What follows is a summary of speaker contributions. The full presentation, with information from each contributor to this meeting can be found on the School of Education website or by following this link: full presentation

I. Dean's Welcome & Report:

Dean Gonzalez called the meeting to order and extended a welcome to all attendees. Department chairs were invited to introduce new faculty in their departments who have joined us since last fall. The following new faculty were introduced: Leslie Rutkowski (IUB), Victor Borden (IUB), Thu Suong Nguyen (IUPUI), Brendan Maxcy (IUPUI) and Kathleen King Thorius (IUPUI).

Dean Gonzalez opened by reviewing the School of Education's mission statement. He reminded faculty of the importance of keeping our mission in mind, along with the strategic plans we have used to guide our efforts. University President Michael McRobbie has presented a university-wide strategic plan to the Board of Trustees. President McRobbie has outlined a set of "Principles of Excellence" in his State of the University address, which align well with the School of Education's strategic goals. Dean Gonzalez highlighted several of the Principles of Excellence presented by President McRobbie, and noted the ways in which the School of Education is progressing in alignment with them:

An Excellent Education: Of the ten finalists for the IN Teacher of the Year Award, eight are graduates of the School of Education. The winner (Stacy McCormick) and the runner-up for the award are graduates of IU, and McCormick is also an Armstrong Teacher. In addition, our graduate program continues to be ranked among the Top 20 in the country, and our students routinely win national and international awards.

An Excellent Faculty: For generations, we have had an excellent faculty in the School of Education. Several of our junior faculty have won prestigious awards.

Excellence in Research: Our faculty are highly productive in both funded and non-funded research. We have developed a network of research centers to support the efforts of faculty to secure external funding, which is unparalleled among schools of education around the country. We are the second-largest unit on the Bloomington campus in external research productivity.

International Dimension of Excellence: We have established formal relationships with several institutions in China, Korea and countries in Africa. The Cultural Immersion Program has been exemplary in internationalizing our teacher education program, and has placed the Bloomington SoE site as the third leading unit in study abroad opportunities. We are also bringing record number of international students to IU.

Excellence in Advancement: As part of the Bloomington Matching the Promise Campaign, the School of Education reached its fundraising goal of $11M. Close to $19M in additional funds was generated from non-governmental grants secured by faculty. The new IUPUI campaign is underway, and we have already reached nearly ¾ of the goal.

Building for Excellence: Until the recent "building boom," the School of Education building was the newest academic building on campus. We have worked hard to maintain it, particularly by getting a new roof, refurbished stairways and a remodeled suite (2100). We have also been included in the University's new Master Plan to add a new wing onto the building to house our staff and research centers currently located in Eigenmann Hall. This will be a high priority moving forward. We are also looking to expand our facilities at IUPUI.

Centrality of Information: We are among the leaders on campus in terms of expanding our infrastructure and using technology in our program. Several new online degree programs have been proposed (including the new doctoral program in IST), as well as online certificates (such as English as a Second Language).

Stewardship of Resources: The School of Education has been able to add to our financial reserves for nine out of the past ten years. We are one of the schools in the strongest financial positions across the university.

We are well respected among the academic units across campus, and are proud of the position of leadership that we hold. We should strive to keep in mind the priorities of the wider campus and university set by the President and trustees, and remember why it is important to be well aligned with them. Nevertheless, there are major developments taking place that impact and continue to threaten us. We are facing real policy and fiscal challenges, due to the lingering national recession. Over the last two years, $1.25M and $240,000 have been cut in state appropriations from the IUB and IUPUI School of Education budgets, respectively. We must, therefore, become more dependent on our own ability to generate resources, and continue to be mindful of how we use our resources to ensure that we remain fiscally viable.

Increasing faculty salaries should be one of the School's highest priorities for the future. We need to recognize faculty effort in order to maintain our productivity and competitiveness. Salaries were frozen for the last year and half; fortunately, salary raises for faculty have been approved, effective this month. One outcome of this may be larger gaps between the salaries of faculty performing at different levels, which will lead to conversations about salary equity. This year, the cost of a 1% salary increase at IUB was approximately $120,000, which is funding diverted from other areas. Going forward, we need to look for equitable ways to recognize and reward faculty who are performing at the highest levels.

