

Indiana University School of Education
Report of the Ad Hoc Committee on the Structure of the Core Campus (DRAFT)
May 2017

Preamble

The Indiana University School of Education faculty have agreed to separate into two individual campuses with the proviso that the conditions of separation outlined in this report are adequately met for both campuses to thrive. Faculty and administrators of the School of Education at Indiana University have been involved in serious, inclusive, and ongoing conversations about its core-campus structure. The most sustained thread of these ongoing conversations has been about mission differentiation between IU-Bloomington and IUPUI (including IUPUC). One impetus for the proposed separation was the demand by counseling and educational leadership accrediting agencies that the licensure programs on distinct campuses be accredited separately. Another impetus for the conversation was a self-study conducted in fall 2015 inspired in part by a need to examine enrollment declines. Given the results of the self-study, as well as problems in pursuing a needed search for a core-campus dean, Provost Robel charged an ad hoc committee to evaluate the structure of the IU School of Education with the task of recommending a revision to the core campus structure (Spring 2016). This committee drew on the self-study results. The 2016 ad hoc committee recommended that the campuses separate into two autonomously functioning schools. Faculty and staff had opportunities to provide feedback and were included in the process. Constituents on both campuses are largely in support of the separation with the strong proviso that particular conditions are met. One purpose of this report is to describe these conditions in enough detail that it is straightforward to determine whether they have been met during the separation process.

On September 21, 2016, at the School's Policy Council meeting, Dean Mason presented the School of Education Restructuring Committee's recommendation to have IUB and IUPUI Schools of Education separate into independent Schools of Education. Following this report, policy council chair Dr. Barry Chung sent the report to the core campus faculty and requested that people indicate (1) whether they support or oppose the proposal to explore campus separation and (2) their campus affiliation. The results were:

Campus	Yes	No	Unclear	Participation Rate	Total Votes
IUB	46	0	2	39%	48
IUPUI	17	0	4	62%	21
IUPUC	1	1	0	29%	2
TOTAL	64	1	6	43%	71

The Mergers, Reorganization, and Elimination (MRE) policies and procedures for Core Schools of the University Faculty Council have been put into play. A MRE ad hoc committee was convened and charged on December 13, 2016 by Rebecca Spang of the Bloomington Faculty Council. Members of the ad hoc committee were nominated and voted on by the School of Education Policy Council (a joint faculty governance body for IUPUI and IUB).¹ Pat Rogan (IUPUI) and Barbara Dennis (IUB) served the committee as co-chairs.

Although most MRE ad hoc committees begin with a concrete and specific proposal from administrators, this committee started with the previous work suggesting a separation, and was charged to create a governing document for the separation that provides budgetary implications and forecasting along with recommendations about how the separation would be enacted. This document reports the outcome of that process. Its purpose is to summarize and synthesize the issues important for consideration in the separation process and to make as clear as possible the conditions under which the separation would be acceptable to the majority of faculty on each campus.

The full ad hoc committee met three times and independent meetings were held at the campus level with ad hoc committee members. Budgetary implications were discussed with administrators and fiscal personnel, and feedback was solicited from the faculty and budgetary affairs committees of each campus. The ad hoc committee worked via email to refine the report. The committee reconvened to review the report on March 20, 2017. We articulated queries and invited additional queries through March 22, 2017. On March 22, the report was sent to ad hoc committee members, deans, and faculty and budgetary affairs committee members from the two campuses. Feedback was synthesized into updated drafts that were reviewed and revised during the month of April. An overview of the report was shared at the IUPUI faculty meeting and the core campus faculty meeting in April. All School of Education faculty received the draft report on April 27, 2017. Faculty meetings on both campuses were scheduled to discuss the report and receive feedback. The report was presented to the School's Policy Council on May 3. An e-vote regarding the report occurred on May XX. and after final edits were made, the report was sent to Provost Robel, Chancellor Paydar, and to chairs of the Bloomington and IUPUI Faculty Councils.

It is our judgment that the conditions specified herein are necessary to assure the vibrancy of the ensuing independent Schools of Education as differentiated by their unique missions. In this document, committee members summarize anticipated issues and incumbent conditions of the emerging independent campuses. As representatives of the School of Education, we support the needs and conditions relevant to the separate campuses. It is our recommendation that the points outlined for both campuses be adequately addressed during the separation process.

