School of Education
at Bloomington and Indianapolis

INTERNAL REVIEW

COORDINATED BY THE IU SCHOOL OF EDUCATION LONG RANGE PLANNING COMMITTEE

MARCH 2015

Preamble

The Indiana University School of Education (SoE) at Bloomington and Indianapolis calls for the Blue Ribbon Review Committee (BRRC), the IU Administration, and the political and business leadership of Indiana to join in our efforts to make available to all people a truly high quality education. Clearly, that goal has not been reached, especially for some groups within our citizenry, and certainly the SoE cannot achieve this alone. We need everyone's hands on the wheel to move forward this ambitious and vital mission.

The SoE community has many strengths in teaching, academic and support programs, and research that we devote to developing high quality professional educators and engaging with a variety of communities ranging from teachers and educational leaders, to community organizations, to government and non-governmental agencies in Indiana, the United States and internationally. We will note in this report how we currently leverage these strengths to directly serve and to procure financial resources through extramural funding to further aid these efforts. However, we also recognize that we, like all organizations, experience challenges and limitations that we are committed to addressing. We cite as one of our core values a strong orientation toward reflection and self-criticism.

Our main point is that high quality education is incredibly important to the well-being of society. Indeed, all of us at the SoE have committed our lives and careers to this. We deeply care about and are decisively committed to this goal. Accordingly, we are advocating in the strongest way possible that the BRRC, the IU Administration, K-12 schools, and the political and business leadership of Indiana collaborate with us in advancing and enhancing truly high quality education for all people.

As we will note throughout this report, we used a time-constrained Appreciative Inquiry approach to address the questions presented to us. Challenging as this is for critical scholars and practitioners, we endorse the core principles of this approach[1], including:

- Inquiry creates change – the moment we ask a question we begin to create a change
- Image inspires action – Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action
- Positive questions lead to positive change – Momentum for change on any scale requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core

The questions provided to the SoE Long-Range Planning Committee that framed this inquiry were not entirely framed as positive questions, although they contained clear reference to the strengths of the SoE that can be leveraged to address current challenges. We do not hesitate to describe our challenges as a large, complex academic organization within an even larger and more complex multi-campus public university. We are also situated within a reform-minded state driving significant changes in K-12 and higher education teacher

[1] Adapted from the Center for Appreciative Inquiry, Principles of Appreciative Inquiry, http://www.centerforappreciativeinquiry.net/more-on-ai/principles-of-appreciative-inquiry/

education. Rather than focusing exclusively on solving problems, we ask our colleagues on the BRRC and in the IU Administration to strive with us to approach our shared challenges from a positive frame, seeking to amplify and appropriately focus a very rich set of resources to advance our shared objective: providing high quality education to all people at all stages of life.

Caveat

The review that is summarized in this document was conducted in a relatively short time frame. Initial organizing occurred in December 2014 and the bulk of the work was done from January through early March 2015. The review was conducted by faculty who maintain full semester workloads of teaching, research, and engagement. Although we attempted to be as comprehensive and inclusive as possible, we ask the BRRC and IU Administration to recognize the limitations imposed by this timeframe, especially with regard to representing the full range of diversity of our people and our programs.

We describe in this document a range of programs and initiatives that exemplify our efforts and, in some cases we attempt to profile a broader range of activities. We acknowledge, however, that this is not an exhaustive portrayal of our work and apologize in advance to our colleagues for any mischaracterizations or omissions.

As inclusive as this document attempts to be, it was assembled by only a small proportion of all SoE faculty and, as we noted at one of our key meetings, those involved over-represented more senior, non-minority, males compared to our faculty demographic. Given our core values of social justice, collaboration, and equity-minded practice, we are especially cognizant of the limitations imposed by the narrow representation of diverse voices in developing this review. We pledge to continually enhance our efforts to address this deficiency moving forward.

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IU School of Education at Bloomington and Indianapolis

Internal Review for the Blue Ribbon Review Committee

Coordinated by the IU School of Education Long Range Planning Committee – March 2015

Overview

The primary objective of the report is to provide the BRRC with a sufficiently rich characterization of the people, programs and culture that pervade the IU SoE. We also aim to specifically address the charge questions provided to the SoE Long-Range Planning Committee:

1. What options exist for reversing the enrollment declines in education, which all IU campuses are experiencing?
    a. Which of these options involve addressing external factors such as political, economic and cultural conditions?
    b. Which options involve addressing internal factors such as organizational structure and course offerings?
    c. What resources are needed to address these issues?
2. What are the strengths that Indiana University brings to the field of education? What are the reactions to the activities and initiatives Indiana University has already undertaken to curb enrollment declines? Should those activities and initiatives continue? What other vulnerabilities should we address? What trends should we anticipate?
3. Are we optimally organized to provide excellent education for future professionals working in education at the undergraduate, master's and doctoral levels?
4. Are we optimally organized to make important research contributions to the field of education and related fields in our country and internationally?
5. Are there existing programs that should be enhanced, possible new programs to consider, including non-traditional ones, as ways to increase enrollments and support quality K-12 education in Indiana, the nation and the global community?

Before addressing these questions more directly, and to frame our "appreciative but self-critical" approach, we provide a summary of SoE's core strengths and challenges. We do so to offer a high level perspective that will help us place into context more detailed answers to the charge questions. We then provide more detailed information on four core areas:

- Overall Enrollment Trends and Prospects
- Teacher Education
- Domestic and International Engagement
- Research and Scholarly Activities

We conclude the main body of the report by honing in more specifically on the charge questions as a frame for summarizing our findings and recommendations.

The appendices to this report include:

- The current School of Education Long-Range Plan
- Descriptions of SoE academic programs
- Student profile and course enrollment trends.
- Supplemental materials referenced in the text of this document.

Review Process

The review summarized in this document was coordinated by the SoE Long-Range Planning Committee (LRPC), a faculty committee of the school's Policy Council, the elected governing body for SoE faculty on both the Indianapolis and Bloomington campuses. To increase inclusiveness and work effectively within time constraints, the committee temporarily expanded its membership to include a number of faculty who had been recently involved in coordinating a planning retreat that occurred on October 31, 2014. Other faculty members were added to ensure representation of the Teacher Education program. The expanded committee met December 18 to organize for the review, working with a draft of the charge questions. By mid-January, a detailed plan for the review was circulated for review by the expanded group. Comments and suggestions were accommodated and responsibilities distributed to members of the group for completing various sections and to distill relevant documentation. An initial set of background reports was circulated to the Committee and a retreat was planned to review the materials and frame this final report.

Prior to receiving this task, and as a follow-up from the 31 October planning retreat, LRPC was planning to engage facilitators for an Appreciative Inquiry (AI) concerning the SoE mission, goals and objectives. The results of this inquiry were to be used to recommend changes to the Long-Range Plan (Appendix A). LRPC decided to redirect this idea to serve the internal review. Facilitators were engaged to lead the scheduled retreat as an appreciative session to help us frame the internal review and our thoughts about "re-imagining" the SoE on the basis of amplifying our assets. As noted throughout this report, the faculty of the SoE, like most academics, are inherently reflective and critical scholars. In fact, one of our core values and strengths is to fully expose issues and to not mask or gloss over problems. The retreat, held on February 28, revealed both our core values and assets as well as our significant challenges. Although we made significant attempts to engage an inclusive group of faculty in this very time-constrained effort, the first point of discussion at this retreat reflected our failure to do so. We have already noted this limitation in the Caveat section above and will return to this issue later.

Faculty working on sections of the report met a few days after the retreat to debrief and finalize responsibilities for final report preparation. Due to time constraints noted in our caveats, this report has not been fully vetted to the SoE faculty. By a rough count, the process touched at least 40 of the School's 143 full-time faculty, as well as about 10 doctoral students (including the doctoral student member of the LRPC) and other staff who assisted with research and review. About a quarter of this group played significant roles in writing and distilling materials. The process was led by faculty in a context of significant conversations and dialogue, but, at the risk of repeating ourselves too often, is not fully

inclusive of the diverse perspectives of our current faculty, nor even more so of the voices of those who we most directly serve: the citizens of our state, our country and our world.

Summary of SoE Strengths and Challenges

Academic schools and programs are not easy to quantify. We release this report just as the latest *U.S. News & World Report 2016 Best Graduate Schools* rankings were published. The IU Bloomington campus SoE fares well in these rankings, as summarized in Appendix D. However, we fully recognize the limitations and dangers of such reductionist approaches, especially with regard to issues of equity and social justice. We are proud to be considered one of the nation's top Schools of Education and to have our specific graduate programs recognized as they are. These graduate program rankings are very heavily influenced by reputation and we believe that our reputation is well-founded. But we recognize that we cannot rest on our laurels and, more importantly, reputation follows from excellence in teaching, research, and professional and community engagement, which are our direct mission objectives.

This section of the report was developed from three sources:

1. Interviews with school administrators and faculty involved in some of the school's signature initiatives
2. The February 28 appreciative retreat
3. The various meetings through which the review process was guided

Strengths

The Long Range Planning Committee (LRPC) of the SoE began this review process drawing on Appreciative Inquiry (AI) as an approach. In the spirit of AI, faculty want to recognize some streams of excellence which can serve to amplify core strengths and guide our efforts to continued growth in actualizing the goals and values we hold as a school of education at the largest public university in the state of Indiana. We have consistently demonstrated a drive for improvement and clarity and, thus, we invite internal and external feedback and support from those who share in our School's commitment to high quality K-12 education that is responsive to the increasingly diverse and global 21st Century, with a yet-to-be realized dream of equity. The SoE faculty have a broad range of expertise and interest related to education and human development. With teacher education at the core, our faculty span scholarly and practical foci related to human development, learning, counseling and service broadly defined across an array of institutional arrangements locally, nationally, and internationally.

As an introduction to the SoE's complex, layered, and longstanding tradition of success, this section of the self-study report highlights streams of excellence that are touched on throughout the report in more specific ways. These streams of excellence are systematically interrelated. For example, the streams of internationalization and teacher education are prominently linked through the Global Gateway for Teachers Program which places student teachers in culturally-different communities both nationally and internationally. The streams identified in this introduction are illustrative and not exhaustive of the excellence that the SoE brings to bear through its work. These streams provide a sense of what can be

accomplished. The streams identified here include "Social Justice and Collaborative, Caring Values," "Internationalization," "Teacher Education," "Research for Practice," and "Education in an Engaged and Broadened Context."

Social Justice and Collaborative, Caring Values

At the core of the SoE's assets, there is a stream indicative of shared values which emphasize a passion for equity and social justice coupled with a climate of caring cooperation. Faculty express a deep commitment to inclusivity, particularly with respect to voices and experiences that have been traditionally marginalized or left out. Our desire for equitable, meaningful inclusion is not always fulfilled, but is a point of constant reflection and conversation. Faculty have an inherent interest in social justice, civic engagement, and equity both within and beyond the School, including an interest in policies that affect schooling. The relatively new Urban Education Studies Ph.D. program at IUPUI is a particularly strong example of an effort aimed at creating leadership for equity in diverse urban communities. The IUB undergraduate Teaching All Learners Program – a dual licensure elementary degree, aims "to prepare undergraduate students with knowledge of effective strategies and curricula associated with teaching in classrooms with students having a wide range of developmental levels and abilities." This program broadly prepares students for varied marketability including producing elementary teachers who are well-prepared to be inclusive educators.

In a climate of increasingly stretched budgets with limited resources, it is important to note that the Faculty continue to describe their collegial relationships as cooperative, supportive, and non-competitive. The faculty and staff share a willingness to enter into and maintain relationships with presumptive good will and a sense of caring for one another and for our students. There are a number of grant-funded projects that represent collaborative work, including the Equity Project in Bloomington and other cross-disciplinary efforts. For example, the Great Lakes Equity Center located at IUPUI involves faculty and students in national-level educational equity projects aimed at transforming schools into more equitable places. The focus on equity draws together educators from various fields to work toward this long-standing goal. The IUB Higher Education and Student Affairs (HESA) program is a touch-point that connects the collaborative values of this stream with the stream of "education in an engaged and broadened context." This program makes the most of the Core Campus arrangement (described more fully below) as a resource to provide students with practical experience across either or both campuses, as well as with partner institutions in the region, to enhance the program's scholar-practitioner curriculum and prepare students as leaders in the field as they embark into their academic and administrative careers.

A related core value is oriented toward reflection and self-criticism. Engaging in Appreciative Inquiry was challenging because of a long standing tendency to be self-critical. Learning to appreciate what is working well can be part of a self-critical process and as such, consequently, forms the heart of this self-study. In our Bloomington teacher education program, students are expected to complete a local version of the Teacher Performance Assessment created by faculty at Stanford. This performance assessment is not used for licensure (for in-state students), but currently provides systematic feedback on student performance. This performance assessment will be required for graduation

beginning next year. It will continue to play an important role in helping IU Bloomington to reflect on the teacher-preparation program.

Internationalization

Faculty also engage in teaching and research that is global in scope and orientation. Whether through international travel or global, online connections, research, teaching, and service are strongly indicative of the international passion, reputation, and commitment of the SoE faculty and students. The award-winning Global Gateway for Teachers Program is a longstanding program whose purpose is to facilitate successful student teaching experiences in culturally diverse settings (including 18 different sites such as the Navajo Nation urban Chicago and overseas. The program has been in place for over 40 years with only 2 different directors. Pre-service teachers are prepared for several semesters prior to their Global Gateway student teaching semesters. The program has won several awards, and has some scholarships for students who are unable to bear the brunt of the financial burden associated with the experience – though IU's program specifically aims to keep costs down. Much of the initial motivation was linked to a call to have schools of education move away from "doing more of the same" – Dr. Manning, who started the program, had "a vision of wanting to get teacher education candidates…out of that familiar safe environment" and "step outside their comfort zone…in order to become an intercultural educator." The current director dreams of a time when all teacher educators will be required to engage in some form of cultural immersion experience as part of their education – perhaps not all would do so as their student teaching semester, but at some point during work toward their degree and licensure. The program engages students in sophisticated preparation and structured expectations on site during the student teaching semesters. Students are located in the communities within which their schools are placed. Principals report to the director that they are seeing how the Global Gateway for Teachers Programs prepares teachers who know how to be intercultural educators, in the U.S. or abroad. This program is unique in Indiana and stands out amongst its peers nationwide.

