

School of Education Fall Faculty Meeting Minutes

October 7, 2011

IUB School of Education Auditorium

IUPUI via Videoconference

10:00 am – 12:00 pm

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

I. Dean's Report- Dean Gonzalez

Dean Gonzalez welcomed the faculty to the Fall Faculty Meeting.

Dean Gonzalez began by noting significant national, state, and university policy changes that have implications for education. In particular, he first noted the national fervor for reforming education and teacher education. The Secretary of Education had a news conference recently where he announced his intentions to help advance the agenda for the reauthorization of the Elementary and Secondary Education Act, also known as No Child Left Behind. The focus of that reauthorization will be, according to the Secretary, on teacher quality. Amendments to the original Act have included trading the "highly qualified" teacher quality provision for one focused on "highly effective" teachers. Thus, teachers would be licensed based on performance. This process is also known as value-added assessment, or showing the effectiveness of teachers by tying changes in test scores of students back to the teachers who taught them.

A second national and state policy change that affects the School of Education includes the evaluation of the quality of teacher education programs based on how students in our alumni's classes perform. The state of Indiana has announced that, starting this year, it will be adopting performance-based evaluations of teacher education programs. One model that has been included in the conversation is the Louisiana Model (used to rank schools of education in Louisiana, based on how graduates have been able to impact students). Another effort to evaluate the quality of teacher education programs comes from the National Council for Teacher Quality. They are conducting a nationwide evaluation of teacher education program quality by examining documents provided on the web or through public records requests, including faculty syllabi, student teaching manuals, etc.. NCTQ will then compare those documents with a set of standards they have developed themselves. They will issue grades to schools of education and News and World Report has said they will publish these results. At IUB, Jill Shedd has been our contact with NCTQ and has responded to the public records request as required by law.

A third national report by the National Research Council came out recently entitled Preparing Teachers: Building Evidence for Sound Policy. NRC is more research based and their report raises good questions for all teacher education programs. Their report emphasized the need for the teaching profession to attract the best and brightest students. This is something for us to consider. A fourth recent report has raised questions about the appropriate amount and type of clinical experiences in teacher preparation programs. We all believe that teacher preparation programs should include clinical experience. Public schools, however, are increasingly reluctant to allow students to enter the classroom, even for observation. Schools have to evaluate teachers based on performance and there is anxiety about turning the classroom over to a novice. Thus, we need to continue our discussions on how public schools and universities can collaborate to

benefit teachers and student teachers. For us, this raises important questions. Are we aligning our program with what research shows is the best model for including clinical experiences? What is a good model for data collection to evaluate our choices? A final national event with effects on our school includes a recent article written by Koedel. This article compared the grades of students in schools of education at the University of Missouri at Columbia, the University of Miami Ohio, and Indiana University Bloomington. This report examined the distribution of grades at these schools of education and compared them to the average distribution of grades in humanities, sciences programs, etc. The report found that all three schools of education award a much higher number of A's and B's than other programs at the same universities. In fact, 75% of all grades given by the IU School of Education are A's and over 95% are A's and B's. The author of the report ruled out two possibilities: these high grades are not the result of education students being more able (They point out education students have lower SAT scores) and they are not explained by structural differences between education and other academic departments (like class sizes). In my review of the data, I believe there may be other possible explanations including that the majority of our students are female (statistically females have higher GPAs) and that some grades given to education majors are from performance-based, clinical experiences. This would artificially drive up a grade point average. I will be asking the faculty development committee to look carefully at how we differentiate student performance. We also need to make sure we are providing the best supervision for graduate students teaching undergraduate courses so that they can be guided carefully to think about these important issues.

Beyond all these national trends, things are changing here at home. Our graduate programs are internationally known, and we will soon be offering an Urban Education doctoral program at IUPUI, making it one of the few schools in the country to have one. As I announced last spring, I realize that doctoral education is very expensive and attracting the best and brightest PhD students is a challenge. As a result, we committed funding for high-level fellowships. These highly sought after four-year fellowships will offer stipends of \$25,000 plus tuition remissions and will end up costing the school about \$200,000 for every four fellowships each year. After four years of recruitment, we will be spending between \$800,000 and one million dollars a year on these fellowships. This is a necessary step to compete for the brightest students and with the best universities.

