

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
November 14, 2007
1:00 – 3:00 p.m.
School of Education
IUB – Room 2140
IUPUI – Room 3138E

** The following are summaries of speaker contributions**

Members Present: Akerson, Bull, Chapman, Cummings, Flinders, Helfenbein, Lewison, Thompson, Williamson **Alternates Present:** Anderson, Boling, Kunzman, Skiba **Dean's Staff Present:** Gonzalez, Kloosterman **Staff Representative:** Novotny **Student Representatives:** Hamilton, Lahann, Smith **Visitors:** Hay, Skiba

I. Approval of the Minutes from September 26, 2007 Meeting (08.08M)

Cummings suggested that if first names are going to be used, they should be added to the entire document in order to maintain consistency throughout. Similarly, he suggested that "Executive Associate Dean" should be added to Pete Kloosterman's name throughout the document. Boling also stated that on p.6, paragraph 2, "Applicants to the program report that it *would mean*..." should be changed to "...report that it *means*..." The motion to approve the minutes was unanimously approved.

II. Announcements and Discussions

a. Agenda Committee Report

Bull reported that the committee has been working to ensure that recommendations that have been made to various committees in the last year have been passed along to the appropriate committee chairs so they may be dealt with accordingly. The committee has also advised the Dean of a list of faculty to be included on the Review Committees of Academic Administrators Joyce Alexander and Mary McMullen. Because both Review Committees are currently in the process of being appointed, a final list of faculty members included is not available at this time.

b. Dean's Report

It should be noted that the Dean's Report was actually made after the discussion of the Agenda Committee Report and the Learning Sciences proposal due to Gonzalez' late arrival.

Gonzalez had just returned from a meeting with IUB campus deans and made a brief report on the discussion topics of that meeting. The Life Sciences Initiative has become a priority for the university and all campuses. However, concerns have been raised that the initiative has been too narrowly defined to address only the “traditional medical fields” of biology, physics, bio-chemistry, and so forth. The deans at IUB would like to broaden this definition of life sciences, to also include such fields as mental health, ethics, and environmental sustainability, among others. A task force will be appointed to begin to explore the role that IUB may play in this proposed broader definition of the Life Sciences Initiative.

Bull asked Gonzalez how the School of Education may contribute to this more broadly defined description of Life Sciences and if he was asking for departmental proposals or ideas. Gonzalez reports that the SOE has the potential to play a significant role in a more comprehensive Life Sciences Initiative, not only through the math and science education programs but through counseling and mental health issues, learning and cognition endeavors and even policy issues that may arise. While life sciences need not be so broadly defined that everyone is included, there are many areas which could make significant contributions to the initiative. It is important to note however, that this suggested adjustment to the Life Sciences Initiative is still very much in the planning stages and no formal changes have been made to the university-wide initiative, nor has President McRobbie agreed with a broader definition of life sciences. Nonetheless, a discussion of potential contributions of the SOE is encouraged and appropriate. Both Kunzman and Flinders pointed out that even Curriculum and Instruction may play a significant role in this initiative.

Another issue discussed at the deans meeting involved student admissions to the Bloomington campus for the 2008-09 academic year. As of November 14, 2007 IUB has admitted just over 20,000 students for Fall 2008, over 4,000 of which have SAT scores of 1300+, and over 11,000 of which have scores of 1000 + . These numbers are significantly ahead of where admissions and scores were last year, which clearly indicates that the quality of student applications (as measured by SAT scores) to IUB is increasing. Similarly, the number of applications to IUB from minority students is also higher than it was at this point last year.

In other news, Gonzalez reported a good turnout for the fall faculty meeting and thanked those faculty who attended for their attendance and support. Over 25 new faculty members across the IUB, IUPUI, and IUC campuses were introduced and welcomed.

