



# Committee to Evaluate the Structure of the IU School of Education Advisory Report

**RECOMMENDATION:** The Committee to Evaluate the Structure of the IU School of Education recommends that the IUB and IUPUI Schools of Education separate into independent Schools of Education. [April 2016]

### INTRODUCTION: THE COMMITTEE'S CHARGE AND THE PROCESS OF ITS INVESTIGATION

The Committee to Evaluate the Structure of the IU School of Education (CES) was charged to review the current core-campus structure of the Indiana University School of Education, and recommend next steps to the President, Provost of IU Bloomington, and Chancellor of IUPUI, by the end of the spring semester, 2016.

The goal of this review is to assure that the administrative structure of the School supports the existing excellence of all parts of the School. The Committee's recommendations were to include either of the following, or some other structure:

1. Make no change in the core-campus structure for Bloomington and Indianapolis.
2. Separate Bloomington and Indianapolis into independent Schools of Education.

Over the course of the last several months the committee has gathered information to inform this important decision. We surveyed academic program coordinators to determine faculty and staff perspectives regarding the potential costs and benefits associated with separating or staying together and the specific implications regarding each of these decisions. The survey also asked program coordinators to indicate whether their program faculty favored separation vs. remaining together.

The committee also developed a "prototype" that outlines some of the key components of either a separated or core campus model and makes recommendations for operational and structural changes to optimize the functioning of the School(s) and to ensure the continued excellence of our programs. The prototype was used as a concrete basis within which to frame committee discussions regarding our possible futures.

In this document we summarize the conclusions that we have drawn and outline the conditions under which the two campuses could support independent schools of education. We begin with a discussion of the structural problems that are associated with the core campus arrangement and how those have led to operational and procedural difficulties.

## **THE CHALLENGES OF THE CORE CAMPUS ARRANGEMENT**

### *Differing Missions*

Overall, the mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society. To that end, the School seeks to:

- Prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research; and
- Work in partnership with a range of constituents to effect change from the local to national levels throughout the world.

While this mission applies to the core campus School as a whole, the contribution to the mission is distinct for the IUB and IUPUI campuses. It is this differentiation of mission that constitutes one of the key reasons that a separation into two independent Schools of Education would be in the best interest of both campuses.

### **IUB**

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 much larger than IUPUI 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 and in urban 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 masters' 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. Whatever our hopes for it were or have been, the core campus arrangement is now an operationally onerous one, benefitting primarily two well-regarded programs, but taxing the resources of time and effort that would otherwise be devoted to our mission.

### **IUPUI**

From its inception in the 1970s the core campus arrangement has allowed IU to offer courses and programs for educators in the metropolitan Indianapolis area, thus meeting an important need for the State of Indiana. Initially, faculty from IU Bloomington taught many of the courses on the IUPUI campus but over the years, with the growth of the IUPUI education faculty to more than forty tenure-track and full-time clinical faculty, most course offerings are now covered by IUPUI faculty.



Additionally, the IUPUI School of Education has established three research centers that support the urban mission of the School and have accounted for more than \$2 million per year in research funding over the last four years. Enrollments in IUPUI's undergraduate elementary and secondary teacher education programs to prepare effective teachers for urban schools have begun to increase after a few years of decreasing enrollments. IUPUI's masters' degree programs that focus on issues of culture, social class, and social justice, and the Urban Education Studies doctoral program to prepare "educational leaders who have an in-depth understanding of the complex assets and inequities of the urban education environment" make valuable contributions to the quality of urban education in Indiana and the nation. Arguably, the IUPUI School of Education has matured in the last few decades and stands poised to become one of the premier urban schools of education in the country. However, the core campus arrangement itself may constrain efforts for IUPUI to realize its potential as a leading urban school of education.

### **PERSISTENT PROBLEMS WITH CORE CAMPUS STRUCTURE**

In recent years several assessments of the core campus model have been conducted. In each of these, problems with the core campus structure were identified. In a 2008 report of the Core School Operations Review Committee, the following issues were raised that were seen as inhibiting factors for successful implementation of the core campus model at the school level:

- 1) Differences in tuition and fees across campuses within a core school.
- 2) Differences in faculty salaries within core schools across campuses.
- 3) Unequal burdens of faculty governance.
- 4) Differences across campuses within core schools concerning criteria for promotion and tenure, expectations in scholarly productivity, teaching load, the obtaining of grants, and the differential qualifications of students.
- 5) Difficulties concerning the transfer of students between campuses.

(Core School Operations Review Committee, 2008, p. 4)

Since 2007, IUB and IUPUI Schools of Education have operated under separate budgets and have thus achieved a degree of fiscal autonomy. There has also been, however, disparity in these budgets owing to the relative sizes of the schools, just as there have been disparities in the burdens of faculty governance and the support resources available to manage university systems not well suited to supporting transfer of enrollments across campuses, tuition revenue sharing, and most of the infrastructure and policy complications associated with operating fully integrated core campus programs at the graduate level. At the undergraduate level where programs do not overlap between the campuses, the operational issues are fewer and resolved with comparative efficiency. Following the last NCATE accreditation in 2010 the Indiana State Department of Education directed the two campuses to seek separate accreditation in the future for programs leading to initial licensure for teachers and other education professions, which has led to further distancing between programs and faculty at both the graduate and undergraduate levels, as well as placing additional budget strains on IUPUI. And across the board expectations in research, teaching and service remain distinct across the campuses as a function both of budgets and of mission.

