School of Education
Long-Range Strategic Plan

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Prepared by

The 2001-2002 Long-Range Planning Committee

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Introduction

In 2000 the School of Education (SoE) Policy Council charged the Long-Range Planning Committee (LRPC) with devising a strategic plan. The Plan was initiated by Dean Gonzalez with the development of five goals based on conversations with SoE faculty. The goals were approved by the Policy Council and later approved at the SoE 2000 fall retreat. Then, various SoE committees were charged with identifying tasks by which each goal could be addressed, and the 2000-2001 LRPC was charged with assembling all the goals and tasks into the Strategic Plan. At the SoE 2001 fall retreat the tasks were discussed by faculty, students, and staff; and comments were forwarded to the 2001-2002 LRPC to make revisions to the tasks and integrate them into a consistent document.

This report begins with the School of Education's mission statement, followed by a brief history and description of the SoE and the contexts that inform our mission and goals. Next is an explication of the values that influence our roles as educators, scholars, and leaders in the diverse disciplines that represent us as an academic unit at Indiana University. This is followed with a statement about the interdependence of the five goals and a presentation of the Strategic Plan.

Mission Statement

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a 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.

History and Context

Originally a "Normal Department for instruction in the theory and practice of teaching," the Indiana University School of Education has experienced a number of transformations in its 150-year history. Discontinued in 1870, the Normal Department was reinstated in 1886 as the Department of Pedagogy, later renamed the Department of Education. In 1908, following the enactment of a law that required formal training for public school teachers, the Department of Education became the School of Education. Both the Bloomington and Indianapolis campuses merged as one core campus in 1974.

Indiana University is a research extensive institution with a strong University Graduate School and undergraduate programs. The School of Education is considered a single core campus with faculties at both Bloomington and Indianapolis. The SoE is organized into several faculties including: Counseling & Educational Psychology, Curriculum & Instruction, Educational Leadership & Policy Studies, Instructional Systems Technology, and Language Education in Bloomington; and Undergraduate & Teacher Education and Graduate Studies/Continuing Professional Development in Indianapolis. Our facilities are state-of-the-art with an advanced network environment.

The SoE is home to several centers where faculty, students, and staff do research and service on topics related to education and human development. The SoE is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and programs are accredited by their respective disciplinary associations. In the past five years, the SoE has ranked among the top 20 schools of education in the country by the publishers of *U.S. News and World Report*.

As additional contexts for this Strategic Plan, faculty members of the School of Education are keenly aware of the myriad challenges that deserve concerted and systematic attention at the local, state, national, and international fronts. For example, schools and communities are struggling with such issues as student learning, teacher quality, inequities that impact student success, the disconnect between research and practice, and the effective use of technology in educational practice, research, and service.

Values

This Strategic Plan was designed to reflect the following set of shared values that guide our work as educators and scholars:

- Achieving excellence in teaching, research, and service;
- Encouraging reflection and problem-solving about educational issues at the local, state, national, and international levels;
- Recognizing the systemic nature of challenges in our teaching, research, and service;
- Establishing partnerships with a variety of constituents;
- Making optimal use of technological resources; and
- Being accountable for our practices through ongoing self-assessments and external accreditations, not only as a means to excel as a unit, but also as means to model our values about human learning and development

Prioritizing Goals and Tasks

The Long Range Planning Committee considered all goals equally important and therefore felt that one goal did not and could not take priority over another. The committee felt that the goals are interdependent and that all the goals together reflect best the direction of the school in the future.

Similarly, the LRPC felt that to prioritize the tasks under each goal would require the use of multiple dimensions, including level of urgency, level of funding required, amount of time and resources required, and so forth. Therefore, we concluded that prioritizing the tasks would be too complex, as well as too subjective, to be undertaken. LRPC members instead focused on removing duplication of tasks and reorganizing tasks to fit each goal.

