

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**March 27, 2013**  
1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** D. Cross, J. Cummings, J. Damico, D. DeSawal, S. Eckes, N. Flowers, K. King Thorius, C. Morton, D. Winikates   **Alternate Members Present:** D. Danns, P. Kloosterman   **Student Members Present:** O. Hopf, M. Call-Cummings   **Staff Member Present:** T. Niggle   **Dean's Staff Present:** J. Alexander, G. Gonzalez, R. Kunzman, R. Sherwood   **Visitors Present:** G. Carter, F. DiSilvestro, R. Haynes

**I. Approval of the Minutes from January 30, 2013 Meeting (13.44M)**

D. DeSawal moved to approve the minutes as presented, and D. Danns seconded. The minutes were approved with one abstention.

**II. Dean's Report**

G. Gonzalez discussed the current status of REPA 2 and explained that the Attorney General's office is responsible for acting on the changes requested by the State Board of Education in December. The Attorney General's office has until Friday (3/29) to act, and there is no indication at this time regarding the outcome. Any requested revisions must occur by Friday.

G. Gonzalez also introduced today's discussion regarding a proposal to add a public speaking course to the General Education requirements in Bloomington. This discussion stems from the state's requirement that every campus develop a 30 credit statewide general education transferrable core. IUB's General Education core meets the required criteria except for the lack of a public speaking course. To align with this mandate, the General Education Committee voted in favor of adding a "Speech and Listening" course as a General Education Foundation. If this proposal is accepted as proposed by the GEC, our recently revised undergraduate programs will be affected.

**III. New Business**

- a. **Discussion of Statewide Transferable General Education Core Speech and Listening Requirement (13.49, 13.50, 13.51 13.52, 13.53)**

B. Sherwood, P. Kloosterman, and T. Niggle discussed the General Education Committee's (GEC) request for input regarding its proposal to add a Speech and Listening (S&L) requirement as a General Education Foundation. If the GEC proposal moves forward as presented, SoE undergraduate students could still complete program requirements without modifying the recently approved 120 hour program, but with very little flexibility.

Our students currently take G203, *Communication in the Classroom*, but the current proposal does not specify how courses would be selected for inclusion in this new category. The Policy Council's feedback to GEC should include the request that the mechanism for course selection be inclusive and transparent. G203 is very relevant to the learning objectives for an S&L course and could be adapted to ensure it meets all criteria.

The Bloomington Faculty Council (BFC) has discussed this issue for several months, and there has been considerable controversy concerning which committee has the authority to make this decision. Another proposal from the Education Policies Committee would place the Speech & Listening course in a different category as a "Shared Goal." This method would allow schools more flexibility in how they meet this requirement. Several other units on campus have expressed their support for this solution. Only a small majority of members of the GEC voted to include the course as a Foundation.

There was some discussion regarding the controversy detailed in the presented documents about which committee has the authority to make this decision. Several members commented that the process by which this request came to the Policy Council does not respect faculty's responsibility for the curriculum and recommended that this concern be relayed to the BFC.

The Policy Council voted to endorse a response to be developed by R. Kunzman including the following points:

- The School of Education does not support the GEC's proposal that a Speech and Listening course be added as a GenEd Foundation.
- Well-developed speaking and listening skills are core expectations for future teachers. Incorporating this S&L requirement as a Shared Goal would allow us to better meet the needs of our students and continue allowing some flexibility in their choice of GenEd courses. Identifying this course as a Foundation would remove Arts and Humanities options for our students.
- If the GEC's proposal is approved, there needs to be a clear process by which schools can propose courses for inclusion in this new category.

P. Kloosterman motioned to approve this response to the GEC, and T. Niggle seconded.  
*Outcome:* Passed unanimously.

**b. Adult Education Program Proposal (13.46)**

F. DiSilvestro explained minor proposed changes to the Adult Education Program of Studies. These changes make program requirements clearer to students, removing the “Professional Focus Area” category and replacing it with more easily understood term “Electives.” There are 20 required credits and 16 elective credits.

A question was asked about the program’s size. F. DiSilvestro reported that the average class size is about 15 to 18 students, with about 130 students enrolled in the program.

These changes came as a motion from the Graduate Studies Committee. *Outcome:* Passed unanimously.

**c. IUPUC Elementary Education 120 Credit Hour and Area of Concentration Revisions (13.12 Revised & 13.23 Revised)**

D. Winikates presented revisions to the program sheets approved by Policy Council earlier this year and referred to the explanatory memo for details. There were no changes to professional courses. These revisions comply with the 120 credit hour mandate and 30 hour transferrable core.

These changes came as a motion from the IUPUI Committee on Teacher Education.  
*Outcome:* Passed with one abstention.

