

MINUTES  
 POLICY COUNCIL ORGANIZATIONAL MEETING  
 SCHOOL OF EDUCATION  
 October 24, 2018  
 1:00-3:00pm  
 IUB—Room 2140

**Members Present:** D. Cross Francis; D. DeSawal; Y. Cho; T. Brush; J. Damico; G. Gonzalez; J. Lester; C. Lubienski; P. Carspecken  
**Alternate Members Present:** D. Estell, K. Engebretson  
**Student Members Present:** C. Peters  
**Staff Member Present:** M. Boots  
**Dean's Staff Present:** G. Delandshere; J. Shedd; S. Lubienski; G. Buck  
**Guests:** T. Nelson Laird, Lara Lackey

Approval of the Minutes from September 26, 2018 Meeting **(19.12M)**

**Comes as a motion from Agenda Committee**

**Second:** D. DeSawal

***Approved Unanimously***

I. Announcements and Discussions

The meeting began with brief introductions by all Policy Council members.

*Agenda Committee*

IUB SOE Faculty Meeting is November 9, 2018

*Diversity Topic:* Update on search for Associate Dean for Diversity, Equity and Inclusion

J. Lester gave members an update on the search process. The position has been posted in various venues. The six search committee members have met three times thus far. At these meetings committee members discussed criteria and process of searching, and developed a scoring guide. This approach is aligned with the Provost Office's recommended approach. The scoring guide has been vetted by the Dean, the Executive Associate Dean, and we also received feedback from the Diversity Committee, the Staff Council Vice President, and a GPSO student representative. The scoring guide is now finalized. The official close date was October 15<sup>th</sup>. We have 25 applicants. Next the committee will gather to review candidates and forward 6-8 names to the Dean's office, who will then forward information to central administration to begin the phone interview process. We hope to bring three candidates to campus for an interview. Our hope is to bring in candidates this term.

Discussion regarding the nature of the candidates and clarification of the timeline ensued. J. Lester replied that speaking broadly, we have strong candidates but the committee has not yet come together to discuss candidates.

*Dean's Report*

L. Watson was not available to attend, thus Executive Associate Dean, G. Delandshere, delivered the Dean's Report, informing faculty that Dean Watson has hired a firm to help inform our strategic planning process and ensure we meet the tight timeline for the Reimagining Education initiative. All faculty should have received an email invitation to participate in focus groups, which will be occurring on November 28, 29 and 30. Different meeting times are provided for different categories of stakeholders. Some open groups are also scheduled. Next week Dean Watson will assemble an ad hoc strategic planning committee that will include administrative personnel, faculty of all ranks, staff, students, donors and alumni. There will be a retreat for the committee, tentatively scheduled for January 17 and 18, 2019. This committee will gather and analyze data that will inform the strategic planning. The Chair of the Long Range Planning committee will also be a part of the ad hoc committee. Dean Watson is looking for faculty engagement at all levels in the process. All topics are up for discussion including school

restructuring, use of space, etc.

*Discussion:* Are there alternate times for participating in focus groups? K. Engebretson noted that the National Council for the Social Studies annual conference takes place during the dates set aside (from November 28-December 2). Is there a way that these faculty can still participate? A question was raised about the relationship between the LRP committee and the ad hoc body-- considering the charge of the committee, it seems they should have a larger role. G. Delandshere replied that the Chair of the Long Range Planning committee will participate in the Ad Hoc committee. Other questions were raised regarding topics up for discussion, and the appropriate forum for our academic specialists to provide input. G. Delandshere replied that a variety of topics are up for discussion and that the academic specialist and others could attend the meeting that best fits their schedule.

S. Lubienski provided information from Graduate Studies, reporting that Graduate Studies is developing a schedule for the reviews of program and research centers. The Graduate Studies Office will be supporting these reviews by providing data. G. Buck provided an update on Research and Development issues. She noted that the poster session that took place recently was well attended. The internal grant opportunities are now open and applications are beginning to come in. The office tries to have brown bag sessions about once a month, and are willing to record the session, upon request.

## II Old Business

*Policies Recommended by Committee on Teacher Education as obsolete (19.14)*

J. Shedd informed members that the three policies presented here are very old and are no longer relevant. In the process of tightening our policies, we want to delete these policies that are no longer current. New policies exist in their place.

**Comes as a motion from Committee on Teacher Education**

**Second:** T. Brush

**Abstention:** none

**Recusals:** none

*Approved Unanimously*

## III New Business

*Program Change: Secondary Health License Addition (19.15)*

J. Shedd informed members that the School of Public Health brought forward a proposal for a health education license addition to increase the number of teacher candidates with a health education background. The Committee on Teacher Education reviewed the program to ensure it meets professional standards and made some necessary modifications, which included adding an early field experience. The program is consistent with what we ask of other license additions. We do not anticipate a large enrollment in the program.

*Discussion:* Members asked about who would teach the courses. These would be taught by faculty in the School of Public Health. T. Brush asked if there is anything special students need to do during their student teaching experience for this license addition? J. Shedd explained it would be ideal to arrange for specialized experiences, and we would like to do this for students who elect this option. This license addition is something that anyone in a secondary education program could add.

