

December 19th, 2014

EDUCATION REVIEW OVERVIEW

I. Draft Charge to the Committee

The Indiana University School of Education located on IU's Bloomington and Indianapolis campuses is a "core school" of Indiana University, led by a single dean, Gerardo Gonzalez. Dean Gonzalez has announced his intention to step down at the conclusion of the 2014-2015 academic year, after fifteen years as dean. To assist the university in the choice of a new leader for our core school, and to assure the quality and vitality of our programs across the state, Indiana University seeks a comprehensive review of its programs in education.

In Bloomington, the Indiana University School of Education has residential bachelors, masters, and doctoral programs, several of which are nationally ranked. In addition, its online graduate programs are consistently rated among the top programs in the country. During the past five years, the Bloomington program garnered over \$80 million in external grants and contracts.

In Indianapolis, Indiana University School of Education offers undergraduate, and masters programs and a PhD program in Urban Education Studies. During the past five years, it has received close to \$12 million in external contracts and grants.

Indiana University also operates programs to educate future teachers on its six regional campuses. The regional campuses each have separate schools headed by deans; however, the deans of all IU schools of education meet regularly in a Dean's Council, chaired by Dean Gonzalez, to coordinate programs and for other purposes. The regional campus programs are primarily baccalaureate programs, but all have masters-level programs, as well.¹ Regional campuses do not offer doctoral degrees.

Significant enrollment declines in teacher education programs have occurred on all IU campuses. Between 2007 and 2014 undergraduate enrollment dropped 38.6% on the Bloomington campus, 35.1% on the IUPUI campus and 28% on Indiana University's regional campuses. Master's degree enrollments have also dropped during this period, 11.7% on the Bloomington campus, 38.8% at IUPUI and 51.6% on the regional campuses². This enrollment loss is fueled, at least in part, by unusually substantial changes in Indiana law to eliminate requirements and incentives for graduate degrees for K-12 teachers. Thus, while change in leadership of the core school is the occasion for seeking a comprehensive review, such a review will be invaluable not only for addressing enrollment, but also for charting the future course of all IU schools of education, the relationships among them, and enhancing the effectiveness of the university in providing excellent education and research for the State of Indiana and beyond.

In this spirit, the Indiana University Bicentennial Strategic Plan makes "Re-Imagining Education" one of eight major priorities for the next five years:

Of vital importance to the future of Indiana are robust Schools of Education on all of IU's campuses. They have the leading role in the state in training teachers and school administrators and in producing innovative research on teacher training, pedagogy, curriculum, and administration. The central importance to the people of Indiana of having an effective P-12 system – a system of early childhood, elementary, and secondary education – cannot be

¹ For links to the regional programs, see [IU Education Kokomo](#), [IU Education Northwest](#), [IU Education South Bend](#), [IU Education Southeast](#), [IU Education East](#), [IU Purdue University Fort Wayne](#).

² See attached table for specific details on enrollments.

overstated. It is essential for Indiana's economic, social, and cultural development, and for the quest for equal opportunity and social economic mobility. Indiana University takes tremendous justified pride in its graduates who teach more of Indiana's sons and daughters, especially in the public school systems, than any other university in the state. Frequent winners of state and national awards, IU Education alumni serve Indiana with distinction and build the educational foundation for the future.³

The state and IU, face serious challenges in the field of education. Although Indiana ranks highly amongst states in terms of high school graduation attainment, questions remain regarding the college- or trade-readiness of graduates, as indicated by rates of college completion that are below national averages.

Educational policy is itself in flux. Nationally, public education has become especially contentious politically with state governments divided over questions of teacher and school accountability, appropriate metrics of learning success, funding and administrative structures, and the reward and retention in schools of top educators. In Indiana the political climate of the last several years has resulted in legislation and formal policies having particularly adverse effects on university teacher training programs as well as post-graduate degrees in education. Additionally, teaching does not pay as well as it once did, particularly in Indiana. From 1999-2000 to 2012-2013, Indiana has had a drop of 10% in the value of teachers' salaries in real dollars, second only to North Carolina nationally⁴.

Partly as a result of such controversies, and partly due to these shifting economic opportunities, enrollments in degree programs in IU's Schools of Education have been on a significant downward trend. This is in turn causing severe financial strain on all campuses and this situation is simply unsustainable.

Given the enormous importance of P-12 education to the state, and with IU's commitment to outstanding professional education and research that forms part of Principle of Excellence 3, it is essential that Indiana University look deeply and comprehensively into how its Schools of Education can best serve the needs of individuals who wish to pursue a career in education, the needs of the educational system in Indiana, the needs of education across the nation, and the globe, and by doing this, how they can also vigorously address their serious enrollment declines. In doing so, IU will not only advance its responsibility for leadership in education in Indiana, but will also attract new and talented students who are excited to take on the problems of P-12 education and want to be part of the solutions.

The review must represent a thorough, university-wide reevaluation – in full accordance with IU's traditions of shared governance – of education programs, degrees, and non-degree credentials, as well as multi-disciplinary collaborations. It must report information and analysis on student experiences, including clinical experiences. Its findings are to include an examination of engagement of School of Education programs with P-12 school systems throughout the state of Indiana. If warranted, an analysis of the structure and organization of education at IU should be reviewed as well. To assist in such a review, IU is asking the Blue Ribbon Review Committee (BRRC) of external experts and practitioners to provide an external perspective on developments and trends in teacher education and education research. The review will inform IU's own analysis of its future direction, approach, and structure of the Schools of Education on all campuses and how they should address their significant enrollment declines. For the core campuses, the external review may also inform the search for new leadership of the School. The overall

³ From "The Bicentennial Strategic Plan for Indiana University," approved by IU's Board of Trustees in December 2014. The plan can be found at: <http://strategicplan.iu.edu/>

⁴ A table comparing teacher salaries by year (1969 to 2013) and by state has been published by the National Center for Educational Statistics; see http://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp. The Chronicle of Higher Education has recently published an article on declines in education-degree programs which provides both relevant data and an analysis; see <http://chronicle.com/article/Education-Degree-Programs/149277/>

internal and external process will solicit wide input from IU faculty, students and other key constituencies.

BICENTENNIAL PRIORITY THREE: RE-IMAGINING EDUCATION

Indiana University's Schools of Education, will engage in a process of strategic renewal to best serve the educational challenges of the next century.

Bicentennial Action Item

1. IU's core Campus School of Education and the regional campus Schools of Education (collaboratively) will undertake reviews of developments and trends in teacher education and education research, with a view to recommending new approaches, directions, programs, or structures for their respective Schools of Education, with particular attention to addressing large declines in enrollment. The core school and regional campus reviews should occur simultaneously, but should remain in contact with one another.
2. As these reviews proceed, the President will convene a Blue Ribbon Review Committee of external experts and practitioners to react to the reviews and to present their own assessment of future opportunities for IU's Schools of Education.
3. IU's Schools of Education, with campus and university leadership, will review the internal and external reports, and adopt and implement their recommendations as appropriate, in accordance with IU's traditions of shared governance. The core campuses' report will also inform the search for new leadership for that school.

In order to implement this priority, therefore, we ask the review committee to address the following questions:

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?

The Blue Ribbon Review Committee may restate or add to these questions in accord with the members' best judgment.