**d. Strategic Plan Proposal (13.47)**

G. Gonzalez introduced R. Haynes, presenting on behalf of the Long-Range Planning Committee. The existing Strategic Plan was approved in 2002 and has been used in a variety of ways to guide decisions. Revising the plan has been an ongoing process over the last three years. The document for approval incorporates feedback from a faculty retreat and recommendations from last year’s Policy Council.

R. Haynes provided a one-page summary of the new Strategic Plan (*appended to this document*). A discussion took place centered on the key metrics to measure progress, a major component of the revisions. The Long-Range Planning Committee put forth a great deal of effort into considering how to measure the school’s success at meeting its goals, both current and future. At the undergraduate level, much of the needed data will be aligned with

CAEP requirements. The metrics specified by the document are designed to be evolving and are not all-inclusive.

T. Niggle asked about the role of internationalization in the School of Education's goals, noting that this focus is rarely mentioned in the document. K. King Thorius remarked on the need for several small edits on pp. 7-8 of the document regarding IUPUI programs (the GLEC acronym should be removed, the correct title of IUPUI's urban studies program is "Urban Education Studies Ph.D.," and *schools* should be replaced with *education* in the description of that program). J. Cummings noted several typos that needed correction.

A vote was taken on the document with the discussed revisions, including clarifying the importance of internationalization in the School of Education's mission. This proposal came as a motion from the Long-Range Planning Committee. *Outcome*: Passed unanimously.

**e. Allocation of Faculty Time (IUB) to include Clinical Faculty (13.48)**

D. Danns presented this item from the IUB Faculty and Budgetary Affairs Committee which revises the Allocation of Faculty Time policy at IUB to account for the different roles of clinical faculty. This document allows clinical faculty flexibility to negotiate if they are engaged in a large amount of service. The committee asked IUB's clinical faculty for input and found that their roles can be very different; some are heavily involved in service, even beyond the university, while others are primarily engaged in teaching. This policy creates a range for both categories at 40%-60%.

This document came as a motion from IUB Faculty and Budgetary Affairs. *Outcome*: Passed with three abstentions.

**f. IUB Clinical Faculty Representation (99.18 Revised)**

D. Danns presented this item from the IUB Faculty and Budgetary Affairs Committee. This document was prepared following revisions to the same policy at IUPUI as approved in January. This policy extends voting privileges to non-tenure-track faculty on certain committees. It differs from IUPUI's policy in that the percentage of non-tenure-track faculty is limited to the overall proportion of clinical appointees.

Several questions were asked regarding this change. G. Gonzalez and J. Cummings noted that this policy would be more restrictive than BFC and UFC policy. Currently, about 90% of the IUB faculty are tenure-track. The effect of this policy as written would limit non-tenure-track faculty participation to very large committees. D. Danns said that one rationale for this policy was to avoid overburdening clinical faculty with committees.

P. Kloosterman asked if this was a significant problem and noted that only a few committees are affected by this change. J. Cummings said that the Agenda Committee takes a variety of factors into account when formulating committee membership, including tenure, which would prevent having a disproportionate number of clinical faculty on a committee. Several members noted that there are committees, such as some annual review committees, small enough that even an 80/20 percentage would not allow for clinical faculty participation. J. Alexander said that the intention of FABA was to have clinical faculty more involved in committees, not to restrict participation.

P. Kloosterman proposed an amendment to change *as long as the constitution of the committee reflects the overall proportion of the clinical appointees of the faculty to as long as the constitution of the committee is no more than 40% non-tenure-track faculty as specified by Bloomington Faculty Council policy*. T. Niggle seconded this motion. *Outcome*: Passed with three abstentions.

Another vote was taken to approve the policy as amended. *Outcome*: Passed with three abstentions.

#### IV. **Diversity Topic** (departure from agenda order)

G. Carter, Director of Recruitment and Retention for Underrepresented Students, presented the diversity topic. He shared a handout listing highlights of his work with underrepresented students during this academic year (*appended to this document*) and discussed several significant accomplishments.

- The “Getting You Into IU” campus-wide recruitment initiative is aimed at recruiting undergraduate students of color to graduate programs. Four students who visited campus applied for admission to our programs.
- We recruited underrepresented students at three McNair Scholars graduate recruitment fairs this year. G. Carter encouraged the faculty to update their website profiles with pictures and information on their current research activities.
- The School of Education continues to partner with on-campus programs including Hudson & Holland Scholars, 21st Century Scholars, and the Groups program. These are major pipelines for underrepresented students entering our programs. G. Carter advises education majors in the Hudson and Holland program and also writes many letters of recommendation. Recently, two students were awarded scholarships from the Indianapolis Alliance of Black School Educators.
- Recipients of the Armstrong Teacher Award have historically not been a diverse group. One male African-American teacher will receive the award this upcoming year.

