

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
December 9, 2015
1:00-3:00pm
IUB—Room 2140
IUPUI—Room 3138B
IUPUC—Room 155E

What follows is a summary of speaker contributions

Members Present: Barbara Dennis, Phil Carspecken, Danielle DeSawal, Rebecca Martinez, Farida Pawan, Lori Patton-Davis, Dionne Danna, Chris Walcott (IUPUC)

Alternate Members Present: Jim Shurich,

Student Members Present: Courtney Wesson

Staff Member Present: Mary Hardesty

Dean's Staff Present: Terry Mason

Guests: Russ Skiba, Thomas Nelson Laird, Elizabeth Boling

Approval of the Minutes from November 11, 2015 Meeting **(16.17M)**

Result: *Approved unanimously*

I. Announcements and Discussions

Dean's Report

T. Mason informed members that he is still awaiting the Blue Ribbon Committee report. The Provost has received a draft of the report and is in conversations with the committee about the draft. We are hoping to hear something more from the Provost office by the end of the week. The report will go to the Dean and be shared with the Policy Council. Where it goes from there will depend on what is in the report. J. Sheurich asked about the delay. T. Mason replied that the delay is due to issues BRCC encountered as they worked to come to consensus on what to include.

T. Mason recently attended American University's Education Deans meeting in Washington, DC. Others are struggling with many of the same issues that we are struggling with as an institution at the undergraduate and graduate levels and finding a variety of ways to address the issue. Many of our peer institutions are involved in a Grand Challenge-type initiative on their campuses and it was interesting to hear how the different schools of education are involved with these initiatives. The Elementary and Secondary Education Act reauthorization bill, which is now called the ESSA, was also discussed. It contains provisions which circumvent current quality assurance initiatives and accountability measures. They may pose a threat to the kinds of assurances we have put in place in our programs, for example a teacher could enter a school as a teacher of record, without ever completing a program. T. Mason contacted our government relations representative in Washington. The bill has moved out of senate and to the President's office for a signature. The bill is designed to return more rights regarding education to the

states. Washington insiders advise that the action will take place at the state level as states decide how they want to address these issues. T. Mason advises that we be active in the policy discussion that will take place when this legislation reaches the state. It is important for us as a group to respond to this legislation. V. Borden asked if this is the same bill that backs away from testing as a key factor in evaluations and minimizes the Common Core. T. Mason confirmed that it is. There are some elements of this bill that may be positive. The teacher education piece was added on at the end of the legislative process and is a major point of concern for our institution.

T. Mason also informed the group that we are actively engaged in faculty searches and gave an update on the status of the various open positions. In Bloomington, on Friday and Saturday we are having a visit from the Dean of the faculty of education at Middle East Technical University, our new partner in Turkey. We will have a meeting in room 2101 at 3PM Friday where she will speak with faculty. This Saturday evening is the holiday celebration.

II Old Business

Diversity Topic – Thomas Nelson Laird, Russ Skiba

T. Nelson Laird spoke about the process that the Higher Education program went through last year during their faculty search which had a strong intent to recruit faculty of color. The process was successful, though there is no simple solution to this issue. Research largely demonstrates that there is an underrepresentation of faculty of color. We are looking for stronger change and so we need to be looking outside our normal practices in the recruitment phase. There are new things which can be done before, during and after the search. For example, you may assign people with the task of looking for and pursuing potential candidates. It is better to portray ourselves as an institution actively working on improving diversity rather than presenting that we have solved this problem. Diversity has to be tied to other goals that individual programs have. Some ideas include developing networks ahead of time to have a sense of who fits what we are looking for so that we can use that information in recruitment. Rethink where we are posting jobs and whether the wording we are using attracts the attention of the type of candidate we are looking for. We may want to think about targeting strong diverse candidates using some approaches that we use to recruit traditional “faculty stars”. Bringing in a cohort of new faculty of color can be helpful. Some universities have post-doc programs designed to build up potential faculty of color. Hiring units need a good understanding how diversity fits in with their needs as a program. Also, the criteria that we use to evaluate potential candidates need to be re-thought. If we measure candidates by traditional metrics, we are likely perpetuating current hiring practices. Some training for faculty on how to act during the recruitment process can be helpful. For example it can be a problem when faculty candidates share their research and get the sense that no one values what they do. They need to understand how they will fit in to the institution should they choose to come. Consider altering the schedule to better fit the needs of the types of candidates we are looking for. Post search, consider attractive employment packages. Some faculty of color are making choices between the academy and other markets. Mentoring programs can also be important and should be in tune with the needs of faculty of color. New faculty of color may need an orientation to how the system works, and the system needs to be ready to change. Programs can go through self-evaluation practices to reshape along with new faculty. Consider bringing people in to experience Bloomington well ahead of the official interview process, to cultivate interest in the search. T. Nelson Laird informed members that after his department’s search ended, they have been approached by people who knew of or learned about the search who have expressed an interest in future searches.