Internationalization is also visible in the number of Fulbright Scholars, internationally-oriented research agendas and grants, and programmatic efforts linking the SoE to China, for example. This year, there are a group of South Sudanese women enrolled in a master's degree program through the SoE. This program is supported by USAID under the direction of Dr. Terry Mason through the SoE Center for International Education, Development, and Research. The South Sudanese women have been participating extensively in the life of the School, making presentations, taking courses, and engaging in research. Next year, we expect to enroll several Indonesian higher education scholars into our Higher Education Ph.D. program as part of another USAID project. Upon completion of their doctorates, these scholars will return to Indonesia to begin higher education graduate programs within the country that will serve the nation's interest in enhancing the entire higher education sector.

As IU expands its work internationally, we remain committed to and involved with communities around the state as reflected in partnerships with the Indiana Urban Schools Association directed by Hardy Murphy at IUPUI and the IU/Indiana Public School Partnershare directed by Barbara Erwin at IU Bloomington. IUPUI Faculty members have been engaged in the community schools field of study for the past two decades. For the

past 10 years, the School of Education has taught its pre-service urban education course. Diversity and Learning, at George Washington Community High School, where the Center for Urban and Multicultural Education (CUME) has served as principal investigator of $2.4 million full-service five-year evaluation project funded by the U.S. Department of Education, CUME has also collaborated with the IUPUI Community Learning Network on another $2.5 millon full-service project from the USDOE for the Martindale Brightwood Community. A more recent IUPUI partnership involves The KI EcoCenter, an Indianapolis grassroots organization serving predominantly African-Americans mid-north neighborhoods of the city. An IUPUI faculty member and doctoral students in the Urban Education Studies program joined with the Center's leadership to initiate a community empowerment zone project. This project engages mid north neighbors in an effort to work together to address each individual's needs, such as education, housing, medical, employment, etc.

Teacher Education and the Value of Teaching

Though undergraduate student enrollments have decreased, they seem to be levelling off at a desirable level (This topic will be covered in greater detail in the enrollment section). With the increase in admission test score requirements at both the Bloomington and Indianapolis campuses, recent national declines in interest in the teaching profession as a viable choice among college-bound students that is amplified in Indiana by the public discourse discussed later, and focused attention on the quality of the program, the teacher education enrollment levels appear to be stabilizing at both IUPUI and IUB. As we also later note, it is unusual to have such a large teacher education program at a major research university. Student teachers and graduates are placed in schools across the state, giving IU incredible geographic reach. People involved in the teacher education programs value the collaborative nature of the programs and the quality of instruction. Recently, the SoE began a Direct Admit program for very highly qualified high school students entering IU. The Direct Admit program comes with additional scholarship money for its participants in Bloomington and gives them direct access to an advisor. These students are actively recruited by many universities and the Direct Admit program gives us an opportunity to work directly with the students, helping them reach their professional goals and for the range of professional development opportunities that can be made available.

The teacher education program in Indianapolis focuses on urban education. Students and faculty are anchored in partner K-12 schools where both courses and field experiences take place. Students are engaged in these schools every semester during their program of study and they move through the carefully designed program in sequence and in cohorts. With faculty support and K-12 teacher mentors, students develop cultural competence and learn to teach all learners. All elementary teacher education candidates must earn an additional endorsement or certification in special education, ESL, or reading. At the secondary level, all students earn both a major in their content area and a teaching license.

Indiana University hosts a cadre of excellent K-12 teachers selected each year through the privately funded, highly competitive Armstrong Teacher Program awards. This cadre of teachers spends a year developing their practical skills, while sharing the wisdom of their teaching experiences with the SoE faculty and students in Bloomington. In fact, the Armstrong Teacher professional development opportunities are better attended than any

others offered by the School. Furthermore, teaching is very highly regarded amongst the School's faculty and both the undergraduate and graduate programs benefit from strong teachers, recognized annually through the Trustees Teaching Awards and the Gorman Teaching Award.

Research for Practice

Indiana University has a network of Research Centers through which collaboration on research for practice is central. The Centers carry the potential of linking faculty, students, and practitioners in ways that may extend beyond the ways they are currently actualized. The Centers are primarily self-funded through grants as well as a large portion of the indirect cost recovery. The centers tend to provide graduate students assistantships, mentoring, and other opportunities for practical experience. Centers employ full time research scientists, individuals whose primary responsibilities are the conduct of research, though they have a faculty-level, non-tenured rank. Promotion policies for research scientists were developed in the School before they were developed at the University level, indicating a commitment not only to the work of the Centers, but to the scientists who largely carry out the work. At the individual faculty member level, the SoE has a significant number of recipients of grants through various agencies, foundations, and internal sources such as the Indiana University's Scholarship of Teaching and Learning (SoTL) office. These grants, in particular, afford faculty an opportunity to engage in studying their own teaching practices and outcomes. Overall, the faculty scholarship record speaks for itself, and is buttressed by the significant amount of grant-funded research (reported on later).

There is a commitment to valuing research that concerns those who are under-represented and under-appreciated, particularly with respect to equity and diversity. There is a long track record for and a commitment to translating research into practice through civic engagement. In 2011, three IUPUI faculty members joined in a successful effort to move the US Department of Education's Region V Equity Assistance Center to IUPUI. Over the past four years, the Great Lakes Equity Center worked as a support to the US Department of Justice and Office of Civil Rights to ensure all students in Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin have access to and meaningful participation in high quality education regardless of race, religion, gender, national origin, or disability. Among their efforts, the Center's staff has developed partnerships with state and local education agencies throughout the region to promote safe and inclusive schools, enhance instructional supports for all learners, reduce achievement and opportunity gaps, and institute non-discriminatory hiring procedures. The faculty engaged in these efforts simultaneously research the provision of equity-focused technical assistance in education. This includes research on the Center's multi-tiered system of support and collaborative inquiry into professional learning, critical policy analysis, and equity-focused strategic planning with our partners. The Center's initial three year funding grant of $2.2M, was extended in 2014.

Another prime example of research for practice is found in the National Survey of Student Engagement (NSSE) administered in the U.S. and Canada through the Bloomington Center for Postsecondary Research, in collaboration with the IU Center for Survey Research. Through this survey, information is collected annually from hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities

that institutions provide for their learning and personal development. Faculty, researchers, and graduate assistants at CPR assist participating institutions in using the results of the survey to assess and improve their collegiate experience and to promote student success. The collected data are also used by NSSE staff and shared under appropriate security arrangements with researchers nationally and internationally to advance higher education research. The NSSE instrument has also been adapted for use by a number of other countries under licensing arrangements.

Education in an Engaged, Broadened Context

In August 2013, the privately funded Inspire Living Learning Center opened in the Rose Residence Hall adjacent to the SoE Bloomington. With a faculty director, students are engaged right away in thinking about schooling and education using seminars, service learning, excursions and so forth. This student living learning center is a good example of broadening the traditional contexts for thinking about education. Another example is the highly successful counseling minor in Bloomington for undergraduates who are not majoring in teacher education. Additionally, our Higher Education and Student Affairs program coordinates the delivery of undergraduate leadership short courses (8 weeks), as a development opportunity for the graduate students who propose and lead these topical courses, and the undergraduates who take them. The SoE uses all the assets at our disposal to create a rich teaching environment, for example, the energy and dedication of adjunct faculty, graduate students and the larger university in Bloomington coupled with the professionals, political access, public/private initiatives, and diffuse assets in Indianapolis.

The SoE has offered strong support for entrepreneurship, which naturally broadens and deepens the work of the School. The School has been able to take advantage of IU's Responsibility Centered Management to control its own budget to support entrepreneurial efforts – earmarking those with transformative potentials. For example, the Balfour Scholars Program of the P-16 Center in Bloomington, started in 2013, is a free opportunity for high school juniors from traditionally underrepresented groups to cultivate their college orientation while minimizing misconceptions associated with going to college. Students come to campus for a variety of experiences which enable them to have first-hand access to mentoring, guidance, and the life of a scholar. Moreover, the School has fostered a willingness amongst faculty to develop innovative approaches to research, education, and service through creative partnerships within and external to the Academy. For instance, the Center for Inquiry was founded 20 years ago in Indianapolis Public School No. 2 with the help of IU education professors. This magnet program fosters life-long learning through the use of inquiry, critical thinking, and problem solving skills to create socially responsible contributors to a changing global society. The success of the program led to expansion to two additional IPS schools in recent years. In 2013, two IUPUI faculty members joined with the founding members of an ethnic-based local grass roots organization to secure a $600,000 grant from the US DHHS Office of Refugee Resettlement to develop capacity to serve the growing community of recently-arrived Burmese refugees on the north-side of Indianapolis. The Community Self-empowerment Program of the Burmese Community Center for Education focuses formal and informal education, housing and health issues, and workforce development. The community-engaged research conducted with and for this community identifies both the needs and assets of this community, so that the BCCE may organize linguistically and culturally appropriate supports to assist families as they

resettle in our community. One outcome of these efforts was a need expressed by district and community leaders to recruit members of the Burmese community into our teacher education programs as a means to enhance services to multi-lingual Burmese communities around Indianapolis and Fort Wayne.

The programs and activities described in this section illustrate the core strengths of the SoE but they do not sufficiently demonstrate either the breadth or depth of the work of SoE faculty, students and staff. Other programs will be cited in the remainder of this report to provide a broader understanding of what this work entails. As we note several times, we cannot possibly be comprehensive in this report but we hope to be inclusive enough so that the reader will realize the numbers and types of people and programs that are impacted by how we shape the work of the SoE going forward.

Challenges

As with our strengths, we cannot provide a comprehensive accounting of all the challenges we face, many of which are common challenges for all large and complex organizations and especially large universities that encompass broad missions. We seek in this section to highlight three factors that dominated our review, two of which we also can tie to core sources of strength. Because of their complexity, we provide appendices related to two of these issues: 1) The troublesome public discourse related to the K-12 sector and teacher education more generally; and 2) the core campus arrangement. We will begin by discussing a third set of challenges that we have already sited as contributing substantially to our strength as an academic organization – the IU Responsibility Centered Management system and culture.

Responsibility Centered Management at IU

Indiana University was one of the first public institutions to adopt Responsibility Centered Management (RCM) as a model for resource allocation and financial management. IU first deployed this model in 1990 and so it has been in place for 25 years. As with all budgeting and resource allocation models, RCM presents logistical challenges, but the clear consensus among those who have used, reviewed, and continually adjusted the system, is that it has helped Indiana University thrive as an entrepreneurial academic organization while many institutions using more traditional systems have faced more significant problems during a period of time marked by declining public (state) support and other fiscal constraints.

The primary tenet of RCM is decentralized control of revenues and expenditures within a context of centralized and collaborative coordination. Within IU, the locus of responsibility for academic units is at the School level (the Responsibility Center or RC). The Schools, in turn, use varying practices and arrangements to devolve varying levels of control to departments and research centers. These arrangements serve as budgetary incentive systems that promote entrepreneurial development. Within the culture of RCM, academic and administrative managers know that they cannot simply ask for money available from a

central pool. They must devise business plans that take into account revenues and costs and consider possible revenue sources beyond internal funding.[2]

The faculty and leadership of the IU SoE have generally thrived within the RCM model. Through collaboration across and between both campuses, academic, engagement and research programs have grown considerably. However, RCM is not without its challenges. One challenge is the incentives inherent in the system promote maximizing student course enrollments within the school. There are, of course, academic requirements that ensure that students receive a broad education. In the case of teacher education, for example, all secondary education students must have a major in a field outside education, typically within one of the disciplines in the arts and sciences. Importantly, according to state law, the chosen major should match the major requirements of someone getting a degree in that area. Thus, breadth is assured.

However, there are some forces that push programs toward competition. Although some forms of this competition are healthy, others are ineffective. The development of a College Teaching certificate proposed by the College of Arts & Sciences provides a great example of both the pressures to build duplicative programs within each RC and the collaboration and cooperation that occurs naturally within IU to avoid duplication. The Bloomington College of Arts & Sciences houses many of the traditional academic doctoral programs in Humanities, Social Science, and the Sciences. Some of the larger departments offer courses in "College Teaching" in the subject area. This is commensurate with efforts to improve the teaching skills of doctoral degree recipients who plan to take a faculty position. More recently the central leadership within the College decided to offer a college-wide certificate in College Pedagogy. There has been an ongoing collaboration between the College and SoE around a single course on College Teaching and Learning, taught by an adjunct faculty member in the Higher Education and Student Affairs (HESA) program, who is also full-time staff at the campus Center for Innovative Teaching and Learning. Through this connection, HESA faculty learned about the College's intention to develop the graduate certificate in College Pedagogy, just as they were expanding on a collaborative College Teaching development and certificate program themselves with the IU School of Medicine. A more extensive college teaching program is now being developed as a collaboration by all parties.

