

MINUTES  
POLICY COUNCIL MEETING  
SCHOOL OF EDUCATION  
November 30, 2022  
1:00-3:00 p.m.  
Zoom Online Meeting

**Members Present:** K. Wohlwend; L. Gilman; A. Pickard; M. Croom; D. DeSawal; R. Kunzman; J. Decker; H. Ormiston; B. Levison; M. Nyikos; C. Bonk

**Alternate Members Present:**

**Student Members Present:** C. Brinda; L. Adams

**Staff Member Present:** M. Boots

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

**Guests:** E. Jacobson

A. Approval of the Minutes from October 26, 2022 (23.16)

M. Nyikos noted a correction for item 23.13, indicating that the written language read as an amorphous statement. M. Nyikos provided the correct language stating that she inquired about whether field experiences were trying address certain content areas rather than a generic approach. B. Levinson asked for clarification on item B1 section b, as the discussion included the acronym TTC rather than LTT.

All corrections were identified and the minutes were approved as corrected.

B. Announcements and Discussions

1. Agenda Committee

*a. The U. Scholarship Committee added two additional faculty members*

The Undergraduate Scholarship Committee has two additional members Hannah Schertz and Enrique Galindo.

*b. The International Engagement committee has added an undergraduate student representative and an additional committee member*

The International Engagement Committee has added an undergraduate student representative along with an additional committee member, Serafin Coronel-Molina.

*c. The Faculty Development committee added Instructional Liaison*

Tom Edelberg has been added to the Faculty Development committee as an Instructional Liaison.

*d. December E-Vote for Jacob's School of Music Proposal*

This item came as a last minute addition to the agenda as it requires a time-sensitive e-vote. The Jacob's School of Music is proposing to add Instrumental Music Education Major. The goal is to offer this in Fall 2023.. COTE will vote Dec. 9 and following an e-vote will be sent to the Policy Council.

*e. Discussion on processes associated with new Dean search*

To provide transparency, Dean Morrone and D. DeSawal reviewed the next steps and processes to prepare for the next Dean search.

Dean Morrone indicated that they are learning more about this process through chairing the Kelley School of Business Dean Search. Dean Morrone stated that they will be stepping out of their position in the Summer of 2024. The goal is for the search

to begin Spring 2023. In preparation for the search, Dean Morrone outlined the components that will require faculty involvement. They state that the first component involves Bloomington Faculty Council (BFC) creating a list of people who can serve on the search committee. The goal is to have the search committee named in the Spring. Following, the search firm will begin listening tours. Dean Morrone emphasized the importance of the listening tours as it is a time where stakeholders can broadly weigh in on what the next Dean should be, and how the school should be moving forward.

Dean Morrone recognized how timing will be a challenge, as faculty will have to participate in listening tours prior to the summer break. Dean Morrone stated that listening tours would ideally begin in April, and continue into the summer. Following, the search firm takes everything they have heard from the listening tours and drafts a position description which is then shared with the search committee. The search committee and firm will collaborate to finalize the position description, and then the position would be posted publicly. Next steps would involve the preliminary review of applicants and then the naming of preliminary finalists.

D. DeSawal added that the position description is also referred to as a position profile and does not solely include the tasks of the role. There is an additional component which includes the direction of the School of Education. D. DeSawal emphasized the importance of thinking about our strategic plan during the listening sessions, so that the position profile provides an overview of the current state of the School of Education, along with plans for the future. D. DeSawal noted that the names for the search committee are gathered through the Executive Committee of the BFC. As a member of the Executive Committee, D. DeSawal encouraged Policy Council members to think strategically about which faculty members could serve on the search committee.

D. DeSawal noted there is a potential to have candidates on campus late Fall, but that will be determined by the organization and execution of the necessary elements to prepare for the search process. Dean Morrone emphasized the benefit of having D. DeSawal serve on the Executive Committee of the BFC, as they can ensure that the search process does not stall.

**Discussion:**

M. Nyikos sought clarification, and inquired if the listening tours were conducted by the search firm. Dean Morrone confirmed. M. Nyikos asked how the firm will derive information if the school does not have any inside membership. Dean Morrone stated that the search committee will have members from the School of Education who can participate in the listening session. Dean Morrone clarified that the search committee is formed first. D. DeSawal added that based on the relationship between the search committee and the search firm, a search committee can host each listening session. While the search committee is not in charge, there is a committee member present to listen and share information with the remaining committee members.