We must also continue to place high priority on undergraduate recruitment and the quality of our undergraduate programs. Our undergraduate program should not be viewed as a means for supporting our graduate program. We must ensure that undergraduate courses, whether taught by Associate Instructors or faculty, are up to standard and exemplary of the best teaching that we can provide.

Several new initiatives are underway, including the new IDEA DE grants, the Direct Admissions Program and the Dual Licensing Program. The Urban Education Ph.D. program, the 1st Ph.D. program to be offered at IUPUI, has been approved at all levels of the university. We are also working to develop joint graduate programs with other units at IU, such as the Kelley School of Business and the Maurer School of Law. Multidisciplinary collaboration is a high priority for the institution as a whole.

Report from IUPUI
Pat Rogan gave an update on developments and initiatives taking place at IUPUI.

The IUPUI faculty have been working hard to develop online and hybrid courses in distance education, and have had 4,983 enrollments in online courses. In addition, they have offered faculty research fund awards to stimulate research among junior faculty. Four awards were awarded to Erik Tillema, Jomo Mutegi & Natasha Flowers (joint project), ThuSuong Nguyen, and Paula Magee & Ryan Flessner.

IUPUI has also been involved in the teacher residency model of teacher preparation under the STEM umbrella. The School of Education is working in partnership with the School of Science and the School of Engineering & Technology to establish an intensive, year-long mentorship-based teacher preparation program in urban schools. They have also been conducting research to identify the features of the program that enhance learning and outcomes to help prepare highly qualified future teachers in urban settings. A similar effort is taking place in the project school initiative program. These initiatives are intended to closely examine every aspect of the teacher education program, to look more closely at intensive collaborative nature of the program, and to give feedback to all of the teacher education programs.

The pending Urban Education Ph.D. program has already been garnering a great deal of attention. Twenty-five students expressed interest in applying, and there has also been interest expressed from urban education colleagues around the country. We have looking to move into a national leadership role in this arena.

IUPUI has also been working hard on increasing underrepresented student populations in the School of Education. Joint positions have been created between the School of Education and University College, and between the School of Education and Ivy Tech. Through these partnerships, students are paired with advisors and are guided along the path to the School of Education. Students are also allowed mentoring and shadowing opportunities, as well as opportunities to make connection with advisors and faculty at the School of Education. We are hopeful that these efforts will result in greater diversity in our student body.

Finally, several IUPUI faculty have won prestigious awards. Among them are Brendan Maxcy, who has won the 2010 Jack A. Culbertson Award from the University Council for Educational Administration, and Monica Medina, recipient of the Hill Foundation of Greater Indianapolis 2010 Trailblazer Award for her work in the area of HIV education in the Hispanic and Latino communities.

II. Budget Updates

Pat Rogan gave an update on budgetary issues at IUPUI. With regard to taxes, IUPUI currently uses a three-driver model of assessment, wherein taxes are based on square footage, faculty/staff, and student FTE. However, we would like to change this to a consumption model to get a better idea of the usage of each of the units on campus. In terms of income and budget, both continue to increase, and we continue to budget conservatively and bring in more money than we are spending. There have been some salary savings due to grant buy-outs, and as part of our faculty raises, we have been able to increase the pay of adjunct instructors by 6% to bring their rate more in line with that at Bloomington.

An update on the budget at IU Bloomington was given by Jack Cummings. Assessments at IUB continue to increase. This is partially a function of the President's office, and partially due to the fact that the state has not increased its share of the total cost of our expenditures. A new assessment model will be implemented for this fiscal year, wherein the university will tax us 7.961% of our expenditure dollars. The money spent by grants will be included in our expenditures. $16,255.40 for every FTE faculty member, $15,335.12 for every FTE staff member and $58.98 for every undergraduate and graduate credit hour is charged in taxes.

This year, our actual income exceeded our budgeted income. This is because we generally take a conservative approach to predicting undergraduate tuition. In terms of actual income vs. actual expenditures, the gap is also closing. Our financial reserves are well above the minimum required by the university.

