

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
February 24, 2016
1:00-3:00pm
IUB—Room 2140
IUPUI—Room 3138B
IUPUC—Room 155E

What follows is a summary of speaker contributions

Members Present: Barbara Dennis, Phil Carspecken, Vic Borden, Joshua Danish, Rebecca Martinez, Farida Pawan, Natasha Flowers, Dionne Danna, Crystal Walcott

Alternate Members Present: Sam Museus

Student Members Present: Michael Kersulov, Leah Peck

Staff Member Present: Mary Hardesty

Dean's Staff Present: Terry Mason, Gary Crow

Guests: Alex McCormick, Russ Skiba, students from the School Psychology program's Students of Color and Allies group: Blair Baker, Freddy King, Haley Pratt, Tiffany Campbell, Kassie Lowery

B. Dennis opened the meeting with a review of the agenda. The order of some items have been modified to accommodate some scheduling issues. The minutes reflect the modified schedule.

Approval of the Minutes from January 27, 2016 Meeting (**16.25M**)

Result: *approved unanimously*

I. Announcements and Discussions

Dean's Report

T. Mason stated that he is continuing to work with the committee examining the core campus structure. They were able to compile and review survey results from program coordinators and had a discussion about the data collected. The committee is continuing to discuss whether or not the core campus structure is advisable or feasible. The committee decided to generate a prototype that would provide details to help committee members to understand what a separation would look like, and what changes would need to be made if we decided not to separate. Initial prototype drafts are currently undergoing refinement, to help inform a decision, which we plan to make by the end of the semester following the timeline of the Provost. We feel like the process is allowing us to make a well informed decision.

The School of Ed Alumni Board met. It is a very active board that would like to get involved with students and faculty. They are particularly interested in working with undergrads and providing mentoring to student teachers and recent grads. We are actively working on how to support this.

At a previous meeting of Education Deans we discussed collaboration around issues of

diversity, a key issue for all of our organizations. The outcome of this is a meeting scheduled for April 1 where each school will bring faculty members actively involved in diversity issues to share best practices and current successful approaches. T. Mason has invited the diversity committee to nominate four members to attend that meeting. The hope is that this may lead to a panel discussion to inform all those involved on best practices and share ideas and that the group may sponsor a larger scale event open to all where we can talk about new approaches and programs.

Enrollment at undergrad and grad levels has been an issue facing the school recently. To address this T. Mason and G. Crow, Associate Dean, are putting together an Advancement Team that will be made up of representatives that do recruitment at the undergraduate and graduate levels, our development office and our communications and marketing person as well as the Dean and Associate Dean. The purpose is to brainstorm strategies for recruitment of undergraduates, graduate level students and underrepresented groups. We hope to bring together resources we already have in a more cohesive and coherent manner.

Faculty search update provided by G. Crow. We have one acceptance in Counseling Psychology, two in Inquiry (one of these three is a strategic hire), two offers have been made in Education Leadership (one is a strategic hire). These are under negotiation currently, Adult Ed is involved in a search and 2-3 other targeted searches may be underway. T. Mason mentioned that this activity is a good sign and we look forward to becoming more diverse as a faculty with some of the new faculty coming on board. Budgeting is underway for the upcoming year. We are looking at ways to secure more funds from the campus to support some new initiatives being proposed, including providing funding for underrepresented student groups at the graduate and undergraduate levels. Room renovations are also underway to upgrade technology and making spaces more versatile. These include room 2140 and room 2277.

Announcements

Nominations and Elections committee members – Crystal Hill Morton, Danielle DeSawal and David Flinders. They will put out the ballot for Policy Council for next year.

Spring Core Campus Faculty Meeting – April 15, 2016

B. Dennis mentioned that the Bloomington Faculty Council (BFC) is looking to develop more systematic relationships with individual school's policy bodies. Our policy council put forth the idea that we would like to have a liaison from our Policy Council, but not necessarily the policy chair. This was well received but nothing has been formalized yet.

