

School of Education Spring Faculty Meeting Minutes

April 20, 2012

IUB School of Education Auditorium

IUPUI 3138E

IUPUC CC156H

10:00 am – 12:00 pm

****What follows is a summary of speaker contributions. ****

1. Welcome

Dean Gonzalez welcomed the faculty from Bloomington, Indianapolis, and Columbus to the Spring Faculty Governance Meeting. The Dean also introduced Linda Hanek, the new executive assistant to the Dean.

2. Honoring Retiring Faculty

Dean Gonzalez announced that Larry Mikulecky, Diana Lambdin, and Betty Poindexter from IUB and Nancy Chism, Jose Rosario, Jane Stephenson from IUPUI were retiring. Each of them were properly recognized by their respective department chair or associate dean.

3. Dean's Report

Dean Gonzalez reported that the school is in a strong position financially, despite economic struggles at the national and state levels. The school had a slight deficit this year because of a planned increase in funding to graduate student fellowships, specifically to the Dean's Fellowship, an initiative designed to attract top students. In addition to top graduate students, there are also exceptional faculty and undergraduate students coming to IU in the fall. The Office of Teacher Education reported that 160 students were invited via the direct admit program; these students have an average high school GPA of 3.8 and average SAT scores in the 1200s. These students are among traditional-age students who wish to enter a quality program, instead of quicker online programs, transition to teaching, or other alternatives that would be possible if REPA 2 passes. The school will remain competitive as long as we continue to attract high quality undergraduate students wanting to receive excellent preparation to become professional teachers.

This year, two School of Education faculty have been chosen to receive the highest faculty honors awarded by the university. Faridah Pawan will receive the President's Award that recognizes outstanding teaching, research, and service. Heidi Ross will receive the John W. Ryan award for contributions to international programs and studies. At the Celebration of Teaching, Annela Teemant will receive the Gorman Award, the

highest award presented by the School of Education that honors outstanding teaching. As a result of the efforts and contributions made by faculty, the School of Education was ranked #21 overall by U.S. News and Reports, with seven individual programs highly ranked as well.

For campaign fundraising in Bloomington, the goal is to raise \$37 million, with \$20 million dedicated to building a research wing. As of today, the campaign is still in the silent phase, with a public announcement planned for next June. So far \$2.8 million has been raised through private funds and gifts from individuals; \$7.8 million has been raised from non-governmental agencies for a total of \$10.6 million in total.

As a result of a major gift, the annual Ronda C. Talley Lectureship has been established along with the Talley Distinguished Chair in School Psychology Leadership, Policy & Advocacy in the Department of Counseling and Educational Psychology. Dr. Talley is a professor of psychology at Western Kentucky University and alumni of IU. She and her mother attended the first lecture which was presented by Shane Jimerson. Dr. Jimerson an associate professor of Counseling, Clinical, and School Psychology Program, associate professor of Child and Adolescent Development, and Associate Dean for Research at the University of California, Santa Barbara. His talk was titled "A Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy."

Dean Gonzalez asked Jack Cummings to report on the establishment of the Lectureship. He then presented Jack with the Dean's Medallion in recognition of his service to the School of Education. The Dean's Medallion is presented to faculty members who have gone beyond the call of duty to make a positive impact on the school in research, teaching, and/or service. Dr. Cummings has had a distinguished record of service to the school, including service as the chair of the Counseling and Educational Psychology Department and as Executive Associate Dean.

4. REPA 2 Overview and Discussion

Dean Gonzalez reported that there is a new REPA proposal being considered by the state, called REPA II. These policies impact teacher licensure in Indiana. There are a number of issues that are of great concern to schools of education, educators, teachers and faculty and school leaders across the states. Some of the changes revolve around indefinite "adjunct" permits without teacher education preparation, changes in special education licensure requirements, accreditation of teacher education programs, and a reduction in requirements for school leaders.

The first REPA standards were controversial and, as originally introduced, would have impacted teacher preparation in many ways. One of the biggest changes would have been the elimination of the Secondary Education Major from schools of education programs able to recommend students for licensure. The new set of policies attempts to implement

important policies that were not changed in REPA I. REPA 2 proposes to eliminate the requirement for master's degrees in school administration (i.e. principals). The proposal also allows licensed teachers to add any licenses, including special education, by passing a standardized test.

The proposal also calls for a change to teaching permits, specifically by adding a new "adjunct" permit. If an individual had a 3.0 GPA for a bachelor's degree, they can take a content exam at the state level to be awarded an adjunct permit for five years. This means that one does not have to take any teacher preparation courses. The permit can be renewed every five years if the teacher is rated as effective or highly effective in three or more areas in the new teacher rating system. This also means that if a teacher is licensed in any level in any content area, they can add an additional license at any level by taking an exam. The issue of reciprocity is also of concern, as many students on the Bloomington campus (about 30%) are from other states. If a teacher from another state earned a license in Indiana or a student earns a bachelor's and a license in a dual program, their home state may not honor the license because of the lack of requirements needed to obtain it.

The REPA 2 proposal also states that accreditation can be removed if the program is not aligned with the Department of Education's standards. There is no mention of how this would happen, or how due process would occur.

Another area of impact is special education. The new rules call for licensing only at the preschool through 12th grade level. Up until now, special education teachers have been licensed for a specific developmental level, such as elementary or secondary. This will create one licensure level for special educators and will have a direct and immediate impact on our dual elementary and special education program, which is built around the current standards.

