MINUTES

School of Education Policy Council
October 18, 2000
IUB - Room 2140
IUPUI - 3138G

The following are summaries of speaker contributions

Members Present: Beyer, Bichelmeyer, Burkhart, Buzzelli, Carter, Christina, Klein, Levinson, McCarthy, Manset, Nelson, Osgood, Rosario, St. John, Silk, Singh, Sutton, Wickemeyer-Hardy. **Deans Present:** Gonzalez, Cummings, Wilcox. **Guest:** Professor Tom Schwen.

I. Approval of the minutes for September 20, 2000 (01.09M)

A motion was made, and seconded, to approve minutes with amendments suggested by McCarty.

Minutes for September 20, 2000, were unanimously approved.

II. Announcements and Discussions

a. Dean Gerardo Gonzalez

Item 1: Dean Gonzalez reported that from feedback he received, and from his own observations, the faculty retreat was highly successful. Substantive discussions occurred around school priorities and, ultimately, the faculty, staff and students who were there affirmed the five goals he presented as the guiding principles for development of the School's teaching and future development. The dean noted that the discussion was just the beginning of a process for strategic planning, and that since then, he has asked a number of groups to consider the ideas that came forward regarding each of the goals. Specifically, the Diversity Committee will consider the goal of diversity, and the TEC will take on the quality teacher preparation goal. Also, the Graduate Education and Research Committees, the Outreach Committee, and the Education Technologies and Distance Education Committees will take the results of retreat, and this semester engage in a process of continued input, so that people who were unable to attend retreat will have an opportunity to provide additional input. At the beginning of next semester, the committees are to submit those goals, with operationalizing statements, to the long-range planning committee, which will put it all together, seek additional input, and ultimately bring it to Policy Council for consideration and approval. If goals and statements developed through this process are approved, then that will become the strategic plan for the School.

Additionally, the dean reported that he has asked the long-range planning committee to look at the constitution of the School, due to the fact that the School is operating now, and has structures in place, that are not consistent with what the constitution suggests. In the spring, he hopes that the strategic plan and the constitution review will come together, and then can be presented to the faculty at the spring meeting. Then, the Policy Council will consider the final plan and the constitution to submit to the appropriate voting bodies. It was stressed that there will only be one strategic plan for the School of Education (for all campuses).

Item 2: Dean Gonzalez discussed the Unit Assessment Plan, which is the requirement of the Indiana Professional Standards Board, that by the year 2002, the School of Education have an approved plan that addresses the question of how 100% of its students will be able to perform to standards-before they're

recommended for licensure. He has encouraged the TEC and program coordinators to do whatever they can to expedite that process. Specifically, in the School's unit assessment plan it will be important to pay close attention to the standards upon which the licensure tests are based.

Beyer made the comment that this issue has been addressed during the past three years, that every year the standards board gets an update from each institution that has teacher education programs. The School has now submitted three separate documents to the board over three years, in terms of outlining progress, and it receives feedback from the board every year. In addition to the InTask standards, there are content and developmental standards, all of which have to be accommodated somehow within our programs, coursework and field experiences. Beyer feels that this may lead to faculty doing two assessments; one to make sure that graduates will get licensed, and another related to program designs, the white paper, etc. The dean felt that integration of the assessment processes would be critical, that there needs to be a conversation about how to bring it all together. He added that, the right questions need to be asked (e.g. What should our graduates be able to do?), and then a process should be developed that, at a minimum, guarantees that students are going to meet the set standards.

It was requested that the annual reports related to this issue be made available to the Policy Council.

Item 3: 21st Century teachers project is poised to continue developing. The administrative team at IUB met with the deans from the other schools of education, discussed the project, and unanimously endorsed the idea of implementing the project on all the campuses. Committees on each campus will be created to work on their own campuses, and the representatives from each will serve on a system-wide committee, that Herman Saatkamp (the dean of IUPUI School of Liberal Arts) and Dean Gonzalez will co-chair.

b. Agenda Committee

1. President Myles Brand Visit to Policy Council 11/15/00

It was again announced that President Brand would attend the November Policy Council meeting.

