

MINUTES  
POLICY COUNCIL  
SCHOOL OF EDUCATION  
**January 29, 2014, 2013**

1:00-3:00 p.m.  
IUB – Room 2140  
IUPUI – Room 3138E

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\*\*What follows is a summary of speaker contributions\*\*

**Members Present:** D. Cross, J. Cummings, J. Damico, D. Dannels, B. Dennis, B. Edmonds, C. Guarino, R. Helfenbein, D. Hossler, C. Hill Morton, K. King Thorius, **Alternate Members Present:** K. Wohlwend, **Student Members Present:** O. Hopf, L. E. Mickey **Staff Member Present:** T. Niggle **Dean's Staff Present:** G. Gonzalez, R. Kunzman, P. Rogan, R. Sherwood

**I. Approval of Minutes from December 11, 2013 Meeting (14.15M)**

C. Hill Morton moved to approve the minutes as presented, and B. Edmonds seconded. The minutes were unanimously approved.

**Announcements**

R. Helfenbein announced the date has been set for the core campus faculty meeting for April 25, 2014 at 10am. He asked faculty to report the information back to their respective programs.

Barbara Erwin, Eric Tillema, and Barry Chung, have accepted their nominations to the nominations and elections committee.

**II. Dean's Report**

G. Gonzalez discussed two bills in the general assembly this session that deal with teacher preparation evaluation. One is Senate Bill 204 and the other is House Bill 1388. Both bills are calling for a system of evaluation and reporting of the effects of teacher preparation programs. They outline a number of things the evaluation will require, including surveys of teacher graduates and principals, employment data and persistence data of teachers once they are in the field, among others.

The bills started out last year as being very poorly constructed. Introduced by Senator Banks, being deceptive by simplicity, was a bill introduced to eliminate teacher licensing as a state responsibility and instead delegating the authority to licensing graduates to the schools that prepare them. This does not make sense. First of all, there is no state that does that so there would be issues with transferability and reciprocity. It is unlikely other states would accept licensure from Indiana if institutions are granting licenses to their own students. The Indiana Association for Colleges of Teacher Education along with Dean Gonzalez and several other deans forcefully testified against that bill. The result was that the bill was pulled from committee and sent back to planners. Part of it was referred to a summer study

committee and the bill was worked on through-out the summer. What came out of that planning are the current two bills.

There were a number of things there that were troubling but through conversations with senator's staff and the house committee it looks like they are going to accept amendments that will make these two bills much more acceptable. There are a number of things in the bill we would probably want to do anyway. These are the kinds of things our own council for accreditation of educator preparation now call for. These include admission standards of the institutions, like having and reporting GPA and test score data, along with those items previously mentioned (employability, etc). It does call for the reporting of graduate evaluation data on the teacher evaluation processes in effect in Indiana, and then aligning the results of those data to the programs that prepare them. While the bills may not be ideal, they are things that we could live with. We will likely end up with some kind of teacher and program evaluation bill this year and if the dates that are being proposed now hold up, evaluation reporting will begin in 2015 and probably take full effect in 2016. Faculty members are encouraged to review these bills.

Dean Gonzalez also gave a brief update on REPA. The REPA proposal is still open for comment with the deadline of Jan. 31. Some members of the state board of education who previously supported the proposal are now changing their minds. It is uncertain where this will lead. However, testimony that has been reported in the press and that the Dean has heard about have a majority in opposition to the REPA proposals and rule changes. There is a particular emphasis of opposition surrounding the adjunct permit, which would make it possible for anyone with a bachelor's degree to get a teaching license. The round robin requirements for degrees and experience teaching for principals and superintendents is also a key area of opposition. Council members were reminded that the proposals are available on DOE website. If the REPA process is true and responsive to public comment it appears that most of our concerns will be addressed and it may be that the entire process is halted. The Dean encouraged council members to comment on the website before the deadline and to also spread the word to fellow faculty, students and community members to leave on the record comments. The only way that the proposal can be amended is if there are public comments supporting changes.

C. Guarino asked if there is a component that includes student test scores on the bill to evaluate teacher preparation programs.