Long-Range Strategic Plan

Goal 1: Continue IU's Commitment to Strong Pre-Service Teacher Education

Task 1.1   Strengthen general education preparation in the content areas so that pre-service teachers gain a deep understanding of the subjects that they will teach.

Pre-service teachers need to be well educated generally—that is, literate, numerate, and technologically skillful. Our students must develop a deep understanding of the content of the subjects that they will teach.

a.   Review informational/promotional materials of the School of Education to ensure that they communicate the centrality of teacher education to the School's mission.
b.   Work with colleagues in Arts and Sciences and other academic units on each campus (1) to develop and support liaison positions, (2) to establish that teacher preparation is a shared responsibility of all academic units, and (3) to review current general education requirements in light of expectations for teachers and P-12 students.
c.   For elementary education, collaborate to revise the general education component .
d.   For secondary education, review the content majors and revise as necessary to support teacher and student standards.
e.   Evaluate the curriculum to ensure alignment with national and state standards.
f.   Increase attention to content-specific pedagogy.
g.   Encourage School of Education faculty to become involved in the 21st Century Teachers Project, an IU system-wide effort to strengthen relationships among liberal arts and sciences, local communities, and the School of Education.
h.   Examine articulation with Ivy Tech State College and revise procedures as necessary.

Task 1.2   Recruit and retain a talented and diverse student population.

Excellence in teacher education begins with dedicated and talented students. Furthermore, the teaching profession needs more talented and diverse students.

a.   Recruit a quality undergraduate student population.
   • Develop pre- and post-admissions profiles on students.
   • Develop a system of recruitment for out-of-state students.
   • Offer a major and minor in educational studies in collaboration with Liberal Arts and Sciences.
   • Increase and advertise campus-wide undergraduate scholarships and research support.
b.   Recruit a diverse undergraduate student population (see task 5.3).
c.   Retain a quality student body in the School of Education:
   • Encourage collaborative inquiry by undergraduates and faculty.
   • Encourage dissemination of products of collaborative inquiry at state and national venues.
d.   Retain a diverse undergraduate population (see task 5.4).

Task 1.3   Increase the quality of instruction delivered by all who teach pre-service teachers, including associate instructors, full-time clinical faculty, mentor teachers, part-time adjuncts, visiting professors, and tenure-line faculty.

   As a school of education, we should be practicing exemplary instruction, not just to better meet our students' needs, but also to set a good example for the rest of the university.

   a.   Provide support for scholarship on teaching and learning, including supporting faculty/adjunct/teacher participation in the Scholarship of Teaching and Learning initiatives on each campus.
   b.   Establish formal mentoring programs that include all who teach pre-service teachers.
   c.   Create mechanisms for regular discussion of quality pre-service teaching.
   d.   Cultivate productive partnerships with schools and communities (see Task 2.2 j).

Task 1.4   Develop a commitment to evidence-based decision-making related to the design, delivery, and ongoing review of our pre-service teacher education programs.

   Fundamental to our mission and to our work is that decisions related to the design, delivery, and ongoing review of our pre-service teacher education programs be based on appropriate data and research.

   a.   The School of Education faculty, staff, and students, along with arts and sciences faculty and school and community people, will create mechanisms for more effective communication as programs are designed, implemented, and evaluated.
   b.   Institutionalize an ongoing assessment plan into the work, habits and culture of our faculty and program coordinators, since requirements of new state and professional accreditation guidelines support a sustained system of continuing evaluation of our students and programs.
   c.   Design mechanisms for collection of evidence of the strengths and weaknesses of our current Teacher Education programs.
   d.   Review and evaluate the attainment of the expectations and goals of each teacher education program, and make appropriate decisions based on this evidence.

Task 1.5   Reexamine Teacher Education's conceptual frameworks.

