Indiana University School of Education
Mission Statement

The mission of the Indiana University School of Education is to improve teaching, learning and human development in a global, diverse, rapidly changing and increasingly technological society.
Certainly you can safely assume that I am a bit biased towards favoring the work of our faculty, staff, students and alumni. After all, seeing what they do day in and day out to advance education locally and throughout the world has given me a great appreciation for their outstanding accomplishments.

But, this year, I’ve been especially impressed with the amount of external recognition we’ve received about the IU School of Education. The accolades that members of the School of Education family from our campuses in Bloomington and Indianapolis received this year are impressive. And, as you’ll see in this report, our faculty, staff, students and alumni are changing lives through their achievements.

For example, Madeline Hutchins, profiled in the Indianapolis Star (and shared here on p.2), noted that she knew from her days at the IU School of Education that she wanted to be in an urban school where students faced unique and steep challenges. Columnist Matthew Tully notes “it’s hard not to realize the good that Hutchins is doing.” And Tully also wrote of her school’s principal (story on p.3) who recruited teachers like Hutchins to make one of the lowest-achieving schools in Indianapolis into one of the best.

And talk about inspiring: you’ll see how IU School of Education at IUPUI graduate Jamie Kalb not only won the first-ever “Life-Changing Teacher Award,” but actually inspired it (p.2). A former student said Kalb was nothing less than the turning point for him. The second time United Way of Central Indiana made the award they selected another alumna of the School of Education.

Inspiration is at the core of good teaching and learning and something we hope our graduates pass on to the many students they reach. It’s one of the reasons it’s in the name of the new School of Education living-learning center, “INSPIRE, LLC,” which recruited its first group of outstanding students for the fall 2014 semester (p.15). These are among the most talented and motivated students who will immerse themselves in a culture of learning and collaboration in and out of class. (Made possible by a $1 million gift by the Ford Family Fund.)

While we’re trying to attract even more of the best and brightest into teaching, we’re also doing our part to make sure all students, especially those for whom educational opportunities have been limited historically, keep the goal of a college education in sight. We’re very proud that our Center for P–16 Research and Collaboration is heading up the Balfour Scholars program to provide the tools and the support for students from underrepresented groups to consider and prepare for success in higher education (p.16). And we haven’t stopped at our own borders to support bringing education to all. A gift from one of our alumni is funding work on educational opportunities have been limited historically, keep the goal of a college education in sight.

As this report shows, it has been another remarkable year of achievement for the IU School of Education. I hope you will enjoy reading through these pages and, like me, come to appreciate the life-changing difference our faculty, staff, students and alumni are making throughout the world.

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Indiana Teacher of the Year latest IU graduate to win honor

The Indiana Department of Education announced in October that Steven Perkins, Latin teacher at North Central High School in Indianapolis, is the 2014 Indiana Teacher of the Year. Perkins is a 1991 Classical Studies graduate of Indiana University. While earning his bachelor’s degree in the College of Arts and Sciences, he completed secondary education coursework in the IU School of Education to earn teaching certification. Indiana Superintendent of Public Instruction Glenda Ritz made the announcement during a special ceremony at North Central.

Ritz surprised Perkins by bursting into his classroom with a throng of media, administrators, staff and family. “It’s an extraordinary honor,” Perkins said, expressing surprise at the announcement. “With faculty like we have at North Central...to be selected from among that group is amazing and, additionally, to have been selected from among your peers.”

Perkins came to Indiana University sure he wanted to be a Latin teacher. He said he spent a lot of time in Ballantine Hall, home of the Department of Classical Studies as well as in the School of Education. He took many teacher preparation courses at the same time as his wife, Melissa, also a Latin teacher who earned an IU School of Education degree in 1991. Perkins said the combination of content and classroom preparation set him for his career. “IU classics has always been one of the top 10 classics programs in the United States, and the school is obviously renowned, so it had exactly what I was looking for,” he said. Over the years, Perkins has returned to campus with students to conduct research projects at the library and sit in on IU classes.

Perkins is the fourth-consecutive Indiana University graduate to earn Indiana Teacher of the Year honors and the seventh in the last 11 years. Last year’s honoree, Suzanne Whitton, is an art education graduate from the Herron School of Art at IUPUI who also completed teacher preparation coursework at the IU School of Education at IUPUI. The Teacher of the Year for 2012, Huntington’s Melanie Park, and 2011, Mishawaka’s Stacy McCormack, are IU School of Education alumni.
From the Indianapolis Star:  
“Harshman teacher is on a mission”

In December, the Indianapolis Star’s Matthew Tully continued a series of columns looking into the turnaround of Harshman Middle School in Indianapolis, which was led by an IU School of Education alumnus. Tully focused on one particularly remarkable teacher: Madeline Rozelle Hutchins, BS’09 in art education, received high praise for her desire to be at a school that faced challenges and to take the challenges head on.

Tully wrote that Hutchins views her job as a mission, adding that she believed she belonged in one of the state’s most challenging school districts:

That’s why, near the end of her days at Indiana University, she handed in an unfinished form that asked education students to list the three school districts in which they would most like to work. She put IPS on the first line and left the other two blank.

“I wanted to teach kids who probably haven’t always received a lot and who probably had been through a lot,” she said. “I thought this was where I could have the most impact and, really, I just thought I’d have more fun here.”

