

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

March 29, 2013

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**

G. Gonzalez welcomed the faculty and explained that the purpose of this constitutionally required meeting is to report on the state of the school.

### **2. Honoring Retiring Faculty**

E. Boling spoke on behalf of the Instructional Systems Technology faculty to recognize Ted Frick and Charles Reigeluth.

- Ted Frick earned his Ph.D. in 1982 from IU and is an accomplished scholar in methods, web-based instruction, plagiarism tools, and instructional design theory. He was the recipient of the Excellence in Mentoring Award and was recognized by G. Gonzalez for service to the school. He retired in December and continues to design software.
- Charles Reigeluth joined IU's faculty from Syracuse University and is a widely-cited writer and editor in instructional theory. His areas of research focused on systemic change and he maintained a long-term ongoing project with Decatur Schools. He received numerous awards for his research.

L. Lackey spoke on behalf of the Curriculum and Instruction faculty to recognize Jesse Goodman and Beau Vallance.

- Jesse Goodman, Professor of Education and American Studies, began his 28-year career at IU in 1984. He wrote two books, 70 articles and chapters, presented over 100 papers, and delivered three keynote addresses overseas. He was a proponent of democracy in education and progressive school reform. Dr. Goodman served as founder and co-director of the Harmony Education Center. He was instrumental in forming the Elementary Certification Master's / Transition to Teach program, whose graduates are considered among the best

in the country. A colleague described him as someone who eschewed fashion but was courageous and inimitable.

- Beau Vallance joined the faculty in 2006 as an Associate Professor of Arts and Museum Education. She had already established a national reputation in curriculum studies and museum education. Her scholarship focused on the meanings and secret lives of visual artifacts and their uses in learning. She developed a new course on museum studies, which grew from one to four sections and became a General Education course. The Education Curator at the IU Art Museum noted that Dr. Vallance stimulated dialogue on museums and higher education and strengthened relationships between IU and the local museum community. Her contributions are obvious, significant, and permanent.

### 3. Dean's Report

G. Gonzalez shared several recent accomplishments of the faculty, with the caveat that the faculty are so involved that there is always the risk of leaving important accomplishments out:

- The science education program was ranked #2 in the country in research productivity during the 2000s decade. This is a tremendous accomplishment.
- Routledge Publishing has given free access to an article coauthored by Mary McMullen in *Early Education and Development*; articles are selected based on being among the most highly-cited articles in the journal.
- Cary Buzzelli recently authored an op-ed piece expressing support for early childhood education in light of the Obama administration's proposals to expand ECE opportunities. His article was published in various outlets across the country and internationally.
- Kathleen King Thorius was the recipient of the 2013 Chancellor's Diversity Scholar Award at IUPUI.
- Nichole Flowers, an undergraduate education student at IUPUI, was recognized for being among the highest achieving students on campus.

The School of Education exists in an increasingly competitive environment, and these types of accomplishments showcase our faculty in ways that draw attention to our work. We have not been as aggressive as others at promoting our accomplishments. As we become a more global institution, students pay more attention to rankings. The *U.S. News & World Report* rankings were just released, and the School of Education was again ranked in the top 10% of schools of education. While we may not like everything about this methodology, others do pay attention to the *U.S. News* rankings.

G. Gonzalez then presented a series of slides detailing how the *U.S. News* rankings are created. They are based on ten measures with varying weights assigned: peer assessments (by faculty and deans), superintendent assessments, mean GRE scores, graduate acceptance rate, student-faculty ratio, faculty award recognition, doctoral degrees granted, funded research activity, and research expenditures by faculty. The slides (appended to this document) illustrate how our data affected the current ranking. These data only apply to the Bloomington campus. Our rankings based on these criteria have been quite stable over the past decade. G. Gonzalez noted that the individual program rankings are based on peer assessment and reputation only, so sharing our accomplishments with colleagues is essential.

