

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
December 11, 2019  
1:00-3:00 p.m.  
IUB - Room 2140

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**Members Present:** J. Lester; A. Brannan; A. Maltese, J. Damico; A. Hackenberg; P. Wakhungu; Q. Wheeler-Bell; Dionne Cross Francis  
**Alternate Members Present:** G. Ozogul; L. Carspecken  
**Student Members Present:** K. Holström  
**Staff Member Present:** M. Boots  
**Dean's Staff Present:** G. Delandshere; L. Watson; G. Buck; S. Lubienski; J. Shedd  
**Guests:** B. Evans-Donaldson; J. Anderson; Ellen Vaughan

- I. Approval of the Minutes from November 13, 2019 Meeting **(20.25M)**  
**Motion:** J. Damico  
**Second:** A. Hackenberg  
**Motion Passed** with all in favor; 0 opposed; 1 abstention; 0 recusals

II. Announcements and Discussions

*Agenda Committee*

Ad Hoc Committee on Committee Structure has been formed. The six committee members include F. Pawan, E. Boling, T. Nelson-Laird, A. Brannan, D. Svetina and V. Borden. Members represent all departments. The first meeting will be in January and at that meeting the chair will be selected. There were many volunteers, signaling broad interest in this endeavor.

Policy Council Chairs from each unit on campus were asked to meet with the current (Diane Henshel) and in-coming (John Walbridge) BFC Presidents. The purpose of the meeting was to share key items that are coming down the road. Items presented included minor changes to the evaluation criteria for promotion and tenure, which yielded minimal debate, and information about a University Faculty Council task force that was created over the summer to review the Consensual Relationship Policy with an eye to examining if it could be more explicit. This stemmed from a recent policy change at the University of Michigan which banned all relationships between faculty and undergraduates and defined specific criteria for a ban on graduate student/faculty relationships. The OVP asked for a review of the IU policy. Changes to the policy include a more explicit statement that discourages any relationships between students and faculty, highlighting the power differential. Also, a requirement for a reporting system. This is drawing much debate. The task force will be opening the policy for review campus-wide and faculty are asked to give input by the end of January. Input will be submitted through an open Box site. Faculty can also email D. Henshal and/or Selene Carter and indicate if they want their feedback to be public or not. Feedback will go to the UFC for a March vote.

A program change proposal for two programs from Counseling Psychology proposing a course number change from a 500 to a 600 level was determined to have a possible

administrative solution and therefore was not placed on today's agenda.

Yonjoo Cho was added as IST representative on the Long Range Planning Committee.

*Diversity Topic:* Diversity Fellowships/Funding and Getting You into Indiana University (GU2IU)- Dr. Bianca Evans-Donaldson, Assistant Dean, Diversity and Inclusion, University Graduate School

Dr. Evans-Donaldson explained the work of her office, which includes managing various programs that address issues of domestic underrepresented students university-wide. The office has a variety of programs that aim to support students in various ways, and also conduct research into why underrepresented students persist beyond the first year. The getting into IU program has funding to bring up to 75 students to IU per year. The program looks at underrepresented students desiring a terminal degree in their field (PhD or MFA). Underrepresented students include students from ethnic minority groups, those who provide gender diversity in their field, and those identifying as having an under-represented sexual orientation. Anyone can apply, but only students who are determined by the program to have a competitive application are invited to participate in a campus visit. Once applicants are selected, the program provides funding for a campus visit, an orientation to the campus and the area, and meetings with program representatives and others who may be important for students to meet on campus. Participating students attend panels where they learn about opportunities for funding and the various resources that are available to support students who come to IU and also for being successful while they are here. Last year 80% of IUs eligible students applied and 40% were accepted, however, only a small percentage of accepted students actually enrolled.

Other supports for graduate students include a variety of fellowships. Which range from 1-5 years of support. Criteria for these opportunities include being an under represented domestic student, a low-income first generation student, a student with a documented disability and those who are from groups underrepresented in their field, which often includes women in some of the hard sciences, for example. The university is working on increasing the amount of funding included with these awards to make IU more competitive. Many potential recipients also receive awards from other institutions, many of which are able to offer more. The Adam Herbert Fellowship is for students coming from an HBCU. This fellowship covers a student stipend and health insurance, while the department would be responsible for covering the tuition. There are several retention awards for low-income and first generation students. In addition, there is a dissertation award, which provides a stipend and covers tuition. Deadlines are typically the first week of February. Associate deans and assistant deans from across campus review applications and rank the applicants. The office negotiates with departments to determine the final award that is offered to selected students. These programs typically bring in about 30 students with fellowships a year.

*Discussion:*

Discussion ensued about the discrepancy between the Getting Into IU awards offered by students (40%) and those accepted by students (25%). Dr. Evans-Donaldson explained that many students who receive this award also receive other awards from other institutions and many of those other awards are stronger. Further discussion ensued about the discrepancy between those who apply and those who are accepted for a campus visit. This discrepancy is likely due to the competitive nature of the broader applicant pool for individual programs. S. Lubienski asked about the process for soliciting applicants for Getting Into IU. Faculty can

nominate students. Students are also recruited at conferences and other events. Departments have to be willing to host students. A. Brannan asked if it is a problem if a student is already in one of our masters programs to access this opportunity to enter into a doctoral program. B. Evans explained that this is fine, as long as they apply to the doctoral program. Students cannot be considered if they don't go through the application process. After the discussion with B. Evans-Donaldson, S. Lubienski informed members that the SOE Graduate Studies Office has compiled some unofficial tips for faculty wanting to nominate students for some of these awards. She also has some language drafted for faculty who aren't sure how to engage students in conversations to understand what opportunities they may be eligible for.