(Adjustment from agenda schedule)

Proposal for Faculty Qualified to Teach in Graduate Programs – A. McCormick
(16.28)

A. McCormick stated that current policy (13.37) says that graduate students will not be permitted to serve as the primary instructor for graduate level courses. The proposed new policy is no longer specific to IUPUI and uses language straight from the language of the Higher Learning Commission for assumed practices in the area of qualifications, which says that faculty teaching graduate students should have the terminal degree in the area of study. The new practices take effect on September 1, 2017.

Agenda committee would like to put forward a Friendly Amendment to align the time frame with that of the Higher Learning Commission (HLC). The reason for this is that we need time to allow programs to get into alignment. An implementation date of September 2017 will allow us to get into alignment. A. McCormick stated that the current HLC policy that is in effect

until the end of August 2017 says that students need to have a degree above those being taught. B. Dennis stated that some programs need until next spring to come into compliance with the language of the new Policy. D. Danna asked if this would impact a lot of classes next fall, B. Dennis noted that it would have an impact on a lot of the Inquiry classes for example. V. Borden asked how this policy effects labs. If labs were exempt from this strict interpretation, it would help enable quicker implementation. A. McCormick noted the language of “equivalent experience” might cover the lab sections. F. Pawan stated that a big part of our mission is to train future professors. At times we have doctoral candidates who have passed their qualifying exams teach undergrads as well as to Masters students. This is an important element of the training of a graduate student. M. Kersulov stated concerns from a student perspective related to the logistics of combined courses that contain both undergraduate and graduate students and raised concerns about the impact on teaching opportunities and funding for graduate students. B. Dennis summed up that all programs have their own situations that will need to be addressed and asked for verification that this is a policy that we have the choice to adopt, or is it something we must adopt but we can dictate the time frame. A. McCormick stated that he is not sure that all schools are required to adopt this policy. This came before the Graduate Studies Committee because of the IUPUI policy. Compliance is still the issue, whether we have a formal policy or not. V. Borden expressed concern about the leeway of interpretation at the graduate level and suggested that we talk to folks at HLC as to whether they have guidance/consideration for students and courses at the graduate level. A. McCormick noted that the HLC policy taking effect September 1, 2017 does clearly specify graduate students and courses. However there is leeway in how programs can determine a record of research, scholarship or achievement appropriate for the graduate program.

B. Dennis outlined current options as tabling this to get more information from the HLC, or we could incorporate the information gathering as a part of our process of incorporating this new policy. F. Pawan stated that it is important to provide room for interpretation of the policy to fit the mission of the individual program. Apprenticeship is critical to our school as a part of the learning experience. Discussion ensued about the students not being the instructor of record, and how this might support the mentoring concept but creates challenges for the financial compensation for these students. B. Dennis stated that we would have to look at structural issues to allow graduate students to be paid when they are not the instructor of record. Currently if you co-teach, you need enough students and the faculty member is responsible for all of the grading, which can be a burden with a large class. D. Danna suggested we move forward with adopting this policy, seeing as it is required, rather than giving ourselves more work spending time looking into work arounds. B. Dennis asked if we approved the policy with the friendly amendment, how would we get the mechanisms in place to address the concerns we have? T. Mason suggested the Graduate Studies Committee be charged with this task. B. Dennis reiterated that we do need time to figure out a way to keep the AI opportunities. Several members expressed concern about the impact on enrollment and sustainability for graduate students. V. Borden stated that we may be overstating what it means to be in the role of instructor of records. How someone gets paid is more about mechanics. B. Dennis stated that grading is the biggest issue. If the instructor of record has to do the grading, this is a big burden. F. Pawan stated that perhaps if we follow the path of separation of the status of instructor of record as one issue versus remuneration as a separate issue. V. Borden pointed out that different schools handle these things differently and definitions of terminal degrees can also vary by schools. These should be explored as opportunities for flexibility and are often defined within policy.

