

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
October 21, 2020  
1:00-3:00 p.m.  
Zoom Online Meeting

**Members Present:** E. Boling, L. Rutkowski; A. Leftwich; A. Hackenberg; A. Maltese; S. Eckes; T. O’Neal; Q. Wheeler-Bell; V. Dimitrieska

**Alternate Members Present:** S. Daley; A. Cuenca

**Student Members Present:** D. Miller; K. Helström

**Staff Member Present:** M. Boots

**Dean’s Staff Present:** S. Morrone; G. Delandshere; S. Lubienski; J. Shedd; G. Buck; C. Darnell

**Guests:** K. Williams; H. Ormiston; L. Aguilar; L. LePeau; M. Treff; H. Schertz; J. Steinfeldt

Approval of the Minutes from September 16, 2020 Meeting (**20.16M**)

One member noted a typo in the section on the MSED in Teaching, Learning and Curriculum. The word “an” should be removed from the sentence.

**Motion to approve with above correction:** A. Leftwich

**Second:** V. Dimitrieska

**Motion passed.** In Favor: 13; Opposed: 0; Abstain: 0

### **Announcements and Discussions**

#### *Agenda Committee*

Policy Council Chair, L. Rutkowski reviewed the following announcements:

1. The Zoom Poll feature will be used for voting during this and future virtual Policy Council meetings.
2. The IUB School of Education (SOE) Faculty Meeting is October 23, 2020 from 10-12.
3. The following changes to committee membership have occurred: T. Nelson Laird stepped down from the Promotion & Tenure Committee and B. Levinson and S. Coronel Molina were added; L. Rutkowski stepped down from the Faculty & Budgetary Affairs Committee and R. Martinez was added; E. Vaughan was added to the Diversity Committee; D. Rutkowski and G. Weltsek were added to the Long Range Planning Committee; the role of Role of Assistant Dean of Finance & Administration was removed as ex-officio of the Research & Development Committee; the role of Associate Dean of R&D will replace the roles of Dean and Director of CIEDR as ex-officios for the International Programs Committee.

A brief discussion ensued about the reason for these changes, which were due to changing personal circumstances of committee members who asked to step down, and/or the filling of vacancies.

4. Administrative Review Committees for Dept Chairs K. Glazewski and J. Wong as well as for the Associate Dean of Graduate Studies, S. Lubienski have been formed.
5. The Faculty Development Committee will be charged with proposing concrete steps to better support the members of our SOE community who are in caretaker roles as a result of COVID-19 and the resulting quarantine. This charge is outlined in the supporting document (**21.18**).
6. The Committee on Teacher Education brought forward a proposal to make changes to the Counseling and Student Services counseling track which the Agenda Committee returned to the Committee on Teacher Education for additional documentation.

*Diversity Topic:* DEI Office Update by C. Darnell, Assistant Dean of Diversity, Equity & Inclusion

C. Darnell shared a power point and began his presentation with an acknowledgement that the land upon which Indiana University stands did not initially belong to us, but to the indigenous people of the area. C. Darnell went on to share information about recent events conducted by the office of DEI, which addresses its

mission to create an equitable and inclusive environment for learning, research and service by honoring, respecting and embracing diversity within the SOE and surrounding communities through functions in the following areas: communications, outreach, programming, ongoing support and research/resources. Recent events organized by the Office that encourage community conversations among staff, faculty and students include a diversity training with staff in July and TEA talks. C. Darnell then shared some of the current demographic data of the ethnicity of IUB School of Education undergrad students. This data was part of a report for the Vice Provost of Diversity, Equity and Inclusion. Charts illustrate that the demographics are overwhelmingly White and female. The Office would like to engage in recruitment strategies to diversify the identity of the SOE and is currently in the process of hiring a staff member to focus on achieving a more balanced student body through recruitment as well as engaging in a variety of initiatives. Faculty demographics are slightly more balanced, but more work is needed to augment the number of faculty of color. This year seven of the eight new faculty hired identify as an underrepresented minority and we want to continue on this path.