B. Levinson expressed their concerns with the status of faculty governance processes on campus. B. Levinson reminded Policy Council members that the Provost has ultimate discretion to reject or accepts the recommendations made by the search committee. Given the history of the School of Education, B. Levinson recommended that members should consider being active promoters of internal promotion. Additionally, they shared that it would be prudent to invite the Provost to a session with the faculty and Policy Council, so they can get a pulse for the School of Education. B. Levinson concluded stating that within jurisdiction the School of Education and stakeholders involved in the search process should try to control the Provost taking the recommendations of the search committee rather than exercise at their own discretion.

K. Wohlwend indicated that the Long Range Planning Committee is working on the strategic plan which will be ready for review at the end of March. Dean Morrone stated that the Long Range Planning and Diversity Committee are working a drafts for review during the February 24<sup>th</sup> faculty retreat. The final versions should be ready by the end of March in time for the Dean search.

## 2. Dean's Report (S. Morrone)

Dean Morrone provided an overview of the SAA task force and detailed the outcomes. The goal to appoint SSA from a .45 FTE to a .5 FTE was achieved. Additionally, the task force was charged to address the budget short fall, and proposed how to balance the budget of the next two years. The task force proposed the following measures:

1. Suspend/delay life cycle funding for technology for a year. Dean Morrone clarified that there is no desire to get to a place where the technology is falling into disrepair. Rather delaying life cycle funding means delaying the automatic replacement of a four or five year old machine that is working properly. Dean Morrone indicated that broken technology will be either replaced or fixed.
2. Cautious with travel as it related to disbursements to the departments. Dean Morrone clarified on behalf of the task force that this caution does not mean limiting travel. Rather using research accounts as a source to fund travel, and supporting assistant professors.
3. Possibility of hiring more adjuncts. Dean Morrone recognized that this is not a particularly easy task, but it is a possibility to explore.
4. Be careful with discretionary funds that are being given to department shares. Dean Morrone indicated that the goal is not to slow the momentum of the school down, but these possibilities can assist in moving the school forward.
5. Slowing down faculty hiring or potentially freezing for a year. Dean Morrone stated that this proposed idea is not something they foresee occurring, as there are remaining targeted institutional funds available. Dean Morrone also indicated that there are initiatives in place to continue faculty hiring, such as the Provost has launched the Faculty One Hundred Initiative. Dean Morrone shared that the School of Education has submitted strong proposals and hope to gain at least one or two faculty members from the initiative. Dean Morrone shared their optimism that faculty hiring will continue and that the School of Education will benefit from campus funding.

Continuing the report Dean Morrone shared that the department chairs and units are reviewing

needs for SAA appointees. Everyone who has a current SAA is being asked to determine where SAAs are really needed. Dean Morrone stated that there will be fewer SAAs than in the past. The report for SAA appointees is due to the Executive Associate Dean by December 9, 2022.

Dean Morrone reported that Deb Ferguson did the projected budget based on no enrollment growth. However, the School of Education did increase enrollment of both undergraduate and graduate students, so there is some pressure taken off. Since the increase in enrollment cannot solve the budgetary issues, a multifaceted approach will, including the use of campus funding. Dean Morrone stated that the goal is to have a balanced budget by Spring 2024.

### 3. Diversity Reflection

#### a. Reflection on Faculty of Color Recruitment and Retention

This month's Diversity Reflection was introduced by Dean Morrone on behalf of Executive Associate Dean Torres and drew from Domain four of the DEI Plan. The discussion emphasized faculty recruitment with a focus on retaining faculty of color.

To begin the discussion, Dean Morrone recognized that there is room to improve retaining faculty of color. Dean Morrone shared what the School of Education is currently doing in regards to the topic. Currently the School of Education is using institutional funds and targeting institutional funds to hire faculty of color. Additionally, faculty positions are advertised widely, and The Office of Diversity, Equity and Inclusion host "Just Us" lunches throughout the academic year. Dean Morrone asked C. Darnell to provide additional insight on the gatherings.

C. Darnell stated that the premise of the lunches is to have subgroups meet for Just Us lunches. This year the initiative focused on one group at a time. Lunches will continue in the Spring in hopes that these gatherings will assist in creating informal networks among subgroups.

Dean Morrone added that Executive Associate Dean Torres conducts exit interviews when faculty leave. The interviews highlight things that are already known, in that there needs to be a better environment for families of color. Dean Morrone indicated that some of the recent faculty that the School of Education has lost have shared that one of the reasons for leaving is the lack of diversity in the Bloomington community. Dean Morrone shared that during a working group they participated in during the summer, an undergraduate student indicated that there is nothing we can do about the diversity in Bloomington.