This example illustrates both the challenges and promises of the RCM model within the Indiana University culture. This particular situation is heading to a positive resolution. However, faculty and staff across the campus will attest to other such challenges that do not always resolve so well. One member of the review committee stated, for example, that RCM creates a disincentive for advising both undergraduate and graduate students to explore the curriculum outside their program and School. Indeed the enrollment trends provided in Appendix C to this report show that enrollment of other school's students in education courses has been declining, even as the enrollments in these other schools have not declined.

[2] Further details on the IU RCM model can be found at: http://www.indiana.edu/~obap/rcm-iub.php

In summary, the RCM challenge is far more positive than negative, but more importantly, the RCM framework and culture must be accommodated in considering any reshaping of the School's future. For the SoE, the RCM challenge also must be considered as we move to describing another of our core challenges: the Core Campus arrangement.

The Core Campus Arrangement

The IU Core Campus arrangement is a fairly unique configuration among large, multi-campus research universities. Indeed it is not a single arrangement. The arrangement varies for the schools that are described as Core Campus.[3] For the SoE, the Core Campus includes the education programs in Bloomington, Indianapolis, and Columbus. The Dean of SoE is administratively housed on the Bloomington campus. Bloomington and Indianapolis each have an Executive Associate Dean as their chief academic/operating officer. The Columbus Campus, or IUPUC, is regionally accredited as a component of IUPUI. The education programs at Columbus are administered at IUPUC, but the director of the Columbus Education program reports to the IUPUI Executive Associate Dean. Until the last accreditation cycle in 2010, the teacher education programs on the Bloomington, Indianapolis and Columbus campuses were accredited as a single Core Campus unit by the National Council for the Accreditation of Teacher Education (NCATE). At the conclusion of the 2010 accreditation visit, however, the Indiana Department of Education informed President McRobbie that future accreditation visits will require separate accreditation decisions on each campus (See Appendix E). Thus in preparation for the 2017 accreditation visits, accredited programs that previously operated as one unit (the Educational Leadership program) have begun splitting into two programs, one based in Bloomington and composed of Bloomington faculty; the other based in Indianapolis and composed of Indianapolis faculty. Most other programs did not operate as "one" program previously.

The previous section of this report on Core Strengths identifies several ways in which the Core Campus arrangement is a source of strength for the SoE. This is particularly true given the range of complementary programs and faculty that this arrangement brings together to work collaboratively. Indeed, if there is one thing that the faculty involved in all stages of the review believed strongly, it is that we continue to support collaborative arrangements between faculty members across these campuses. However, the arrangement also is the source of some of our biggest internal challenges. Appendix E contains the NCATE/IDOE 2010 accreditation letter plus three brief documents that illustrate the benefits and challenges as experienced in the Department of Educational Leadership and Policy Studies. These include:

- Leveraging the Core Campus Arrangement to Grow Enrollments and Leadership for Urban Communities – a perspective on the development of new Education Leadership programs through the core campus arrangement

[3] The Core Campus designation has been used consistently for Education and Business. Journalism and Library & Information Sciences were also considered Core Campus schools until recent reorganizations. Other "System Schools" (Dentistry, Informatics, Nursing, Public & Environmental Affairs, and Social Work) are often considered together with Core Campus schools due to their similar arrangements, albeit across not just Bloomington, Indianapolis, and Columbus.

- Response to Leveraging the Core Campus Arrangement – an alternative perspective on how those developments created wedge issues between the campuses
- Higher Education and Student Affairs (HESA) as a Dual Campus Program – An attempt to transcend the Core Campus arrangement, the prospective dissolution of which threatens the vitality of one of the School's top rated programs, while the continuation of which creates considerable logistical roadblocks for the students and faculty in this program

The Core Campus arrangement was last reviewed comprehensively in 2006 as noted in a report commissioned by then University President, Adam Herbert.[4] The authors of the report 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 integration achieved by the core campus professional schools aid both campuses, and the added strengths from the sister campus of a school certainly strengthens its case for a high national ranking. We think there is an opportunity for enhancing Indiana University's mission accomplishment if the professional schools using this model in Bloomington and in Indianapolis explore ways in which they can become better integrated. However, we also understand that if the relevant parties do not favor integration, we should not force "marriages with a shotgun." (p 2)

With specific regard to SoE, the report 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.

The faculty involved in this review recognize that this statement still holds true and, if anything, the challenging aspects of the relationship have become more strained. We reiterate that some aspects of this collaboration are critical to our continued success and service to students and the public. We recommend later in the report that specific actions be taken to move to a new model that is intentionally designed to preserve and indeed improve the highly functional programs that face significant logistical obstacles as cited in Appendix E, but that do not force arrangements that are a disservice to the students, faculty, and communities of the two campuses.

[4] Report available at: http://institutionalmemory.iu.edu/aim/bitstream/handle/10333/4957/U7-2007.pdf?sequence=1

The Public Discourse on Teacher Education

The national discourse on teacher education is certainly not appreciative. While the public at large still believe strongly in the importance of quality education for all people, there are many elements to public policy debate that suggest an unprecedented level of negativity and distrust. This discourse is part of a broader polarization of public views across the social and political spectra that are well beyond the purview of our current efforts to re-imagine the IU SoE. Unfortunately, it pervades the context and is a major reason why teacher education enrollments have declined nationally and not just at Indiana University. Moreover, these discourse-induced declines come at a time when the demographic trend for traditional college-age students is also on the decline.

A recent report on National Public Radio by Eric Westervelt, entitled "*Where have All the Teachers Gone?*"[5] chronicles this issue on a national scale. It notes an "alarming drops in enrollment at teacher training programs." Based on an interview with the dean of the University of North Carolina School of Education Bill McDiarmid, the report cites as reasons for this decline:

- a strengthening U.S. economy and the erosion of teaching's image as a stable career;
- a growing sense that K-12 teachers simply have less control over their professional lives in an increasingly bitter, politicized environment;
- ideological fisticuffs over the Common Core State Standards, high-stakes testing and efforts to link test results to teacher evaluations; and
- erosion of tenure protections and a variety of recession-induced budget cuts

The discourse in Indiana is by no means extreme in either direction, but the state is among those aggressively pursuing reform. The faculty of the SoE strongly support the need for reform as we share concerns related to equitably preparing students for their futures in the workforce and the community. Unfortunately, the nature of the discourse often results in individuals and organizations 'taking sides' on specific issues related to appropriate methods for inducing reform. Appendix F includes an essay that describes, from an IU SoE faculty point of view, the development of the Rules for Educator Preparation and Accountability (REPA) as an example of how the discourse has unfolded within Indiana.

SoE faculty believe there are two core areas of consensus around which we can move forward constructively and to which we can contribute substantially.

- Improving the quality of student education and development for people of all backgrounds
- Employing high quality research and evaluation methods to systematically evaluate reform efforts as to their efficacy, with specific attention to equitable outcomes

Moreover, we do not believe that the negative discourse is all-pervasive. Across the spectrum, we find common ground with educators and policy-makers around these core objectives. We seek to work between and across the academic programs and campuses

[5] Available at: http://www.npr.org/blogs/ed/2015/03/03/389282733/where-have-all-the-teachers-gone

of Indiana University, and with partners in government and our communities to pursue these objectives.

Equity and Inclusion

The final major challenge, to which we have alluded several times relates to issues of equity and inclusion. Like the public discourse issue, this challenge is rooted in the broader context. Indeed, this one is international, although it takes specific shape and form nationally and locally.

We specifically chose to focus on three inter-related aspects of this challenge:

- Equitably and inclusively providing high quality K-12 education, especially within the State of Indiana
- Including within our own ranks an equitable representation of students, faculty, and staff of color
- Ensuring equitable support, access to roles of leadership, and more generally to opportunities for advancement among all members of our SoE community

As an example of our challenges related to the third point, Appendix G contains a letter to the LRPC chair from one of our veteran adjunct faculty. Her message describes both the dedication and frustration of working as an adjunct in the SoE. Although most of our adjunct faculty teach a single class as a supplement to other employment opportunities, this narrative amplifies the relative compensation and incentives for adjunct faculty who extend this work as a full-time commitment.

Adjunct pay and working conditions is, of course, a national issue. The recent "National Adjunct Walk-Out" day was intended to raise awareness of this issue. In re-shaping the SoE, it is important that we consider how to improve the working conditions and career paths of our adjunct colleagues, though some of this important work has already begun. Last year, the Bloomington faculty affairs committee created a promotion process for our most valued adjuncts (from assistant adjunct professor to associate to full). During this review, we also raised our pay for a 3 credit course from $4275 to $4750 with an additional 20% pay for someone promoted from assistant to associate. These small steps do not solve the problem but illustrate a commitment toward doing so.

The faculty of the SoE are committed to critically examining how the School's policies, practices and environment facilitate or hinder our objectives for inclusion and equity. Over the coming months, we intend to continue to explore how we advance these objectives within the purview of our own activities, processes and policies. As the discussion of our civic activities and engagement demonstrates later in this document, we currently devote considerable intellectual and practical energy to advancing these objectives in the communities where we work locally, nationally and internationally. We also seek support from and wish to collaborate with colleagues on the Blue Ribbon Review Committee and IU campus and university leadership to keep these issues at the center of this review and ultimately in re-imagining the IU School of Education.

Overall Enrollment Trends and Prospects

The notable decline in teacher education enrollments is cited as an important impetus for this review. Within the RCM environment, sustainable enrollment levels matter for the responsibility centers as much as for the central campus and university administrations. SoE financial resource viability is tied directly to student and course enrollment levels. Fortunately, the diversity of the SoE activity portfolio within the IU Core School mitigates this relationship.

As Table 1 on the next page illustrates, both headcount and credit hour enrollments have declined by about one-third overall, with headcount enrollment declining more at the undergraduate level and credit hours at the graduate level. The undergraduate headcount declines are entirely within the teacher education programs. Although teacher education related programs comprise a smaller part of graduate enrollment, the declines are due in large part to changes in state policy, including: state licensure requirements that no longer financially benefit those with a master's degree and broadening the definition of professional development to allow more than graduate education courses.

Figure 1 illustrates that over this same time period, annual expenditures have held steady, especially in inflation adjusted terms. Although showing revenues would more directly address the link between enrollment and budget, the expenditure trend is a reliable proxy. The SoE spent more than its revenues in only one year of the trend and, overall, the reserve fund has increased in size. Thus, spending has been lower than revenues, overall.

The downward trend in enrollments requires further consideration, but we first point out that this trend has not resulted in less revenue for the SoE due to increases in revenues from other sources. Moreover, it is important to point out that the state allocation component of revenues has not increased over this time.

In the next section of this report, we consider in more detail, IU's teacher education programs. Before addressing that core issue, the decline in undergraduate enrollment has resulted, at least in Bloomington, in a more typical distribution of enrollments by level for a large, public research University. Table 2 illustrates this point, showing the undergraduate and graduate degrees conferred at all Public AAU institutions in the most recent year for which national data are available (2012-13) as well as for ten years prior (2002-03).

The highlighted numbers in Table 2 show that, even after several years of decline in the undergraduate enrollment, IU Bloomington is one of only three among the 33 AAU public institutions that currently confers fewer than 40 percent of Education degrees at the post-bachelor's level. Indeed, only seven of the 33 institutions confer less than half of their total degrees to undergraduates. It is also interesting to note that one-third of these institutions have no undergraduate, or very limited undergraduate degree offerings. Table 2 also demonstrates that IU Bloomington SoE numbers alone far outpace degree production at the undergraduate level compared to all other public AAU institutions.

Table 1. Headcount and Credit Hour Enrollment Trends for the IU SoE

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Percent Change Avg. An'l	Percent Change Total
Fall Headcount												
IU Core SoE Total	**4,384**	**4,134**	**3,874**	**3,652**	**3,802**	**3,518**	**3,444**	**3,013**	**2,779**	**2,850**	**-4.7%**	**-35%**
Undergraduate	2,475	2,325	2,140	2,024	2,080	1,940	1,891	1,649	1,387	1,471	-5.6%	-41%
Graduate	1,909	1,809	1,734	1,628	1,722	1,578	1,553	1,364	1,392	1,379	-3.5%	-28%
Bloomington	**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%
Graduate	1,083	1,074	1,099	1,026	1,073	1,022	1,014	944	1,017	1,006	-0.8%	-7%
Indianapolis	**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%
Graduate	817	735	634	601	647	554	537	419	373	373	-8.3%	-54%
Columbus	**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%
Graduate	9	0	1	1	2	2	2	1	2	0		

	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
Annual Credit Hours											
IU Core SoE Total	**106,262**	**101,191**	**97,071**	**96,298**	**97,416**	**94,062**	**89,188**	**82,882**	**76,981**	**-3.9%**	**-28%**
Undergraduate	67,320	64,841	62,009	62,038	65,073	64,173	61,269	57,126	51,572	-3.3%	-23%
Graduate	38,942	36,350	35,062	34,260	32,343	29,889	27,919	25,756	25,409	-5.2%	-35%
Bloomington	**72,543**	**68,049**	**64,817**	**63,829**	**64,367**	**62,144**	**59,462**	**57,285**	**53,430**	**-3.8%**	**-26%**
Undergraduate	46,319	43,470	40,451	40,678	41,982	41,450	39,658	38,134	34,469	-3.6%	-26%
Graduate	26,224	24,579	24,366	23,151	22,385	20,694	19,804	19,151	18,961	-4.0%	-28%
Indianapolis	**29,921**	**29,523**	**28,645**	**28,869**	**29,503**	**28,521**	**26,607**	**23,134**	**21,346**	**-4.1%**	**-29%**
Undergraduate	17,225	17,779	17,955	17,871	19,586	19,341	18,526	16,538	14,907	-1.8%	-13%
Graduate	12,696	11,744	10,690	10,998	9,917	9,180	8,081	6,596	6,439	-8.1%	-49%
Columbus	**3,798**	**3,619**	**3,609**	**3,600**	**3,546**	**3,397**	**3,119**	**2,463**	**2,205**	**-6.6%**	**-42%**
Undergraduate	3,776	3,592	3,603	3,489	3,505	3,382	3,085	2,454	2,196	-6.6%	-42%
Graduate	22	27	6	111	41	15	34	9	9	-10.6%	-59%