¹ Rachel Appelgate (IFC Rep), Lisa Kamendulis (BFC Rep), Victor Borden, Barbara Dennis, Suzanne Eckes, Danielle DeSawal, Chad Lochmiller, Enrique Galindo, Hannah Schertz, Rebecca Martinez, Yonjoo Cho, Natasha Flowers, Paula Magee, Thu Suong Nguyen, Megan Palmer, Pat Rogan, and Erik Jacobson.

Ensuring the Vibrancy and Growth of Independent Schools of Education

In this section, we present introductory information, specifically identifying core missions of the independent schools along with immediate fiscal needs related to the transition and long-term needs associated with vibrancy and growth of the two independent schools. These descriptions reflect the future independence of the two schools and are, therefore, presented per the separate campuses.

Indiana University School of Education - Indianapolis

Mission & Current Core Programs

Centered at Indiana's urban research campus, the School of Education at IUPUI contributes to the campus mission "to advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement." In sustained partnerships with area schools, community members and organizations, state education leaders, and other key stakeholders, we assertively address the racism, oppression, inequities, and discriminatory practices present in today's schools, communities, and education systems at the local, state, national, and international levels. Through our undergraduate and graduate programs, we prepare exemplary education practitioners, leaders, and researchers for work in urban contexts.

- Undergraduate: Our undergraduate programs include: Elementary Education, Secondary Education (in collaboration with the School of Liberal Arts, Herron School of Art and Design, and the School of Physical Education and Tourism Management), Early Childhood Education, and dual certification opportunities in Special Education, English as a New Language (ENL), and Reading Specialist. These programs operate independently of Bloomington undergraduate programs.
- Post-baccalaureate: Our current post-baccalaureate programs provide teaching certification through our Transition to Teaching program.
- Graduate: Our graduate programs include Master's programs in Counseling and Counselor Education, Technology Education, Special Education, Literacy, Culture, and Language Education, and Elementary and Secondary Urban Education, Urban Education Studies Ph.D., and Educational Leadership. Of these, only the latter program operates as integrated core campus programs developed and delivered by faculty on both campuses. Going forward, IUPUI will develop a mission-aligned Urban Superintendency program in Educational Leadership and an Urban Ed.D. in Educational Leadership. Alignment to the IUPUI mission will set these degree programs apart from those at IUB and other campuses while it is understood that some courses in these programs will be the same as courses currently offered at IUB (as is the case throughout the IU system).

The School of Education at IUPUI is recognized for our leadership in urban education. The School has recruited and retained nationally recognized scholars. Half (50%) of full time faculty are individuals of color. As a school on Indiana's urban research campus, our educational programs, research and public service focus on advancing education for urban communities in Indiana and beyond. Our courses and programs take a critical stance in surfacing and disrupting racism and oppression in urban schools and communities. Student and faculty service is anchored in our community, in ongoing partnerships with area schools and organizations, and focused on changing discriminatory policies and practices. The Urban Education Studies Ph.D. is the first of its kind in Indiana and one of only a handful of such programs nationally and internationally. Over 60% of doctoral students in the program are individuals of color.

Faculty and student research and scholarship center issues of social justice, equity, and inclusion in the urban context. The School hosts three research centers, the Great Lakes Equity Center, the Center for Urban and Multicultural Education, and the Urban Center for the Advancement of STEM Education (UCASE) - a partnership with the School of Science. External funding has increased by 21% in the last five years, from \$2,034,375 in 2013 to \$2,277,298 in FY 2017.

Fiscal Impact and Financial Forecast

Given substantial differences in the existing organizational infrastructure, the School of Education at IUPUI bears a disproportionate burden in terms of costs of organizational development required by separation. In the period leading up to and following separation, the school at IUPUI must make significant new investments to develop capacities currently facilitated by core campus offices housed and staffed at IUB. This will demand new organizational roles and structures as well as an array of policies and procedures. With a smaller and more junior faculty, the school at IUPUI has and will continue to face more demands for faculty service related to separation, which detracts from time devoted to research and teaching. Although the school may realize long-term benefits, IUPUI will bear a disproportionate burden that will affect its development for the next several years.