Dean Gonzalez pointed out that the gap between actual and projected income is gradually closing, because the campus is becoming more accurate and realistic in their projections of student enrollment.

III. Report on Research & Development

Bob Sherwood gave an update on our progress in research and development in the 2010 fiscal year. Faculty submitted more proposals in FY2010 than in the previous year. Also, the number of proposal dollars applied for in FY2010 was much higher than in previous years, due primarily to the proposals submitted for large stimulus grants. We are down slightly in terms of actual dollars awarded. We are at about the same level as in previous years in terms of expenditures. Our rate of indirect dollars is continuing to grow.

For the first quarter of FY2011, we are doing better that in FY2010 in terms of the number of proposals submitted, amount of proposal dollars applied for, and amount of award dollars granted. In the month of October 2010, we had $3.7M in awards. This puts our total at almost $9M in awards for the first quarter, compared to a total of $12M in awards for the entire FY2010, which is a very promising trend. About $15,000 in indirect funding was returned to 6 Principal Investigators on grant proposals with indirect rates over 40%, as an incentive to encourage faculty to apply for high indirect grants.

Bob Sherwood closed by reminding faculty of upcoming proposal due dates. Due dates for internal grants have been moved up, and are now due before the holidays rather than after. This

may help to attract new students, as we will know earlier whether or not we can provide financial support.

Similarly, Pat Rogan reported that, at IUPUI, faculty have been working hard to secure external research funding. Trends in the first quarter of FY2011 in terms of the number of proposals submitted, amount of proposal dollars applied for, and amount of award dollars granted are similar to those in FY2010. The Center for Urban and Multicultural Education (CUME) team has been an integral part of supporting faculty to develop and implement various grant projects.

The IUPUI Inquiry Incentive provides Principal Investigators with 10% of the total indirect costs of a grant, up to $2,000 per year. Last year, $18,713 was returned to faculty and to CUME.

IV. CoursEval Implementation
Jack Cummings gave an overview of the new course evaluation system to be implemented in the School of Education, beginning this semester. One concern that has come up relates to anonymity, as students are required to enter the system with their IU username and password. This mechanism is in place to ensure that students do not complete evaluations more than once, and to limit access to evaluations to students who are enrolled in that particular class. Jack will forward a link to faculty with a document addressing this concern. Within the program, faculty, administrators and ETS personnel will not be able to link student identifying information with student responses. The only exception to this is if a student makes a terrorist threat or a threat to an individual, in which case the program vendor would need a directive from law enforcement to access the encrypted student data.

Other concerns have been raised in relation to response rates, which can be addressed using several strategies. Computer labs can be reserved for smaller classes (less than 30 students),and laptop carts are also available for check-out. Also, the system will send reminder notifications to students who have not completed the evaluations.

An online course evaluation system was successfully piloted in the Spring and Summer 2010 semesters, and no major problems or concerns were raised by faculty who gave feedback. The survey can be customized; faculty can connect with staff persons in their department to do this. Faculty will receive an email to verify that their student enrollment lists for their courses are correct. Students auditing classes can also be added. Faculty will receive an email with a link to a report of their evaluation feedback two days after the system closes (the day on which grades are due). The Office of the Dean and the department chairs will also have access to the results. The implementation of the online course evaluation system provides an opportunity for the School of Education faculty to take on a leadership role and demonstrate initiative in experimenting with the type of system that will eventually be adopted university-wide.

Jack opened the floor for questions and comments. Further concerns were raised regarding return rates. Jack mentioned that in addition to perhaps taking classes to computer labs to complete the evaluations, faculty can also mention the importance of completing the evaluations to their classes, and can send email reminders in addition to those automatically generated by the system. There is also emerging research literature on increasing student response rates. With regard to the format of the evaluation, the set-up of questions and response choices will be the same as the

paper version. For very large classes, we will perhaps need to think of ideas for other technologies (other than the computer labs or laptop carts) that can be used in the future. Dean Gonzalez suggested that it might be helpful to have students bring their laptops to class on evaluation day. Also, the fact that students can access and may complete the evaluation outside of the classroom environment may lead us to think differently about the evaluation process.

