

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
 April 28, 2004 1:00 – 3:10 p.m.
 School of Education
 IUB Room 2140
 IUPUI Room 3138E

** The following are summaries of speaker contributions**

Members Present: Alexander, Buzzelli, Carter, Chafel, D’Ambrosio, McCarthy, Sutton, Thompson.
Dean’s Staff Present: Gonzalez, Howard-Hamilton, Kloosterman, Lambdin, Murtadha. **Staff Representative:** Apple **Student Representatives:** Dilworth, Harste, Osgood, Stachowski, Toutkoushian. **Guests:** Jonathan Plucker, Barbara Wilcox

I. Approval of Minutes

A. Approval of the Minutes from March 24, 2004 Meeting ([04.34M](#))

A motion was made, and seconded, to approve the minutes as written. The minutes for March 24, 2004 were unanimously approved.

II. Announcements and Discussions

A. Dean’s Report

1. Budget Report

The school had been engaged in budget construction for the past several weeks. The budget was recently submitted for approval. The overall increase was around 3.0% for IUB in terms of total dollars generated. However, costs exceeded this. Due to faculty salary raises and the continuing increase in costs of assessment, there is an expected shortfall for next year – particularly in the area of graduate fee remission. The faculty salary increases will be at the rate of around 2.25% which is better than the national average. There will be no state appropriation increases because we are on the biannual year and last year the legislature said there would be no increases. We are still unaware of what the implications of the new budget are, but can expect that the budget will be tight overall.

2. Commitment to Excellence Funds

The Commitment to Excellence proposal that the School of Education put forward was one of eleven selected by the campus for development. Dean Gonzalez is hopeful that the proposal will get financial support for development. The proposal was highly ranked by the committee and the Chancellor has asked for us to develop a full proposal, which is due in August.

3. Promotion and Tenure

Dean Gonzalez was pleased to report that all recommendations for tenure and promotion at both IUB and IUPUI were approved by the Trustees. Congratulations was extended to Russell Skiba, Joanne Peng, and Thomas Schwen who were promoted to Full Professor and Valarie Akerson, Jeff Anderson, Stacey Morrone and Andrea Walton who were tenured and promoted to associate professor.

Dean Gonzalez thanked all members of the Promotion and Tenure committee as well as everyone who participated in the process.

B. Agenda Committee Announcements

1. Spring Faculty Meeting

The Spring faculty meeting will take place April 30, 2004 from 9:00 a.m. to 11:00 a.m. in the IUB School of Education Auditorium and via videoconference in room 3138E School of Education at Indianapolis.

Dean Kloosterman spoke to the meeting agenda. Breakfast will be available prior to the meeting at 8:30 a.m. The meeting will begin at 9:00 a.m. with acknowledging the faculty, followed by the Dean's address on the state of the school, and then there will be time for open discussion.

C. Annual Committee Reports

Due to time constraints related to the amount of material to be covered on the agenda, committees had previously been asked to submit written reports. Committee representatives briefly highlighted the year's activities.

Committee reports that included recommendations for next year's consideration are summarized in document [\(04.49\)](#).

Harste suggested that committee recommendations be explicitly stated at the beginning of the annual committee reports in upcoming years.

Lambdin also suggested that the name of the committee chair be included on the report so that questions could be forwarded to them.

Sutton acknowledged these statements and noted she would include all recommendations in her report to the upcoming PC chair and agenda committee members.

III. Old Business

A. Guidelines for Granting Release Time to Faculty for Supervision of Student Teachers [\(04.37\)](#) [\(04.13M\)](#)

Jonathan Plucker, Faculty Affairs Committee chair, spoke to this item. The FAC is recommending draft guidelines for providing release time to faculty who are in the field supervising student teachers. The recommended guidelines encourage implementation of the current workload policy which gives chairs the flexibility to grant release time.

Guidelines for implementation would include: (a) granting one course release to a faculty member no more than once every two years for supervising 8-10 teachers and (b) faculty should document time spent in the field and the number of student teachers supervised.

Plucker noted that practicum supervision would not be included in this discussion because of the differences in experiences/obligations of practicum supervisors. Also, practica supervision is most often not revenue generating.

Sutton questioned how the guideline of supervising 8-10 students was decided upon.