Gonzalez also reported on the celebratory opening of two new laboratories at schools in Gary, Indiana. A new math laboratory was opened at the

McCullough Academy for Girls, supervised by Gerard Campano and a writing laboratory was established at the Watson Academy with the help of Gayle Buck and Dionne Crosse. The event was truly a community affair and Indiana University was honored for their support and contributions.

III. Old Business

a. Proposal to Rename MS Program in Learning Sciences and Changes to Program if Approved by Graduate Studies Committee (08.07)

The discussion for this proposal began at the last policy council meeting, but needed to be continued into this meeting due to time constraints in the previous meeting. The Graduate Studies Committee did approve the proposed program requirements on November 13, 2007. Cummings reported that this issue was also discussed at the last CEP departmental meeting and there was unanimous support to move forward with the renaming and program changes proposed.

Flinders questioned whether the program of studies attached to the Learning Sciences track met the minimum requirements for elective hours in a Master's program. Bull and Hay assured him that 6 hours does meet the minimum requirements.

A vote was held and this proposal was approved.

b. Diversity Committee Proposal (08.10)

Skiba presented on behalf of the Diversity Committee. This proposal was developed over the past year and grew out of the committee's previous report, "*What Color is Your Teaching Force? The Status of Diversity in the IUB Undergraduate Teacher Education Program.*" The results from that report indicated clear evidence of serious under-representation among students of color in the undergraduate teaching program at IUB. Specifically, the committee found lower rates of application, admission, and graduation for students of color. Therefore, the committee determined that recruitment would be the major emphasis for this report.

The Diversity Committee asserted that these recommendations are not meant to supplant any existing programs or staff already in place to address the issues of recruitment and retention. Rather, these recommendations are intended as supplemental supports to already existing initiatives in the School of Education. Furthermore, these recommendations will be most effectively implemented in an atmosphere

of distributed effort, in which all faculty members and committees are dedicated to addressing the problem. This proposal is not intended as merely a task for the Diversity Committee to carry out.

The committee divided their recommendations into two broad areas, Immediate Recommendations and Long-Term Recommendations. The Immediate Recommendations specifically include:

- 1) Making underrepresented undergraduate and graduate student recruitment a Research Agenda
 - a. Recommendations include the appointment of a faculty member to oversee these research efforts
- 2) Addressing the high failure rate of underrepresented students taking the PRAXIS I examination
 - a. Recommendations include expanding the reimbursement plan for underrepresented students, moving up the required date of the exam, and administering the test at the School of Education

The Long-Term Recommendations include:

- a. Employing strategic recruitment outreach efforts
 - a. Recommendations include employing current School of Education students as ambassadors to their previous high schools, employing teachers and administrators of color as ambassadors for the Teacher Education program, and developing partnerships with historically black colleges and universities and Hispanic-serving institutions
- b. Developing a statewide advocacy agenda for promoting a diverse and culturally competent teaching force in Indiana
 - a. Recommendations include collaboration of interested faculty, partnering with other stakeholders, translation of research into information supporting a policy agenda, and sharing of information with policy makers.
- c. Making equity in application, admission and graduation a school-wide institutional responsibility
 - a. Recommendations address Project TEAM, ETS, and all departments within the School of Education.

Gonzalez feels that this is a very thoughtful and action-oriented report that raises some very important issues. He also points out that there are already some things being done to address these issues. The Office of Recruitment and Retention is currently being integrated into the Office of Teacher Education to encourage a more integrated approach to recruitment and retention in the School of Education overall. This will allow staff to focus

more purposefully on the issues of diversity in recruitment and retention. Similarly, the SOE has been working to address the issue of PRAXIS I failure rates, including a collaboration with the Hudson Holland Scholars program to reimburse students for their PRAXIS I fees. A \$100,000 fund from the school's reserve account has been allocated for the Diversity Committee to develop guidelines to seek ideas/proposals from faculty to advance the diversity agenda. These proposals should be informed by the current report, but do not need to be exclusive to issues raised in the report. The allocation and dispersal of this fund will allow more faculty members to conduct research that involves issues of diversity than using the fund to create a specific position for one faculty member to pursue research in the area of diversity would allow. This issue is one that is of high priority for not only the School of Education at IUB, but for the university at large and so should be treated as such. Gonzalez suggested that using recent funding for a new lecture series to support speakers who are knowledgeable in this area may be a potential avenue of collaboration.

