

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
October 24, 2012
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: J. Cummings, D. DeSawal, S. Eckes, D. Cross, E. Galindo, A. Leftwich, K. King Thorius, C. Hill Morton **Alternate Members Present:** none **Student Members Present:** M. Barry, M. Call-Cummings **Staff Representative Present:** T. Niggle, **Dean's Staff Present:** G. Gonzalez, J. Alexander, R. Sherwood, R. Kunzman, P. Rogan **Visitors Present:** C. Calloway-Thomas, R. Skiba

I. Approval of the Minutes from September 26, 2012 Meeting (12.09M)

D. DeSawal voted to approve the minutes, and A. Leftwich seconded. The minutes were approved unanimously.

II. Discussion with Carolyn Calloway-Thomas

J. Cummings introduced C. Calloway-Thomas, president of the Bloomington Faculty Council (BFC).

President McRobbie recently gave the State of the University address and spoke on several issues already of interest to the BFC, specifically ways the university can move from a 19th century model of higher education to one prepared to meet the dynamic needs of the 21st century.

The BFC would like to foster collaboration across the schools on campus. Many faculty have been unaware of recent major changes in the university, such as the reorganizations of HPER and Informatics/SLIS. More robust means should be in place to ensure better communication across campus, and the BFC is seeking input regarding ways the various schools can communicate, exchange ideas, and inform the BFC's decisions.

C. Calloway-Thomas asked the Policy Council several questions regarding how members of the Policy Council are selected and also asked if it were possible for the BFC to have access to the Policy Council's minutes. E. Galindo noted that the minutes are publicly available online. The link to each month's minutes will be emailed to C. Calloway-Thomas to inform the BFC's discussions.

C. Calloway-Thomas also asked if there are issues from the Policy Council of interest to the university system, including input regarding current proposals to emphasize financial literacy and career counseling in the undergraduate curriculum. G. Gonzalez discussed the School of Education's Higher Education and Student Affairs program and its inclusion of financial issues in courses. The counseling psychology program includes major components of career counseling as well. However, there is a sense from discussions across campus that the area of financial literacy for undergraduates would be under the purview of the College of Arts and Sciences. G. Gonzalez said that boundaries between schools should be more permeable. While faculty are excited about the possibility of broadening the scope of career counseling for undergraduates, there is some concern that if the School of Education were to propose a career counseling undergraduate course based on our expertise in this area, that other units such as the College might object because they see the subject as their own. There is a need to foster a climate of interdisciplinary collaboration across campus to best achieve institutional goals.

C. Calloway-Thomas said that the BFC will be discussing what a course in financial literacy might look like based on faculty input. The course may be facilitated by IUPUI and the Kelley School of Business. All stakeholders should have a say in this discussion, and the schools should know what others are doing.

G. Gonzalez said that because the flow of information is so much more dynamic now, a 21st century Indiana University needs to reexamine its structures and regulations about course planning and approval. C. Calloway-Thomas agreed and noted that the Long-range Planning Committee of the BFC will take these issues under consideration.

D. DeSawal encouraged the BFC to connect with Vasti Torres about the financial literacy course and receive her input based on expertise in higher education student affairs.

C. Calloway-Thomas encouraged the faculty to read the BFC's minutes.

G. Gonzalez asked what the BFC currently views as critical issues. C. Calloway-Thomas responded:

- Parking privatization.
- The idea that curriculum is driven by the administration rather than the faculty.
- The Indiana Commission on Higher Education's influence over the curriculum. Current major ICHE decisions affecting IU include requirements on credit hours for degrees and the ability to transfer credits to any other campus, and there are concerns about the university's lack of freedom.

G. Gonzalez stated that the School of Education is highly impacted by ICHE decisions, as well as by the state Department of Education. The state has proposed major changes regarding teacher preparation and licensing. D. Gonzalez believed that recently proposed

regulations were a significant intrusion into faculty control over curriculum. The changes lacked merit and challenged the principle of university control over its own affairs. The faculty as a whole should express concern when the heart of the academy is under attack, and this issue goes beyond education.