Plucker explained that this number reflected the common practice and existing policy.

Kloosterman also framed this number in respect to the standard load for an AI, who would only teach student teachers, being 18 students per year. The standard for somebody teaching 3 credit courses is 3 courses per year, which makes one 3 credit course equivalent to 6 student teachers. So this is a little bit more than what we would do for an AI who is teaching. Additionally, there is revenue coming in and without faculty release, we would have to hire somebody else to supervise student teachers. As the guideline currently states, faculty could negotiate course release time no more than once every two years if, within those two years, they had supervised at least 8 to 10 student teachers.

Sutton questioned if this recommendation was only for the chairs of C&I and Language Education?

Plucker responded that it could be perceived that way. However, the committee believes that every chair should be made aware of these opportunities.

Murtadha noted that this proposed policy would raise significant differences in the way operations are run between the two campuses. She recommended that the respective campus chairs of the committee of teacher education have a conversation about the possible issues surrounding this proposed policy. Specifically, IUPUI faculty have spent a lot of time supervising out in the field and have not received course release. This would have great implications for how IUPUI runs their teacher education program.

Plucker recommended that the PC council, as a whole, look at whether or not the workload policy is actually being implemented. Several reoccurring topics that come up within the Faculty Affairs Committee appear to stem from issues that are actually addressed in the workload policy.

Dean Gonzalez noted that the policy permits the chairs to use discretion in deviating from the standard 2 courses/semester assignments in Bloomington as long as it was revenue neutral. IUPUI's campus has a different set of expectations. So the question of whether or not the policy is being implemented may be phrased as, "Are the chairs using discretion?"

Sutton also brought up the division between teaching, research, and service.

Plucker confirmed that this was the case, especially as it manifests on both campuses within the core campus. This issue has continued to come up during IUB Faculty Affairs Committee meetings.

Sutton stated that these guidelines will be officially sent to the Dean for discussion within the cabinet, which will include IUPUI representation.

B. Review of Clinical and Research Faculty Ranks [\(04.36\)](#) [\(04.13\)](#)

Jonathan Plucker spoke to this item. The Faculty Affairs Committee was asked to look at how the merit review policies apply to clinical and research faculty. Faculty Affairs formed a subcommittee that included both clinical and tenure track faculty to review this charge. The committee gathered information from the School's clinical faculty. The findings generated from the committee yielded the following two recommendations for PC: (a) task Faculty Affairs with re-examining the clinical faculty role and (b) task Faculty Affairs with re-examining the role of research faculty.

Buzzelli commented on the language used to categorize the groups of faculty within the School. He spoke to the need for language to be descriptive but also respectful and proposed that full time faculty be categorized as tenure-line faculty in correspondence with clinical-line and research-line faculty.

Plucker commented on the general lack of consensus as to the definitions or roles for each classification of faculty. The differences and similarities among these roles seem incoherent at the given time.

Dean Gonzalez suggested that an appropriate starting point for investigation would be through the Institution's definitions, classifications and roles for these positions.

The recommendations put forth by the Faculty Affairs Committee will be forwarded to the agenda committee.

C. Undergraduate Education: A Planning Document [\(04.25\)](#)

Sutton reported that this campus-wide statement was distributed by the Dean of Faculties Office. There are two points of information pertinent to undergraduate education. The first item relates to financial aid and the other refers to direct admission into majors. The Recruitment and Financial Aid Committee reviewed the document and provided the recommendations of increasing the number of scholarships available and to target half of these scholarships to merit and half to need. The Committee on Teacher Education also reviewed the document. The report that followed addressed concerns related to direct admission of freshmen into the program.

Lambdin spoke to the concerns conveyed by the Committee on Teacher Education. She noted that there had been several conversations about direct admission of freshmen into the program even prior to the release of this document. While there is consensus that a small number of direct admissions would be feasible, allowing all freshmen the option of direct admission would be present several challenges. At the current time, it is understood

that only a targeted number of direct admissions would be accepted and that this option would only be available as an incentive to recruit promising candidates to the University. Lambdin noted specific concerns about the consideration of permitting transfer students direct admission into education programs. She also questioned if there would be different admission policies for each campus.

