop for TESOL Nile Conference, and an 8-day professional development workshop for 20 Egyptian English Language Teachers on Teacher-to-Teacher Mentoring with Dr. Serena Tyra to deliver on site in Egypt.

Cristina Santamaria Graff

Ball, A., Santamaría, L. J., & Santamaría Graff, C. (2017, July 6). Teachers for Change. Seminari D'estiu D'odissea: Educadors i educadores com a agents de canvi social. Sala d'Actes del Centre Cívic Sant Martí. Barcelona, Spain. With Drs. Arnetha Ball and Lorri J. Santamaría - presented to teachers working with Romani teachers who have been historically marginalized and disenfranchised in Spain.

Jomo Mutegei

Moi University – Kenya

Momanyi Mutegei, J. W. & Momanyi, L. O. (in review). Windows and mirrors: Three images of the US science curriculum as reflected through Kenya's Jua Kali. Cultural Studies in Science Education.

Gina Borgioli Yoder

Presenting at an International Conference: Greene, M., Teemant, A. & Borgioli Yoder, G. (2020). The Six Standards: A Framework for ENL Teacher Certification. Presentation at Teachers of English to Students of Other Languages (TESOL), Denver, CO.

Deb Keller

Engages students in cross-cultural teleconferences with Universidad Autónoma del Estado de Hidalgo in Pachuca, Mexico

Chalmer Thompson

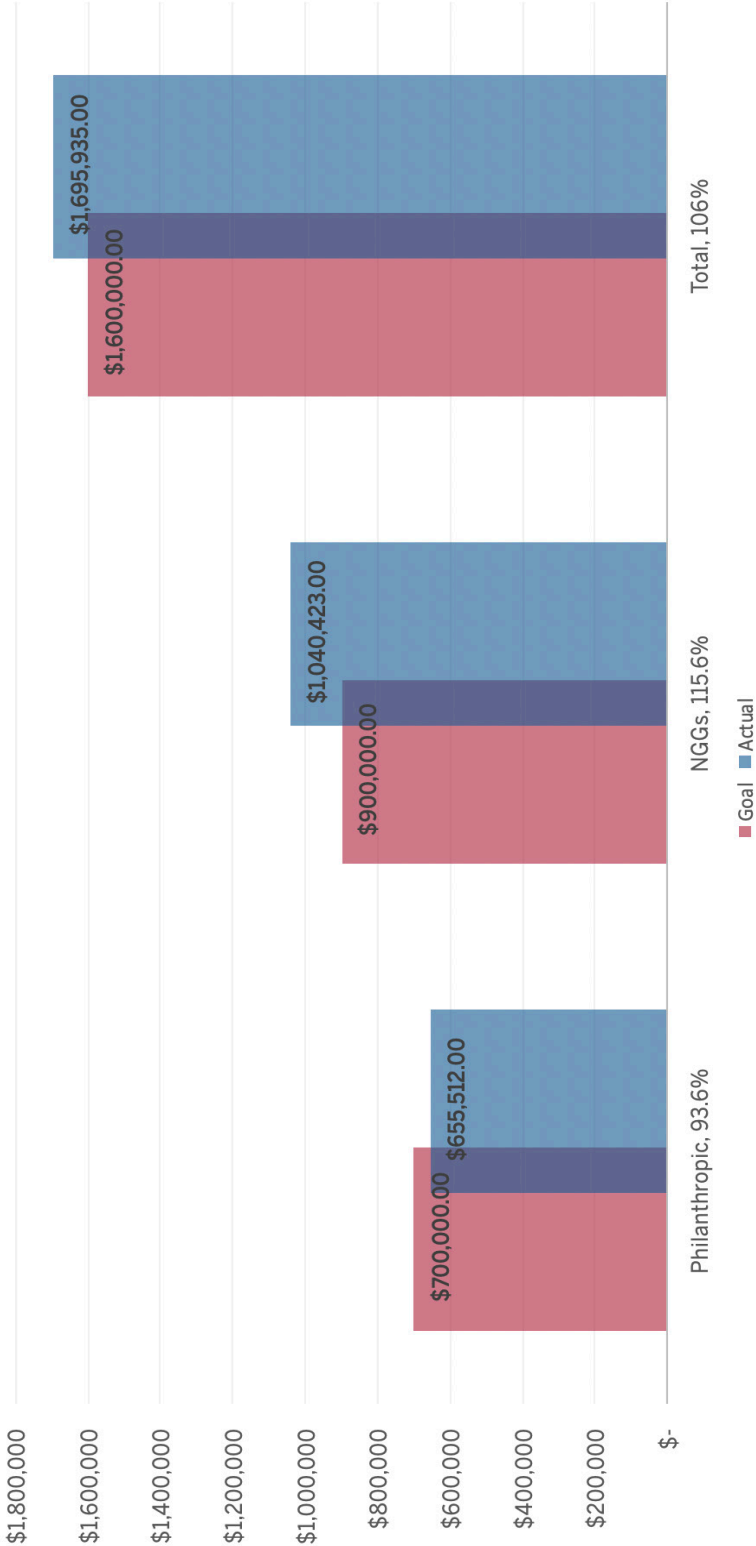
Peace Psychology with colleagues from Kyambogo University in Kampala, Uganda. One outgrowth of this work is her recently published (2019) book A Psychology of Liberation and Peace: For the Greater Good.