The diversity plan calls for various checks and balances to monitor the state of diversity in the SOE. This includes various audits of policies and curriculum. The office of DEI is now working on a syllabus audit, in cooperation with the various departments and the office of teacher education. This will likely begin with a random selection of 20-25 syllabi focusing on the required texts listed. Anne Leftwich asked why review randomly select courses rather than focus on the required courses with the most enrollment—courses that have a large impact? C. Darnell explained that his staff of undergraduates are limited in what they can take on, and so a small random sample of courses is a way to get them started in this work and have an impact. He went on to briefly review other programs the Office offers to support students from underrepresented groups, including a program that offers graduate students support with professional development and networking. The office is considering launching one specifically for undergraduate students. In addition, the office recently hired a new assistant director, Dr. Julius Hanks, who will begin part time this fall and come on board full time in the spring semester. There is also the potential for two new hourly graduate student positions as well.

#### *Dean's Report*

Dean Morrone began her report by addressing a recent executive order by President Trump which essentially bans diversity training programs. The Vice Provost of Indiana University provided guidance informing units that the University will make no changes in its behavior in response to this executive order, nor will the University make a statement. This decision was made in part due to the fact that none of IU's funding for initiatives relating to diversity comes from the Federal government. Also, it is highly likely that this order will be challenged in the courts. Finally, many of our professional associations are having this dialogue right now and issuing statements. Through these organizations we can work collectively on this issue and make known our opposition to this executive order.

Regarding the search for the next President of Indiana University, the search has commenced. There will be a number of opportunities to provide input about what we would like to see for our next leader. The University is also asking for names of potential candidates. There is a search committee internal to IU and also a search firm contracted to engage in this work.

Campus-wide, students are reporting much higher levels of stress and depression than we've seen in the past. This is likely due to the COVID pandemic and the extra stresses this situation has brought. CAPS has augmented their capacity and can often see students for same day appointments, so please communicate this to any who may be struggling. Finally, flu vaccinations are mandatory for faculty, staff and students who will be on campus this year. There are several flu clinics across the campus in addition to the usual fall flu clinics. Please get your shots and encourage colleagues and students to do so as well.

#### **Old Business- None**

#### **New Business**

##### *Proposal the change required outside program hours for MS Ed (21.19)-*

This proposal is in response to recent requests the Graduate Studies Committee has received from Masters programs to reduce the amount courses required outside the major program area. The Graduate Studies Committee recommends reducing the SOE requirement from 12 credits to 6. S. Lubienski was

available to answer questions. There was no discussion.

**Motion from Grad Studies Committee**

**Second:** V. Dimitrieska

**Motion passed.** In Favor: 12; Opposed: 2; Abstain: 0

*Change to Special Education MS Ed (21.20)*

This proposal changes the inquiry requirement for the MS Ed in Special Education by adding additional flexibility. Rather than choosing between two courses, students will be able to select a Y course at the 500 level in consultation with their advisor. K. Williams was available to answer questions. There was no discussion.

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 14; Opposed: 0; Abstain: 0

*New Program Proposal: Masters' degree in School Psychology (21.21)*

This proposal is for a new masters' degree in School Psychology. Currently, students earning an EdS or PhD in School Psychology are eligible to earn a masters' degree in Learning and Development Sciences, Educational Psychology Track. This proposal, if approved, would enable students to be eligible for a masters' degree in school psychology instead. L. Aguilar and H. Ormiston are here to answer questions.

*Discussion:* E. Boling asked if students will come for this degree, or is it only something earned along the way. L. Aguilar explained that students cannot practice with only a Masters, so this would be earned along the way. M. Boots informed Policy Council members that maintaining the same name in the masters and PhD when a degree can be earned along the way is very helpful when dealing with administrative bodies.