Recommendations from the 2008 report focus strongly on encouraging the campuses to communicate with each other frequently on policy issues. The School of Education seats members of its Policy Council from IUB and IUPUI faculty in proportion to the relative size of the faculties and includes members from both campuses on all the standing governance committees of the Policy Council. Members from both campuses are eligible to serve in leadership roles on these committees and on the Policy Council. The Dean's Cabinet includes the Executive Associate Dean from IUPUI and the bi-weekly meeting of Deans and Associate Deans includes the EAD from IUPUI and faculty



serving in roles parallel to that of Associate Deans in Bloomington. A substantial effort on both campuses goes toward maintenance and upgrade of technology to facilitate these meetings without requiring frequent travel to them.

Despite these measures to keep communication channels open, the lack of guidance from the 2008 report was made apparent when, as part of the University’s 2015 Bicentennial Strategic Plan, the School of Education came under review by a Blue Ribbon Committee (BRC). The purpose of this review was to “reimagine education” and to chart a path forward for the School during a time of significant change within the field of education. A full report of the BRC’s findings was anticipated but was never made available. The BRC instead made a single recommendation to the Provost that, since the core campus arrangement posed a serious structural problem, this issue needed to be addressed before any further planning could occur. That recommendation led, in part, to the formation of this Committee and its charge to consider a new structure for the School of Education. Furthermore, the consulting firm that was hired to assist in recruiting candidates for the dean position reported to the Provost that several of those contacted about applying for the position claimed that the uncertainty around the core campus arrangement would deter them from considering the job.

We conclude that the problems identified in 2008 still remain for the School of Education, and that they represent serious obstacles to the effective functioning of the core campus arrangement as well as major constraints on each campus school’s efforts to pursue its unique mission. We also posit that these problems give rise to tensions in the relationships between the campuses, not that the relationships themselves create our problems. The fact that these problems do persist despite efforts to address them suggests that they may not be resolvable under the current core campus structure, and that both campuses would be better served by a separation under which some of these problems would be eliminated or at least attenuated.

DISPOSITION OF THE FACULTY REGARDING CORE STRUCTURE

While it was not a strictly “scientific” survey, the information that we gathered from program coordinators (some of whom consulted at length with program faculty) can nonetheless provide some insights into how faculty and staff view the core campus arrangement and whether they believe that it is worth continuing. Responses to the question of whether their programs favored separation or not can be summarized as follows:

Separate	Remain Together	It Depends	Indifferent
IUB/IUPUI	IUB/IUPUI	IUB/IUPUI	IUB/IUPUI
13/1	0/1	2/5	5/0

Keeping in mind that there were more respondents from IUB, these figures suggest that IUB faculty and staff either favor separation or don’t care and IUPUI faculty and staff are generally not willing to commit until more details about the terms of the separation are made clear. Among the concerns expressed by IUPUI faculty and staff were the availability of resources to support academic programs; sufficient faculty to participate in promotion and tenure committees, annual merit reviews, faculty governance committees, and doctoral committees; arrangements for doctoral students to take courses on other IU campuses; and resources to support research infrastructure and faculty development programs. Two programs in particular, Higher Education and Student Affairs and Educational Leadership, expressed major concerns about how a separation would affect their programs.



Within the core campus, the undergraduate programs operate independently of one another. However, graduate programs have more interdependence and/or connections that reveal bureaucratic, policy and programmatic issues within the core campus structure. These issues may include course sharing, “transferring” credits across campuses within a “core campus” school, and faculty loads being dependent on cross campus staffing of programs. Additionally, finances and budgets are separate with the exception of a small number of faculty research grants which are awarded on both campuses. The criteria for promotion and tenure are different on each campus. Tuition revenue sharing is based on an outdated and incorrectly applied agreement between the campuses, and fees charged to students enrolled across campuses as well as fellowship disbursements made to them require cumbersome procedures. Complicating these issues, which are associated largely with institutional operations that the School of Education does not control, is the heightened emphasis on accountability that is emergent across the institution. Workarounds that served students pursuing “core campus” degrees previously are no longer viable or allowed, but alternative institutional supports for these students do not currently exist. Our committee discussed these operational concerns in reference to the Urban Education Studies program to some extent. However, the bulk of the discussion centered on two programs: Higher Education and Student Affairs (HESA) and Educational Leadership (EL). HESA and EL are two programs that have historically operated as merged programs across the two campuses. Our recommendations for these programs are summarized in the next section.

## **RECOMMENDATION FOR INDEPENDENT SCHOOLS OF EDUCATION**

**The Committee to Evaluate the Structure of the IU School of Education recommends that the IUB and IUPUI Schools of Education separate into independent Schools of Education.**

The three key areas to be considered in our recommendation for separation are Mission, Governance, and Operations. We have outlined above the distinct features of the missions for both IUB and IUPUI, so we will now turn to a discussion of some proposed changes to governance and operational structures and practices.

### **Governance**

Separation of the IU School of Education into two independent Schools located on the Bloomington and Indianapolis campuses will necessitate changes to the governance structure under which the core campus and regional campus Schools operate. Each campus will require its own faculty governance structure. The IUPUI faculty and administration will decide what governance structures must be repurposed, reconfigured, expanded or established to accomplish the purposes now fulfilled by the joint Policy Council and its subcommittees. Critical among these are Policy Council itself, Graduate Studies Committee, Committee on Teacher Education, Faculty and Budgetary Affairs, and any other committees that are essential to the functioning of the School. Composition of the IUB Policy Council committees will be adjusted via its constitution.

