

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
December 7, 2016

1:00-3:00pm
IUB—Room 2140
IUPUI—Room 3138B
IUPUC—Room 155E

Members Present: V. Borden; B. Chung; J. Danish; A. Maltese; C. Medina; B. Dennis; B. Levinson; N. Flowers; L. Patton-Davis; S. Power-Carter

Alternate Members Present: none

Student Members Present: M. McKenna

Staff Member Present: M. Boots

Dean's Staff Present: K. Barton; G. Crow; T. Mason

Guests: G. Butera; S. Stumpner, IUB Disability Services; M. Cannon, IUPUI Adaptive Education Services; J. Hitchcock; C. Buzzelli

Approval of the Minutes from November 16, 2016 Meeting **(17.24M)**

Motion made by: V. Borden

Second: A. Maltese

Result: *Approved Unanimously*

I. Announcements and Discussions

Agenda Committee: no announcements

Dean's Report:

Dean Mason recently attended the American Association of Universities (AAU) in Washington, DC. University deans expressed concerns about the future of education policy. The Association tapped into some government resources present in Washington. Reports on the future of education research funding from the federal government are not optimistic. It appears that NIH may have an upswing in its support, but IES and NSF are unlikely to increase or provide much support at all. There was commonality amongst the deans in concerns regarding research funding and good communication concerning ideas of what can be done.

In anticipation of a potential core campus separation, there is a need to reinforce the role of the Education Council to have a more active role in governance at the university level. This may mean changing the representation on, and configuration of the Education Council. The Dean's Council (regional deans and administrative deans) get together regularly to discuss administrative concerns and issues, and there are many common issues on which the two groups can work together.

Representatives of the diversity subcommittee will be meeting with Dean Mason this afternoon to discuss the progress on the diversity plan as well as to discuss a faculty retreat.

Dean Mason will be going to Thailand next week to connect with a large alumni base there, and rekindle relationships with Thai universities.

Indiana University is establishing a formal relationship with Beijing Normal University and, as a result, the School of Education will be pursuing further connections with that university as well.

II Old Business

Diversity Topic – Accessibility and Disability Issues

Presentation by Shirley Stumpner, from the IUB Office of Disability Services, and Mercedes Cannon, from the IUPUI Adaptive Educational Services. Information was provided to Council members regarding:

Student self-identification: students must self-identify as an individual in need of academic accommodations. Students must provide documentation of a need. Disability Services meets individually with the student to assess eligibility and potential accommodations.

Faculty role in the identification of students needing accommodations: Students must self-identify. Professors should not recommend a student. Instead, comment to the student that you notice the student is struggling, and ask them if they feel they need support. If they answer yes, then students can be given the contact information for the office. Faculty can also contact Disability Services to find out if a student who is struggling in a class has a documented disability that might require support.

Faculty support: Disability Services supports faculty in addressing the accommodations needed by the student.

Accommodations: extended time, having a note-taker, deadline extensions on assignments, extended absences, and closed captioning are some examples. Note that a student's situation requiring extended absences may be appropriately accommodated within some classes, but not others; for example, classes heavily focused on participation or group work. In these situations, it may not be reasonable for the student to take that class. Disability Services can help faculty and students work through what is reasonable as an accommodation.

Accommodation memorandum: Disability Services provides a disability-related absences agreement, (a mock form) as an example on their web site to help faculty and the student understand their individual responsibilities to meet the goals of the class. By using this form, or this process, faculty are acknowledging the student's need for accommodations and the student is clear on the essential elements of a class. It does not mean faculty must provide for all accommodations requested. By having this understanding in writing, the concept of "reasonable" accommodations is transparent to both parties. IUPUI uses a similar process with an Intermittent Absence Form. This is not an approval document, instead it is documentation of a collaborative conversation between the professor and the student. Disability Services enters the conversation when the professor and student are feeling challenged in developing or coming to consensus on appropriate accommodations. While students can bring forward initial concerns or new needs for accommodations at any point in a semester, accommodation agreements are not retroactive.

Depression and anxiety: These are conditions that may require accommodations. Documentation of a debilitating condition is required. The office works with faculty to help them understand that these are real, documented conditions.

Concussions: these are not covered under the ADA, so the Office of Disability Services acts as an intermediary between the health center and the faculty. While the office will work to support students, faculty are not required to make accommodations under the ADA for this condition. When working with a student, consider what is reasonable in the context of your class.