Note: *Proposal for Faculty Qualified to Teach in Graduate Programs* with the friendly amendment that the policy will not go into place until September 1, 2017, giving the school time to research, raise the structural issues and accommodate the policy.

Result: *approved unanimously*

II. Old Business

Diversity Topic – student of color retention – N. Fowers and student members of the School Psychology program’s Students of Color and Allies group

R. Martinez opened the conversation with some background on the group and desire of members present to facilitate an open conversation and have their voices heard in order to support and affect change. B. Baker spoke to the purpose of the group as wanting to create a space to come together and share concerns in a way that would be supportive and action based. One of our suggestion is to have a similar group in each program, or at a School of Education level to allow for greater collaboration. Diversity is an issue that goes beyond the School Psych program. F. King stated that greater collaboration between programs in the school of education in general would be beneficial, to help build professional and personal connections and help students become aware of, and tap into, outside resources. These could be informal social events or more formal groups. T. Campbell read a letter from K. Filmore regarding the retention of student of color based on her personal experience with the system of higher education. Despite the push for recruitment, the system of higher education is not designed for these students. Discussion continued around how race intersects with many identities and this entire set of identities contributes to a student’s experience. This creates a burden for students who have an intersection of identities that are disadvantaged. Recruitment and funding efforts need to take into account the specific needs of students which are likely to include challenges related to economic, sexual and regional diversity, etc. Ideas of regional diversity create challenges in regards to social capital, as well as understanding and reflecting norms. Leaves of absence aren’t necessarily a supportive approach. Support is more than funding. It includes helping to accommodate or provide flexibility for the needs of students with diverse backgrounds. Providing a forum to learn and understand what the needs of students are would also be helpful. For promoting gender diversity, creating and properly labeling gender neutral bathrooms is needed. These are very limited in the school of education. Signage to help students identify and find that bathroom would be helpful, especially considering the bill currently before the legislature that would penalize a person for going to a bathroom that is not of their biological sex.

N. Flowers thanked the students and stated that she is impressed with the attention to intersectionality. It is messy and we don’t know where to start in thinking about it. Right now our attention is narrowly focused on Black and Latino students, but we are not dismissing the experience of other underrepresented groups. Some of the approaches we are using at IUPUI include having a Project Team where there is a scholarship for black and latino students and monthly meetings where students can talk about their concerns regarding their experience, including the curriculum, financial and moral support, etc. Recently our Interim EAD visited the group and she brought student concerns to the faculty and asked them to address those issues right away, asking for feasible first steps around some of the most pressing issues (isolation, alienation, hostility of other students, faculty unease facilitating discussions around race and other diversity issues, colorblindness) that are to be presented at the next program meeting. We also have informal mentoring, but we could be better about facilitating the development of a mentoring relationship. Our summer graduate research program allows students to work closely with a faculty member and we can do a better job of reaching out to our students to encourage them to participate in this program. We are clarifying policies around student removal from programs. In the past we have had issues where something happens during student teaching and the coaches may not be familiar with the students, so we were not providing them with enough support. We are working on helping faculty to understand how to better ensure a better coaching relationship. We are looking at developing multicultural teams within our faculty. We need more faculty who can talk first-hand about the experience of being

marginalized. Recently we started a faculty group explicitly talking about whiteness and white supremacy in our policies and practice with the expertise of Robin Diangelo to help guide the group. Faculty working towards bias awareness is important.

