

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
February 22, 2017  
1:00-3:00pm  
IUB—Room 2140  
IUPUI—Room 3138B  
IUPUC—Room 155E

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**Members Present:** C. Medina; S. Power-Carter; P. Rogan; V. Borden; J. Anderson; J. Danish; B. Dennis; B. Edmonds; B. Levinson; A. Maltese; L. Patton Davis

**Alternate Members Present:** T. Sosa

**Student Members Present:** None

**Staff Member Present:** M. Boots

**Dean's Staff Present:** K. Barton; G. Crow; T. Mason; B. Chung

**Guests:** W. Merencik; S. Daley

Approval of the Minutes from December 7, 2016 Meeting (**17.28M**)

**Motion made by:** B. Levinson

**Second:** J. Danish

**Result:** Approved Unanimously

**I. Announcements and Discussions**

SOE Core Campus Faculty Meeting April 21, 2017 at 10:00 AM

Deadline for casting ballot for members of the 2017-2019 Policy Council is March 1, 2017

IUB Faculty Retreat March 24, 2017 at the Convention Center

*BFC Statements and Resolutions-*

B. Levinson provided background and context for the Bloomington Faculty Council's recently passed Statement of Diversity and Resolution on Campus Climate which came to the BFC through the campus diversity committee. These statements do not have binding force. They are not policy. Their impact will come from their use and integration into practice, so it is critical for the faculty to get the word out about them. Two new policies also recently passed; one is regarding faculty accommodations in response to government actions, and another is regarding accommodations for students in response to government action. These policies require departments and units to be pro-active in their response to a faculty member or student whose progress in work, or towards a degree/certificate is significantly hindered as a result of government action. B. Levinson described some possible responses, such as setting the tenure clock back in scenarios where a faculty member's research is significantly impeded, through government travel bans or funding cuts. Departments and units need to come up with reasonable accommodations so that the individual does not suffer unwarranted penalties. This provision allows faculty to support our students or other faculty who may be

impacted in such a way.

Also, there is a campus forum coming up with speakers, including the Mayor of Bloomington. The purpose is to give students and others an opportunity to express their concerns and feelings, particularly about issues relating to the idea of IU becoming a sanctuary campus.

#### *Dean's Report*

Dean Mason has been writing responses and commentary relating to various bills being discussed in the current legislative session that could have negative consequences for higher education, teacher education or education in general. For example, within the education committee, a bill was proposed to require elementary school teachers to have a major in a content area. A number of organizations have come out against this. This can be problematic considering elementary teachers are required to teach the whole curriculum. It is still in committee, but it appears unlikely to pass at this point.

In meetings with other education deans around the country as well as at our regional campuses, it is apparent that other schools of education are facing the same challenging issues that we are, including political constraints, economic challenges, and low enrollment. We have been actively reaching out to IU alumni across the country and around the world including Chicago and Thailand. Building a donor base is particularly important at this time to keep our activities going.

We are in the process of presenting our budget plans for the next upcoming year. Thank you to G. Crow and J. Buszkiewicz for all their work in putting a great proposal together. We are looking at some deficits, so we are exploring short-term and long-term strategies to increase revenues and cut costs and have found some ways to come close to balancing the budget that won't be too Draconian or painful for all of those involved.

National Board of Visitors scheduled for March 30 and 31. We are looking forward to bringing on new members and creating an advisory board approach. We want to create opportunities for dialogue, so that we can get input from these board members who have great expertise. We will have discussions around the issues facing public education as well as the impact of privatization, charter schools and so forth, as well as how to improve public perceptions about the teaching profession. This is important for recruiting new young people into the profession.

The Council for the Accreditation of Educator Preparation (CAEP) accreditation visit is April 6-8. K. Barton and the Office of Teacher Education are busy preparing for that. Jennifer McCormick, State Superintendent, will be here April 7. This was coordinated through the INSPIRE Living and Learning Community, and is open to all faculty.

