

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
September 21, 2016

1:00-2:30pm
IUB—Room 3115
IUPUI—Room 3138B
IUPUC—Room 155E

Members Present: Vic Borden, Ben Edmonds, Carmen Medina, Joshua Danish, Adam Maltese, Barry Chung, Bradley Levinson, Stephanie Power-Carter, Pat Rogan, Lori Patton Davis, Crystal Morton

Alternate Members Present: Jack Cummings

Student Members Present: Michael Kersulov

Staff Member Present: Matthew Boots

Dean's Staff Present: Terry Mason, Gary Crow, Keith Barton

Guests: Arlinda Beka and Dr. Arlinda Bytyqi-Damoni, University of Prishtina, Kosovo; Dan Hickey; Jesse Steinfeldt; Tom Brush

Approval of Minutes from April 27, 2016 Meeting (**16.51M**)

Result: *Approved Unanimously*

Approval of Minutes from April 27, 2016 Organizational Meeting (**17.04M**)

Result: *Approved Unanimously*

I. Announcements and Discussions

Announcements

Core Campus Faculty Meeting is Friday October 21, 2016 at 10:00-12:00. Lunch will be provided.

B. Levinson made an announcement that he, Rob Kunzman and Jessica Lester are SOE representatives on the Bloomington Faculty Council (BFC). One of the BFC's goals for this year is to formally strengthen the communication between school governance bodies and the campus faculty governance. To achieve this B. Levinson will be periodically giving brief updates on the BFC activities to the Policy Council.

B. Levinson has also been asked by Deans Mason and Crow to be a representative on the Global Core Task Force, which began with an international focus but is also working on community engagement and service learning at the local level. The task force is currently being conceived as being in conjunction with a new grant program that focuses 11 counties in the region, called the IU 11, who are applying for a large Lily grant around economic development and education. The ultimate purpose of this task force is to coordinate and better resource existing programs for service learning and community engagement internationally and locally. B. Levinson has been tasked with cataloguing all of our related

programing. Ultimately we want to improve the coordination between and visibility of these programs. This should create better leverage to attract donors. Please pass along any info you might have to B. Levinson. J. Cummings asked if the information can be accessed using the annual report system. V. Borden explained how he has accessed the system for information in the past.

Introductions

B. Chung introduced himself as new Policy Council Chair and facilitated introductions around the room and with IUPUI members.

Dean's Report

Deans Mason and Crow were recently at the Consortium of University Research Institutions meeting (AERA's deans group) in Washington DC. A major topic of debate and discussion was, how do we as scholars, engage in more publicly oriented work? Also then how will engaging in such work impact what other things faculty are able to do (time constraints) and how does the system reward faculty for public engagement, especially in regards to promotion and tenure considerations. The School of Education does recognize and reward faculty for their service work, but we may want to become more explicit about the alternate forms of scholarship that interface with the public in ways that other traditional forms do not and consider how this might be a factor in promotion and tenure. Federal funding was also a topic of discussion at the meeting. It doesn't look like there is new federal funding for new programs. The focus is on continuing previously funded programs.

V. Borden asked if centers can sign the petition being circulated by AERA on IES funding? T. Mason said that the University's federal relations representative indicated that we will be signing on as a university and also that center directors can sign as representatives of their centers. Individuals can sign as well.

New personnel include Mary Dwyer, executive director of development and alumni relations and Katherine Hegeman, Communications Manager. We've combined communications and marketing under Scott Witzke, and Katherine will be working closely with him.

T. Mason made a recent trip to Poland. There is great interest in having the Polish American Freedom Foundation, which funds a lot of education projects, and University of Warsaw partner with Indiana University. They have recently established a new school of education and are looking for support in structuring curriculum and enhancing their research capacity in the field of education. Many potential connections and opportunities for faculty were discussed. Our Office of International Programs has offered to provide some initial resources. There are some funds through the Deans Office to begin this with, and we will be looking to other sources of funding to continue supporting this relationship. This visit was a follow up on President McRobbie's visit where great interest in education was expressed.

A trip to Thailand is planned for December. We have a large alumni association there and many historic university partnerships from the 1980s and 1990s. T. Mason hopes to reconnect with those universities and potentially forge new partnerships.

