

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
January 23, 2008
1:00 – 3:00 p.m.
School of Education
IUB – Room 2140
IUPUI – Room 3138E

** The following are summaries of speaker contributions**

Members Present: Akerson, Bull, S. Carter, Chapman, Helfenbein, Lewison, Lopez, Thompson **Alternates Present:** Appelman, Kunzman, Walton **Dean's Staff Present:** Estell, Gonzalez, Kloosterman, McMullen **Staff Representative:** Novotny **Student Representative:** Hamilton **Visitors:** Berumen, G. Carter, Crayton, Jones, Suggs

I. Approval of the Minutes from December 12, 2007 Meeting (08.15M)

Helfenbein pointed out that Flinders requested a copy of the faculty letter discussed in the December 12 meeting (see Section II, part a, paragraph 5) be sent to the entire Policy Council. In that meeting Thompson reported that she would forward a copy of the letter to the Policy Council members.

The motion to accept the minutes, with corrections, was unanimously approved.

II. Announcements and Discussions
a. Dean's Report

Gonzalez reported that a number of administrative searches will be going on throughout the next year. These searches will include Associate Dean of Teacher Education - IUB, Associate Dean for Research and Development - IUB, Executive Associate Dean of the School of Education - IUB, Associate Dean for Academic Affairs – IUPUI, Director of the Center for Urban and Multicultural Education – IUPUI, and Executive Associate Dean – IUPUI. While it is rare that so many administrative positions would be coming to the end of their terms at the same time, everyone currently in those positions has served with distinction for a very long time and we owe them a debt of gratitude for their hard work and dedication.

President McRobbie has recently appointed a committee to look at issues about the operations of the Core Campus schools. This committee will include Deans from both IUPUI and IUB campuses and faculty members (with no administrative rank) from the Core Campus Schools. The committee will address issues including the role of the Executive

Associate Dean and expectations surrounding promotion and tenure for faculty members at both campuses. All IU campuses have also been asked by President McRobbie to formulate a Diversity plan. A Diversity Task Force has been legislatively created to look at the plans formulated by each campus to address issues of diversity.

Gonzalez announced that Chris Leland, currently Interim Executive Associate Dean at IUPUI, has been selected to receive the Fredric Lieber Award for Teaching Excellence this year. This is a wonderful honor for both Dr. Leland and the School of Education.

Bull asked about the legislatively mandated Diversity Task Force. Gonzalez reported that the formation of the task force was announced just that morning and that once he learned further details on this new legislation, he would pass those on to the Agenda Committee.

b. Agenda Committee

The Agenda Committee has been asked to select Faculty nominations for the newly formed committee looking at the Core Campus Model. The Agenda Committee selected four IUPUI faculty members, who do not currently have administrative assignments, as candidates for this committee. Those faculty members included C. Barman, K. Moran, P. Rogan, and J. Rosario. Gonzalez pointed out that Rogan is currently the Chair of Secondary Education at IUPUI and so does not qualify for this committee. Gonzalez will consult with these nominees and make a selection within the coming weeks.

The Spring Faculty Meeting is scheduled for March 21, 2008 at 9:00 a.m.

III. Old Business

a. Diversity Topic – Student Experiences

As part of the continuing discussions about issues of diversity within the School of Education, several current students were asked to discuss their own experiences at Indiana University, specifically within the School of Education. Ghangis Carter, the Director of Recruitment and Retention, was also invited to be a resource about the recruitment and retention of students of color within the IU School of Education.

Patricia Jones is currently an undergraduate student at IUPUI in her fourth year of the Teacher Education program. She reports that although she appreciates the diversity of the IUPUI campus, she is often one of the only students of color in her classes. She does not feel that this has greatly affected her studies or grades, although her experience may be different

from that of other students because she is a non-traditional student. Jones feels that there is a need for a greater sense of “community” within the school and on campus. She reported that she has experienced this community as member of Project TEAM. Specifically, she thinks the School of Education needs to look at ways to bring a more diverse population to the teacher education program. Jones reports that she was neither recruited to Indiana University nor to the School of Education specifically.

