

Faculty Affairs and Budgetary Affairs
Agenda
October 10, 2012

Call Cathy Brown at Columbus-- Tel: 812.348.7275

Committee Members:

Jacqueline Blackwell, Cathy Brown, Linda Houser, Brendan Maxcy, Monica Medina, Pat Rogan, Jim Scheurich, Pat Stites, and Chalmer Thompson

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|---|------------------|
| 1. Formal Charge to the Committee | Pat Rogan |
| 2. Working Together: Sharing Two Important Values | Jackie Blackwell |
| 3. Faculty Work Load Guidelines | Pat Rogan |
| 4. Annual Review Values and Expectations Revised | Pat Rogan |
| a. Tenure –line and Tenured Faculty | |
| b. Non-Tenure Track Faculty | |
| 5. Financial Report | Pat Stites |
| 6. Faculty Searches and Planning | All |
| STEM rationale-- additional request | |
| Enrollments | |
| 7. Online Incentive Proposal: New Idea Proposal | Pat Rogan |
| 8. Information Items | Pat Rogan |
| a. Graduate Student Space | |
| b. | |
| 9. NEXT Meeting: Agenda Items | All |

IU School of Education Indianapolis

Faculty Workload Guidelines

3-23-2012 DRAFT

Mission Statement

The IU School of Education's mission is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society.

Workload

All full-time faculty members in the School of Education have responsibilities related to scholarship/research (discipline-based, scholarship of teaching, scholarship of service), teaching, and service/community engagement. The amount of time spent on each area varies by type of appointment. Tenure-track and tenured faculty who consistently conduct and disseminate scholarship teach 2 courses per semester. Faculty not engaging in scholarship/research are expected to teach more courses per academic year depending on the negotiated workload with the Executive Associate Dean. Non-tenure track faculty with a Clinical Assistant/Associate/Professor appointment teach 3 courses per semester and Clinical Lecturers and Lecturers teach the equivalent of 7 courses per year (which may include coaching or supervision of field placement).

Percentage of Effort by Area

Pre-tenure

- 50% Scholarship/Research, 40% Teaching, 10% Service

Tenured

- Maintaining active scholarship/research agenda
 - 40% Scholarship/Research, 40% Teaching, 20% Service
- Not maintaining active scholarship/research agenda
 - 30% Scholarship/Research, 50% Teaching, 20% Service

Non-Tenure Track

Clinical Assistant/Associate

- 60% Teaching, 10% Scholarship/Research, 30% Service

Clinical Lecturer/Lecturer

- 70% Teaching, 10% Scholarship/Research, 20% Service

Course Buy Outs for Scholarship/Research and Service

When faculty are approved for a course buyout, they reallocate their percentage of effort into the appropriate areas. For example:

- Course buyouts must be approved annually and faculty cannot buy out more than 2 courses per academic year
- 1 course buyout for research equates to moving 10% of effort from teaching to scholarship/research.
- 1 course buyout for service (e.g., Program Chair) equates to moving 10% of effort from teaching to service.

Annual Performance Review Values and Expectations

Tenure-line and Tenured Faculty

4-10-2012 DRAFT

Research

- The Indiana University School of Education at Indianapolis *Values Concerning Scholarship* document describes our commitment to translational, transformative scholarship and its dissemination in a variety of outlets
- Scholarly publications are counted only in the year that they are disseminated. Recognition of “in press” can be made to support *satisfactory* performance, but the actual credit for the publication will count in the year it is published.
- Presenting scholarship at peer reviewed national/international conferences is valued and it is expected that presentation papers are disseminated in professional journals, chapters, and books.
- Invited and keynote speeches at national conferences reflect the growing recognition of scholarship and are highly valued.
- Credit for externally funded grants will be applied in the first year of an award. Credit awarded in subsequent years comes from disseminated scholarship (publications and presentations).
- In order to earn a rating of *meritorious* or higher, faculty must have at least 2 scholarly publications or 1 publication and 1 externally funded research grant.
- Ratings of exemplary are reserved for a truly exceptional year of productivity as evidenced in 3 or more scholarly publications and/or substantive externally funded grant(s).

