

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

October 19, 2012

IUB School of Education Auditorium

IUPUI 3138E

IUPUC CC156H

10:00 am – 12:00 pm

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

**\*\* PowerPoint slides are appended to this document. \*\***

### **1. Welcome**

Dean Gonzalez welcomed the faculty and introduced two guests from RHB, a marketing consultancy firm, who presented later in the meeting.

### **2. Introducing New Faculty**

The department chairs and members of the dean's staff introduced new faculty members. At IUB, these included Sean Duncan, Y. Barry Chung, Daisy Lovelace, Lucy LePeau, Janet Decker, Kathryn Engebretson, Anna Maria Brannan, Camilla McMahan, Frank DiSilvestro, Jeani Young, Marge Treff, and visiting lecturers Dustin Bailey and Jill Clay. Several of the new faculty members were associated with the Adult Education program, which transitioned this year to the School of Education from the School of Continuing Studies.

An overview of current faculty searches was then provided. These include positions in mathematics education, qualitative inquiry, learning sciences, IST, LCLE, a joint position between Informatics and IST, director for the Center for Social Studies and International Education, and director for the Center for Education and Evaluation Policy.

At IUPUI, new faculty members included Jim Scheurich, Lori Patton Davis, and visiting lecturer Alexander Radosavljevic.

At IUPUC, new faculty members included visiting assistant professor Regina Weir and Future Faculty Teaching Fellow Kylea Asher.

Faculty searches have been approved in language education/ESL, special education, and foundations (focus on urban education) at IUPUI. At IUPUC, a special education search committee will be formed this year with assistance from the other two campuses.

### **3. Dean's Report**

Dean Gonzalez discussed the internal and external pressures faced by the School of Education, specifically regarding teacher preparation. The policy environment is not

getting easier for education. One important comment in the recent State of Education address concerned the states intention for teacher preparation programs to be evaluated based on data associated with the performance of their graduates. Doing so was part of Indiana's application for receiving a waiver from NCLB. Continuing controversy ensues at a national level concerning the usefulness of value-added models in education. Deans of schools of education in the state have not received requested data from the state department at this point. It is hoped that data will be released soon to provide schools of education with meaningful input into the state system.

There are continued enrollment pressures in teacher education programs, and the problem is not unique to the IU School of Education's campuses. There has been an overall reduction in teacher education enrollment at the state and national levels. The reasons for these trends are complex and dynamic.

The Dean presented at the Board of Trustees meeting the previous week. This presentation was organized in response to areas of concern regarding teacher preparation as raised by a panel of education experts who had previously presented to the Board. A number of overgeneralizations were noted, and the Dean was invited to respond. His presentation was framed around five issues: admission standards, quality field experiences, content requirements (which for secondary education students are identical to courses required by students majoring in the content areas), quality research, and innovation.

Evidence was presented in support of the quality of education provided by the School of Education. Gary Crow and Krista Glazewski accompanied the Dean to discuss an innovative new partnership with the Kelley School of Business and an initiative supporting the integration of technology in curriculum.

Some questions were raised about the credibility of our data, and the meeting was rather intense. Our high levels of performance are not convincing critics. The school needs to continue to challenge misperceptions with data. The Dean also noted that at the subsequent business meeting of the Board of Trustees, the Provost praised the quality work the School was engaged in. She noted in a message to the trustees conveyed to the School of Education's faculty that the school will be at the forefront of analyzing data released by the state and should continue to gather data illustrating the accomplishments of the school. The Dean encouraged the faculty to consider how to better tell our story and also be mindful of what can be done better.

The policy environment for education is not likely to change soon. The School of Education is a national leader with special responsibility to perform at the highest levels of quality, and the school has the responsibility to articulate its work and progress using data. The Dean thanked the faculty for their work and support.

A faculty member complimented the Dean on his leadership. The Dean responded that he was more than happy to represent the school's faculty and students.

A faculty member asked about the status of the state's data system needed to produce reliable student-level growth data. The Dean responded that progress has been slow in developing reliable systems, although such data is already being used in Indiana to classify schools and teachers based on effectiveness. The faculty, as educators and researchers, have a responsibility to challenge unsupported uses of data, express concerns, and gather new data when possible.

#### **4. Bloomington/University Faculty Council report**

Pete Kloosterman and Cassandra Guarino, who both serve on the Bloomington Faculty Council and University Faculty Council, discussed these organizations' desire for further faculty input and summarized the major issues currently under consideration. The BFC is opposed to the parking privatization proposal at IUB and IUPUI. There are discussions regarding recruitment of international undergraduate students, and it was noted that the School of Education has few international undergraduates. Some concerns about English proficiency and awareness of academic misconduct policies were noted by the BFC, but these issues seem to be improving. The Bloomington faculty was urged to participate in a survey regarding faculty issues that was recently emailed.

#### **5. Budget Summary**

Joyce Alexander presented the financial report for IU Bloomington. The school ended the year with a \$49,989 surplus (0.12% of annual budget). The school's reserves are in a healthy position (about \$6 million). Money has been set aside to renovate 11 classrooms this upcoming summer.

Pat Rogan presented the financial report for IUPUI. The school ended the year with about a \$400,000 surplus (5% of annual budget). The school's reserves are also strong at about \$2.8 million. A portion of the reserves will be used for initiatives including online marketing and renovations. Income continues to be higher than expenditures, but the trend has been toward less income during recent years.

