

IUPUI School of Education Faculty Affairs/Budgetary Affairs Committee
2010-11 Annual Report

Committee Members: Mary Fisher; Natasha Flowers; Linda Houser; Keith Morran (Chair); Samantha Scribner; Josh Smith; Kari Carr (student); Monica Medina (ex officio); Floyd Robison (ex officio); Pat Rogan (ex officio); Jose Rosario (ex officio); Pat Stites (ex officio)

The IUPUI Faculty Affairs/Budgetary Affairs Committee met monthly during the 2010-11 academic year. The Committee served in an advisory capacity to Dean Gerardo Gonzalez and Executive Associate Dean Pat Rogan on budgetary and faculty affairs matters and also made policy recommendations on related matters. Quarterly financial reports and enrollment figures were regularly reviewed and discussed at meetings. The major actions taken and issues discussed for the year are detailed below.

1. The current IUPUI SOE Inquiry Incentive and Rewards document was reviewed and revised to include incentives/rewards for PIs who create salary savings at or above 12.5% of their annual salary. This policy will be reviewed periodically. (document attached)
2. The committee reviewed part-time instructor pay and recommended increases to \$1,900 for master's level and \$2,100 for doctoral level (for three credit courses) which was the maximum increase allowed by the IUPUI campus administration.
3. The new assessment drivers for IUPUI were discussed and recommendations were made to Executive Associate Dean Pat Rogan concerning how to deal with what is expected to be about \$90,000 in additional assessments.
4. The committee recommended the following policy concerning the summer pay for part-time instructors: Courses taught by adjunct/part-time faculty will be at full pay. Courses with enrollments of less than 18 for graduate courses and less than 22 for undergraduate courses will run at the discretion of the School of Education administration. This recommendation was accepted by Executive Associate Dean Pat Rogan.
5. The committee reviewed and revised the introduction section of the IUPUI SOE policy for long-term contracts and promotion criteria for clinical faculty. The revisions were presented to the full faculty for discussion and it was decided that the entire document should be revised due to changes in the IUPUI campus level policy. A sub-committee was appointed to track the changes that are currently being made to the campus documents and to revise the SOE policy accordingly. When completed, the revised SOE document will be reviewed by the committee before submission to Policy Council.
6. The committee reviewed, at the request of Jack Cummings, a proposed document entitled "Resolution of faculty participation in tenure and promotion decisions at the department and school levels." The document was unanimously supported without modification by the committee.

7. It was decided that the elected co-chairs of the IUPUI SOE faculty would be invited to attend committee meetings as ex officio members. This was done to facilitate communication between the committee and the IUPUI SOE faculty.
8. Faculty members of the committee participated in the process to revise and update the document entitled "Promotion and Tenure Criteria for the School of Education."
9. The committee reviewed and supported the document entitled "Position Statement on Values Concerning Scholarship of Faculty in the IU SOE, IUPUI." This document has been submitted to Policy Council for approval and inclusion in the promotion and tenure criteria as an appendix. (document attached)
10. The committee was asked to develop a flow chart to explain how Faculty/Budgetary Affairs issues are presented to the committee and how they are dealt with, particularly in relation to the IUPUI SOE faculty as a whole. (draft flow chart attached)
11. The committee recommended to Executive Associate Dean Pat Rogan that future faculty position search processes begin earlier than has typically been the case in the past. The recommendation was accepted that the process would begin early enough so that decisions on the positions to be advertised could be decided upon by May 15.

Inquiry Incentive and Rewards

The Faculty and Budgetary Affairs Committee in the IU School of Education at IUPUI proposes an inquiry incentive and rewards policy that will further stimulate the increasing rate of submitted and secured external funding. Faculty/staff shall be rewarded in one of two discrete ways at the end of the fiscal year for grants awarded that generate either indirect costs or salary savings (i.e. course buyout). The reward will be allocated for use in the subsequent fiscal year. Additionally, research Centers in the IU School of Education at IUPUI will recoup a percentage of the overall indirect costs generated in each fiscal year.

Individual Faculty

1. Faculty receiving a course buyout as part of a funded grant will receive \$2,000 in their faculty development account. Faculty receiving a buyout must submit a request to their respective chairperson and associate dean in advance so s/he has time to identify a qualified person to cover the course. (Each course release requires 12.5% of one's salary and fringe benefits.) OR
2. Faculty members who create salary savings (without a course release) at or above 12.5% of their annual salary will receive \$2,000 in their faculty development account.