   These conceptual frameworks, termed the Six Guiding Principles at IUB and the Principles of Teacher Education at IUPUI, have served in the development of our revised and newly approved Teacher Education programs. With a great deal of overlap, these two sets of principles stress encouraging community-building, critical reflection, a passion for learning, multiple knowledges and ways of knowing, and use of contexts for understanding the learner and the teaching/learning process. These conceptual frameworks are important for guiding the design of new programs, courses and field experiences.

   a.   The conceptual frameworks should be reexamined, revised, and "owned" by the full Teacher Education faculty, taking into consideration: (1) the notion of a learning-focused paradigm of education, (2) the need to recognize differences among children, (3) the need for assessment to be holistic, (4) the benefits of greater collaboration between teachers and students, (5) the merits of using mentors to support pre-service and in-service teachers, and (6) the implications of all these for what we teach our future teachers and how we teach and assess them.

b.   The conceptual frameworks should be used to assess the knowledge, skills, and dispositions of pre-service and novice teachers within the context of classroom and school settings.

c.   The conceptual frameworks need to be periodically reconsidered for revisions, deletions, or additions.

Task 1.6 Optimize the size of pre-service Teacher Education, including numbers of students, faculty, AIs, and other resources.

Given the physical, financial, and time resources available to the School of Education, there is a size above which the quality of our programs declines. There is also a concern about the percent of credit hours that are taught by AIs and adjuncts, and the impact it has on the quality of our programs.

a.   Create mechanisms, including a school-wide dialogue, for studying the optimal size of the School in general and Teacher Education in particular, given the resources available to the School, and for developing a plan for adjusting the size.

b.   Examine student-faculty ratios program by program and adjust enrollments as appropriate.

c.   Examine the student advising loads of all faculty.

d.   Provide support, such as advising, at times and places that meet students' needs.

Task 1.7 Foster socialization and professionalization of pre-service teachers.

Our students need to be better prepared to function as professionals.

a.   Design and implement ways to socialize students into the professional role of educator from the moment they decide to be a teacher.

b.   Design and implement ways to infuse a sense of professionalism and professional development in all programs at all levels (BS, MS, and doctoral).

Task 1.8 Develop alternative certification programs

We should be creative in addressing the problem of teacher shortage.

a.   Tie this initiative to areas where there is a potential for teacher shortage, such as special education, English as a second language, and early childhood education.

b.   Be responsive to the population with undergraduate degrees that can be attracted into the teaching profession.

> ### Goal 2: Strengthen the School of Education's Partnerships with P-12 Schools and Communities

Task 2.1   Define the concept and scope of SoE and community partnerships.

For this goal to be attained, there must be a clear understanding of the nature of SoE and community partnerships.

a. With broad input from stakeholders, determine the meaning of partnerships for the SoE, including how partnerships can serve to strengthen the teaching, research, and service missions of the SoE.
b. Review the research literature on the topic of partnerships.
c. Establish a statement of purpose and goals for the development of partnerships and disseminate to stakeholders.
d. Assess the educational needs of the State of Indiana.
e. Identify and evaluate current partnerships, describing their effectiveness.
f. Establish a collaborative approach to partnerships, assuring mutual benefits to all those involved in the partnership.
g. Assume greater leadership in the state and nationally in defining and implementing university/school/community partnerships.

Task 2.2   Build into new and existing partnerships features that will strengthen the teaching, research, and service missions of the SoE.

The teaching, research and service activities of the SoE can be strengthened with partnerships that afford faculty and students at all levels an opportunity to engage in teaching, research, and service activities that extend beyond the boundaries of the university campus.

a. Examine all educational programs and identify those that might benefit from new partnerships.
b. Examine partnerships that enhance the research activities of the faculty and students of the SoE.
c. Examine partnerships that provide outreach opportunities for faculty and students, thus enhancing our service mission.
d. Develop partnerships that will strengthen all three missions of the SoE.
e. Design mechanisms for documenting, evaluating, and strengthening existing partnerships.
f. Develop partnerships with our graduates to sustain a relationship that supports their life-long learning.
g. Develop partnerships that provide professional development experiences that attend to the needs of practicing teachers.
   - Work collaboratively with school districts, service centers, the Indiana Professional Standards Board, and other external agencies as well as other IU campuses to provide adequate funds and staffing for professional development on topics such as action research, classroom evaluation, portfolio development and other topics of interest to practicing teachers.
   - Ensure that professional development opportunities are flexible in time, location and format in order to cater to the needs of practicing teachers.
h. Develop partnerships as sources of potential graduate students and contexts for graduate students' research activity.