Dean Morrone indicated that there is a need to work with the city to begin creating a better environment for our families and families of our faculty. Dean Morrone also indicated that the Third-Year Review is critical in relation to this topic, as it is a mechanism to provide constructive feedback to faculty on the tenure track. Dean Morrone recognized the importance of providing really good feedback to the faculty particularly faculty of color. Lastly, Dean Morrone shared that all search committees must have at least one member attend implicit bias training. Additionally, all search committees meet with Executive Associate Dean Torres to discuss equity issues related to the search process. Dean Morrone then opened up the conversation up to faculty.

J. Decker proposed that a way to assist in retaining faculty and staff of color could be to seek out different communities within Bloomington that have been successful in this initiative and review what steps and actions these communities have taken. J. Decker provided the Athletic department as an example.

Relating the previous Diversity Reflection discussion, K. Wohlwend asked policy council members to reflect on how the School of Education thinks about microaggressions and other

things faculty may be facing in classrooms, on campus, and how do these play out in course evaluations. J. Decker agreed with K. Wohlwend's point, and added that associate instructors and adjunct faculty may also experience similar things and be able to contribute to these conversations.

A. Pickard followed up with the comment on microaggressions, and inquired what it means to be a welcoming community if there is not a way to change the racial composition of the community. As a dovetail to A. Pickard's comment, M. Nyikos stated that when you're having conversations with colleagues, there should be an effort to open the circle and see if there are additional voices that should be included. M. Nyikos recognized that these conversations happen rather quickly and on the fly, but there are times where there are missed opportunities. Lastly, M. Nyikos added that in regards to the Bloomington community, they are aware that many faculty of color are members of faith-based organizations as well as churches, and function very strongly in their daily lives. So making connections there might also be helpful.

A. Pickard added an additional comment regarding creating a welcoming community. They stated that they have encountered stories by faculty and staff of color regarding their experiences with the Bloomington community. They recognized that for people of color, there are a lot of real quality of life issues. A. Pickard stated that they are unsure of the ways the University can offer support, education or promote change that will make people less at risk in the existing community.

C. Darnell stated that another thing to consider is where the School of Education chooses to host things. Additionally, C. Darnell added that in the larger context of recruitment and retention, larger groups or cohort models can assist as faculty of color will have an established network on campus.

R. Kunzman followed up with C. Darnell's point regarding cluster hires. R. Kunzman recognized that while it is unlikely for the school to get six to seven faculty hires at one time, there should be a way to orchestrate a cohort model across units on campus. C. Darnell supported R. Kunzman's idea, as this effort is applied currently with graduate students. Dean Morrone added that Eliza Pavalko's office would be a great place to begin this initiative.

J. Decker commented that New Faculty Orientation in the Fall would also be a place to provide faculty of color with networking opportunities to build a cohort. K. Wohlwend shared that the Women in Technology group provides a similar opportunity for new faculty. L. Gilman added the suggestion of targeted writing groups.

C. Darnell encouraged the policy council members to continue thinking and reflecting on these topics. K. Wohlwend added that they would also like policy council members to think across diversity reflections, and reflect on how these topics connect.

## C. Old Business

### 1. Resurrecting Undergraduate HESA Minor (**15.17**) *Approved November 19, 2014*

On November 19, 2014 the Policy Council approved both a certificate and minor in Higher Education Student Affairs (HESA). The certificate went to the Campus Curriculum Committee. However, the minor did not move forward. This proposal sought to allow the minor to proceed to the campus without seeing a complete reapproval process. The proposal came as a motion from Danielle DeSawal.

#### **Discussion:**

D. DeSawal provided additional context to the proposal stating that at the time the HESA

certificate was the only undergraduate certificate in the School of Education. The minor did not go to the campus curriculum committee (CCC) because the minor was too duplicative of the certificate. Getting the certificate off the ground was difficult for a number of different reasons. After discussing the certificate and the minor with J. Shedd, it made more sense to offer the minor and have students enroll in courses. D. DeSawal noted that the submitted proposal is presented in the original format, exactly how it came to Policy Council when it was first approved.

K. Wohlwend appreciated the efficiency and humane approach to this re-routing process.

**Second:** B. Levinson

**Motion Passed.** In favor: 11 ; Opposed: 0 ; Abstain: 0

#### D. New Business

##### 1. Proposed GenEd course EDUC-N106 **(23.18)**

The Committee on Teacher Education proposed a new GenEd course (EDUC-N106) to provide a new opportunity for students to understand the broad utility of mathematical models and become empowered to use modeling to learn from data whether in daily life or as part of a future career. The proposal came as a motion from the Committee on Teacher Education and J. Shedd attended to answer any questions.

