

MINUTES
POLICY COUNCIL MEETING
SCHOOL OF EDUCATION
February 22, 2023
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; C. Kilgo; M. Nyikos; C. Christensen
Alternate Members Present: D. Shriberg
Student Members Present: C. Brinda; C. Turner
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
Guests: S. Witzke; E. Boling

A. Approval of the Minutes from the January 25, 2023 Meeting (23.29M)

A. Pickard indicated that they were not in attendance of the Policy Council meeting, and that their alternate A. Elfriech was present.

There were no additional corrections nor discussion and the items were approved as corrected.

B. Announcements and Discussions

1. Agenda Committee

a. Update to Policy Council nominations form

The Agenda Committee has decided to update the Policy Council nominations form to include notations of who has previously served on Policy Council.

b. Provost to attend April Policy Council meeting

K. Wohlwend informed Policy Council members that the Provost is scheduled to attend the April Policy Council meeting.

c. Diversity Committee concerns with the Third Year Review

The Diversity Committee has raised concerns regarding the Third Year Review. K. Wohlwend indicated that the Agenda Committee is taking the following steps to tend to these concerns including: (1) Formulate a comprehensive timeline of the Third Year Review based off FABA and Faculty Development's recommendations; (2) Provide a comprehensive timeline for faculty.

d. Faculty Service Survey Results (23.31)

V. Torres shared the results of the Faculty Service Survey. They indicated that the survey began January 17, 2023, and one reminder was sent for faculty to respond. There were 69 usable survey responses, giving a response rate of a little over 50%. V. Torres provided a breakdown of different response groups and outlined the average service hours within institutional, School of Education and national service.

Discussion:

A. Pickard inquired what the 31 monthly hours within the "Other" category include for Non-Tenure Track Faculty. C. Hawkins indicated that the "Other" items were write ins and included advising student organizations, and mentoring school leaders. K. Wohlwend commented that the presentation aligned with the later discussion of

restructuring committee work. Additionally K. Wohlwend highlighted that the Ad Hoc Committee on Restructuring Policy Council Committees indicates the heavy load at the program and local level. M. Nyikos commented that it would be helpful to know if this survey will be distributed again. V. Torres stated that they were unsure of the timeframe for redistribution.

J. Decker inquired if the survey asked total service hours, and if so, did the hours align with the SoE policy regarding expectations service workload. V. Torres, stated that the presentation reported the average of total hours. V. Torres indicated that due to the data being reported as averages there are a couple of instances where data was skewed due to a single person's response.

D. DeSawal proposed that future surveys should consider the difference between required and voluntary service. This will help decipher where faculty members are volunteering their service, and what is required of them. V. Torres agreed with D. DeSawal's point. K. Wohlwend concluded the discussion highlighting the connection between C. Kilgo's question regarding current efforts to help reduce pre-tenured faculty program coordination and the topics discussed across the diversity reflections. K. Wohlwend asked if this is something that needs to be examined within program areas. V. Torres indicated that Department Chairs are encouraged to monitor the kind of service that pre-tenured faculty are involved in. V. Torres stated that while pre-tenured faculty may not be in charge of particular program efforts, it still does not constitute their workload. For instance, during this time of year, admissions is occurring and a very time consuming process.

2. Dean's Report

Dean Morrone greeted members of the Policy Council and recognized the wonderful performance by the African American Choral Ensemble. Dean Morrone stated that the faculty retreat would occur Friday, February 24th, 2023. During the retreat, faculty will review and revise the Long Range Plan, and the Diversity Strategic Plan.

Dean Morrone brought forth the discussion from the prior Policy Council meeting regarding implementation planning in the Summer. Dean Morrone shared that their thinking has evolved from the prior discussion, and now involves calls for short proposals that would come in April for people who are interested in tackling a specific area of the strategic plan. Those who are interested, including faculty, and or students would create small proposals over the summer as a way to start initiatives on the strategic plan. The goal is to use Dean's discretionary funds to support some of the more innovative proposals. Dean Morrone indicated that they will inform the Policy Council with a concrete plan. Dean Morrone discussed the two community gatherings following the murder of Tyre Nichols. The first session was well-attended, but both were very powerful. Dean Morrone stated that discussions occurred regarding what to do next, and that they are in conversation regarding the culture of the School of Education.

