

**School of Education Fall Faculty Meeting**  
**November 17, 2006**  
**IUB – School of Education Auditorium**  
**IUPUI/IUPUC via Videoconference**  
**12:30 – 2:00 PM**

I. Welcome

Dean Gonzalez welcomed faculty members and members of the Board of Visitors to the Fall Faculty Meeting.

II. Introduction of New Faculty

The following new faculty members were introduced:

C&I: Gayle Buck – Science Education  
Rebecca Hinshaw – Special Education  
Andrea McDuffie – Special Education  
Meredith Park Rogers – Science Education  
Bob Sherwood – Science Education  
Beau Vallance – Art Education  
CEP: Scott Bellini – School Psychology  
Melissa Gresalfi – Learning Sciences  
ELPS: Sylvia Martinez – Foundations & Latino Studies  
LangEd: Victoria Rogers – Language Education  
IUPUI: Sally Grant – Literacy Education  
Brenda McLean – Special Education  
Cathy Toll – Elementary Teacher Education  
Crystal Walcott – Mathematics Education  
Mary Jo Dare – Special Education  
Nancy Chism – Higher Education & Student Affairs  
Jite Eferakorho – Teacher Education

Dean Gonzalez also introduced the new Director of Communication & Media Relations, Chuck Carney. Two members of the National Board of Visitors attending the meeting were Art DeCabooter of Scottsdale Community College and Craig Grannon of Morgan Stanley.

III. Honoring Ed McClellan

Don Warren and John Patrick made a special presentation honoring Ed McClellan. This year, a book was edited by Dr. Warren and Dr. Patrick titled *Civil and Moral Learning*. The book is dedicated to Ed McClellan, and several former IU students have contributed chapters to this book. This book began as an idea of students of Dr. McClellan to create a work, based on the McClellan's pioneering work in moral and civil education. A presentation copy, signed by the authors and other contributors, was presented to Dr. Ed McClellan.

#### IV. Budget Report

Executive Associate Dean Pete Kloosterman described the current situation regarding the School of Education budget at IU-Bloomington ([PowerPoint presentation](#)).

He began by describing the good news:

- ◆ The SOE ended FY06 with a modest surplus.
- ◆ We have been able to reinstitute the faculty laptop program.
- ◆ \$100,000 have been set aside for international activities.
- ◆ The P-16 Center has been funded by the Chancellor.
- ◆ New technology will be placed in 3<sup>rd</sup> floor and smaller SOE classrooms
- ◆ We will be networking the main printer, so duplicating jobs can be sent directly there.
- ◆ The staff is relentlessly pursuing a solution to water leakage problems.

The total number of graduate credit hours has remained fairly stable over the past four years. Exceptions in 2004 and 2006 can be attributed to the Indiana Reading Academy. The number of undergraduate credit hours has noticed a decline over the past four years. Since undergraduate tuition makes up almost 70% of our \$23 million budget, the drop in undergraduate enrollment reduces FY07 revenue by over \$1 million from FY06. This year's large freshman class is helping the budget situation, but with increased financial aid and other campus uses of the surplus funds, it's not helping as much as we might expect. A substantial increase in the graduate tuition rate is anticipated in 2007-08.

A number of other issues may affect future budgetary concerns. We are not clear how higher admissions standards for undergraduate freshmen will impact the SOE budget, but these standards do not take affect until 2011. As a result of legislative action, a deferred payment of \$370,000 will not be forthcoming. The University is projecting a 1.4% increase in state appropriations, but due to other items that are not being funding, there will not be a significant increase in state appropriation money. A campus agreement has been made that students with assistantships outside their units will get in-state fee remission paid by employing unit.

Faculty members were reminded that new employees, including students, need to be appointed before they begin working. An informal A-21 audit occurred with success. A system has been established for easy transferability and campus credit of "mirror" courses with Indianapolis.

Executive Associate Dean Khaula Murtadha discussed the School of Education budget issues at IUPUI. The budget at IUPUI has been influenced by increases in campus assessment. Over the past year, IUPUI generated a steady increase in funds from tuition and fees, but a decrease in state appropriations. The IUPUI School of Education has a healthy fund balance, and acknowledged that investments have been made that will benefit the budget in the future, such as the Center for Urban and Multicultural Education (CUME), the Urban Center for Advancement in

Science/Mathematics Education (UCASE), and the creation of links with Ivy Tech Community College. The centers have allowed faculty to network and collaborate with teachers on research projects.

#### V. Report from the Retreat Committee

Anne Stright reviewed the discussions that took place at the Fall Faculty Retreat regarding the School of Education Strategic Plan that was originally formed in 2002. At the retreat in October, faculty members were split into small groups to discuss one of the five goals of the strategic plan. Dr. Stright recently sent copies of the small group recommendations summaries to all faculty members. The Long Range Planning Committee will be meeting later this month to continue the follow-up on the ideas discussed at the retreat.