G. Gonzalez responded by saying that there was, but that student test scores (like I-Step) are indirectly incorporated by being embedded in the teacher evaluation component. Currently teachers in Indiana are evaluated and have to be rated in 4 categories of teacher effectiveness, those ratings are partially based on student test results. What this new legislation calls for is that the state report how many of our graduates were classified in any one of those teacher effectiveness categories in a given time frame after graduation.

### **III. Diversity Topic**

The diversity topic was presented by James Wimbush, Vice President for Diversity, Equity, and Multicultural Affairs (DEMA) and Dean of the Graduate School, along with Martin McCrory, Associate

Vice President for Academic Support and Retention and Vice Provost of Educational Inclusion and Diversity. Together, J. Wimbush and M. McCrory addressed current happenings and focus at DEMA.

J. Wimbush has been in his position since August and has been able to view the unit and the university as a whole to make some assessments and also start to build an infrastructure to move forward in a positive direction. The goal for all campuses is to have an environment that is very inclusive that will allow faculty, staff, students and post docs to do their very best work. In order to realize that mission three priorities need to be in place. These priorities are recruitment and retention, climate, and outreach and advocacy.

The first area of recruitment and retention pertains to all faculty, staff, students and post-docs. With the student population there is also an emphasis of timely completion of programs. Strides have been made in recruitment at all of these levels, it is the area of retention that is suffering and negatively impacting us the most. At the faculty level there some units where there have been successes, but in general the overall retention of faculty has been a struggle. With students, recruitment has been fair. However there is a need to do much better on retention. Retention is woefully behind our peers and behind what is acceptable. J. Wimbush gave an example on the retention rates of students in the Groups Scholars program (having been in place at IU for several years) on the Bloomington campus. Retention for Groups is at 26%, a rate that needs to be greatly improved. The 21<sup>st</sup> Century Scholar program also points to the need for improvement. Students who qualify for this state program can come to any of the IU campuses without any out-of-pocket costs, yet the four year graduation rate is 36%. The four year graduation rate is focused on because it is a four year program. The four year rate state-wide is only 12%, so this is a problem that not only occurs at IU, however, it is still an area where considerable focus is needed.

The second area is climate. In order to have faculty, staff, and students who are able to thrive we have to create the environment that is conducive for that. We have work to do on all of our campuses to improve the climate. There are some initiatives we will be working with, especially with our culture centers. At the Bloomington campus Stephanie Powers Carter is responsible for the Neil Marshall Black Culture Center and is doing a fantastic job. DEMA looks to culture centers for help with regards to enhancing climate. Currently they are trying to increase center resources so they can do more.

The final area of priority is outreach and advocacy. We need to build more relationships and strengthens the ones we already have. Working with agencies, organizations and institutions within the state and region will allow us to build the connections that will help us. J. Wimbush offered an example of this kind of outreach by discussing time he and other DEMA personnel have spent dining with state representatives and senators. This type of outreach will eventually result in some pay-offs. Some very good conversations have ensued as a result of these dinners. J. Wimbush has actually seen these legislative persons go from not feeling very good about IU's DEMA office to saying very positive things about it. Continuing to build those types of relationships remains a priority.

The last few months have been spent assessing where IU is at in terms of recruitment and retention rates. All campuses are not where they need to be and have room for growth. However the Bloomington campus has the greatest struggles for faculty and student recruitment and retention.

Taking these assessments into account, the office is trying to build an infrastructure. Part of that is making sure the right people are in place. Martin McCrory, along with David Johnson have created a committee that is focusing on undergraduate recruitment and retention. The primary responsibility is to look at how to better coordinate efforts and how to come up with initiatives and programming that will help with recruitment and retention. As part of these efforts the recent announcement was made for the hiring of Joyce Rogers, former president of the Indiana Black Expo. She was most recently with IVY Tech for 6 years. During that time she increased endowment by one-hundred million dollars! We want her to do something similar here. She is working as VP of the foundation but also has a role in Wimbush's office. Her mission is to help secure the financial resources that will help us to put in place the programs and initiatives needed. J. Rogers will also help with outreach, advocacy and recruitment. She is full of ideas and energy and has already been a great help and resource.

Claude Clegg has been hired to focus on the faculty side of retention for the Bloomington campus. He has a great temperament, is thoughtful and a good listener, and will be a go to person for faculty who have issues, or concerns. Additionally he will be help with recruitment and professional development. He will be a great asset, particularly for junior faculty in terms of being able to thrive in teaching and research so they will be able to be tenured and promoted.