Dean Morrone shared that C. Darnell provided the ideas and foundation for how we proceed, and raised the idea for understanding what a culture of care looks like within the school. Dean Morrone highlighted the Provost Fund Request which is part of the budget conferencing each year, and noted that the School of Education has done well in receiving Provost funds. This year funding is around the IU strategic plan. So considering this, L. Gilman had the idea to ask for funding to embed a Center for Human Growth Counselor within the School of Education. Other schools on the IUB campus have counselors with CAPS. Dean Morrone stated that they will continue to reflect on what the School should do in terms of funding to support this effort.

Dean Morrone stated that it feels right to do something that signals to the entire School of Education community that concerns have been heard. Dean Morrone asked C. Darnell if anything was missed.

C. Darnell stated that Dean Morrone covered everything, and that the leadership on the Executive Leadership Committee would have to establish what is feasible for the school to accomplish.

Dean Morrone, thanked C. Darnell for their input and provided their final update regarding the School of Education celebrating its 100 year anniversary. Dean Morrone shared with Policy Council members that the celebration will occur March 24th and save the dates have been distributed. Dean Morrone concluded their report with an overview of the event.

3. Diversity Reflection

K. Wohlwend reminded Policy Council members that this year the Diversity Reflection is focused on implementation, and that this is a time to review the domains in the DEI Plan. K. Wohlwend introduced S. Witzke, as the Agenda Committee requested a presentation that relates to the domain on communication.

S. Witzke expressed their enjoyment of the African American Choral Ensemble performance and highlighted the Marketing Department's strong commitment to DEI, and diversity in visual images. To exemplify this commitment, S. Witzke provided an overview of the SoE webpage, and indicated that on the front page there is a statement that reads "It is critical that we relentlessly foster a culture of innovation, diversity, equity and inclusion. Learn how we're working toward that goal every day at the School of Education." S. Witzke stated that when they look at the news stories that the Marketing Department has put forth, it shows that the SoE is trying to tell not only diverse stories but also stories of people coming to the role of education. Additionally, S. Witzke noted that the Marketing Department has worked with C. Darnell to maintain the DEI webpage, including highlights and the virtual book shelf. The virtual bookshelf has received great comments, and has been used by other department across the university. S. Witzke stated that the bookshelf has led to a new initiative, the Faculty Bookshelf where published research by faculty is highlighted.

S. Witzke reviewed the DEI Dashboard which has received compliments, and highlighted the school's social media pages, along with additional efforts to promote diversity, equity and inclusion. S. Witzke also noted the importance of balancing sharing diverse stories while also maintaining the integrity of the school's demographic makeup.

K. Wohlwend thanked S. Witzke for the overview and called for discussion.

Discussion:

S. Witzke stated that in regards to the domain of communication, the entire SoE community is responsible for communicating, and is not exclusive to the domain of marketing.

M. Nyikos brought forth the idea of supporting international students, and highlighted the earthquake that occurred in Turkey. S. Witzke stated that the Marketing Department needs people to speak up, and share stories. S. Witzke introduced the Marketing Department's new ticketing systems, where a form has been created for people to submit new items, website updates, and events. The new system was developed as a way to become more proactive and share stories that affect students in the School of Education.

D. Shriberg inquired what kind of feedback has the Marketing Department received. S. Witzke stated that S. Lubienski has provided data indicating that the number one marketing tool is the website. Additionally, S. Witzke shared the different audiences of social media platforms including Facebook, Twitter, and TikTok. D. Shriberg followed up and asked if students resonate more with one particularly approach. S. Witzke stated that the feedback that is received is more often negative, as people are quick to share their unhappiness. However, there are able to gauge engagement with particular stories based on indicators such as comments, and likes.

To assist in the Policy Council's understanding, M. Croom inquired if S. Witzke could share the kinds of pressures the Marketing Department faces in regards to making public stances in the value of diversity, equity and inclusion. S. Witzke shared their vulnerability and indicated that their approach aligns with a gracious intent, as they try to improve and continuously learn. M. Croom shared their appreciation for the response.

S. Witzke stated that DEI is at the top of their mind in every decision that they make, and recognized that a lot of work is being done with racial diversity. They indicated that there are also gender issues, ableism, and disabilities that they could do more for. Dean Morrone stated that sometimes it is not possible for the School of Education to communicate things, prior to the University. There are university protocols around communication flows.