*Dean's Report*

The School of Education recently held the winter celebration. Dean Watson offered thanks to all who attended. Dean Watson noted that the school continues to move forward with the short-term strategic initiative, noting that there will be a report in the spring. Rob Kunzman has spoken with most of the ex-officios to ensure that the work is getting done. In the Spring, Dean Watson will have lunch meetings with faculty of each rank to discuss what is working well and what can be done to support faculty in their work. Dean Watson noted that a bus tour through the Indiana Uplands has been planned for those interested in learning more about rural southern Indiana. This opportunity is open to any interested faculty, though space is limited. It will be an overnight experience with opportunities to engage with communities. The purpose is to help faculty to make connections and engage with the people in these communities. It will also help community members to see IU as a resource. For faculty considering research proposals that address issues facing folks in these areas this is an opportunity to gain a better understanding of the context and begin to build connections in the region. An invitation will be sent to all faculty.

III. Old Business- none.

IV. New Business

*Revisions to Certificate in Learning Sciences, Media and Technology (Online) (20.27)*

**Motion:** Graduate Studies Committee

**Second:** D. Cross Francis

M. Boots explained that currently the certificate requires a limited list of course options and so students often requested waivers for courses not on the list. This change aims to address this issue by allowing for a range of options, with consultation from the advisor.

*Discussion:*

Discussion ensued about the maximum repeatable credits. M. Boots explained that many courses list it can be repeated up to 99 times. Such high limits are problematic and are on the radar of Graduate Studies. The committee settled on taking the course 10 times, or 30 repeatable credits. Because this course is only repeatable with permission from the advisor, the committee was comfortable with this maximum. Further discussion ensued about the nature of topical courses and the value of taking multiple topical courses in a program. J. Lester asked for clarification about what is being voted on—the addition of Y674 as an option among the courses listed for the certificate program. A. Hackman noted that it is not uncommon for students to want to take all six of the topical seminars offered by her program, and so a limit of 10 does not seem absurd.

**Motion Passed** with all in favor; 0 opposed; 0 abstentions; 0 recusals

*Waiver of GRE requirement for specified Counseling programs (20.28)***Motion:** Graduate Studies Committee**Second:** L. Carspecken

E. Vaughn explained that the department would like to remove the requirement of the GRE for three programs specified in the document. The GRE is fraught as an indicator of success in graduate school, and it is a barrier to students who then often choose a program nearby that does not have the requirement.

*Discussion:*

M. Boots noted that the higher education program was the first to remove the GRE as a requirement earlier this fall, and their applications are up 50%. Discussion ensued about the removal of these standardized admissions tests being a national trend.

**Motion Passed** with all in favor; 0 opposed; 0 abstentions; 0 recusals*Bulletin update for masters policies regarding transfer hours (20.29)***Motion:** Graduate Studies Committee**Second:** A. Hackenberg

M. Boots explained that the Graduate Studies recorders noticed this language about transfer credits, which is a carryover from when all of our Masters programs were 36 hours. That is no longer the case. This change is in line with an informal guideline of transfer hours counting for up to 25% of the master's degree. This change would eliminate the current conflict between the bulletin language and University policy, and could also generate more credit hours for the School of Education.

*Discussion:*

None

**Motion Passed** with all in favor; 0 opposed; 0 abstentions; 0 recusals*Update from Committee on Teacher Education*

J. Anderson, Chair of the Committee of Teacher of Education, explained that based on the conversation at Policy Council's April meeting, he felt it was important to give a mid-year update on the Committee's work. It is important to note that in addition to the School of Education faculty and student representatives, this committee has three members who are situated in area schools, who often bring in teachers from their schools as needed to help the committee do its work. The committee spent a lot of time examining the clarity, purpose and articulation of our early field experiences for teachers. Some items coming forward are adopting a dispositional assessment, which CAEP accreditation asks for. The committee will likely accomplish this through working sessions, or convenings. The goal is to create curricular oversight starting with the elementary education teacher education program, the articulation across program areas and early field experiences.

*Discussion:*

D. Cross Francis asked for more information about the dispositional assessment. J. Shedd noted that this is required by the accrediting body, and we don't have one. Currently, there is a list of questions that students are asked to complete, and we also integrate some of the questions from early field experience evaluations. What the committee is focusing on is finding questions that are meaningful to our faculty and would be meaningful in terms of who does the assessment. Our teacher evaluation for early field experiences is designed around the six guiding principles, which were developed over 25 years ago. How and when we integrate this assessment of disposition is up to the faculty to decide. Faculty also need to decide what we should do, should issues come up as a result of this assessment. Right now the issues show up in student teaching in a manner that is very negative

for students, the students they are teaching in schools and for the School as a whole. Dean Watson added that he spoke with the Executive Director of CAEP today. He noted that while it is up to faculty to decide how we do this, it needs to be systemic. We do not have an entrance exam, and so we need to have benchmarks that are embedded into the program in a manner that is systemic. We need to think about this as a unit, rather than as individual programs. Our accreditation process begins in 2024, and so we need to develop a timeline to get all this in place before then. J. Anderson added that the plan is for several convenings in January and February, then slow down as our various community partners have their spring breaks, and then resume the work. The committee invites broad participation and will actively solicit representation across programs. A. Brannan asked if there will be any impact on graduate programs, including certificates and principal licensure. Dean Watson noted that eventually this will likely be required of all licensure programs. We need to develop a unit-wide solution, not a program-based solution.

Meeting adjourned at 2:09PM