MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
January 25, 2023
1:00-3:00 p.m.
Zoom Online Meeting

Members Present: K. Wohlwend; L. Gilman; M. Croom; D. DeSawal; R. Kunzman; J. Decker; H. Ormiston; C. Kilgo; B. Levinson; M. Nyikos; A. Elfriech; C. Christensen
Alternate Members Present:
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; D. Ferguson; S. Lubienski; C. Darnell

A. Consent Agenda
  1. Approval of the Minutes from November 30, 2022 **(23.23M)**
  2. Change in name of the award recognizing DEI achievements to the "Martha Dawson Award for Outstanding Diversity, Equity, and Inclusion Achievements." **(23.04M)**
  3. Proposed Counseling and Educational Psychology (CEP) Department name change **(23.25)**

  There were no corrections nor discussion and the items were approved as distributed.
  Second: R. Kunzman
  Motion Passed. In favor: 14 ; Opposed: 0 ; Abstain: 0

B. Announcements and Discussions
  1. Agenda Committee
       a. Considering requiring Diversity Statements on all searches
       K. Wohlwend stated that the Agenda and Diversity Committee are in discussion to consider requiring a diversity statement for all searches. The topic was discussed further during the diversity reflection.
       b. Charge for Faculty Development Committee

       The Agenda Committee charged the Faculty Development Committee to review SOE Policy 20.36 IU Bloomington School of Education Policy on Mentoring to determine if revisions should be made based on the data received from the spring 2023 faculty service survey and consider service loads reviews of pre-tenured faculty in the context of mentoring, as proposed by Diversity Committee.

       c. New committee members for the Committee on Teacher Education

       The Agenda Committee has invited two faculty members to serve on the Committee on Teacher Education to replace those that are on sabbatical.

       d. Nominations and Elections Committee Members selected

       The Agenda Committee has invited faculty members to serve on the Nominations Committee.

       e. Graduate Student representative selected for Undergraduate Scholarship Committee

       The Undergraduate Scholarship Committee has requested and identified a graduate student to assist in the high committee workload.

  2. Dean's Report

Dean Morrone stated that the revisions of the Diversity Strategic Plan are now complete. They reminded Policy Council members that these revisions along with revisions of the Long-Range Plan will be part of discussion during the Faculty Retreat. The goal is to have both plans in good shape by the end of the semester. Dean Morrone stated that a question arose regarding the development of implementation plans or action items to support the developed strategic plans. They stated the from their work and experience with strategic planning, there is benefit to creating implementation plans as it could initiate faster progress. Dean Morrone requested that Policy Council members provide input on establishing a group of stakeholders who are interested in working on constructing implementation plans over a two-week period in the summer. Dean Morrone clarified that a stipend would be attached for this work, however it is not certain what the school can currently afford. Dean Morrone stated that they believe this is a valuable investment as it will push agenda items forward in a more efficient manner. They recognized concerns regarding this initiative being an additional burden and possibly impacting faculty who currently have heavy service commitments. Dean Morrone asked Policy Council members for discussion regarding the topic.

Discussion:
 M. Nyikos shared they value the opportunity to have additional input, particularly from students who are impacted by so many of the policies. Additionally, they indicated that they do not believe a two-week period would be the best format.

Dean Morrone stated that the idea is to get a sense of those who are interested in a room together to work uninterrupted on the implementation plans. Dean Morrone continued, stating that Deb Ferguson's staff would possibly be present to assist with the financial aspects. Dean Morrone concluded their statement and recognized that the proposed two-week period would assist in scheduling burdens.

M. Croom asked for Executive Associate Dean V. Torres to weigh in regarding the Faculty Service Survey, and if the results provide a broader sense of faculty service within the School of Education. Dean Morrone stated that the data has yet to be analyzed, so the information will not be available for the next few weeks. V. Torres asked for additional clarification regarding M. Croom's prior statement. M. Croom stated that the recent faculty service survey could shed light on whether Dean Morrone's idea is feasible as it will highlight faculty service loads.

K. Wohlwend stated that they understood this request as way to avoid adding additional uncompensated service in the Fall and Spring, by having people sign up for this work and be compensated during the summer. Dean Morrone indicated that K. Wohlwend's line of thinking was correct. Dean Morrone continued, and stated that they thought this idea would assist in fulfilling charges and initiatives at a faster rate. Further developing implementation plans could potentially serve as a compelling component for candidates as the Dean search commences.

Regarding the timeline M. Nyikos inquired if a one-week period would suffice for completing the implementation plans. Dean Morrone responded that it would be ideal if the work could be completed in a shorter span, however, it would require a structured set of time. Dean Morrone reminded Policy Council members that some committee charges will not require an implementation plan.

R. Kunzman shared their appreciation for structuring the invitation in a volunteer format. They recognized the level of detailed knowledge needed in order to create implementation plans. They stated that there should be intentional consideration when seeking out representation. Dean Morrone appreciated R. Kunzman's point and recognized that there were no other major concerns during the discussion, thus they will move the idea forward and come back next month with additional detail.