Buzzelli questioned how these select students would be involved in the life of the school – would they be assigned an advisor and start their education coursework within their first year?

Lambdin responded that it would be the School's responsibility to provide some type of course and interaction with faculty.

Alexander commented that the impetus for moving in the direction of direct admission would be to support high quality education candidates from the start of their experiences at IU. These students will likely have high SATs and GPAs and will have experienced a high caliber of opportunities that will make them attractive candidates for early admission.

D. Long Range Planning Committee Report Regarding Core Campus Issues ([04.39](#)) ([04.05M](#))

Barbara Wilcox, committee co-chair, introduced this item. The Long Range Planning committee was charged with considering and identifying core campus issues and making recommendations for addressing them. The committee gathered information through meetings, discussions, and surveys. After reviewing the data, the position of the committee maintains that there is a need to exert effort and resources to remove barriers preventing core campus functionality and to reflect on this investment after a designated period of time.

The recommendations proposed by the committee to be considered by the Council include: (1) The dean should designate an individual whose prime responsibility is to foster and implement the core campus ideal; (2) Begin to eliminate structural barriers of the core campus for students; (3) Begin to eliminate structural barriers of the core campus for faculty; (4) Develop a strategy to foster inter campus collaboration of staff from the Deans' suites; (5) Revisit the composition of key and ancillary committees; (6) Develop a core campus recruitment protocol; (7) Review all School, departmental, and committee list serves to assure full representation across the core campus; and (8) Review informational materials to assure mutual recognition and discussion of both common and unique opportunities.

Dean Gonzalez thanked the committee for their thoughtful manner in which they approached this task. The report was thorough and all aspects will be taken into advisement.

Sutton pointed out that most of the recommendations were for the Dean and the Dean's cabinet to consider. However, the recommendation for committee composition (#5) should be taken up by the PC. As such, she will include this specific recommendation in her list of items to be reviewed by the 2004-2005 Agenda Committee.

Harste suggested that when committees draw up their meeting agendas that they make explicit items that are relevant to both IUPUI and IUB campuses and items that are only pertinent to one or the other campus.

Sutton noted that she would include Harste's recommendation to the Agenda Committee in addition to encouraging them to communicate with committee chairs about the issues of structuring committee meetings so they are both inclusive and respectful of people's time.

Murtadha commended the Committee on the scope and thoroughness of the information gathered. She emphasized the extreme importance of this committee's work and reiterated the need for focusing on these findings in a thoughtful and engaged way such that the recommendations may be capitalized on and not burdening. She stressed that these issues need to be taken up with some sense of urgency rather than simply being passed off to another committee.

Dean Gonzalez reaffirmed the significance of the barriers and recognized that good intentions are not sufficient enough for bringing about change. These recommendations will take purposeful and deliberate actions from both campuses in order to successfully implement. Some steps have been made, such as the reorganization of the constitution. However, there needs to be structural and attitudinal changes for these goals to be accomplished.

Sutton assured that the recommendations would be forwarded to the Dean's cabinet and also to the incoming Policy Council.

IV. New Business

A. Education By-Laws [\(04.38\)](#)

Sutton reviewed the history of this item. At the March 24, 2004 PC meeting, the council passed the amendments to the Education Council constitution. The proposed SOE, Education By-laws are another means of formally documenting current, existing practices across the campuses. This would be a new document.

Harste moved to accept the by-laws as written. Buzzelli seconded.

The Education By-laws were passed unanimously.

B. Request from Speech and Hearing Regarding Program Change Request [\(04.40\)](#)

Sutton introduced the request from Speech and Hearing to approve a program change that would lengthen the current practicum requirements. The change would be to increase practicum experience from 8 weeks to 10 weeks for an additional 2 weeks of practicum. This change had been endorsed by the department chair and the Committee on Teacher Education.

Harste moved to adopt the program changes. Thompson seconded.

The request for a change in practicum length, from 8 weeks to 10 weeks for the Speech and Hearing program was passed unanimously.

C. Request from Music Regarding Master of Science in Music Education with Certification [\(04.41\)](#)

Sutton presented this item as a proposal for a new MS program in Music Education that also provides certification. The program had been passed by the Committee on Education.

Harste motioned to approve the program as proposed.