B. Dennis opened the floor to discussion. B. Levinson informed the group that there is a strategic hiring fund. The formula has changed to make it more attractive to departments to take advantage of the funds available. If we get involved in grand challenges there may be an opportunity for a cluster hiring. B. Dennis added that the strategic hire process doesn’t have to be attached to an authorized search. T. Mason added that we do have a number of candidates of color represented in the current hiring process. R. Skiba added that one of the things we might consider in terms of bringing in scholars of color is to go beyond inviting individuals to present their work, and organize a symposium. Also tap into relevant SIGs in AERA. When it comes to search criteria, consider moving beyond the number of publications and look more at the

research paradigms that potential faculty employ. IUPUI has developed a strong policy of accepting a diversity of research paradigms for promotion and tenure. We also need to be sure that we are asking candidates in the Dean and Executive Associate Dean searches what their commitment and track record is on this issue. J. Sheurich added that, regarding the construction of a faculty member, we tend to believe in the construction that got us hired. Faculty of color often come in with a very different idea of how to construct themselves as a faculty member. Also, we all have unconscious biases. It is important that we are working to create environments where people are not feeling microaggressions that we may not even realize that we are doing. He stressed the importance of addressing this issue and taking personal responsibility for it. V. Borden stated that organizational change is best supported by keying in on existing processes. The search process and the reward process have potential to effect change. Here we can proactively think of ways to restructure these processes. For example, how do you recognize scholarship of service? It requires reconstituting our views on what is a valued venue for exercising scholarship. Annual review is another process that may be worth interrogating. What information are we capturing in these reports? Does this perpetuate our current system of privilege?

B. Dennis moved the discussion forward to explore what tasks we can delegate to standing committees to address some of the recommendations discussed. F. Pawan suggested that we ask the search committees to add a criteria that potential candidates be bringing in new voices, new paradigms. V. Borden suggested the Faculty Affairs Committee can review the current processes for promotion and tenure. R. Skiba suggested that Tom's recommendations for what should be included in a search be sent out to departments. T. Mason suggested that this be taken on by the Dean's office. Every hiring committee team could receive a copy of the list of recommendations provided by T. Nelson Laird and incorporate them into the expectations for the search process. D. DeSawal added that it is important to think about what can be done pre-search, such as asking hiring teams to outline what they are going to do to prepare for the search process, or other early interactions that have the intention of delivering a more diverse candidate pool. B. Dennis suggested that perhaps this could be incorporated into the position request, when departments are making the case for a new hire. T. Mason agreed that the items on the list related to pre-search need to go out to departments well ahead of a search. Pre-recruitment activities would set the stage for us to do a much better job of bringing in diverse candidates in the search process. T. Nelson Laird added that when his department went through the process they identified their core values and what is negotiable. The end result included goals for the department. This enabled the search committee to look at how the pool of candidates fit into the larger vision for the department. F. Pawan added that the label of being an "affirmative action" program puts candidates in a position of constantly needing to defend themselves. L. Patton Davis reiterated that what we do when a person arrives at our institution is very important. Processes do need to change, but we also need to think about how candidates experience the School of Education once hired. R. Martinez added that it is important that new faculty feel that they are more than just a check box for the university. L. Patton Davis stated that there is a significant amount of work that faculty of color do that is never recognized. J. Shuerich added that this speaks to the existence of microaggressions. T. Nelson Laird suggested that the Long Range Planning Committee help to set long term goals on this topic. B. Dennis closed the conversation by informing members that the March diversity topic will be about climate and the April topic is about retention. This is all interconnected, but we will be revisiting these specifically in the future. B. Dennis added that in January we will talk about student recruitment and strategies that we can employ to help non-traditional students be successful. A representative of the Diversity Committee will be present during each of our topics.