Figure 1. Annual Expenditures by the IU SoE Core Campus School of Education

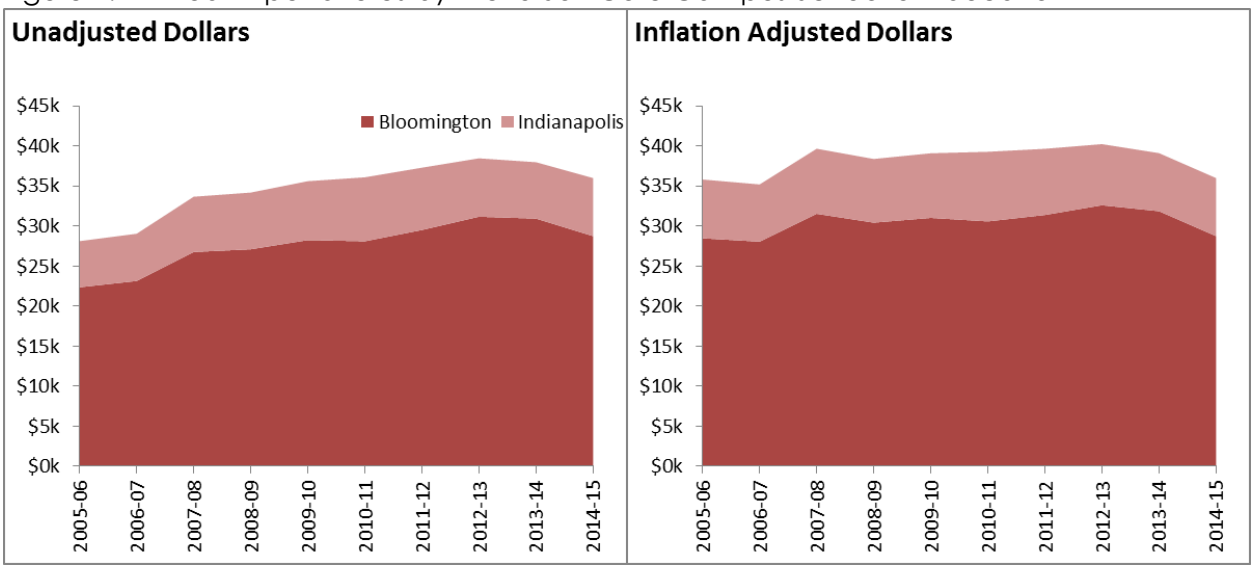


Table 2 also shows that undergraduate degree conferrals have declined at some but not all Public AAU institutions. Some, like Minnesota and Missouri, have grown at the undergraduate level, although at least for Minnesota, this growth is related to non-teacher education undergraduate programs in health sciences, human development and human services). Overall the total undergraduate degrees conferred by these institutions combined decreased from 6,000 in 2002-03 to 4,898 in 2012-13. Graduate degree conferrals dropped slightly overall, from 9,479 to 9,361.

An analysis commissioned by the IU SoE dean's office in 2008, conducted by staff from the University institutional research office, identified several factors that were influencing the decline in undergraduate teacher education enrollments specifically at the Bloomington campus. These factors included:

- A decrease of almost 20%, from 2001 to 2008, in the number of Indiana H.S. SAT takers indicating an intention to major in Education
- An increase in the selectivity of the Bloomington campus, coupled with the lower rate of interest in Education as a major among students with high SAT scores
- Fewer students meeting the prerequisite requirements for the education major by their junior year, which can be associated with the increases in requirements for admission into the Education major

With these three factors in mind, several new strategies were introduced to reshape the undergraduate teacher education program. The most significant of these was the introduction of an honorific "Direct Admit" program in which top students are admitted directly into the SoE as first-time, first-year students and offered merit scholarships. The impact of this program can be seen in the increase in Bloomington teacher education enrollments in 2014 (see Table 1) when 113 students were admitted directly into the School as first-year students.

Table 2. Graduate and Undergraduate Education Degrees Conferred at Public AAU Institutions

	2012-13			2002-03		
	UGrad	Grad		UGrad	Grad	
Institution	No.	No.	%	No.	No.	%
Indiana University-Bloomington	637	344	35%	990	376	28%
Pennsylvania State University	497	230	32%	670	261	28%
Purdue University	413	139	25%	477	227	32%
University of Maryland-College Park	355	374	51%	321	273	46%
University of Arizona	326	258	44%	458	310	40%
University of Minnesota-Twin Cities	312	608	66%	194	628	76%
University of Missouri-Columbia	312	588	65%	229	490	68%
Michigan State University	310	490	61%	289	580	67%
University of Illinois at Urbana-Champaign	251	322	56%	263	366	58%
Iowa State University	227	186	45%	359	174	33%
Ohio State University	198	564	74%	335	826	71%
University of Florida	194	434	69%	250	422	63%
University of Kansas	155	292	65%	161	309	66%
University of Wisconsin-Madison	145	140	49%	190	187	50%
University of Iowa	139	129	48%	192	196	51%
University of Oregon	94	201	68%	161	304	65%
University of Washington-Seattle Campus	94	383	80%	12	275	96%
University of Michigan-Ann Arbor	93	168	64%	151	197	57%
University of North Carolina at Chapel Hill	67	255	79%	83	151	65%
University of Pittsburgh	47	370	89%	22	301	93%
University of Colorado Boulder	14	166	92%	17	144	89%
University of California-Davis	7	141	95%	1	23	96%
University of California-San Diego	6	92	94%	7	80	92%
University of California-Irvine	4	152	97%	0	73	100%
Stony Brook University	1	108	99%	0	71	100%
Rutgers University-New Brunswick	0	356	100%	108	284	72%
Texas A & M University-College Station	0	346	100%	0	191	100%
The University of Texas at Austin	0	314	100%	0	272	100%
University at Buffalo	0	298	100%	36	390	92%
University of California-Berkeley	0	129	100%	0	160	100%
University of California-Los Angeles	0	292	100%	0	313	100%
University of California-Santa Barbara	0	146	100%	0	164	100%
University of Virginia	0	346	100%	24	461	95%

Additionally, beginning in 2012, Bloomington undertook a major marketing self-study working with an outside firm, RHB. RHB spent over a year interviewing current students about their decision to come to IU Bloomington for their undergraduate teacher preparation

program. From there a full marketing plan was developed, a school-wide marketing director hired (who reports to the Executive Associate Dean), and ads, events, videos, and re-branding of most of our internal programs have ensued, including a complete web-site redesign. Examples of these materials will be made available to the review committee.

Other changes described in the next section have contributed to an increase in the quality of students within the teacher education program more so than an increase in number. Indeed, the academic profile of teacher education majors in Bloomington has been continuously improving since the introduction of the Direct Admits program. The median H.S. GPA for direct admits is 3.90, compared to 3.73 for the entire entering IU Bloomington freshman class. Education direct admits also have a slightly higher average SAT score upon entry, 1219, compared to the Bloomington campus average of 1215.

Unfortunately, the diversity of Education majors does not reflect the rest of the campus for either Bloomington or Indianapolis. Based on Fall 2014 official university data, IU SoE Bloomington domestic students of known race/ethnicity were 90% white and 10% racial/ethnic minority (4.1% Hispanic, 2.1% multi-racial, 1.8% African American, 1.4% Asian American, 0.5% Native American). Comparatively, the IU undergraduate domestic student body is 82% white and 18% minority. Although racial/minority representation among Indianapolis SoE teacher education majors is more diverse (86% white, 14% minority), the diversity is lower than for the undergraduate student body at large at Indianapolis (77% white, 23% minority). We again note with these findings along with calls from district leaders in the state the need for the SoE to redouble our efforts to enhance student diversity. This is especially critical for tomorrow's teachers who will serve an increasingly diverse populace.

In the final section of this report, when addressing more directly the charge questions, we will describe the prospective areas for growing enrollments in the coming years. We note now that we do not expect or desire to grow undergraduate teacher education enrollments to the exceptionally large levels of 10 years ago. We believe we have reached a sustainable level for those enrollments and see as our growth target areas other than teacher education programs at both the graduate and undergraduate levels. Regardless of enrollment levels, we do need to work aggressively to maintain the high quality, and especially increase the diversity, of those who will teach the next generation of children in Indiana and throughout the country.

Appendix B provides a detailed listing of all IU SoE programs by department and campus. Also included for each department is a table summarizing the ten year enrollment trend by student level.

Preparing Teachers at a Major Research University

Indiana University is uniquely positioned to provide leadership in research on teacher education based on its faculty expertise, active doctoral programs, and extensive teacher preparation programs. Current fiscal and policy environments, however, pose challenges that will be central to "re-imagining" the future role of the SoE in the area of teacher education.

As noted above, Indiana University is among very few research-intensive institutions in the U.S. that graduate a large number of elementary and secondary school teachers each year. In spite of declining enrollment in recent years, IU Bloomington still produces the highest number of education graduates (637 in 2013) of any university or college in the state with IUPUI fourth (242 in 2013). IU's engagement in the study of teacher education along with its commitment to high quality instruction, creates a unique environment—one in which research and practice in the field of education converge. At IU, prospective teachers are prepared by leading educational scholars who foster a spirit of inquiry among students that carries over into their professional lives upon graduation. At the same time, the wide array of teacher education programs that IU offers provides a natural laboratory for the study of educational practices. The following programs (currently offered at IU) illustrate the rich diversity of experiences available for students and the vast resources available for the examination of educational theory and practice:

- ***Community of Teachers Program***: a competency-based licensure option featuring a year-long K-12 classroom apprenticeship experience
- ***Global Gateway for Teachers***: provides students enhanced multicultural preparation followed by the opportunity to teach in urban Chicago, the Navajo Reservation, or 18 foreign countries
- ***Armstrong Teacher Educators***: brings Indiana's top P-12 teachers to campus to work with faculty and undergraduates in the classroom, on research projects, and in early field experiences
- ***Teaching All Learners Program***: integrates theories, philosophies, and techniques of both general and special education, combined with intensive field work, resulting in dual licensure in elementary and special education
- ***Transition to Teaching Program***: provides an accelerated one-year secondary education licensure experience for career changers and other postgraduates
- ***INSPIRE Living-Learning Center***: a residential experience for students passionate about education that offers seminar discussions, excursions, service-learning experiences, and special events with faculty members, alumni, and community partners
- ***Learning to Teach*** – Teaching to Learn: immerses students in partner urban schools for the duration of their teacher preparation program and engages K-12 educators with faculty and students in collaborative, inquiry-based practices with a focus on teaching all learners

IU attracts many successful and experienced classroom teachers to its doctoral programs. They come to us to expand their knowledge about teaching and learning and to become faculty in higher education and leaders in educational policy and practice. We benefit from this valuable resource by offering them graduate assistantships to teach in our teacher education programs. In doing so, we provide our pre-service teachers with insights from successful practitioners who are familiar with the reality of today's classrooms. In turn, our doctoral students conduct dissertation research on educational issues that address topics such as these:

Student Teachers' Use of Historical Controversial Issues in Secondary Social Studies

Preservice Elementary Teachers' Sense of Efficacy in Reform-Oriented Mathematics

Conceptualizing Agency: Preservice Social Studies Teachers' Thinking about Agency and Professional Decisions

Since many of our doctoral program graduates become faculty members in colleges and universities that prepare teachers, the School of Education offers special courses on teacher education and a teacher education doctoral minor. These courses focus on how models and approaches to teacher education have evolved over time, the processes that influence teacher development, teacher preparation methodology, and current debates in the field of teacher education. In addition, these courses examine the research literature in teacher education and have guided many students toward their dissertation research topics.

While we see preparing teachers in a research-intensive environment as an asset, it also poses some challenges. As we know, enrollment numbers in teacher education are declining, not only at IU but elsewhere. Since the tuition revenue generated by our undergraduate teacher education programs provides some of the funding for our doctoral students, declining undergraduate enrollments will impact and already has impacted our doctoral programs as well. In order to sustain our unique position as an institution that contributes significantly to educational scholarship as well as the preparation of high quality teachers and other educational professionals, we must seek solutions to the fiscal challenges under the current situation. We are confident that we can "re-imagine" a future for the IU School of Education that, drawing upon strengths outlined here, will maintain and expand upon the consistently high quality teaching and research for which IU has long been known.

In the next section of the report, where we focus on engagements with domestic and international communities, we further explore the impact of IU's teacher education programs by focusing on teachers as one of the primary communities with which we engage. We do so not only when they are students enrolled in our programs, but also when they join the professional ranks as peer educators enacting the knowledge, skills and abilities gained through their education at IU SoE.

Domestic and International Community Engagement

Education is both a practical and practicing discipline. As such, the faculty and professional staff of the IU SoE connect their scholarship directly to serve community needs. This section of the report summarizes these engagements and describes illustrative examples. We attempted to draw a representative sample of examples, knowing full well that we could not do so comprehensively.

