

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
October 26, 2022
1:00-3:00 p.m.
Zoom Online Meeting

Members Present: K. Wohlwend; L. Gilman; A. Pickard; M. Croom; D. DeSawal; R. Kunzman; H. Ormiston; C. Kilgo; B. Levinson; M. Nyikos; C. Christensen

Alternate Members Present: M. Park Rogers

Student Members Present: C. Brinda

Staff Member Present: M. Boots

Dean's Staff Present: S. Morrone; V. Torres; J. Anderson; G. Buck; A. Cuenca; J. Shedd; S. Lubienski

A. Consent Agenda

1. Approval of the Minutes from September 28, 2022 Meeting (23.11M)

There were no corrections and the minutes were approved as distributed.

B. Announcements and Discussions

1. Agenda Committee

- a. *The Learning and Teaching with Technology (LTT) Committee is adding a UITS Liaison*

The Learning and Teaching with Technology Committee (LTT) is adding Michele Kelmer from UITS as a UITS Liaison.

- b. *New Charge for the Learning and Teaching with Technology (LTT) Committee*

The Learning and Teaching with Technology Committee (LTT) has been charged with providing recommendations on how the experimental classroom spaces in rooms 1004 and 1006 should best be used and scheduled for classes.

Discussion:

J. Anderson inquired how would the TTC interface with undergraduate program offerings. K. Wohlwend stated that as a member of the committee they are aware of the committee being charged with connecting with K-12 schools in order to ensure there is a nice bridge between the School of Education and what schools are doing. J. Anderson agreed with K. Wohlwend that entities should be connected to each other.

2. Dean's Report

S. Morrone provided an update from the SAA task force. The task force has developed preliminary thoughts on budget adjustments. The task force is scheduled to meet with department chairs as part of next steps.

The Long Range Planning Committee and Diversity Committee are both working on revising the Long Range and Diversity Plans. The goal is to have the revised plans ready for review by the faculty retreat, scheduled for February 24, 2023.

Discussion:

C. Kilgo inquired if the faculty retreat will be hosted in a space with at least one gender inclusive restroom. V. Torres supported C. Kilgo's inquiry stating that administration will keep this notion in mind for future events.

3. Diversity Reflection

Following the discussion during the September 28, 2022 Policy Council meeting, the agenda committee determined that this month's diversity reflection would focus on addressing bias in field and practicum placements. R. Kunzman and J. Shedd framed the discussion.

R. Kunzman stated that the purpose of the discussion was to think about how the School of Education can assist student teachers as they navigate identity bias and harassment in field placements. Teacher candidates encounter a variety of social and cultural contexts in the field placements. R. Kunzman continued stating that teacher candidates are considered guests within these environments, and teachers' personal and political expression are legally constrained. It was noted that field placements are not always ideal, but it is important for School of Education candidates to navigate these real world contexts as candidates will experience these potential issues as full-time professionals. R. Kunzman asked J. Shedd to share the difficulties faced by teacher candidates and how the School of Education supports them.

J. Shedd stated that the Office of Teacher Education communicates their support to teacher candidates in many ways. However, in writing, there is a specific section in the Early Field Experience Quick Start Guides that points students to the process of reporting concerns to the office. J. Shedd indicated that the Office of Teacher Education makes it very clear upfront that there are processes in place for students to voice concerns. The office did recognize that this language was not included explicitly in the Student Teaching Handbook, but will be added very soon.

J. Shedd continued, sharing that the Office of Teacher Education is encouraging candidates during their early field or student teaching experience to complete a bias incident report in order to collect data on how to best support candidates. Following a bias incident report submission students are asked to immediately come in to discuss concerns. When a bias incident is reported students are not automatically removed from their placements, unless explicitly requested by the student. J. Shedd stated that this process is in place to provide students with a learning opportunity as they will face these experiences and potential issues in their future careers. J. Shedd noted that the Office of Teacher Education is sharing the experiences of candidates with partnership schools and course instructors.

Discussion:

M. Nyikos shared appreciation for the inclusion of the course instructor within these conversations. H. Ormiston also shared their appreciation for the discussion and noted that both themselves and L. Gilman share similar situations supervising graduate students. H. Ormiston indicated that there are times graduate students experience similar instances, but also poses a very different dynamic in an advanced site. Overall, it is more challenging to navigate these dynamics because it is not as easy to find a different placement for specialized training. L. Gilman shared their appreciation, and asked if the bias incident report is from the larger IU closed system or within the School of Education. J. Shedd responded stating that candidates are directed to use the bias incident report housed on the School of Education ODEI website. J. Shedd clarified that while the report is housed in the School of Education, the reporting does feed into campus wide data.

K. Wohlwend inquired if the bias incident report is solely completed following a bias incident, and if the Office of Teacher Education is collecting additional data to poll levels of microaggressions and bias. J. Shedd stated that K. Wohlwend is correct in that the bias incident report is to be completed following an incident or occurrence. J. Shedd continued sharing that the Office of Teacher Education is not proactively surveying additional data points. Placements

are determined partially off assumption that they will be safe environments as they are for the students in which attend. A. Pickard responded, that schools are not prepared, and that this assumption is unrealistic. A. Pickard noted that it is important to acknowledge the realities that students are in. M. Croom asked for clarification regarding the processes of the bias incident report, including the actions that occur after a student submission. J. Shedd provided an outline of steps.

