

Departmental Voting Eligibility for Split-Appointed Faculty

A Policy Proposed by IUB and IUPUI FAC Spring 2008

Proposed Policy

Some faculty in the School of Education hold split appointments across academic departments within the School. Faculty who are appointed to academic departments at .5 FTE or more for their faculty line are eligible to vote on all departmental matters, in accordance with School policy, including promotion and tenure decisions. Faculty who are appointed at less than .5 FTE for their faculty line are not eligible to vote on departmental matters. [This policy will apply only to core campus academic departments and will not apply to the campus-specific departments at IUPUI.]

It must be noted that the voice and participation of all faculty in the life and business of their respective departments, regardless of the level of appointment, should be encouraged. Eligibility to vote represents only one such mechanism for participation.

Rationale

The guiding principle involved in our decision is the premise that voting in departments requires a certain level of understanding of departmental activities. Faculty who serve *at least* .50 FTE in a department are sufficiently engaged with the department to possess the kind of knowledge that would best serve the responsibilities of a vote. When a person is engaged in a department through an appointment less than .5 FTE, it is expected that the faculty member would not possess sufficient knowledge of the department's work to afford a responsible vote.

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

April 1, 2009
1:00 – 3:00 p.m.
School of Education
IUB - Room 2140
IUPUI - Room 3138F

- I. Approval of the Minutes from February 18, 2009 Meeting **(09.33M)**
- II. Announcements and Discussions
Dean's Report

Agenda Committee
Spring faculty meeting April 3, 2009 at 10:30
Core Campus Retreat October 16, 2009 at Bradford Woods
- III. Old Business
Diversity Topic – Tarajeen Yazzie-Mintz and James Damico
- IV. New Business
 - a. Proposed Policy Regarding Departmental Voting Eligibility for Split Appointed Faculty **(09.25) (15 minutes)**
 - b. Proposed Policy Regarding Unsolicited Faculty Letters in P&T Dossiers **(09.38) (15 minutes)**
 - c. Proposed Policy Regarding Chair's Letter in P&T Dossiers **(09.39) (15 minutes)**
 - d. Procedure for awarding new scholarship to incoming freshman **(09.43) (15 minutes)**
 - e. Perceptions of Administrators, AI's Faculty & Students about the Evaluation of Teaching in the School of Education: A Report for the Committee on Teaching **(09.40) (15 minutes)**
 - f. Masters in Technology: STEM Education track with Computer Education certification **(09.41) (15 minutes)**
 - g. Masters in Technology: STEM Education track with Engineering Technology Education Certification **(09.42) (15 minutes)**
- V. New Courses/Course Changes – open for remonstrance

New Courses

L503 Course Description: Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessment for and of learning.

Justification: required for revised ESL program.

L505 Course Description: Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

Justification: required for revised ESL program

N101 Course Description: To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address reasoning about numbers, quantities, operations, and algebra.

G508 Course Description: This graduate seminar examines research, theory, and discusses clinical training necessary to work with college student-athlete (SA) life skills and counseling concerns. We will focus on academics, disordered eating, performance enhancement, gender differences in counseling, career development, addictions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT)

Justification: This course represents an integral training component for counselors and psychologists who work with student-athletes. This course is a part of a new curriculum in the Counseling Psychology Ph.D. program that intends to provide Sport Psychology training to interested students who have been recruited into the program by a new faculty member with experience in Sport Psychology. Faculty members of HPER, CEP, and Dr. Chris Carr (sport psychologist working with IU athletic teams) have been creating a synergistic training program that involves curricular training (e.g., this proposed course) and clinical training, including the supervision of doctoral students conducting counseling and therapy with IU student-athletes under the supervision of Dr. Carr. As such, this course is an important curricular component of an emerging program intent on training counselors and psychologists to provide competent clinical services to student-athletes.

L405 Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing, and vocabulary development across the curriculum, current research, and effective assessment, assistance, and pedagogy.

Justification: required for revised ESL program.

L403 Course Description: Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles for designing useful, meaningful, and equitable classroom assessments for and of learning.

Justification: required for ESL program.

Policy Regarding Unsolicited Faculty Letters in Promotion and Tenure Dossiers

Jointly Proposed by the IUB and IUPUI Faculty Affairs Committees

Spring 2009

Unsolicited letters received from Indiana University faculty members will not be included in the promotion, tenure or long-term contract dossiers of School of Education candidates. This policy will apply to all School of Education promotion, tenure, and long-term contract candidates on the IUB and IUPUI campuses.