Teaching

- It is important that student evaluations are positive and consistent. One metric to gauge includes average mean 4.0 or above on a 5 point scale on the Global Items (outstanding professor and outstanding class), along with evidence that faculty use student evaluations to improve practice.
- Engaging students in research, advising master’s students, and serving on PhD program and dissertation committees is an expected and important contribution to the teaching mission in our school.
- Evidence of critical reflection in the form of course development and/or modification is expected.
- Peer reviews of teaching, preferably by persons holding a higher rank or FACET member, are strongly encouraged.

- In order to earn a rating of *exemplary*, faculty must have at least 1 scholarly publication associated with teaching or 1 externally funded grant related to teaching.

Service

- National service to the discipline is expected as evidenced by membership in disciplinary organizations. Roles may include serving as a reviewer (journals or conference), on committees or boards, and attending annual conferences.
- Faculty are expected to serve on at least one IUPUI faculty governance or ad hoc committee, at least 1 IU School of Education core campus committee, and actively contribute to the work of the unit.
- Securing elected or appointed leadership roles in disciplinary national and international organizations is valued.
- Faculty taking on uncompensated leadership positions with the unit, school, or campus will be recognized for their additional service.
- In order to earn a rating of *exemplary*, faculty must exceed expectations across multiple areas of service.

Annual Performance Review Values and Expectations

Non-Tenure Track Faculty

4-10-2012 DRAFT

Teaching

- The Indiana University School of Education at Indianapolis *Values Concerning Scholarship* document describes our commitment to translational, transformative scholarship and its dissemination in a variety of outlets.
 - It is important that student evaluations are positive and consistent. One metric to gauge includes average mean of 4.0 or above out of a 5-point scale on the Global Items (outstanding professor and outstanding class), along with evidence that faculty use student evaluations to improve practice.
 - Engaging students in research and service is valued as an important contribution to the teaching mission in our school.
 - Evidence of critical reflection in the form of course development and/or modification is important.
 - Peer reviews of teaching, preferably by persons holding a higher rank or FACET member, are strongly encouraged.
 - Scholarly work: From the Guidelines document, p. 17:
http://academicaffairs.iupui.edu/_Assets/docs/promotion%20and%20tenure/PTGuidelinesCHANGES.pdf
- In some instances, and particularly for the lecturer and clinical ranks, publication may not be the most effective or feasible means of disseminating the results of effective teaching practices or pedagogical research. When other forms of disseminating results are more appropriate, this fact should be explained and those evaluating the candidate's work at the primary, unit, and campus levels should consider this alternative form of dissemination.

Evidence of scholarship includes:

- Publications, including peer reviewed publications
 - Presentations at local, state and national conferences (involving students, if possible), and professional development workshops
 - Curriculum development products and formats, including online
 - Grants for program/curriculum development and innovation
 - Books and book chapters
 - Other forms of dissemination (e.g., webcasts, videos)
- In order to earn a rating of *exemplary*, faculty must have at least 2 scholarly products associated with teaching.
 - Scholarly products will only be counted in the year of dissemination and all accepted or in press work will be counted in the subsequent year(s).

Service

- Service to the discipline is required as evidenced by membership in local, regional, and national disciplinary organizations. Service may include being a reviewer (e.g., journals or conference), on committees or boards, and attending annual conferences.
- Faculty are expected to serve on at least one School of Education committee outside of your program.
- Faculty are expected to participate in IUPUI faculty governance and community engagement within Indianapolis.
- Consistent service to unit is expected in such forms as curriculum development and alignment, field-based support, developing and scoring program assessments, and coordinating functions.
- Faculty taking on uncompensated leadership positions with the unit, school, or campus will be recognized for their additional service to the school.
- In order to earn a rating of *exemplary*, faculty must actively participate in multiple significant service activities.