Thompson asserted that the idea of a distributed effort across all departments and faculty is very important. However, she is concerned that a majority of the efforts mentioned within this diversity initiative are "student-centered" and neglect to address structural barriers that may also deter student success. These structural barriers may include:

- a) The use of SAT and GRE scores
- b) How students of color are perceived within the classroom (i.e. students' perception of hostility towards themselves)

Therefore, it is very important to look at other institutions that have successfully addressed these structural barriers as examples to follow in our own diversity initiatives. The ultimate question that we must ask ourselves is, "How committed are we to seeing a real change in the demography of our student population?" For example, can the faculty envision classrooms in which 50% of the students are students of color? Will prestige levels be questioned with a higher admittance rate of students of color? These issues will not be easily addressed or fixed overnight, but they must be addressed nonetheless. Thompson suggests looking at alternative approaches that will allow the School of Education to have more diverse classrooms.

Thompson proposed that a portion of each Policy Council Meeting over the coming year be dedicated to addressing structural issues and barriers that prevent students of color from attending and remaining at IUB and IUPUI. Skiba seconded the motion. The proposal was put up for discussion by Bull.

Thompson suggested that a 15-20 minute section of each meeting be dedicated to this issue. However, the hope is that this would be an ongoing

dialogue throughout every meeting. Williamson suggested extending this idea to all matters that come before the Policy Council, so that every proposal or discussion of Policy council includes how it affects diversity. Lewison stated that dedication of a certain portion of time in each meeting, no matter how artificial, is important because it ensures that the discussion occurs. She also feels it is important to envision what the ultimate goal of the diversity initiative is, something that has not really been looked at prior to this proposal.

Bull noted that this item would need to be placed on the meeting agenda every month by the Agenda Committee and a list of discussion topics would also need to be developed. Similarly, a procedure should be put in place that determines which issues are most pressing and relevant. Bull suggested that these issues may include the use of SAT/GRE scores, classroom hostility, or hostile fieldwork experiences. Cummings suggested that Ghangis Carter may be able to report on the barriers and challenges he has encountered with recruitment and retention. He also points out that it would be important to hear from students of color who have encountered barriers themselves within the School of Education. Gonzalez pointed out that it may be important to investigate the kinds of experiences SOE students have with students of color in their field and practicum placements. A meaningful dialogue needs to be established which looks at what needs to be done differently - from a curriculum perspective, a student teaching perspective, a faculty perspective, and so forth, so that this not only advances the broad research agenda centered on diversity, but also helps us to achieve some of these short term goals laid out by the Diversity Committee.

Gonzalez also pointed out that while the issue of greater student representation is of utmost importance, another important barrier to be considered is the current shortage of students of color within the state of Indiana who meet the University admission requirements. Therefore, it is important to not only focus our energy on the short-term goal of increasing student population diversity *right now* but also to take a long-term perspective and create long-term goals for enhancing schools' capacity to prepare these students for college. It is important to engage the diversity agenda on multiple levels, so that there is an emphasis on current students, but also on building relationships and collaboration with programs for *future students*, as well.

Kunzman suggested that periodic and continuing updates by the Diversity Committee would also be very useful.

Graduate student representative, Hamilton, also pointed out that it will be important to consider the potential contributions of graduate students in

this diversity initiative. Graduate students, especially students of color, could play a significant and integral role in addressing these issues.

Bull called for a vote, and the motion was unanimously passed.

The meeting was adjourned by Bull at 2:38 pm.