Rationale

There should be a uniform policy concerning unsolicited letters that is applied consistently across all departments in the School of Education. Allowing unsolicited letters in the dossier can enhance the openness and transparency of the promotion and tenure process; however, their inclusion also creates the possibility that a small minority of faculty could have a disproportionate influence on promotion and tenure decisions. Given that all primary committee faculty have the opportunity to openly voice their opinions in the primary committee meeting, it seems most fair to disallow the inclusion of unsolicited letters for all candidates.

Proposed Policy on Chair's Letters in Promotion and Tenure Cases

Submitted by the Budgetary and Faculty Affairs Committee IUB and IUPUI

March 3, 2009

The Chair of the Department or the Chair of the Primary Committee will be asked to write a narrative paragraph characterizing the discussion and vote of the Primary Committee and then share that paragraph with faculty involved in the particular discussion. Faculty will email the Chair if they have corrections to recommend or discrepancies to voice.

Rationale:

This policy increases both the transparency of the process and the inclusion of faculty voice in the process. Moreover, this policy would make it possible for faculty to provide feedback on how their views are being represented in the narrative.

(Revisions to this document were unanimously approved by the Policy Council on April 1, 2009.)

Program Description:

The School of Engineering and Technology (MST) offers graduate instruction leading to the Master of Science (M.S.) degree that enables students to concentrate on professional studies in technology in any of the disciplinary foci and/or areas of specialization (see below) offered by the school.

Disciplinary Foci

Computer and Information Technology
Construction Engineering Management Technology
Engineering Technology
Organizational Leadership and Supervision
STEM Education (Proposed)

Area of Specialization

Facilities Management
STEM Education w/Indiana Teacher License (Proposed)

Your degree is granted by the Purdue University Graduate School upon successful completion of all degree requirements.

Coursework:

Below, students can find the necessary coursework for obtaining the Indiana Teaching License in Math, Science, Engineering Technology Education and/or Computer Education. Actual coursework taken will depend on the evaluation of the applicant's undergraduate transcript and the Indiana Teacher License the applicant chooses to pursue.

→ **MS in Technology: STEM Education Track with Computer Education Certification**
Courses for Woodrow Wilson Indiana Teaching Fellows 2009-2011
Total 36 credits

Session 2009-11	Courses Taken During This Session
2009-Summer I	TECH 565 –Teaching Computer Programming, Applications, Communication, and Design (3 cr.) TECH 581/S502—The Nature of the STEM Disciplines (3 cr.) PRAXIS REVIEW — (arranged)
2009-Summer II	TECH581/S504—Introduction to STEM Teaching (3 cr.) July 6-23 P510—Psychology of Teaching (3 cr.)
2009- Fall	M500—Field Experience in Middle School (0 cr.) S509—Middle School STEM Methods (3 cr.) S555—Diversity and the Communities of all Learners (3 cr.)
2010- Spring	M500—Field Experience in High School (0 cr.) S503—Secondary School Curriculum (3 cr.) S518/N517—High School STEM Methods (3 cr.)
2010- Summer I	S590—Professional Issues in Secondary Education (3 cr.) TECH Elective – must choose 300-level, 400-level or graduate level course in Computer Programming, Applications, Communication, and Design (3 cr.)
2010- Summer II	TECH 581—Project Lead The Way: Introduction to Engineering Design (3 cr.)
2010- Fall	TECH 581/Y520 –Directed Project/Strategies for Educational Inquiry (3 cr.)
2011-Spring	Presentation of Action Research at WWITF Conference

MS in Technology: STEM Education Track with Engineering Technology Education Certification