It was recently announced that Gary is stepping down as Executive Associate Dean and retiring. We will be appointing an interim EAD for one year. The hope is that the core campus issue will be resolved by the end of this academic year and we will begin the formal dean search next year, with a new dean beginning at the end of next July. The search for the new EAD may fall to the new dean.

#### *Discussion:*

There was a brief discussion about cultural diversity of the new Board of Visitors. Three of the six new appointees are from underrepresented groups. This is something that the School is working on and was an intentional part of the recruitment process.

## II. Old Business

### *Diversity Topic: Update on the Diversity Plan*

S. Power-Carter informed the Council that the work of the diversity plan is being done in phases. The first phase was a baseline workshop with Paulette Dilworth in August and was for department chairs and senior staff, invited by department chairs. This workshop laid the groundwork for planning efforts. The next phase was checking in with departments, exploring how they think about diversity and their work. Now the committee is continuing on-going education efforts throughout the school through “TEA” talks (Talk Educate Act). The first was on unconscious biases. Another is coming up, partnering with the Office of Teacher Education. Please encourage students, faculty and staff to attend. Feedback from all of these events has been helpful. S. Power-Carter also recently did work with staff at a staff retreat. The final phase of the plan development will be the faculty retreat. The Diversity Committee are bringing in two speakers to help inform the conversation, and the faculty will also have an opportunity to review a lot of the data regarding the School of Education in regards to diversity and climate. Together, the data will provide a good picture of the current situation at the School of Education. There will also be several working groups that will examine different aspects of diversity, equity and inclusion. The committee is working on a facilitator’s guide and some of you may be contacted to be facilitators. “Team dream” will review mission and vision statements and make recommendations for revisions or improved alignment with diversity, equity and inclusion. “Team infrastructure and accountability” will examine current structures and policies and make recommendations for improvement. “Team transform” will examine internal and external communication practices and culture as well as review our physical space and explore how to make it more inclusive. “Team Unite” will dive into curriculum and curricular practices, identifying best practices and making recommendations. It is ambitious, but should be very helpful. Unlike the approach that other units are taking, we want the diversity plan to be more holistic, and be inclusive of staff and students as well.

## III. New Business

### *Policy on the Ratio of Courses Taught by Faculty (17.26R)*

G. Crow informed the Council that the University requires each unit to examine the percentage and proportion of courses taught by tenure track faculty and non-tenure track faculty. At the last Policy Council meeting we approved a ratio, and Policy Council members asked for language to make this a policy. This document reflects that request.

#### *Discussion:*

There was clarification that this ratio is for the entire school, not specific to graduate or undergraduate programs. The ratio approved is 70:30, based on course sections. We have the highest proportion of tenure track faculty of any unit on campus. Enforcement was discussed. There is no enforcement mechanism, other than examining the current proportion each year, but a violation of this policy would likely lead to a discussion at Policy Council. Non-tenure track includes clinical, lecturers and visiting. It does not include Associate Instructors. Some members noted that the term non-tenure track is not much liked by this group of individuals and there is a proposal at the campus level to change that language to “specialized faculty”. B. Dennis noted the School of Education is a model of best practices compared to other units on campus. For example, the work that the research scientists are doing on defining their promotion and tenure criteria and timelines is really unique.

**Motion made by:** B. Dennis

**Second:** B. Levinson

**Result:** Approved Unanimously

*LCLE Proposal Language Arts Concentration (17.30)*

Sharon Daley informed the Council that two changes are being proposed, one is to remove one English Literature (general education) requirement and add L407. The second is to change the title from Language Arts Concentration to Literacy Concentration. This would not change credit hours in the concentration or in the TIP program overall. The implementation timeline would be for fall 2017 freshman class with an option for current students to choose to complete the revised language arts concentration.

