

Faculty Development Committee Annual Report 2012-2013

Prepared by Dr. Mary Piontek, Chair
Senior Research Scientist, Center for Evaluation and Education Policy

Committee Members 2012-2013

Name	Department	Campus	Term
Adam Maltese	C&I	Bloomington	2012-2013
Lynn Gilman	CEP	Bloomington	2012-2014
Andrea Walton	ELPS	Bloomington	2012-2014
Paula Magee	C&I	IUPUI	2012-2014
Mary Piontek (chair)	CEEP	Bloomington	2012-2015
Hannah Schertz	C&I	Bloomington	2012-2015
Mitzi Lewison	LCLE	Bloomington	2012-2015
Dubravka Svetina	CEP	Bloomington	2012-2015
Suparna Bose		Bloomington	Student
Tyna Hunnicutt		Bloomington	Staff
Joyce Alexander		Bloomington	Ex-Officio

Policy on Appointment and Promotion of Adjunct Faculty [97.16 policy update]

The Faculty Development Committee in the School of Education at Indiana University met on November 12, 2012 to discuss the *Policy on Appointment and Promotion of Adjunct Faculty [97.16 policy update]*. On December 3, 2012 the committee voted their approval of the policy via electronic mail. On December 4, 2013 the committee forwarded the policy update to the School of Education Policy Council for consideration. The revised version that was submitted to the Policy Council was approved on 12/12/12. *The policy update document is attached to this report.*

Recommendation for Suicide Prevention Training for Associate Instructors

The Faculty Development Committee, at its January 28, 2013 meeting, discussed the suggestion forwarded to the committee by Drs. Mary McMullen and Robert Kunzman about Associate Instructors being required to take suicide prevention training as part of their contracted teaching duties in the School of Education. *The resulting recommendations are attached to this report.*

Miller Lecture Series

Drs. Dubravka Svetina and Hannah Schertz organized the Miller Lecture event on April 11, 2013 presented by Dr. Jonathan Zimmerman, Professor of Education and History and Director of the History of Education Program at New York University's Steinhardt School of Culture, Education, and Human Development. *The promotional flyer for the event is attached to this report.*

The Grade Inflation Project

On April 15, 2013 the Faculty Development Committee met and discussed work that was started during the 2011-2012 academic year that examined the issue of grade inflation in the School of Education. At the time of this annual report's due date the resulting recommendations (that will be forward to the Policy Council in advance of the Council's meeting on April 24, 2013) were still in draft form and being reviewed by committee members. *Given that the document is not available to attach to this report, a copy of the recommendations will be posted on the Oncourse site of the Faculty Development Committee once they are finalized by the committee.*

Teaching Awards

The Faculty Development Committee coordinated the nomination and selection of the following three School of Education Teaching Awards for 2013. Three nominations were reviewed for the Burton Gorman Teaching award, thirteen for the Trustees' Teaching award, and one for the Outstanding Adjunct Instructor award. The persons selected to receive each award are provided below.

Burton Gorman Teaching Award: Mitzi Lewison (LCLE)

Trustees' Teaching Awards: Donna Adomat (LCLE), Gary Crow (ELPS), Joshua Danish (CEP), Danielle DeSawal (ELPS), Mary McMullen (CI), and Meredith Park Rogers (CI)

Outstanding Adjunct Instructor Award: Mary Ziskin (CEP)

It should be noted that the Outstanding Associate Instructor awards were selected internally by each department in the School of Education for 2013. The Faculty Development Committee no longer reviews nominations for this award as of 2012-2013 academic year.

Committee Reflections and Suggestions

The selection of the teaching awards continues to be a challenging, time consuming process. The committee will provide Dr. Joyce Alexander and Ms. Jane Kaho with recommendations for streamlining the nominees' materials for the Burton Gorman Teaching award and the Trustees' Teaching Awards when it next meets during the 2013-2014 academic year.

The committee would like to thank Joyce Alexander for her help, enthusiasm, leadership, and ongoing support this year.

Attachments:

Date: December 4, 2012

To: School of Education Policy Council

From: School of Education Faculty Development Committee
Dr. Mary Piontek, Center for Evaluation and Education Policy

Topic: Policy on Appointment and Promotion of Adjunct Faculty [97.16 policy update]

The Faculty Development Committee in the School of Education at Indiana University met on November 12, 2012 to discuss the *Policy on Appointment and Promotion of Adjunct Faculty [97.16 policy update]* attached document.

On December 3, 2012 the committee voted their approval of the policy via electronic mail.

The Faculty Development Committee respectfully forwards the policy update to the School of Education Policy Council for consideration.

SOE Faculty Development Committee

Policy on Appointment and Promotion of Adjunct Faculty [97.16 policy update]

Perspective

The School of Education recognizes the importance of scholarly practitioners to mentoring and educating undergraduate and graduate students, and to research. They can make important contributions to the long term effectiveness of departments and program areas in the School. Often these adjunct faculty members serve with minimal remuneration. To this end, the School provides for the recognition of continuous and sustained contributions to its academic programs by adjunct faculty members. When an adjunct faculty member has a sustained record of involvement and support within a program or department, the School of Education will consider a recommendation from the department for the appointment and/or promotions of an adjunct faculty member.