Joyce Alexander discussed undergraduate enrollment, which continues to decline although at not as rapid of pace as in other schools in the state. Teacher education admissions peaked in 2010, likely due to the pending introduction of new REPA regulations. Admissions have decreased in the past two years. The Direct Admit

program continues to be strong, and this is the first year scholarships have been associated with the program. Retention rates have also been quite high.

IUPUI's undergraduate headcount has also decreased, particularly in part-time enrollment. IUPUC enrollment has dropped as well.

Graduate student enrollment is up at IUB, in part due to the Adult Education program transitioning to the School of Education. Credit hours in each department are slightly down in line with decreasing enrollment. One of two offered Dean's Fellowships were accepted last year. Overall, 7 of 10 fellowships offered were accepted.

IUPUI's graduate headcount has declined. The school is excited to begin its new Urban Education Ph.D. program, and several awards in support of the program (fellowships and graduate assistantships) are available.

Research and development awards at IUB are down, although last year's numbers were inflated by large multi-year grants awarded upfront. A slide was presented with details about upcoming grant due dates.

IUPUI's R&D awards have continued to rise and have never been higher than this year. Information was provided regarding news and announcements at IUPUI, including continued strategic planning, an upcoming accreditation visit, and the school exceeding its capital campaign goal. The 2012 Indiana Teacher of the Year was an IUPUI Art Education alumna. The Jose Rosario Scholarship Fundraiser will occur on October 23<sup>rd</sup>, and the "Celebrate Transformational Educators" event will take place on October 26<sup>th</sup>.

IUPUC announced receiving a regional partnership grant from Indiana's Core to College initiative, and EcO15 awarded a large grant to support project-based learning.

*IUPUI and IUPUC faculty departed at 11:00 as RHB began their presentation focused on the IUB campus.*

## **RHB Presentation**

Shawn Odle, an account executive from RHB who worked directly with IUB, introduced the marketing and branding study. A primary goal for the project was to identify the place IUB's School of Education currently occupies in order to better articulate goals for the future.

In terms of methodology, three primary forms of data collection (triangulation) were utilized to understand the "spot" owned by the school:

- A form of focus groups to create a portrait of the current state of teacher education in the school. Undergraduates were interviewed to provide a sense of how they experience their education.
- An analysis of how the school currently portrays itself through examination of the website, alumni material, and recruitment efforts.
- A survey of students, prospective students, and alumni to understand what others say about the school.

Four steps were described summarizing recommendations:

- **Healing:** Building connectedness and addressing areas for improvement.
- **Teaching:** Educating others about what great accomplishments the school has achieved.
- **Farming:** Advocacy work among alumni and decisionmakers.
- **Hunting:** Recruitment efforts geared toward undergraduates, graduates, and faculty.

Rick Bailey, principal of RHB, provided the rest of the presentation. The school stands at an important juncture as high quality teacher preparation continues to be scrutinized. A “coherence manifest,” or roadmap for the future, was presented. Teaching is hard, and despite criticism from some, the school is doing very well. Students can expect to succeed here. Teaching is hard, and we need to reclaim the profession.

#### **Four Steps toward Coherence:**

- *Healing:* We are not perfect and should work toward addressing areas we can do better.
  - Widen scope of Direct Admit program and ensure that talented K-12 students are committed early to the profession.
  - Expand cultural immersion program to urban education in Indianapolis
  - Increase interaction between professors and undergraduates
  - Ensure that early field experiences are meaningful and helpful
  - Trim redundancy in courses
  - Improve the climate for students of color
- *Teaching*
  - The school should liberally share its accomplishments with others in the university, including highlighting our Teachers of the Year and highly-ranked programs.

- An internal marketing campaign, including advertisements, can help challenge the perception that education is “easy” and a second choice option for students.
- *Hunting*: To attract the best and brightest students, we must communicate our key messages effectively.
  - The school is a national leader in education.
  - We are advocates for teachers.
  - Our alumni are highly accomplished educators, including many Teachers of the Year.
  - Student teaching placements are excellent.
  - We are at the forefront of the field in furthering progressive research and practice.
  - We are part of an international community of scholars.
  - Cohort-based programs and clusters promote a tight community and provide a built-in professional network.
  - We offer many unique cultural immersion opportunities.
  - We will benefit from strengthening the connection between the school and the IUB brand. Our alumni report being attached to IUB, not the School of Education.

*Vision for the School in 2022.* Mr. Bailey presented a vision for what the school could look like ten years from now. The school is named and mentioned along with other prestigious schools at Indiana University such as Kelley and Jacobs. The school guarantees the quality of its teachers. Field placements in Indianapolis are routine, and the school has developed a model high school in an urban area.

**Questions:** Faculty at IUPUI noted that their program has a different focus and asked about the possibility of competing with IUB’s program. Mr. Bailey discussed that this is a difficult issue to address from their marketing standpoint but noted the importance of collaborating and working together on common goals. He reiterated the importance of IUB students having urban education experiences.

Other faculty had questions about the specific proposals outlined in the *Vision for the School in 2022*, such as issues involved with running a university school. Mr. Bailey described this vision as a metaphor for what the school can accomplish, not necessarily specific proposals. The intention is to address misperceptions of the School of Education and the teaching profession.

Another faculty member discussed the focus on urban cultural immersion, noting that the world is increasingly global and that an emphasis on international placements is also very important. Mr. Bailey suggested that prospective students may not be aware of what “cultural immersion” refers to.

Dean Gonzalez concluded the meeting by describing RHB's report as the beginning of a conversation. There are continued challenges to the school and the state of education, but we must challenge these in a position of strength. It is essential that we recruit the best students to the teaching profession.

**\*\*The meeting adjourned at 12:05 p.m.\*\***