    i.   Develop partnerships that integrate service-learning experiences in various courses.

    j.   To cultivate productive partnerships with schools and communities:
- Create study groups of teachers and/or administrators with SoE faculty, students, and staff.
- Involve P-12 teachers as partners in designing more meaningful field experiences for students.
- Sponsor collaborative action research developed and implemented jointly by faculty and practicing teachers.
- Include various stakeholders from the P-12 community in various committees on and off campus.
- Involve faculty more effectively in placing, observing, and supervising their students in field experiences.

Task 2.3   Develop a commitment to evidence-based (qualitative and quantitative) decision-making related to partnerships.

All partnership activities should be assessed and plans/decisions based on research evidence.

    a.   Design a mechanism for assessing the quality of existing partnerships and their impact on SoE programs.

    b.   Involve stakeholders in the assessment of partnerships.

    c.   Conduct research that will shed light on the collaborative process for establishing and maintaining partnerships.

    d.   For each goal, establish specific objectives that can be measured and evaluated.

    e.   Disseminate through multiple forums (e.g., meetings, conferences, published reports) the results of the evidence-based analysis.

Task 2.4: Develop mechanisms to support partnership activities.

It is necessary to have incentives, support, and funding, for faculty and students who are involved or interested in partnerships with P-12 schools and communities.

    a.   Review tenure, promotion and merit review guidelines to ensure that they acknowledge the validity of partnership activities in teaching, research, and service endeavors at the local, state, and national levels.

    b.   Create mechanisms for funding and supporting partnerships of various kinds. These mechanisms should include partnerships with state and federal governments, foundations, and other vital education groups.

    c.   Enhance mechanisms to support faculty to seek funding for new partnerships or for enhancing existing partnerships.

    d.   Assume a more active state and national leadership role in promoting partnerships.

    e.   Establish global as well as local partnerships.

> ## Goal 3: Enhance and Expand the School's Research and Other Scholarly and Creative Activities, and Strengthen the Quality of Graduate Programs

Task 3.1   Enhance the climate for scholarly and creative activity in the SoE.

Scholarly achievements are one of the most important missions of the SoE. Hence, the School must foster a climate that encourages scholarly activity.

a. Increase the number and variety of regular events in which ongoing scholarly and creative activities can be shared so that faculty, staff and undergraduate and graduate students know more about what research is being conducted.
b. Review and revise other activities such as SoE committee work and department or program duties to create more faculty time for research and development efforts during the workday.
c. Improve and expand technical support for research activities (e.g., computer and other equipment; software and licenses; response time; etc.).
d. Investigate opportunities and provide more support for post-doctoral positions and research associate positions within the SoE.
e. Encourage collaboration of faculty across departments and university units.
f. Encourage research on aspects of the learning-focused paradigm of education.
g. Increase the use of systematically collected evidence in evaluating the effectiveness of SoE programs of teaching, scholarship, and service and in making decisions about these programs.

Task 3.2   Create better supports and incentive structures for faculty and graduate students seeking and receiving external funding for research and development activities.

A variety of support mechanisms could do much to promote and sustain scholarly achievements.

a. Expand the assistance provided by the SoE Research and Development Office staff to create "center like" support for faculty not involved with existing centers (provide SoE funding, public recognition, etc.).
b. Establish clearer guidelines for SoE contributions to funded projects.
c. Establish guidelines for returning research incentive funds to faculty or units based on the amount of indirect costs and salary savings generated by a project.
d. Provide educational events for faculty and graduate students who are inexperienced or unsuccessful at obtaining funding.
e. Schedule research and development staff to provide presentations at faculty meetings, colloquia, meetings and graduate classes on how to apply for both internal and external funding.
f. Encourage collaborations among faculty and graduate students who have been successful in obtaining external funding and those who have been less successful or are novices.
g. Expand support related to federal and university regulations regarding human subjects, conflicts of interest, and intellectual property.