### *Education Council*

The School of Education Council constitutes the primary academic governance body for the eight regional campus Schools and the core campus. In order to ensure adequate coordination across campuses regarding course and program development and approval, quality assurance, and data sharing, the Education Council constitution will be amended to ensure transparent election of its membership and leadership, equitable representation from the campuses and articulation of this body with the Schools of Education Deans’ Council. The responsibility of this body will be expanded to encompass routine, university-wide examination of courses, programs and internal procedures



to promote effective collaboration and support appropriate diversification in programs between all campuses.

#### *Deans' Council*

The current Deans' Council provides a mechanism for the core campus and regional deans to discuss issues with university-wide implications on an informal basis. The Dean's Council will be ratified as a formal body with a defined relationship to the Education Council, including twice yearly joint meetings with the Education Council to consider issues of program development and articulation, resource sharing and operational efficiency, student enrollments, opportunities for collaboration, and other policy issues that affect the campuses. The Deans' Council will establish agreements on cost sharing, dean's level endorsement for proposed joint campus degree programs, and participation in the process of approving new academic programs within and across campuses.

#### *Operations*

Changes to operational structures and practices pertain mainly to the Higher Education and Student Affairs and Educational Leadership programs.

#### *Higher Education and Student Affairs (HESA)*

HESA continues to operate jointly with all of its degrees conferred by the Bloomington campus, despite having faculty members holding IUPUI appointments and offering courses and assistantships on the IUPUI campus. Looking forward, HESA has offered a proposal for addressing core campus issues and maintaining the integrity of its merged, IUB-based degree programs. A detailed proposal is included in the Appendix, but the core proposal is a plan to transfer up to three faculty lines to Bloomington from IUPUI and consolidate all admission and program milestone activities in Bloomington. This measure would allow faculty to maintain their academic home, and remove bureaucratic barriers for students created by cross campus registrations and related factors.

#### *Educational Leadership*

Educational Leadership operated as a merged program, offering doctoral and masters level programs in Monroe and Marion counties, until 2013 when it ceased operating as a merged program. Currently, EL at IUPUI offers one degree and IUB EL offers a face to face masters/licensure, an online licensure program, an Ed.D., Ed.S. and a Superintendency licensure program. The decision to divide this program has been contested in the past by IUPUI faculty, however the CES committee has facilitated a proposal for supporting the growth of the IUPUI based program so that it can fulfill IUPUI campus strategic priorities and thrive as an urban-focused program in Central Indiana. This proposal is supported by faculty on both campuses and includes growing urban-focused Ed.D., Ed.S. and masters programs that are distinguished from IUB based Ed.D., Ed.S. programs due to their urban focus. These measures require an investment in both faculty lines and faculty time at IUPUI who have been left with the burden of developing programs after the internal separation of the program. A detailed proposal is included in the Appendix and speaks to the program expansion, program development and joint program membership in the national educational leadership program consortium, University Council for Education Administration.

Each of these proposals (HESA and EL) are relevant to the CES deliberations, despite the overall committee recommendation, and should be considered as envisioning ways to preserve program

integrity and ensure that each campus program thrives. Since they represent unique challenges, we will briefly outline our recommendations for these programs as we move toward separate schools.

## **INTERNAL ADJUSTMENTS AT IUPUI**

The bulk of the adjustments involved in separating the School of Education across two campuses will be those required at IUPUI, with one major shift involving both campuses.

### Both Campuses: Transitioning Faculty Lines

HESA proposes transitioning the three current full-time IUPUI faculty lines to IU Bloomington over the next three academic years at a schedule that accommodates the hiring of new faculty at IUPUI. Specifically, IUPUI will search to fill the three positions that can serve their current needs for existing program support, as well as their plans to enhance current and develop new programs. As each line is filled, a HESA faculty member will move into a line on the Bloomington campus. If IUPUI decides not to fill those lines within this time frame, HESA proposes to move the positions during the third year or sooner by mutual agreement. HESA faculty believe that the revenue generation of these faculty, both by virtue of credit hours generated in courses and their current and potential external funding, makes this a revenue-neutral move with prospects for increased revenues moving forward.

### IUPUI Adjustments

In order for IUPUI School of Education to thrive, several adjustments must occur. These include restructuring the administrative positions and reallocating staff to support efficient and effective implementation of program operations, research activities and administrative procedures.

#### *Administrative Positions:*

- First and foremost, a separation will require creating a dean's position at IUPUI.
- Regardless of this committee's recommendation, the IUPUI School of Education requires two Associate Dean positions in order to ensure program and faculty excellence, and growth and impact for the future. These two positions are: 1) Associate Dean for Academic Affairs and, 2) Associate Dean for Research and Public Scholarship. The current structure includes one Executive Associate Dean (EAD) and an Associate Dean for Research and Academic Affairs (ADRAA). We recommend splitting the ADRAA into two positions so that the research and academic affairs duties are disentangled. The focus on research support, funding, grants, etc., should be supported vis-à-vis an Associate Dean for Research and Public Scholarship.
- Assistant Dean for Program Evaluation and Assessment (currently in place)
- Assistant Dean for Student Support and Diversity (currently in place)
- Chair Graduate/Professional Programs [currently in place]
- Chair Teacher Education [currently in place]

Total new positions comprise a School Dean and an Associate Dean.

#### *Staff*

- Two administrative assistants in the Dean's office are needed to support the current (and new) administrative structure. The School of Education has grown since the



beginning of the core campus relationship, yet the administrative structure and administrative support in the Dean's office has remained stagnant.

