

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION
October 26, 2011
1:00-3:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

What follows is a summary of speaker contributions

Members Present: D. DeSawal, S. Eckes, E. Galindo, R. Helfenbein, R. Kunzman, C. Thompson, E. Tillema, J. Wong; **Alternates Present:** C. Reigeluth; **Dean's Staff Present:** J. Alexander, T. Brush, G. Gonzalez, B. Sherwood; **Staff Present:** J. Lawrence; **Student Members Present:** M. Benetti, E. Sanborn; **Visitors Present:** G. Carter.

I. Approval of the Minutes from September 28, 2011 (12.14M).

The minutes were unanimously approved with no abstentions.

II. Announcements and Discussions

a. Dean's Report

Dean Gonzalez discussed enrollments at the School of Education. He reported that undergraduate and graduate enrollments are both down. Reasons for this could include the way enrollments are counted (by credit hours), the new general education requirements, and changes in how students are advised to register for classes. The enrollments are now beginning to increase and level out because of the start of the second eight-week courses. The number of students reporting that they intend to major in education is also down significantly, perhaps due to the number of students admitted to IUB this year and the reasons previously stated. A report from the Fort Wayne Journal Gazette reports that enrollments in schools of education across the state are down significantly in undergraduate teacher education. Reasons for this trend could include the state of the economy, including budget cuts and teacher lay-offs, and the negative climate and criticism around teaching. This could deter students who would normally major in education from doing so.

Graduate enrollments in the School of Education are also down, mostly at the Masters level. This too could be a function of the economic downturn, the changing regulations around professional development for teachers, and salary schedules. This is also true for graduate enrollments at IUPUI. These drops in enrollments combined illustrate the need for more aggressive recruiting and a challenge in the narrative surrounding teaching and education.

An announcement was made recently that IU is decreasing summer tuition rates by 25% for in-state students and by the equivalent dollar amount for out-of-state students. The University has been getting a lot of criticism from state policy makers and the Higher Education Commission because they exceeded their recommendations

for tuition increase. The HEC recommended a 3.5% increase for research universities but the average at IU was closer to 5% because the state cut support for building rehabilitation and maintenance. Instead of rolling back tuition, which would have been disastrous because IU relies so much on tuition, President McRobbie put forward this plan. The expected result is that more students will take summer classes and there will be better utilization of building that normally aren't used during the summer, as well as a reduction in the amount of time a student will need to graduate because they will have earned the credits at a lower cost. This has significant implications for the School of Education because students may take fewer classes in the fall and spring semesters. The cost of delivering these summer courses will increase, so perhaps the minimum number of students required for each class needs to be raised. There may other solutions as well so further discussion is needed.

The School of Education publicly announced the new scholarship program for direct admits. As stated in the last meeting, this is a partnership with the Office of Enrollment Management to bring more highly qualified students to the School of Education by supplementing scholarships with additional funding if they choose to pursue an education major. This should have a positive impact on enrollment and retention as well. The new fellowships for PhD students will also have a positive effect on enrollment numbers and will make the graduate programs even more competitive nationally.

Everyone should have received an announcement calling attention to the new National Council for Teacher Quality (NCTQ) strategy of hiring students to solicit syllabi from faculty members for their national review of teacher education programs. NCTQ has been very critical of teacher preparation programs and they have announced their intentions to rank programs based on review of course syllabi and other documents against standards they have created. Many universities have refused to participate and they were sent public records requests. Faculty are free to respond to NCTQ by asking for a formal public records request. Faculty supervisors should let AIs know the appropriate way to respond should they be contacted.

- b. The announcement has been made that all standing committees are encouraged to post the committee's agendas to the committee website for more transparency.

III. Old Business. Diversity Topic- Ghangis Carter (12.22)

Ghangis Carter discussed the efforts made by his office for the recruitment and retention of underrepresented students on the Bloomington campus. For undergraduate students, the greatest resources have been the Hudson & Holland Scholars Program, Groups Student Support Services Program, and the 21st Century Scholars Program. Students involved in these programs are likely to be first-generation college students from a low-income background and are likely to pass the Praxis exams on the first attempt. Document 12.22 discusses the recruitment and retention highlights from the 2010 academic year, as well as a breakdown of the size and diversity of the cohorts, and

recommendations for future recruitment and retention initiatives. Ghangis also discussed the need to reaffirm teaching as a noble profession, especially to underrepresented students. Faculty were asked to update their pictures, profiles, and research interests online, as many student look at this information when deciding which school to attend. He also stated the need for more minority teachers to be presented with accolades such as best teacher or superintendent to serve as role models for underrepresented students in the School of Education.

IV. New Business

a. LCLE Process & Procedures for New Chair (12.18)

Policy Council was asked to approve the process and procedures for their search for a new chair for their department. This document was approved in 2010. Discussion followed.

The process and procedures were unanimously approved without abstention.

b. Grade Policy (12.16, 12.17, 87.36R, 87.39M, 87.72M, 94.25, 94.32M)

Document 87.36R did pass and remains the current grading policy for graduate courses. The question was raised about whether this should be applied to undergraduate courses as well. Enrique Galindo raised the question that if grade inflation is a problem in the School of Education, as the Koedel report suggests, how should this issue be addressed? Eric Tillema discussed how classroom practices, such as assignment repetition after poor performance, enable students to earn high grades, and that this may be effective in teacher preparation courses. Dean Gonzalez spoke about the need to be able to differentiate between students either by benchmarks for learning or by an average/ranking system. He suggested that a taskforce or committee take on this issue.

The suggestion to assign this issue to the Committee on Faculty Development was unanimously approved.

V. New Courses/Course Changes

Suzanne Eckes directed the Policy Council members' attention to the new courses/course changes. The courses are open for faculty remonstrance for 30 days.

** The meeting was adjourned at 2:45 p.m. **