…it’s hard not to realize the good that Hutchins is doing, or the impact that hard-working teachers have on their students, or the impossibility of turning around schools without the presence of stellar, dedicated educators.

From the Indianapolis Star:  
“At IPS’ Harshman, storm clouds rise, but there’s no fear”

In another part of a series of articles on the turnaround of Harshman Middle School in Indianapolis, the Indianapolis Star’s Matthew Tully wrote about the leadership of an IU School of Education alumnus heading the change. Robert Guffin, BS’71, MS’99, has presided over a remarkable transition from a once-struggling school on the east side of Indianapolis.

Guffin arrived at Harshman in 2009, at a time when the school ranked as one of the state’s worst for academic performance. A potential state takeover was looming because of the school’s prolonged state of failure. During Guffin’s first year, that storyline changed, as he demanded a different culture, insisting that students behave in the halls and in the classrooms, and that teachers reject any violation of those rules. He demanded more from teachers, and test scores rose 6 percent that first year. He then requested and received more autonomy from the district for the second year and, with a new hand-picked staff, scores soared another 27 percent.

Guffin calls that second year, before the grant arrived, “our most important year, because it established the culture and the Harshman Way.”

Alumna inspires and earns “Life-Changing Teacher” Award

A former reading teacher at John Marshall High School, Jamie Kalb, BS’04, inspired a newly established annual award to recognize transformational teachers at Indianapolis Public Schools (IPS) and turnaround schools. Inspired by a student who called himself a “troublemaker” but credited Kalb with instilling in him a desire to attend and graduate from college, Indianapolis residents Al and Kathy Hubbard announced a new program in November to reward IPS teachers who make a difference through the “Hubbard Life-Changing Teacher Award.” Presented by the United Way of Central Indiana, Kalb received the first award, a $25,000 cash prize. Kalb earned her bachelor’s in elementary education at the IU School of Education at IUPUI.

How Kalb made a difference was made clear by the story told by one of her former students. Jamaal Ware spoke to the Indianapolis Star’s Matthew Tully, telling the columnist that Kalb’s guidance made all the difference for him as he struggled to achieve.
Another alumna named a “Life Changing Teacher”

After four decades of teaching, Cynthia Hartshorn, MS’80, has certainly touched a lot of lives. Following her selection as a “Life Changing Teacher,” there is quantitative evidence. Fifteen people nominated Hartshorn, choir and drama teacher at Arsenal Tech High School, for the 2014 award announced in May. The “Hubbard Life-Changing Teacher Award,” presented by the United Way of Central Indiana, is inspired by an IU School of Education at IUPUI alumna who was the initial recipient of the honor. Hartshorn’s nominators praised her effusively, as presented in the United Way announcement of her honor.

When I think about the woman I want to become some day, I think of Ms. H,” wrote one student. “She is a force of goodness for a lot of kids who need goodness in their lives,” wrote another former student. Hartshorn encouraged her to audition for the Up with People cast which led her to more than 80 cities in six countries and ultimately changed “how I view the world.”

Hartshorn’s students admit she “can be demanding, but that’s because she knows what her students can do if they are challenged.” That observation came from a graduate who said he and his peers stay in touch with their teacher even though they graduated 16 years ago.

Another number that shows her effectiveness is the graduation rate of her students. While Arsenal students as a whole have graduated at a rate of 41 to 60 percent in the last several years, the rate among students in her choir has never been less than 95 percent.

Urban Education Studies PhD making mark

The challenges facing urban schools are many and require original thought from multiple perspectives. Now into its third year, the IU School of Education at IUPUI’s Urban Education Studies PhD program is already inspiring impactful research from its students.

Since the first cohort began in 2012, 35 students have begun the first doctoral program offered exclusively at the IU School of Education at IUPUI, which is focused on working on educational issues within an urban education environment. They have already made presentations at national and state conferences, focusing on matters pertinent to urban educators. In October 2013, doctoral student Tiffany Kyser was named one of “Indiana’s Best and Brightest,” an award honoring 100 of Central Indiana’s accomplished young professionals under age 40.

Attracting such difference-makers to the program is one of the founding principles, said program coordinator and Urban Education Studies Professor Jim Scheurich. “There are urban ed institutes and urban ed centers at universities, but an actual urban ed doctorate, there are only a couple others in the country,” Scheurich said.

The resulting research topics have been impressive, he said, from a group that has included professionals from K–12 and university education as well as from private corporations. Doctoral studies have focused on school discipline, African-American women in the field of special education, African-American athletes in universities and civic engagement for urban students.

“There’s not a specific track,” Scheurich said of what direction students might take with their degree. He adds that inequities in several areas of education tend to drive the doctoral cohorts. “They see them in the environments of the schools and in the surrounding urban environment, and they want to make a difference.”

They also see themselves as adding to the range of viewpoints in scholarly work. Most of the first three cohorts have been students of color.

“It’s no secret that the academy struggles with diversity,” said Vicki Bonds, a program leader in the IUPUI Center for Research and Learning. “I hope to add one day to the richness of the diversity. With the changing demographics of our country, we really need to work on the academy, not just in higher ed, but in the secondary and primary education levels.”

For Mercedes Cannon, it’s a chance to expand upon opportunities to address circumstances she’s encountered working in the IUPUI Office of Adaptive Educational Services. She is examining ways that students struggling with disabilities can succeed in K–12 and higher education.