3. Diversity Reflection
   K. Wohlwend introduced D. DeSawal, as they introduced the topic of the diversity reflection. D. DeSawal indicated that the reflection stems from the Climate Domain of the DEI Plan. For additional context, D. DeSawal shared that the Diversity Committee has proposed a diversity statement for all searches. The purpose of the reflection was to discuss the role of a diversity statement in the application process for faculty, and how those statements may provide a mechanism to foster a diverse and equitable climate within our school. D. DeSawal stated that because this conversation stems from a proposal by the Diversity Committee, they will take notes for the committee's consideration.

   Discussion:
   L. Gilman inquired if campus hiring practices involved diversity statements for all searches. D. DeSawal responded that diversity statements are not required, and currently the Bloomington Faculty Council (BFC) has not adopted this as a mainstream practice. However, D. DeSawal indicated that they would not be surprised if the topic emerges.

   C. Kilgo expressed concerns regarding how the composition of search committees would affect the interpretation of diversity statements, and also shared interest in understanding how diversity statements would be used at the Dean's level during the search process. Additionally, they shared their concerns with candidates being required to submit a number of materials during the search process. The inclusion of the diversity statement could be a deterrent to applying. C. Kilgo also recognized the socio-political context of the state of Indiana may result in candidates not feeling comfortable sharing their values, or minoritized identities within a statement.

   B. Levinson appreciated C. Kilgo's point and expressed the performative nature of diversity statements, and indicated they would not support required diversity statements for searches.

   M. Croom stated that it is important for institutions and members of the School of Education think about the use of the term diversity, and reflect on if the definition aligns with the mission and values of the broader IU, and the School of Education. M. Croom proposed that rather candidates writing a diversity statement, the institution should be the one who provides a diversity statement and applicants should indicate how they will contribute to the institutional statement.

   K. Wohlwend stated that this discussion and suggestions will be brought before the Diversity Committee.

C. Old Business: None

D. New Business

   1. Revision of Residency Requirement for Online EdD in Instructional Systems Technology (**23.26**)
      The IST department proposed to update the residency requirement for the Online EdD in Instructional Technology. Students will now be required to attend at least one Residency Day and IST Conference which are held consecutively. This update reduces the number of times student will have to come to campus. This proposal came as a motion from Graduate Studies.
      Second: L. Gilman
      Motion Passed. In favor 12; Opposed: 0 ; Abstain: 0

   2. Changes to forming a research committee (**23.27**)

The Graduate Studies Committee proposed to update the bulletin entry for forming a research committee. The changes came as a motion from the Graduate Studies Committee.

Second: C. Kilgo

Discussion:

S. Lubienski stated that this is a small edit to the policy as the Graduate Studies Committee tried to adopt UGS' language. This change was prompted by a recent case brought to light how the description of the research committee left wiggle room for two people outside of the School of Education to serve. UGS requires that research committees have three inside faculty members. As a result, this proposal sought to tighten up on outside faculty members serving on research committee. The proposal now indicates that students can only have one outside member.

M. Nyikos inquired about the difference in responsibilities between a director or chairperson of a dissertation committee, and for clarification regarding endorsement by UGS. S. Lubienski stated that if a faculty member is hired and they are tenured, they are automatically endorsed. Faculty members who are tenure-track, once they are tenured they would be endorsed as well. S. Lubienski stated that the confusing part stems from UGS not consistently updating the endorsed faculty list. Regarding M. Nyikos' first question, M. Boots stated that the language between chairperson and director is confusing, as the UGS research committee form lists committee member, chair, or co-chair as options. However, dissertation director has been used on paper forms, but still considered dissertation chair within UGS' system. M. Boots stated dissertation chair is not an official research committee category.

L. Gilman asked for clarification regarding the repetition of minor representation on research committees. L. Gilman also indicated that clinical faculty are not automatically endorsed. S. Lubienski recognized the redundancy and requested time to edit the proposal as a friendly amendment. While S. Lubienski edited the proposal discussion continued.

V. Torres inquired about the process for faculty who leave the institution. M. Boots stated that there have been cases where faculty who have left the institution are able to remain on research committees. M. Boots recognized that it is a case by case scenario, and timing is a factor. V. Torres stated that it might be worth clarifying within the proposal. M Boots responded that this language would follow the extra language on emeritus faculty, but stated they would want to run this change by UGS first, and am not sure if this warrants that this proposal is tabled for the March Policy Council meeting. S. Lubienski stated that they believe that is a different policy that was approved four year ago in line with this discussion. M. Boots stated that in the proposal there is language regarding emeritus faculty. M. Boots also recognized that when faculty leave they also lose access to approve things, which raises another issue. V. Torres stated that it would be beneficial to add the following language "if the chair or a member of the committee leaves the institution, the student should contact the Graduate Studies Office for further information."