*Discussion:*

The English department should be, and has been contacted, but so far, there has been no response. Members noted that it will be important to follow up before the Campus Curriculum meeting. K. Barton noted that students will not be reducing required literature courses, the proposal just reduces the number of courses that can double count. S. Daley noted that these changes fall in line with the way that other concentration programs are structured. C. Medina provided clarification to members that this program does not overlap with the IUPUI program. B. Edmonds asked if the elimination of “double counting” will cause students to need to take more courses or have fewer opportunities for electives? K. Barton responded that it may impact the number of electives a student can take.

**Motion made by:** B. Edmonds

**Second:** J. Danish

**Result:** Approved Unanimously

*TAL Yearlong Student Teaching Proposal (17.31)*

W. Marencik informed members that this proposal expands student teaching to a year-long program from an 8 week/8 week design. Research indicates that a year-long program is better for students. The two 8 week sessions structure makes it difficult for students to get the breadth of a genuine experience in the field. With the curriculum mapping and with several courses being integrated into the student teaching experience and current coursework, we have been able to create this proposal. We currently have a pilot program running for year-long student teaching. It is looking very good so far. Next year 2/3 of our students are interested in the year-long student teaching. We will be phasing in this change to remain true to the experience that was described to students upon enrolling in the program.

*Discussion:*

K. Barton noted that, although the way the content will be delivered will be very different, the content of the courses being removed will be integrated into the student teaching experience. The other major change is because of the TAL requirement for 12 credits in language arts. Other elementary programs are only 9 credits. There is a proposal to change the 12 credits in language arts to make it in line with other concentrations. S. Power-Carter asked if this will impact anyone’s enrollment? K. Barton replied that programs impacted have been involved in the discussions. S. Power Carter asked how this will impact the teachers out in the schools who will now have twice as many students? W. Merencik noted that, as far as faculty, it has been challenging to find enough faculty to cover courses, so this will actually ease that burden. Also, pilot teachers in the schools have given very positive feedback about the year-long program. We are optimistic it will also help address issues around teacher shortage, particularly in special education.

**Motion made by:** V. Bordon  
**Second:** B. Edmonds  
**Result:** 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.

##### *Proposed New Courses:*

**M-427 Special Education Student Teaching Seminar BL-Bloomington**  
**Cr: Var 1-6**

This online seminar has been developed for candidates in the Teaching All Learners (TAL) program as they bridge knowledge of theory with practice in student teaching while in special education placements. M427 is a complementary seminar to M420 student teaching seminar with the Office of Clinical Practices. TAL candidates will be in M420 during their general elementary education placement and in M427 during their special education placement. The M427 seminar will be structured for fall and spring semesters and align with candidate's student teaching in special education in the local area (within a 60 mile area around Bloomington). The content of M427 will be closely aligned with the current M420 student teaching seminar when candidates are completing their teacher performance assessment (edTPA). TAL candidates will have a choice to complete the edTPA during the special education placement or during the general education placement. M427 will also integrate content standards from Council for Exceptional Children (CEC Standards, 2012) for collaboration. Collaboration standards will be addressed in each seminar (M420 and M427). The content for M427 will vary depending on whether candidates are completing the Special Education edTPA in this semester. For this reason, M427 will offer two tracks candidates must follow to successfully complete the seminar M427 edTPA Track or M427 non-edTPA Track. The edTPA must be successfully completed in either M427 or M420.

*Justification:* Teaching All Learners is expanding student teaching to two semesters. Candidates will spend one semester student teaching in special education and another semester student teaching in general education to attain their dual-licensed certification. This new seminar is designed to support the special education semester in student teaching. The M420 seminar supports the general education semester of student teaching and cannot be repeated.

##### *Proposed Course Changes:*

**J-660 Seminar In The Study Of Educational Programs BL-Bloomington**  
**Cr: Var 1-3**

Required for graduate students in early childhood education. Study and discussion of current topics and issues in early childhood education. Areas could include curriculum and teaching

practices in early childhood education, current research, and teacher education. May be repeated for up to 12 credit hours.

*Justification:* Currently there is no designated doctoral level seminar in early childhood education. This course will fill that gap.

**Motion to adjourn at 2:05 PM**

**Made by:** B. Levinson

**Second:** J. Danish