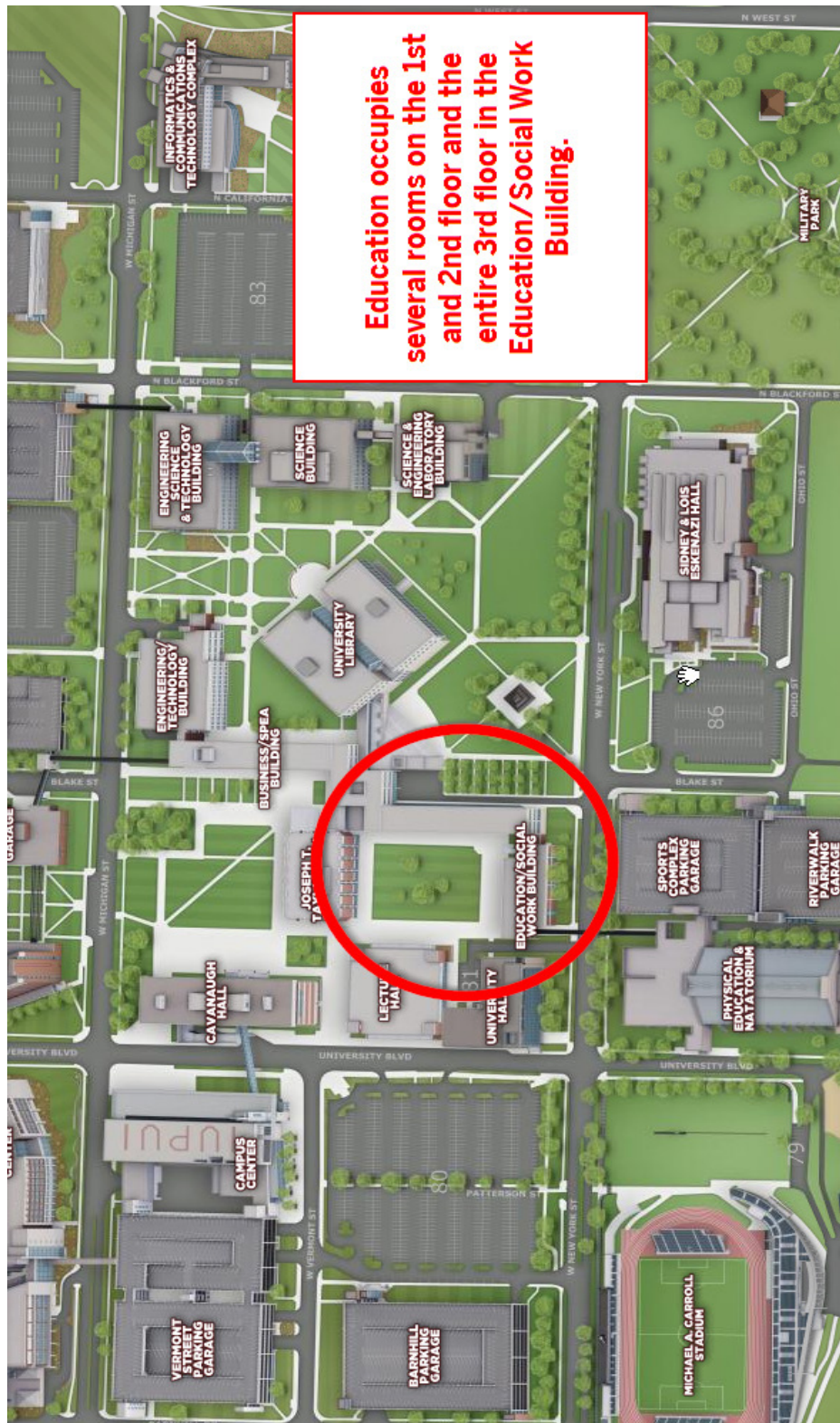
Senior Editor (with Guerda Nicolas) for Pan-African Psychologies, Palgrave Macmillan