- We recommend an external audit of staff workload and skills to offer guidance on the reallocation and restructuring of staff responsibilities across the School of Education. Given the growth of the school over the years as well as recent and impending program development (UES, future EL development) staff responsibilities may shift in order to support changing priorities.

#### *Faculty Support and Faculty Lines*

- As an independent School of Education, IUPUI will need additional resources and reallocation of existing resources to supplant research incentive monies previously provided by IU Bloomington School of Education (e.g. Proffitt, etc.).
- Faculty in Inquiry, Foundations, School Law and School Finance are some of the necessary areas that will require hiring over time in order to grow and sustain programs in Teacher Education, Urban Education Studies and Educational Leadership, should the core campus school split. These will in no way affect faculty hires in other areas that are currently planned or that will be needed in the future.
- Early Childhood Faculty is a priority due to the growing need to resume the Early Childhood program in Indianapolis. Given current statewide mandates and funding available for a focus on Early Childhood, the IU School of Education at IUPUI is uniquely poised to become leaders in urban early childhood education. Currently, IUPUI administration is in discussions about developing an urban professional development school and articulating an early childhood program partnership with Ivy tech. The Ivy Tech program currently has 40 students interested and prepared to complete 4-year degree.
- Technology, Innovation and Pedagogy in Teacher Education Faculty (in addition to current hire). The Technology focused program at IUPUI is waiting for final approval and previously enrolled a significant number of students across the state with interest in technology. In addition, faculty with this expertise are poised to offer professional development mini courses online and on site to partners across Marion County and beyond.

#### *The Urban Center for the Advancement of STEM (UCASE)*

- Restructure UCASE for three major foci, led by three faculty co-directors: a) STEM Youth Development Programs, b) K-12 partnerships, c) post-secondary partnerships (SERI).

#### *Yields*

IUB HESA expects to generate revenue to support the transfer of faculty lines by requiring that all students register through the Bloomington campus.

IUPUI EL expansion will not only support faculty loads that have been negatively impacted by the IUB-based decision to operate independently in 2013. The expansion would generate significantly more tuition revenue through the development IUPUI-based graduate programs, including: an Urban Superintendent's license, Ed.D. and Ed.S. Additionally, non-licensure masters' program expansion will build on an already strong Urban Principalship Program track, and the proposed Urban Education Advocacy and Leadership Certificate.



## INTERNAL ADJUSTMENTS AT IUB

The IU School of Education constitution will need to be revised to reflect the changes in committee structure and representation given that the Policy Council and its committees will no longer require members from IUPUI. It is also possible that a review of the administrative structure of the IUB School of Education will be conducted following the separation of the two schools.

## CONCLUSION

An end to the core campus arrangement would by no means imply that collaboration across the two campuses would cease. Common interests and a history of collegiality among faculty members on both campuses will ensure that faculty, staff, and students continue to work together. With increased clarity around their respective responsibilities and supports, such collaborations could feel more equitable than they do in the current structure. Further, separation may, in fact, encourage cross-campus cooperation by removing administrative burdens that interfere with more important scholarly pursuits.

The IUPUI School of Education has established a distinctly urban mission, is currently emerging as a national leader in this area, and should be encouraged to further extend its efforts in this realm. Having the opportunity to chart its own course can help make this happen. While IUB has a wide range of program foci, many of its faculty are engaged in work that has direct bearing on urban schools, issues of diversity and inclusion, and social justice. Conversely, the broad range of IUB programs and long-standing commitment to international programs-particularly those in developing and under-served countries where issues like language policy, educational access and equity of opportunity are foregrounded, can provide rich opportunities for programmatic and scholarly collaboration between the two campuses. Thus, cooperation across the campuses should and will continue, but this need not occur under the umbrella of the core campus structure and may gain in clarity when collaborators meet each other representing independent entities.

For the reasons cited earlier in this document, a relationship that was once necessary may no longer be, and establishing two independent schools of education to achieve excellence, which is at the heart of the Committee's charge, seems to be the appropriate course of action at this time. **Therefore, the Committee to Evaluate the Structure of the IU School of Education recommends that the two campuses move forward with plans for creating two Schools according to the conditions presented herein.**

## **APPENDICES**

- A. Higher Education and Student Affairs (HESA) Programs with Separate Education Schools at Bloomington and Indianapolis
- B. IUPUI Program Development
  - (i) Proposal for IUPUI Program Development following Formal Separation of the IU School of Education Educational Leadership Program
  - (ii) Ed Leadership Specific Recommendations IUPUI



## Appendix A

### Higher Education and Student Affairs (HESA) Programs with Separate Education Schools at Bloomington and Indianapolis

The Higher Education and Student Affairs (HESA) program is one of the oldest, well-known and well-regarded programs of its type in the United States. The program started conferring master's degrees in the early 1950s and doctoral degrees in the early 1960's. It has been ranked among the top 10 programs in Higher Education Administration within the U.S. News & World Report "Best Graduate School" rankings since U.S. News started ranking such specialties in 1998.

HESA degree programs were all approved as Bloomington-based degrees. The Core Campus arrangement allows us to provide access to the program for students based at IUPUI. As a higher education program, a notable number of students seek HESA degrees while employed as administrators and staff at IU Bloomington, IUPUI and other regional institutions of higher education. Registering in HESA program courses through IUPUI was first made available to students in the early 1990s. The first HESA faculty position located at and paid through the School of Education at IUPUI began in the mid-1990s (Parsons). Two full-time administrators with faculty appointments in HESA were also based in Indianapolis (Banta and Chism). A second full-time position was created within IUPUI HESA when one of the full-time administrators (Chism) retired after having moved the line from central administration to the School of Education. A third line was created in a similar fashion when Gary Pike moved from central administration into the School of Education. A fourth HESA faculty member (Palmer) was partly funded by the IUPUI School of Education (originally .25 FTE and now .125 FTE), but her primary affiliation at IUPUI is as Assistant Dean for Faculty Affairs and Professional Development at the Indiana University School of Medicine.