Program was approved unanimously.

D. Proposal for Modification to Secondary Science Education Program [\(04.42\)](#)

Lambdin spoke to the modification of the Secondary Science Education Program. She explained there are primarily two changes. The first proposed change would realign the methods courses so that they are similar to other content areas. The second change would reduce the number of credits needed from the College of Science so that the program could be completed in 4 years.

Buzzelli motioned to approve the program as modified. Harste seconded the motion.

The program modifications were passed as proposed.

E. Request from School of Journalism Regarding Program Change [\(04.43\)](#)

Lambdin introduced this request from the School of Journalism. The nature of the request comes from the desire to align the Journalism Education Program with the new Secondary Education Program. The program change would include having two content methods courses and removing the general methods course.

Harste motioned to approve the changes. Dilworth seconded.

Program changes were approved unanimously.

F. Change in Course Numbers in HPER Cognates [\(04.44\)](#)

Lambdin explained the proposed program changes. The first involves changing the courses for methods in health or physical education. The program has also been redesigned so that students can acquire cognates in the opposite area (i.e. physical education or health).

Dean Gonzalez asked if these program changes would mean switching the courses from Education over to HPER courses.

Lambdin answered that the methods courses were education courses, but the HPER faculty were teaching them.

Murtadha asked for clarification on how the methods courses were being changed for the programs.

Lambdin explained that the newly designed secondary education program does not include a general methods course. Instead, the programs are required to offer two content-related methods courses. In some situations, these content courses are not being taught by SOE faculty.

Murtadha noted that IUPUI still has the secondary general methods course being taught. The structural change being implemented in Bloomington for the secondary education courses has not been changed at IUPUI. If IUPUI adopts the proposed changes, then they will also lose the subsequent credit hours. This would also have implications for transfer students.

Dean Gonzalez replied that this is a problem in many cases when students transfer from one campus to the other because the programs do not always correspond. There is some uniqueness to the Major's part of the program.

Harste motioned to approve program as presented. Dilworth seconded.

The program changes passed unanimously.

G. Request from ELPS Regarding Changes in Requirements for the Education Policy Studies Track of the Ph.D. program in History, Philosophy, and Policy Studies in Education ([04.45](#))

Sutton introduced the request from ELPS, reflecting the decision of the faculty, to require all doctoral students to have intermediate proficiency in both qualitative and quantitative research and advanced proficiency in one or the other. The program changes had been approved by the Graduate Studies Committee.

Dean Gonzalez summarized the changes as providing an option for the introductory methodology courses (Y520 or Y510) and includes 3 hours of research to the requirement.

Buzzelli motioned to approve the program changes. Thompson seconded.

Program was passed with 1 abstention.

H. Revised Masters – IUPUI Language Education

Sutton introduced the proposal from IUPUI for revisions to the structure of the Language Education program.

D'Ambrosio spoke to this item. The major shift in the program is to develop a stronger core that is focused on urban issues. In that regard, this program attends to a clientele that

extends beyond just education in schools but interagency and interdisciplinary interests as well. This program reorganizes what has been offered in the past with this major shift to a core base in urban studies.

Sutton questioned the lack of a required curriculum course and foundations course.

D'Ambrosio responded that the curriculum studies will be embedded within the specialized studies taken up by the student.

Osgood also noted that the H courses are still an option for students. The course entitled Political Perspectives in Education would also be a viable option for students.

Osgood moved to accept the program as proposed. Harste seconded.

The program changes were approved with 1 abstention.

V. New Courses/Course Changes open for 30 day Remonstrance

L507 Issues in Language Learning for Graduate Level Pre-Service English Teachers
3 credit hrs BL/IUPUI

L508 Teaching Young Adult Literature in a Diverse Society for Graduate Level
Pre-Service English Teachers
3 credit hrs BL/IUPUI

P546 Instructional Techniques to Facilitate Thinking, Collaboration and Motivation
3 credit hours BL/IUPUI

P507 Assessment in Schools
3 credit hours BL/IUPUI

Y650 Topic in Educational Inquiry Methodology
3 credit hours BL/IUPUI

Y500 Computer Laboratory for Educational Statistics
1 credit hour BL/IUPUI

Meeting ended at 3:10 PM