Announcement of a New IU School of Education, IUPUI Initiative to Enhance ONLINE Education

TEACH OUT: The New Urban Education Outreach Initiative, advancing cutting edge online programs, funded internally by the School of Education

Application deadline: 5 p.m. December, 14, 2012

Funding Amount: \$16,000 for online certificates or minors (up to 3 awards); \$35,000 for online program (up to 2 awards)

Funding Timeframe: January 2013 – December 2013

Background & Introduction

The purpose of the Urban Education Outreach Initiative for Online Education Advancement or “Teach Out”, is to facilitate the development, implementation, and evaluation of high quality web-based online/distance education in post-baccalaureate certificates, minors, and degree programs (including joint degrees) in the School of Education at IUPUI. To this end, the Executive Associate Dean announces funding to encourage collaborative teams of faculty to develop alternative course delivery options for higher education and professional development to students and practicing professionals off campus. This project responds to both University and School-related goals regarding the appropriate use of technologies to enhance the teaching and learning experiences and opportunities of our students. (See *Celebrating the Progress, Continuing the Journey: Strategic Planning for Information Technology* <http://ovpit.iu.edu/itsp2/>).

Description

Faculty teams may consist of two or more individuals and may include faculty from within the same program or from across different programs, depending upon the scope of the project to be implemented. To be eligible for funding teams should include at least two full-time faculty members (clinical and tenure/tenure-track faculty).

Application Guidelines

Proposals should not exceed 5 typed pages, excluding the budget and the cover page, and should include the following elements:

1. Cover page: Include the name of the project director and team members. The project director should be a full-time faculty member (clinical or tenured/tenure track) in the School of Education at IUPUI.
2. Text of the Proposal
 - a. Description: Provide a description of the proposed program, including proposed instructors, the number of sections that might be offered, and the frequency of these offerings.
 - b. Objectives and Rationale: Outline what will be accomplished, including how the program will be distinctive (vs. duplicative of existing programs), the projected market demand for the program, a description of the target audience, and where enrollments are expected to come from. Also, indicate if the proposal meets some state or global need, such as the need for more teachers in a given area.
 - c. Development, Implementation, and Assessment Plan: Provide information about the timeline and process of developing, implementing, and assessing the online program, including when the first courses in the proposed program will begin (taking into consideration the timeframe for program approval).

3. Budget

- a. Budgets for the development of certificates or minors should not be in excess of \$17,000. Budgets for full degree programs should not exceed \$35,000. Funding can be for no longer than 12 months (January – December 2013).
- b. If support for a graduate research assistant is needed, you may hire a GA for up to four hours a week (10% FTE) or offer a three credit hour in-state fee remission for 1-2 semesters. The estimated cost of this budget item is \$1,400 per semester or \$2,800 per year.
- c. Budget requests may include summer salary (up to 10%) and/or a course buy-out during the academic year (12.5% of total salary).
- d. Professional travel is not included in this award.

NOTE: Faculty teams who receive funding will be required to participate in monthly:

- SOE sponsored professional development for online education; and
- “Brown bag” discussions for sharing ideas and concerns as they develop and implement their projects.

The Review Process

A multidisciplinary committee of faculty members and administrators from the School of Education will review the proposals. Criteria used for evaluating proposals will include the following:

- Whether the description of the plan and its objectives are stated clearly, concisely, and coherently;
- If the objectives are justified by a compelling rationale such as how the new or improved program will meet a need in the field or in the market;
- Overall quality, validity and feasibility of the proposed activities;
- Ability of the team to carry out the proposed plan;
- Whether the budget is congruent with the objectives and plan as presented.

Please submit your proposal to Ashley Clemons (Word document to aclemons@iupui.edu) by 5 pm on the due date. For more information, please contact Beth Berghoff, Jackie Blackwell, or Pat Rogan.