Research Fellow, University of South Africa (UNISA), College of Graduate Studies, Institute for Social and Health Sciences

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Budget 2018-19	Actual 2018-19	Budget 2019-20
CREDIT HOURS						
Undergraduate	15,572	15,365	15,537	16,079	15,018	15,197
Graduate	6,463	5,682	5,132	5,614	5,063	5,222
Professional	-	3	-	-	-	-
Total	22,035	21,050	20,669	21,693	20,081	20,419
Actual SSII and Fall 2019						9,200
Percent of Budget						45.1%
Requested						
REALLOCATION FUNDING	-	-	-	-		
GENERAL FUND INCOME AND EXPENSE						
Income						
Student Fees	7,628,299	7,667,819	7,233,320	7,666,264	6,978,567	7,289,154
State Appropriation	3,708,086	3,693,215	3,706,942	3,713,555	3,713,555	3,758,799
Other Revenue	4,304	12,343	4,821	350	593	-
Transfers Between RCs	88,404	39,993	(39,500)	(88,782)	(61,251)	(88,782)
ICR	309,358	325,840	442,465	450,000	375,917	450,000
Subtotal	11,738,451	11,739,209	11,348,049	11,741,387	11,007,380	11,409,171
Assessments	(4,101,193)	(4,198,023)	(4,211,996)	(4,111,748)	(4,111,748)	(4,149,479)
Total Income	7,637,258	7,541,186	7,136,053	7,629,639	6,895,632	7,259,692
Expense						
Compensation	6,449,088	6,554,868	7,039,749	7,667,044	7,702,510	7,483,153
Financial Aid	250,325	401,323	247,484	331,301	279,983	331,301
General S & E	299,282	224,205	280,437	(472,204)	234,521	(666,259)
Travel	47,890	49,068	47,137	36,498	29,883	36,497
Capital	-	-	-	-	704	-
Transfers	455,022	271,123	(133,004)	67,000	109,789	75,000
Total Expense	7,501,607	7,500,586	7,481,804	7,629,639	8,357,390	7,259,692
Net Operating	135,651	40,600	(345,751)	-	(1,461,759)	-
FUND BALANCE						
Beginning Fund Balance	3,167,077	3,302,727	3,343,327		2,997,576	
Change from Operations	135,651	40,600	(345,751)		(1,461,759)	
Ending Fund Balance	3,302,727	3,343,327	2,997,576		1,535,817	
Non-General Funds						
Agency		-				
Auxiliary		-				
Contracts & Grants	(27,739)	(208,657)	(22,328)		(23,732)	
Designated	1,137,551	808,671	403,582		358,270	
Restricted	52,933	37,933	29,433		27,683	
Total Non-General	1,162,745	637,948	410,686		362,221	
Total Fund Balance	4,465,472	3,981,274	3,408,262		1,898,037	
TRUSTEES 3% INCOME SHORTFALL RESERVE						
Requirement	219,742	227,759	223,685		250,000	218,241
Actual	250,000	250,000	250,000		250,000	218,241
18/20 DEPARTMENTAL REALLOCATION						
Individuals	-					
Amount	-					
Percent of Compensation	0.0%					
FTE - ALL FUNDS						
Academic				35.72		39.98
Professional				24.00		25.00
Biweekly				6.00		6.00
Total				65.72		70.98

Bicentennial Campaign Update – School of Education





Programs

BA/BSED – Biology/ Biology Education
 Non-Licensure – Early Childhood
 BS – Athletic Training/Physical Education
 EdS in Educational Leadership
 BA World Languages
 MEd. Education Technology
 Collaborative Masters Art in Teaching *
 Collaborative Masters in Education*
 Collaborative EdS in School Psychologist*

*The Collaborative Degrees are with the IU Online.