“I really enjoy the readings and challenges of the program that bring us to critically think about some of the issues in education that keep maintaining this big gap,” Cannon said. “We examine how we can address those issues and deal with those things.”
Students

In February, the IUPUI Office of International Affairs selected higher education doctoral student Eric Raider as a recipient of the 2014 Susan Buck Sutton Award. The awards are presented annually to a campus faculty member and a staff member who made significant contributions to study abroad programs at IUPUI. Nominators selected Raider based on his work as an academic advisor in the Kelley School of Business at IUPUI to expand the undergraduate study abroad program. “Eric took the reins of the Kelley undergraduate program and has not looked back,” one nominator said. “It is evident that Eric is passionate about study abroad and has already made a lasting impact on our programs in Kelley.”

As an author of the American Council on Education report that was released in March, higher education doctoral student Malika Tukibayeva scrutinized a potential higher education rating system. The report, titled “Rankings, Institutional Behavior, and College and University Choice: Framing the National Dialogue on Obama’s Ratings Plan,” outlined several potential issues it found with the possible rankings system. Tukibayeva has been a research associate at ACE offices in Washington, D.C., since May. She was previously a research intern at the organization.

Amber Martinez, a senior elementary education major, earned a distinction as an IUPUI Top 100 student. The honor, announced in March, rewards juniors and seniors who have completed a minimum of 36 credit hours toward a degree program with at least a 3.0 GPA. Martinez was selected from more than 1,400 applicants.

Tiffany Kyser, a current student in the Urban Education PhD program (see story on p. 5) at the IU School of Education at IUPUI, was named one of “Indy’s Best and Brightest” for 2013. The award, created by Junior Achievement and presented by KPMG LLP, honors professionals under 40 who are having an impact. Kyser, chief of staff for EdPower, was named for the Education and Nonprofit category.

Graduating students honored as Outstanding Future Educators

The Indiana Association of Colleges for Teacher Education recognized several Indiana University School of Education graduating students as ones very likely to be among the best in the field. The IACTE presented the Outstanding Future Educator awards during a May luncheon and ceremony in Carmel.

The five recipients from the Bloomington campus are Christopher Blackburn, Steven Stepnoski, Zach Dodson, Rachel Ignas and Corey Ward. The four recipients from the Indianapolis campus are Jessica Murphy, Loreliss Bonilla, Nicole Sculock and Megan Smith.

For Blackburn, earning the award marked the launch of a second career. For 17 years, he worked in the pharmaceutical industry in a position he described as comfortable and one in which he excelled. Yet, he longed for something more.

“I think that everybody as they go through life, they kind of re-evaluate where they’re at and what they want to do,” Blackburn said. “For me, I had gotten to the point where, while I did enjoy my job, my first career, I very much wanted to get past serving myself—especially in my rise through that company and making more money—and start thinking about serving others.” He completed a bachelor’s degree at IUPUI in 2010, then the Transition to Teaching program at IU Bloomington in May.

For elementary education major Murphy, the award is a tribute to hard work and the will to take a new career path. “I went to school before this for theater and for music and dance,” she said. “I was at a school up in Chicago, going to school for music, and I think it was my third year I thought that, while this is a great hobby of mine, and I really enjoy it, I have always wanted to teach kids.” So, Murphy left the music and theater career path for the IU School of Education at IUPUI. Still, the classroom involves much of what she learned for the stage.

“I use those couple of years (of music study) in the classroom and find a way to weave it in and keep students engaged,” she said. “I think it’s a really useful tool to use, and it’s not used enough, I think.” Murphy has used it successfully as a student teacher for 3rd and 6th graders in Lawrence Township, living up reading, for instance.
Educators discussed success in the face of high-stakes testing and accountability at the inaugural Michael R. Cohen Lecture on Meaning and Motivation in Education on April 16. The event with the theme “Courageous Teachers/Extraordinary Schools: A Conversation About Educational Possibilities” featured a panel of educators from across Indianapolis and a faculty member from the IU School of Education at IUPUI.

The Cohen Lecture honors Professor Emeritus in Science Education Michael Cohen, faculty member at the School of Education from 1968 to 2003. Cohen was selected in 1984 as a fellow of the American Association for the Advancement of Science, an honor bestowed upon members by their peers in recognition of meritorious efforts to advance science or its applications. He wrote an influential elementary school textbook called Discover Science, and his research has focused on child and adult concepts and misconceptions of science and the environment.

“Dr. Cohen devoted his professional career to discovery and the pursuit of outstanding educational practices,” said Pat Rogan, executive associate dean of the IU School of Education at IUPUI. “It is truly fitting to honor his legacy through this annual lectureship that recognizes local educators who exemplify extraordinary practices.”

Nationally known expert in program evaluation and mixed methods research, John Hitchcock, named director of the Center for Evaluation & Education Policy at the IU School of Education in August, was also appointed as research director for the Regional Educational Laboratory (REL) Appalachia. RELs across the country partner with schools, state education departments and others to help support the education system through practices based on research. REL Appalachia covers Kentucky, Tennessee, Virginia and West Virginia.

Hitchcock joined CEEP from Ohio University, where he was an associate professor of education research and evaluation. Within the IU School of Education, he is also an associate professor of instructional systems technology.