**Motion from Grad Studies Committee**

**Second:** A. Hackenberg

**Motion passed. In Favor: 12; Opposed: 0; Abstain: 0; Recusal 1**

*Change to Higher Ed residency requirement (21.22)-*

This proposal removes the current program-based residency requirement for the Higher Education doctoral programs so that both programs revert to the school standards for the degrees. Lucy LePeau was available to answer questions. There was no discussion.

**Motion from Grad Studies Committee**

**Second:** D. Miller

**Motion passed.** In Favor: 14; Opposed: 0; Abstain: 0

*Change to IST Online MS Ed (21.23)-*

This proposal includes two changes to the program and will be voted on in two parts. Both come as a motion from Grad Studies Committee. E. Boling was available to answer questions. The first part for discussion and a vote was to add R505 Professional Portfolio as a course requirement for the masters' program. The second part of this proposal which also requires a vote is to change the outside elective requirement to be within OR outside the major and suggested the motion be tabled given the recently passed policy requirement of six credits.

*Discussion:* E. Boling noted at this point, the request would be for a waiver to the recently passed policy. This would support students who come with vast professional experience. M. Boots noted that this program was already approved to have a lower load of courses outside of the major than is typically required in the School of Education, and so it would not likely be necessary to bring this back to the Graduate Studies Committee. S. Lubienski offered context for this discussion. Graduate Studies did review and approve this request, however,

there was a long discussion on the topic and several concerns were raised about how a trend in this area may have negative impacts on our programming in general. The policy that the Policy Council just passed today was an effort to stem a potential flood of request to eliminate outside electives. E. Boling noted that the IST faculty stand by this proposal stating that programmatic changes should be based on curricular decisions and not faculty load considerations. G. Delandshere expressed concern that a Masters degree, which is not a terminal degree, could be awarded without any inquiry courses. E. Boling noted that the program is clear in its marketing materials that this degree is not designed to prepare students for a PhD program. A. Leftwich noted that a breadth issue is a different concern than a desire to have everyone take an inquiry course. Because we have such a range of programs, it is important to provide flexibility in order to move students appropriately through their program and accomplish their goals in a manner that compliments their prior experience. E. Boling noted that these students are not required to take an inquiry course for the program now, and so a new policy would be required if we want all students to take an inquiry course. L. Rutkowski noted that S. Lubienski's argument that education is fundamentally interdisciplinary is compelling. By focusing exclusively in one area with no exposure to outside areas we may be doing a disservice to our students. L. Rutkowski also noted that the documentation for this proposal states that there would be no impact on SOE resources or faculty load, but this is likely untrue. E. Boling explained that many IST students choose courses outside the SOE for their elective requirements, and so the impact is minimal. Matt Boots looked at the Fall 2019 data for the IST Masters' program and informed members that about 1/3 of the elective courses taken by students in this program were taken outside the School of Education.

Part 1: Add R505 (professional portfolio in IST) as a requirement

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 12; Opposed: 1; Abstain: 0

Part 2: Change outside elective requirement to be within OR outside the major

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 10; Opposed: 4; Abstain: 0

*Change to IST Residential MS Ed (21.24)-*

L. Rutkowski explained that this item is similar to the previous item, but for the residential program. It comes as a motion from Grad Studies Committee and E. Boling is available for questions. M. Boots noted that this program has a slightly different requirement than the online version of the program. E. Boling confirmed that the residential program requires a studio component that requires a full year of a studio course.

Part 1: Add R505 (professional portfolio in IST) as a requirement

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 13; Opposed: 0; Abstain: 0

Part 2: Change outside elective requirement to be within OR outside the major

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 9; Opposed: 4; Abstain: 0

*Change to Adult Ed MS Ed (21.25)-*

This proposal eliminates requirement that the 9 hours of electives must be taken outside of the program area. M. Treff was available to answer questions. There was no discussion.

**Motion from Grad Studies Committee**

**Second:** A. Leftwich

**Motion passed.** In Favor: 11; Opposed: 3; Abstain: 0

*Proposal for removal of GRE requirement for admission to Counseling Psych PhD (21.26)-*

The Counseling Psych PhD program proposes to waive the requirement of GRE scores for admission. J. Steinfeldt was available for questions.