The School recognizes that the activities of adjunct faculty members being considered for appointment or promotion will seldom resemble those of tenure-track faculty members being considered for tenure or promotion. Adjunct faculty members are likely to have distinguished themselves in their chosen professional careers, and that they will have had the opportunity to make contributions to the relevant department or program in teaching, service, and research only to the extent that the specific needs of the program or department allow.

In making appointments and promotions of adjunct faculty members, the School and University make no commitments similar to tenure or guarantees of teaching and other forms of service in future years.

Adjunct Lecturers

- ***Criteria and Procedures for Initial Appointments.*** Current practice within the School of Education is that any individual hired as adjunct faculty who does not have a terminal degree is hired with the appointment title of Adjunct Lecturer.
- ***Criteria and Procedures for Promotion of Adjunct Lecturer to Appointment as Adjunct Assistant Professor.*** Adjunct Lectures are eligible for the formal appointment to the position of Adjunct Assistant Professor after the completion of a terminal degree at the time of their next appointment, if such an appointment is offered by the School or University.

Adjunct Assistant Professors

- ***Criteria and Procedures for Initial Appointments.*** Current practice within the School of Education is that any individual hired as adjunct faculty who has a terminal degree is hired with the appointment title of Adjunct Assistant Professor.
- ***Criteria and Procedures for Promotion of Adjunct Assistant Professor to Appointment as Adjunct Associate Professor.*** Adjunct Assistant Professors are eligible for formal appointment to the position of Adjunct Associate Professor if they have (a) they have served with a program area or department for a *minimum of three years out of a five year period of time* and (b) have made definable and positive contributions in teaching and service to the program area, department, and/or the broader academic field(s) represented within the program or department.

After an Adjunct Assistant Professor has served for a minimum of three years out of a five year period, the department or program area chair will determine if s/he is eligible for promotion and will contact the Adjunct Assistant Professor to submit a dossier of professional accomplishments for review in consideration for a formal promotion.

The dossier would consist of

- 1) Evidence of Teaching for example teaching statements, course syllabi, examples of course readings/resources/websites, examples of course assignments/exams, examples of student coursework, examples of the use of instructional technology; examples of the use of innovative pedagogy or best practices; and teaching evaluations (for at least three years of teaching);
- 2) Evidence of Service to the Program/Department/School for example evidence of advising, mentoring, or supervision of students or interns; serving on curricular or program committees; serving as liaison to other programs/departments at the School/University; serving as liaison to external constituencies and organizations; and
- 3) Evidence of Professional Engagement for example professional presentations and paper, contributions to the Scholarship of Teaching and Learning (presentations, publications, delivery of professional development in SoTL), participation in professional development (in field of study and SoTL), and publications in journals and other professional resources.

While it is expected that the dossier would focus primarily on evidence of teaching, some evidence of service to the university/school/department/program and engagement within a candidate's profession is expected for consideration to the appointment of Adjunct Associate Professor. Where appropriate, the department or program chair will solicit appropriate internal and/or external letters of support for the candidate from IU colleagues, professional peers, current and former students, and other relevant stakeholder groups.

All dossiers submitted for consideration will be reviewed as part of the current policies, procedures, and calendar for faculty review processes within the program, department, and school.

When a program exists within a larger department, upon submission of the dossier to the program area chair, all tenured faculty members within that program will review the dossier and vote on the promotion. The vote of the program tenured faculty will be forwarded to the department for a formal vote by all tenured faculty members. If no program areas are differentiated within the department, only the department will vote on the candidate.

The departmental vote, a letter of recommendation from the department chair, and the dossier will be forwarded to the Dean of the School of Education who will make a recommendation to the Dean of Faculties.

From: School of Education Faculty Development Committee
[forwarded by Mary Piontek, Chair on behalf of the committee members]

Date: February 18, 2013

RE: Recommendation for Suicide Prevention Training for Associate Instructors

The Faculty Development Committee, at its January 28, 2013 meeting, discussed the suggestion forwarded to the committee by Drs. Mary McMullen and Robert Kunzman concerning Associate Instructors being required to take suicide prevention training as part of their contracted teaching duties in the School of Education.

It was noted by the committee that after July 2013 Indiana law will require suicide prevention training for state teaching certification. All undergraduates in the School of Education will be required to complete their suicide prevention training before graduation.

The committee supported the suggestion that Associate Instructors (AI) also be required to take suicide prevention training as part of their contract for employment. At a minimum the training would consist of 1-2 hours of training per year.

There could be a variety of mechanisms for this training to be provided to AIs including, but not limited to,

- A required session at the Graduate Student Orientation;
- Curriculum training modules created by/provided by the School of Education; and/or
- CAPS workshops provided to departments/programs.