Research

Following dissolution of the core campus arrangement, the School reconfigured the Center for Urban and Multicultural Education (CUME) into a school-wide Research Office. The Research Office is overseen by the Associate Dean for Research and Faculty Development and staffed by a Grants Program Manager. In an effort to increase external funding and advance the urban-focused research mission of the School, the Research Office assumed responsibilities for pre-award and post-award support previously handled by the fiscal officer. The Research Office also assists with securing funding, providing training, and overseeing the School's growing number of graduate students.

Urban Education Leadership & Policy

Community/Legal Lab: partnership between SOE/Law/Indiana Legal Services to impact legal representation of students and families in the community and local/state laws and policies (Faculty: David Nguyen)

School-family-community (SFC) collaboration: counseling students' understanding of SFC collocation (Faculty: Na Mi Bang)

Development and delivery of additional advanced degrees and licensure in Educational Leadership with focus on community engagement and anti-oppressive education.

Counseling & Counselor Education

The School Counseling Program is currently seeking national accreditation from CACREP independent from the IUB Counseling Program.

The School Counseling Program faculty plans to create a certificate program in Mental Health Counseling to meet the demands of practicing counselors and students enrolled in the School Counseling Program.

The School Counseling Program strives to increase the number and quality of partnerships over the next several years to reflect our programmatic (and School of Education) mission of addressing disparities in the school experiences of students based on race/ethnicity, socioeconomic status, and setting (urban, rural, and suburban). The goal of establishing new and stronger partnerships is to build our students' skills in advocacy, consultation, outreach and leadership.

School-family-community (SFC) collaboration: counseling students' understanding of SFC collocation (Faculty: Na Mi Bang)

Urban Teacher Education

We are exploring evening and part-time options for the Elementary Education program.

The non-licensure degree in Early Childhood Education is designed for students who have already earned an Associate's degree and want to complete their Bachelor's degree. Specifically, the non-licensure degree option is geared towards students who are currently working full time in early childhood education settings where employment guidelines do not require licensure. The non-licensure program seeks to fill a gap in services within the State of Indiana where child care deserts predominate areas without high quality educators and high-quality early childhood care. The promotion of the non-licensure program can aid in increasing the quantity and quality of the early childhood workforce for the Non-Public School early childhood industry, such as Registered Ministries, Home Based Child Care Centers and Center-based providers.

The Elementary District Based Alternative Certification (DBAC) program is a 24-credit 18-month program designed for district employees looking to earn elementary licensure. After successful completion of the program, students are eligible for elementary generalist (K-6) licensure in the state of Indiana. Cohorts are district-based and currently start in the fall semester. The program requires evening attendance and the completion of a student teaching practicum. All clinical work can be completed in the district schools. Students can choose to complete a licensure addition option in special education or ENL. These licensure additions require additional courses that are not part of the 24-credit DBAC program. 18 of the 24 credits can be counted toward a Master's degree in Elementary Urban Education from the School of Education. Completing the 36-credit Master's degree requires an additional 18 credits (6 classes) of coursework.

Students

Newly formed student organization - Graduate Students in Education



The School's budget deficit

2017 marketing analysis showed low morale in the teaching profession for the state of Indiana which, of course, adds to the current teacher shortage.

The increase from a 48-hour to 60-hour School Counseling program may mean some drop in applications, especially in view of limited opportunities for funding for Master's level students. Also, despite recent changes in the national standards for school counselors to address increasing disparities in school achievement, graduation rates, retention, and quality of schooling among students based on race/ethnicity and income levels, data suggest that these professionals resist school reform efforts. The program will continue to, and indeed, strengthen efforts toward addressing these issues and likely, students/graduates will face opposition.

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