Domestic Engagement

In terms of public perception, most Schools of Education are viewed as institutions for preparing individuals to teach in elementary, middle, and high schools. This is clearly a major focus of the IU School of Education (SoE) but looking below the surface, the SoE serves a much broader set of constituents. This section of the report begins with a synopsis of what we know about the quality of teacher education programs in the SoE and the breadth of experiences open to teacher education students. It then moves to other constituencies including public and private schools, non-profit organizations, and state

agencies. At IU, the School of Education is considered as a Professional School and we take that very seriously – serving our students is very important to us but working with and for other local, state, and national constituents is also a key part of what we do. We cannot begin to describe all the projects and activities that involve members of the School of Education community though we provide examples of the range of involvement of faculty and staff below.

Serving Teacher Education Students

As explained in other parts of this report, both IUB and IUPUI have relatively large teacher education programs in comparison to many peer institutions. At the graduate level, 8 programs ranked in the top 18 in their fields by U.S. News and World Reports in 2015. Our Teacher Education oriented graduate programs in Curriculum and Instruction and in Elementary Education were ranked 10th, and our Secondary Education program was ranked 11th. There are no comparable rankings of our undergraduate programs but even if there were, we would pay more attention to what our constituents say than to rankings from a news magazine. In recent years, the IUB SoE has been surveying teacher education graduates about 3 years after they finish their degrees and in the most recent report – completed last year with 2010-2011 graduates, 92% said they would recommend our program to others. The executive summary of that report is included as Appendix H but other highlights include the fact that 80% were teaching and of those, 55% were teaching in Indiana, 14% were in Illinois, and the remainder were teaching in other locations or did not report a location. A supplemental report on the employment status of our teacher education graduates (also in Appendix H) indicated that only 27 of the 226 (12%) who we were able to contact were not teaching because they could not find a job. Several of those who could not find a position indicated that they were unwilling to move to a location where positions were available and thus most graduates with flexibility to move found teaching positions. The executive summary also shows that more than ¾ of those completing the survey agreed or strongly agreed that they could effectively teach appropriate content, create engaging lessons, and use formative and summative assessment. Of the remaining students, only a small proportion was negative about their experiences and preparation for teaching.

One part of the survey asked about strengths of the IU Bloomington program. Major themes were support from faculty and staff and the breadth of experiences available. One program that was singled out was the Global Gateway for Teachers program that allows students to do part of their student teaching overseas, on a Navajo reservation, or in the Chicago Public Schools (see Appendix I). Each year, 100 to 150 IU students participate in this program and the program also serves students from a number of other universities. INSPIRE is a relatively new program (see Appendix I). This is a privately funded residential program where students interested in education issues live together in a dorm next to the SoE in Bloomington and participate in credit and non-credit activities related to education or leadership. The program has been very successful in getting students with interests in Education to be thinking about teaching during their freshman year when almost all of the coursework they take is in the College of Arts and Sciences rather than the School of Education.

Two additional programs that tie IU students with the outside communities are the highly selective Armstrong Teacher Educator Award Program (armstrong.indiana.edu) and Jacobs Educator Award Program (http://education.indiana.edu/license-development/development/jacobs-educators.html). Both programs are funded through gifts to the university and integrate teacher education and outreach by bringing outstanding K-12 teachers to the SoE in Bloomington, either in person or electronically. The teachers do presentations in the auditorium for the entire School of Education community and also interact with students in specific classes about theoretical and practical issues related to teaching. A major reason that classroom teachers are so happy to be part of the programs is that they provide professional development – mostly in the form of sharing among other teachers – for the participants. Comments from the teachers along the lines of "It is an experience I will treasure forever. I will try to pay it forward to my students" are the norm.

We could go on indefinitely with testimonials about teacher education at IU Bloomington but we prefer instead to show our strengths by talking about our continual efforts to improve. The document in Appendix H, specifically related to teacher education, is the executive summary of a White Paper prepared last year by Associate Dean for Teacher Education Rob Kunzman. Designed as a call to action rather than a call of concern, Dean Kunzman pushes the Bloomington faculty to work closely with classroom teachers, to make sure their courses are fully integrated with field experiences, to be stronger mentors to students, and to make sure their instruction is aligned with the expectations for teacher licensing—all areas that form the basis of the teacher education program at IUPUI. Most teacher education faculty are already spending time in schools, make sure their coursework is connected with the field experiences their teachers are completing, and are including the language and expectations for licensing in their classrooms. We can, however, always do better and the push to do better is one of the reasons that IU programs are exciting and strong.

Serving a Broader Community

Almost all faculty and many staff in the SoE at both campuses are engaged outside of the SoE in ways that benefit a range of schools and agencies across Indiana and the U.S. (a different part of this report focuses on our international engagements). Many of these projects and activities benefit IU students either directly or indirectly but as a professional school, we feel such outreach is a key part of our mission even in situations where direct benefit to our students is limited. For convenience, we categorize this work as involvement with (a) schools, (b) non-profit agencies, and (c) state and federal agencies. Again, we note that this is a small sampling of activities designed to show the range of involvement. It cannot begin to describe the depth and complexity of involvement. All projects are described in a bit more detail in Appendix J, containing samples of IU Bloomington and IUPUI engagement – URLs are provided for additional detail on some projects.

Involvement with Schools and Local Community

One of the many structures used to support interaction between IU and schools is the Center for P-16 Research and Collaboration (http://education.indiana.edu/p16/index.php). One long-running project of the Center is the Partnership for Improving Math and Science Instruction Through Integration, which works with K-5 teachers in the Gary, Hammond, and

East Chicago Public Schools to provide support for elementary teaches in the district and in the process improve student learning. Another, called Shoring Up STEM in Lake County (http://education.indiana.edu/p16/Collaborative%20Projects/Current%20Projects/Shoring%20Up%20STEM%20Education%20for%20Lake%20County.php) is a partnership between IU, Purdue, IU Northwest, Purdue Calumet, and the Schools in Gary and Hammond. Shoring Up is a secondary level project and thus complements the work at the elementary level. Another STEM project is IDReAM (http://education.indiana.edu/ahackenb/Research.php). This project uses NSF funding to focus on mathematics learning at a local middle school.

The Indiana Effective Leaders Academy (http://education.indiana.edu/p16/Collaborative%20Projects/Current%20Projects/Effective%20Leaders%20Academy.php), is a partnership with the IU Kelley School of Business to bring together leaders in high- and low-performing schools. With respect to reading, a faculty member in School Psychology runs the ARCS Reading Clinic that trains graduate students while also helping struggling readers in Bloomington. This program launched early this spring and already has a wait list for struggling elementary school readers. Partners in Education (http://education.indiana.edu/collaboration-outreach/outreach/partners-in-ed/) is a program run by the Staff Council to connect at-risk middle school students with staff in the SoE so they feel comfortable with the people and setting of a college environment. Over the years, more than 300 children have participated and many of them have gone on to college after high school. In Indianapolis there are multiple partnerships with the Indianapolis Public Schools and these partnerships have involved the development of magnet schools, in-service programs for teachers, and opportunities to teach college classes within the schools themselves.

The Center for Human Growth

The Center for Human Growth was established in 1970 as a counseling center for residents of south central Indiana. Clients include members of the community as well as people associated with Indiana University. The center is staffed by graduate students in the Department of Counseling and Educational Psychology at Indiana University. Each student counselor receives supervision from a faculty member or an advanced graduate student being supervised by a faculty member. These are just of few of the many projects that put IU faculty and staff into schools and public settings to work with teachers and students.

Center for Inquiry

Faculty at IUB and IUPUI have maintained a 22-year relations with Indianapolis Public Schools (IPS) teachers at the Center for Inquiry (CFI) magnet schools. "The mission of the Center for Inquiry is to develop a community of respectful, lifelong learners, who use inquiry, critical thinking, and problem solving skills to be socially responsible contributors to a changing global society." (http://www.myips.org/domain/526). The faculty members supported teachers in preparing the proposal for the new school and then assisted in getting it up and running in 1994. Since then, the school has expanded into three buildings across the IPS district ad has earned national recognition. Faculty have engaged in research, written co-authored articles, and presented at conferences with CFI teachers.

Full Service Community Schools

As participatory researchers, civic-engaged faculty members have authored multiple professional journal articles about diversity, equity, and family and community engagement in our public schools. For the past 10 years the School of Education has worked closely at George Washington Community High School, where the Center for Urban and Multicultural Education (CUME) has served as principal investigator of a five-year evaluation $2.4 million full-service project funded by the U.S. Department of Education. CUME has also collaborated with the IUPUI Community Learning Network on another $2.5 million full-service project from the USDOE for the Martindale Brightwood Community.

Involvement with Non-Profit Agencies

A project called Affinity Spaces for Informal Science Learning (http://news.indiana.edu/releases/iu/2014/12/informal-science-learning-grant.shtml) involves working with Twin Cities Public Television to study informal learning. The AAC-in-Action Project (www.education.indiana.edu/aac) was established in 2009 as a collaborative venture between IU School of Education, IU Speech and Hearing, Indiana Institute for Disability and Community, Monroe County Community School Corporation, 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. Apartnership with the Association of American Colleges and Universities (AAC&U) involves examination of the reliability and validity of the VALUE Rubrics developed by AAC&U across sites at other institutions of higher education.

A collaboration between IUPUI faculty and the Central Indiana Educational Alliance, the Central Indiana Community Foundation, eleven public school districts in the Indianapolis area, and the National Student Clearinghouse provides the school districts with college enrollment data for all graduates. The Computational Textiles and associated projects (http://kpeppler.com) involve 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 and the Girl Scouts of Indiana. These projects emphasize interdisciplinary learning related to the science and mathematics of textiles in informal settings.

The KI EcoCenter is a grassroots organization serving predominantly African Americans mid-north Indianapolis neighborhoods. In partnership with IUPUI faculty and Urban Education Studies doctoral students, the Center's leadership initiated a community empowerment zone project to address individual needs related to education, housing, medical, employment, etc. Work with non-profit groups also included the Burmese Community Center for Education (BCCE), an ethnic-based local grassroots organization serving the growing community recently arrived Burmese refugees on the north-side of Indianapolis. The BCCE's Community Self-empowerment Program builds community capacity through formal and informal education, advocacy on housing and community health issues, and workforce development. The US DHHS Office of Refugee Resettlement funds the programs through a grant secured in partnership with faculty from IUPUI.

Involvement with State and Governmental Agencies

The Evaluation of the Indiana Maternal Infant and Early Childhood Home Visiting Program project looks at the effectiveness of a new state program to monitor care of infants. Similarly the Evaluation of Project LAUCH examines how well the program serves low income families. The Equity Project at IU (http://www.indiana.edu/~equity/) 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 bridging the gap between research and practice. The project provides evidence-based information specific to issues of school discipline, school violence, special education and equality of educational opportunity for all students. In addition, the project supports educators and educational institutions in developing and maintaining safe, effective, and equitable learning opportunities for all students. The Evaluation of the Dearborn Citizens Against Substance Abuse Community Foundation Grant 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 Southeast Indiana.

The Great Lakes Equity Center of IUPUI is the US Department of Education's Region V Equity Assistance Center since 2011. The Center serves as a resource to the US Department of Justice and the Office of Civil Rights to ensure all students in Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin have access to and meaningful participation in high quality education regardless of race, religion, gender, national origin, or disability. The Center has partnerships with the State Education departments in Indiana, Michigan, Minnesota and Wisconsin.

In brief, IU faculty and staff are involved in a wide range of projects and activities with the community. The examples provided here are only samples of community, school, and non-profit agency involvement. As would be expected in any major School of Education, there is also extensive engagement involving reviewing, serving on committees, and other service tasks for the academic and professional communities. Such engagement is beyond the scope of this part of the report.

International Engagement

The SoE has a long history of extensive international engagement. Its activities range from academic credit bearing programs to funded research and development initiatives, invited workshops and presentations, to domestic classroom activities, and finally service contributions. This brief summary of our international efforts does not do justice to their depth and breadth; however, due to space limitations it is representative of the School's global stature and reach.

Long-Term Academic Collaborative Programs that Involve International Experiences

1. Based on the Indianapolis campus, the Moi University School of Education in Eldoret, Kenya and the Indiana University School of Education have had a long-standing relationship dating back to 2007. There have been multiple visits to each other's campus and community, with a focus on the following: critical research, the advancement of effective pedagogies, enhancing the internationalization

component of our curriculum and instruction, and aims to positively impact our respective academic communities. The primary areas of collaboration have been joint faculty scholarship, professional development, resource development (e.g. curriculum materials, access to internet resources), and study abroad opportunities for students and faculty. In addition, this partnership has produced a science education program - the *International Science Club Collaborative*. This initiative brings small groups of Indianapolis school children in 3rd through 8th grades and connects them with similar peers in Kenya via video connections. The effort is funded through a partnership with Dow AgroSciences. There are now six elementary schools involved in our program, three in Indianapolis and three in Eldoret, Kenya.

2. As introduced earlier, The Global Gateway for Teachers Program) has served teacher education majors for more than 40 years. Cultural immersion, community integration, and service learning are hallmarks of the programs, which carry academic credit for the extensive preparatory and onsite requirements. This program is one of the largest international educational experience programs on the Bloomington campus.
3. Part of a larger IUPUI Strategic Partnership, the School of Education and the School of International Studies at Sun Yat-sen University in Guangzhou, China have a standing Memorandum of Understanding that allows for the exchange of students between IUPUI and Sun Yat-sen. Specifically, IUPUI School of Education students will do one of their 8-week student teaching placements in China, teaching English to elementary or secondary students. In exchange, Chinese students will come to IUPUI for one semester and take 2 or 3 courses that are prerequisites to the elementary or secondary teacher education program.
4. Originally started by faculty at IUPUI, this program now involves faculty from IUPUI and IUB who have been working with the Department of Psychology at Kyambogo University in Uganda (KYU) for thirteen years. The faculty at KYU are heavily involved in teacher education and School of Education faculty are involved in the implementation of peace/liberation psychology into various aspects of their programs, like the development of peace education research, the development of a formal doctoral program in counseling psychology, and peace-oriented curriculum at the primary and national school levels. This partnership has been financed by Fulbright monies and internal campus grants.