##### **Discussion:**

B. Levinson shared their appreciation for the proposal. They commended E. Jacobson for their work on the syllabus.

**Second:** B. Levinson

**Motion Passed.** In favor: 11 ; Opposed: 0 ; Abstain: 0

E. Jacobson thanked policy council members and shared a quote from the Bloomington Faculty Council (BFC) . The quote shared points to a university-wide issue and was as followed:

From Summary of the Report of the BFC Task Force on the Future of General Education

“We must find a solution to the problem of Math modeling, perhaps by eliminating this specific requirement and broadening the scope to include courses in formal logic, quantitative reasoning, or statistics. Alternatively, by expanding access to Math M-106, “The Mathematics of Decision and Beauty”, or similar courses with small section sized and enhanced student support” (p. 2)

<https://bfc.indiana.edu/meetings/2022-2023/circulars/Summary-of-the-Report-of-the-BFC-Task-Force-on-the-Future-of-General-Education.pdf>

D. DeSawal encouraged E. Jacobson to reach out to those listed on the BFC agenda about the report and reach out the School of Education BFC representatives to mention this in the discussion during the next BFC meeting.

##### 2. Addition of electives in the Certificate in Online Teaching and Learning Practices (online) **(23.19)**

The Graduate Studies Committee proposed to add courses R678 and R546 as electives in the IST department for the Online Teaching and Learning Practices certificate program. This proposal came as a motion from the Graduate Studies Committee and Matt Boots attended to answer any

questions.

**Discussion:**

C. Bonk provided context stating that they were put in charge of the particular certificate. While overseeing the program they noticed both courses they were teaching about online learning were not included as electives. C. Bonk stated that R546 is a more applied course and focusing on instructional strategies for creativity and critical thinking, while R678 is a higher level course that focuses on more research on emerging learning technologies.

**Second:** M. Nyikos

**Motion Passed.** In favor: 11 ; Opposed: 0 ; Abstain: 0

3. Formalizing the removal of Department Chairs from e-POS routing **(23.20)**

The Graduate Studies Committee proposed to remove Department Chairs from e-POS routing. It has become increasingly difficult for Department Chairs to review e-POS submissions well enough to warrant official approvals. Department Chairs have indicated that they are happy to rely on faculty and Graduate Studies to approve the document. This proposal came as a motion from the Graduate Studies Committee and Matt Boots attended to answer any questions.

**Second:** J. Decker

**Discussion:**

S. Lubienski added that taking the department chairs out of the routing process would assist in speeding up the process and does not hold department chairs as liable for approving an ePOS without knowing the requirements.

Discussion continued as policy council members expressed concerns regarding the checks and balances of the ePOS routing process. Members recognized that while it would be good to have a checks and balances system in place, it was not occurring when chairs were involved in the routing process. Policy Council members shared their approval for removing department chairs from the ePOS route.

M. Boots stated that this gets at two issues, including ePOS submissions not matching the bulletin and grey advising areas which frequently happens. M. Boots continued stating that it is difficult to catch issues stemming from those grey advising areas as they do not violate a rule or violate the prescribed courses. The goal is to catch ePOS issues related to the bulletin as the office does not want to the GSO office or faculty to have to conduct extra reviews.

K. Wohlwend expressed their support for speeding up the process, and requiring less work for faculty. They indicated that they wished an ETS feature would highlight the area that needed to be corrected, and the Chair could correct the mistake rather than having to go through the entire re-routing process. M. Boots responded that the Graduate Studies Office is meeting with ETS next week to discuss the ePOS system, and possibly develop a way to efficiently identify issues and or mistakes. Discussion concluded with members expressing their appreciation for the support and staff in the Graduate Studies Office.

**Motion Passed.** In favor: 11 ; Opposed: 0 ; Abstain: 0

New Course/Course Changes

The following new course has been reviewed and approved by the Committee on Teacher Education. This course proposal will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

*New Course*

**BL EDUC-N 106**

**Cr 3**

*Course title:* The Mathematics of Learning: Modeling Data in Education and Our World

*Description:* Examines how to solve problems through mathematical modeling by using advanced concepts and techniques to develop models, draw inferences, and communicate results. Provides training and practice using data and computational environments to formulate and explore problems. Critically examines the role of models in media, education, and public health.

*Justification:* This course will provide a new opportunity for students to understand the broad utility of mathematical models and become empowered to use modeling to learn from data whether in daily life or as part of a future career.

Adjourned: 2:21