J. Wimbush has also working to make sure his office is in a position to provide actual help. He has been looking at the structure they have, what they do and how they do it in order to figure out the best way to be effective and efficient. Some tweaks in organizational structure will be made within the next few weeks. In addition, an external office review has been planned, the first since the office has been in existence (nearly 20 years). An outside review will allow DEMA to receive some perspective and advice on how to be best positioned in order to be able to serve all campuses better. In the meantime, some changes in reporting lines and what people do will take place in order for the office to work more efficiently and produce better outcomes.

In order to serve the whole university better the chief diversity officers on all of the campuses now have a reporting line to DEMA. This is something new. It is not to take over the diversity programming and initiatives on other campuses, but it is so there can be a better coordination of efforts. J. Wimbush would like to gain better understanding of what the needs are on all campuses and then work to garner the resources from the university level to help meet some of those needs. Meetings between Wimbush and the chief diversity officers have begun and Wimbush has been visiting all the campuses. Things are going well but there is still much to do. DEMA needs input and ideas from faculty as well as advice and council from faculty and administrators. They want to provide whatever they can to support the SOE and ask that the SOE let them know how they can be of assistance.

M. McCrory added more the on the work that has been done in outreach to the state legislators. He highlighted the amount of hostility that existed from the legislators towards IU. He explained that during the first meeting there was open hostility and now after meeting with the representatives, they have become extremely helpful, cooperative and collaborative. The turn-around in just a few months has been incredible. J. Wimbush and M. McCrory also added that similar representation by the press has

also taken place. Press in both writing and radio programs have spoken harshly about IU and particularly the Bloomington campus. There has been a lot of repairing to do and improvements are occurring.

G. Gonzalez commented that he has seen these improvements of the perceptions of IU internally as well as externally. He offered compliments and credits to J. Wimbush's excellent leadership for a great amount of improvement within such a short time frame and thanked both J. Wimbush and M. McCrory for their continued efforts in this area.

M. McCrory offered more information on the committee he and Dave Johnson created for recruitment of undergraduate students. He explained that for the diversity team the provost office is working on a draft strategic plan for the campus. M. McCrory, as a member of the undergraduate experience committee realized there was not a diversity committee, nor a diversity recruitment committee on the Bloomington campus, which is one of his primary goals. McCrory, with the provost approval, contacted deans across campus to recruit top faculty who were concerned about diversity and inclusion and who were willing to work hard. The committee's aim would be concerned with what are the things that can do to make changes today. Joyce Alexander was the SOE representative on the committee. She not only worked during committee meetings but worked after hours. She came to focus sessions and worked with students. McCrory commented on how impressed he was with J. Alexander's skills in connecting to and working with students. The diversity team put together a draft plan and by next week the draft will be ready to post for comments, which will be used in preparing for up-coming town halls regarding the recruitment plan.

At this time J. Wimbush and M. McCrory opened up the floor to questions and comments. A lengthy and enthusiastic discussion followed and is summarized here.

R. Sherwood asked what some of the biggest issues surrounding poor student retention were. M. McCrory discussed the financial cost of attending college and how for many students, especially low income, first generation students, the expense of higher education is a major contributor for low retention. He gave an example of students from the Groups program previously discussed to have a 26% retention rate. The retention rate for these students is about 97% after the first year, then drops dramatically starting in the sophomore year due to lack of financial resources. The Groups students only receive funding for the first year (which is currently being worked on), after which they can no longer afford to attend. Another issue that is facing first generation college students is that when they come to campus it is like they are landing in Oz. It is so different from anything they have experienced before and there is no one they can talk to about it at home because they are the first in their family to attend college.

G. Gonzalez commented on the importance of having DEMA and other similar organizations work in partnership with the academic units in order to help create the type of environment and support systems that are being strived for and that enhance student success and ultimately retention rates as well. M. McCrory fully agreed and discussed the large number of faculty (37) on the diversity and diversity recruitment committee with the intentions of having that kind of collaboration and

partnership. Working with the academic units and building relationships with faculty is a part of the goals for DEMA.