2. Faculty meeting dates-Fall Meeting 10/27/00 and Spring Meeting 4/27/01

The fall and spring faculty meeting dates were announced.

III. Old Business

No old business.

IV. New Business

a. Faculty Meeting 10/27/00

There was wide agreement that the fall faculty meeting would be a good place for the dean to continue the discussion of goals and priorities for the School. Dean Gonzalez reported that the work related to aligning goals with committees has already begun. Specifically, the ideas related to the five goals that were generated at the retreat have been compiled into documents, and were referred to bodies that already are commissioned by statute, policy, etc., to deal with these areas. The groups selected include:

-Diversity Committee

-Teacher Education Council

-Graduate Program and Research Committees

-Outreach Advisory Committee (not a PC comm.)

-Leadership and Technology (Technology Advisory Committee) and Research, Development and Equipment Committee

The role of Policy Council is to endorse the planning process, as it relates to working both with the Policy Council Steering Committees and the two other groups (TEC and the advisory committee formed for the new outreach office). The next step is to take the initial ideas coming out those committees, and present them at the next faculty meeting.

Klein moved that the plans, as laid before the Policy Council by the dean, to assign the five goals to five different work groups, and for the long-range planning committee to be involved in an umbrella capacity (looking at all five), to be commended and accepted; also, that the Council move forward with a tentative goal that the planning process be completed by the end of the academic year. The motion was seconded, and all were in favor.

b. Policy Council Website

Cummings reported that the goal of the website is to make available information that is useful internally for the school, to facilitate more efficient communication, and to make resources more readily available. Schwen highlighted the two major concerns that were discussed:

-That Policy Council may not want to broadcast everything that it does internally to the outside world- which relates to confidentiality issues that had been brought up, in which some agreed with the principle of "sunshine", and others were concerned about certain issues "in process".

-That the Council may not want to overwhelm those visiting the site with such large amount of data that it can't be sorted out.

It was decided that the website would be set up, such that, to get access a person will need to have an IU account. Then, at some point, the Agenda Committee will bring this item back to Policy Council, where it then can decide on whether to open the site up, continue to keep it closed, or eliminate it altogether.

c. Faculty Teaching Load (01.11)

Schwen reported that Faculty Affairs Committee is proposing decentralization of the process to the different departments (assuming a revenue neutral situation), and provision of guidelines about variations in faculty workload to see if decentralization might result in a somewhat more equitable distribution of workload. Among the areas examined were dissertation workload and size of classes taught (i.e. a large enrollment constituted a considerable workload).

Issues raised regarding the faculty load discussion included concerns about the weighting of items, a critique of the "two-course model" and merit review process, the implications of revenue neutrality, and a concern about an increase in course load work.

Due to lack of adequate time, it was suggested that the discussion be picked up next time, before a decision is made to pass it on to discussion in departments.

d. Coordinating Services for International Students (01.12)

Carter made a motion that this proposal be sent to the Budgetary Affairs Committee, with an International Programs Committee representative present during presentation. The motion was seconded, and unanimously approved.

e. Program Change IST Master's Degree Program

The IST proposal involved cutting the existing 40-hour residential master's degree program to 36 hours (making it consistent with current distance master's degrees). This came as a motion from the graduate programs.

All were in favor of the motion.

f. New Program for Middle and Secondary School Teachers "Teachers as Agents of Inquiry and Social Justice"

Levinson reported that the program was brought before the Policy Council once before, and there were concerns expressed about how the teaching load was going to be split, because there were several people teaching at once. One of the reasons to come back to Policy Council was to share the chart that breaks out credit hour responsibilities, which is appended in the program description. It was noted that course work listed in the program description was only Education course work, not Arts and Sciences. When that picture gets more filled in, it only will be the starting point for determining how the standards will be met.

A question was raised as to whether those new standards require more content specific methods courses than what is permitted in the design of the program. The most critical piece in terms of content standards are the Arts and Sciences courses yet to be determined. Developmental standards will include both the methods courses and the assessment of the students' fieldwork.

Due to time constraints, the discussion was suspended.

Meeting was adjourned at 3:05 p.m.