*Discussion:* M. Boots clarified that this request is for a permanent removal of the GRE unless the program decides to revisit the issue. L. Rutkowski noted that the GRE is one indicator of an applicant's total package, and while the cut-offs are often arbitrary, however the scores do have value. The trouble with the GRE stems from our interpretations and not from the test itself. A. Maltese noted that we continually are seeing requests to remove the GRE and so perhaps a blanket policy to remove it would be appropriate and programs could vote to reinstate it. L. Rutkowski noted that this is only the second PhD program to remove the requirement. The others have been EdD and Masters programs. M. Boots noted that the Special Education PhD also removed the requirement. Further discussion ensued about the research and work that has been put in to ensuring the test is as fair as it can be from a psychometric perspective. Abuses often stem from putting too much weight on the GRE score in admissions decisions. It is just one indicator, and cut-offs for scores are very arbitrary. E. Boling asked if there is guidance for best practice, for example, what does evaluating the "whole package" look like to help us give the number its due weight? A. Maltese noted that data visualization and interpretation research indicates that people gravitate to numbers, even when qualitative data is available. C. Darnell noted that that standardized test scores are often used by racist power to call something race neutral when they are not. A. Hackenberg added that if we are thinking seriously about the value of this test as an indicator of future success, the perhaps the Dean's Fellowship requirement of a high GRE score should be re-evaluated. J. Steinfeldt noted that while the program does recognize the GRE as a part of the process of admissions, when two candidates appear similar on paper, it becomes difficult to justify selecting the person with the lower score. Also, many programs are eliminating the requirement which could put our program at a competitive disadvantage. G. Delandshere noted that other Universities are removing this requirement, and so requiring the GRE could negatively impact our enrollment. She also expressed concern about how we will make decisions about enrollment moving forward. There is a danger of becoming even more arbitrary in our enrollment. L. Rutkowski noted that if over time we find that many students are not completing their program, we may have to answer to state authorities or policy makers about our decision to eliminate this indicator. E. Boling noted that we need a clear understanding of how we make our decisions on enrollment and how we justify our decisions. She encouraged Graduate Studies take up this issue. J. Steinfeldt noted that prospective students are still encouraged to take the GRE to be eligible for fellowships. M. Boots informed members that language encouraging students to send in their GRE scores to be eligible for fellowships is now included as standard for all programs eliminating the GRE. A. Maltese asked if there is a way to support students to pay the money to take the test if they are low income and would strongly benefit from a fellowship.

**Motion from Grad Studies Committee**

**Second:** E. Boling

**Motion passed.** In Favor: 13; Opposed: 0; Abstain: 0

*New Policy Proposal: Annual review for graduate students (21.27)-*

This policy institutes a formal review of IUB SOE EdD and PhD students to be conducted annually by SOE faculty, with results reported to the Graduate Studies Office. The proposal comes as a motion from Grad Studies Committee. S. Lubienski is available to answer questions.

*Discussion:* In the pre-meeting survey one Policy Council member asked if programs can add additional questions. S. Lubienski explained that there is a box for program use only, so if programs have specific requests of students, they can utilize this box to customize. Another question from the pre-meeting survey asked how long it takes students to fill this out. S. Lubienski was unsure but stated that 20 minutes is probably a reasonable estimate. D. Miller asked what the follow up from this review looks like, in the event that a student raises concerns or suggestions for change. S. Lubienski noted that this form goes to the advisor and is focused on the advisor-student check-in, and so any follow up would be through the advisor. For students, this

would not be the appropriate avenue for giving feedback for making the program experience better. The program review process, which occurs systematically, would be the appropriate venue for students to provide program feedback. A. Leftwich asked how long before faculty would get the information from this survey. S. Lubienski pointed to the timeline in the documentation which outlines when the form would be available to students and when faculty would be able to access the report. M. Boots noted that this will be in GEMS and so it will be easy for faculty to access. Several Policy Council members praised this concept and design. E. Boling asked about appeals if a student feels they are not feeling supported by their advisor, or what the steps might be taken if a faculty member has a large number of students who are not progressing. S. Lubienski noted that the system is not designed to notice patterns and flag potential issues with faculty. However there is a standard letter that goes out to students who are not making progress encouraging students to talk with her about concerns. The student grievance process could also be engaged. E. Boling noted that maybe the Office of DEI could take closer look to see if there are any systematic issues about who is making progress and who is not that may need to be addressed with a faculty member.