Credit Bearing Internationally Focused Programs

1. Peace Corps Partnership - Developed and delivered as the first fully online English as a Foreign Language (EFL)/English as a Second Language (ESL) on the Bloomington campus, the Masters Peace Corps International program enables Peace Corps volunteers to pursue graduate level education and receive support before, during and after overseas field assignment.
2. English as a Foreign/Second Language Professional Development Certificate via Distance Education (EPDE) on the Bloomington campus.
3. Teacher Training and Teacher Trainer Tracks: Certificate program for international and domestic students that offers 4 courses in the English as a Foreign/Second language program. Teachers and teacher trainers receive certificates on their IU transcripts.

Research and Development Activities:

1. Transformational Leadership Program in Kosovo with World Learning (funded by USAID) is focused on a partnership between Indiana University and the University of Pristina (UP) to spur transformational institutional and individual change in three areas: research capacity, curriculum and pedagogy, and quality assurance. Staff at the Center for International Education, Development and Research work with the UP Faculty of Education to create a scholarly learning community, build a research culture, and foster teacher education reform. This program works with a host of partners, including the Kosovo Minister of Education.
2. South Sudan Higher Education Initiative for Equity and Leadership Development (funded by USAID) has brought a cohort of South Sudanese women to the IU School of Education to complete a M.Ed. program in Secondary Education focused on human rights, peace, and reconciliation. Five additional male visiting professors from South Sudan have also come to IU for educational collaboration.
3. Higher Education Leadership and Management is a USAID funded project. IU leads the sub-component- Post Graduate Strengthening Program. In collaboration with faculty from other universities, this initiative works to expand master's programs and develop doctoral programs in higher education at Indonesian universities. It provides technical assistance in the areas of financial management, general administration, and quality assurance. It will also bring Indonesian doctoral students to pursue degrees in higher education.
4. Fulbright Distinguished Awards in Teaching Program (funded by the Bureau of Educational and Cultural Affairs, U.S. Department of State) brings master teachers from Finland, India, Morocco, New Zealand, and Singapore to IU for reciprocal learning and sharing of best teaching practices. The Fulbright international teachers are partnered with local Indiana teachers and classrooms for purposes of educational research inquiry and cross-cultural learning.
5. TESOL Partnership (funded by the U.S. Department of State Public Affairs Section): This is a university-to-university partnership assisting Kabul Education University (KEU) to develop Afghanistan's first high-quality, practice-based, sustainable Master in Education degree program meeting international standards in Teaching English to Speakers of Other Languages (M.Ed. TESOL). This program has actually completed and was turned over to the native faculty to run last year.
6. Fulbright Russian International Education Administrators Program (funded by the U.S. Department of State) brings international education specialists from Russian universities to IU for intensive academic programming in the areas of international student services, overseas study, and internationalization of curriculum efforts. The Russian Fellows complete one-month of programming at Indiana University, followed by networking with other institutions, and then a one-month practicum at host university sites across the U.S.
7. The Center for Evaluation & Education Policy has an open development contract supporting the Public Evaluation Education Commission, which is a newly formed and royally appointed group in Saudi Arabia that intends to use social sciences to guide widespread changes across the kingdom's K-12 education system. To date two projects have been completed, one to understand how the kingdom's 45 district leaders communicate with and carry out mandates from the Ministry of

Higher Education and the second project is to develop a culturally relevant curriculum and later a credentialing scheme to build capacity in the country. Additional development projects are being discussed.

8. Save the Children: Save the Children is an international non-governmental organization that promotes children's rights, provides relief, and helps support children in developing countries. This program identifies young leaders for development with Save the Children through the international organization's Save-University Partnership for Education Research (SUPER).
9. Through four different federal and state grants, English as a Second Language and content for professional development have been brought to more than 300 teachers across 25 Indiana School corporations.
10. Fulbright funded allowed eleven teachers from five countries to attend an international teacher education conference on the Bloomington campus as part of the Fulbright Distinguished Awards in Teaching Program.

Examples of Short-Term Engagement Activities

Professors at the SoE are heavily involved in international professional development, credit bearing, research, and consulting activities. It is not possible to capture all of them in detail. Thus some of them are listed below.

1. Kunming Normal University, Yunnan, China: Professional development for Professors of English.
2. Tsinghua University, Beijing, China: Ongoing research in the professional development of Chinese English Language Teachers.
3. Beijing Normal University, Beijing, China: Workshops for Chinese English Language Teachers Professional Development (Shijingshan School District).
4. Xinjiang Normal University, Urumqi, North Western China y: Workshops for Chinese English Language Teachers Professional Development.
5. American University of Mongolia, Ulan Bataar, Mongolia: Responsive Evaluation of the English Language Program & Mongolian English Language Teachers Professional Development for AUM and for the Mongolian English Language Teachers' Association.
6. Bogazici University, Istanbul, Turkey: Starting research in the professional development of Turkish English Language Teachers.
7. Sungkyunkwan University, Seoul, Korea: Big Data in Higher Education for its 1st International Conference on Higher Education and Innovation.
8. University of KwaZulu-Natal (UKZN), in Durban, South Africa: Building Institutional Research and Data Analytics Capacity.
9. Eastern Cape and Gauteng: Provided plenary talks to the Council on Higher Education for the national workshops on their Quality Enhancement Project.
10. Durban University of Technology, Durban, South Africa: Workshop for the Southern African Association for Institutional Research on using Big Data in Institutional Research.

11. University of Melbourne, Melbourne, Australia: Delivered course modules on Institutional Research in Tertiary Education as part of their online master's program in Tertiary Education.
12. Ministry of Education, Riyadh, Saudi Arabia: Presentation at the 6th International Exhibition and Conference on Higher Education.
13. Collaborative work with the Joint Research Centre of the European Commission on issues around international educational assessment in Europe.
14. Books & Beyond is a service learning project with two main aims: to provide high-quality reading material for school children in Rwanda, a country that is experiencing a "book famine," and to foster critical thinking skills as students author, illustrate, publish, and market an annual cross-cultural anthology of children's stories. Nine undergraduate students traveled to Rwanda on this project.
15. LearnTech Asia Conference 2014, Singapore: Keynote presentation
16. Madrid, Spain: Keynote presentation at the ACADE Conference for Heads of Schools and Training Center.
17. Shenzhen, China: Invited presentation on on-line education.
18. Beijing, China: IU professors hosted an international *Symposium on STEM Education in Asia and the US*, to share recent research on factors related to student persistence in STEM (science, technology, engineering and mathematics).

Local International Service Activities

It is also worth noting that several of our faculty have played or are currently playing major leadership roles in internationally focused centers in the College of Arts and Sciences on the Bloomington campus including the new School of Global and International Studies, the East Asian Studies Center, and the Center on Latin American Studies.

Research and Scholarly Activity

The U.S. News & World Report rankings for the IU SoE Bloomington campus reflect the scholarly reputation of our programs. This reputation emerges primarily from the high level of research productivity among SoE faculty. With increasing attention, globally, there are available an increasing array of data to assess and demonstrate the research performance within academic programs. As with any such assessment systems, the data are not sufficiently comprehensive to reveal the full impact of this research on the communities we serve, but we offer some of these data as proxies for that impact.

IU SoE Research Centers and Institutes

To better leverage its assets, the IU SoE has organized the vast majority of its research activity, as well as many of its engagement activities, into a set of research centers and institutes. These include:

Center for Evaluation and Education Policy (CEEP, Bloomington) -

The mission of the Center for Evaluation & Education Policy (CEEP) includes three primary goals: Improve education by providing nonpartisan research and evaluation information regarding current issues to policy makers, funders, practitioners, and other stakeholders; Encourage rigorous program evaluation across a variety of settings by providing evaluation expertise and services to diverse agencies, organizations, and businesses; and Expand knowledge of

effective strategies in evaluation and policy research by developing, modeling, and disseminating innovative approaches to program evaluation and policy research.

Center for P-16 Research and Collaboration (P-16, Bloomington) - collaborates with schools and their district administration to design and implement plans for improving education that are tailored specifically to the schools' needs and goals. Some partnerships focus on improving teacher quality through professional development, such as Shoring Up STEM Education in Lake County, while others may serve students more directly through campus visits and scholarship opportunities.

Center for Postsecondary Research (CPR, Bloomington) - promotes student success and institutional excellence by conducting and disseminating research on student access, assessment, engagement, and persistence and by providing assistance to postsecondary institutions and related agencies in gathering and using data for educational decision making and institutional improvement. CPR Includes the most popular survey of student experience in higher education, the National Survey of Student Engagement (NSSE).

Center for Research on Learning and Technology (CRLT, Bloomington) – brings together faculty with a research focus on the linkage between learning theory, pedagogy, and technology. The CRLT makes available various technology and administrative resources to support the research of its members. Currently the Center supports sixteen research projects and a total of 35 on-site staff.

Center for International Education, Development and Research (CIEDR, Bloomington) - promotes an international scholarship of engagement through cross-cultural educational research and development to improve education and the social condition in the U.S. and abroad. Guided by democratic aims and culturally sensitive pedagogy, the Center is particularly concerned with advancing education for historically marginalized and disadvantaged populations in developed and developing countries.

Center for Urban and Multicultural Education (CUME, IUPUI) - created to provide a voice in the nation´s long-standing debate about the role and function of public education in our cities, where schools serve most of our poor and cultural minorities. CUME began by serving as a kind of clearinghouse for knowledge diffusion and professional training. The center functions to distribute information through conferences, seminars, and symposia, on such topics as the condition of urban and multicultural education in the nation, sex and racial discrimination in schools-university cooperation, and student discipline.

Great Lakes Equity Center (IUPUI) - Funded by the U.S. Department of Education to provide 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. The center has partners with state and local education agencies throughout the region to promote safe and inclusive schools, enhance instructional supports for all learners, reduce achievement and opportunity gaps, and institute non-discriminatory hiring procedures. The faculty engage in these efforts and research the provision of the equity-focused technical assistance in education.

Indiana Institute on Disability and Community (IIDC, Bloomington) - Since 1970, the Indiana Institute has been a leader in the transfer of research and new knowledge in disability from the university setting to the field in Indiana and nationally. Our work includes a lifespan approach in the areas of policy development and analysis, statewide training and technical assistance, creating and implementing innovations, active involvement with all stakeholders and alliance with government agencies in implementation of best practices, and solidarity with families and self-advocates with disabilities. Although the IIDC is technically not a School of Education Center, it is related to the School's work and the School pays for part of the director's salary.

International Center for Home Education Research (ICHER, Bloomington) – The ICHER was founded in 2012 by a group of international scholars with more than 70 years of combined experience studying homeschooling. What sets ICHER apart from most national and international homeschool organizations is that they are not an advocacy group. As longtime observers of home education across a variety of contexts, they have great appreciation for homeschooling's value and importance, but the purpose is not to promote home education or argue for its superiority over other forms of schooling.

Urban Center for the Advancement of STEM Education (UCASE, IUPUI) - a joint effort among the School of Science, School of Education, and School of Engineering and Technology at IUPUI. Through a combination of program development, science, technology, engineering, and mathematics (STEM) education research, and graduate and undergraduate scholarships, UCASE fosters the goals of increasing the numbers of highly qualified K-12 STEM teachers, and expanding knowledge of teaching and learning. The national Woodrow Wilson STEM Teaching Fellows program and NSF Noyce Scholars program are based in UCASE. UCASE was founded in 2006 through IUPUI's Commitment to Excellence (CTE) Funds.

Research Revenues and Expenditures

The extramural funding obtained primarily through IU Bloomington SoE Research Centers and Institutes is summarized in Table 3. In total, the five research intensive centers have consistently brought in close to $15 million a year for each of the last five years. The majority of these funds are from sponsored research and contracts, with the exception of one large research revenue project, the National Survey of Student Engagement and its affiliate surveys (Faculty Survey of Student Engagement, Law School Survey of Student Engagement, and the Beginning College Survey of Student Engagement) funded by user fees among participating institutions.

Although parallel expenditure data were not available from the source used to generate Table 3, Table 4 summarizes the number and dollar value of research contract and grant proposals submitted and the number of awards to IU SoE principle investigators over the last 10 years, including those affiliated with IUPUI-based faculty. The variability in this activity is, in part, due to the varying time span of such research projects, generally ranging from 1 to 5 years.

Indicators of Faculty Scholarly Productivity

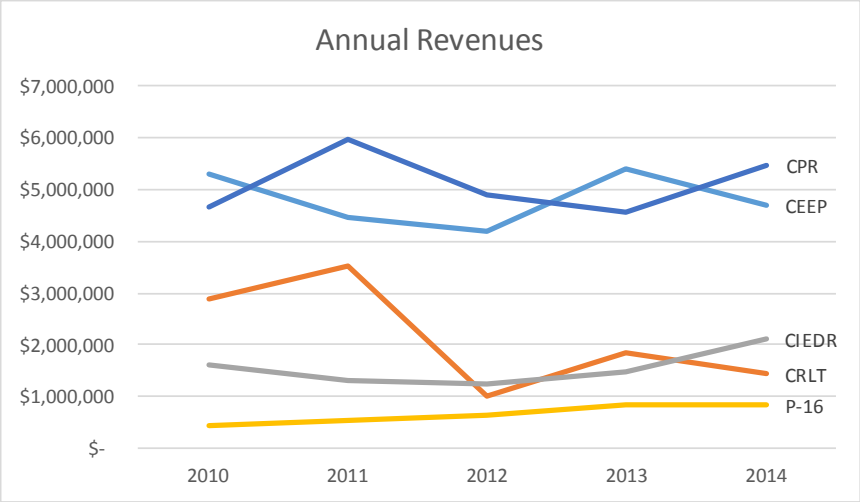
Indiana University has more recently engaged with Academic Analytics, a vendor that provides to research universities, a detailed data system regarding faculty scholarly productivity. The AA system includes data on 26 indicators of journal publications, books, citations, federal grants, and honorific awards. The most compelling summary of these data are provided in "flower graphs" that portray the relative performance of a department or program across the 26 indicators. The data for a department or program is portrayed in terms of its percentile placement on each indicator against all other research universities.