K. Wohlwend thanked R. Kunzman and J. Shedd for their presentation and discussion.

C. Old Business: None

D. New Business

1. Program changes for the following programs (23.13):

- a. **Elementary Education**
- b. **Teaching All Learners**
- c. **Secondary Education**
- d. **All-Grade**

The Committee on Teacher Education (COTE) determined the undergraduate teacher education programs as inconsistent about the inclusion of an early field experience with the learning theories courses in the programs. There is a new learning theories course (I-251) and a proposal to provide the early field experience, for secondary and all-grade programs. The addition of early field experience will result in a 12 credit hours to 11 credit hours change. This item came as a motion from the Committee on Teacher Education (COTE).

Discussion:

M. Nyikos asked the importance of this change. J. Shedd responded that these changes save all-grade candidates a credit hour. J. Shedd provided additional context to the number of course offerings and their purpose. Based on the description, J. Shedd added that the courses were teaching the same content, thus, it was decided to consolidate to one course rather than the three distinct courses previously offered. On behalf of the questions submitted to the Qualtrics survey, K. Wohlwend asked, how related would the proposed EFEX course be to the actual field experience? J. Shedd indicated that a theory to practice approach provides EFEX to all candidates rather than a subset.

M. Nyikos inquired if a more generalized approach is taken for EFEX courses or are the experiences specialized. J. Shedd stated that there is an effort to provide school related field experiences with the I251 course.

In relation to the Diversity Reflection, M. Croom commented that with the increase in the number of students having an early field experience there is possibility that there may be more incidents to report regarding issues of safety and bias. Additionally, M. Nyikos commented that this change provides opportunity for students to continue connections from their early field experiences. J. Shedd noted that both are good points to consider.

Second: A. Pickard

Motion Passed. In favor: 14 ; Opposed: 0 ; Abstain: 0

2. Program Changes to Math Education PhD (23.14)

This proposal sought to name the courses under the major requirements of the PhD.degree. The current degree has students take a rotating topics seminar course where every topic has the same course number, N716, and title, Topical Seminar in Mathematics Education. Best practice for graduate education is to have courses that have specific names that will appear on the transcript. This item came as a motion from the Graduate Studies Committee (GSC).

Discussion:

S. Lubienski noted that this proposal does not seek to change any processes. Rather the naming of courses makes it easier for students to be aware of what courses they are taking. The naming of courses also serves as a recruitment strategy.

Second: M. Croom

Motion Passed. In favor: 14 ; Opposed: 0 ; Abstain: 0

3. Program Changes to Math Education EdD (23.15)

The math education faculty propose to eliminate the requirement for the minor in the mathematics education Online EdD program of study in addition to naming courses in the degree. This item came as a motion from the Graduate Studies Committee (GSC)

Discussion:

On behalf of the questions submitted to the Qualtrics survey, K. Wohlwend asked “are the specialized inquiry courses for education practitioners also cross-listed with the corresponding section that covers the same material? For example: Y604 multivariate analysis in educational research and Y602 multivariate analysis in educational research for practitioners?”

S. Lubienski stated that if enrollments are low, practitioner focused courses would be collapsed with non-practitioner focused courses. This proposal is similar to that of the PhD changes as the faculty are taking the EdD seminar courses and naming them. M. Park Rogers provided additional context to the need for this change as they were a part of the conversation while serving in S. Lubienski’s role last Spring. M. Park Rogers stated that a small committee consisting of various EdD online coordinators was developed. There was enough variation in the differing programs that there was a need to have specific practitioner focused inquiry courses. Thus, the inquiry program reconfigured to develop practitioner focused online course offerings.

L. Gilman inquired about the flexibility of enrollment of online or in-person courses. S. Lubienski stated that the COVID related grace for international students to enroll in online courses is ending in the Fall. Due to this, there is a need to ensure that residential students enroll in the residential version of the courses. M. Park Rogers commented that some of the inquiry courses do not cross over with practitioner focused courses.

B. Levinson sought clarification regarding the redistribution of the nine credit hours for the previously required minor. S. Lubienski stated that the goal is to infuse more research into the required coursework.

Second: M. Croom

Motion Passed. In favor: 14 ; Opposed: 0 ; Abstain: 0

4. Revisions to Professional Leaves Program for Clinical Faculty (05.38R)

This proposal sought to change language of policy 05.38R to include Lecturers in professional leave programs. This item came as a motion from the Faculty and Budgetary Affairs Committee (FABA).

Discussion:

V. Torres indicated that change is an issue of oversight. When this policy was first developed the School of Education faculty did not include lecturers. On behalf of the questions submitted to the Qualtrics survey, K. Wohlwend asked “regarding this statement in the policy document: “At the termination of the leave, and not later than three months after their return to the campus, the clinical faculty member and/or lecturer shall submit a report of their activities to the Office of the Dean of the School of Education on a form available in the Dean's office.” Is there an electronic copy of this form that those going on leave can access easily?”

V. Torres responded that there is a form located on the website. A. Pickard inquired about the language choice of and/or. V. Torres noted that there was no particular reasoning for language choice, but gendered language within the policy was corrected.

Friendly amendment to correct conjunctions: A. Pickard

Second: L. Gilman

Motion Passed. In favor: 13 ; Opposed: 0 ; Abstain: 0

Adjourned 2:03 pm