All HESA lines at IUPUI were created to serve HESA student enrollments at IUPUI and two full-time and the one partial affiliation were created through migration of central campus administrative lines into faculty lines within the IUPUI School Budget. As such the faculty members' primary affiliation is with the Bloomington-based HESA program. However, as more specifically noted later, differences in processes between the two campuses result in different ways in which Bloomington- and IUPUI-based HESA faculty are treated in Core School policies, processes, and leadership opportunities.

#### **Current Program Configuration**

The HESA program currently includes three degree programs—a Master's in Higher Education and Student Affairs; and a Ph.D. and Ed.D. in Higher Education Administration—and three graduate certificate programs—Institutional Research; Higher Education and Student Affairs (online); and Student Affairs and Higher Education Fundraising and Development. The program currently offers a series of undergraduate courses on the Bloomington campus. In total HESA courses generate over 5,500 credit hours annually,

with a majority at the undergraduate level (entirely in Bloomington). Overall credit hours are evenly split between state-resident and non-resident students with a majority of graduate credit hours generated by non-resident and the reverse for undergraduate hours. An undergraduate certificate in Higher Education and Student Affairs has been approved with an online version soon to be added.

The HESA program currently includes 13 full-time faculty. Eight positions are based in Bloomington (Borden, DeSawal, Gonzalez, LePeau, McCormick, Museus, Nelson Laird, and Walton) and five in Indianapolis (Banta, Hughes, Palmer, Patton Davis, and Pike). The majority of faculty have either significant buyouts or split assignments, so that the program FTE is approximately eight. Seven of the eight full-time faculty in Bloomington have their full academic appointments affiliated with the HESA program (Borden, DeSawal, Gonzalez, LePeau, McCormick, Museus, and Nelson Laird) and one is split between HESA and Foundations (Walton). There are currently three full-time faculty positions funded through the IUPUI School of Education budget (Hughes, Patton Davis, and Pike) with one additional faculty line being fully funded by central administration (Banta) and the fifth, as noted above, having primary affiliation with the School of Medicine and a .125 FTE affiliation with HESA (Palmer). The HESA program has one full-time administrative assistant based in and fully funded through Bloomington.

All HESA degree and certificate programs are based in Bloomington, as approved by the Indiana Commission for Higher Education. Currently, all degree programs accommodate students registering for classes through either Bloomington or IUPUI. One certificate program (Institutional Research) also registers students through Bloomington and IUPUI but the other two certificates and all undergraduate courses are only available through Bloomington registration.

### **Problems with the Current Arrangement**

There are two primary sets of problems related to the Core Campus arrangement. First, having students register through two campuses creates a significant set of logistical burdens for students. These include scheduling vagaries related to two different academic calendars; fee issues related to differing fee schedules; and assistantship funding and payment issues regarding the relationship between campus funding source and course registration campus. Recent issues have also emerged related to independent Graduate School policies and regulations across the two campuses.

The second set of issues arises from differential treatment of faculty across the two campuses. Specifically, IUPUI-based faculty incur larger service loads due to their affiliation with a Bloomington program while being fully funded by the IUPUI campus. Although they provide service to both campuses, they have been traditionally constrained from taking leadership roles on the Bloomington campus, at the program and department levels. There are also differential aspects to promotion and tenure and annual reviews that require IUPUI faculty to adhere to existing policies on two campuses. Although located on both campuses, HESA faculty do not review each other's work until tenure. The Bloomington Department (Educational Leadership and Policy Studies) chair is not included in the review of materials for IUPUI-based faculty. At one point, IUPUI faculty who were neither tenured nor held long time contracts were allowed to review materials as part of the annual merit review process of IUPUI-based HESA faculty. More generally, the tenure process is different across the



campus with dossiers traveling different paths until they come together to go before the Board of Trustees. Although already a highly ranked program, it is possible that the reputation would be even higher if it was well known by colleagues at other universities, that the Bloomington and Indianapolis faculty are part of the same program.

### **The Proposed New Configuration**

This plan lays out a sequence of changes that result in a configuration wherein students can only register for courses in the current array of degree programs and certificates through the Bloomington campus, thus eliminating the burdens created by maintaining registration through two campuses. Concurrently, HESA faculty will expand the program's online course offerings and collaborate with IUPUI as well as interested regional campuses, to enable people at these campuses to earn a Master's Degree in a distinctly different titled program, such as Student Affairs Administration, which builds from our current student affairs certificate and offers the possibility of doing some coursework at other campuses.

For the newly configured Bloomington-based, primarily face-to-face doctoral programs, options can be included to accommodate students who are currently working, or find graduate student funding at IUPUI or other area institutions and agencies. Specifically, we can continue the current practice of providing remote access to Bloomington-based courses either through video links to classroom or individual remote access.