Discussion: T. Campbell stated that conversations about diversity should go beyond just groups of students of color. We need to integrate that conversation among other groups or in other venues to bring up the intersectionality, especially considering that people with multiple identities often choose one as a primary identity. B. Dennis reiterated the common issue of tending to see curriculum topics, or the substance of our teaching, as neutral, but identity is almost always involved in some way. V. Borden stated that the higher education program is particularly good at integrating diversity issues into curriculum, etc., but could benefit from broadening and making connections with other students in other departments. T. Campbell stated that students of color are currently seeking out relationships across departments because of the lack of other students of color within their own departments and this has been a great experience. B. Dennis noted that this puts a lot of pressure on individual students. It is challenging to meet people from other programs. D. Danna spoke of the challenge of trying to identify struggling students and support them while also managing personal and work obligations. Some of these students are under a lot of pressure and really need support, but it is hard, even for a professor committed to supporting these students, to find the time. Also, students may not want to share their struggles with a professor. Perhaps an organization for grad students and a separate one for undergrads that can help to bring people together. Various groups which have waxed and waned were discussed and B. Dennis suggested we find a way to bring this concept into the fabric of the school. Groups need to develop institutional stability. S. Museus suggested we explore ways to raise awareness and connect the different groups that already exist to help with their sustainability, such as providing opportunities for student face time with groups, such as inviting groups to speak in classes. B. Dennis suggested we explore ways to bring students together across groups by creating “focus” groups around research or other interests that cut across programs. V. Borden cautioned against adding on more events or groups because attention and time is already spread thin. Can we work better with what we have already going on? B. Dennis suggested we work to reduce the workload of individuals that have community-building as a personal priority so that they have more time to be supporting students. R. Martinez added that these individuals also have personal work aspirations that conflict and are also important. S. Museus pointed out the need for professional development to build capacity among faculty and staff to know how to work with students of diverse backgrounds and be more supportive. R. Martinez reiterated the importance for faculty professional development. When professors are more aware of issues around diversity that helps to inform traditionally privileged students and create a broader community of support that benefits all students. R. Skiba added that in addition to Professional Development, ongoing resources on mentoring or other topics could be made available on the school’s web site. Some universities clearly lay out mentoring procedures with the expectation that all faculty should be looking at this. S. Museus added that some campuses are created space for faculty to build community around these issues, particularly after a retreat, to help faculty support one another through what can be difficult transformative processes. N. Flowers stated that IUPUI had a faculty learning community around multicultural course transformation that included a one year commitment from participants. This created a real, supportive environment among faculty and was very effective. It was supported by a grant. M. Hardesty informed the group that all four undergraduate advisors are white women. They are great, but we need more diversity to best support the students.

Points of note from the conversation:

- Review our leave policies. How can we better support students with a need for a mid-semester leave?

- Signage for gender neutral bathroom needs to be installed
- Connect the active HESA student group with the School Psychology group and ask other programs if they have groups to support connections across all groups
- Develop a school-wide group while still maintaining current program groups

III. New Business

Proposal for Resolution on Demographics Data Collection - Skiba (16.29)

R. Skiba stated the rationale for this proposal is that there is no data on how we are doing in regards to the diversity of our faculty and staff. In the past the diversity committee put together a report that tracked diversity information from applications to matriculation to graduation and all points in between and it took a year to gather the data. We began developing a tool with support of ETS, but the person working on that in ETS left, and the work stopped. The committee feels strongly that we need data to understand our current diversity and how well we are retaining students of color. Note that we would like to recommend a small change in the language of the proposal. Where it states “the need for statistical indices are needed on the demographics...” We would like to change “data” to “indices”. This information needs to be institutionalized. We need a mandate to ETS to make sure that this data is put into a form that can be used. This comes as a motion.

Discussion: V. Borden recommends that the committee look at current decision support platforms or other tools and dashboards that already exists rather than going to ETS to create something new. These tools are proliferating quickly and cheaply, and likely need only minor adjustments to fit the local context. B. Dennis suggested that we not specify a tool but address the need for a systematic approach to collect useable data. V. Borden will contact Linda Shepard to see if and how she can help. R. Skiba reiterated that to make the data collection consistent it needs to be institutionalized. It is too big a task for one committee to find and organize the platforms. T. Mason agreed and address the desire to have a more discursive approach around issues for faculty meetings. It is important to get this information out to faculty, but the faculty meeting may not be the best venue. Perhaps it could be sent out to staff in preparation for the meeting. R. Skiba reiterated that this data sharing should be treated with the same level of importance as enrollment and the other data points currently shared at the faculty meeting. B. Dennis added that the school is going to be asked to create a diversity plan, and so this attention to demographics could be a part of a diversity plan, along with an institutional way of responding to the data. V. Borden noted that the long range planning committee had been working on metrics for the various objectives which included many of these things under the diversity objectives. We were going to propose that the Dean’s Office maintain the data around these objectives.