The U.S. Department of Health and Human Services (HHS) has granted $600,000 to the Burmese Community Center for Education (BCCE) supporting work that involves two faculty members from the IU School of Education at IUPUI. The three-year grant supports the BCCE Community Self-Empowerment Program, an ongoing project of the nonprofit organization with offices on the north side of Indianapolis established just over three years ago to assist immigrants from the war-torn country. Principal investigators on the project are School of Education Educational Leadership and Policy Studies faculty members Thu Suong Thi Nguyen, an assistant professor, and Brendan Maxey, associate professor.

The grant, awarded from the HHS Administration for Children and Families Office of Refugee Resettlement, is designed to support community-based organizations such as the BCCE. The Indianapolis organization has been conducting work largely through volunteers based in a building at First Baptist Church. The focus is on education, workforce development, family and social health, and housing for the Burmese community, estimated to be more than 8,000 in Indianapolis.

Pat Rogan, executive associate dean of the School of Education at IUPUI, was named to a group of prestigious national and local leaders chosen to serve on Indianapolis Public Schools Superintendent Lewis D. Ferebee’s transition team in December. She was selected as one of seven appointees to the team to analyze and provide feedback to Ferebee on improving the academic performance, operating efficiencies and communicating practices for the district.

Rogan is a professor of special education at the School of Education. She has been a university professor for 30 years with interests in secondary education, transition, supported employment and organizational change. Rogan consults nationally and internationally with schools, adult services and state leaders to promote positive practices and systems change.

Don Hossler, professor and director of the Center for Postsecondary Research, was part of an expert panel presenting before a February U.S. Department of Education (DOE) seminar on a potential ratings system for higher education institutions. The seminar, organized by the National Center for Educational Statistics, intended to provide the Department of Education with more information on the potential development of the Postsecondary Institution Ratings System (PIRS).

Hossler was one of 19 invited to present perspective on the proposed Postsecondary Institution Ratings System. PIRS is a plan outlined by President Barack Obama in the Plan to Make College More Affordable: A Better Bargain for the Middle Class.

Curt Bonk ranked for the third time on a list published on the Education Week website of the top contributors to the public debate about education. The third

Peppler named Outstanding Junior Faculty at IU Bloomington

The Office of the Vice Provost for Research and the Office of the Vice Provost for Faculty and Academic Affairs presented Kylie Peppler with Indiana University Bloomington’s Outstanding Junior Faculty Award for 2013–14. The award honors tenure-track faculty members who have begun to develop nationally recognized research or scholarship programs and have devoted productive time to teaching and service, but who have not yet achieved tenure.

Peppler has been an assistant professor in the Learning Sciences Program at the School of Education since January 2008. She completed her PhD at UCLA and continued postdoctoral research at UCLA and the University of California, Irvine. Her research integrates the arts, the study of learning, and elements of programming and computation to study how new technologies support learning.

She designs learning environments and applications that engage students through online communities, wearable electronics and other approaches. Last fall, the National Science Foundation awarded Peppler and two other IU researchers $1 million over three years for the BioSim project, which studies how children learn about complex systems using technologies such as electronically enhanced “e-puppets.”

Kylie Peppler, assistant professor in the Learning Sciences Program at the School of Education

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Education faculty study aims to engage elementary students in complicated science concepts

The National Science Foundation granted just over $1 million to a new project by researchers at the Indiana University School of Education and UCLA to use the latest technology to literally take elementary-age students inside complex science concepts to help them learn more effectively.

Joshua Danish, assistant professor of learning sciences at the IU School of Education, is co-primary investigator, and Noel Enyedy, associate professor at the Graduate School of Education and Information at the University of California, Los Angeles, is primary investigator on “Science Through Technology Enhanced Play,” or STEP. Other co-primary investigators on the project are Jeffrey A. Burke and Carlos Wagmister, both faculty in the School of Theater, Film and Television at UCLA.

The goal is to have students learn more about how the scientific world behaves by taking advantage of children’s predilection for play, using motion capture technology that will allow students to understand things such as the laws of physics or the behaviors of honeybees. “We’re developing a platform that uses motion capture technology and augmented reality to enhance early elementary students’ play activities,” Danish said. “They can then use their enhanced play activity as a model to explore science content.”

Danish said the goal of the project is to transform how researchers and teachers think about teaching early elementary science, demonstrating that by using the right technology, young children can learn advanced topics by taking advantage of their inherent desire to play. Traditionally, elementary science teaching has steered clear of complicated science concepts on the assumption that young children were not developmentally able to engage deeply with such concepts. Through STEP, Danish and Enyedy intend to create a model that will allow children to use “socio-dramatic” play within computer simulations that demonstrate scientific modeling.

The Indiana Commission for Higher Education awarded $286,662 to the School of Education and the IU Department of English for a program to help high school teachers better prepare students for college-level writing and reading. The Writing of Education faculty study aims to engage elementary students in complicated science concepts annual “Edu-Scholar Public Influence Rankings” placed Bonk No. 85 on a list of 200. The rankings are the creation of education researcher and author Rick Hess, who describes them as a way “to recognize those university-based academics who are contributing most substantially to public debates about schools and schooling.”

The scores came from measuring the output of articles, books and academic scholarship, along with activity on the Web and in print media. Hess and research assistants compiled a total score from Google Scholar citations, the number of books authored and co-authored, and the ranking of books on Amazon.com, as well as mentions in Education Week and the Chronicle of Higher Education, blogs, U.S. newspapers and the Congressional Record during 2013.

