

## **School of Education Fall 2014 Faculty Meeting**

October 31, 2014

IUB School of Education Auditorium

IUPUI 3138E

IUPUC CC156H

9:00am - 11:00am

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

### **1. Strategic Planning—Special Guests Provost Lauren Robel and Executive Vice President John Applegate**

Dean Gonzalez welcomed everyone to the faculty meeting and introduced the meeting's special guests, Provost Lauren Robel and Executive Vice President John Applegate.

J. Applegate and L. Robel made some opening remarks concerning President McRobbie's Bicentennial Strategic Plan, particularly the priority it gives to the university's Schools of Education and to the announcement that a committee will be formed to provide an external review of the Schools.

J. Applegate discussed the context of and goals for President McRobbie's decision to appoint a committee to review IU's Schools of Education. He made clear that the university is deeply committed to all of IU's Schools of Education and that the review committee's general goal is to strengthen them during what is a difficult time, nationally, for education programs. He noted a paradox: Indiana University Schools of Education are excellent—as the national rankings indicate—but they are still suffering from the same major drops in enrollment that are trending around the country.

L. Robel thanked Dean Gonzalez for providing the opportunity to talk with the faculty. She also commended the Dean for his 15 years of outstanding leadership of the School of Education, particularly during this period of transition. L. Robel noted that this is a difficult time for schools of education in general, and the goal of the external review committee is to help IU Schools of Education take stock of themselves and to provide advice to the university. She indicated that a list of potential committee members is being compiled—with input from Dean Gonzalez—and emphasized that this is the beginning of a process, not the end. She emphasized that School of Education faculty will have opportunities to comment on the process at every stage.

J. Applegate noted that the university is looking for an “external view,” not an evaluation, of the university's Schools of Education.

Questions were taken from the faculty and discussion ensued.

R. Arnove noted that education reforms and initiatives at the State level are part of what is hurting enrollment numbers in the School of Education. He asked whether the committee will look at what is happening at the State level for explanations about why enrollment is down. He

asked, further, whether the university would be willing to defend the School of Education in those instances where the State is negatively affecting enrollment.

J. Applegate responded by agreeing that the enrollment drop is due to several factors, including the general demonizing of teachers and the profession. He made clear that the university does not agree with or endorse such a negative view of teaching.

L. Robel also agreed that there are many forces impacting enrollment in schools of education. She applauded IU's Schools of Education for their commitment to excellent research and, specifically, to global education; and she made clear that Bloomington's School of Education—which she is most familiar with—is meeting the mission of a research intensive university.

T. Mason asked how the committee's purpose will be articulated to the members appointed to it.

J. Applegate responded that the committee will be asked to provide some insight into how IU Schools of Education can survive and thrive in the current climate.

H. Ross asked for details about how the panel will interact with faculty and others in the School of Education and about the time frame for the committee's work.

J. Applegate responded that the committee members' eventual site visit will help them develop a sense of the Schools of Education. Regarding the time-line, he noted that there is some urgency, particularly with regard to the committee's task of informing the search for a new Dean. He also noted that no one is going into this process with any preconceived single idea of what the Schools of Education should do going forward. Rather, he likened the process to solving a puzzle—one that has many answers, some of which are very political, and all of which require our best collective thinking.

M. Lewison asked who was being considered for the committee.

L. Robel responded that faculty from renowned universities and educators would compose the committee.

J. Applegate added that people from "external groups" and "non-profits" would also be considered and that the goal was for the committee to represent a "whole range of views." He emphasized the importance of taking as broad a view as possible of the debates around education and teacher education.

B. Levinson thanked L. Robel and J. Alexander for coming and asked if faculty would be involved in the assessment and implementation of the committee's review.

J. Applegate responded that faculty "absolutely" would be involved in all stages of the committee's review. He noted that the search for a new Dean will be primarily faculty driven. Furthermore, he noted that any decisions about implementing any of the committee's recommendations will go through the traditional forms of shared governance.

R. Arrove asked when a new Dean will be appointed.

L. Robel responded that there will likely need to be an interim Dean so that the search can be done as thoroughly as necessary.

P. Rogan asked whether the committee will be asked to consider the consolidation of regional campuses.

J. Applegate responded that the committee might offer some general advice or feedback concerning the relationship between the core schools or the regional schools of education, but it is not being asked for specific recommendations about consolidation.

R. Kunzman noted that the excellence of the School of Education suggests that the drop in enrollment is mostly a product of the wider climate and discourse around teaching, which has had a dispiriting effect on those who might otherwise consider the profession. And he asked for the President's office to exercise leadership in response to that climate and not just in relation to what happens in the School of Education.

J. Applegate noted that the university has staunchly defended our Schools of Education.

R. Kunzman clarified that he was asking for university leadership in the broader K-12 context—for instance, a defense of the profession of teaching and of teachers in the field.

J. Applegate noted that he appreciated the point.

L. Robel emphasized that the university's government relations office has been very supportive of education.

Dean Gonzalez underscored L. Robel's point, noting that the university has staunchly supported the School of Education throughout its struggles with the State.

C. Buzzelli, following up on R. Kunzman's point, noted the need for the university to offer a louder voice of support for teachers—for the profession itself. From his perspective, people think Indiana is not a good state in which to become a teacher.

L. Robel agreed, noting that "we do need to stand up for our teachers."

In closing, J. Applegate encouraged faculty to provide individual or collective comments and feedback on the President's Strategic Plan. Furthermore, he welcomed suggestions about people who would contribute to the review committee.

Dean Gonzalez thanked J. Applegate and L. Robel for their time, noting that their willingness to speak with the faculty underscores the importance of the School of Education to the university.