III. New Business

Readmission to Graduate Programs- Elizabeth Boling (16.19)

E. Boling informed members that the Graduate Studies Committee was asked to address the issue of how soon a student can reapply to the School of Education after an academic dismissal. Different units on campus have different policies. We felt the School of Education should have one too. This policy addresses academic reasons for dismissal, not personal conduct. We have no automatic dismissal process in the School of Education. Graduate Studies works with faculty who recommend a dismissal. There have been

about two people per year who go through this. Graduate studies settled on a two year renewal before accepting a new application. This gives people an opportunity to pursue a different degree or otherwise work in some way to come back more prepared to be successful. Typically faculty have worked extensively with these students. There are few enough cases that I believe these are individual cases. There are issues of overrepresentation of minority students in these cases, and this is important to be aware of. The office is working on greater transparency in our programs to put the language of policies into more digestible terms so that everyone can better understand and be on the same page with these policies, and the related processes. R. Martinez noted that the issue of failing qualifying exams twice may be more of an advisor issue rather than a student issue. E. Boling stated that we have people who have been in our programs for a very long time, and go through many hurdles. Sometimes we have to ask, is it ethical to keep this person, versus is it ethical to dismiss this person. B. Dennis asked about the process for dismissal. E. Boling stated that everything is done on a case by case basis, and includes an investigation with the intent of understanding the context. While we could create a strict policy, it isn't always clear in some situations whether the student is at fault or if it is a system issue. B. Dennis asked about the rationale for two years. E. Boling stated that the College of Arts and Sciences permanently disallows a student to reapply to a department, but after a year the student could apply to a different department. The committee thought this was too harsh, but one year felt too short. Two years is about the time it takes to get a Master's degree and gives students an opportunity to build skills. This is not for students who want to be reinstated, nor does it apply to students who move from a PhD to a Master's program.

Result: *Approved Unanimously*

HESA Minor – Vic Borden (16.20)

Graduate Certificate – College Pedagogy – Vic Borden (16.21)

V. Borden informed the committee that the minor was revisited to make it align with the College Pedagogy Certificate. T. Nelson Laird added that the change is to reflect that EdD students and some students outside of the School of Education only need 9 credits for a minor. The required courses did not change. If you are doing a 9 credit hour minor you don't get an elective, the 12 credit minor for PhD students includes an elective. It is not a new minor but rather an edit to an existing minor. F. Pawan asked if the courses listed are set and B. Dennis asked about the process for adding courses to the list. T. Nelson Laird stated that the first page lists required courses, but subsequent pages are all potential elective courses. F. Pawan suggested that, with the focus on diversity, we might want to be intentional about diversity-focused course requirements. V. Borden replied that the course list for the higher education certificate can change at any time. The College of Arts and Sciences list is more difficult to change, because it is being approved and voted on there. However, advisors can be informed of potential courses. T. Nelson Laird noted that the list is likely to be revised often as the program develops.

Result: The change to the minor in college pedagogy: *Approved Unanimously*

Endorsement for Graduate Certificate in College Pedagogy: *Approved Unanimously*

IV. New Course/Course Changes

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

New Course Proposals

K207: U.S. Disability Laws

1 hour

BL

Co-requisite: Students will enroll in a School of Education block BE EDUC M342-M301.

Description: Overview of disability laws in the United States as it applies to K-12 pre-service teachers of students with disabilities. **Justification:** All music majors will be required to co-enroll in K207 along with BE EDUCM342-M301

L621: The Teaching of College Composition to Nonnative Speakers of English

3 hours

BL

A seminar and practicum dedicated to theory and practice underlying the teaching of collegiate writing to first year nonnative speakers of English. **Justification:** No such course is offered on the IUB campus; it prepares instructors to teach elementary composition to nonnative speakers, which are attending US

universities in increasing numbers.

