

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
Dec 16, 2020  
1:00-3:00 p.m.  
Zoom Online Meeting

**Members Present:** L. Rutkowski; E. Boling; J. Danish; S. Eckes; V. Dimitrieska; Q. Wheeler-Bell; A. Maltese; A. Hackenberg

**Alternate Members Present:** S. Daley; G. Ozogul

**Student Members Present:** K. Helstrom

**Staff Member Present:** M. Boots

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

**Guests:** S. Martinez; K. Glazewski; K. Williams; J. Lester

Approval of the Minutes from November 18, 2020 Meeting (**21.39M**)

**Second:** S. Eckes

**Motion passed.** In Favor: 11; Opposed: 0; Abstain: 1; Recusal: 0

A. Announcements and Discussions

1. Agenda Committee

a. Strategic Plan

L. Rutkowski acknowledged that the SOE has been going through many years of leadership transition and as a result, the strategic plan is outdated. Also, the recently developed strategic plan never went through the faculty governance process.

Understanding that we are in an interim Dean situation and within two years a new Dean will be leading the School, it is appropriate to suspend the Strategic Plan until a new Dean is able to take this up.

b. Committee membership updates:

- i. E. Jacobson is now a member of the Committee on Learning the Teaching with Technology
- ii. V. Dimitrieska is now a member of the International Programs Committee
- iii. G. Weltsek and S. Bellini will replace J. Lester and G. Ozogul on the Faculty Development Committee
- iv. The Policy Council Nominations Committee has been formed and include C. Bonk, A. McCormick and B. Dennis

2. Dean's Report

Dean Morrone thanked faculty for all of their efforts during this unprecedented and challenging semester. The Provost has indicated that after the break it is likely that the University is going to increase mitigation testing of students, with students being tested as often as twice a week. There will be a Spring Faculty meeting. More information will be provided on that. E. Boling has agreed to Chair the search for the new Executive Associate Dean and we are finalizing the committee membership. The committee work will commence early in Spring. We are hoping to have some overlap with G. Delandshere to support the transition. Regarding the Dean's search, a list of faculty at other universities who will be invited to be a part of a year-long speaker series is being developed. Regarding our efforts at improving communication between leadership and the faculty, the Dean's office sent out a survey to identify interest in a virtual town hall meeting series. There was interest and so this will commence next semester. We have begun our work with IU studios regarding differentiated value points. This work will focus on undergraduates. S. Witzke

will be hosting a focus group of faculty who teach undergraduates. We will be seeking input from 10-15 faculty and would like representation from all disciplines. This will happen in January. Dean Morrone will be reaching out to department chairs to identify potential faculty participants. Jeff Anderson will be the next Associate Dean for undergraduate education beginning in January. As a result, we will be looking for a new chair for the Department of Curriculum and Instruction.

3. *Diversity Topic*: Update on recent leadership team survey and information on how to think about diversity/equity in student recruitment, C. Darnell, Assistant Dean of Diversity, Equity and Inclusion

C. Darnell developed a survey sent to a small group of people in the executive leadership committee. From the responses the DEI Office identified a need to understand how we might measure or evaluate the change in each department or the school as a whole and how we might connect these changes to the work we are doing with community conversations or other work we have done related to DEI. A brief discussion ensued about the modules available through LinkedIn Learning on DEI. A. Maltese asked if there are targets for some of the areas where we are seeking to improve, for example, the number of minority applicants for student or faculty positions. C. Darnell acknowledge that these are important but questioned if this is how we want to determine the impact of things like community conversations. E. Boling asked if there might be value in collecting self-reported data on the actions of faculty related to DEI, for example, “I sought out resources for my course that represent a minority perspective” or “I reached out to students to get feedback on their experiences”. A simple self-report, perhaps with a menu of possible selections might not only help to gather data but also serve to remind faculty of concrete steps they can and should be taking. C. Darnell closed the conversation emphasizing the importance of productive struggle as we engage with this work, and how we determine progress/success.