In January, Washington University in St. Louis released a report about the institution’s state of diversity compiled by Lori Patton Davis, associate professor of higher education and student affairs. Davis served as an outside consultant for the university’s overall diversity effort. She was direct in her assessment, noting a perception of diversity as a value but not a priority at Washington.

In July 2013, Indiana University and New York University announced they received a $350,000 grant from the Hive Digital Media Learning Fund in The New York Community Trust to research a dynamic experiment in what it calls “lifelike” learning. “Hive Research Lab: Investigating and Supporting Hive NYC as a Regional Learning Ecosystem” is a two-year research collaboration between IU project lead and graduate researcher Rafi Santo with IU School of Education faculty member Kylie Peppler, and New York University project lead and graduate researcher Dixie Ching with NYU faculty member Christopher Hoadley.

The lab will serve as an applied research partner for a community of out-of-school learning providers called Mozilla Hive NYC Learning Network to help the network effectively share innovative practices with each other and design rewarding extended learning providers called Mozilla Hive NYC Learning Network to help the network effectively share innovative practices with each other and design rewarding extended experiences for youth. Mozilla Hive NYC Learning Network is a citywide community of educators, designers, scientists, technologists and other youth development experts who collaborate to create innovative learning experiences for youth to prepare them for success in the digital age.

Even though schools are cutting back on arts education, young people are following their artistic passions outside of traditional programs. The students are inspired by new technologies that enable them to create and share art, according to a new report conducted by IU School of Education faculty member Kylie Peppler, commissioned by The Wallace Foundation. The report, “New Opportunities for Interest-Driven Arts Learning in a Digital Age,” published in July 2013, delves into exploration of the arts that emerges from children’s and teens’ own creative passions.

“Young people are producing this art solely because they want to and are motivated by their own pride in their work and curiosity, not because of what others think or want.” – Kylie Peppler, assistant professor

Diagram of how motion capture software could be used to teach physics

“...students in complicated science concepts...”

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Grant, a federal program of the U.S. Department of Education distributed by the Indiana Commission for Higher Education. Teachers from 13 school corporations across Indiana will take part over two years of the grant.

The project will pair university faculty directly with 11th- and 12th-grade English and language arts teachers and administrators during workshops and through ongoing professional learning community. The goal is to help teachers examine their current instructional practices and goals for student learning and develop new strategies to promote skills in critical reading, evidence-based writing and discussion as expected in college-level coursework.

WRAP is co-directed by Ada Simmons, formerly the director of the Center for P–16 Research and Collaboration at the IU School of Education, and Christine Farris, professor in the IU Department of English. Ray Smith, clinical associate professor in the Department of Literacy, Culture and Language Education at the IU School of Education, will partner with Farris for content and professional development work with teachers.

Kathleen King Thorius, assistant professor of urban special education at the Indiana University School of Education at IUPUI, co-edited and contributed to a new book that explores how students, teachers, parents and community members can reform urban schools to provide equitable learning environments for students with diverse abilities and backgrounds. Ability, Equity and Culture: Sustaining Inclusive Urban Education Reform (Teachers College Press, December 2013) was edited with Elizabeth Kozleski, professor and chair of the special education department at the University of Kansas. The book examines ways to carry out reform as a means to promote inclusivity by eliminating categorization that complicates and adds to the oppression of marginalized learners.

A group of 23 nationally recognized experts from the social science, education and legal fields—directed by Indiana University faculty member Russell Skiba and assembled three years ago with the backing of two large philanthropies—has found clear evidence that students of color, particularly African Americans, and students with disabilities are suspended at hugely disproportionate rates, perpetuating racial and educational inequality across the country. LGBT students also are over-represented in suspension. The group, known as the Discipline Disparities Research-to-Practice Collaborative, compiled and analyzed a large body of recent research that represented in suspension. The group, known as the Discipline Disparities Research-to-Practice Collaborative, compiled and analyzed a large body of recent research that represented in suspension. The group, known as the Discipline Disparities Research-to-Practice Collaborative, compiled and analyzed a large body of recent research that represented in suspension. The group, known as the Discipline Disparities Research-to-Practice Collaborative, compiled and analyzed a large body of recent research that represented in suspension.
New education living-learning center started

With the generous support of a donor, the Indiana University School of Education began the INSPIRE Living-Learning Center at the new Rose Avenue Residence Hall on the IU Bloomington campus. The first class of students enters in fall 2014. A $1 million gift will fund programming and scholarships.

INSPIRE Living-Learning Center is intended to bring together particularly creative, talented and motivated education students who want to complement their academic requirements with out-of-class experiences designed to enhance their teacher preparation.

“This gift will allow us to build on the strong sense of community our students tell us is a defining characteristic of our school,” said Gerardo Gonzalez, dean of the School of Education. “The programs we will offer at the INSPIRE Living-Learning Center are exactly the kind of experiences the highly talented and passionate students we’re recruiting into education want and need to develop holistically as effective teachers.”

The first faculty director of INSPIRE is James Damico, associate professor in the Department of Literacy, Culture and Language Education at the School of Education. Through his role as faculty director, Damico facilitates strong connections between the students, faculty and staff.

“While the field of education is multifaceted and transforming at a rapid pace, what remains constant is the importance of relationships, cultivating and sustaining meaningful and mutually enriching relationships,” Damico said. “Fortunately, we are in an ideal position to do this. INSPIRE LLC students and School of Education faculty and staff will have an opportunity to learn a great deal with and from each other and extend this learning into local communities and beyond.”