J. Cummings noted that these types of proposals were often discussed at levels well above education faculty, leading for the need for concerned individuals to later object.

C. Calloway-Thomas discussed the need for faculty input at the Board of Trustees and the ICHE, noting that there are significant challenges to having faculty's voice heard at these high levels. She again encouraged faculty to provide input to the BFC.

III. Dean's Report

G. Gonzalez discussed his presentation to the Board of Trustees in response to the August panel on K-12 education. He presented data to refute misperceptions of teacher preparation and specifically addressed points including admission standards, content requirements, innovation, and research quality.

The Trustees' reaction led to a heated discussion. There was a lot more data presented speaking to the quality of the School of Education and its graduates than that presented to substantiate any comments about a lack of quality. The School should continue to collect evidence that speaks to the excellence of our programs, graduates, and faculty.

The first phase of the RHB study has been completed, and a presentation was made at the fall faculty meeting. This study was commissioned to ascertain strengths of the school in order to better recruit and promote its mission. RHB proposed a "coherence manifest" with the aim of delivering what students expect and need. The school has a very good story to tell and now needs to devise a plan to systematically implement strategies to do so. The ultimate goal is to recruit the best and brightest future teachers.

G. Gonzalez also announced that he has been invited by the Aspen Institute, a leading think tank on educational policy, to speak to senior congressional staff in November about educational issues of national interest. It is a credit to the school's faculty and students that he was invited to participate. Today's environment for education is difficult, and the school must continue to challenge misperceptions with data.

IV. Diversity Topic

R. Skiba discussed his current and past work at the Equity Project. Early projects focused on overrepresentation of minority students in special education. More recent

projects have examined the overrepresentation of black students in school discipline, particularly suspension and expulsion consequences. The Equity Project has grown from 6 to 17 staff.

R. Skiba then discussed current grants and provided the Policy Council with a handout describing them (included following these minutes).

- 1) *Designing positive behavior supports (PBS) in a culturally responsive manner.* Little research has addressed the role of culture in PBS. Overall, PBS reduces suspension and expulsion rates but does not seem to help reduce disproportionality. This project has studied “emerging” model sites around the state, and has also explored increasing parental involvement in PBS. One goal is to work toward defining cultural responsiveness and ensuring that all students have the opportunity to benefit equally from provided instruction.
- 2) *Racial disproportionality in school discipline.* This grant is currently in its second phase. The first phase involved quantitative analysis of statewide data. The second phase incorporates qualitative work, including interviews with principals and teachers. Four schools were identified based on high or low disproportionality and urban/suburban status. A question was asked about the role of educators’ race on disproportionality. R. Skiba responded that there may not be enough administrators and teachers of color in the sample to provide much definitive information regarding this topic.
- 3) *Research to Practice Collaborative.* This project has included research on the school-prison pipeline, and IU serves as a lead institution. The focus is on intervention research, a highly neglected area thus far. Equity Project staff have met regularly with the Department of Education and Department of Justice as part of this project.
- 4) The fourth project R. Skiba described is related to the previous grant and addresses bullying, among other topics, including the effect of zero tolerance policies on bullying and disproportionality in school discipline.
- 5) The fifth and sixth grants described involve identification and support for schools out of compliance with the disproportionality requirements of special education law.

Several questions were asked and discussed regarding disproportionality in education. R. Skiba briefly discussed the racial threat hypothesis and noted that a greater proportion of students of color leads to more discipline, zero tolerance policies, police presence, etc. This can contribute to another kind of disproportionality—for example, schools that have a 95% black student body may be suspending three times as many students as at more diverse schools.

V. Old Business

VI. New Business

a. Proposal for Graduate Program Review (13.11)

D. DeSawal presented a proposal from the Graduate Studies Committee. The GSC was asked to draft a review process for programs that are not reviewed or accredited externally. The document was modeled on practices at other institutions. It includes a step-by-step guide through the review process, guidelines, mission statements, objectives, and a review timeline for each graduate program. The required program review components are the same across departments, but each department has the freedom to tailor its review based on framing questions.