M411: Laboratory/Field Experience: Non-School Art Education **1 – 3 hours** **BL**

Corequisite: M430 Foundations of Art Education and Methods II OR Z532: **Description:** Advanced Methods and Materials in Art Education. **P: Consent of Instructor.** Laboratory or field experiences in art education in non-school settings. **Justification:** In addition to preparing students for licensure in all-grade visual arts, the Art Education Program aims to provide field opportunities in teaching that attract students who are not interested in teaching K-12 students. This field experience is specifically for students who intend to teach in museums, community centers, or other locations outside of schools, which do not require licensure. A differentiated field experience number for non-licensure track students will assist in clarifying transcript records regarding who is or is not eligible to continue towards student teaching and licensure in all-grade visual arts.

Course Change Proposals

P518: Social Aspects of Aging and Aging Families **3 hours** **BL**

Relate social theories and science of aging to understanding heterogeneity, inequality and the social context of aging. Consider the social, financial, familial, and resource needs and issues of older individuals. Critically analyze current social events and the contemporary responses of public health and social systems. **Justification:** Formally adding Instruction Mode to on-line and updating course description.

P631: Theorizing Learning in Context **3 hours** **BL**

This course explores fundamental theories about knowing and learning that define the Learning Sciences. Students will explore a specific theory of knowing and learning by considering that theory in a personally relevant context and uncovering the implications for transfer, engagement, instruction, and assessment. Specific theory varies by instructor. **Justification:** This is a learning theory course, in which different faculty, will focus on different theories of learning (e.g., activity theory, constructivism, situativity theory...). Student will be expected to take multiple sections of this course so that they have a broad understanding of learning theories.

P510: Psychology in Teaching **2 – 3 hours** **BL**

Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree. **Justification:** Instruction Mode on-line is being added. We will continue to offer both face-to-face and on-line.

L650: Internship in Literacy, Culture, Language Education **3 hours** **BL**

The course will provide opportunities to consider how research and teaching can be taken up from different perspectives within literacy, culture, and language education. **Justification:** Offer course to online EdD students.

P633: Researching Learning in Context **3 hours** **BL**

Course examines theories and methods for capturing evidence of learning as it occurs in context, in order to build useful theories for improving practice. Students will use at least two methods to capture evidence in a specific personally-relevant context. Methods covered will reflect the expertise of the particular instructor. **Justification:** This course is about the different methods used for capturing and studying learning. Given that these methods vary based on the theoretical conceptions of learning and learning context, and that the different faculty work from different theoretical perspectives and in different contexts, students will be expected to take this course multiple times to develop a deep understanding of the relationship between theory, context and methodological choices.

P540: Learning and Cognition in Education **3 hours** **BL**

Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for

the design of classroom learning situation. **Justification:** increase in number of online students. We are formally requesting adding on-line mode of instruction. We will still offer the course face-to-face

P517: Adult Development and Aging

3 hours

BL

Psychological development in early, middle, and late adulthood with a focus on counseling adults. Topics include developmental research methods, diversity, relationships, work, leisure, retirement, coping, and mental health interventions. This online human development course takes an interdisciplinary, process-oriented perspective on the theories and research in adult development and aging. **Justification:** We are formally adding Instruction Mode to on-line and updating course description.

P513: Gerontology: Multidisciplinary Perspectives

3 hours

BL

This course utilizes gerontological and developmental frameworks to examine public health and aging in the areas of biology and health, psychology, sociology, and social policy. Students consider aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. Students analyze ageist assumptions, stereotyping, prejudice, and discrimination. **Justification:** Formally adding Instruction Mode of on-line. Course is also offered as a face-to-face course depending on faculty availability. We are also updating the course description.

P507: Assessment in Schools

3 hours

BL

Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools. **Justification:** increase in number of online students. We are formally requesting mode of instruction to include on-line.

Meeting adjourned at 2:59 PM