Judy Crow became the assistant director for the INSPIRE Living-Learning Center in July. Crow, formerly a staff member in the School of Education’s Department of Educational Leadership and Policy Studies, brings experience with a living-learning center geared toward education. Crow was associate director of a teacher living-learning center at Florida State University from 2006 to 2008.

INSPIRE is open to undergraduate students pursuing an education degree in the IU School of Education in Bloomington, with scholarships available. As a part of the living-learning center, students will be exposed to special events, practice self-governance, interact with world-renowned education experts from across the world, participate in professional development workshops and lead service-learning projects. Students will also be able to explore the roles educators play outside the classroom as community leaders, education policy experts, entrepreneurs and advocates for education reform.

of literacy, culture and language education; Carmen Liliana Medina, associate professor of literacy, culture and language education; and Karen Wohlwend, associate professor of literacy, culture and language education, each received awards.

The Institute for Advanced Study is focused on developing the research and creative work of associate professors. Supported by the IU Bloomington Office of the Vice Provost for Research, the institute’s new mission is to enhance the exposure, attention and funding that the work of IU Bloomington’s associate professors receives and to assist in timely promotions to the rank of full professor.

Lumina Foundation has granted Indiana University $96,000 for a yearlong effort to create a plan to help minority-serving higher education institutions improve student degree completion rates. The project, “Leading to Completion,” will be developed by Charlie Nelms, senior scholar at the American Association for State Colleges and Universities, and Victor Borden, professor of educational leadership and policy studies at the IU School of Education and senior advisor to the IU executive vice president for university academic affairs.

Work began last fall on developing preliminary materials with the goal of creating a plan and selecting initial participating institutions. The project focuses directly on about 150 public institutions that qualify as “minority serving” by virtue of the enrolled students’ demographics. These institutions represent about six percent of all U.S. colleges and universities granting bachelor’s degrees, but they enroll more than one-quarter (27 percent) of all minorities at those colleges and universities.

The School of Education began the INSPIRE Living-Learning Center at the new Rose Avenue Residence Hall on the IU Bloomington campus.
New Balfour Scholars program helps make pathway for college

Around 90 incoming high school seniors came to the Indiana University campus in July 2013 for a new program designed to help them discover their academic and career interests and help them succeed at pursuing them. The first “Pre-College Academy” of the Balfour Scholars Program (BSP) is designed to provide students from underrepresented groups with support beginning the summer after their junior year of high school continuing through their senior year. For those who attend IU Bloomington, the support extends throughout their college education.

BSP is a project of the Center for P–16 Research and Collaboration (P–16 Center) at the IU School of Education in collaboration with the IU Office of Enrollment Management, Career Development Center and the Office of Vice President for Diversity, Equity, and Multicultural Affairs (DEMA).

Throughout the week, the Balfour Scholars took part in numerous sessions focused on identity development, personal growth, potential college majors and resulting careers, while also learning more about the IU campus itself. The introduction to items to consider for college even includes sample college classes as well as sessions on financial literacy and scholarships. One morning, for example, the participants discussed both what they foresaw as their ideal job and why as well as what they considered to be a less-than-ideal job and why. To help inventory their own thoughts, the Balfour Scholars completed a “values worksheet” to outline what they are shooting for in a career. The goal is for Balfour Scholars to develop a personal “road map” of available IUB campus resources that they would access as undergraduates to help them achieve their goals.

“Balfour Scholars will be exposed to various pre-college preparation sessions emphasizing the importance of college choice and college fit...”

— Christina Wright Fields, Balfour Scholars Program director

From left: IU School of Education Dean Gerardo Gonzalez, Alex Tilaar and Martha Tilaar

An $800,000 grant from the Lloyd G. Balfour Foundation, Bank of America, N.A. Trustee made the Balfour Scholars Program (BSP) possible. The Balfour Foundation has a history of providing financial support for programs that promote college access, readiness and success for underrepresented students. In 2010, the foundation funded a scholarship program at IUB for high-achieving students from under-represented populations.

BSP students come from around the state, though recruiting is particularly focused on schools in districts that are P–16 Center “Pathways Partnership” schools, such as Gary Community School Corporation, Pike Township in Indianapolis and South Bend Community Schools. Pathways schools have partnered with the P–16 Center to work toward improving graduation and college-going rates and better prepare students for 21st century careers.

Tilaars’ gift to IU supports work on education and women’s empowerment in Southeast Asia

Groundbreaking Indonesian business leader Martha Tilaar and prominent Indiana University alumnus H.A.R. “Alex” Tilaar made a gift to the university to support faculty work focused on education and women’s empowerment in Southeast Asia. The Tilaars created a $100,000 endowment to fund teaching, learning and research activities of faculty from both the IU School of Education and the new School of Global and International Studies.