## B. Old Business

1. **Follow up on COVID support charge (21.18) for Faculty Development Committee**

S. Martinez explained that the charge was likely informed by research identifying parents of young children, particularly women are being impacted by the pandemic. The committee felt it is also important to expand the notion of who might need support to include those caring for others who are not children and those who are experiencing negative impacts from isolation. In regards to addressing the charge, the committee felt that they were not in a position to make changes to many of the policies that could ease the negative impact of our current pandemic situation, including policies related to the tenure clock, etc. The committee did discuss easing the burden of the annual review and the work of the committee conducting these reviews. Committee members also felt it was important to acknowledge that the negative impact will not be limited to 2020. The committee discussed ways to ease the pressures to meet minimum course enrollments, since course cancellations often lead to faculty needing to quickly prep for a different course to teach. Also important is additional financial support for research, childcare and eldercare would be helpful. Finally, faculty need open communication and opportunities to connect with one another for self-care like Zoom meditation or yoga. We could possibly take advantage of outdoor venues for this in the Spring. G. Delandshere added that the Provost has sent information about support that the University is providing to help faculty with many of the ideas suggested here, including stopping the tenure clock and some funds for child/elder care. She encouraged all faculty to read this email closely. A brief discussion ensued about issues of equity related to deferring going up for tenure. S. Martinez closed the conversation reiterating that the policies that can have the most impact are not within the purview of this committee and so the committee was somewhat unclear on how to respond to the charge. J. Danish added that he did read the email from the provost and expressed concern that many faculty feel the support was inadequate. As a result he feels that the School needs to step in and find creative ways to better support faculty. For example, if faculty are asked to take on extra service because of the COVID situation, the University could provide explicit acknowledgement of this and determine what other service commitment could be removed. Also, while we have encouraged limiting Policy Council committee meetings, it might be better to

prohibit meetings, so that those faculty who don't feel that they are in a strong position to refuse meetings are better supported. G. Buck acknowledged that while committees were asked to let up, there are passionate people on these committees, and so mandating a reduction in committee work could be valuable. L. Rutkowski closed the discussion by encouraging department chairs and committee chairs to reach out to pre-tenure faculty and give them permission to relinquish some meeting responsibilities, however a mandate that committee stop their work is a top-down approach that may ruffle feathers.

### C. New Business

#### 1. **Recommendation for Annual Merit Review (21.41)**

E. Boling began by noting that the given that we should be coming back to what we had before pre-COVID may not be the correct way to be approaching this. Businesses are having to make changes that they will not be coming back from. That may be the situation for the School of Education as well. Regarding the annual review, the Faculty and Budgetary Affairs (FABA) committee did recognize that the DMAI does have to be filled out for a variety of reasons. However, we could extend the deadline by two weeks. G. Delandshere added that the recent email from the Vice Provost Office defers the completion of the DMAI until 2022. She also noted that at a recent EADs meeting other EADs reported that other units felt the COVID statement was problematic for a variety of issues related to privacy and faculty mental health. One unit is considering a checklist instead of a statement. E. Boling asked if this report is then moot, or should the committee formally consider the statement from the Provost Office. After a brief discussion members determined that a friendly amendment to this proposal would be sufficient. E. Boling proposed a friendly Amendment to 1A, instead of a two week extension to the DMAI, there would be a 1 year extension (January 15, 2022). Also, reference to a COVID impact statement should indicate options to write a statement, complete a checklist or do nothing at all. Further discussion ensued about the recommendation to move forward with a 3 year period and how that might work. E. Boling explained that at some institutions that take this approach do a thorough review of the current year and a more cursory review of the past years which have already been part of a review, perhaps reviewing past letters only.

**Friendly Amendment:** 1A: instead of a two week extension to the DMAI, there would be a 1 year extension (January 15, 2022). Eliminate 1D and 1C

A Maltese asked for clarification about number 5 (3-year window) and whether there will be an explicit statement about bringing forward details of a 3-year window process.

**Friendly Amendment:** Details of the actual process will be articulated by the FABA Committee in Spring of 2021 to be consistent with the spirit of this document and will be brought to Policy Council for a vote.

Elizabeth will revise the original document which will be sent to Policy Council members electronically followed by an electronic vote.