But high quality doctoral programs are not sustainable without an equally strong undergraduate program. Taking into account the national and state trends discussed above, I'm announcing today a new scholarship initiative for undergraduates. Undergraduate students with SAT scores at the level of 1220 and G GPAs of 3.7 typically receive an automatic scholarship from the campus (the Prestige scholarship) valued at \$4000 per year for 4 years. The School of Education will add an additional \$1000 per year for an individual interested in majoring in education. For students with a GPA of 3.8 and an SAT of 1340, IU provides the IU Excellence Scholarship valued at \$9000 per year for 4 years. The School of Education will now add an additional \$2000 per year for an individual interested in majoring in education. Individuals in both of these categories will be invited into our direct admit program and be given a one-time scholarship of \$2000 to participate in our cultural immersions program. These types of students will arrive at IUB with the highest expectations of our school and we need to be able to deliver on that promise by challenging and supporting them, connecting them with our world class faculty.

Finally, the Dean has asked the Long-Range Planning Committee to continue updating our strategic plan that was approved in 2002 by Policy Council. The five goals of this were to continued commitment to high-quality undergraduate teacher preparation, excellence in research and graduate education, strong partnership with schools in the community, leadership in technology and diversity. We need to look at the progress we've made to achieve these goals, and more importantly, how to we reposition ourselves to remain competitive into the future.

II. Introduction of New Faculty Members

a. Bloomington

Theodore Frick (IST) introduced Krista Glazewski as an associate professor of IST. Suzanne Eckes introduced David Rutkowski as an assistant professor in ELPS and Cassandra Guarino as an associate professor in ELPS. Ginette Delanshire (CEP) introduced Dubravka Svetina as an assistant professor in CEP. Visiting faculty from LCLE were introduced by Larry Mikulecky. They include Sharon Daley and Tammi Davis as assistant professors. Lara Lackey from C&I introduced Wendy Wall-Marencik as a visiting lecturer and Amber Freisen as visiting assistant professor in Special Education. Dean Gonzalez mentioned that Lara Lackey is the interim chair of C&I while Jesse Goodman is on sabbatical. He also noted that the following faculty searches are ongoing: special education, early childhood special education, elementary social studies, educational leadership, higher education and student affairs, and counseling psychology. He mentioned there is also a search for joint position with the School of Informatics and Computing focusing on computer education at the high school level.

b. IUPUI

Pat Rogan introduced Craig Willey as a math education assistant professor and Brain Plankis as a science education. Visiting lecturers include Donna Walker in special education and Jane Leeth in elementary education. She also discussed the four faculty searches that are underway: senior urban education scholar, language education, special education, and higher education and student affairs.

III. Integrated Updates on Campus Activities

a. Fiscal- Joyce Alexander and Pat Rogan

Joyce Alexander reported that the School of Education at IUB is in a position of strength financially. We have been anticipating a deficit for four years and finally it happened. Specifically, we made it happen by putting aside the money for the new graduate fellowships. Because it was such a strategic commitment, we felt it was necessary. The deficit is only \$500,000 or 1.2% of the budget. In addition, the reserve has about \$6 million.

Pat Rogan reported that IUPUI is also doing well, ending last year with a \$400,000 surplus or 5% of their annual budget. There is a substantial reserve fund for strategic initiatives and the school has a need for construction including new offices and refurbishing.

b. Undergraduate Enrollment and Direct Admission- Thomas Brush and Josh Smith

Thomas Brush reported that for the Bloomington campus, the overall undergraduate enrollment in education courses has gone down slightly over the past few years. One of the reasons for this fall's drop in particular could be due to the University not including the School of Education advisors in this summer's new student orientation activities. We are in the process of rectifying that for next fall's orientation. Current freshman with expressed interests in education are being contacted with information about enrolling in particular courses that would lead them to a degree in education in a timely manner if they so desire. There was also a slight increase in enrollment in 2010 which is likely attributable to students wanting to satisfy licensure requirements before state law changed July 1, 2011.

This is the third year for the direct admit scholar program. It was initiated in 2009 with 62 students and 50 are still here. That's a retention rate of 81%. In 2010, the program admitted fewer students on purpose (only 39), and 35 are here (90% retention). For 2011, 75 students were admitted. The average SAT score for this class is about 1200 with an average GPA of approximately 3.85. We'll know more about how the program is working and what we need to do to support these students after the 4th class of students is admitted and we see a full cycle of admit to graduation. Generally all of the Hudson and Holland students are invited to participate in the Direct Admit program as well in order to increase the population of underrepresented individuals wanting to be teachers at IU. This year, 15% of the direct admission scholars were from the Hudson and Holland program.