Task 3.3   Devise ways to encourage the integration of research, service, and teaching (including activities such as service-learning projects, action research, and scholarship on teaching).

For faculty to be most productive, the three areas of teaching, research, and service must be integrated in one's career. The School must foster this integration.

a.   Develop plans for departments to encourage and support faculty to integrate excellent teaching, research, and service.
b.   Explicitly encourage scholarship activities that integrate two or more of these areas, particularly those that could be considered "outreach" activities.
c.   Revise the faculty annual report format to make such integration easier to report.
d.   Create an internal competition for funding of projects that are integrated.
e.   Create supports for projects with extended time frames, because service projects require time to build relations and to make efforts sustainable.

Task 3.4   Enhance the IU SoE research reputation.

Indiana University is a "research extensive" institution and a member of the Association of American Universities (AAU). SoE faculty and graduate students can strengthen the reputation of IU as well as their own through activities that increase their visibility in the community, state, and nation.

a.   Encourage and support faculty to hold meetings of state, national and international professional organizations and groups at IUB and IUPUI.
b.   Encourage and support faculty and students to publish more of their research in respected journals.
c.   Encourage faculty to edit major journals by providing support for faculty to do so.
d.   Provide support to increase the numbers of faculty and student presentations at professional meetings.
e.   Increase visibility at meetings of the American Educational Research Association (AERA) and other annual meetings with IU symposia and social events (e.g., having an AERA suite).
f.   Provide support for ways to share SoE research with the general public.
g.   Host gatherings for teachers and administrators from schools in which we work that both acknowledge their contributions and help them appreciate the value of our work.
h.   Provide graduate students with career information and assistance in making research-oriented career transitions.

Task 3.5 Attract, recruit, and retain outstanding graduate students.

Outstanding graduate students will enhance our scholarly climate and improve our research and graduate programs.

a. Attract and recruit outstanding graduate students by publicizing the strengths of our faculty, graduates and programs.
b. Increase support for fellowships and scholarships.
c. Increase the number and level of compensation of assistantships.
d. Increase efforts to secure external grants that provide support for graduate students.

Task 3.6 Ensure that time is available for faculty to work with graduate students.

Scholarly achievement by graduate students is enhanced by strong advising and mentoring by faculty.

a. Examine graduate student-faculty ratios program by program, and adjust enrollments as appropriate.
b. Examine and adjust the student advising and mentoring loads of all faculty.
c. Provide support, such as advising, at times and places that meet graduate student needs (e.g., after 5 p.m.)
d. Factor numbers of graduate student advisees into faculty assignments and merit reviews.

Task 3.7 Ensure that graduate students have quality research opportunities and training.

Scholarly achievement by graduate students requires opportunities to learn and practice the tools of scholarship.

a. Expand opportunities for research training for graduate students, particularly in faculty/student research teams.
b. Review and evaluate the current research course configuration for graduate programs.
c. Evaluate our doctoral programs in light of student placements, including the number of doctoral students conducting research after graduation and the quality of that research.
d. Develop a graduate focus/doctoral concentration in urban education based at IUPUI, involving faculty and students within and beyond the SoE.
e. Track the incidence of adjunct and associate instructor (AI) instruction in graduate courses, program by program, and set limits.

Task 3.8 Provide research training in master's programs.

Master's students should have opportunities to acquire research/training.

a. In those masters programs that currently require no research training, consider instituting enough flexibility for students who are interested in research to take research courses and become involved in research, and consider an action research project as a capstone.

b. Encourage and support interest of master's students in research.