Courses for Woodrow Wilson Indiana Teaching Fellows 2009-2011

Total 36 credits

Session 2009-11	Courses Taken During This Session
2009-Summer I	TECH 562 – Teaching Engineering Technology Content and Laboratories (3 cr.) TECH 581/S502—The Nature of the STEM Disciplines (3 cr.) PRAXIS REVIEW — (arranged)
2009-Summer II	TECH581/S504—Introduction to STEM Teaching (3 cr.) July 6-23 P510—Psychology of Teaching (3 cr.)
2009- Fall	M500—Field Experience in Middle School (0 cr.) S509—Middle School STEM Methods (3 cr.) S555—Diversity and the Communities of all Learners (3 cr.)
2010- Spring	M500—Field Experience in High School (0 cr.) S503—Secondary School Curriculum (3 cr.) S518/N517—High School STEM Methods (3 cr.)
2010- Summer I	S590—Professional Issues in Secondary Education (3 cr.)
2010- Summer II	TECH 561—History, trends, and limitations of technology (3 cr.) TECH 581—Project Lead The Way: Introduction to Engineering Design (3 cr.)
2010- Fall	TECH 581/Y520 –Directed Project/Strategies for Educational Inquiry (3 cr.)
2011-Spring	Presentation of Action Research at WWITF Conference

**INDIANA UNIVERSITY**

SCHOOL OF EDUCATION

Office of Teacher Education
Bloomington

TO: Policy Council

FROM: Tom Brush, Associate Dean for Teacher Education
Direct Admission Recruitment Subcommittee

DATE: March 31, 2009

RE: Procedure for awarding new scholarships to incoming freshmen

Over the past several years, the School of Education has received a small number of "Matching the Promise" scholarships each year designated for incoming freshmen. These scholarships have ranged from open-ended awards with no restrictions, to needs-based awards, to awards for a specific certification area such as mathematics or special education.

Currently, there is no standard policy or selection process for distributing these scholarships. In most years, Dorothy Slota, the individual in the Office of Teacher Education who has volunteered to coordinate the selection process, has convened an "ad hoc" scholarship committee consisting of herself, the Associate Dean for Teacher Education, and at least one faculty member to make these award decisions. However, this process has been difficult to manage, and finding faculty willing and able to serve on this ad hoc committee has been problematic.

We propose that the Policy Council allow a committee comprised of membership from both the Direct Admission subcommittee and the scholarship committee to determine students to receive these scholarships. The Direct Admission subcommittee would be responsible for identifying students eligible for the awards, managing the award application process, and managing the distribution and renewal of the awards. The new committee that has membership from the Direct Admit subcommittee and the scholarship committee would make the final award decision. Both the Direct Admission program (DA) and the proposed combined scholarship committee is committed to including prospective education majors in the Hudson Holland Program as well as other honorary programs targeted at first generation and underrepresented students would annually be eligible for the DA program in order to ensure student diversity. The benefits of this process include:

- A formal, overt process is in place for awarding freshman scholarships
- Freshman scholarships can be used as an additional recruitment tool for high-need certification areas
- Relevant faculty can be targeted to provide input regarding potential awardees
- Scholarship award offers can be made in a more efficient and timely manner
- Scholarship renewals can be managed more efficiently

**MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION**

April 1, 2009

1:00 P.M.

School of Education

IUB Room 2140

IUPUI Room 3138E

****The following are summaries of speaker contributions****

Members Present: Valarie Akerson, Barry Bull, Phil Carspecken, Carrie Chapman, Barbara Dennis, Suzanne Eckes, Flip Robison, Peg Sutton, Chalmer Thompson
Alternates Present: Beth Samuelson **Dean's Staff Present:** Tom Brush, Gerardo Gonzalez, Don Hossler, Lara Lackey, Bob Sherwood **Staff Representative:** **Student Representatives:** Evelyn Hamilton, Paula Lahann **Visitors:** Charles Barman, Judith Chafel, James Damico, Charles Feldhaus, Adrie Koehlen, Keith Morran, Nathan Mott, Dorothy Slota, Tarajeon Yazzie-Mintz **Student Visitors:** Alex Chrzan, Jessica Johnson

I. Approval of the Minutes from the February 18, 2009 Policy Council Meeting

The motion to accept the minutes from February 18th, 2009 (09.33 M) was unanimously passed.

I. Announcements and Discussions

a. Dean's Report

Dean Gonzalez informed the Policy Council of the current state of the budget. At present, the Governor has proposed a 5% reduction in state appropriations to the University. At the same time, the House has proposed a 1% increase in state appropriations. This spring student enrollment hours on the Bloomington campus have increased by about six hundred credit hours. This means that if the School of Education experiences a decrease in funding this year, it will be nominal. More importantly, the 2009 budget may be quite different but the School has the cash reserves to get us through a difficult budget year. More detailed discussion concerning the budget will take place at the Spring Faculty Meeting this Friday morning.

