

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
April 24, 2013
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: D. Cross, J. Cummings, D. DeSawal, J. Damico, S. Eckes, N. Flowers, K. King Thorius, E. Wood **Alternate Members Present:** D. Danns, D. Winikates **Student Members Present:** O. Hopf, M. Remstad **Staff Member Present:** T. Niggle **Dean's Staff Present:** J. Alexander, R. Kunzman, P. Rogan, R. Sherwood **Visitors Present:** D. Bauder, B. Chung, L. Houser, T. Huberty, B. Maxcy, L. McCarty, R. Skiba, L. Stachowski

I. Approval of the Minutes from March 27, 2013 Meeting (13.55M)

D. DeSawal moved to approve the minutes with one correction to the *Members Present* section, and S. Eckes provided a second. The minutes were approved unanimously.

II. Diversity Topic

D. Bauder, Center Coordinator for GLBT Student Support Services, presented the diversity topic. The GLBT office is one of the oldest university centers in the country of its type. D. Bauder was the first coordinator of the center, which opened in 1994 amidst great controversy. Now, over 300 college campuses provide a similar resource. An increasing number of straight students have become involved with the office in recent years; it is not only a resource for people who identify as GLBT. Much has changed since the 1990s when the office largely supported struggling students; today, there is more involvement in advocacy and political issues.

The office houses one of the largest GLBT libraries in the nation, including books, film, and other media. Panels are provided as requested across campus, including panels at the School of Education for future teachers. The office is involved in conversations with faith communities in Bloomington and often addresses the integration of spirituality with GLBT identity.

D. Bauder provided the Policy Council with several handouts (*appended to this document*). One handout listed student contacts over the previous month, and another outlined a proposed policy applicable to transgender students regarding IU's use of preferred names. These students have requested that the university use preferred names whenever possible, as continued use of legal names has significant and unnecessary consequences for transgender students who have not formally changed their names.

International students may also benefit from more frequent use of Anglicized names if preferred. This proposed policy will soon go to the Bloomington Faculty Council.

D. Bauder told a recent story about a gay student who uses a wheelchair and was harassed by a hate preacher on campus. He went home, put on a rainbow shirt, wrote “God Loves Me, I’m Gay” on his arms, and returned to sit near the preacher. His actions led to raising funds to bring Matthew Shephard’s mother here to campus to speak in October. G. Gonzalez commented that he has rarely seen a more motivated, effective advocate for GLBT issues than this student.

III. Dean’s Report

G. Gonzalez discussed the state legislature’s passing of a bill that eliminates the requirement for superintendents to have teaching experience or a superintendent license. This bill was controversial and passed the Senate with a tied vote; the lieutenant governor voted in favor to break the tie. The bill was amended to require a master’s degree, although the degree may be in any field.

Another bill is under consideration, SB409, which concerns accountability for schools of education. A number of criteria will be included intended to measure teacher effectiveness. For example, 70% of graduates of a program will need to earn an effective or highly effective rating within the first three years of graduation. However, school corporations throughout the state use widely differing systems for assigning ratings. Placement rates will also be reported, but it can be very difficult to obtain that information; additionally, the statistics are complicated by factors such as entering graduate school, choosing not to enter the workforce, and failure to report. If this bill passes, over the next year discussions will take place regarding evaluation of the School of Education.

The Attorney General found that the procedures to enact REPA 2 had not been followed and asked the State Board of Education to revisit the law. The process will now start over and will eventually come to the Board again.

G. Gonzalez urged the faculty to continue to monitor and be involved with these legislative developments.

A national organization, the National Council of Teacher Quality (NCTQ), is currently conducting a study that they claim will evaluate the quality of teacher preparation programs. NCTQ is requesting public records, including commencement programs with students’ names and hometowns. They may try to contact students via this information

or other means in order to seek data. P. Rogan reported that at the IUPUI campus, students have been offered payment to send course syllabi. *U.S. News* plans on publicizing the results of their study this fall. NCTQ is generally hostile to the current state of teacher preparation, and their conclusions have no credibility given a lack of attention to basic research principles.

G. Gonzalez concluded his report by congratulating all faculty members who recently received tenure and promotion. All decisions this year were positive.

IV. New Business

a. Intensive Writing Proposal (13.56)

J. Cummings explained that this proposal was developed by the Education Leadership and Policy Studies department before coming to the Committee on Teacher Education. Input was received from other departments as well.