#### VI. P-16 Center, UCASE, and Pathways Initiative

Cathy Brown introduced the newly created Center for Research and P-16 Collaboration. The Center addresses professional development, distance education, and research and development. It combines staff from the Office of Research and Development with new staff members.

The mission of the P-16 Center is to re-envision, model, and promote:

- inclusive, meaningful, long-term, reciprocal relationships for the purpose of transforming schooling for all learners with a focus on historically disenfranchised populations.
- research as collaborative inquiry working with teachers, schools, districts and communities in response to the vision, questions, and needs of their particular setting, and to widely disseminate research findings.
- achievement to include good habits of mind, voice, heart, health, and work as well as citizenship, creativity and problem solving.
- inquiry-based, interdisciplinary, and relevant learning experiences, co-constructed with teachers in the field and focused on historically unsuccessful groups graduating from high school prepared for post-secondary education or a challenging career and able to fully participate in the civic and economic life of their communities.
- inquiry-based, interdisciplinary, and relevant learning experiences co-constructed with faculty and the community with the necessary support structures to serve historically unsuccessful groups and the underserved majority attending post-secondary education.

The vision for the Center for Research and P-16 Collaboration is serving communities and their schools across Indiana. Specifically, the center will facilitate networking and foster relationships between universities and PreK-12 schools through the following ways.

- The P-16 Center nurtures meaningful, reciprocal, and long-term relationships among the School of Education, institutions of higher education, schools and their

communities, policy makers and employers across Indiana. These relationships exist to create educational settings where each student thrives academically, socially, and emotionally and leaves prepared for post-secondary education or a challenging career.

- The P-16 Center serves as an incubator for innovation with educators and community members who work together to create meaningful and relevant learning experiences. These experiences simultaneously engage traditionally high achieving, underserved average, and historically disenfranchised learners so that all students develop the habit of using their minds well. Collaborating universities, schools and districts graduate all students with the will, skill, capacity and knowledge to fully participate in their democratic communities with a commitment to social justice and serving the greater good.
- The P-16 Center customizes collaboration and research in response to the vision and needs of their individual settings. The Center also convenes a rich diversity of educators and community members to address the historical inequities that drastically limit opportunities for many students.
- Collaborators with the Center actively engage in reciprocal learning and participatory evaluation as they connect their interests, talents, and aspirations, with new skills and knowledge with their rich cultural heritages and their promising futures.
- The P-16 Center serves as the welcoming entry point for any Indiana resident who wants to collaborate in the service of student learning at any level of schooling.

The Center will allow IU to understand the needs of schools, while allowing us to create relationships within the schools. Overall, the P-16 Center will provide more children a better education and more life opportunities by networking IU resources with schools and communities.

Charlie Barman discussed IUPUI's new Urban Center for the Advancement of Science/Mathematics Education. The mission of UCASE is to advance science and mathematics education by promoting excellence in teaching and learning, research, and scholarship, and supporting services for students that enhance persistence and achievement. They are trying to strengthen partnerships among university and K-12 educators, museums, civic groups, and other informal learning institutions to further develop mathematics/science literacy for the State's economic and university's life science initiatives. UCASE is a cooperative agreement between the School of Education and the School of Science. Currently, three searches are taking place for a science educator, math educator, and a scientist. Undergraduate scholarships will be awarded to students that plan to major in science or mathematics education. Members of UCASE are serving on two NSF-funded projects. One provides scholarships for adult career changers, and the second is titled SMOGEE (Students as Mentors and Owners of Geoscience and Environmental Education). SMOGEE is a tiered mentoring program that uses GEMS materials to allow 11<sup>th</sup> and 12<sup>th</sup> graders to teach a well-known curriculum about climate change to 8<sup>th</sup> graders from a local feeder school.

Dean Gonzalez discussed the Pathways Initiative, which is a special request to engage IU with K-12 schools in high need areas to enhance college preparation. He recently sent all faculty members a draft of a “case setting.” The next task is to build grassroots support from community leaders, legislators, superintendents, and the affected high schools in order to get legislation passed to approve the funding.

## VII. General Announcements and Discussion

Dean Gonzalez stated that the Core Campus Report has been finalized and has been sent to the President. The report is positive toward the Core Campus system, but highlighted ways in which further collaboration could be achieved.

Andy Norton announced that he is working with a Forrest Hall Education Community that consists mostly of freshmen and sophomores that have committed to majoring in education. If other faculty members are aware of opportunities to partner with these students, please contact Dr. Norton.

Dean Gonzalez discussed another program that IU is beginning to recruit high-ability undergraduates who are interested in research. Faculty who are interested in working with one of these students or are interested in taking part of the selection process should contact Dean Gonzalez.

Khaula Murtadha pointed out that the faculty members working with the Center for Urban and Multicultural Education have networked with a number of schools in the Indianapolis area. If faculty members are interested in working with Indianapolis schools, they are encouraged to contact Nancy Chism.

Dean Gonzalez adjourned the meeting at 2:00 PM.