D. Hossler asked about possible difficulties involving recruiting and retaining minority students within the state of Indiana. J. Wimbush explained that IU is not doing a good job recruiting high ability students of color from within the state and that recruiting these students from out of state is taking place, however, we need to do a better job of in-state recruiting. M. McCrory offered examples of high achieving students of color not being recruited to IU, including his own son who was valedictorian of North High School in Bloomington, yet was never contacted by IU for recruitment. No high achieving students should be left out; recruitment needs to be occurring for all of these students. Reaching out and aggressively pursuing students within the state is a goal and focus at DEMA. Recruiting high ability students from out of state is also still an area to continue with and to increase recruitment efforts. D. Hossler noted that IU can be competitive in these recruitment areas with enough financial resources. M. McCrory replied that although money is a factor, speaking with students he has learned about how factors other than financial packages offered has a large impact on a student's choice to attend IU over another institution. Students feeling important and feeling wanted at IU is also a big factor in the decision making process.

P. Rogan reached out to J. Wimbush and M. McCrory for their help in outreach and recruitment efforts of middle and high school age students of color to the SOE. Rogan discussed how many students are opting out of pursuing a career in education in favor of other careers and professions, and how the SOE has tried to be more aggressive in their recruitment efforts of under-represented students but would like DEMA's assistance. J. Wimbush replied that he will pass this information along to the chief diversity officers and will assist in whatever way he can. G. Gonzalez also commented on how this is a long-term issue that has had more short-term ideas put into place to try to rectify it. In order for more students of color to choose careers in education a long-term focus needs to be taken. In order to do this all types of school personnel of color (teachers, counselors and others) who are sensitive to this issue need to be involved as mentors, gate-keepers and supporters. Without these personnel in place in schools, advocating for students of color to pursue careers in education, further erosion will take place. An environment that counterbalances the perceived lack of prestige that surrounds teaching will be more and more difficult to foster unless we can get more teachers of color into the school system to act in roles of mentorship and advisor to potential future generations of students. Additional comments were made on the difficulties associated with recruiting students to the field of education while there seems to be a lack of prestige associated with the field.

R. Helfenbein thanked J. Wimbush and M. McCrory for their time and information and stated that contact between DEMA and the SOE will be a continued and ongoing effort from both sides.

#### **IV. New Business**

##### **a) Name change of CSSIE to Center for International Education (14.17)**

P. Kubow, the director of and a representative for The Center for Social Studies and International Education (CSSIE), presented information on a proposal for a name change for the center from CSSIE to

The Center for International Education. P. Kubow discussed the history of CSSIE and how over time funding has changed to focus less on social studies education and more on international studies. Additionally, faculty interests have changed to a more international focus as well. The work done at CSSIE still keeps foundational aspects like, democracy, creative pedagogy, social justice, and curriculum development a focus but has expanded from k-12 only to also include higher education. Faculty from social studies are a part of the center as well as faculty from different areas who are interested in and are conducting work and research on an international level.

Over time the center went from a center for social studies education to including the term international education to be more reflective of the work and what was going on and with the streams of funding. The proposed name change would be more reflective of center's operations today and would also be more inclusive of the faculty that contribute to and do work through the center. P. Kubow also discussed several highlights that the center has been working on in the last five months since she began her position as center director, including several grants, graduate students who have been able to work overseas through the center, and collaboration and affiliation with other centers on campus.

R. Kunzman asked if there were compelling reasons not to make the name change. P. Kubow replied that the state of Indiana has had a strong identification with social studies, so as a way to discuss this with them she met with the president of the Indiana Council for Social Studies (ICSS). They are aware of the potential name change and also aware that work in the area of social studies will still be captured in the center. ICSS offered CSSIE to have a regular contributing guest column about the center in their newsletter. Another possible concern was with IU social studies faculty. Social studies faculty were contacted and are in support of the name change, which was documented in writing.

R. Helfenbein asked about any potential issues with other centers, or programs on campus with the name change to bring greater emphasis on the international aspect. P. Kubow discussed the history of CSSIE's connection and collaboration with the College overall. Kubow has also been in contact with persons from the International Strategic Planning Committee, the IPC Center for Global Change, the Center for African Studies, and the Center for East Asian Studies, to partner and work in collaboration with them. The name change would not come as a surprise to these other centers. Kubow also highlighted the differences with CSSIE and other centers are about education, they are a center located in the SOE and the research conducted, even though the focus is international is still centered on education.