## **2. Long Range Planning (LRP) Committee—Vic Borden**

V. Borden thanked those who participated in the faculty retreat. The LRP committee processed the feedback from the retreat and has developed a plan for action. One of the important themes that emerged from the feedback—and that needs to be acted on right away—is the importance of shifting from listening and labeling to vision and action. The committee is seeking a facilitator to guide a representative group of faculty through a process of appreciative inquiry, the goal of which would be to develop strong vision statements and a preamble narrative and context for the vision. V. Borden recommended that this sort of process happen separately on the Bloomington and Indianapolis campuses.

Some clarifying questions were asked and answered. Dean Gonzalez underscored the importance of doing this work in a timely manner, particularly so that it might influence the work of the committee that will be reviewing the School of Education. He also encouraged faculty to engage in the process as fully as possible.

## **3. \*Dean's Report—Dean Gerardo Gonzalez:**

The Dean offered a historical view of enrollment in the School of Education on both campuses and discussed some characteristics of the most recent beginning class in Bloomington.

He examined trends in education enrollments among undergraduate, Masters, Doctoral, and non-degree students from the fall of 2007 to 2014—including numbers from Bloomington and IUPUI—and compared them to wider regional enrollment trends. The Dean pointed out that while head-count enrollment is down for both Bloomington and IUPUI, the credit hour enrollment has remained more consistent on both campuses during the same time period. And this is particularly the case over the last three years. The relative stability of credit hour enrollment numbers is encouraging and reflects, in part, the new programs, certificates, and courses being offered on both campuses.

R. Arnove asked if the stability of credit hour enrollment relative to the decline in head-count enrollment might cause the review committee to suggest that the School of Education should move in the direction of on-line courses.

Dean Gonzalez acknowledged that the largest areas of growth in education enrollment across the country have been in on-line courses. But he also noted that the stability of credit hour enrollment on our campuses is not entirely attributable to on-line courses.

C. Guarino suggested that the stable credit hour enrollment numbers are partially a product of more students from outside the School of Education taking education courses.

Dean Gonzalez agreed, noting that new minors in the School of Education and the approval of several education courses as general education courses have helped to attract students from outside units.

C. Buzzelli noted that an undergraduate education major that does not lead to licensure might also help to boost credit hour enrollment. And he asked whether the President and the University would support such an idea.

Dean Gonzalez agreed that it has some potential value and noted that other schools of education around the country have tried similar things. He suggested that a non-licensure major might be best if it was designed to address a particular area—for instance, leadership or youth development—so that it is uniquely different from our teacher education programs.

The Dean proceeded to talk about this year's beginner cohort on the Bloomington campus, noting that it is the biggest class ever, has the highest median GPA of any class, and represents increases in Hispanic/Latino and African American enrollment.

He also reviewed the School of Education beginner applications from 2007-2014, noting that this year's application numbers are lower than previous years. This seems to reflect, again, the pattern of decreasing interest in education. Positively, the number of direct admit enrollments have increased significantly this year.

The Dean compared the number of School of Education beginners to the number of admits, noting in particular the increase in direct admit beginners. This group of students likely contributes to the stability of undergraduate credit hour enrollment numbers because they often add certificates and additional credits to their programs. He broke down the School of Education beginners from 2007-2014 further by residence—including domestic non-residents, Indiana residents, and international non-residents—and noted that, for 2014, the percentage of School of Education beginners who are Indiana residents (65%) is higher than the Bloomington campus percentage (56.4%).

The Dean also noted that this year, for the first time, the median high school GPA of School of Education beginners is higher than that of all beginners across the Bloomington campus; that the percentage of School of Education beginners from underrepresented minority groups is a little lower than the Bloomington campus percentage; and, finally, that the University's experiments with student aid have had the effect of significantly lowering the total aid received by School of Education students. The last of these is primarily a product of the University's goal to offer more aid to out-of-state, high achieving students. Because the School of Education tends to attract in-state applicants, aid offered to its prospective students has been significantly reduced. The Dean would like to see the University commit to attracting the best education students by again offering the financial aid that would enable IU to compete with offers students receive from other universities.

#### **4. Introduction of New Faculty**

Bloomington:

- Krista Glazewski introduced Kyungbin Kwon and Marjorie Treff.
- Lara Lackey introduced Sarah Hurwitz and Larry Ruich.
- Dan Hickey introduced Hmelo-Silver, who joined the faculty in December.

Indianapolis:

- Chalmer Thompson introduced Sha'Keema Blackmon.
- Pat Rogan introduced Teresa Sosa.

**5. \*Committee on Diversity Climate Survey—Elizabeth Boling**

E. Boling provided an overview of and some preliminary findings from the Committee on Diversity Climate Survey. The purpose of the survey is to assess faculty, staff, and students' perceptions of the cultural climate and efforts to address diversity issues in the School of Education. Preliminary data will be shared with policy council this fall and a more thorough report will be available to the School of Education in a timely manner.

**6. \*Programs Involving Children—Joyce Alexander:**

J. Alexander discussed the University's new policy on programs involving children. Any research, outreach, or teaching event that involves children under the age of 18 must be in compliance with the policy.

Some clarifying questions were asked and answered; clarifying comments were offered.

**7. Bloomington Faculty Council (BFC) Initiative—Bradley Levinson and Krista Glazewski**

B. Levinson noted that the School of Education representatives serving on the BFC are himself, Krista Glazewski, Leslie Rutkowski, and David Estell.

B. Levinson and K. Glazewski proceeded to give an update about the current state of the BFC and its potential business going forward.

**8. Required Reports about Enrollments and Budget** are available on the web, but were not reviewed during the meeting. To access these reports and slides from the meeting's other presentations, go to <http://education.indiana.edu/about/offices/faculty/meetings/index.html>.

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