II. Old Business

Tarajeon Yazzie-Mintz and James Damico presented their work on diversity. Yazzie-Mintz noted that their work on diversity must be viewed through three

lenses: pedagogical, conceptual, and institutional. Yazzie-Mintz noted that the goal is to push beyond disposition conversations by looking at how knowledge equates to strong instructional practice. The overall aim is to infuse diversity institutionally and pedagogically.

Damico also noted that the hope is to challenge the assumption that Anglo pre-service teacher candidates are a monolithic group that does not have experience in dealing with diversity. Damico commented that the project helps teachers better understand how to teach and learn about diversity with pre-service teachers. This is done through developing and revising Critical Web Reader (CWR) to address issues of diversity in School of Education curriculum; to implement CWR with a diversity focus in the School of Education classrooms; and study what happens when students engage with CWR.

Two students (Jessica Johnson and Alex Chrzan) commented that the Critical Web Reader was instrumental in their conceptualization of how important the role of diversity is within the classroom. Johnson and Chrzan described Critical Web Reader as an “eye opener” because helped expand their understanding of diversity.

An extensive discussion ensued concerning diversity and Critical Web Reader.

IV. New Business

Keith Morran presented to the Policy Council a proposal (09.25) that would allow some faculty members in the School of Education to hold split appointments across departments within the School.

Extensive discussion was held and it was decided to amend the proposal to include, “faculty who are appointed to academic departments at .5 FTE or more are eligible to vote on all departmental matters, in accordance with School Policy.”

A vote to approve the proposal was held. The proposal, with the agreed upon corrections, was unanimously approved.

Barbara Dennis proposed the Policy Regarding Unsolicited Faculty Letters in P&T Dossiers (09.38) to the Policy Council. This proposal will not permit unsolicited faculty letters.

Discussion ensued concerning the policy. After much discussion, a vote to approve the proposal was held. The proposal was unanimously passed.

Barbara Dennis also proposed a Policy Regarding Chair's Letter in P&T Dossiers (09.39) to the Policy Council.

Extensive discussion was held concerning the policy. After much discussion, the Policy Council decided to remove the first clause of the policy. Also, the policy was amended to include "department" in front of "Chair of the Primary Committee." The Policy Council also decided to remove the phrase "and vote" from the policy.

After more discussion, the amended policy was put forth for a vote. The amended policy was unanimously approved.

Tom Brush put forward a procedure for awarding new scholarships to incoming direct admission freshmen (09.43) to the Policy Council. Brush commented that there are five scholarship awardees in the School of Education- noting that 1-2 awards are granted each year. Brush also noted that this may be a recruitment device that will entice students who are considering education as a major.

Extensive discussion ensued concerning both direct admits and the proposed procedure.

After much discussion, Barry Bull put forward a motion to permit Tom Brush to use the procedure described in document (09.43) for the 2009-2010 academic year. This procedure will be re-visited in the Fall of 2009. The motion was put towards a vote, and unanimously passed.

Charlie Feldhaus presented the STEM Education track with Computer Education certification (09.41) and the STEM Education track with Engineering Technology Education Certification (09.42).

Feldhaus mentioned that these certification programs are in response to the state-wide and national need for teachers who are skilled in teaching both computer education and engineering technology.

Extensive discussion was held concerning both programs. After discussion, Akerson called for a vote to approve the STEM Education track with Computer Education certification (09.41).

The motion was unanimously approved.

Akerson also called for a vote to approve the STEM Education track with Engineering Technology Education certification (09.42).

The motion was unanimously approved.

Judith Chafel presented Perceptions of Administrators, AI's Faculty & Students about the Evaluation of Teaching in the School of Education: A Report for the Committee on Teaching (09.40).

Chafel commented that a majority of faculty and associate instructors are dissatisfied with inconsistencies in the application of the current system of evaluations. Faculty and associate instructors are also seeking a way to better utilize resources currently available.

Discussion ensued concerning the proposal presented. The Policy Council suggested that the recommendations be sent back to the Committee on Teaching because there are no policy proposals included in the recommendations.

Don Hossler put forth a motion to post the report on the School of Education's website. The motion was unanimously passed.

The meeting was adjourned by Valarie Akerson at 3:14pm.