Most of the data within this system are pertinent to IU SoE faculty research, except perhaps the sponsored grant data. Only federal grants are included in these data and, for the IU SoE as with many Schools of Education, federal funding is a relatively small component of overall research funding. The IU SoE, like many other schools of education derives most of its funding from charitable foundations, state government, and domestic and international partners seeking our assistance. Indeed, the one common federal source for the IU SoE, the USAID program that works to end global poverty, is not included in the AA system.

Appendix K includes the "flower charts" from the AA system for the IU SoE academic departments in Bloomington and the two programs in Indianapolis that are included within the system: The Urban Education Studies and Higher Education and Student Affairs (HESA). Charts are provided at the department level for two reasons. First, the AA system does not yet accommodate research centers as units of affiliation. Second, the data are more stable at the department level where the larger number of faculty helps to mask the vagaries of the data that stem from some of the inaccuracies at the individual faculty level. Indeed, the dual campus HESA program is not well accommodated in this system, which does not allow for a department to exist across campuses. Despite some notable limitations in the current measures included within the AA system, the broad picture they reveal, consistent with the reputational indicators found in the U.S. News Graduate Program rankings, attest to the continuing strength of IU SoE faculty research and scholarly activity.

Table 3. Annual Research Revenues and Expenditures Managed through IU SoE Research Centers

	2010	2011	2012	2013	2014	Total
Revenues						
Center for Evaluation and Education Policy (CEEP)	$ 5,299,579	$ 4,480,748	$ 4,212,271	$ 5,395,497	$ 4,702,979	$ 24,091,074
Center for Research on Learning and Technology (CRLT)	2,882,108	3,541,930	1,023,884	1,831,413	1,444,294	10,723,628
Center for International Educ, Devel and Research (CIEDR)	1,603,694	1,307,944	1,249,434	1,481,555	2,114,124	7,756,751
Center for P–16 Research and Collaboration (P-16)	429,750	547,980	650,834	849,691	831,404	3,309,659
Center for Postsecondary Research (CPR)	4,663,327	5,990,590	4,899,525	4,551,751	5,475,015	25,580,208
Total	$ 14,878,458	$ 15,869,191	$ 12,035,948	$ 14,109,907	$ 14,567,815	$ 71,461,320
Expenditures						
Center for Evaluation and Education Policy (CEEP)	$ 5,403,702	$ 4,170,506	$ 4,560,078	$ 4,945,796	$ 5,121,133	$ 24,201,215
Center for Research on Learning and Technology (CRLT)	2,437,115	2,629,351	2,022,650	1,117,001	1,754,087	9,960,205
Center for International Educ, Devel and Research (CIEDR)	1,642,406	1,180,744	1,667,932	1,579,643	2,267,658	8,338,383
Center for P–16 Research and Collaboration (P-16)	574,851	582,030	577,799	661,682	834,707	3,231,068
Center for Postsecondary Research (CPR)	5,200,712	5,256,806	5,307,943	5,481,431	4,981,766	26,228,658
Total	$ 15,258,786	$ 13,819,436	$ 14,136,402	$ 13,785,554	$ 14,959,351	$ 71,959,529



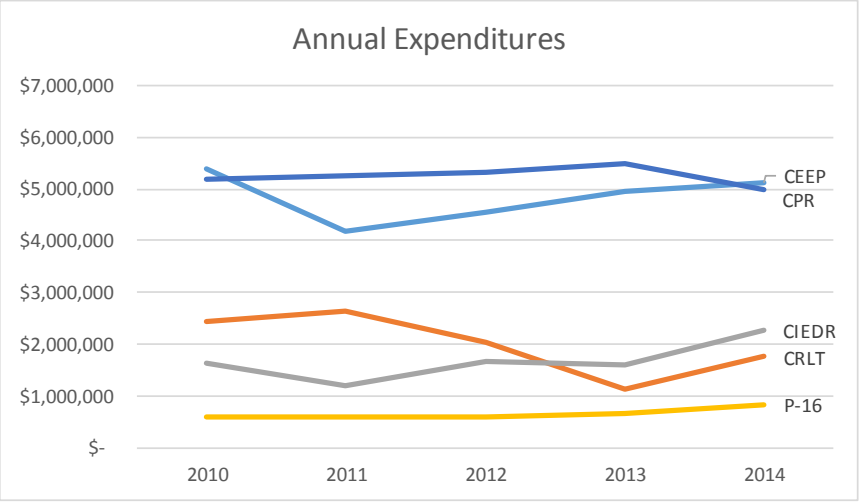


Table 4. IU School of Education Proposals Submitted and Awarded

Unit	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Proposals										
CEEP	0	32	44	53	100	104	75	73	57	69
CRLT	32	20	28	29	24	35	26	23	25	26
CIEDR	0	7	7	9	17	17	11	6	3	9
P-16	0	0	0	0	8	24	17	14	15	10
CPR	0	0	5	9	11	9	12	13	7	7
IUPUI	15	16	15	23	19	23	20	15	24	15
Other*	69	54	40	14	4	1	2	2	11	0
Total	116	129	139	137	183	213	163	146	142	136
Dollar Value of Proposals										
CEEP	$0	$4,912,661	$3,618,505	$7,803,715	$6,109,329	$16,573,678	$8,975,943	$7,517,077	$16,146,750	$7,477,826
CRLT	4,501,814	6,559,426	7,560,120	9,281,784	4,678,678	24,383,485	7,264,269	4,643,389	5,100,530	4,359,834
CIEDR	0	1,354,731	1,908,280	2,059,816	3,210,514	2,254,292	5,907,684	299,970	1,497,925	2,806,867
P-16	0	0	0	0	710,487	3,510,557	2,596,117	176,277	3,398,877	757,799
CPR	0	0	1,075,639	2,309,554	1,319,219	931,333	2,556,553	807,993	1,400,750	348,498
IUPUI	1,360,323	1,470,247	1,267,149	2,511,630	1,356,349	2,607,551	3,449,318	2,113,621	3,404,199	942,730
Other*	12,768,017	11,937,087	6,848,150	3,392,417	303,744	67,973	189,540	341,497	4,147,042	0
Total	$18,630,154	$26,234,152	$22,277,843	$27,358,916	$17,688,320	$50,328,869	$30,939,424	$15,899,824	$35,096,073	$16,693,554
Number of Awards										
CEEP	0	17	35	40	67	63	61	49	38	39
CRLT	24	15	12	19	9	18	12	4	11	15
CIEDR	0	2	10	8	12	14	8	1	4	0
P-16	0	0	0	0	5	11	9	9	6	4
CPR	0	1	1	5	9	9	8	8	7	5
IUPUI	8	8	10	13	21	16	14	11	16	10
Other*	45	37	19	9	4	1	0	0	4	0
Total	77	80	87	94	127	132	112	82	86	73
Dollar Value of Awards										
CEEP	$0	$1,746,620	$4,179,656	$3,848,765	$4,718,206	$5,081,836	$8,080,960	$4,047,914	$3,951,116	$4,797,009
CRLT	4,009,855	4,410,402	4,065,972	6,210,613	1,614,143	3,173,670	3,863,442	978,681	1,835,011	2,521,257
CIEDR	0	170,426	2,418,144	1,492,314	2,049,348	1,891,014	4,850,615	99,057	4,020,436	0
P-16	0	0	0	0	166,836	820,647	1,572,368	665,308	1,552,638	718,192
CPR	0	285,000	97,356	3,918,193	1,618,932	1,160,323	376,542	255,806	520,128	286,370
IUPUI	792,945	910,084	590,183	987,553	2,337,585	1,786,047	1,816,379	2,014,732	1,454,723	1,454,723
Other*	8,528,210	4,929,806	2,889,550	674,009	3,572,192	67,973	0	0	744,352	0
Total	$13,331,010	$12,452,338	$14,240,861	$17,131,447	$16,077,242	$13,981,510	$20,560,306	$8,061,498	$14,078,404	$9,777,551

KEY

CEEP Center for Evaluation and Education Policy (CEEP)
CRLT Center for Research on Learning and Technology (CRLT)
CIEDR Center for International Educ, Devel and Research (CIEDR)
P-16 Center for P–16 Research and Collaboration (P-16)
CPR Center for Postsecondary Research (CPR)
Other* Historically includes retired research centers; more recently; the few non-center affiliated proposals

Responses to the Review Charge Questions

In this final section of the report, we directly address the questions provided as a charge for this review, as framed and informed by the preceding broad discussion of SoE core strengths and challenges, as well as more detailed discussion of enrollment trends, teacher education, community engagement, and research and scholarly activity. Although the charge questions shaped the directions of our review, they did not limit our review to focus only on these questions. We thought it was more important to provide the BRRC a rich, if not fully representative view of the IU SoE so that they had a sufficient context for considering these same questions. It is noted in the charge to the BRRC that the Committee "may restate or add to these questions in accord with the members' best judgment." In effect, our review process led us to do the same. As a result, some of our direct answers to these questions are minimal while others have received significant attention.

1. What options exist for reversing the enrollment declines in education, which all IU campuses are experiencing?
    a. Which of these options involve addressing external factors such as political, economic and cultural conditions?
    b. Which options involve addressing internal factors such as organizational structure and course offerings?
    c. What resources are needed to address these issues?

We remain concerned about some of the causes of our enrollment declines in teacher education, especially the negative aspects of the public discourse that have degraded student interest in teaching as a profession. Although we know from our students that there is still deep passion among those who choose to teach, we also know that many bright prospects are turned away by this discourse. Those with a calling will always seek us out, but there are many bright prospects who are turned away by the types of factors mentioned in the referenced National Public Radio report and myriad articles and reports like it. Among these factors, we are most concerned with "the erosion of teaching's image as a stable career," and a growing sense that K-12 teachers simply have less control over their professional lives in an increasingly bitter, politicized environment. While the policy debates over Common Core Standards, high-stakes testing, and teacher evaluation will continue, we believe these entail empirical questions that rigorous research and evaluation can inform, if we can rebuild the discourse in a more constructive way. There will always be disagreements about philosophy and practical approaches. To address these appropriately, we need to minimize the vitriol and maximize respectful discourse and collaboration. Addressing this issue requires the faculty, students, staff and leadership of the SoE to work with campus and university leadership, respected colleagues, like those on BRRC, and the full range of our communities. We truly need broad, diverse and intense help on this matter and look forward to the BRRC recommendations toward these ends.

Other causes of the decline in teacher education enrollments are the result of intentional shifts in national and local policies and practices. If we are to produce high quality professional educators, we must be more careful in our selection and more rigorous in our

curriculum and pedagogies. Despite the problematic economic and public devaluing of the profession, there is more of an expectation than ever that we increase the quality of teaching and education more broadly. Toward this end, and in line with other large, public research universities, we and the profession have tightened the requirements for entry. Unfortunately this tightening, often done using traditional approaches, like grades and test scores, has challenged simultaneous efforts to improve diversity and inclusion. This problem is not unique to education. Indeed all large public research universities have become increasingly selective. Some have addressed diversity and inclusion better than others. Given our core commitment to equity and social justice, we are highly concerned about our inability to do better. As we have noted repeatedly, we seek the help of the BRRC, IU leadership and all of our communities in better embracing people of color and diverse socioeconomic and cultural backgrounds into our efforts at all levels. As a faculty, we must take concerted action on this front and we pledge to do so, beginning with a convening or other such event that we will soon plan.

The teacher education programs' focus going forward will emphasize two priorities: improving the quality of professional teacher preparation; and diversifying the students, faculty and staff involved in the curriculum and programs. We do not believe that teacher education can or should grow back to the levels we experienced ten years ago. We are still the largest teacher education program among the AAU public universities and we will likely remain at or near the top in size.

The prospects for growing enrollments are best in programs outside traditional undergraduate and graduate teacher education programs for all the reasons listed above. On the next page, we offer a statement crafted by colleagues in some of our programs related to the need to consider the mission of the SoE as more broad and holistic than teacher education and even more broadly than just education. With programs in instructional technologies and learning sciences, as well as a strong administrative support program for educational technologies, we believe we are well positioned to grow strong certificate and master's programs, as part of the university's commitment to expanding IU's online education portfolio and national presence. The fact that our colleague from IST, Barb Bichelmeyer is Senior Director of this university-wide effort, and that newly hired Assistant VP and Director, Chris Foley is a recent HESA PhD recipient demonstrates our expertise, commitment and leadership in this area.

The SoE development plan for Bloomington includes an expansion of the Wright Education building, to consolidate its primary research operations, now at Eigenmann Hall, together with its core teaching and learning activities. Assistance from the university in raising funds toward this end would be critical to enhancing one of our core values and focuses further: linking research and practice. Faculty currently go back and forth between buildings and, perhaps more importantly, the full-time researchers and many of the graduate research assistants in our community do not have sufficient opportunities to interact with their colleagues across the academic departments and in the administrative support offices. Bringing the Bloomington SoE community physically together would enhance our ability as a school, to advance our core mission objectives.