Several questions were asked regarding particulars of the ranking methodology. One faculty member said that some criteria can cancel each other out in certain situations, and G. Gonzalez said that it is intended to be difficult to move positions easily. Another faculty member noted that international applicants tend to have lower GRE-Verbal scores and wondered how the trend toward internationalization interacts with this statistic. G. Gonzalez responded that we are driven by academic excellence rather than rankings, and international students add much to the school's community and culture. It is also important to note that international students especially value rankings when selecting programs. The School of Education's overall rank may help us get noticed, and then students ask about the quality of individual programs.

G. Gonzalez briefly updated the faculty on REPA 2. The legislation is currently before the state Attorney General, and today was the deadline for that office to act. If this does not happen, the law's changes do not go into effect. Approval is unlikely to happen at this point.

G. Gonzalez announced that Policy Council approved a revised Strategic Plan from the Long-Range Planning Committee and thanked the hard work of that committee's members.

G. Gonzalez then discussed the latest information on the statewide transferrable general education core. The state recently passed a law requiring every public institution to develop a 30 credit core that can be transferred everywhere in the state. IUB was in compliance with the state's requirements except for the lack of a Speech and Listening course. The General Education Committee recommended that this requirement become a new General Education Foundations requirement, which is problematic for the School of Education as it further reduces the choices of our students because of the 120 credit hour limit. The teacher education program currently double counts G203 as an S&H course, which would not be permitted if Speech and Listening were considered a Foundation area course. Policy Council issued a recommendation in response requesting that this new course not be considered a Foundations course.

R. Kunzman reported that the professional schools may be granted a waiver from this Foundations requirement, and the School of Education may be able to apply and have its communication course considered for this area. A discussion ensued regarding campus-level committees and their response to the state mandate.

#### **4. Budget Summary**

Before presenting the financial report for IUB, J. Alexander publicly recognized promotion and tenure decisions from last year. Joel Wong, Carmen Medina, and Meredith Park Rogers were all awarded tenure, and Mary Ziskin was promoted to Assistant Scientist. At IUPUI, Gary Pike was promoted to Professor.

The school experienced an approximately \$800,000 decrease in tuition revenue due to lower enrollment; this was not unexpected. Expenditures were lower than projected, largely due to grant buyouts. At the end of the year, the school had approximately \$617,000 remaining in its budget.

P. Rogan also recognized recent accomplishments of the IUPUI faculty. IUPUI is also in the midst of strategic planning and had nearly 20 committees underway this fall on campus. IUPUI's budget was down 10% in tuition fees, but compensation (salaries and wages) was down 12%. There were significant expenditures related to increased scholarships. The overall budget was under about \$200,000, and reserves remain strong.

#### **5. Update on Faculty Searches and Miscellaneous Items**

J. Alexander announced the completion of five faculty searches in Bloomington:

- Gamze Ozogul, an assistant professor at Arizona State University, will join IST.
- Sharon Daley, a graduate of Purdue here on a visiting appointment, will join the LCLE faculty as a clinical assistant professor.
- Jessica Lester, an assistant professor at Washington State University – Tri-Cities, will join the Inquiry Methodology program as a specialist in qualitative methods.
- Erik Jacobson, a new graduate of the University of Georgia, will join the Mathematics Education program.
- Patricia Kubow, a professor and center director at Bowling Green State University, will join the C&I and ELPS departments on a split appointment and serve as Director of the Center for Social Studies and International Education.

Searches continue for the senior Learning Sciences opening and the Center for Evaluation and Education Policy director position.

P. Rogan announced the completion of one faculty search at IUPUI. Subini Annamma, a new graduate of the University of Colorado at Boulder, will join the faculty as an assistant professor of special education. A search for a position in Urban Education is in process, as is a special education position at IUPUC.

J. Alexander also discussed classroom renovation plans in Bloomington. Eleven classrooms will be updated this summer. These new classrooms will be much more mobile and versatile to facilitate collaboration. The rooms will have new paint and lighting, carpet, more writing space, tables, and chairs. Classroom technology will also be updated, and the rooms will have better projectors instead of using pull-down screens.