II. Old Business

Diversity Topic- report on the faculty diversity plan process

Faculty diversity initiative

R. Skiba explained that the Office of Vice President has been leading an initiative to have diversity plans for all units on campus as part of an overall plan to diversify. The goal is to encourage and support more strategic hires. Initially, all units were supposed to have had a faculty diversity plan developed last spring. Only 2 units have a plan in place at this time. The Diversity committee is taking on the plan development. The original goal was to have the plan done by November, but we negotiated with J. Nieto Phillips to take a year in development. We want to make sure the process to develop the plan is inclusive. A subcommittee of the Diversity Committee has developed a 6 phase process. We began with a workshop this summer. We are beginning visits to department meetings where department goals are discussed and will be compiling the information and bringing it back to the faculty. We would like to have periodic lunch discussions. The first session will be right after the faculty meeting in October. Phase 3 includes an all-day retreat and we are beginning the process of planning that with the Long Range Planning Committee. While our first meeting will be a general discussion, the retreat will focus on specific policies, practices and implementation strategies. That plan will be presented to Policy Council to review. We have also identified potential speakers and contacts. We will have one speaker in November, and would like to have at least one in the fall and one in the spring to begin to reflect on the status of diversity among the faculty in relation to our plan.

Discussion

V. Borden suggested getting the voices of students. S. Power-Carter stressed that the committee is placing a high value on getting as many voices involved in the plan as possible. Part of the challenge of our very inclusive approach is how we are framing diversity and understanding the implications of how we frame it. What are the issues we are trying to address and how can we build the momentum to make the plan as inclusive as possible? R. Skiba emphasized that we are looking for feedback on the content and the process of developing this plan. V. Borden asked how the Long Range Planning Committee can be of assistance. S. Power-Carter noted that she is on both committees and can help facilitate communication. B. Levinson asked if the committee was able to present the slower pace of the planning process as an asset to J. Nieto Philips. R. Skiba responded that there was very positive feedback from him on our approach. S. Power-Carter is optimistic that there was a large turn-out for the summer meeting. T. Mason shared that the speaker at the summer meeting, Paulett Dilworth, Vice President for Equity Affairs at the University of Alabama, has reached out and is willing to be a consultant to the process as needed. S. Power-Carter relayed the importance of the school mission and vision incorporating our diversity goals and that might be something the Long Range Planning committee could get involved with.

Use of diversity topic time:

The purpose of this time during policy council meetings could be for personal development, increase multicultural awareness and sensitivity, or to bring back best practices or information to faculty. Some ideas proposed by members include:

- Climate and retention of faculty of color
- Recognition of diverse types of scholarship in annual reviews and promotion and tenure criteria (IUPUI has good resources in this area)
- Discuss an article or reading
- Support the Diversity Committee in their efforts to address issues that come out through the report as they develop the diversity plan
 - Provide resources or have a conversation on very specific topics including isolation, lack of affirmation and value, lack of mentoring, service load, etc.

B. Chung invited members to send along ideas to the agenda committee and asked the Diversity Committee to also come back with specific ideas. S. Power-Carter emphasized the importance of moving beyond listening and include a working time for deciding on specific actions.

III. New Business

Proposal for Revision to Master's in Learning and Developmental Sciences- Learning Sciences Track (17.06)

D. Hickey explained that the current program of studies does not meet the needs of the students the program is trying to recruit, and therefore is hindering recruitment. It is a small program, so it is difficult to offer all of the courses that we would like to offer. V. Borden, recommended that listing specific courses in a program can backfire because, if courses change, students then have to submit waivers. D. Hickey noted that the listing of courses is a primary recruiting tool, and the list of courses posted needs to match the bulletin. M. Boots noted that Masters programs have some more flexibility than programs that go through the Graduate School in terms of how things are listed. Discussion ensued about specific wording suggestions that would potentially allow for flexibility. Suggested rewording, included “or equivalent”, “with substitutions at the discretion of the advisor”. Regarding format of course listings, consider “choose any course from curriculum and instruction” rather than listing specific letter prefixes for courses.

Two friendly amendments: Clarify language around the list and also change curriculum and instruction course listing format/wording to be more flexible.