L. McCarty reported that students often came to instructors asking them to sign forms related to the Intensive Writing requirement in the General Education curriculum. The Teacher Education office designated H205 and H340 as meeting the Intensive Writing requirement. This proposal was modeled on the College of Arts and Sciences policy, and the statewide transferrable core rules were also consulted. Several small changes were made, such as including some prerequisites that many students will already have.

L. McCarty overviewed the components of the proposed policy. Students will be required to write about 5,000 words (20 pages) over several papers rather than one lengthy final paper. They will receive extensive feedback and the opportunity to revise at least one draft. Instructors of these courses must be well-prepared to teach the practice of writing rather than only content, and the department will help AIs become pedagogically competent.

Several questions were asked regarding how this proposal fits within General Education requirements. These courses do not replace the English foundations courses but supplement them with Education courses. A certain number of hours are required in Intensive Writing.

This proposal came as a motion from the IUB Committee on Teacher Education.
Outcome: Passed with three abstentions.

b. Undergraduate Minor in Education Policy (13.57)

S. Eckes discussed this proposal for a collaborative minor with the School of Public and

Environmental Affairs (SPEA). While ideas for a graduate level degree did not come to fruition, SPEA was interested in developing an undergraduate minor. There is an Education Policy Student Association on campus, indicating significant interest in this area. This new minor is intended for non-Education students, including SPEA, business, and College of Arts and Sciences students interested generally in education, charter schools, and nonprofits. Strong job prospects exist in this area. No new courses are proposed except for an introductory course (EDUC H200/SPEA V211).

R. Sherwood noted that the School of Education has a minor in Educational Studies approved by the College of Arts and Sciences curriculum committee. This new minor can also be proposed to the College in order that students in more fields outside SPEA may complete it.

This proposal came as a motion from the IUB Committee on Teacher Education.

Outcome: Passed with four abstentions.

c. Education Leadership Program Changes (13.58)

B. Maxcy explained this proposal that requests changes to graduate degrees in education leadership. Many students complete the Ed.D, Ed.S., and superintendent license program concurrently, and the changes address overlap in these degrees which will streamline the process for students.

G. Gonzalez asked what effect the new superintendent licensure legislation may have on enrollment. B. Maxcy responded that candidates will still be more competitive with an advanced degree, but the law's effect remains to be seen. There have been more students recently seeking an Ed.D. S. Eckes noted that some other states which have passed similar laws have not seen a large drop in students pursuing the advanced degrees.

This proposal came as a motion from the Graduate Studies Committee. *Outcome:* Passed with two abstentions.

d. Counseling Psychology Ph.D. Program Changes

B. Chung said that the document presented to Policy Council has been modified from its original form after revisions were requested by the Graduate Studies Committee and the Agenda Committee. The main change in this proposal concerns the program's lack of an internship class and proposes a new course, G699. In the counseling program, the internship is required per APA requirements but does not appear on the transcript. The Director of Training spends considerable time writing letters verifying that students did complete an internship. Most other programs in the country have an equivalent course, including our School Psychology Ph.D. program.

The Counseling faculty desired to minimize tuition burdens for students because they are off-campus and rarely use university resources. Some other institutions make this course zero credits, but that option was not viable here. Students will take 1 credit in the fall, spring, and summer, and will have official oversight by the instructor of record. Correspondence will take place between the instructor and the internship training director. G699 will appear on transcripts; hopefully, a transcript notation with the name of the internship will also be included.

J. Cummings said that he has assisted with site visits for APA and has never observed a program that does not have a transcript notation for internship. The Counseling faculty has dealt with this problem for years because licensure boards are concerned with both internship completion and communication between internships and doctoral programs.

Several questions were asked regarding how students are supervised during practica while on campus compared with internship. Students taking G699 will have one formal evaluation by their internship supervisor each semester.

This proposal came as a motion from the Graduate Studies Committee. *Outcome:* Passed with four abstentions.

V. Annual Reports of Committees

Speakers referred to their committees' Annual Reports throughout this portion of the meeting.

IUPUI Faculty and Budgetary Affairs. P. Rogan reported on the activities of IUPUI FABAs. Next year, the committee will continue progress of faculty workload policy, discuss the school's values and guidelines, and create a policy for adjunct faculty promotion. The school is funding two initiatives by faculty to advance online programs. Also, in coordination with the Learning and Teaching with Technology committee, IUPUI faculty will participate in the Just in Time weeklong "bootcamp" about infusing technology into classroom teaching. J. Alexander commented that the Bloomington faculty desired more information about how to utilize technology in the classrooms under renovation this summer.