The committee also recommended that faculty and staff members within the School of Education who regularly teach or work extensively with undergraduate and graduate students be *strongly encouraged* to attend such training at least once every 2-3 years.

Dr. Jonathan Zimmerman

In 2003, during a fifth-grade current-events lesson about the United States' newly begun war in Iraq, a student asked Bloomington, Indiana teacher Deborah Mayer if she had ever attended an anti-war protest. Mayer told the class that she had driven by such a protest a few days earlier and had honked her horn in support. Her school board declined to renew Mayer's contract, noting that she had deviated from the board's approved curriculum. And four years later, a federal appeals court upheld the board's decision on similar grounds.

Across the country, Mayer's defenders decried the apparent assault on her "academic freedom." But K-12 teachers in America have never enjoyed such freedom in a manner that university academicians would recognize. During wartime, especially, school boards and courts have discouraged or blocked teachers from engaging their students in an open, critical dialogue about the United States and its place in the world. Dr. Zimmerman's talk will explore these restrictions, the fate of the teachers who broached them, and the implications of this history for contemporary democracy.



You Can't Say That: "Controversial Issues" and Teacher Rights in America

Jonathan Zimmerman is Professor of Education and History and Director of the History of Education Program, New York University's Steinhardt School of Culture, Education, and Human Development. He is the author of numerous books, including *Small Wonder: The Little Red Schoolhouse in History and Memory* (Yale, 2009) and *Innocents Abroad: American Teachers in the American Century* (Harvard, 2006). Dr.

Zimmerman is also a frequent op-ed contributor to the *New York Times*, the *Washington Post*, the *New Republic*, and other popular newspapers and magazines.

April 11, 2013

2:30-4:00pm

IU School of Education Auditorium

From: School of Education Faculty Development Committee
[forwarded by Mary Piontek, Chair on behalf of the committee members]

Date: April 15, 2013

RE: Recommendations for the "Grade Inflation" issue within School of Education

The Faculty Development Committee at its April 15, 2013 meeting continued the discussion started during the 2011-2012 academic year by the committee related to "grade inflation."

In October 2011 the Policy Council charged the Faculty Development Committee with addressing the following questions:

1. Is grade inflation a problem at the graduate and undergraduate-levels at IU?
2. If grade inflation is a problem, the Faculty Development is charged with providing a recommendation for a policy (guidelines) for both graduate and undergraduate levels that addresses the problem.

As noted in the Faculty Development Committee's 2011-2012 annual report, the initial charge asked that the committee respond by February 1, 2012. However, the discussion was carried forward to the 2012-2013 academic year to allow for additional data collection and analysis to be conducted. In the spring of 2012 with committee consultation, Dr. Adam Maltese worked with Executive Associate Dean Joyce Alexander to create a survey focusing on grade inflation that was distributed to all School of Education faculty members and Associate Instructors (AIs). The survey explored perceptions and practices related to the questions posed by the Policy Council. Dr. Maltese also accessed large sets of data providing information about grading practices both in the School of Education and across the university.

The grade inflation survey findings and other related materials were reviewed by the Faculty Development Committee members during the 2012-2013 academic year.

Given the complexity of the "Grade Inflation" issues that should be further explored, the Faculty Development Committee recommends the following items:

- Establishment of a school-wide committee solely charged with addressing grading policies and processes.

This new committee could conduct ongoing data collection and analyses of data sets within and across SoE and IU. The committee could undertake school-wide discussions about the findings and implications of such data, and facilitate development of shared guidelines related to learning outcomes for SoE students at the graduate and undergraduate levels. The Faculty Development Committee feels that the issues related to grade inflation, expectations for students skills and knowledge, professional standards

and effective teaching practice, and course evaluations would be best address by a committee solely focused on these issues, and not as one of many items for which the Faculty Development Committee is responsible. A Graduate Assistant could be assigned to this committee to assist in further data collection and analyses. This recommendation is clearly demonstrated by two academic years spent collecting and analyzing new and extant data, discussing the results, and pondering the complex, interwoven nature of instruction and assessment in the SoE by the Faculty Development Committee without clearly demarcated answers.

- The current grading policies for undergraduate and graduate courses in SoE should be disseminated to all faculty members, Associate Instructors, Adjunct Instructors, program staff, academic counselors, students, and other key stakeholders.

The Faculty Development Committee is aware of the existence of policy 87.36R which summarizes the grading policy for graduate courses in SoE, but has not been able to locate a similar document for undergraduate courses. If there is no current undergraduate grading policy, the Faculty Development Committee recommends that the language of the graduate policy be considered for adoption as the SoE undergraduate grading policy as well.

- Investigate the potential for additional types of evidence and differentiated weighting of teaching evaluation results in merit reviews.

Additional evidence might include information about student GPAs in similar courses at SoE (e.g., course level, division, department, across sections of a course) provided in addition to the traditional teaching evaluation summary reports.