The Tilaars visited Bloomington to sign the gift agreement with IU Vice President for International Affairs David Zaret, IU School of Education Dean Gerardo Gonzalez and IU College of Arts and Sciences Executive Dean Larry Singell. The gift will support expenses related to faculty work throughout the Asia-Pacific region, with preference given to projects focused on Southeast Asia. Martha Tilaar is the founder and president of Indonesia’s foremost cosmetic company group and is often referred to as the “mother of Indonesia’s natural cosmetics.” She enrolled at the Academy of Beauty Culture in Bloomington while her husband studied at IU. When she returned to Indonesia, she studied with practitioners of traditional Indonesian medicine, which led to her use of the natural ingredients for which her cosmetic products are known. Starting from a single salon in 1970, her company, the Martha Tilaar Group, has grown to 43 shops in Indonesia, with another opening in Singapore in 2010.

Her leadership is recognized nationally and internationally. She is the Indonesian ambassador of education and training on human rights. In 2000, then-United Nations Secretary General Kofi Annan invited her to become a founding member of the United Nations Global Compact, a group whose member companies support human rights, labor standards, environmental conservation and fight corruption. Martha Tilaar has written and published several books, including Leadership Quotient: Perempuan Pemimpin Indonesia, which chronicles leading Indonesian women in politics and business.

Alex Tilaar, an IU School of Education alumnus, MS ’66, EdD ’67, is a highly influential voice for education in Indonesia. IU President Michael McRobbie presented him with the Thomas Hart Benton Medal in May 2012. He is professor emeritus at the State University of Jakarta and was an educational specialist for 23 years with BAPPENAS, the Indonesian government’s central planning agency.
Bridges program in partnership with School of Education wins Senator Paul Simon Award

The Central States Conference on the Teaching of Foreign Languages has awarded the Center for the Study of Global Change at Indiana University the 2014 Senator Paul Simon Award for the Promotion of Language and International Studies to recognize a program conducted with an IU School of Education faculty member.

Established in 1982, the Simon Award is conferred annually on an individual or group from outside the language teaching profession that meets a variety of criteria, including demonstrated leadership in the promotion of language learning and in the advancement of international understanding. The award is named for the late Sen. Paul Simon of Illinois. Simon authored the book, The Tongue-Tied American and was a strong supporter of international education and foreign language learning.

The Center for the Study of Global Change received the award for its Bridges: Children, Languages, World project, which offers exploratory language and culture classes to young learners in Monroe County. One of the key parts of the Bridges project is to provide pedagogical coordination, led by Martha Nyikos, associate professor of Literacy, Culture and Language Education (LCLE). Working closely with Vesna Dimitreska, the Bridges language coordinator and doctoral student in LCLE, the Bridges program offers developmentally appropriate, engaging language lessons that are closely coordinated for quality and educational impact.

The central goal of Bridges is to ignite interest in learning about different languages and cultures to inspire children to pursue the study of both with excitement and enthusiasm all their lives. Bridges emphasizes less commonly taught languages, such as Arabic, Chinese, Mongolian, Russian and Zulu. IU undergraduates who are studying these languages teach the classes to provide practical teaching experience while developing language skills and cultural knowledge.

International education center continues global mission under new name

IU Bloomington’s Center for Social Studies and International Education has a new name and a new director. The Center for International Education, Development and Research uses the acronym CIEDR (pronounced like the tree). Patty Kubow, has joint faculty appointment in the School of Education’s Department of Educational Leadership and Policy Studies and the Department of Curriculum and Instruction. “It could be driven by their subject area in literacy or STEM fields or other areas. They take the classes to learn about best practices in the U.S. But the program is also for reciprocal sharing so that Americans are learning about these countries.”

“Bridges program is also for reciprocal sharing so that Americans are learning about these countries.”

“They take the classes to learn about best practices in the U.S. But the program is also for reciprocal sharing so that Americans are learning about these countries.”

Eleven teachers from five countries planned to come to Indiana University Bloomington from mid-August through the fall 2014 semester as part of the Fulbright Distinguished Awards in Teaching Program. The Global Teacher Programs division of the Institute of International Education awarded $224,036 to the Center for International Education, Development and Research (CIEDR) at the IU School of Education to host the program in May.

The program designated educators from Finland, India, Morocco, New Zealand and Singapore to be sent to Bloomington for a four-month program. The participants attend classes in the IU School of Education, share best practices and insights from their own countries with IU faculty and students, and interact with teachers and students at Bloomington schools.

“The classes will be courses they’re auditing around pedagogy and content,” said Patty Kubow, director of the CIEDR, Development and Research and professor in educational leadership and policy studies and curriculum and instruction. “It could be driven by their subject area in literacy or STEM fields or other areas. They take the classes to learn about best practices in the U.S. But the program is also for reciprocal sharing so that Americans are learning about these countries.”

The program places participants in schools twice a week where they work with a teacher mentor in each school. “These teachers will be out in the schools to interact with classroom teachers, to learn about what’s going on with how American teachers work together to help meet the needs of students, especially in a multicultural society,” Kubow said.

Additionally, the Fulbright participants take part in their own customized seminar class so they can reflect on what they are learning and prepare to share it with teachers and educators in their home communities. IU School of Education faculty will serve as advisors to help guide the participants’ work.

The Distinguished Fulbright Teachers also lead seminars and master classes for U.S. teachers.

“Patty Kubow, director of the CIEDR, Development and Research and professor in educational leadership and policy studies and curriculum and instruction. “It could be driven by their subject area in literacy or STEM fields or other areas. They take the classes to learn about best practices in the U.S. But the program is also for reciprocal sharing so that Americans are learning about these countries.”

*Continued on pg. 20*
teachers and students sharing best practices and their own expertise. By the end of the four months, they will design and complete a capstone project about what they have learned and how they will use it upon returning home.

