

**MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION**

February 21, 2007

1:00 P.M.

School of Education

IUB Room 2140

IUPUI Room 3138E

The following are summaries of speaker contributions

Members Present: Bichelmeyer, Dilworth, Eckes, Helfenbein, Korth, Levinson, Lopez, Rosario. **Alternates Present:** Appelman, Cowan (Lewison), Hay. **Dean's Staff Present:** Gonzalez, Kloosterman, McMullen, Murtadha. **Staff Representative: Student Representatives:** Smith **Visitors:** Delandshere, Osgood, Plucker

I. Approval of the Minutes from the January 24, 2007 Policy Council Meeting
[\(07.20M\)](#)

A motion was made by Korth and seconded by Eckes to approve the minutes from the January 24, 2007 Policy Council meeting. The motion passed unanimously.

II. Announcements and Discussions

a. Dean's Report

Dean Gonzalez reported that the Indiana House Appropriations Committee has recently approved a state budget, and it has been sent to the full House for consideration. This budget proposes a cap on undergraduate tuition at the cost of living. This proposal would put tuition increases significantly below what they have been in recent years, at approximately 2.5-3%. Dean Gonzalez feels this is below the level that is needed to maintain IU's competitiveness. This cap does not apply to graduate tuition, and this year the School of Education was invited to recommend differential graduate tuition. Compared to other Big Ten institutions, IU has the lowest tuition for graduate students in education. The School has submitted an aggressive, but reasonable proposal to increase graduate tuition at 11.5% this year and 13% next year. If this proposal would be approved, it could be a significant source of income for the School, but it would also mean that associated costs of financial aid would increase significantly. Murtadha commented that the IUPUI School of Education sent forward a proposal that would increase graduate tuition on the IUPUI campus by the same percentage of increase.

Another exciting opportunity emerging is that the House Appropriations Committee also recommended funding for the Pathways Initiative, as well as the IU Life

Sciences Initiative. However, they significantly cut the funding from the original proposal. We had requested \$5 million over each of the next two years, but the Appropriations Committee recommended about \$5 million over the entire two year period. This would be a major influx of new revenue that would allow the School to accomplish our P-16 initiatives. These initiatives would identify high need schools in Marion County, Lake County, and St. Joseph County and establish partnerships with these schools to address student achievement and college preparation among high-need populations. Dean Gonzalez commended the work of the Black Caucus in helping to get the Appropriation approved by the Committee. If the Pathways Initiative is funded, Dean Gonzalez believes there will be many opportunities for our faculty to engage with the schools involved.

Dean Gonzalez reported that a number of faculty searches are continuing on both campuses. He is excited to see the quality of candidates that have been attracted to IU. Kloosterman reported that six candidates have accepted positions, four offers have been made, two searches have been delayed until next year, and several other searches continue. Murtadha reported that two searches at IUPUI have been completed and three more are in progress.

b. Agenda Committee Announcements

At the last Policy Council meeting, the matter of amending the Faculty Constitution was discussed. As suggested at that meeting, this issue has been referred to the Long-Range Planning Committee. The committee has until January 2008 to suggest revisions to the constitution, looking primarily at committee structure and committee charges. Faculty Affairs committees on both campuses are also gathering related information on service load. For the present time, there is a possibility that some committees will join their efforts, because there is overlap in their committee work. For example, the Committee on Diversity and the RAFA Committee may combine efforts in the short term.

Levinson updated members on the Environmental Awareness campaign at IUB. Smith and Eckes recently discussed the campaign at a meeting of the Dean's Advisory Council. Levinson commented that the campaign will be kicking off shortly to encourage individuals in the School to reduce consumption, advertising recycling efforts, and evaluate placement and labeling of recycling bins. Eckes commented that one issue that emerged from the Dean's Advisory Council meeting was whether they could take a lead to devise a program to color-code the containers. Levinson encouraged the Dean's Advisory Council to bring new ideas to him or to the Dean's Office. Eckes commented that another issue is resources to do the labeling, printing, and laminating. Levinson suggested creating a small budget to help with the administrative costs of this campaign.

III. New Business

c. Task Force Committee for Conceptual Framework for Advanced Programs

Levinson introduced the committee members that have been suggested by Mary McMullen, Bob Osgood, and the Agenda Committee to discuss the Conceptual Framework for Advanced Programs in the School of Education. The proposed committee consists of Jacqueline Blackwell, Jack Cummings, David Flinders, Luise McCarty, Mary McMullen, Bob Osgood, and Susan Smith.

A motion was made by Dilworth and seconded by Bichelmeyer to approve the committee as proposed. The motion passed unanimously.

d. Guidelines for the Involvement of Retired Faculty on Program and Research Committees [\(07.22\)](#)

Levinson introduced the Guidelines for the Involvement of Retired Faculty on Program and Research Committees. These guidelines were approved by the Graduate Studies Committee.

A motion was made by Korth and seconded by Eckes to approve the guidelines.

Lopez questioned what would happen when a retiring faculty member is a chair of a research or program committee. McMullen responded that if they were chair of the committee prior to retirement, they can remain as chair.

Bichelmeyer asked what the impetus for the creation of these guidelines was. McMullen indicated that she has responded to a number of questions regarding the roles that retired faculty members can take on program and research committees. McMullen felt that there needed to be a policy in place that would address what role retired faculty members can fill in regards to research committees. David Daleke from the Graduate School helped to form the guidelines. The Graduate Studies Committee felt that there needed to be a clause in the policy that allowed for appeals, because small programs may need retired faculty to serve as committee chairs.