A question was asked about external reviewers. The GSC decided to leave specifics about the number of external reviewers and associated costs to each department.

Another question was asked about the layout of the document, and D. DeSawal explained the GSC's reasoning for the layout.

Additional questions were asked regarding assessment of learning outcomes. How will the faculty know if their programs' graduates are producing positive outcomes that meet stated goals and objectives? Various ideas were suggested, such as assessing research productivity, teacher evaluations, presentations, and recognition of program graduates. The Policy Council asked that an additional framing question be the final document on p. 12 under "Quality Assessment": *How does the program assess the impact of graduates within their professional field?*

It was noted that program reviews will require the dedication of a significant amount of time and possible financial support for both preparation and external review. G. Gonzalez said that program review is essentially a responsibility of the faculty, but some costs may be justified (such as for external reviewer expenses and graduate assistant duties) to ensure that reviews are of high quality.

An additional question was raised about reorganizing the review requirements within the document. J. Cummings suggested that the programs be allowed to decide upon specific formatting of the report and proposed that the Policy Council consider approving the document in principle. The motion was passed unanimously with no abstentions.

VII. Dean's Advisory Council comments

G. Gonzalez recognized the work of the Dean's Advisory Council in preparing ideas from students for faculty consideration that were informative and well-organized. M. Barry briefly explained the process by which information was collected and said that student input largely concerned class improvements and program requirements. G. Gonzalez noted some overlap between suggestions gathered by the Dean's Advisory Council and RHB's study.

VIII. New Courses/Course Changes

J. Cummings directed the Policy Council members' attention to the new course change proposal. The course change is open for faculty remonstrance for 30 days.

** The meeting adjourned at 3:05 p.m. **

Equity Project at Indiana University Current Grants

USDOE/Indiana Department of Education, "*PBS Indiana: Establishing a Statewide Network of Culturally Responsive Positive Behavior Supports.*" March, 2010 – September 30, 2014.

Federally and state funded project to establish a statewide network of culturally responsive Positive Behavior Interventions and Support.

William T. Grant Foundation "*School Disciplinary Climate and Its Relationship to Educational and Community Outcomes for African American Students Phase II-- School Level Analyses,*" July 2010-June, 2013 (No cost extension)

This project is the second phase of an exploration of African American disproportionality in school suspension and expulsion. In this phase, the project is conducting four case studies in urban and suburban schools to identify factors that may contribute to racial disparities in discipline at the school level.

Atlantic Philanthropies. "*Race and Gender Disparities in Discipline: The Research to Practice Collaborative*", July 1, 2011 - June 30, 2014.

Lead institution for the RTP Collaborative, designed to identify promising directions in research on disparities in school discipline by race, gender, and gender identity. The national panel meets quarterly to a) complete a strategic status report, b) support intervention research in the area, and c) hold a national conference on the issue.

Open Society Foundation, "*Research-to-Practice Disparities in Discipline Collaborative: Addressing African American Male Disparities and Gender-Based Harassment.*" November 1, 2011 – October 31, 2013.

Additional contribution to Race and Gender Disparities Research to Practice Collaborative to support small grant projects on disparities, and a national leadership meeting on discipline and bullying initiatives.

Indiana Department of Education, "*Indiana's Effective Evaluation Resource Center.*" March, 2010 -- September 30, 2013.

Subcontract with Indiana State University to provide technical assistance to school districts with evidence of racial/ethnic disproportionality in special education.

Indiana Department of Education, "*Evaluation of Indiana LEA Data for Indicator 4, Indicator 9, Indicator 10 and Significant Disproportionality: FFY 2009 to FFY 2011.*" January 1, 2012 – December 31, 2012.

Contract with the IDOE to analyze statewide discipline and special education eligibility data to identify school districts out of compliance with respect to the disproportionality requirements of the Individuals with Disabilities Education Act.