Diversity. R. Skiba discussed ongoing work to develop a reporting tool for monitoring diversity in graduate programs, including data on admissions, matriculations, and degree progress. The data are disaggregated by race, department, degree, gender, and other variables. The Diversity Committee will use this tool next year to facilitate faster reports and planning. The committee also considered factors contributing to the success of

graduate students of color. The committee's student representative submitted a review, included in the annual report, about isolation within programs. Other topics reviewed by the committee included faculty mentoring. Mentoring for students of color is often undertaken by current faculty of color, resulting in overload, and white faculty often feel unprepared. The committee is exploring conducting a workshop on mentoring and enhancing faculty confidence. Hopefully, the next faculty retreat will include this topic.

G. Gonzalez and J. Alexander remarked on a campus program related to faculty productivity and mentoring, and specifically a weekly email list about these issues. The university has subscribed all pre-tenured professors and graduate students. The question was raised about the possibility of having all faculty members in the School obtain access to this resource, but it was later determined that this is not feasible. However, all members of the Diversity Committee have been added as they are currently concerned with mentoring issues.

Promotion, Tenure, and Contracts. T. Huberty reported that the committee reviewed 15 cases for promotion and tenure. Among the promotion to associate professor with tenure cases, four were based on excellence in research, and four were based on a balanced case, with none in teaching or service. The first IUPUC case occurred this year.

Faculty Development. J. Alexander commented on the Faculty Development Committee's report, noting that major tasks included the adjunct faculty policy, recommending suicide prevention training for AIs, coordinating the Miller Lecture, and selecting faculty for teaching awards. The committee recommended forming a subcommittee to continue studying grade inflation next year.

Graduate Studies. D. DeSawal reported on a busy year for this committee. Many courses and programs were approved, as well as a new graduate program review process. The committee recommended that further work be undertaken to improve Dean's Fellowship recruitment and acceptance. G. Gonzalez noted that travel funds have been approved to allow prospective recipients to visit campus.

Bloomington Grievance Committee. J. Cummings cited the committee's annual report and said that only one case required involvement of the Grievance Committee. Department chairs and other faculty are doing well resolving issues.

IUPUI Grievance Committee. L. Houser reported that one case went to committee. IUPUI Grievance Committee also processes appeals related to admissions and grades, as detailed in the annual report.

International Programs. D. Cross thanked L. Hanek for her instrumental support throughout the year. The committee worked on ensuring that international students and

visiting scholars are supported. International Education Week took place, and next year will feature a larger program. The committee was also updated with the search for the Center for Social Studies and International Education director and plans on discussing international program needs with her. The Goodwill Ambassador program was revived this year to help international students feel acclimated.

Learning and Teaching with Technology. J. Alexander discussed the Just in Time initiative to help faculty members better use technology, particularly in the new classrooms. Faculty are also involved in creating Massive Open Online Courses (MOOCs) and an innovative Big Open Online Course (BOOC). The committee also discussed developments in hybrid and blended learning.

Long-range Planning. J. Cummings followed up on March's Policy Council discussion of the school's new Strategic Plan. The committee will continue to focus on developing and refining key metrics as well as advancing the internationalization aspect of the school's mission.

Research and Development. R. Sherwood reported that the R&D Committee was busy reviewing internal funding proposals. Overall, the results were positive despite slightly less Foundation funds.

IUPUI Committee on Teacher Education. L. Houser reported that this committee's primary work this year was reviewing the several 120 credit hour teacher education program revisions as required by REPA.

IUB Committee on Teacher Education. R. Kunzman said that this committee undertook similar work involving REPA changes. Other topics of discussion included the Teacher Performance Assessment (EdTPA) process, improving field experiences and collaborative student teaching, and having Education students participate in a Living Learning Center within the new dorm under construction.

Undergraduate Scholarship. This committee conducted its work during the spring semester. Plans are in development to rework the selection process and develop a more systematic method to ease decisions and level the playing field.

IUB Faculty and Budgetary Affairs. D. Danna referred to the annual report, which details the several policies developed by FABA this year. The committee will be conducting more work in May.

VI. New Courses/Course Changes

J. Cummings directed the Policy Council members' attention to the new courses proposal. These courses are open for faculty remonstrance for 30 days.

** The meeting adjourned at 3:00pm **