> **Goal 4:   Provide Leadership in the Appropriate Use of Technologies to Enhance Teaching and Learning Experiences**

Task 4.1   Integrate technology into all undergraduate and graduate programs.

Students and faculty will more likely apply appropriate technology in their teaching and learning if it is integrated into each course and technical support is readily available.

  a. Build the capacity of the SoE to support the development of electronic portfolios by pre-service students.
  b. Provide online and face-to-face instruction to in-service teachers not just to integrate technology more appropriately and effectively into their teaching, but also to use technology to transform the way they teach.
  c. Provide technology training within the Teacher Education program, rather than as a stand-alone course.
  d. Support the development of a vision for how technology can be used to foster more powerful ways of learning, and model appropriate and effective uses of technology in all courses.
  e. Expand support personnel available to SoE instructors using technology.
  f. Engage students in critical inquiry about the use of technology in diverse educational settings.

Task 4.2   Engage in research that focuses on technology.

The SoE should serve as a laboratory for testing the efficacy of new technologies for education.

  a. Conduct research on issues in domains such as the following: teaching, learning, and technology; social and community issues related to technology; the impact of technology on university faculty; the role of technology on education and society in general; and new innovations.
  b. Support faculty and staff efforts to write proposals and obtain grants and contracts that rely on technology research.
  c. Provide technology, facilities, technological infrastructure, and technical support for grants (for example, a suite dedicated to usability testing).

Task 4.3   Address faculty development and teaching needs related to technology.

In order for the SoE to take advantage of innovations in technology, ongoing professional development is needed.

  a. Expand support services for faculty training in technology use and applications.
  b. Provide incentives (honoraria, certificates, merit review support, GA support) for faculty to upgrade skills and to mentor colleagues.
  c. Identify and reduce barriers to the use of technology.

Task 4.4   Expand technology outreach and distance education efforts

Innovation is central to effective use of technology at all levels of education.

a. Establish the SoE as a national clearinghouse for technology integration in support of teaching and learning and for utilizing technology to transform teaching and learning.
b. Expand the support services for distance education initiatives.
c. Help teachers and other educational professionals to develop a vision for how technology can be used to foster more powerful ways of learning, and engage them in critical reflection about the use of technology.
d. Develop a commitment to evidence-based decision-making related to distance education efforts.

Task 4.5   Support technology infrastructures

Innovations in research and application of technology are dependent on a sound technological infrastructure.

a. As part of the base budget, establish plans to regularly upgrade equipment and facilities (data, voice, and video).
b. Expand support personnel and resources for support personnel.
c. Establish relationships with corporations and other organizations to become a showplace of technology resources and use.

Goal 5: Promote Diversity

Task 5.1   Continue to foster a climate and culture that promote diversity.

The academic and personal experiences of all members of the SoE community are enhanced by contributions of faculty and students from a variety of backgrounds. It is most important that a climate that fosters different perspectives and focuses on creating collaborative communities of faculty, students, and staff be nurtured in the SoE so that everyone is included in the educational conversation.

     a. Review and revise all public relations and informational materials to support commitment to diversity.

     b. Develop and maintain a web site on diversity.

     c. Collaborate with a variety of campus cultural and support centers that address issues related to gender, sexual orientation, disability, multicultural, and international concerns, to help educate students, faculty, and staff about multiple and different styles of learning and cultural practices.

     d. Develop themes about diversity, in collaboration with cultural and support centers on campus, and cosponsor programs that promote and publicize these themes in the SoE and the local community.

     e. Create an office with full-time staff in the SoE that directly addresses diversity concerns such as recruitment and retention of underrepresented students.

     f. Expand the mission of the Constituent Advocacy Committee to include an ombudsman advocacy group comprised of faculty, staff, and student representatives to investigate complaints, report findings, and help achieve equitable settlements.

Task 5.2   Develop curricula, teaching strategies, and resources that foster diversity.