**Motion from Faculty Affairs Committee**

**Item tabled for electronic vote**

#### 2. **Certificate in Teaching Children's and Young Adult Literature (21.42)-**

L. Rutkowski explained that this certificate was approved as an onsite certificate degree. This proposal seeks to approve an online version of the program. It also seeks to change the name of the certificate to better represent its content. There are four required courses, two of which are required in the f2f version, and two that were options. Having four prescribed courses instead of two elective courses makes the requirements clearer to students and the advising more manageable. The item comes as a motion from the Grad Studies Committee, Sharon Daley is here to answer questions.

G. Delandshere asked why offering this online would attract more students. S. Daley noted that their EdD program is fully online, and they have expressed an interest in this certificate, but can't attend face to face courses. Also, Library sciences students are likely to be interested.

**Motion from Grad Studies Committee**

**Second:** J. Danish

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

3. **Online Teaching and Learning Practices (21.43)-**

This certificate program represents a cross-disciplinary offering between the Indiana University - Bloomington's Learning Sciences and Instruction Systems Technology Programs. In this practice-based program, learners will create and design online instructional and learning materials with particular focus on application in context. The item comes as a motion from the Grad Studies Committee, Krista Glazewski is here to answer questions.

No Discussion

**Motion from Grad Studies Committee**

**Second:** J. Danish

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

4. **Graduate Certificate in Qualitative Research Methods (21.44)-**

The certificate program will provide students with opportunities to learn about qualitative research methodologies and methods and more broadly conceptualize how to theorize and apply these methodologies/methods to studying real world concerns or phenomena of interests. The item comes as a motion from the Grad Studies Committee, Jessica Lester is here to answer questions.

**Motion from Grad Studies Committee**

**Second:** V. Dimitrieska

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

5. **Dyslexia Online Graduate Certificate (21.45)-**

This certificate program is designed for educators, administrators, school psychologists, and other school-based professionals who work with children and adolescents with and at-risk for dyslexia. The item comes as a motion from the Grad Studies Committee, Kelly Williams is here to answer questions. Discussion began with L. Rutkowski sharing a question posed through the Qualtrics survey sent to Policy Council members in advance of this meeting: "I noticed one of the certificate programs (dyslexia) was only 9 credits. At one time, it was suggested that certificates be 15 credits and the requirement was later reduced to 12 credits. Is 9 credits permitted at the campus level?"

K. Williams confirmed that this was checked at the campus level and it is permitted. M. Boots added that a certificate with only 9 credits would not be eligible for financial aid. However, few certificate students receive financial aid currently. She added that the certificate program would compete with private programs and so requiring more credits would not attract students who are not already in an IU graduate program. In addition, G. Delandshere asked if this interest in Dyslexia at the state level is likely to continue or if it is a passing fad. K. Williams indicated that her contacts at the state level indicate that there is a strong need at the district level for teachers with this training. M. Boots noted that the bulletin language about certificate hours will need to be updated.

**Motion from Grad Studies Committee**

**Second:** M. Boots

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

6. **Online Certificate in Quantitative Research Methods (21.46)-**

This certificate program address student needs in that, with an increase in the availability of quantitative data many disciplines have shown an increased interest in developing methods of data analysis and the use of quantitative research. Therefore, a rising number of graduate and post-

graduate students are desiring specialized quantitative research training. The item comes as a motion from the Grad Studies Committee. L. Rutkowski offered to answer questions.

V. Dimitrieska noted that she was surprised at the lack of online programs in this area.

**Motion from Grad Studies Committee**

**Second:** S. Eckes

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

7. **Online Certificate in Assessment and Evaluation (21.47)-**

This certificate program is designed to help students build a solid foundation of assessment literacy and will serve as a marker of proficiency in the field of assessment and evaluation. The item comes as a motion from the Grad Studies Committee. L. Rutkowski offered to answer questions .

G. Delandshere asked about the course Y625 and why it is not a part of the certificate. L. Rutkowski noted that this course is not offered regularly and there was uncertainty as to whether the certificate would support regular enrollment of that course.

**Motion from Grad Studies Committee**

**Second:** J. Danish

**Motion passed.** In Favor: 10; Opposed: 1; Abstain: 1; Recusal: 0

Meeting adjourned 2:47 PM