An independent School of Education at IUPUI will experience fiscal impacts in the following areas:

- *Planning and implementation of separation.* Separation will demand substantial investments of faculty and staff time to review, revise, and develop necessary policies and procedures stemming from dissolution of the core campus arrangement. These include, but are not limited to: developing a constitution; developing associated school policies, procedures, and other school-level documentation; addressing needs for organizational adaptation (e.g., departmentalization, promotion and tenure procedures, support structures for graduate studies); updating print and web information; and engaging in program revision, redesign and redevelopment. In addition to articulation, the school at IUPUI will also need to move these through associated faculty governance

processes. To limit erosion of research and teaching time, faculty investments in these areas has and will take the form of release time. IUPUI has offered and will continue to offer service-related course releases or administrative summer pay for faculty time devoted to separation planning. To maintain teaching load requirements in programs being offered, the school plans to see an increased cost through employing a larger number of adjunct faculty. Staff investments will take the form of expanded staffing and overtime pay.

- *Creation of IUPUI SoE Dean's office.* Currently, the school at IUPUI and IUB is served by a single dean and operates with single offices of Graduate Studies and of Research and Development led by associate deans located in Bloomington. Separation will require creation of a dean position at IUPUI with an estimated base salary of \$200,000, beginning in FY19. Further, IUPUI will incur the cost of recruitment efforts including search and screen expenses. The school at IUPUI currently supports and will maintain an Associate Dean for Academic Affairs. In addition, the school at IUPUI must develop capacity to oversee and advance graduate studies, research, and development. The school will create an Office of Graduate Studies and Research, and recruit and hire an Associate Dean for Graduate Studies and Research. The dean's office will also need to invest in staffing to handle responsibilities for communication and media relations that were previously shared. Thus, the dean's office will hire an additional full time administrative assistant to support the increased demands.
- *Loss of HESA course tuition.* Money generated through tuition revenues on the IUPUI campus will be lost as the IUPUI course offerings will be discontinued. This is offset by the transition of faculty pay to IUB. The program faculty have agreed to a transition that would be completed by fall 2020². In the coming year, HESA will continue to operate with faculty members holding IUPUI appointments and offering courses on the IUPUI campus. The full transition of HESA to IUB, including a transfer of up to 3.15 faculty lines to Bloomington, will begin in 2018-2019 and will be completed in 2020. As each HESA faculty member moves to the Bloomington campus, IUPUI will need to fill positions in other programs.
- *Separation of Educational Leadership program.* Prior to separation, Educational Leadership faculty from IUPUI co-developed and co-delivered a number of face-to-face and on-line programs on the IUB campus, the IUPUI campus and through the Central Indiana Educational Service Center (CIESC) in Indianapolis. Starting in 2013, this

² In 2017-18 Lori Patton Davis will teach in Bloomington as an IUPUI faculty member (with the 90/10 split practices currently in effect) and Megan Palmer (0.15 FTE) may teach via distance education modes. In 2018-19 Lori Patton Davis and Gary Pike will move to IUB. In 2019-20 Robin Hughes and Megan Palmer will move to IUB. As part of this agreement, Gary Pike will serve as HESA Program Coordinator in 2017-18. He will teach the inquiry courses for the Urban Ed Studies PhD in Spring 2018. In 2017-18, Dr. Patton Davis and Dr. Hughes will teach HESA courses but have a reduced load, bought out by IUPUI, to help with transition tasks.

practice was discontinued. Due to the loss of tuition revenues, income is not available for new faculty hires within the IUPUI educational leadership program. In addition, IUPUI will necessitate hires to offset the loss of previously shared faculty expertise and faculty time needed for program development. In addition, the separation necessitates faculty effort to develop and secure separate approvals and accreditations to establish parallel but mission specific programs that were jointly developed and delivered under the core campus arrangement.