**Motion from Grad Studies Committee**

**Second:** E. Boling

**Motion passed.** In Favor: 14; Opposed: 0; Abstain: 0

*Mental Health Studies for Children Minor Proposal (21.28)-*

This is a proposal for a new undergraduate minor in child and adolescent mental health. H. Ormiston was available to answer questions. There was no discussion.

**Motion from Undergraduate Studies Committee**

**Second:** A. Leftwich

**Motion passed. In Favor:** 12; Opposed: 0; Abstain: 0

*Proposed change to policy: Second Bachelor Degree (21.29)-*

The current policy governing the pursuit of a second bachelor's degree requires modification due to the addition of the Counseling and Student Services major to our program offerings. The proposed change allows the college or school offering the second degree to determine how many credit hours from the education degree may be counted. J. Shedd was available for questions.

*Discussion:* A. Maltese asked for a brief overview of the proposal. J. Shedd explained that candidates would be required to claim our degree as their first degree. A second undergraduate degree may be awarded, but the conferring unit would be the one to decide how many courses from our degree could be counted towards the second degree. Due to the new CASS major, we may see students who pursue the CASS major but also want a Psychology degree. G. Delandshere asked if this might limit interest in this major. For example, why would a student who is pursuing a psychology major switch mid-course to an education degree? J. Shedd explained that the psychology degree is very research oriented, and many undergrads select psychology because of their interest in providing counseling services, rather than an interest in research. Our degree is a better fit for those students and this policy would then make those students our students. A. Maltese asked about students double-counting courses, and if this will help with this issue. J. Shedd explained that this policy protects the integrity of our degree and the candidate can work with whatever other unit to determine which credits that unit will accept. A. Maltese asked if there have been conversations with other units to understand the feasibility of this process for students. J. Shedd explained that the Office of Teacher Education initiated this policy to simplify the process for candidates from an administrative perspective. Right now earning our degree first is the easiest way for those interested in pursuing to undergraduate degrees to achieve this.

**Motion from Committee on Teacher Education**

**Second:** V. Dimitrieska

**Motion passed.** In Favor: 9; Opposed: 0; Abstain: 1

*Proposal for changes to the Undergraduate Academic Minor and Certificate (21.30)-*

This policy change proposes that the college or school offering the academic minor be allowed to determine how many credit hours from the education program may count towards a minor or certificate offered outside the SOE. J. Shedd was available to answer questions. There was no discussion.

**Motion from Committee on Teacher Education**

**Second:** A. Leftwich

**Motion passed.** In Favor: 11; Opposed: 0; Abstain: 0

*Proposal for Dean's List (Undergraduate) (21.31)-*

This is a proposal to instate a Dean's List for undergraduate students. J. Shedd was available for questions.

*Discussion:* A. Leftwich asked who would look at the data and manage this. J. Shedd explained that it would be the responsibility of the recorders unit in the Office of Teacher Education, and we have the staff to take care of it. A. Leftwich asked if there will be an award for this. J. Shedd stated that because this is something that will happen every semester the Office had not planned for an award, however it is worth considering doing something for those who graduate having achieved this status X number of times. The Office will notify Scott Witzke and his office will be responsible for getting the news out through appropriate channels.

**Motion from Committee on Teacher Education**

**Second:** E. Boling

**Motion passed.** In Favor: 12; Opposed: 0; Abstain: 0

**Meeting adjourned at 2:48 PM**