



SCHOOL OF
EDUCATION

STRATEGIC DIRECTION AND PRIORITIES

1-3 YEAR PLAN

(draft 9/2019)



MISSION

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. We:

- Prepare reflective, caring and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research; and
- Work in partnership with a range of constituents to effect change from the local to national levels throughout the world.



CORE VALUES

As a leader in anticipating and serving the educational and research needs of our communities, the state, the nation and the world, the Indiana University School of Education pursues cutting edge research, scholarship and creative activity. In this work, the school promotes:

- Excellence
- Integrity
- Diversity
- Accountability
- Usefulness
- Respect



GUIDING PRINCIPLES

- We strive to accelerate sustainable human growth through excellence in research-informed professional preparedness and generous service.
- In all we do, we relentlessly foster a culture of innovation, diversity, equity and inclusion.



TRACK

1

Enhance the UNDERGRADUATE student experience.

1 Increase exposure and interaction between students, faculty and staff.

- a. Faculty/course coordinators introduce themselves and visit each section of the course, sharing that candidates may reach out to the course coordinator at any time.
- b. Community building activities coordinated by Office of Teacher Education (OTE) to which candidates, faculty and staff are invited.
- c. Professional development events coordinated by the OTE to which candidates, faculty and staff are invited.

2 Integrate and improve advising, recruitment and placement.

- a. Invite course and program coordinators to meet with academic advisors regularly to provide advisors with helpful information, and for advisors to share insight with faculty.
- b. Continue work with University Division, 21st Century Scholars, Hudson & Holland and Groups to offer education academic advising and information sessions.
- c. Coordination of recruitment efforts of staff throughout the state and on campus.
- d. Continue work among early field experience coordinators in defining the experiences' objectives, including discussions with teachers and schools to maximize the learning experiences.

3 Increase engagement of student involvement in existing programming, governance and research.

- a. Undergraduate student research and collaboration – this is a topic for Committee on Teacher Education (CTE) and department chairs to find ways to foster undergraduate research opportunities.
- b. Assistant Dean's ongoing attendance at Dean's Advisory Council and the candidate groups' Leadership Roundtable for dialogue.



TRACK

1

Enhance the GRADUATE and ONLINE student experience.

1 Increase exposure and interaction between students, faculty and staff.

- a. Graduate Studies Office (GSO) will host (and co-host with Research and Development and others) at least 5 advice sessions/year for SoE graduate students, which will involve panels of students, staff and faculty. (Topics may include job market, orientation to candidacy/dissertation phase, E-POS information sessions, etc.)
- b. Make GSO staff more visible and accessible to faculty and students to improve the student experience, including at student orientation, new faculty orientation school-wide meetings, and department meetings. (e.g., GSO staff will share “Top Tips” at such venues).
- c. Institutionalize doctoral student hooding as part of SoE recognition of graduates in both December and May, thereby increasing involvement of faculty and graduate students in SoE convocation celebrations.

2 Integrate and improve advising, recruitment and placement.

- a. Establish a process for annual review of all SoE doctoral students.
- b. GSO will work with program coordinators and other faculty to improve academic advising and programs.
- c. Revamp old SoE graduate student graduation survey to make it useful for tracking and enhancing SoE graduate students’ experiences and success in the program.
- d. Use data and other means to enhance graduate student recruitment (this also applies to Objective 5.1 below).

3 Increase engagement of student involvement in existing programming, governance and research.

- a. Help revive and support the SoE Graduate Student Association (GSA).
- b. Enhance student involvement in SoE events and committees.



TRACK

2

Strengthen UNDERGRADUATE student education.

1 Ensure robust field experiences for all students.

- a. Continue work among early field experience coordinators in defining the experiences' objectives, including discussions with teachers and schools to maximize the learning experiences.
- b. Above work to identify areas for improvement in early field experiences. Improvements to be implemented collaboratively with discussions among coordinators and teachers/schools.

2 Institute coherent, adaptive programming through program reviews and curricular mapping.

- a. Identify appropriate curricular changes from early field experiences discussions to be shared with program coordinators and CTE.
- b. Review annual reports from Student Teaching, and two graduate surveys; reports to be shared with department chairs, program coordinators and CTE.
- c. Consider revitalization of elementary and secondary advisory councils to meet quarterly.

3 Fully prepare and optimize the expertise of all instructors.

- a. Initiate an AI orientation for 1st and 2nd year AIs teaching undergraduate teacher education courses.
- b. Consider monthly brown bag lunches for AIs to discuss instructional issues.



Strengthen GRADUATE and ONLINE student education.