A proposal for IUPUI program development in Educational Leadership following formal separation was put forth in the 2016 Committee to Evaluate the Structure of the IU School of Education (CES) report. That proposal was reviewed and approved by the CES Committee, Policy Council, and the Core School Faculty. IUPUI has received written assurance from the Dean's Office in Bloomington that the agreement articulated in the Educational Leadership proposal in the April 2016 Committee to Evaluate the Structure of the IU School of Education (CES) Advisory Report appendix will be honored and that the School in Bloomington will not block IUPUI's pursuit of approvals for urban focused degree and licensure programs that do not create duplication or unnecessary competition between the two campuses. Broadly, these assurances include: (a) support for expanding urban-focused specialist and doctoral degrees; (b) agreement to deliver existing specialist, doctoral, and licensure programs through IUPUI through the transition period; (c) support to rebuild capacity lost through separation; and (d) maintenance of shared institutional membership in our premier professional organization. See the April 2016 CES appendix for agreement details.

- *Rebuilding lost capacity.* The value of senior faculty extends beyond the tuition revenues generated and is reflected in their leadership, mentorship of junior faculty, ability to serve in key school and campus roles (e.g., promotion and tenure, department chair, dean roles, etc.), their national reputations, and capacity to secure external funds, etc. Separation will result in significant erosion of faculty capacity due to HESA departures to Bloomington and loss of access to faculty expertise in Educational Leadership. Two of the HESA faculty are full professors and the third is near promotion to full professor. To offset the loss of leadership, service, and prestige these faculty contribute to IUPUI, the school will invest in open rank hires to fill positions in other program areas. The school will also explore opportunities to mentor mid-career faculty and recruit non-tenure track faculty with strong records of scholarship to tenure line positions. Capacity building to offset these losses will include the recruitment and hiring of additional faculty as well as investments in faculty time to support program development.
- *Creation of IUPUI Office of Development and Alumni Relations.* To fully reach our planned objectives surrounding alumni relations and fundraising efforts, IUPUI will need to invest in hiring an Assistant Director of Development.

To ensure the success of IUPUI as an independent School of Education, financial support from the IUPUI campus, IUB School of Education, and the university will be essential. Concurrently,

the School of Education is planning for sustainable growth via increases in enrollments, external funding, and alumni contributions.

Indiana University Bloomington School of Education

Core Mission and Scope

The breadth and scope of the IU Bloomington School of Education’s academic programs have made it a leader among research-intensive universities in the U.S. and the world. The IUB School of Education is the largest AAU teacher education program in the U.S. and the largest School of Education in Indiana in numbers of students at the undergraduate and graduate level and in the number of tenure-track and clinical faculty. The IUB School of Education, through its five departments (Counseling and Educational Psychology, Curriculum and Instruction, Educational Leadership and Policy Studies, Instructional Systems Technology and Literacy, Culture and Language Education), offers a wide range of programs including doctoral degrees in nineteen specialty areas. The school also supports five research centers that have accounted for an average of approximately \$9 million per year in external funding to support research over the last four years. Among its other unique programs are the Global Gateway for Teachers (an undergraduate program for student teaching abroad, in Chicago, or Native American community settings), the INSPIRE undergraduate living and learning center, seventeen online graduate degree programs (including Indiana University’s first online doctoral program), the National Survey of Student Engagement, and a master’s’ degree program in collaboration with the Kelley School of Business to prepare educational leaders. The School of Education at IUB has welcomed many international students and visiting scholars over the years and continues to do so, making it a prime destination for educators from across the globe. This breadth of responsibility to a wide range of publics on behalf of Indiana University gives the School of Education on this campus its unique character among institutions across the country; we are one of only a few campuses with large- scale teacher preparation programs housed in public, research-intensive schools of education.³ Per a report by President McRobbie, over half of the teachers in the state of Indiana graduate from IUB’s School of Education. The following needs have been identified as important to the continued growth and vibrancy as an independent school.

Fiscal Impacts and Financial Forecast

In terms of fiscal impacts and financial forecasts, we have identified a longer-term budgetary impact and forecast that reflects shifts in personnel to be sustained after the separation and transitional needs that will contribute to the ease of the separation for IUB.

- *Faculty transfer to IUB from IUPUI.* HESA faculty will be moved from IUPUI to IUB, though some of this cost would be offset by tuition revenue increases in the move of courses to IUB. This will not happen all at once, but is expected to be concluded in 2020.