Other programs offered by Disability Services: The mission of the office is to level the playing field and try to help students build skills. In the “collegiate life program,” staff meet one-on-one with students to work on study skills and organization. Awareness, Advocacy and Accessibility on Campus (AAAC) is a peer-mentoring program where juniors and seniors are paired up as mentors for younger students. The office also helps with space allocations in the event that a class is scheduled in a room or building that is not easily accessible. There are also some transportation services.

Policy implications/potential items for consideration by Policy Council: Make sure all syllabi have the standard, approved statement about disabilities. Many classes are not accessible to students with hearing or vision impairments. Disability Services sends out a form requesting all media content in courses be sent to the office to have close captioning and video description. It would be helpful if Policy Council supports this by ensuring that departments understand the importance of complying with this request and encourages faculty to respond in a timely fashion in order to allow for the proper transcription/description well ahead of the start of classes.

When the presentation ended, G. Butera continued guiding the discussion with Council members:

G. Butera noted that in addition to what was covered by Ms. Stumpner, it is important to think about the curriculum and providing multiple means of presentation, representation, and expression for students. When you design a course with these three facets in mind, you will be meeting the needs of a variety of learners. This is the core of Universal Design for Learning (UDL) and it applies to how you present course content in addition to how students can demonstrate understanding.

Discussion:

A self-evaluation of the School of Education in regards to the accessibility of the curriculum followed. B. Dennis asked about the silent students, the challenges we are not hearing about. This might indicate an area we aren’t serving as well. For example, those with conditions such as depression. K. Barton mentioned that some units on campus have a counselor on site to support students, rather than requiring students to seek help elsewhere. Is this something we could do? A recent survey of students done by the Office of Teacher Education indicates that students like the idea of easy access to a counselor who knows something about the School of Education. A. Maltese raised the question about the needs of student teachers. Is there a way we can proactively reach out or have a counselor available for these students? T. Mason brought up the idea of conversation groups or online chat groups for student teachers where anxieties can be discussed. Several Council Members expressed support for these ideas. Perhaps the Center for Human Growth can provide resources and space for an in-house counselor if needed.

G. Butera mentioned the lack of accessibility of the School of Education web site for students with visual impairments. It is difficult for these students to access a lot of content on campus. In contrast, the City of Bloomington’s web site can be viewed as a model for accessibility. B. Chung mentioned issues of building navigation and accessibility that his students discovered during a multicultural counseling course activity, and asked if members would like to appoint a committee to look into disability issues within the school and make recommendations for action to the Policy Council. S. Stumpner noted that if Disability Services is informed of issues and challenges faculty notice regarding accessibility or navigation of facilities on campus, the office can notify the proper university office and advocate for change.

B. Dennis asked if there is a resource for audiobooks? Assistive Technology, ATAC, is a good resource. S. Stumpner also noted that audio only books are challenging for some students, so making both options available is important.

G. Butera suggested that policy council make a policy statement around disabilities and pro-actively making learning accessible to diverse learners. S. Power-Carter recommended we do a curriculum

inventory as a faculty to get a handle on the resources we have available to students in our syllabi, and how are we enacting those things in our courses. B. Dennis suggested the Council take action around helping faculty identify in-house people resources that faculty can tap when questions arise. S. Stumpner noted that Disability Services can help link faculty to outside resources such as the Center for Innovative Teaching and Learning (CITL), a good resource for supporting universal design. J. Danish asked how prevalent is the need for accommodations? S. Stumpner noted that Disability Services informs faculty well in advance if a student with an identified need for an accommodation enrolls in a class. Think about moving towards a UDL by taking small steps. Begin by simply providing choice in assignments.

Summary of potential actions steps for Policy Council:

- Ensure that all faculty are aware of the disability statement that should be on all syllabi, as well as the UDL guidelines.
- Develop a list of aspects that departments should keep in mind that would support department self-reflection with the goal of going beyond being reactive and actively promote the value of this type of diversity in our student body.
- Conduct a review of the website.
- Create a list of suggestions for immediate tips or strategies for making classes immediately more accessible (e.g., a switch to toggle on canvas to allow larger font sizes).
- Review course curriculum for the inclusion of scholars with disabilities.
- Review our recruitment messages about accommodations to attract a broader range of students.
- Create a mechanism to gather feedback from students about disability issues. We are lacking a space to support students with disabilities, and need a more nuanced way to get feedback from students.
- Invite a group of student advocates to speak to Policy Council. S. Stumpner noted that AAAC, would very much like to speak with faculty on this issue.