The School of Education's Holistic Mission

Although the School of Education's primary mission focuses on research and teacher training related to K-12 educational settings, several programs within the School address a more holistic mission that extends beyond pedagogical concerns. Collectively, faculty in these programs conduct research and offer coursework that seek to **enhance the well-being and development of children, adolescents, and adults within families, organizations, and communities.** In this section, we highlight a few examples of such programs as well as their respective strengths.

First, our counseling (master's level) and counseling psychology (Ph.D.) programs, housed within the Department of Counseling and Educational Psychology, has had a long history of excellence. 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, the counseling faculty developed an undergraduate minor in counseling, which now offers 9 undergraduate courses taken by students from a wide variety of majors across campus. Several counseling faculty members are also in the preliminary stages of developing a new undergraduate major in human services. This new major will address the needs of students who have an interest in careers in mental health, addictions, wellness programs, career coaching, and higher education student affairs.

Second, our graduate program in Higher Education and Student Affairs (HESA) is among the oldest in the country and is widely recognized as a national leader in higher education training. Several recent innovative developments are noteworthy. The program developed a 12-credit online Certificate in Higher Education and Student Affairs for full-time higher education professionals and has just introduced an online certificate in Fundraising in Student Affairs. The HESA faculty is also developing a new undergraduate minor in HESA that will address the needs of undergraduate students who have an interest in higher education student affairs with plans to expand this into the countries first undergraduate major in the field.

Third, a few of our faculty members within the Department of Instructional Systems and Technology (IST) have research and professional expertise in human resource development, which has been defined as the integration of training and development, career development, and organizational development (McLagan & Suhadolnik, 1989). These faculty members currently teach graduate courses in Human Resource Development Research and Practice, Learning in Organizations, and Needs Analyses and Assessment. One of our faculty members in the IST Department, Dr. Yonjoo Cho, is also interested in developing undergraduate courses in human resource development. This emerging focus on human resource development is consistent with national trends. Indeed, a recent review of master's program in human resource development in the United States found that a plurality of such programs (44%) were housed within schools of education, whereas only 28% were housed in schools of business (Zachmeier, Cho, & Kim, 2014).

McLagan, P. A., & Suhadolnik, D. (1989). Models for HRD practice. *Training and Development Journal,* 49-59.

Zachmeier, A., Cho, Y., & Kim, M. (2014). The same but different: HRD master's programmes in the United States. *Human Resource Development International*, *17*, 318-338.

2. What are the strengths that Indiana University brings to the field of education? What are the reactions to the activities and initiatives Indiana University has already undertaken to curb enrollment declines? Should those activities and initiatives continue?

We believe we have covered sufficiently in this report the strengths of our programs generally, and in the areas of teaching, research, and engagement. We have also described the actions we have taken to curb enrollment declines and expand our markets locally, nationally and internationally. We have not mentioned everything but rather enough to give the BRRC an idea as to the types of programs that we are expanding, and our expectation that teacher education will not likely grow back to its earlier levels.

Our program faculty and staff will continue to build upon their successes, but we also must be more vigilant about less favorable trends. In some ways, this exercise has served as a wakeup call to our faculty who, as most faculty and other organizational employees do, have been focusing primarily on their own work without sufficient attention to the bigger picture. We have monthly faculty meetings at IUPUI and annual core campus faculty meetings during which our school leadership updates us on trends, both positive and negative. The decline in teacher education program enrollment is not news but perhaps the continuing financial viability has mitigated our collective concern. Through this review process, we did not grow any more concerned about enrollment declines in teacher education as we note that the current levels are probably appropriate going forward. However, we have woken up to some consequences of this decline that we did not consider, and we have noted some other matters that we find more disconcerting, which we address in response to the next question.

3. What other vulnerabilities should we address? What trends should we anticipate?

The vulnerabilities that we believe are most critical to address include difficulties with the Core Campus arrangements as well as Diversity and Inclusion. The Core Campus issue is an internal organizational issue in the unique context of Indiana University as a multi-campus, statewide public university. We don't expect that the BRRC in its short time reviewing the SoE will be able to fully comprehend or inform in detail this issue. There were many issues noted in the 2006 university-level review cited earlier, very few of which have been adequately addressed since that time. Simply put, we continue to live with this arrangement because the benefits of collaboration across the campuses have outweighed the logistical difficulties that the arrangement entails. We believe it is time to address these issues head on. We are not especially concerned if we use the term "Core Campus" or any other label going forward. We are very concerned that we consider how to better organize and frame the arrangement so we can maintain the strong and collaborative programs we have developed on each campus as well as between the campuses, while making the conduct of those programs less difficult logistically, especially for our students.

Appendix E includes three perspectives on the strength and challenges of this arrangement. We will highlight a logistical problem for students here as further concrete illustration of the hassles with which we (and they) deal. The dual campus HESA program has most of its doctoral courses meet in multiple locations simultaneously using telecommunications to bring the students into the same learning space. Typically, this involves one group sitting in Bloomington and one sitting in Indianapolis with the instructor based at one end or the other and typically visiting the end at which they are not based. Lately, we have accommodated students linking in from remote locations, thanks to advancements in the universities web-based teleconferencing systems (http://bridge.iu.edu). Since the HESA program has 7 full-time faculty in Bloomington and 5 in Indianapolis, and since they visit the "other side" periodically during a semester, the presence of the faculty is balanced across the classes. This requires, of course, that the courses be listed in the books as separate registration entities at Bloomington and Indianapolis. This alone creates difficulties as the registrars on each end see small classes, some of which do not meet the minimum enrollment requirement and think they need to be cancelled. This is not too difficult to override, but it has to be done every semester. Additionally, students have to choose on which side to enroll and most then enroll in all their courses on that side, or they are subject to paying the fees for both campuses. Most recently, we were informed that our international students (about one quarter of our doctoral students), cannot enroll in more than one of these courses (which are all of the HESA doctoral students), because they are coded in the registration system as "Distance/Other" and these students cannot take more than once course coded in any of the distance categories to maintain their residency requirements for a face-to-face doctoral program. As a quick fix, we will create additional sections coded as "face-to-face" just for the international students. But, the BRRC can see how these minute problems become problematic when dealt with time and time again.

All large universities face similar types of issues and the single campus Schools have their own such hassles. However, we are confident that these logistical issues, compounded by the organizational ones cited in Appendix E make the current Core Campus arrangement untenable. We welcome the BRRC thoughts on this issue, but expect that this will need to be addressed through deliberations among and between the SoE and campus and university administrations.

The equity and inclusion issue that we have repeatedly referenced is not a local issue. It is a vexing issue for our country and our world. However, we believe it is even more critical for a School of Education than for many other academic units, because of our role in preparing K-12 educators, counselors, educational leaders and others who play a direct and important role in creating the needed changes.

Our focus on this issue is motivated by the racial and ethnic inequities in our school system; by the presence of those same inequities among the teacher population in our schools; by the fact that these inequities are a serious concern of the School of Education faculty; and by recent events around the country that indicate the continual presence of deep racial and ethnic issues in our society—issues that have a profound effect on the educational system.

Moreover, since the late 1960s, we have seen an increase in the number of faculty of color on what had been predominantly white research campuses. As the number of faculty of color has increased, new issues, new ways of thinking, new epistemologies and new methodologies have been brought to light. These changes require not just increased representation—new faces at the table—but also real changes in how we think about education and research.

4. Are we optimally organized to provide excellent education for future professionals working in education at the undergraduate, master's and doctoral levels?

The Core Campus issue is again one of the key issues here. We have illustrated the challenges created by this arrangement repeatedly and will not do so again.

We also noted in response to the first question, our desire to strengthen further the connection between research and practice at all levels through the physical consolidation of our now separate teaching and research communities. We add now to this our own need to consider ways to increase collaboration and communication between our researchers and teaching professionals. The faculty in the SoE span these domains but, like many universities, we have diversified our staffing in each domain to include many more non-tenure track professionals in both research and teaching. Placing them in the same building will help, but will not address many important programmatic and organizational issues. The impassioned description of the plight of adjunct faculty in Appendix G is one such issue that manifests more broadly in the promotion, professional development, and other aspects of incentive structure for non-tenured professionals. We have been working on this consistently, most recently with reconsideration of the promotion criteria for research scientists. We need to redouble these efforts and consider them more systematically to improve the organizational climate for all SoE colleagues.

5. Are we optimally organized to make important research contributions to the field of education and related fields in our country and internationally?

The current structure of research centers and institutes has served us well in maintaining a robust level of sponsored research activity, supporting the development and continued maintenance of a few revenue generating research activities, and promoting IU SoE engagement internationally. The SoE, like many Schools of Education has been more dependent on non-federal sources of research support than on the more 'indirect-cost favorable' federal sources. This presents some challenges in obtaining sufficient indirect support monies, as charitable foundations, state government contracts, and the community organizations with which we collaborate are less generous, often restricting indirect cost recovery to 20 percent or less. IU SoE faculty have been successful with several large USAID projects in South Sudan, Afghanistan, and Indonesia, for example. There has also been a

recent increase in efforts to procure NSF funding for STEM-related education grants, so we are hopeful that the level of federal funding will increase soon.

Several of the SoE research centers have hired new directors through national searches in the last few years (CEEP, CIEDR, CRLT), one other (P16) hired a new director through an internal search and one (CPR) will do so this year to replace the retiring director. We believe this major changeover in leadership will ultimately refresh the centers and lead to expanded opportunities and collaborations. However, we also expect, and already see what we expect will be short-term soft numbers indicative of new leadership gaining traction.

In addition to these changes at the center level, a new associate dean for research, Terry Mason, was appointed upon the retirement of Bob Sherwood. We also expect that this change will ultimately lead to new ideas and energy, but, as with the individual centers, it may take a year or two for the new leadership to gain traction. Fortunately, IU SoE research and international engagements are sufficiently large and well enough established to maintain momentum as these new leaders have a chance to strategize ways to expand and advance this aspect of the School's mission.

There are, however, several issues related to graduate student funding that negatively impact our attempts to garner research funds and attract some of the most promising graduate students. Within the RCM model as administered in SoE, departments, programs and research centers, as well as administrative units that collaborate with us in supporting graduate students through assistantships, generally bear the full cost of tuition as part of the graduate assistantship contract. Because the majority of graduate students are not state residents, which is common at large research universities that recruit from the national talent pool, the cost of supporting a graduate student is considerably high—typically over $50,000 for a 20-hour per week student. In Bloomington, the Dean's office, beginning in July 2012, committed to provide some modest incentives, such as covering the differential between in- and out-of-state tuition when a faculty member buys her or himself out by at least 12.5% through an external funding that includes at least 10 percent indirect cost recoveries. This commitment was expanded in March 2013 to include support for any student from underrepresented groups, or students on fellowship without the buy-out requirement. As previously noted, many of the funding sources available to SoE faculty may not allow for this level of indirect cost recovery. Several IU schools are able to provide more comprehensive coverage of graduate student tuition to enable researchers and support units to afford to offer more assistantships.

Relatedly, most SoE doctoral programs cannot make assistantship offers to prospective doctoral students at the time they offer them admission. Instead, our prospective students are required to enter the "graduate assistant job market" as a process distinct from the admissions process. Because many of our competitor programs can make assistantship offers with their admissions offers, we lose some of the best students who have choices between offers with guaranteed support and ours, which comes with no such guarantees.

There has been some movement to address this concern in the last 4 years. In 2011, Dean Gonzalez established a Dean's Fellowship ($25,000) with 4 years of commitment for our most highly qualified graduate students. Additionally, most of our fellowships come with 4 year

guarantees (although the graduate student does need to work to find a position). Unfortunately, this type of support is only available to a sub-set of the graduate students we bring every year (perhaps 25-35%).

Conclusion

As noted earlier, the School of Education finds itself at somewhat of a cross roads. We do not believe it appropriate to try to increase our undergraduate teacher preparation program back to the levels where it was 10 years ago. And, our review of the field and our peers suggests that growth areas lie in undergraduate majors outside of teacher preparation. Thus, we end this report recommending that the BRRC and IU Leadership consider renaming the IU School of Education as a component of the reimagining process. Appendix L contains two documents related to this idea. The first summarizes a result of a scan of the academic organization including education programs at IU Bloomington and IUPUI Peer institutions. Regarding naming conventions, this scan found that only one-quarter of the 63 institutions had these programs organized within a "School of Education." A substantially larger proportion (41%) used the more comprehensive "College of Education" label. We recognize that at Indiana University, the "College" designation is reserved for only the Arts & Sciences complex of schools and programs within Bloomington.

The second and final document within this last appendix is a statement from the Counseling and Educational Psychology (CEP) faculty noting 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." This sentiment also accommodates the work of faculty in Instructional System Technology, who work in areas related to instructional design for workforce training and in areas related to human resource development and mentoring. Similarly colleagues in the Learning Sciences and in Higher Education go well beyond K-12 education, teacher education and pedagogy to include focuses on educational data sciences, philanthropy, and adult professional development

The CEP faculty suggest that the school be renamed a "School of Education and Human Services" or "School of Education and Human Ecology." In the naming convention table of the scan summary, several peer institutions have names of this genre, including the most popular of these forms, "Education and Human Development."

The SoE faculty recognize and support the vital place of a large teacher education program in the School's portfolio as a defining element. However, we believe that our school will be strengthened and our prospects for growth and vitality improved if we recognize more explicitly the broader range of human growth and development inherent in our existing programs and we expect that these will be the areas where enrollment growth is likely to occur.