S. Witzke also shared that they receive various media requests, which are difficult to fulfill due to timing and schedules of faculty members. C. Darnell inquired about the other items that fall within the communications domain of the DEI plan and within the work of the Diversity Committee, including the audit, diversity statements and TEA Talks. Specifically, C. Darnell asked the frequency of the audit. S. Witzke responded that every 3 years would be a realistic time. S. Witzke also noted that within the Diversity Plan is an events calendar that is devoted to DEI events, they stated that they normally like to leave DEI events within the fabric of everything within the SoE.

C. Darnell inquired where does the Policy Council recommend for the Diversity Committee to present diversity statements as part of the Diversity Plan Communication domain. K. Wohlwend indicated that this discussion fits into a larger discussion regarding diversity statements. R. Kunzman asked if the statement were finalized, and C. Darnell indicated that the statements were pulled from the Diversity Plan. M. Nyikos asked if the retreat would be the best arena for this discussion, and C. Darnell agreed.

K. Wohlwend thanked S. Witzke for the presentation and discussion, and recognized the Marketing Departments tough task.

C. Old Business

1. Reconfiguring the Standing Committees of the Policy Council (20.45)

K. Wohlwend stated that the Agenda Committee discussed the AD Hoc Committee report on Reconfiguring Standing Committees. K. Wohlwend asked Policy Council members to review the Ad Hoc Committee report, and stated that this is a multifaceted issue, as it reaches many aspects, not only governance but everyday management. D. DeSawal stated that the discussion served as an opportunity to reflect on efficiency with the SoE structure, and understand what needs to occur on a regular basis, rather than committees doing work for the sake of being busy. D. DeSawal continued, stating that the discussion is an opportunity for the Policy Council to evaluate the environment, in relation to the University Strategic Plan and as the school prepares to embark on a Dean search. D. DeSawal proposed that Policy Council members think about what structure they want to present in the new environment. K. Wohlwend added that after reading the report, they were struck by the tension between control and power of faculty, along with the amount of service

and how that pervades things. R. Kunzman stated that the Agenda Committee spent an extensive amount of time discussing the proposal, and noted that it deserves careful consideration. K. Wohlwend indicated that this proposal called for a major change, so the discussion will be scaffolded. This month, the Policy Council will hear about the proposal for restructuring and decide if it is something that members are interested in moving forward with. K. Wohlwend stated that the proposed timeline is for this to go to the Long Range Planning Committee, and then review what changes are needed for the Constitution. In May the proposal from the Policy Council would go to the faculty for a full faculty vote. K. Wohlwend noted that the time is short, so it is important that members provided a good reading on what needs to be done in terms of service.

M. Nyikos stated that when this proposal arose years ago, they were uncomfortable about the shift. They stated that the Faculty Service Survey could inform the proposal. V. Torres stated that the survey did not examine the intensity of committee assignments, but the Agenda Committee is aware of which committee has an intense workload. K. Wohlwend introduced E. Boling, the Chair of the Ad Hoc Committee for Restructuring Standing Committees of the Policy Council.

E. Boling stated that the Ad Hoc Committee was charged with looking at how to reduce the number of standing committees of the Policy Council, and make the committees more efficient and responsive of the school's needs. The committee developed a guiding philosophy that focused on the committee structure, and categorizing predictable yearly committee work. The committee then reviewed how committees are divided up in a variety of different ways at different institutions in the School of Education. The proposed draft plan attempted to create fewer committees, but larger in size because there would be larger and consistent workloads. The proposal also indicated that there would be flexibility within the structure, including continuing subcommittees and Ad Hoc committees. K. Wohlwend stated that the categories of the large committees were outlined on page four of 20.45.

M. Croom stated that they wanted to connect the conversation to the Dean search process, and how the restructuring helps or harm attracting a new Dean. E. Boling stated that the structure would be an advantage to a Dean to have four heads of larger standing committees, as it would provide more direct communication. E. Boling stated that overall the committee did not think of the development of the proposal as an opportunity to connect it to the Dean search. E. Boling stated their opinion that the proposal is an advantage as it provides clearer organization.

R. Kunzman stated that if Policy Council members think this is something worth moving forward, then the structure should be in place prior to the new Dean. E. Boling agreed, as it would highlight how the faculty of the SoE would like to structure themselves.

J. Anderson inquired where ex-officios fit within the new proposed structure. E. Boling responded that it is a good question to consider, as there would have to be a restructure of where ex-officios fit within fewer committees. G. Buck noted that while there are fewer committees, they were not optimistic that less work would occur. E. Boling responded that there would be more members to spread the work load. S. Lubienski asked if the committee discussed what things should be decided on at the undergraduate and graduate level rather than coming to the policy council, for two layers of approval. E. Boling stated that the committee did not discuss the restructuring to that degree.