G. Carter said that to be successful, recruitment efforts for underrepresented students have to extend beyond his office. Faculty are encouraged to talk with colleagues and prospective students about our programs and refer them to G. Carter. One significant issue is funding, which plays a critical role in attracting students to our programs. J. Cummings suggested that G. Carter work with the Diversity Committee on analyzing data showing trends in underrepresented student enrollment over time within the School of Education.

**V. New Courses/Course Changes**

J. Cummings directed the Policy Council members' attention to the new courses and course change proposals. The courses are open for faculty remonstrance for 30 days.

**\*\* The meeting adjourned at 3:05pm \*\***

**Indiana University – Bloomington**  
**School of Education**  
**Information Map of the Long-Range Plan**  
**Presented to SoE Policy Council 3/27/13**

<b>Presented to SoE Policy Council 3/27/13</b> <b>The Current LRP</b>	<ul style="list-style-type: none"> <li>• Is based on the work of the previous LRP committee and the incorporation of feedback from the Policy Council</li> <li>• Includes descriptive information about the SoE, its complexity, its challenges</li> <li>• Shares identified goals and objectives and key programs of the SoE</li> <li>• Shares a monitoring framework for evaluating progress and achievement of key mission-stated action items</li> </ul>
<b>What's New and Different?</b>	<ul style="list-style-type: none"> <li>• No vision statement</li> <li>• The LRP is a more coherent narrative stemming from the mission of the SoE. It communicates the core values Excellence, Integrity, Diversity, Accountability, Usefulness, &amp; Respect) through which the SoE will go about achieving its mission</li> </ul> <p><b>The LRP states 5 goals:</b></p> <ol style="list-style-type: none"> <li>1. Prepare excellent teachers and offer high quality undergraduate and graduate education more broadly as the essential priority in the School of Education.</li> <li>2. Engage in collaborative partnerships with P-12 schools and student-centered agencies.</li> <li>3. Illuminate and improve educational theory and practice, and prepare tomorrow's leaders in the field through rigorous, innovative research and professional education.</li> <li>4. Exemplify and provide leadership in the appropriate use of technologies to enhance teaching, research, and learning experiences.</li> <li>5. Create a diverse and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education and the surrounding communities.</li> </ol>
<b>What's New and Different ... The Evaluative Framework</b>	<ul style="list-style-type: none"> <li>• Annual review of mission-stated goals and other SoE's exemplar programs &amp; initiatives using appropriate metrics that indicate program efficacy, progress, and mission alignment (Exemplar programs include: OTA, TEDAP, UCASE, HHSP etc., etc.)</li> <li>• Cyclical 3 year review of mission-stated goals</li> <li>• Continued incorporation of mission-stated goals and exemplar program in budgeting and resources allocation by the Deans office</li> </ul>
<b>Assumptions</b>	The LRP is ostensibly based on 3 year review cycle. What role does strategic planning (SP) play? It is conceivable that the SoE may need SP to deal with external environment threats and new directions in response to those threats
<b>Ongoing /Evolving</b>	Identification, dialogue and refinement of monitoring /evaluative metrics
<b>Your ????'s</b>	
<b>What might be missing?</b>	What are the key metrics for the SoE as a unit in the broader university context? Are these metric reflected in the in the LRP?



# INDIANA UNIVERSITY

## SCHOOL OF EDUCATION

Office of Recruitment and Retention  
Bloomington

### Office of Recruitment and Retention for Underrepresented Students Highlights (Fall 2012)

- Hudson & Holland Scholars Program-School of Education  
*Praxis I Completion Incentive Scholarship* (\$1,000 per academic term)

Spring 2012

21

Fall 2012

38

- Groups Student Support Services Program-School of Education *Engage in Education Scholarship* (\$1,000 per academic term)

Spring 2012

4

Fall 2012

4

- IU Pathways Scholarship for Future Teachers (\$2,000 per academic term)

Spring 2012

2

Fall 2012

2

- IU Direct Admit Scholars

#### 2012-13

Total Class size: 86

Direct Admit Scholars of Color: 12

American Indian: 1

African American: 1

Hispanic/Latino: 1

Asian: 1

Multiracial: 8

Hudson & Holland Scholars Program: 12

Groups Scholars Program: N/A

- Coordinated and ongoing streamlining of the *Getting You into IU* Program, a campus-wide recruitment initiative aimed at attracting graduate/professional students of color to graduate programs, amongst department chairs and program advisors; brought eight (8) prospective students to campus in October 2012, four (4) of whom have applied for fall 2013 graduate admission
- In concert with the School of Education's Office of Graduate Studies and academic department's graduate programs, provided support for graduate student recruitment and retention initiatives. Utilize AGEP Emissaries pursuing advanced degrees in the