1 Ensure robust field experiences for graduate licensure students.

- a. Coordinate development of school partnerships as a feature of the new hybrid secondary transition to teaching program.
- b. Review of placement/mentor selection process for the graduate Community of Teachers program.

2 Institute coherent, adaptive programming through program reviews and curricular mapping.

- a. Continue enhancing procedures for regular reviews of graduate programs, streamlining the process for faculty to obtain the data and information necessary to conduct the review.
- b. Spur cross-program discussions that could lead to shared or streamlined processes and curriculum.

3 Fully prepare and optimize the expertise of all instructors.

- a. Institutionalize training for SoE online instructors.



TRACK **3**

Collaborative work with partnerships.

1 Actively participate in state, national, and global policy decision making.

- a. Position the Office of Research, Development & Innovation to identify and secure funding in a manner that impacts state initiatives.
- b. Increase SoE research presence in decision making meetings at the state level.
- c. Creation of a P-12 partnership liaison and clearinghouse. Data needs to be collected and reported by December 2019 for inclusion in Bicentennial Report (but project currently awaiting dean-level authorization and commitment).
- d. Develop strategic plan for international engagement at SoE.
- e. Establish and strengthen existing bilateral international partnerships with concrete goals and objectives for both sides.

2 Increase partnerships to lead in addressing educational issues and inequities.

- a. Work with departments and other units within the school to catalog and organize according to programs for support.
- b. Establish faculty support with review of merit to ensure this is indeed a value for the faculty.

TRACK **4**

Strengthen research model.

1 Expand and support cross-disciplinary research across the institution.

- a. Establish, offer and award internal collaborative/innovation seed grant.
- b. Increase the number of collaborative research proposals submitted by the SoE.

2 Establish new and strengthen existing sources of research funding.

- a. Establish, offer and award internal collaborative/innovation seed grant.
- b. Establish business plans for self-sustaining educational initiatives.
- c. Take steps to rebuild state supported grant/contract portfolio.
- d. Increase research proposals (dollar amount) by establishing, offering and awarding internal resubmission support.



Establish a data-driven operation.

1 Enhance the reputation, branding and marketing efforts for the school, its agents and the profession.

- a. Use data and other means to enhance graduate student recruitment.
- b. Clarify brand strategy, conduct research and develop value proposition.
- c. Expand the reach of the stories that we tell.
- d. Develop digital marketing campaign (Search Engine Optimization, Pay Per Click, Google AdWords, Social Media, etc.) to enhance recruitment.

2 Establish a data-driven, business analytics approach to operations.

- a. Establish a reliable data system for unit wide use for course enrollment, faculty load and low enrolled courses, sabbatical and buy-out to inform course scheduling and flag problematic programs.
- b. Conduct a review by utilizing data metrics and study position/dept. work workflow to increase efficiency and inform staff hiring decisions. Includes opportunities and challenges.
- c. Establish a review process of programs and projects to assist with funding decisions holistically instead of on an ad hoc basis.
- d. Re-establish the IT Steering committee in order to inform about Education Technology Services (ETS) initiatives and help formulate future priorities.



Enhance talent management.

1 Refine the SoE's structure to improve efficiency and effectiveness.

- a. Review with unit wide discussion regarding structure of the School.
- b. Experiment with outsourcing some support activities within ETS to University Information Technology Services (UITS).

2 Adopt talent development practices for faculty, staff and student staff.

- a. Set clear expectations for faculty hiring with regards to quality of research, teaching, and opportunity.
- b. Reexamine the mentoring program in the unit and establish clear expectations for mentor and mentee.
- c. Establish clear communication with pre-tenured faculty about promotion and tenure criteria through annual meeting and documentation. Create a system of support through department and units for success.
- d. Review and create annual and merit reviews that are representative of the work valued so that process becomes development and motivating.

3 Evolve faculty model to balance load and align incentives.

- a. Review and an examination of faculty roles to the work to be accomplished in the School.
- b. Create opportunities for staff to meet about relevant work duties and set a culture of excellence.



FOUNDATIONAL TRACK



In all we do, we relentlessly foster a culture of innovation, diversity, equity and inclusion.

- 1** Develop policies in the following targeted areas: Policies related to the establishment of an Office of Diversity, Equity and Inclusion (DEI), particularly those delineating the responsibilities of an Assistant Dean of DEI.
- 2** Conduct an audit of existing marketing and online materials (e.g., website, etc.) to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.
- 3** Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty (e.g., ALANA luncheon, women's luncheon).
- 4** Evaluate the physical spaces within the building.