V. Torres suggested that committees be constituted as committees that bring forth policy or decisions, and other committees would serve as advisory committees. E. Boling stated that the only additional caveat would be to ensure that advisory committees serve a particular function. K. Wohlwend stated that one of the first charges of the four proposed committees could be to drop tasks that are not policy driven, as the goal is to make a difference with service loads.

E. Boling stated that over the years they have recognized committees beginning the year with

outstanding business. E. Boling stated the committees try to find a way to complete outstanding business, but in the end the business is an activity. If committees were restructured on the basis of a function of policy the picture could look different overall. G. Buck stated that there is a lot of work being done at the committee level, and there are additional steps that need to be thought on in order to restructure. M. Croom inquired what the process would be to restructure committees from a logistical lens. D. DeSawal stated that the change would involve a constitution change for the School of Education faculty. Faculty would have to buy-in to the idea, and determine if this something that Policy Council and faculty would like to move forward on. The next step would be to determine what the restructuring looks like, as there are multiple options. Policy Council could then vote on the presented options, and then the faculty would collectively vote on the change to the constitutional structure of committees. D. DeSawal noted that Policy Council members will have to consider this as a longer plan, as it will have to be rolled out while also maintaining current work. M. Croom stated that the D. DeSawal's description was helpful. E. Boling stated that the proposed plan is not perfect, and more input is needed regarding this restructure. D. DeSawal proposed that whatever plan is created, nimbleness is needed, so a shift can be made if the structure is not conducive.

K. Wohlwend inquired if a ballot could be sent out to gauge member's interested in the restructuring of Policy Council committees. C. Hawkins stated that a poll would be emailed to Policy Council members. M. Nyikos inquired if it would be prudent to contact chairs of committees for their input. K. Wohlwend responded that if there is an interest to move forward on this proposal then it can be discussed during the next meeting. K. Wohlwend concluded the discussion.

2. Educational Studies Major Proposal (23.28)

K. Wohlwend stated that the item was tabled during the last Policy Council meeting. 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 and V. Torres attended to answer any questions.

Discussion:

V. Torres indicated that they worked with two departments on this proposal including Instructional Systems Technology (IST) and Educational Leadership and Policy Studies (ELPS). The degree has two concentrations, and if others wanted to add a concentration it is a possibility. Ideally the degree can go into a 4+1, but an undergraduate degree is needed first.

M. Nyikos asked for clarification regarding the 4+1 language. V. Torres indicated that it means an undergraduate degree and the possibility of moving into a Master's that can be completed in one year. K. Wohlwend inquired if there is a particular timeline for 4+1, V. Torres stated that there is, which is why the degree is needed.

Second: D. DeSawal

Motion Passed. In favor 14; Opposed: 0 ; Abstain: 1

D. New Business

1. Waiving the internal 30-day remonstrance on the just-approved ELPS courses for the new Educational Studies degree (23.32)

K. Wohlwend noted that a timing problem was identified for the approval of the ELPS courses that will be part of our new Educational Studies degree. The problem was that the School of Education requires a 30 day remonstrance period, which is then followed by the 30 day campus remonstrance period. A request was made for the Policy Council to consider waiving the internal 30 day remonstrance on the just-approved new Educational Studies degree. This would allow the school to recruit students for the degree in the fall, rather than waiting an entire year. This came as a motion from Dean Morrone and attended to answer any questions.

Discussion:

Dean Morrone stated that there was a lot of intense work putting the degree proposal together, including the two department chairs of IST and ELPS. Dean Morrone indicated that this would be a missed opportunity if the courses do not go on the remonstrance list until April. The result of this would mean that this process would have to wait till the Fall. Dean Morrone also indicated that the numbers at the undergraduate level are slightly down, so this proposal serves as an opportunity to diversify. Dean Morrone noted that in addition to the 4+1, there can be a 3+3, and the Mauer School of Law is interested in the education law, policy and management concentration.

Second: R. Kunzman

Motion Passed. In favor 14; Opposed: 0 ; Abstain: 1

2. Revisions to the EdS Educational Leadership Degree **(23.33)**

K. Wohlwend stated that the Educational Leadership Program is undergoing CAEP Accreditation. This process requires that the program introduce degree changes corresponding with the National Educational Leadership Program (NELP) Standards. The proposal came as a motion from the Graduate Studies Committee and M. Boots attended to answer any questions.