School to help in the recruitment process of prospective graduate students. To learn more about these talent students, visit:

<http://graduate.indiana.edu/emissariesprofiles.php>. School of Education's emissaries have been extremely helpful with serving as ambassadors for prospective master's and doctoral students of color visiting campus. In 2012, three HESA doctoral students and one of the program's alumnae were emissaries

- Participated in the redesign of the School's website, whereby student and alumni of color testimonials were added as well as included a link for prospective students to AGEP Emissaries
- Represented and recruited prospective doctoral students at three McNair Scholars graduate recruitment fairs in Atlanta, Buffalo/Niagara Falls, NY and Lake Geneva, WI. Two prospects from the Atlanta fair attended the fall 2012 *Getting You into IU*, one of which has applied to the Ph.D. program in School Counseling for fall 2013. NOTE: Several students applied to attend *GU2IU* but, with only 25 slots campus-wide, some were denied. I continue to recruit these prospects in lieu of this fact
- In 2012, I wrote letters of recommendation for 15 education majors of color for various scholarship, employment and academic opportunities. As well, I wrote and/or served as a recommender for three non-education students of color. Two recipients of my letters of recommendation were awarded the Indianapolis Alliance of Black School Educators' scholarships in fall 2012, a first since IABSE offered the scholarships five years ago
- Provided Erna Alant a letter of recommendation from my office for recruitment and retention services for the proposed Collaborative Developmental Disabilities and Augmentative and Alternative Communication/Assistive Technology Doctoral Program
- Provided Praxis I registration fee reimbursement for education majors as well, mostly those who can provide documented evidence of a financial need. A large number of these students, though not exclusively, are Groups Program and 21<sup>st</sup> Century Scholars Program participants, a major pipeline of our underrepresented future teachers of color. In 2012, 35 students were reimbursed, the majority of whom bested Praxis I
- In collaboration with the Office of Admission's, identify, visit, and maintain communication with students enrolled in the teacher cadet groups at high schools (especially Pathways schools where appropriate) in Lake, Marion, St. Joseph, Allen, and Vanderburgh counties; 12 school visits/contacts were conducted in 2012
- Identified and encourage undergraduate teacher education majors to apply for student leadership involvement on the School of Education's Dean's Advisory Council
- In fall 2004, established and coordinated monthly *"Brothers Breaking Bread Luncheons"*, a retention initiative to introduce underrepresented male education majors to campus senior administration, faculty, staff, graduate and professional and

fellow undergraduate students. In 2012, roughly 25-30 undergraduate/graduate education students have participated, inclusive of prospective graduate students. The event was helpful in the recruitment process for a recent Maurer School of Law and School of Education couple (Tim and Daisy Lovelace, respectively) hire for fall 2012

- Wrote letters of recommendation (10) for undergraduate and graduate students applying to School of Education programs, scholarships, internships as well as other IUB academic units and student organizations
- Continue to serve on the Groups Student Support Services Program Advisory Council and the Division of Student Life and Learning's Greek Advisor Board, both entities serve as feeder programs/units for education and exploratory student hopefuls
- Served as moderator for the 10<sup>th</sup> annual African-American Read-In for the student recruitment/Q&A portion
- Served as a judge for the Neal-Marshall Black Culture Center's annual Black Knowledge Bowl
- As I have for the past decade, served on the Committee on Diversity; Committee for Recruitment and Financial Aid as well as the annual campus-wide Rev. Dr. Martin L. King, Jr. Celebration Committee
- Served on two search committees for the Hudson & Holland Scholars Program for the Science Coordinator and Program Advisor positions

#### Spring/Fall 2013 Upcoming Recruitment/Retention Initiatives

- April: California Forum for Diversity in Graduate Education (University of California, Irvine)
  - July: University of Buffalo 19<sup>th</sup> Annual McNair Research Conference Graduate School Opportunities Fair (Niagara Falls, NY)
- SAEOPP McNair/SSS Scholars Research Conference and Graduate Recruitment Fair (Atlanta, GA)
- October: *Getting You into IU* Graduate Recruitment Program
  - November: 22<sup>nd</sup> Annual National McNair Research Conference and Graduate Fair (Lake Geneva, WI)
  - Fall semester: *Aspire to Teach...Teach to Inspire Lecture*: 2013 National Teacher of the Year visits School of Education

Pathway Scholarship for Future Teachers: Recruit prospective from two new high schools – Pike of Indianapolis and John Adams of South Bend for the \$2,000 renewable scholarship for alumni of these high schools as well as IPS' Arsenal Tech and Manual and South Bend's Riley.