Development of curricula, teaching methods, and resources that promote a climate of diversity are important and should be supported.

     a. Review courses and programs with regard to attention to diversity, and follow up with public discussions of the outcomes.

     b. Offer instructional development grants to faculty to integrate diversity issues and perspectives into their courses.

     c. Include in the annual faculty summary report a request for description of any attempts to integrate diversity issues and perspectives in teaching, research, and service activities.

     d. Encourage faculty and students to conduct research on diversity, use internal funds to support such research, maintain a web site that includes information about ongoing and completed research on diversity, and collaborate with a variety of communities to support such research.

Task 5.3: Recruit and retain underrepresented undergraduate students.

Having a diverse student population plays an important role in the education of SoE students so that they can function well in a diverse society.

a. Work in partnership with university offices to recruit and maintain a diverse student population.
b. Develop mechanisms for recruiting students from K-12 schools and community colleges in Indiana with medium to large underrepresented populations.
c. Make attending IU affordable to underrepresented populations by working with the School's Development Office to establish more scholarships and explore offering in-state tuition to out-of-state, underrepresented students.
d. Support recruitment by ensuring that recruitment literature reflects the School's commitment to achieve diversity and is of high quality and current.
e. Work with the SoE's underrepresented alumni to promote the teaching profession and the School's programs to potential underrepresented students.
f. Work with legislators to develop bills and policies that promote and reward underrepresented students who remain in Indiana to teach after graduation.
g. Build communities of support for underrepresented students beginning in their freshman year. Offer instructional development grants to faculty to integrate diversity issues and perspectives into their courses.
h. Develop a mechanism for conducting exit interviews with underrepresented students who decide to leave school.

Task 5.4: Recruit and retain underrepresented graduate students.

Diversity can be greatly enhanced by policies and programs to attract and retain underrepresented graduate students, and by a SoE environment in which they are supported and guided to complete their studies.

a. Establish a full-time staff position to work with the Associate Dean for Graduate Studies and individual graduate programs to initiate and coordinate recruitment efforts, develop plans for following up on each inquiry and application, help secure funding, and arrange for campus visits.
b. Send recruitment information to organizations that include significant numbers of people who are underrepresented in the SoE.
c. Establish an annual visitation program that invites students to the SoE from selected historically Black, Hispanic, and Native American institutions.
d. Promote the hiring of new underrepresented graduate students into existing assistantship positions.
e. Work with the Office of External Relations to design ways to involve alumni in helping recruit underrepresented graduate students.
f. Work with the School's Development Office to increase School-based financial support for underrepresented graduate students.
g. Expand the current Minority Graduate Student Mentoring Program to include a larger number of faculty and graduate students, and increase the number of events that bring this group together.
h. Increase visibility of, and support for, student organizations that enhance diversity.

Task 5.5 Recruit and retain underrepresented faculty.

To attract and retain a diverse population of students and to expose all students to instructors from underrepresented groups, it is important to increase the number of underrepresented faculty.

a. Establish aggressive search and screen committees to fully utilize University funds for hiring faculty from underrepresented populations.
b. Ensure that all position advertisements include language that is inviting and inclusive and contains the School's statement on diversity.
c. Strengthen mechanisms to support underrepresented junior faculty through the tenure process and dossier preparation, including a mentor program that matches new faculty with more established faculty.

Task 5.6 Recruit and retain underrepresented staff.

A diverse staff contributes to the richness of an academic environment, and every effort should be made to recruit and retain underrepresented staff in the SoE.

a. Identify and recruit underrepresented individuals by building relations with community organizations that can help develop a pool of qualified people for future hiring.
b. Develop an internship program in the SoE for high school students from underrepresented groups who have an interest in working in an office setting.
c. Work to retain underrepresented staff members by utilizing the Staff Council to determine staff needs and issues that impact the quality of the work environment.
d. Have the School's Director of Human Resources develop programs that promote diversity in the workplace for all staff.