Avenues for enrollment growth primarily exist with the increased offerings of undergraduate courses at Bloomington and online courses for the current array of certificates, as well as for new programs that we are considering for development in the years ahead. We already plan to add an Ed.S. credential, working with the existing curriculum and incorporating a final project in lieu of the dissertation requirement of the Ed.D. Building off the current online inventory, we could potentially expand offerings at the doctoral level and create online versions of the Ed.S. and Ed.D. degrees. Expanding online offerings is our most viable way of attracting significantly more revenue for the Bloomington School of Education.

### **Transitioning Faculty Lines**

We propose transitioning the three current full-time IUPUI faculty lines to IU Bloomington over the next three academic years at a schedule that accommodates the hiring of new faculty at IUPUI. Specifically, IUPUI will search to fill the three positions that can serve their current needs for existing program support, as well as their plans to enhance current and develop new programs. As each line is filled, a HESA faculty member will move into a line on the Bloomington campus. If IUPUI decides not to fill those lines within this timeframe, we would move the positions during the third year or sooner by mutual agreement. The revenues generated by these faculty, both by virtue of credit hours generated in courses and their current and potential external funding, makes this a revenue-neutral move with prospects for increased revenues moving forward. If not moved down to Bloomington, HESA faculty now at the IUPUI would be severed from their program and their colleagues when the HESA program is no longer part of the IUPUI School of Education. This is not a sustainable option.

**HESA Doctoral Programs and Certificates**

Registration in all HESA courses related to the doctoral and certificate programs that are now registered through IUPUI, will shift to Bloomington next academic year (2016-17) for those sections taught by Bloomington-based faculty. An additional section will be added to the Bloomington schedule to attend a given course remotely (from an IUPUI video-linked classroom or individual remote access).

As long as HESA faculty remain in the IUPUI School of Education, paid through the IUPUI campus budget, they will remain affiliated with both the Bloomington HESA program and the IUPUI School of Education. The sections they teach before their lines move to Bloomington will be registered through Bloomington as two sections: one for students to attend in a classroom in Bloomington and the other for students to attend in a classroom at IUPUI. The current revenue sharing arrangement can be adjusted so that 100% of the enrollments in the IUPUI section and 90% of the revenues in the Bloomington section will go to IUPUI. When their line moves to Bloomington, so too will the enrollment revenue.

Once all HESA faculty are affiliated with the Bloomington School of Education, we can consider the extent to which we can serve students who are not physically present in Bloomington through three options:

- If there is enough of a concentration of students who seek access from IUPUI, we could rent classroom space with a video-link and continue our current practice (except with all registrations going through Bloomington)
- Individually, students can remotely access Bloomington courses, using available platforms (e.g., Pexip, Lync, Cisco/Jabber). We can set maximum remote enrollments to ensure effective communication and classroom management with remote students. Currently, splitting the screen up to six ways is feasible, but as technology improves this capacity can be expanded.
- We can expand our fully online offerings to include some of our doctoral level courses.

The first two options can be used within our current doctoral programs. The third option would likely become a new set of fully online Ed.S. and Ed.D. programs, but we would continue to have our core residential Ph.D. and Ed.D. (and possibly new Ed.S.) delivered through face-to-face classes with some provision for remote access.

**HESA Master's Program - Academic Year 2016-17 & 2017-18 Course Transitions**

The entering master's cohort for Fall 2016 will operate in the current mode, with students able to take core courses in-person on either the IUB or IUPUI campus through their graduation in May 2018.

The following courses would be offered on the IUPUI campus for the Fall 2016 HESA master's student cohort, who are expected to graduate in May 2018:

- Fall 2016: C565; U548; U549
- Spring 2017: U547; U580; U553; U546
- Fall 2017: U549
- Spring 2018: U580; U553



After the transition, beginning with the Fall 2017 cohort, all courses would be offered through the Bloomington campus with no provisions for remote access or video-linked classrooms. Students in the cohort can hold assistantships on surrounding campuses (*Note: this practice is common in top ranked and respected master's programs; these students then commute to the primary campus to take courses face-to-face*). However, we would make provisions that all assistantship monies are channeled through Bloomington so that we can avoid the bureaucratic and logistical complications of having students funded from one campus registering for courses and incurring tuition and fee obligations at another campus. Students choosing to take elective courses on a campus other than IUB would continue to face the current complications of registering across campuses, although the scale of this problem and the number of affected students would be much reduced.

Current arrangements with IUPUI student affairs offices for out-of-class professional development that complement the academic coursework for students with assistantships at IUPUI or other Indianapolis higher education institutions can continue. This would provide a para-professional community in the Indy area. Administrators at IUPUI would continue to be invited to be part of the classroom environment.

Considerations for this model:

- If we maintain roughly the same overall number of assistantships to enable us to admit the same number of students, two (2) sections of each core course could be offered on the IUB campus. This would balance class size and also allow for students to be distributed in different patterns between the courses. In a cohort model, this would allow for improved classroom dynamics.
- With students required to attend classes on the IUB campus all would have the same level of access to full-time HESA faculty
- Access to multiple campus types for the paraprofessional experience can continue to be highlighted since assistantships can still be held on various campuses
- Course times could be adjusted to allow for the use of the IUB/IUPUI Shuttle
- Students taking elective courses could end up taking up to half of the degree requirements through IUPUI (*Note: we would have to ensure that at least half of their degree credits are taken in Bloomington to accommodate the "50% rule" of the Graduate School and SoE Graduate Office*)

In summary, there are a variety of logistical details that will need to be addressed pending the split of the Core IU School of Education into two separate campus schools. In the process of addressing these details, we have an opportunity to improve considerably the student experience by removing the hassles that emerge from running a single program across two increasingly different campus registration and budgeting systems. The success of the transition also relies on all HESA faculty being affiliated with the Bloomington campus. Consolidating the faculty positions will strengthen and diversify the program for IU Bloomington, and ensure our position as a top-ranked program in an increasingly competitive discipline.