It is uncertain how the parking situation will work as construction on the new international studies school begins. Regarding the parking situation, the School of Education's proposal to remove paid visitor parking from the Jordan garage was rejected. Most of the overflow from eliminating the Wells Library surface lot will come to the Jordan garage. The university cannot add levels to the current garage and will not take space from the dorm parking lots.

## **6. Reports from Other Offices and IUPUI**

*Research and Development:* R. Sherwood thanked the Research, Development, and External Partnerships Committee for its hard work this year. Award dollars are down from last year but are looking better for FY2013. The exceptionally high FY2011 numbers were partly due to large, multi-year grants awarded all at once. Expenditure dollars have been consistent. Faculty's internal grant submissions have been mostly successful with 3 of 7 Proffitt submissions, 4 of 4 summer research fellowships, and 2 of 2 Creative Paths to Peace submissions. We do not know at this time how Congressional reductions in federal funding will affect research here. R. Sherwood asked the faculty to remember to turn in their final reports for internal grants. C. Thompson reported that the research centers at IUPUI and individual faculty members have been very active in seeking and securing grants this year and presented data from the slides.

*Graduate Studies:* E. Boling reported on graduate student enrollment. There has been a steady decline in graduate credit hours taken with about a 10% decline from two years ago. Increasing summer enrollment could be an effective strategy to counter this trend, particularly by promoting new certificate and professional development offerings. Reducing the number of students taking G901 credits would also be beneficial, as this is indicative of doctoral students who are not graduating.

The Office of Graduate Studies has received about 100 fewer applications than last year, but this figure is fluid. The School of Education offered all four Dean's Fellowships, and two students have declined so far.

*Teacher Education:* R. Kunzman reported on teacher education enrollment. He noted that many programs do not admit in the spring, so the data are not very informative. The recent enrollment drop has mostly leveled out. G. Gonzalez said that increased recruitment efforts and scholarships may have helped stabilize the loss in enrollment.

*IUPUI:* P. Rogan reported a large drop in graduate enrollment at IUPUI, in part due to changing state policy that reduces the benefit of master's degrees. Strong summer offerings may help. Undergraduate teacher education numbers continue to drop steadily, although the IUPUI campus has very strong retention rates for its teacher preparation program. Once students are interested and enter the program, they usually stay.

## **7. General Discussion and Questions**

G. Gonzalez said that the Dean's Fellowship is fully funded and encouraged the faculty to recruit highly qualified students. For students under consideration, the school will commit a travel fund for campus visits. Graduate student recruitment efforts will be helped by expanding funding opportunities, and faculty are encouraged to write assistantships into grant proposals.

G. Gonzalez briefly discussed the upcoming "IU on Strike," focused on tuition increases among several other issues. The campus position is that strikes carry consequences, and all policies remain in effect for attending and holding classes. Faculty have no obligation to change their practices due to the strike.

A faculty member asked about how expanding online course offerings reduces face-to-face enrollment. E. Boling said that it is difficult to assess the impact of online courses because our programs exist in a fluid environment. For example, the IST master's program had increased online students concurrent with a drop in on-campus enrollment, but the number of IST programs has also increased dramatically nationwide and more students have the opportunity to attend programs close to home.

Another faculty member asked how the School of Education can ensure quality teacher preparation in the context of changing General Education requirements as well as grade inflation. G. Gonzalez responded that we continue to admit more high-achieving students than in the past; the average SAT score is 1160, and on average the Direct Admit students have a 3.85 GPA and 1200+ on the SAT. We need to offer rigorous courses to meet their needs. In addition, legislation will increasingly require us to track outcomes for our students. Based on existing data, our students do very well. The grade inflation issue continues to be explored by the Faculty Development Committee.

J. Alexander also noted while we must accept the 30 hour core as meeting General Education requirements, students can still be required to take courses we believe are important.

\*\* The meeting adjourned at 12:00pm. \*\*