B. Dennis stated that we are in a position to accept this resolution with a vote, and then work out the implementation. Noting the need to change “data” to “statistical indices” and add a missing period.

Result: *approved unanimously*

Proposal for Certification into the IUB School of Education – R. Kunzman (16.27)

The new IE policy that requires student to be admitted into a program or certified into a school by the end of their third semester otherwise their registration will be put on hold. Currently our

students are not admitted that early so we need to develop a process by which they will be certified. This is not admission into the program, but it does help to create an emotional affiliation.

Discussion: B. Dennis noted that the work “certification” as the label for this is unfortunate as it can create confusion with our certification process and asked about the number of courses that a student needs to have completed as it relates to the requirement of being in progress of completing 30 credit hours. M. Hardesty asked what happens if a student is certified and then does not complete the coursework for which they registered. R. Kunzman stated that this is not an admission process. It is likely they would have a hold put on their registration, but he is not certain about the details of this. The benefit of this process is that it can be an opportunity to provide advising. T. Mason added that there could also be an opportunity to get students excited about being a part of the school by inviting all certified students to come together and do something with us. R. Kunzman stated that common practice across schools on campus is to certify or register students after two semesters. G. Crow brought up the issue of when to have students take the CASA exam. Is it a good thing that students wait until their junior year to take this exam? Should we require it earlier? T. Mason stated that this could be an opportunity to make prospective students aware of the exam.

Result: *approved unanimously*

IV. New Course/Course Changes

The following course changes have been reviewed and approved by the Graduate Studies Committee or the Committee on Teacher Education. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Course Proposal

K207: Practical Aspects of Disability Law for Music Teachers 1 hr BL
 Description: Overview of disability laws in the United States as it applies to K-12 pre-service teachers of students with disabilities.
 Justification: All music majors will be required to co-enroll in K207 along with BE EDUCM342- M301.

Course Change Proposals

X159: Connecting with Campus Resources 2 hrs BL
 Description: Students construct a plan for academic success in consultation with instructors and peer mentors and seek out resources and experiences to fulfill that plan, and complete collaborative and writing activities to enrich their insights. Focus is on learning to function as active members of the campus learning community.
 Justification: We would like to submit this course for GenEd S&H approval, and to be eligible it must be approved for VT.

G355: Positive Psychology 3 hrs BL
 Description: This course focuses on the scientific study of what is positive about people and institutions. Historically, psychology has tended to focus on individuals' pathology, weaknesses, and problems. In contrast, positive psychologists call for greater attention to

strengths, happiness, positivity, and that which is worth celebrating. This course presents an overview of theories and research on positive psychology as well explore positive psychological interventions and applications in psychotherapy and in domains relevant to students' lives, including school, work, family, and romantic relationships.

Justification: This course is designed to be part of the new minor in counseling. We would like to be able to offer the course face-to-face or on-line.

X155: Critical Reading & Research Seminar

3 hrs

BL

Description: Focus is on academic literacy for high achieving or honors students, including critical reading of challenging materials, inquiry, acclimation to the environment of high expectations and both social and intellectual diversity of a university campus. Readings and inquiry center on a theme selected for particular groups.

Justification: The ability to use a variable title will allow us to submit this course for General Education approval, which has the potential to substantially increase enrollment numbers in it. Additionally, we think this course would be of great interest to students looking to enroll in an online course over the summer, so we've requested a more abbreviated online version as well. It is that version of the syllabus that I've attached and used to respond to the questions under "Essential Syllabus Information" below.

Meeting adjourned 3:01 PM