Parents of students in schools, faculty and students in schools of education, and others in the education community are encouraged to comment on the proposal. A public comment website on the proposals will be available on the Indiana Department of Education website, beginning on April 25th, and there will be one public hearing in Indianapolis in May (Note: These dates have been changed since the Faculty Meeting). In July, the State Board of Education will likely vote on the proposal.

5. Grade Inflation

Joyce Alexander addressed the grade inflation report created by the Committee on Faculty Development. The School of Education at IU Bloomington was cited as a school with high levels of grade inflation according to a recently published article and the committee was charged with looking into it. The report claimed that compared to other students who attend IUB, historically students who enrolled in programs at the School of

Education did so having comparatively lower SAT scores and graduated with higher GPAs. Faculty surveys and fifteen years of grade data from 200- and 300-level courses were compiled and analyzed by the committee to address these claims.

The surveys sought to examine what faculty thought grade inflation looked like, if it was a problem, and if so, suggestions about how to deal with it. Some faculty members did not think there was a problem, some attributed high grades to the instructional goal of content mastery, while others commented that they changed the way they teach and grade because of student expectations of high grades. Possible solutions mentioned include eliminating extra credit, raising student expectations, rethinking the faculty merit system, and leaving the issue alone.

Graphs created from the data suggest that the average section GPA from classes taken at the School of Education have typically stayed about .3 points higher than the cumulative GPA across the campus since 1994. The data also suggests that the mean average section GPA has remained higher for 300-level courses than 200-level, and since 1994, the number of B's has decreased while the number of A's has increased at both levels.

The next step is to have a public forum to discuss if grade inflation is a problem and possible next steps.

6. Budget Summary

Joyce Alexander reported on the budget summary for IU Bloomington. She speculated that the school will have a small surplus at the end of the fiscal year, which ends June 30th. The assessments (taxes to IU for financial aid, student services, registrar, etc.) were significantly higher than the state appropriation. The income for the 2012 fiscal year was slightly higher than projected, mostly due to an increase in student tuition and fees. Compensation was slightly less for faculty and staff because of faculty retiring or leaving, while graduate student fellowship funding increased.

Pat Rogan discussed the budget summary for IUPUI. Tuition and student fees were down by just over 5%, and there was an increase in indirect cost recovery. The assessments were also higher than the state appropriation here, however at IUPUI the assessments were about half of the revenue, compared to Bloomington where it's one-third. The expenditures were less than anticipated by about 6.6% due to salary savings and vacancies that haven't been filled.

7. Funded Research Productivity

Bob Sherwood discussed the research and development for IUB. For the Proffitt Fund Endowment there were four submissions and two were funded. For the summer faculty fellowships there were three proposals submitted and all three were funded. For the

Creative Paths to Peace Endowment there were three submissions and two of them were funded. For the Research Proposal Incentive Fund there were nine proposals submitted from IUB, with seven receiving funding, and from IUPUI there were two proposals and both were funded. The deadline to submit a federal or foundation proposal is October 1, 2013.

Grant submissions and awards were significantly lower this year. Some of this gap is from a large grant that was awarded in a lump sum in 2011. There is a large number of grant proposals currently out and there were 14 NSF proposals submitted, which is the largest number submitted so far. Expenditures increased a bit, which is promising.

There was also a breakdown of funding by agency with a comparison to the amount of money received last year. There was a 50% decrease in funding from commercial agencies but these grants typically pay smaller amounts. Federal funding increased by 86% and higher education funding increased by 132%. Foundation support stayed about the same, there was a slight increase in funding from the state, and a slight drop in funding from other government sources. There was also a decrease in funding from non-profit sources by 73%.

Pat Rogan discussed the research and development for IUPUI. The number of proposals was the same as last year, but the amount of the awards was slightly higher, as were the expenditures. The indirect and average indirect was about doubled from last year.

8. Graduate and Undergraduate Enrollment

Tom Brush discussed the graduate and undergraduate enrollment at IUB. The graduate credit hours were slightly lower but there are some new distance graduate initiatives which are just beginning and should help to increase graduate enrollment. In admissions, the number of applications is also down this year in every program except for IST, which just began their online Ed.D. program. The percentage of admissions will likely be comparable to last year. Two graduate students were offered the new Dean's Fellowship and one student has accepted.

For undergraduate, enrollment is down slightly. There was a sharp increase in enrollment last year, most likely due to the first REPA regulations. The secondary enrollments were similar, but there has been a decrease in elementary programs. A highlight of undergraduate enrollment has been the direct admit program. This year there were 175 invitations and so far 85 have accepted and there is a low attrition rate in the direct admit scholar population.

Rob Helfenbein discussed the graduate and undergraduate enrollment at IUPUI. Generally there were the same increases and decreases in both programs. There was a 6% decrease in undergraduate and 10% decrease in graduate enrollment. There is also a

developing trend in enrollment in upper-and lower-level courses. Lower-level enrollment is staying the same, but there is a decrease in higher-level courses. Summer initiatives seek to increase enrollments at all levels. There has been significant growth in interest in online courses. The admissions process was just completed for the Ph.D. in Urban Education with a cohort of ten students entering in the fall with assistantships and funding. Two students were awarded the Dean's Fellowship as well.

****The meeting adjourned at 12:00 p.m.****