Though this Fulbright program is annual, only one U.S. higher education institution is selected to host the visiting teachers each year. Selection for campus participants is made every year, though it is possible for a campus to host in multiple years. The Fulbright Distinguished Awards in Teaching Program is sponsored by the Bureau of Educational and Cultural Affairs in the U.S. Department of State. It is part of the overall Fulbright Scholar Program, a State Department program named in honor of Sen. J. William Fulbright to promote mutual understanding among people of the United States and other countries.

Gift from longtime IU School of Education faculty member to boost teaching database, scholarships

Mendel Sherman, a faculty member from 1955 to 1975, designated that $800,000 from his estate go to the School of Education. The gift will be used to build an online database of best practices for teaching with technology and fund scholarships for the IU School of Education’s Department of Instructional Systems Technology. Sherman, who was noted for helping to establish and disseminate best teaching methods for audiovisual tools in classrooms, passed away in October 2012.

Sherman’s gift will build upon the work he began at IU nearly 60 years ago. Most of the gift will fund the Mendel Sherman Wise Practice Case Database, an online site containing multimedia cases demonstrating best K–12 classroom practices for teaching with technology. The resource will allow teachers to access online models of innovative teaching practices and resources to assist in applying those practices in their classrooms.

The rest of the gift will create the Mendel Sherman Instructional Technology Scholarship Fund. These scholarships will further the IU School of Education’s priority to recruit and prepare outstanding graduate students who will innovate and lead in the field of educational technology. The fund will be available to students studying instructional systems technology beginning in the fall of 2015.

“Professor Sherman’s gift speaks volumes about the loyalty of our faculty and the passion they feel for the work they do,” said Dean Gerardo Gonzalez. “He knew in a very personal way that an investment in the school would touch generations of students and improve the teaching profession in ways we can’t even imagine today.

“He was a pioneer in the instructional innovations that led U.S. News and World Report to rank our online programs No. 2 in the country this year. Our faculty and donors truly provide the margin of quality needed to be among the top-ranked programs in the country. What a wonderful legacy for Professor Sherman to leave.”

“This generous gift from Dr. Sherman will provide the opportunity to expand our work in capturing and disseminating exceptional teaching practices,” said Tom Brush, Department of Instructional Systems Technology Chair and the Barbara B. Jacobs Chair in Education and Technology. “It will also assist the IST department in continuing to prepare future leaders in our field for years to come.”

U.S. News rankings again place School of Education near the top

School ranked second in online education

The IU School of Education maintained its upper-tier ranking in the annual U.S. News and World Report “Best Graduate School” rankings for 2015 and ranked No. 2 overall in the “Best Online Education Programs.” The school jumped from 14th in the previous year in online rankings.

Dean Gerardo Gonzalez said U.S. News’ recognition is the result of major efforts to place more courses online and develop new certificates and degree programs, while working systematically to improve admissions standards, professional development and technical support to deliver high-quality online instruction. As a result, several new certificates and degree programs were launched in 2013. “Our faculty has had a long history of creating innovative practices to improve instruction and student learning. Long before online education became popular, members of our faculty were researching how to design and deliver such instruction at the highest level of quality,” Gonzalez said.

Online courses and degree programs began at the IU School of Education in 1999. The school began offering IU’s first completely online doctorate in 2012, the EdD in instructional systems technology. Through IUconnectED, students can take a variety of courses to earn credentials ranging from professional certificates, master degrees and online doctorates.

The school is ranked 25th in the Best Graduate School rankings. The school ranks 13th among all public schools of education in the country. Six specialties ranked in the Top 15: curriculum and elementary education each ranked seventh, and technical support to deliver high-quality online instruction. As a result, several new certificates and degree programs were launched in 2013. “Our faculty has had a long history of creating innovative practices to improve instruction and student learning. Long before online education became popular, members of our faculty were researching how to design and deliver such instruction at the highest level of quality,” Gonzalez said.

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Bloomington and Indianapolis Campuses

The Indiana University School of Education strives to be responsible stewards of its resources, particularly in times when such fiscal responsibility is vital. That makes income through gifts, endowments and other sources of funding critically important to ensure the internationally recognized quality of the school’s education, student support and faculty research.

FISCAL YEAR 2013–2014

GIFTS AND ENDOWMENT INCOME
3,798,820
OTHER REVENUES
416,360
SALES AND SERVICES
4,541,471
SUPPORTED RESEARCH
12,930,505
STATE APPROPRIATION
12,139,413
STUDENT FEES
41,628,725
TOTAL
75,455,294

RESERVES AND REINVESTMENTS
4,734,380
STUDENT SUPPORT
10,823,652
GENERAL OPERATING
7,215,972
UNIVERSITY ASSESSMENTS
17,429,999
FACULTY AND STAFF COMPENSATION
35,251,291
TOTAL
75,455,294

UNDERGRADUATE ENROLLMENT / DEGREES

BLOOMINGTON

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INDIANAPOLIS

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GRADUATE ENROLLMENT / DEGREES

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INDIANAPOLIS

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2014 RANKINGS

U.S. News & World Report Rankings 2013
Overall ranking 25

Individual Programs
Curriculum/Instruction 7
Elementary Education 7
Higher Education Administration 9
Counseling and Personal Services 11
Secondary Education 13
Administration/Supervision 13