The proposal came as a motion from the Research Committee. *Outcome*: Passed unanimously.

#### **b) IUPUI Undergraduate ENL K-12 Certificate (14.18)**

P. Rogan, Executive Associate Dean presented the proposal for an undergraduate certificate titled "Undergraduate Certificate in K-12 English as a Second Language Teaching." The proposal was approved by COTE before coming to policy council. The program is designed to meet the growing need to prepare teachers and others to serve English language learners in a general education context. The certificate is responsive to needs and desires of the surrounding community. The focus is on the critical social and culture foundations, instructional practices and assessment skills required for promoting both equity

and excellence for culturally, linguistically, and economically diverse students. Students in elementary and secondary teaching programs will be targeted for the certificate, as well as any undergraduate at IUPUI who meets the criteria. The certificate is comprised of four, three credit classes (12 credits) in ESL, described in the proposal. Content would be delivered primarily in a face-to-face format but could potentially have up to 45% of content delivered on-line. The program is unique in that it focuses on k-12 students and teachers and targets mainstream or content area teachers rather than ESL specialists. The certificate compliments the campus and department missions.

T. Niggle asked about students eligible for this certificate and if they needed to meet the requirement for a primary license in a teaching area before being able to add on this certificate. P. Rogan clarified by explaining the certificate could be added while students were undertaking their teacher preparation program as well as students who are not in teacher preparation programs who would find the certificate appealing. P. Rogan emphasized that the certificate is not certification.

T. Niggle also asked if a licensure program in ESL alone (that would result in certification) was being considered. P. Rogan explained that at this time that ESL certification can be added to a teaching license at the IUPUI campus but it is not available without the teaching licensure.

The proposal came as a motion from the IUPUI COTE. *Outcome*: Passed unanimously.

### **c) Revised Annual Review Policy (14.19)**

D. Danns, as a representative of the Faculty and Budgetary Affairs Committee presented a proposal to revise wording for the annual review policy. D. Danns discussed the purpose of the minor revisions was to make the review policy more inclusive to academic specialist and research scientists who are typically reviewed by the same standard as faculty. The revision makes it clearer and adds in academic members who are part of centers. These academic members are responsible to a center director rather than a department chair, which is reflected in the proposed change. The changes also reflect the different role that academic members might have that do not include publications, teaching outcomes and balance between teaching and research the way faculty members do.

J. Cummings, along with collaboration of other PC members, pointed out additional changes that should be made to the document based on current procedures. These included:

- forwarding 2 copies to associate dean, this is now done electronically
- Center directors are reviewed by the Associate Dean for Research
- Once the center director completes ratings the ratings are forwarded to the Executive Associate Dean
- Wording change on chair consultation with previous unit, new committee chairs must consult with previous chair when a faculty member changes affiliation mid-year for merit reviews

D. Danns commented that the additional changes mentioned were not previously discussed or part of the proposed revisions. Four members of the Faculty and Budgetary Affairs Committee were in attendance at the Policy Council meeting and all four approved to the further minor revisions proposed to update the review policy.



The proposal with friendly amendments came as a motion from Faculty and Budgetary Affairs. *Outcome:* Passed unanimously.

**d) Revised B.S. in Elementary Education – Columbus Campus**

C. Walcott, a representative from the Columbus COTE, presented a proposal for revisions to the B.S. in Elementary Education on the Columbus Campus. In spring of 2013, Ed. Council asked that dual license programs be revisited to consist of 126 credit hours. Field experience hours have been moved back to credit bearing hours from a fee based schedule, and required courses of content area concentrations were re-worked so a student can receive a B.S. Education degree within a 120 credit hour program, but should a candidate wish to pursue dual licensure, that candidate would need 126 credit hours.

R. Helfenbein asked if the changes were approved through COTE and C. Walcott confirmed that they were.

The proposal came as a motion from Columbus COTE. *Outcome:* Passed, 1 Abstention.

There were no new courses or course changes that needed to be addressed.

**\*\* The meeting adjourned at 2:52pm \*\***