Concerns have also been raised by department staff about the amount of preparation time required to set up the new system. Jack responded that the set-up process will occur one time, and there will not be any work associated with set-up next semester.

Jack will look into whether or not department review teams will be able to access evaluation results for faculty annual reviews.

V. NCATE Report
Dean Gonzalez reported that the School of Education has been fully re-accredited by NCATE, with no conditions. A formal letter will be sent to the university President, and an action letter summarizing the discussion with the visiting team will be sent to the School of Education. However, the Indiana Department of Education has requested that in future years, each IU campus (Bloomington, Indianapolis and Columbus) seek separate accreditation from NCATE. We will begin working with the Indiana Professional Standards Board to put in place the reporting mechanisms, as well as consulting with NCATE regarding their requirements. The Department of Education would also like for us to begin reporting immediately and separately on our graduates; this was also suggested by NCATE as an area of improvement.

Going forward, IUPUI and Columbus will need to consult with NCATE on beginning a process of review that will lead to separate initial accreditation. This process will take approximately two years. We are hopeful that since the current re-accreditation is valid for seven years, we will not have to immediately seek initial accreditation for IUPUI and Columbus.

There is concern about effect on this decision on our organizational structure, and there are many questions and complexities to iron out in the coming years.

Linda Houser reported that NCATE is merging with TEAC to form the new Council for the Accreditation of Educator Preparation (CAEP), which will likely change how the accreditation process is carried out. CAEP will be comprised of two commissions: one to oversee options of accreditation (Transformational and Continuous Improvement), and the other to oversee two other accreditation options (Inquiry Brief and Academic Quality Audit).

Deb Winikates from Columbus reported that we currently offer 5 programs from the Columbus campus. The programs are all listed on the IDOE website as approved programs, and IUPUC is now recognized there as a teacher education preparation site. Three of the programs are nationally recognized. The School of Education at Columbus has three full-time faculty and three staff, and is continuing to grow. We are looking forward to proposing a Transition to Teaching program and an articulation agreement for early childhood with Ivy Tech, as well as expanding to middle school.

Barry Bull raised a concern about the Educational Leadership program, which is offered jointly by a combined faculty at IUB and IUPUI. We are not sure if it is possible to have the Ed. Leadership programs accredited separately. Martha McCarthy further stated that the issue extends beyond Ed. Leadership to joint admissions and program design. There are significant implications for all of our joint programs.

Dean Gonzalez mentioned that he raised these concerns to the Department of Education, and was told that separate accreditation will not be optional. Within those parameters, we will have to reconsider whether it will be possible to continue to have an integrated faculty and offer joint programs. To be safe, we need to proceed under the assumption that we must seek separate accreditation.

VI. Announcements
Jack Cummings provided updates on new initiatives in the School of Education, listed below:

1. The **National Survey of Student Engagement** is a project based at IU over the past 10 years. This past year was the first year the School of Education has gotten individual data on our undergraduate students. The data compare us to seven comparable institutions using 42 survey items broken into 7 areas. Over time, updates on our performance in each of the seven areas will be sent to faculty.

2. The **Faculty Annual Report** can be accessed through a central IU link, available on our website. We are in the process of migrating the data from previous years to the new system. The target date to be able to access the data is November 15. In an effort to keep the website up to date, there is a check box next to Publications, Presentations, and Awards; if faculty do not want those items to appear on their profiles, they will need to uncheck the box. An email with this information will be sent to faculty, and information sessions will be conducted by ETS to help answer any questions.

3. **IU ConnectED** is a new initiative to provide students with one gateway through which students can access distance education programs from any of the eight IU campuses. A preliminary version of the website has been developed, and a newer version will roll out in the next month.

Ginette Delandshere reminded faculty that ballots to vote on amendments to the Constitution will be sent out, and asked whether or not faculty wanted to maintain the anonymity of the votes by using individual links for each faculty member. It was decided to maintain anonymity.

Dean Gonzalez announced that the Honors Day Program will take place on Sunday, November 1 at 2:00pm, to recognize donors who have sponsored student scholarships and awards, as well as the students who have received these awards.

Dean Gonzalez adjourned the meeting at 12:00pm