³ Large portions of this text were drawn from the “Committee to Evaluate the Structure of the IU School of Education Advisory Report” of May 2016.

IUB will experience transitional needs in the following areas and would benefit from the hiring of two Graduate Assistants (GAs) for one year. These GA positions would be used to:

- *Support for re-branding graduate programs.* The re-branding will involve creating new materials and marketing strategies for existing programs. This effort will also draw on the professional expertise of the Marketing and Communication staff in the Dean's office. The specific shape of the re-branding will need to be determined in collaboration with faculty of those programs.
- *Support to transition documents, policies, and websites.* A GA will work with faculty for one year to help clean up and create policies, courses, and other documents that were developed through the core-campus structure.

IUB School of Education faculty and administrators will determine needs and establish funding from within the school given this report. The ad hoc committee is not requesting money from outside the school to address the projected financial needs outlined above.

Procedures During and After Separation

A plan for separation must include basic rules of engagement that clarify areas of ongoing joint operations (e.g., access to internal funds, approach to alumni, maintenance of shared documents) and how conflicts of interest will be adjudicated (e.g., approval of courses and programs, potential for competition for students). Some areas of consideration are discussed here.

Clarification and Continuation of Existing Policies and Practices

- Internal core campus grants (e.g. Proffitt, Creative Paths to Peace, and Kempf awards) will continue to be a shared resource. A process for awarding funds that include faculty from both campuses must be established to ensure ongoing parity and alignment with the funding directives. We expect that there will be equity in sharing responsibilities for the administration of these grants including reporting to the Deans' offices on both campuses.
- Continued use of the 90/10 fiscal split that is currently in place for professors of one campus teaching courses on the alternate campus with the potential of re-negotiating this in the future as needed. Under this rule, 90% of the course revenue goes to the faculty member's campus and 10% of the revenue goes to the campus where the course is being taught. A benefit of the core campus arrangement to students is access to a wider array of courses. We believe it is in the interest of students on both campuses to maintain such access. To do so, we should collaborate regarding scheduling and enrollment so students do not incur additional costs. It is in the interest of both schools to maintain the expanded course offerings and, in instances where low enrollment exists, helpful in combining enrollments.
- The development of new courses and programs on either campus, including online

programs⁴, will follow existing university-level procedures with respect for the spirit of no-duplication. As a primary consideration in separation is the balance of enhanced mission differentiation while avoiding duplication of services, a plan for separation should include provisions to ensure one campus does not encroach on the other's area of focus as articulated in differentiation of campus missions in efforts to expand or rebrand operations. For instance, any urban-focused programs would reside at IUPUI.

- Operations of a variety of programs and offices are governed by common core school policies and procedures. With separation, it is vital that these documents (e.g., policies, program approvals, meeting minutes, bulletins) are maintained in a manner that will allow access by both campuses as needed during and after the transition. In addition, an appropriate process should be developed to ensure changes to documents that pertain to both campuses can be vetted to limit unintended negative impacts.

Establishment and Negotiation of New Relational and Policy Structures

- Negotiations must be facilitated regarding faculty use of space for meeting with students and parking needs. For example, if program areas are interested in using IUPUI space for program-related use, rental costs will need to be negotiated.
- Existing courses will be reviewed and some may be retired. Faculty will do this for programs on their respective campuses. Under the core-campus structure, Schools were encouraged to list new courses as taught on both campuses. This will change going forward, but we will need a mechanism for coordinating when and how new courses might be made available on the alternate campus. When programs residing on both campuses rely on common courses, these courses will be reviewed, revised and/or retired upon agreement by faculty on both campuses during the agreed upon transition period.
- Structures for any compensation or structural support for faculty work, for example, serving as dissertation chair for students on the alternative campus, should be established simultaneously through policy bodies at both schools.
- Structures and procedures for reviewing and revising arrangements over time will be needed.

Conclusion

In summary, this document outlines the major issues and costs associated with separation of the core campus School of Education. Many tasks and details have yet to be completed and determined. A separation process that adequately meets the conditions described in this document is critical to the future long-term success of the independent Schools of Education, especially at the IUPUI campus.

⁴ For online programs see <https://uaa.iu.edu/academic/program-development/collaborative-programs.shtml>