**Comes as a motion from Committee on Teacher Education**

**Second:** T. Brush

**Abstention:** none

**Recusals:** none

*Approved Unanimously*

*New Undergraduate Minor: Community Arts Minor (19.16)*

Lara Lackey informed members that this proposal is for a new undergraduate minor in art education for any student across campus who is interested in teaching arts, but is not interested in pursuing licensure for teaching in a school. This recognizes that there are a large range of work opportunities for educators

beyond the traditional school setting. The only course not regularly offered already is M235. This course title and description will remain as is, and instead we will focus on getting arts and humanities general education status for the course first.

*Discussion:* No discussion

**Comes as a motion from Undergraduate Studies Committee**

**Second:** K. Engebretson

**Abstention:** none

**Recusals:** none

***Approved Unanimously***

*Program Change: MS Ed in Adult Education (19.17)*

M. Boots informed members that one course had an increase in number of credit hours last Spring. To keep this program consistent with the credit hours of other programs, we have proposed a reduction in the required elective hours to offset the increase.

*Discussion:* No discussion

**Comes as a motion from Graduate Studies Committee**

**Second:** T. Brush

**Abstention:** none

**Recusals:** none

***Approved Unanimously***

*New Program: MS Ed in Learning and Developmental Sciences: Counseling Psychology Track (19.18)*

L. Gilman explained that it used to be that many students used our Ed Psych Masters to go on to earn the PhD. Also, many students enrolled in the PhD program benefit from receiving a Masters degree on their way to earning their PhD. It is to their benefit that they receive a MS Ed that is labeled a Counseling Psychology track within the existing Learning and Developmental Sciences degree.

*Discussion:* Y. Cho pointed out a typo in the program name. It should read Learning and Developmental Sciences, rather than Development Sciences

*Friendly Amendment:* Fix typo to read "Learning and Developmental Sciences" as the title

**Comes as a motion from Graduate Studies Committee**

**Second:** D. Estell

**Abstention:** none

**Recusals:** none

***Approved Unanimously***

*New Hybrid Program: Hybrid version of MS in Counseling and Counselor Education: School Track (19.19)*

L. Gilman informed members that the goal of this program is to increase enrollment by making it easier for people to complete the coursework necessary for a school counseling degree.

*Discussion:* Will the course still be available 100% face to face or will it only be available as a hybrid? The intent is to have both. M. Boots explained that there are no penalties for taking more than the maximum number of courses face to face (a rogue residential program) while there are penalties for a rogue online program.

**Comes as a motion from Graduate Studies Committee**

**Second:** K. Engebretson

**Abstention:** none

**Recusals:** none

***Approved Unanimously***

*New Policy: Response to Higher Learning Commission Mandate on Tested Experience (19.20)*

T. Nelson Laird explained to members that the Faculty Affairs Committee was presented with a

University policy created in response to new guidelines from the Higher Learning Commission regarding the qualifications for teachers in different programs. Typically it is required that an instructor hold a degree above the level being taught, or a terminal degree in the field, but there is an exception for “tested experience”, or relevant work experience that qualifies them to teach the course. Our charge is to clarify how we define “tested experience”. Since we developed this policy proposal, questions have been raised about the treatment of graduate students in this policy, and whether or not they should be included. The University policy language is unclear, but we have recently received clarification that the intent is to indicate that graduate students are not eligible to qualify for tested experience at all.

*Discussion:* G. Delandshere informed members that the last line in the University Policy is often misread. The intent is to indicate that graduate students should not teach other graduate students, except under very rare conditions. It should not happen routinely. Discussion also ensued about the use of the term “diverse settings” and “educational settings”. Educational settings are not necessarily limited to schools. It would be up to the faculty in the SOE to decide if experience is within an “educational setting”. Further discussion ensued about the definition of the term “faculty”. Does this include adjuncts? T. Nelson Laird informed members that the Faculty Affairs Committee is using the term broadly to mean anyone teaching in the School of Education who is not a student. At the campus level, only certain classes of appointments are officially considered “faculty”. There is no consistent definition of “faculty” across all school of education policies. Ensuring consistency in the use of the term “faculty” across all SOE policies might be something to consider as future work of the Faculty Affairs Committee. Returning to the issue of graduate students, the challenge of not including a reference to graduate students in this policy is that it could be interpreted as meaning that graduate students can teach without question, while the University policy was intended to indicate the opposite, but does not state this clearly. It may be beneficial for a separate policy to be developed to address students, while this policy proposal moves on as written. Another option is to pass a friendly amendment stating “faculty and adjunct faculty” in every instance where faculty appears alone.

S. Lubienski asked if “research” can be included in bullet point one to emphasize that we do more than just teach in the School of Education. T. Nelson Laird agreed that this would be consistent with the University policy. Consider adding “research” as a friendly amendment.

*Friendly Amendments:* Replace “faculty” with “faculty and adjunct faculty” throughout the document.

Add “research” to the list of activities in bullet point one.

**Comes as a motion from Faculty Affairs Committee**

**Second:** P. Carspecken

**Abstention:** none

**Recusals:** none

**Approved Unanimously**

*Policy Revision: Guidelines for the Review of Research Centers (19.21)*

G. Buck explained to members that the review process is very extensive, taking about a year. After the process is completed, the center goes through a strategic planning process based on information from the review. Then they need time to implement the plan. The five year timeline is too short to allow for sufficient results before a center is up for review again.

**Motion:** G. Gonzalez

**Second:** T. Brush

**Abstention:** none

**Recusals:** none

**Approved Unanimously**

#### IV. New Course/Course Changes

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

Meeting Adjourned 2:21 PM