Gonzalez recommended that if this policy passes, the various departments will need to think about how to measure the level of activity of the retired faculty members.

The motion was passed unanimously.

e. Modifications of Language Education Ph.D. Program [\(07.23\)](#)

Cowan reviewed the need for the proposed changes to the Language Education Ph.D. program. L601 is a course that is currently called "Reading Research for Practitioners," and was a seminar devoted to interpreting theoretical positions and research data for Ed.S. students. The course has not been offered recently, because Ed.S. students have been taking L700 in place of L601. The department is proposing to change the name of the course and keep the emphasis on interpreting theoretical positions of research data, but directing it toward new doctoral students. The new

L601 course will be offered during the spring semester and is intended to follow L600, which is required in the fall semester of the first year of the doctoral program.

A motion was made by Cowan and seconded by Korth to approve the proposed change to the Ph.D. program in Language Education. The motion passed unanimously.

f. Proposal for Inquiry Methodology Program [\(07.24\)](#)

Delandshere indicated that students wanting to pursue a degree in inquiry methodology actually receive a degree in Educational Psychology. That has caused problems for some students who desire to double major in inquiry methodology, as they must take qualifying exams in educational psychology. More importantly, students specializing in inquiry methodology have given feedback that they did not feel adequately prepared, because they have to split their coursework with educational psychology courses. The proposed Ph.D. program will give students a more complete education specifically in inquiry methodology. Delandshere pointed out that nationally, there is a need for well-trained methodologists in both qualitative and quantitative methodologies. Additionally, new faculty members have a desire to work with their own graduate students in inquiry methodology, as opposed to only working with students in other programs. In writing the proposal, Delandshere researched degrees in research methodology from across the country. These programs are typically focused on quantitative research, and she found that it is very rare to have a program that combines qualitative and quantitative methodologies.

Under the proposed degree, students will select one of three tracks: quantitative track, qualitative track, or an integrated track. Students will be required to take nine hours in an inquiry core that are courses that are foundational in nature and will give the theoretical background of methodology. Students who choose to take the quantitative or qualitative track must take at least 18 hours in their selected track. Students who choose the integrated track must take 12 hours of quantitative and of qualitative courses.

Delandshere stated that although inquiry methodology doctoral students will need to take the newly developed course Y521, this does not mean all programs will be required to change from Y520 to Y521. Each program area may decide to make this change in their programs, but it is not necessary. Delandshere addressed differences between Y611, Y612, and Y613. Y611 is designed for students who desire to take only one course in qualitative inquiry. However, many individuals who take Y611 sometimes want to continue data analysis of qualitative data. Y612 and Y613 would be designed for students that want to take more than one qualitative course. Delandshere added that many of the “new” courses, such as Y613, Y671, and Y672 have been taught previously as Y750, a topical seminar.

A motion was made by Cowan and seconded by Eckes to approve the proposed Inquiry Methodology Ph.D. program.

Murtadha questioned the case made for the need of this program, and whether data had been collected to substantiate that this program is necessitated. Delandshere replied that conducting searches for inquiry methodology faculty have resulted in few qualified applicants for positions. Bichelmeyer agreed that careful documentation of need for a program is important when presenting the program to the Dean of Faculties and the Academic Leadership Council. Gonzalez responded that analysis appearing in the AERJ has documented a need for quantitative educational researchers and encouraged Delandshere to use this to build her case. He added that we need to understand that this is already an existing degree that we are expanding on. Data may be able to be collected about current educational psychology students and students who have a minor in inquiry methodology.

Levinson added that we may want to make a case that this degree will allow IU to capitalize on its strengths of having quality methodologists throughout the School and the campus. Helfenbein questioned whether there had been any consideration of IUPUI faculty teaching courses in this program. Delandshere said that this issue had not been discussed, but she said it was a possibility. Rosario added that this question is a broader issue, and in order to continue to strengthen the Core Campus, the role and participation of IUPUI faculty should be addressed in the development and implementation of new programs.

Gonzalez added that in the context of this new program, one of the questions that should be addressed is who qualifies as an inquiry faculty member. There are a number of faculty members who might want to affiliate with the program, and there needs to be clear criteria and a review process for approval of faculty members affiliated with the program.

Korth summarized what issues continue to need to be addressed. They were a stronger case for need using data, the addition of a prerequisite for Y525, and criteria for appointing faculty to the program area.

A motion was made by Helfenbein and seconded by Rosario to table the issue. The motion failed.

The motion to approve the general structure of the Ph.D. program (with the knowledge that the authors will take into advisement suggestions, and make the requested revisions) passed by a vote of 8 to 2 with one abstention.

g. Charter School Task Force Report ([07.25](#))

Levinson reminded members that in 2005, the Long-Range Planning Committee asked the Agenda Committee to charge a task force to revisit the issue of IU's role in sponsorship of charter schools. Plucker responded that he felt it would be best to delay a discussion of the report until the next Policy Council meeting where a more in depth discussion can take place. Levinson commented that there is ambiguity about

what action needs to take place in regards to the results of this report. He encouraged members to thoroughly read the report before the next meeting.

IV. New Course Requests

New course requests were available for E201, F110, T515, Y515/H510, Y521, Y525, Y600, Y612, Y613, Y625, Y630, Y631, Y637, Y638, Y639, Y660, Y671, and Y672. A course change request was available for L601.

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Levinson adjourned the meeting at 3:00 PM.