Pat Rogan reported there has also been a slight dip in enrollment at IUPUI. The 2+2 agreement with Ivy Tech as impacted enrollment in pre-education courses and some of those students may be entering our teacher preparation programs in their junior year.

Josh Smith commented on the dual admit program at IUPUI. The dual admit program is IUPUI's form of direct admit, although they are looking at implementing a direct admit program as well. The dual admit program allows students with a high school GPA of 3.0 to enter into a teacher preparation program directly if they follow all of the steps necessary and meet certain standards in their first two years.

c. Graduate Enrollments- Elizabeth Boling and Rob Helfenbein

Elizabeth Boling commented on graduate enrollments at IUB. From 2006 to present there was an increase in applications for masters and doctoral programs by about 20%. About half of the doctoral students and 20% of the master's applicants are

being denied. A fairly new trend has been an increase in the number of deferments, declines, and no-shows. Most likely the economy is to blame for people not enrolling in graduate programs after they are admitted. Boling also commented on the new Dean's 4-year Fellowships. These fellowships are valued at \$25,000 each year (x 4 years) and provide 24 hours of fee remission each year. There will be four available beginning with the 2012-2013 academic year, decided by a school-wide committee. These fellowships will be offered to our most qualified students across the school. These individuals will have a 3.9 GPA from their undergraduate degree and score at least 1400 combined on the GRE with at least a 5.5 analytical writing score. If the student is an international student, they must score at least a 150 on the TOEFL. These fellowships are in addition to three other levels of fellowships we already offer which support on average 18-20 graduate students per year (x 4 years = 70-75 students).

Rat Rogan also reported a dip in graduate enrollment starting at around the 2009-2010 school year as the economy took a turn. There has, however, been an 18% increase in online enrollment from 2010 to 2011. There was a jump in master's enrollment as well this past year, in order to become enrolled before state rules about how much a master's degree can count toward teachers' increases in pay went into effect.

d. Research and Development- Bob Sherwood and Josh Smith

Bob Sherwood reported on research and development for Bloomington. He noted that the number of proposals has decreased from last year, from 206 to 157. Additionally, although proposal dollars has decreased from about \$49 million to \$28 million, award dollars have increased from \$12 million to \$19 million (the highest amount ever). Expenditure dollars have also decreased- from \$12 to \$10 million and indirect dollars have decreased from \$1.6 million to \$1.3 million. The indirect % has dropped from 12.8% last year to 7.1% for this fiscal year. Both expenditures and indirect dollar amounts will increase again as work begins on these newly awarded grants.

As reminders, Bob Sherwood said that Proffit Academic Year, Proffit Summer, and Kempf Internal grants are due on December 16, 2011. He also noted that the NSF Discovery Research K-12 proposal is due on January 10, 2012.

For IUPUI, Josh Smith reported that IUPUI's proposal numbers have been about the same (16 last year and 15 this year) although their proposal dollars have increased from \$2.6 million last year to \$3.5 million this year. Likewise their award dollars have been about the same (around \$1.8 million) and their expenditure dollars have increased slightly from \$1.6 million to \$1.8 million. Their indirect dollars have increased only slightly, from \$109k to \$117K and their indirect % increased from 6.1% to 6.2%. Additionally, the IUPUI capital campaign has almost reached its goal of raising \$2 million dollars through philanthropic gifts and non-governmental grants and is expected to surpass that goal.

He also reported that IUPUI is in conversation with the School of Science, the School of Engineering and Technology, and the School of Education to develop an Institute for STEM Research and Education at IUPUI. This has support from the Vice Chancellor for Research and a search is underway for the executive director.

e. Development and Alumni Affairs- Jonathan Purvis

Jonathan Purvis was introduced as the new Executive Director of Development and Alumni Relations for the School of Education. The mission of the Office of Development and Alumni Relations is to maximize private sector support for the Indiana University School of Education. There has been a campaign on the Bloomington campus that began on July 1, 2010 and is expected to end in 2017 or 2018. Its aims are to secure transformational naming gifts, international engagement, building renovation and expansion, and endowed faculty, research, and student support. So far the campaign has raised \$9,241,946 in support.

** The meeting was adjourned at 12:00 P.M **