III New Business

Policy on the Proportion of Courses taught by Tenure-Track Faculty (17.26)

C. Buzzelli, speaking on behalf of the Faculty and Budgetary Affairs Committee, explained that the BFC is asking all units to set a policy regarding the percentage of courses taught by tenure-track and non-tenure-track (clinical) faculty. This does not include AIs. The Faculty and Budgetary Affairs Committee was asked to research the appropriate percentages for the School of Education. These percentages were informed by data on the previous 9 years of course offerings.

Discussion:

V. Borden asked how courses are defined (section vs. whole course), because there can be big differences in percentages, based on the definition. This was not known and will be researched. G. Crow noted that the School of Education has the highest percentage of courses taught by tenure-track faculty across all of the units.

Item 17.26 comes as a motion:

Second: B. Dennis

Further Discussion:

L. Patton-Davis confirmed with G. Crow that the policy applies only to Bloomington. B. Levinson expressed concern about the format of the proposal, which does not read as a policy. The policy

proposal should stipulate the way in which the policy will be regularly revisited. C. Buzzelli noted that the committee can only recommend that a policy be set, and cannot create a policy. Policy creation is the role of Policy Council. Policy Council discussed the reporting or tracking implications of the policy. G. Crow noted that the school is only required by the BFC to identify a ratio as a policy. Consensus on a ratio is time sensitive. The accountability element can be worked into a formal policy at another time. Wording offered by B. Levinson:

The School of Education adopts a policy that sets the distribution of courses taught by tenure-track and non-tenure-track faculty, that at minimum 70% of the courses are taught by tenure-track faculty and a maximum of 30% are taught by non-tenure-track faculty. Moreover, it shall be the task of the Faculty and Budgetary Affairs Committee to review each year our compliance to these criteria.

The relevant information is provided by the Vice Provost Office annually.

Motion made by: B. Dennis

Moves that Policy Council conceptually adopt a 70% minimum for tenure-track faculty and 30% maximum for non-tenure-track faculty as a rule, and then send this back to the committee to develop the wording for a policy that includes a follow-up check and balance.

Second: B. Levinson

Result: *Approved Unanimously*

Proposal to accept International English Language Testing System (IELTS) Academic Exam (17.27)

J. Hitchcock, speaking on behalf of the Graduate Studies Committee, stated that accepting this measure will likely increase the number of applicants. Students could take either TOEFL or this exam. Both are not required. There is no reason to believe one test is better than another. We are the only unit on campus that does not accept both tests. Other universities use it as well.

Discussion:

Policy Council members confirmed that this applies to graduate students only and this policy would apply to both campuses.

Motion made by: M. Boots

Second: V. Borden

Further discussion:

There was a brief discussion about why the School of Education did not accept this exam in the past, but the answer to this was unknown. Members agreed it was likely an oversight. M. Boots noted that we are losing students because we are not accepting this exam. People didn't complain, they just didn't apply. There was a brief discussion around cut-off scores. The score band ranges from 1-9, the exam uses 6.5-7 as a cut off. 6.5 is thought to be comparable to the cut-off score we use for the TOEFL.

Result: *Approved unanimously*

Update about the formation of the ad hoc committee for restructuring:

Council Chair B. Chung updated members on the status of the ad hoc committee. Eight of the ten Bloomington slates are filled. For the remaining two slates, the Agenda Committee decided to move

forward with inviting alternates for the other slates. We are waiting on the response of one individual to have a full slate. Council members agreed with this approach. The first meeting of the ad hoc committee will be this Tuesday, December 13. Rebecca Spang will give the charge to the committee, and a chair will be elected. The bulk of the work will be done in January/February. The total committee will be 17 members--10 from Bloomington, 5 from IUPUI, and 2 external members.

Also, note that beginning in January meetings will be scheduled for 2 hours. Please plan accordingly.

IV. New Course/Course Changes

No courses to be considered at this time.

Meeting Adjourned at 2:39 PM