Discussion:

M. Boots provided overview of the proposal noting that it would reduce the EdS from 65 to 60 credit hours. They stated that this revision related to accreditation, and that there is a reduction in elective hours from 20 to 9. This reduction was in line with electives and other programs.

Second: J. Decker

Motion Passed. In favor: 15 ; Opposed: 0 ; Abstain: 0

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-A 639

Cr 3

Course title: Advanced School Districting Budget, Operations, and Facilities

Description: This course focuses on advanced concepts in public school budgeting and accounting as related to educational needs & vision. It covers budgets for schools, spending prioritization, operational

efficiency and tax rate management. Specific topics include creating a district budget, tax rate management, debt construction financing, property taxes, and facility plans.

Justification: Course was developed to align with NELP district accreditation requirements.

BL EDUC-A 677

Cr 3

Course title: Governance and Ethics

Description: This course examines educational leadership through focus on the legal governing bodies of schools/systems, with emphasis on ethics in the governing bodies' relationship with employees, students, and community. Topics include theories of governance versus management, effect of governance practices on school systems, and legal responsibilities of governing bodies.

Justification: Updated national accreditation requirements for preparation of district-level educational leaders requires a course that covers the following National Educational Leadership Program standards:

- 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members in their business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- 7.1 - Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.
- 7.2 - Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

BL EDUC-A 682

Cr 3

Course title: Leading District Instructional Frameworks & Principal Supervision

Description: Course focuses on creating and leading an instruction system for a school district that is aligned to the district vision and mission. This course uses research to evaluate curricula, technology and other supports. This course covers how to supervise building level leaders and align that supervision with the instructional system.

Justification: Course was created in response to the updated district NELP accreditation standards.

BL EDUC-A 686

Cr 3

Course title: District and Community Relations

Description: This course focuses on knowledge and skills required to develop and maintain a supportive, equitable, culturally responsive, inclusive district culture. Students analyze case studies and interview superintendent or DEI Officer focusing on how districts evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among staff.

Justification: Course was created in response to the updated district NELP accreditation standards.

BL EDUC-M 222

Cr 3

Course title: Trauma-Informed Arts-Based School and Community Art Education

Description: This course presents arts-based approaches to working with youth and adults and school or community contexts in response to traumatic events. Strategies are appropriate to teachers in k-16 schools and community programs. Course materials are drawn from museum studies, arts education, art therapy, neuroaesthetics, and social emotional learning.

Justification: Increasingly teachers in schools and/or other community settings are working with students who have experienced trauma in their personal lives or in the milieu of the community. This may include first hand traumatic experiences of violence or media conveyed traumas that initiate local or trigger personal anxieties. The arts have been known to have calming effects upon the emotions and the artmaker's or art viewer's ability to promote internalized sense of well-being. This course, which will be taught by an specialist of art therapy working in the Esknenazi Museum of Art, will present arts-based, trauma-informed strategies that might be used by teachers in school or community settings to re-focus students' attentions on learning while addressing their anxieties. These are strategies that might be implemented by generalist educators in (otherwise) normative school of community settings touched by trauma. In addition to approving the course, the Committee on Teacher Education approved unanimously that this course could serve as an option for the following teacher education programs -

- Early Childhood (both tracks), Elementary and Teaching All Learners (TAL)Programs, Fine Arts Content
- Community Visual Arts Education Minor, course option
- Elementary Program, Visual Arts Area of Concentration, course option

Course Change

BL EDUC- A 675

Cr 3

Course title: Leadership in Special Education

Change course title to: Special Education Law and Leadership

Course Abbreviation: Ldrship in special education

Change course abbreviation to: Spec Ed Law

Current Prerequisites: Open to online and on-campus Educational Leadership graduate students only

Prerequisites Change: No prerequisite/corequisites

Current Course Description: This course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students and adults with disabilities. Implications for district and site level leadership practices are emphasized.

Course Description Change: Course addresses issues affecting special education leadership occurring in PK-12 schools. Students will increase their special education legal literacy related to statutory, case, and administrative law. Students are prepared to evaluate and advocate for legal/ethical decisions, as well as foster inclusive and equitable environments for students with disabilities.

Justification: The course description was outdated to reflect what is currently taught in the course. The course is one of the courses required for the Education Law Certificate, Educational Leaderships EdS, and Maurer's JD Minor in Education Policy and thus, it focuses on law.

Adjourned: 3:01pm