

Summary Report on Deliberations Regarding Faculty Issues at IUPUI April 21, 2003

The following statement offers a general description of important issues that the faculty of the IU School of Education at IUPUI considered and discussed during the 2002-2003 academic year. Of particular importance have been conversations addressing faculty professional development, including performance review; identifying priorities for new faculty hires; reconstruction of our undergraduate teacher education program; development of a doctoral program in urban education; development of a master's certificate in urban education; expansion of faculty's involvement in professional development for teachers and school administrators in Indiana; and satisfaction of the states requirement to implement a "fast-track" master's in teaching program.

1. Professional development: Faculty have discussed both the annual "merit review" process and the process for post-tenure review. The viability of two different "rubrics" for assessing faculty work received considerable attention; that discussion continues, as arriving at effective means by which to fairly evaluate and compare the rich variety of contributions by IUPUI SOE faculty is a complex and challenging process. A document regarding post-tenure review, emphasizing the importance of constructive rather than punitive intervention to ensure effective professional development for tenured faculty, has been developed and has received faculty approval.
2. Priorities for new faculty hires: Given significant budget constraints, agreement on priorities for new faculty hires becomes even more important. Several areas of need have identified and defended by various faculty; eventually it was determined that new faculty searches for hires to commence in the fall of 2003 would include a generalist in secondary education and a specialist in educational psychology at IUPUI, and an elementary generalist and a math/science elementary specialist at IUPUC. The outcomes of several of these searches are as yet undetermined at the time of this writing. For the upcoming year, faculty determined that the search for the secondary generalist should be reopened, with specific areas of expertise in social studies or English to be substituted for "generalist" in the job description. We will also seek a hire in the area of educational leadership, focusing on urban education. If the educational psychology search needs to be reopened in the fall, it will be. Much of the discussion about new hires addressed the perceived priorities of the School; undergraduate teacher education, the development of the new graduate programs, and the need to serve the core campus mission in higher education were all identified as areas of great need for new faculty.
3. Reconstruction of the undergraduate teacher education program: Much time and effort have been expended by faculty and staff to facilitate the move to the "new" undergraduate elementary teacher education program, whereby the third and fourth semesters would each be divided into half course work and half student

teaching. This has required significant retooling of curriculum development for the courses involved; additional efforts to place student teachers; and reconsiderations of appropriate means of assessment for students as well as the program itself. Of significant concern to faculty has been how this new structure would affect determinations of faculty workload and teaching assignments, given the compressed structure of classroom time, the need for even greater collaboration, and the role of faculty in student teacher supervision.

4. Fundamental revision of graduate and professional development programs: The graduate programs at IUPUI also have received a considerable amount of attention this past year as we attempt to address a wide range of needs and interests among faculty, students, and the community. Briefly, work has progressed in articulating the relations among a new certificate in community building and a proposed doctorate in urban education. We continue the process of designing a comprehensive masters in urban education that tries to address multiple needs of students seeking a general masters degree in elementary or secondary education; advanced coursework in special education; or a masters degree that emphasizes particular expertise in urban education. We have also worked to develop a viable Transition to Teaching (T2T) program that will satisfy the requirements of the state yet still uphold the integrity of our teacher education efforts. In addition, we are actively seeking to identify significant and potential matches of faculty interest and expertise with expressed professional development needs of school professionals in the region as a means to fulfill our mission as well as offer fiscally viable programs. These conversations are ongoing.