Paxton Suggs is currently an undergraduate student at IUB in his fourth year of the Teacher Education program. Suggs feels that his teacher education classes have been geared toward teaching students who will, statistically speaking, already succeed. He feels that there is more of a need for classes addressing the needs of students who often fail (i.e. African-American males, etc.). Suggs reported that he is the only student of color within his cohort. Suggs also read several quotes from other students in his cohort indicating inexperience with more diverse populations and a lack of understanding of why these experiences may be beneficial. He reported that he would hesitate to recommend the School of Education as an avenue of opportunity to other students of color as the program currently stands. He reported a need for more curriculum content from a non-majority perspective, increased incentives to bring students of color to the field of education, and increased representation of persons of color within the School of Education’s faculty and staff. Suggs reported that he was not recruited to Indiana University or to the School of Education.

Juan Berumen is currently a graduate student at IUB in his third year of a doctoral program in the Educational Leadership & Policy Studies department. Berumen reported that he is generally the only student of color in his classes. Upon entering the program he expected to have more support within the program, both from faculty members and student colleagues. Berumen doesn’t feel that the mechanisms are in place at IU to facilitate the growth of a graduate student into a successful professional in their chosen field. Specifically, Berumen felt a lack of support in the development of his writing and research. He also reported a lack of community and a sense of disconnection among the graduate student population and faculty. This feeling of “isolation” is further heightened by the lack of other students “like him” within the school. Berumen also reported a sense of confusion among students about how much teaching experience, research experience, publications, etc. are necessary to make one competitive.

Berumen further reported that his own undergraduate teaching experience, as an Associate Instructor, has given him additional insight into the student population. He finds that many students within the School of

Education at IU have a lack of understanding for what diversity, racism, and multi-cultural education really entail. He often sees students compartmentalize the issues of marginalization and diversity rather than applying them to education in general, perhaps due to the fact that the School of Education curriculum often does the same. Berumen reported that he was not recruited to Indiana University or to the School of Education.

Troy Crayton is currently a graduate student at IUPUI and an applicant for the doctoral program in Curriculum Studies. Crayton expressed agreement with both Berumen's and Suggs' reports of their educational experience. He also reported that he is usually the only Black male in his classes, both in his undergraduate and graduate courses at IU. Crayton feels that the School of Education needs to closely examine several questions, namely: What sort of career are we training teachers to engage in? How does the SOE define a teacher? How does the SOE define a student? In order to address these questions effectively, the SOE needs to examine its teacher education curriculum more closely and adjust where required. Crayton also reported that he was not recruited to Indiana University or the School of Education.

Berumen and Crayton both reported that the Center for Urban and Multicultural Education at IUPUI is one venue that has provided an abundance of support and opportunity for growth throughout their graduate education. Both feel that the collaborative, team-oriented environment contributed to their positive experience. Similarly, both students described the environment as nurturing and supportive – a place where faculty and peers express a “genuine interest in students’ development as a future colleague.”

Evelyn Hamilton is currently a graduate student at IUB in the Educational Leadership & Policy Studies department, and is also the graduate student representative for the Policy Council. Hamilton emphasized that while the School of Education often focuses on a lack of students of color, attention must also be drawn to the lack of *faculty* of color. The lack of faculty of color within the School of Education lends to a feeling of lack of support or belongingness within the program. Hamilton also reported an occasional feeling of “burden” or “responsibility” to be the voice of persons of color within her classes *because* she is the only person of color present. Any true discussion of diversity within the School of Education must also address the lack of faculty of color and ways in which those faculty will be supported in their profession, as well. Hamilton also pointed out the importance of these same issues for Associate Instructors of color. Hamilton reported that she was not recruited to Indiana University or the School of Education, although her decision to attend the School of Education was influenced by the receipt of a fellowship.

Themes common throughout the student reports included a lack of students and faculty of color within the School of Education, lack of recruitment for those students, feelings of lack of support from faculty (especially for graduate students), and a general lack of knowledge/acknowledgement within the current SOE student population concerning issues of diversity and racism.

G. Carter commended the courage of the students present for their attendance at this meeting and for relating their own experiences to faculty and staff. G. Carter pointed out that while the experiences described by the two present undergraduate students was invaluable, it will also be important to learn about the experience of more traditional undergraduate students of color (i.e. 18-21 years old). G. Carter also encouraged a future discussion of *equity* and equitable representation of persons of color, as well as the continued discussion of diversity. While the SOE and IU in general does have diversity, both systems fall woefully short on issues of racial and ethnic equity. Specifically, while G. Carter feels that the teacher education program at IU is a highly reputable and competitive program, the program does suffer from a lack of equitable representation of faculty. Similarly, a growing trend, which should be of further concern for the School of Education, is a general lack of interest in students of color towards the field of education as a profession.

The meeting was adjourned by Bull at 3:04 p.m.