## Appendix B (i)

### Proposal for IUPUI Program Development following Formal Separation of the IU SoE Educational Leadership Program

#### **Rationale**

*Expanding doctoral programs at IUPUI:* To place the Educational Leadership (EL) program at IUPUI on a strong trajectory, we propose to deliver urban-focused educational doctoral (EdD), educational specialist (EdS) degrees along with a Superintendent licensure program. The latter may be pursued in combination with the EdS/EdD degrees, or in conjunction with the existing Urban Education Studies Ph.D. program at IUPUI. These programs delivered in the metro-Indianapolis area will attract educators and building-level administrators seeking to move into leadership positions in public and private schools, school districts and the state offices, as well as in related educational leadership positions in the private, public and non-profit sectors. Some graduates may also enter the professorate. We believe this objective is consistent with the goal of IUPUI as the urban-research campus to increase granting of doctoral degrees. This aligns to the IUPUI strategic plan priorities related to expanding capacity for graduate education.

*Seeking approval for existing programs on IUPUI campus:* To advance this effort, we propose to utilize existing core campus programs—the Executive EdD, EdS and Superintendent licensure programs--that were jointly developed and delivered by EL faculty on both campuses. Those programs have been approved by the state for delivery by IU and delivered in the metro area. However, as the campus proceeds toward formal separation, formal approval of those programs by the university, state and Indiana Commission for Higher Education (ICHE) is needed to deliver the programs on and grant degrees by the IUPUI campus. [Attach programs of study?] To leverage on-line learning technologies to increase accessibility of the programs in the metro area, we will also work with IU On-line regarding the delivery of on-line coursework associated with leadership programs, which were also jointly developed and delivered under the merged program arrangement.

*Facilitating conditions:* We believe the formal approval at the university and state levels could be expedited due to a number of facilitating conditions. First, the general structure of the programs won't be revised substantially, with changes confined to focusing major courses on urban educational issues and incorporating existing urban-focused courses in the minor and elective coursework. In addition, the urban focus will derive from field activities and practicum experiences in urban settings. Second, due to prior delivery of the program at IUPUI, most of the associated courses have been previously approved at IUPUI, which will limit need for course approvals, remonstrance, etc. Finally, the current educational leadership faculty at IUPUI possesses the expertise to deliver most of the courses in the major, advise doctoral students, and administer the programs. Further, faculty in the UES PhD program and the Teacher Education programs at IUPUI bring expertise associated with delivery of minor and elective coursework.



*Building capacity:* While the EL faculty at IUPUI possesses much of the requisite expertise, the EL program lacks sufficient capacity needed to grow and deliver the programs given current workload. We propose investments to hire both clinical and open-rank tenure track faculty members to recruit and advise students, teach courses and administer the program. To enhance likelihood of success of the programs, we are seeking support from the university to offset the initial costs associated with expanded staffing required to adapt the coursework, secure necessary approvals, recruit students and market the program, etc.

*Maintaining UCEA membership:* The University Council for Educational Administration (UCEA) is the premier international research organization in the field of educational leadership. Continued affiliation with UCEA will support the success and reputation of the programs. Current IUPUI EL faculty are heavily involved in UCEA programs and leadership. IUPUI students are also involved in programs such as the Barbara Jackson Scholars Program for emerging scholars of color in the field and the Clark Seminar supporting new scholars. Continued membership will enhance our ability to recruit and retain top scholars as well as to extend leadership and professional opportunities for students and faculty. The IU School of Education is currently a member institution. Separation of the School would require some provision for both IUPUI and IUB to remain as member institutions. Application for new UCEA membership is a labor-intensive process. Thus, we propose that the faculty and IUPUI & IUB school administrations explore provisions for maintaining a dual membership or securing separate memberships through an expedited process.

### **Long-term objectives**

Establishing doctoral, specialist and licensure programs at IUPUI following separation

1. Under the merged campus arrangement the Superintendent Licensure, Executive EdD and EdS programs were jointly developed and delivered by IUPUI and IUB faculty. With the formal separation of School of Education, we propose to deliver independent, urban-focused versions of those programs on the IUPUI campus.

Note: The EdS and Superintendent Licensure program are closely linked by design so that students seeking central office positions may meet state requirements for licensure. Lacking the EdS, students would need to complete the EdD or UES prior to earning the license, which creates an additional professional obstacle.

2. Each program will be formally established to allow delivery on the IUPUI campus including securing appropriate staffing, obtaining approvals for necessary programmatic revisions, course additions/revisions, recognition from the state and accrediting agencies, and initiating marketing, recruitment, etc.
3. We seek commitments from the university and IUPUI and IUB school administrations to ensure that the School of Education at IUPUI receives appropriate investments to establish the programs along with agreements to facilitate and expedite program approvals to the degree possible.

Note: As the Superintendent Licensure program is approved for delivery, we encourage the administration to confer with IDOE regarding approval for delivery through IUPUI given the impending separation precipitated by an IDOE directive.

Note: As the EdD and EdS programs are approved for delivery, we encourage the administration to confer with ICHE regarding approval for delivery through IUPUI given the impending separation precipitated by an IDOE directive.

4. We seek commitments from the administration to explore with UCEA leadership provisions to maintain dual or secure separate affiliation.