The discussion concluded with two friendly amendments:
1. Remove redundancy regarding minor representation on research committees
2. Include the following language to the proposal: "if the chair or a member of the committee leaves the institution, the student should contact the Graduate Studies Office for further information."

Second for friendly amendments: B. Levinson

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

3. Changes to the guidelines SoE OCAP Process **(22.08R)**

   A proposal to update the guidelines of the SoE OCAP process has been submitted. These changes came as a motion from the Graduate Studies Committee.
   Second: J. Decker

   Discussion:

   S. Lubienski provided additional context to the proposal, and indicated that the change highlights what happened after a program is approved. K. Wohlwend recognized that there is additional work required following program approval.

   S. Lubienski confirmed K. Wohlwend's statement and highlighted that the proposal includes three additional bullets. The bullets indicate that faculty champions would continue to collaborate with OCAP.

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

4. Educational Studies Major Proposal **(23.28)**

   A new Educational Studies Major has been proposed. The proposal included the following rationale: Changes in the manner educational activities are delivered require that the School of Education (SOE) to adapt and offer degrees to meet these changes. More and more educational and training activities are offered by community agencies using multiple delivery modes. This new major seeks to address educational environments that are not in the formal classroom setting within K-12 schools. These positions can be in after school programs, non-profits, community agencies, educational policy organizations, or in organizations focused on educational training. This proposal came as a motion from the Undergraduate Studies Committee.

   This item was tabled for the next meeting as two new courses need approval. Dean Morrone stated that this will be a new degree, rather than a new major, and a lot of progress has been made to move the process forward. J. Decker inquired if this change would affect policies or requirements for courses. V. Torres responded that this would have no effect.

   L Gilman stated that it is exciting for a new degree and shared their appreciation for the hard work. C Darnell shared similar sentiments.

E. New Course/Course Changes
   The following new course or course change proposals have been reviewed and approved by the Graduate Studies Committee, the Committee on Teacher Education, or the Undergraduate Studies Committee. These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Courses

BL EDUC-Y 534   **Cr 3**
Course title: Program Evaluation for Education Practitioners

Description: This introductory course in program evaluation for educational practitioners. Specifically, we will look at models and methods of evaluating educational programs and processes. The course is designed for practitioners who wish to acquire a basic understanding of program evaluation implementation.

Justification: This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MSEd and EdD programs. In particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MSEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

BL EDUC-Y 601   **Cr 3**
Course title: Statistical Design of Educational Research for Practitioners

Description: This course is designed for education practitioners. The course focuses on issues related theoretical and applied understanding of statistical models, analysis, and reporting of results. At the completion of this course, students would gain a broad understanding of experimental research designs and gain familiarity with performing analyses using statistical software.

Justification: This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MSEd and EdD programs. In particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MSEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

BL EDUC-Y 602   **Cr 3**
Course title: Multivariate Analysis for Educational Practitioners

Description: This course is designed for non-researchers/practitioners. This course focuses on applications of the General Linear Model (GLM) and its extensions with the purpose of reading applied research. A range of multivariate statistical analysis procedures are considered to examine relationships between multiple variables.

Justification: This course is being designed for an online collaborative EdD program. The content will be tailored for practitioners, who will consumer applied research, rather than research master's or PhD students. This course is for non-research graduate students in online collaborative MSEd and EdD programs. In particular, this course shall not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MSEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

BL EDUC-Y 609   **Cr 3**
Course title: Qualitative Inquiry in Education for Practitioners

Description: This course is an introduction to the field and practice of qualitative research for education practitioners. In this course, practitioner scholars will be introduced to various approaches to designing and conducting qualitative research studies focused on examining a problem of practice.

Justification: This course is being designed for an online collaborative EdD program. The content will be tailored for education practitioners who will be consumers of applied research and focused on problems of practice within their work contexts. This course is for non-research oriented graduate students in online collaborative MSEd and EdD programs. In particular, this course will not be used as a core inquiry course, as a substitute for coursework in the PhD, the QQRM MSEd, the graduate certificates in Qualitative Research and Inquiry Methodology, Quantitative Research and Inquiry Methodology, or Assessment and Evaluation Methods.

Course Change

BL EDUC- 626   **Cr 3**
Course title: Instructional Strategies and Tactics

Current Course Description: This course is an elaboration on the instructional strategies portion of R522.
It helps students develop a deeper understanding of instructional theory and a greater ability to create
effective, efficient, and appealing instruction in any content area for any audience and with any medium,
including live instruction

Course Description Change: This advanced instructional design course builds on R521,and focuses on
instructional theories and application of instructional strategies and tactics. The course deepens students'
understanding of theories and supports practices for creatively generating and applying instructional
strategies and tactics that facilitate learning in diverse contexts and for diverse audiences.

Justification: Course description is outdated, and referring to a wrong course number as a prerequisite.

Adjourned: 1:59pm