

A Rejoinder to the NCATE Board of Examiners Report

for Indiana University Southeast

Interim Visit, October 2-6, 1999

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INTRODUCTION

This rejoinder is a response to weaknesses cited by the NCATE Board of Examiners team as a result of its visit to the Indiana University Southeast campus on October 2-6. We believe the team was generally reasonable in its conclusions. Our rejoinder to a large extent clarifies our plans for addressing some of the cited weaknesses over the next five years. However, the division takes issue with the team's interpretation of the responsibilities and backgrounds of its part-time faculty. We believe the team was incorrect in its expectations for such faculty, as will be explained.

RESPONSE TO CITED WEAKNESSES

Category I: Design of Professional Education

Weaknesses Cited: No weaknesses.

1. *Removed*: The unit lacks a systematic procedure for selecting sites for clinical and field experiences.

Institutional Response: None

Category II: Candidates in Professional Education

Weaknesses Cited:

1. *Continuing*: The student body does not reflect racial diversity.

2. *Original*: The unit does not have a comprehensive plan to recruit culturally and racially diverse candidates.

Revised: The unit has a plan to recruit and admit racially diverse candidates; however, the plan has not been implemented, evaluated or revised since February 1998.

Institutional Response: The weaknesses cited exist. The division is currently organizing four quality teams, expected to be in place next year. One of these teams will deal solely with diversity. It will review the diversity plan and oversee efforts to increase the diversity of the

student body. The team will be expected to propose projects for outreach in our service area and undertake to develop our image as a campus welcoming diversity. We expect success in this endeavor and significant progress toward remedying this weakness by the next review.

Category III: Professional Education Faculty

Weaknesses Cited:

1. *Continuing*: The unit does not provide cooperating teachers with systematic professional development in supervision beyond orientation.

Full-time faculty are not culturally diverse.

The unit does not have a comprehensive plan to recruit, hire and retain a diverse faculty.

2. *New*: Scholarly activities among part-time faculty with assignments in advanced programs are limited in areas of generation and dissemination of new knowledge and participation in professional organizations.

Institutional Response:

Diversity: The quality team for diversity will address issues related to faculty, as well as student, diversity. IUS, like many small regional campuses, has difficulty attracting minority candidates in a highly competitive marketplace. Minority candidates have applied for positions here over the past five years, but have either not been qualified for have not shown interest in coming to IUS. The large salaries and relatively small pool of qualified minority candidates have been stumbling blocks in recruitment efforts.

The division is proposing requesting a budget to bring in a consultant to help our quality team develop a viable plan for recruiting minority faculty and students.

Professional Development: A second quality team is being formed to deal with faculty assessment and development. IUS is currently developing a performance-based system in keeping with mandates by the Indiana Professional Standards Board, in partnership with NCATE. This effort will undoubtedly require considerable faculty development. This quality team will ensure that professional development is regularly provided to all full and part-time faculty.

Scholarly Activities: The Division takes exception to this weakness. Part-time faculty are normally not expected to participate in the generation of scholarly knowledge. Most of our adjuncts are practitioners with a special interest and expertise in teaching and service. We hire only professionals with a masters degree or higher in their field who bring considerable experience to their courses. This is in keeping with NCATE's standards requiring faculty to have a terminal degree OR strong and substantial expertise in their fields. Our part-time faculty have generally received high marks from students. Responsibility for reviewing these faculty and their courses lies with the individual program teams. State trends and policies, as well as NCATE and NBPTS expectations, are increasingly concerned with performance assessment. To that degree, the issue of external faculty qualifications, such as advanced degrees or scholarly publications, is becoming less important than evidence of the instructors' impacts on students. Our graduate program is ensuring that all courses originating on our campus are aligned with the National Board (NBPTS) standards and that performance outcomes be considered for the courses. While

we look for faculty with strong scholarly credentials, we do not believe that the absence of such credentials necessarily weakens the ability of the instructor to teach certain courses.

Category IV: The Unit for Professional Education

Weaknesses Cited

1. *Original:* Use of part-time faculty is excessive.

Revised: Excessive use of part-time faculty results in assignment of masters-level instructors with limited records of scholarship to the teaching of graduate courses.

2. *Original:* Materials in the curriculum lab, especially trade books, are dated and in poor condition.

Revised: Materials in the curriculum lab are limited in number and breadth and, in some cases, dated. Space for users is also limited.

Institutional Response:

Faculty: Efforts to reduce the number of part-time faculty are continuing. A search is currently underway to find and employ a full-time regular faculty member for the graduate program, which will help reduce our reliance on adjuncts. The criticism pertaining to masters degrees and limited scholarly background is, in our view, not justified. IUS hires the best available part-time faculty. The job of part-time faculty is not typically to generate scholarly knowledge, but to teach, often based on their experience and continued on-the-job learning. Graduate programs on regional campuses are primarily focused on professional development, not formal scholarly research such as is expected at a campus like Illinois Bloomington. The team does not cite any performance evidence to show our part-time faculty are not achieving the goals they were hired to meet. Our reviews of their performances generally show a high degree of student satisfaction with the content of the courses and performance of the instructors.

Curriculum Lab: Efforts are underway to develop this resource. The space problem should be alleviated with the enlargement of the library in two or three years. Plans call for a larger, more accessible space for the curriculum lab. Furthermore the faculty is currently making efforts to focus its library resource allocations on upgrading the collections in the curriculum lab. A third quality team, dealing with unit governance and resources, will take the upgrade of the curriculum lab on as a project over the next several years. Weakness in the lab are fully appreciated by the faculty and remediation is, and will continue to be, a major goal.