Result: *Approved Unanimously*

Proposal for Sport and Performance Psychology Doctoral Minor (17.07)

J. Steinfeldt explained that this component of the doctoral program provides a linear path for students who want to be licensed psychologists and also work with athletes in athletic departments, become scholars, etc. This program fits well with diversity goals of the school

as it attracts many students of color. In the past this has been an interdisciplinary minor. We would like it to be a track. The courses suggested map on to the certification requirement of ASPA. R. Hughes had expressed some concerns about the overlapping of existing courses and wants to ensure there is collaboration. The collaboration would be valued by the program. It may be important to add some language to be more inclusive of all available courses. A challenge may be that HESA courses are topical seminars. Does HESA need to change how these courses are catalogued? Options for more inclusive language was discussed. M. Boots noted that “in consultation of your advisor” seems to be the most common proposed language. V. Borden noted that minors need to be outside of the program, so the wording may need to be adjusted to emphasize that this is outside of the program, perhaps as an interdisciplinary minor.

Two friendly amendments: Consider alternative wording to allow for other relevant courses and consider wording to indicate that this minor is outside of the program, so that doctoral students in the program can take advantage of it.

Result: *Approved Unanimously*

Proposal for revision to On-site MsEd in IST (17.08)

Tom Brush explained that there is a small population of residential masters students in IST. The population of students who enter the program is usually fresh from undergraduate studies with limited life experience. This revision provides opportunities for residential students to have experience with more long-term group instructional design, development and evaluation projects throughout their program experience. Credits and outside electives haven't changed. V. Borden asked about two specific courses listed with the same number. Is it a sequence or a year-long course? T. Brush replied that it is a year-long course. J. Danish confirmed that this does not impact doctoral. J. Cummings asked about the nature of the internship. T. Brush replied that it usually involves students working on instructional design projects in outside companies or higher education settings. The program helps connect students with institutions, but in the past the benefits of the experience have been hit or miss. This will give students options to do an internship if they chose, or they could do a project over a long-term with a client. A. Maltese asked about the group approach to a capstone. T. Brush explained that second semester would include time to collaborate in teams to develop a project proposal and go through a project defense. A. Maltese asked if there are models of this approach in other programs. T. Brush replied that this is called the “studio” model. Part of the rationale for this change is to be in line with trends in the field. B. Edmonds repeated concerns about having the same number and name for a course. It seems confusing for reviewing the program, planning and transcripts. T. Brush explained that this follows a pattern in IST of similar courses using a specific sequence of numbers. Other courses in this program and others also repeat (seminars, dissertations). J. Danish commented that it is more of a formatting concern than a content concern.

Result: *Approved Unanimously*

Report on Structure of School (17.09)

T. Mason reviewed the prior work done related to this topic. This year will be important for the process of finalizing (if that's what it becomes) the separation between the IUPUI and IU Bloomington School of Education. The report was submitted to the provost, the president and the chancellor at IUPUI. T. Mason met with them to get their endorsement of the plan. He also presented the plan to the Trustees to make sure they were apprised of the potential for separation and the rationale. We have support from these levels of the administration. The full report and executive summary are public documents available for review. We will be following the University's CREM policy or the "merger, reorganization and elimination of academic units policy". The timeline for this will take most of the academic year. This was a large part of the rationale for the provost's recommendation that T. Mason stay on as Dean. First step of the CREM policy is to present the recommendation from the committee to the Policy Council and deliberate. Between now and Oct 15 there will be a period of public comment from the faculty. We have had a lot of faculty comment until now, but the formal process includes an opportunity for the faculty to provide comment through the Policy Council. After October 15, the policy council would review the feedback and vote on the recommendation. Next the BFC and IFC will review the proposal and report. An ad hoc committee will include representation from both campuses and members from "other effected units". The hope is this committee will finish their work through the fall semester and into February. Their review includes two parts. One is to look at a financial forecast (over a period of 3-5 years). We have not yet generated a formal financial forecast. The second is to outline the benefits to teaching and service expected to be derived. This work was largely done by the committee last year. The BFC - IFC committee will prepare a report for the provost, who will review the information and make a recommendation. This recommendation will then go to the Trustees.

This is an overview of the process. Today we need the Policy Council to endorse the report and its recommendation and move the process forward for public comment. We are looking at the big picture presented in the report.

Discussion:

J. Cummings asked if the transferring of the 3 higher education lines went through the cabinet? G. Crow and V. Borden indicated that this recommendation came from HESA faculty. T. Mason noted that the details included in the report are aspirational and feedback on details such as these is a part of the purpose of public comment.

Result: *Approved unanimously*

IV. New Course/Course Changes

No courses to be considered at this time.

Adjourned 2:28