OR

3. The PI, who will be responsible for negotiating equitable allocation with any Co-PIs, will receive 10% of the total indirect costs on grants secured, *up to maximum of \$2,000 per year*, in their faculty development account.

Research Centers

Ten percent (10%) of all indirect costs generated by Director, Associate Director, or Research staff in a research Center (currently CUME or UCASE) in the School of Education will be returned to the Center's operational budget at the end of the fiscal year. The Center Director will have the discretion to reward staff and affiliated faculty who contributed to securing external funding that resulted in indirect costs.

Updated August 26, 2010

POSITION STATEMENT ON VALUES CONCERNING SCHOLARSHIP OF FACULTY IN THE IU SOE, IUPUI

As a younger and forward-looking university, IUPUI has articulated a distinctive public mission oriented by twelve foundational value emphases: (1) *civic engagement*; (2) *collaboration*; (3) *diversity, equity, and inclusion*; (4) *economic development of Indiana*; (5) *entrepreneurial work and innovation*; (6) *interdisciplinary work and publication*; (7) *international work and publication*; (8) *principles of undergraduate learning (PULs)*; (9) *research and creative activity in the urban environment*; (10) *service*; (11) *translational research*¹; and (12) *undergraduate research, international, service learning and work-related experiential learning (or RISE)*. Consistent with scholarly tradition, peer evaluation forms the basis for both ongoing review and assessment of the overall record of research and creative activity. The university states in its promotion and tenure guidelines that additional care is demanded to assess scholarship that advances its distinctive mission. To offer guidance in the preparation and review of candidate dossiers, the IU School of Education at IUPUI developed this statement of values guiding our scholarly contributions to that public mission.

The scholarship of faculty in the IU School of Education at IUPUI rests on the shared premise that an academy situated in a state institution must always seek to balance the individual interests of faculty to produce knowledge and creative activity in their respective fields with the public interest state institutions are charged to serve. Our intention for this document, therefore, is to formalize our shared commitment to this starting premise in support of our faculty as they pursue merit review, promotion, and tenure. Our public mission of advocacy, discovery, dialogue, and critical examination of education in our urban community and beyond calls for scholarly activity that extends across the boundaries of any one prescribed or privileged form of writing or type of dissemination outlet. We honor multiple kinds of scholarship and dissemination, valuing diversity of thought and knowledge.

Depending on our purposes, we may choose

- To report the results of experimental studies in traditional format
- To disseminate work that seeks to understand and interpret experience
- To propose theoretical models or conceptual frameworks
- To advocate for or critique specific ideals or assumptions

We value journals or dissemination methods that are available to

- Those working within communities in which we live and work
- Colleagues in our respective specializations
- Scholars in other fields who might be inspired by our ideas
- Practitioners, scholars, intellectuals and others who live in communities throughout the world

¹ Denotes research that can be translated and applied to the needs of the local and global community.

We recognize that important scholarly contributions may not fit within and may challenge traditional hierarchies of writing formats or journals. For this reason, we take care in assessing scholarly products based on their match with the purpose of the writer and how that writer is seeking to balance individual and public interests. Our responsibility as scholars is to a) use our academic freedom to articulate a rationale for the scholarly work we do; b) articulate and choose appropriate forms of expression to achieve our vision; and c) document the impact of our work on the publics we serve. Our choice of format and dissemination vehicles may thus be different, but justified in terms of how our purposes fit our shared commitment to a community of scholars with public responsibilities, rather than any pre-established orthodoxy.

In evaluating the quality of our work, we are guided by a broad range of criteria rather than a narrow set of standards. In our work, we value

- Integrity: Clarity of purpose and methods; trustworthiness of process, findings, and conclusions
- Ability to promote change: Inspiration of positive change or new conceptions
- Ethical conduct: Fair and respectful treatment of participants and collaborators and reciprocity of benefit
- Reflective critique: Serious self-examination of work and positionality
- Transferability: Rich description of conditions of research and findings to enable readers to judge applicability to a given situation
- Utility: Work that can be (or is) applied to specific settings to inform those working in them
- Collaboration: Joint work between scholars, practitioners, and inter-institutional partnerships
- Breadth of reach and impact: Work that can affect and be read (or otherwise accessed) and appreciated by many from diverse audiences, both academic and practical

Approved by the SOE-IUPUI faculty, 5-11-10. Amended by the SOE-IUPUI faculty, 10-8-10.

Revision proposed 11/9/10. SRG approved 11/12/10. Amended by the SOE-IUPUI faculty, 10-12-10.

INPUT

DISCUSSION

OUTCOME