Note: As IU as a core school is an institutional member, we encourage faculty and IUPUI and IUB administrations to confer with UCEA leadership regarding arrangements for dual or separate memberships given the impending separation per an IDOE directive.

### **Transition plan**

Moving from a merged program to independent programs requires substantial and effort time to secure formal approvals, increase staffing and recruit students. We propose a transition period during which joint operation of the programs would continue while faculty and the IUPUI and IUB administrations establish the IUPUI program. To accomplish that transition we seek commitments from the university and IUPUI and IUB school administrations to ensure that the School of Education at IUPUI receives appropriate investments to establish the programs along with agreements to facilitate and expedite program approvals to the degree possible. During the transition, IUPUI could begin to recruit and admit students to the degree and licensure programs and deliver program courses at IUPUI. During the transition, IUPUI students could access program courses at IUB without incurring additional fees, enrollment obstacles, etc. The transition period would continue until the programs are formally approved for delivery on both campuses.



## Appendix B (ii)

### Ed Leadership Specific Recommendations (IUPUI)

The following is a list of proposed measures to ensure IUPUI Ed Leadership can thrive independently without disadvantaging IUB EL. These measures have been discussed among IUPUI EL faculty and between Samantha Paredes Scribner (IUPUI) and Suzanne Eckes (IUB), however IUB EL does not meet until April 4, 2016. All points will be discussed within the IUB EL program at their April 4<sup>th</sup> meeting. Given these circumstances, we forward these points to the committee with the understanding that we await feedback from the IUB EL faculty. However, these items are forwarded to the committee so that the committee can begin to get an idea of some of the items and issues related to a new configuration and conditions that would support EL thriving at IUPUI.

1. **In the immediate future, IUPUI UES students interested in an Educational Leadership minor that leads to a Superintendentcy License** may matriculate in the Supt Licensure courses on either campus, and receive recommendation for license upon successful completion of this program.
  - a. **Conditions:**
    - i. Articulation with IUB regarding delivery of existing Superintendentcy program
    - ii. Students may apply for admission to Superintendentcy program thru Indianapolis or IUB.
    - iii. This may require an MOU to deal credit or revenue agreements across campuses?
2. **IUPUI offer an Urban District Level Administrator Licensure Program** associated with the UES PhD. (linking to UES avoids needs for degree approval for EdS or EdD initially).
  - a. **Conditions:**
    - i. We want to do be able to offer this ASAP, and to avoid having to go through the levels of approval for a new licensure program. Perhaps joint degree, shared courses are some mechanisms to explore in interim.
    - ii. We would need assurances that this can be done either as a strand of the existing Licensure program and assurances that approval would be supported through the campuses, Ed Council.
    - iii. This would require investment in Faculty Lines. Such investments may have to come from outside of the IUPUI SOE.
3. **IUPUI offer Ed.S. and Ed.D.:**
  - a. **Conditions:**
    - i. Offer as an urban strand under core campus umbrella (degree conferral? – joint degree?). This would be similar the way the UPP is a strand of the masters program.
    - ii. Articulation with IUB to offer cohorts in alternate years
    - iii. Seek degree approval for IUPUI and secure assurances from SOE EL/ELPS that approval would be supported at all levels through Ed Council.
    - iv. This would require investment in Faculty Lines. Such investments may have to come from outside of the IUPUI SOE.

**4. Blended Programs at Doctoral Level (Suptcy; EdS and/or EdD)**

**a. Conditions:**

- i. Offer Urban Strands of District Admin, EdS and/or EdD) in which students may take courses at IUPUI or IUB; some core, inquiry and minor courses at IUPUI through UES and EL. (details to be outlined in another document). This may also include other IU regional campuses.
- ii. This may be part of a transition process as IUPUI seeks approval for #1 & #2.
- iii. Administrative processes for mirroring courses MUST be in place in order not to penalize students, and must NOT consume faculty time in renegotiating these issues every semester.
- iv. Agreements for accountability purposes must be established so that each campus gets appropriate credit for its part in the program.

**5. Masters Program Development**

- a. Building off of the Urban Education Advocacy Certificate
- b. Perhaps look into Teacher Leadership Program?

**6. Director of Exceptional Needs Program:** We currently do a lot of work in this area with Sandi Cole.

**a. Conditions:**

- i. Minimally, we need to make sure coursework transfers across UPP and DEN program, so that students can continue to work across campus programs.
- ii. Ideally, would like UPP students to proceed in program and be credited as IUPUI grads when completing the DEN program. This would require an MOU perhaps.

**7. UCEA Membership.** IUPUI/IUB have belonged to UCEA (consortium of universities with EL preparation programs) under one membership, due to the core-campus arrangement. This shared membership affords faculty access to leadership positions within the professional organization.

**a. Conditions:**

- i. Maintain joint membership
- ii. Rotate Plenary Session Representative (PSR) appointment so that faculty in role meet the minimum qualification for being nominated to Executive Committee (currently – has to serve 3 years within 6 years of nomination)
- iii. Secure resources and institutional commitment to do #2 & 3 above in order to apply for UCEA membership (without relinquishing joint membership in the meantime).

**8. Online Programs:**

- a. **Conditions:** IUPUI Ed Leadership faculty co-developed Online programs at masters level. We would like to be pursue online courses and masters EL programs offered out of IUPUI.
  - i. IU Online policies may apply and will have to be navigated – likely with agreements from other regional campuses for shared programs.
  - ii. Perhaps focus on certificate development to feed into masters programs.

**9. Procedures to develop and deal with breaches in articulation agreements**