



SCHOOL OF EDUCATION

Faculty Meeting October 23, 2020 (Virtual) Meeting Notes

Welcome and Presentation of Newly Endowed chairs

Dean Morrone opened the meeting by welcoming faculty and acknowledging that Indiana University sits on the ancestral homelands of the Miami, Delaware, Potawatomi and Shawnee people. The meeting proceeded with announcements of the newly named endowed chairs. Dean Morrone introduced Adam Maltese as the new Martha Lea and Bill Armstrong Chair on Teacher Education. A. Maltese then opened a wrapped gift containing a plaque and accepted the nomination. Anne Leftwich was announced as the new Barbara B. Jacobs Chair in Education and Technology. A. Leftwich then opened the gift containing a plaque and accepted the nomination. Dean Morrone ended this segment of the meeting by thanking R. Kunzman and C. Hmelo-Silver for their service as the outgoing chairs.

Update on the Bicentennial Campaign

Director of Development, N. Kubat announced that the University raised over \$3.8 billion as a part of the bicentennial campaign. The School of Education (SOE) goal was 40 million dollars and we raised 43 million dollars. Fundraising efforts enabled the SOE to create two new endowed chairs, one in ELPS and one in Special Education. We also funded 52 fellowships and scholarships. Faculty and staff contributed over five million dollars.

Recognition of the School of Education Distinguished Alumni Award Honorees

N. Kubat announced the recipients of the SOE Distinguished Alumni Awards, which have been separated out into distinct categories for the first time. Recipients included Harold “Pete” Goldsmith who received the “Excellence in Higher Education Award”; Susie Gronseth who received the “Early Career Achievement Award”; William Parret, recipient of the “Outstanding Alumni Award” for his work in reducing the achievement gap; and Naomi B. Searle who is the first recipient in the new category of current pre-K-12 teacher.

Dean’s Report

Dean Morrone began her report by introducing the new SOE faculty, who were first introduced at a school meeting in August. She also introduced the new postdoctoral researchers. Photos, names and titles of each individual were presented by department in the meeting slides.

Overview of Differentiated Value Points

Dean Morrone explained that the Differentiated Value Points (DVP) project is an opportunity to work with IU Studios to identify how we differentiate ourselves from other schools of education. The goal of the project is to develop differentiated value points for attracting prospective SOE undergrad students. This will help us determine how to position the school in terms of marketing and recruitment. It will be a 12-week process beginning with quantitative and qualitative market research to identify marketing opportunities and to then synthesize the DVPs. The kick-off will be next month. The process will help us to develop a messaging “north star” to guide marketing/recruitment efforts, rather than simply develop a tag line. The second stage of the process, which is slated to take four weeks, is to develop the marketing strategy and create the marketing assets (media plans, ads, etc.).

Update on innovative online graduate certificate proposals

Dean Morrone issued a call for ideas on innovative graduate certificate proposals and worked with Chris Foley, Associate Vice President for University Academic Affairs and Director of the Office of Online Education, to determine if any of the ideas could be fast tracked. Four proposals were selected for potential fast-tracking. These include: Theory and Practice for Online Teaching and Learning, Quantitative Research Methods, Online Graduate Certificate in Dyslexia, and a Certificate in Children’s

and Young Adult Literature. With the support of Chris Foley, these proposals will be moving forward through a faster approval process, avoiding the collaborative process.

Themes from Conversations with the Dean series

Dean Morrone explained that this series was a helpful way of getting to know the faculty as well as gain an understanding of faculty perspectives on the issues facing the SOE. M. Gardner captured highlights from each of these sessions. Dean Morrone reviewed the information gathered from all of these sessions and selected 14 themes:

- Increase support for more innovation in programs and offerings
- Increase marketing of our programs at graduate and undergraduate levels
- Evaluate targets for enrollment at the undergraduate level. Regarding this topic, Dean Morrone noted that it is important to first understand what our target enrollment is, so she will work with the campus and faculty to determine an appropriate target enrollment number.
- Grow the direct admit program in Teacher Education. Dean Morrone noted that based on the value that the direct admin program is bringing to the Kelley School of business, there is great potential in growing our direct admin program.
- Appoint an Associate Dean for Undergraduate Education
- Recruit and retain a more diverse student population
- Retain our faculty of color
- Explore partnerships with other schools at IUB
- Increase our commitment to international programs and offerings. While it has been a difficult time for international programs, this remains a priority and we would like to see growth in this area.
- Strengthen the connection between undergraduate and graduate programs- Create more tight coupling between graduate and undergraduate programs
- Increase support for grant writing and research
- Improve efficiencies in services provided within the school and increase consistency in process across the school
- Improve communication within the school. Dean Morrone acknowledged that the pandemic is making this particularly difficult right now, but staff and students expressed feeling out of the loop. Working with D. Stevens, the Dean's Office is developing a survey to explore the idea of holding regular town hall meetings as a method of improving communication.
- Provide opportunities for engagement for students who are feeling isolated- How can we create opportunities for students sitting alone in their apartments to feel less isolated and build a sense of community within the school?

Dean Morrone stated that she would like to have a plan to address each of these items as we move through this academic year.

School of Education virtual speaker series

Dean Morrone informed faculty that she would like to invite faculty who are leaders in their fields to participate in a Speaker series, which would be open to all.

Campus guidance on Executive Order on "Combating Race and Sex Stereotyping"

Dean Morrone explained that Vice Provost Robel has stated that the executive order issued by President Trump, which essentially bans diversity training, will not change any of the practices currently occurring or planned here at IU. The University will not be issuing a statement regarding this order, however the Vice Provost strongly suggested faculty connect with their professional organizations to put forward statements.

Executive Associate Dean Search

Dean Morrone informed faculty that Executive Associate Dean, G. Delandshere, will be retiring in June after 26 years of distinguished service to the School of Education. We will be initiating a search for the next Executive Associate Dean and look forward to a celebration of her many contributions this spring.

Update from the Executive Associate Dean

Executive Associate Dean G. Delandshere began her update noting that all of the sabbatical applications are in and the review is being finalized. Also, the administrative reviews for the department chairs in IST and CEP, as well as for the Associate Dean of Graduate Studies are underway. She encouraged faculty to make themselves available if the review committee should ask for an interview.

G. Delandshere went on to acknowledge concerns expressed by faculty about course evaluations and possible changes to the process of documenting good teaching and learning in the current “online only” teaching environment brought about by COVID 19. She encouraged departments to discuss internally and also indicated that Policy Council is an appropriate venue for such a discussion. Also relating to course evaluation, G. Delandshere informed faculty that there is a resolution being put forward by the Bloomington Faculty Council regarding the use of course evaluations from Spring 2020 in promotion and tenure cases. E. Povalko is encouraging the use of course evaluations in conjunction with other forms of evidence. G. Delandshere noted that there is a lot of research pointing to course evaluations alone as an ineffective means of evaluating teaching. Regarding the pending EAD search, if you have nominations, please send them to M. Jensen right away.

G. Delandshere moved on to the topic of course enrollments, explaining that this is data we began collecting in Fall of 2018. Over time we have modified the process and the data collected. The chart presented in the Power Point presents a summary of under-enrolled courses comparing Fall 2020 to Fall 2019. The charts indicate that we still have some work to do regarding course enrollments. Average course enrollments are also listed by department. It became apparent that departments were using course minimums as maximums, this is something that we need to continue to work on. G. Delandshere opened the floor to questions regarding this data. E. Boling asked how the minimums are set. G. Delandshere explained that the number is rooted in estimates of the cost of courses. G. Delandshere acknowledged that because of different courses being offered within the fall semesters over time this data will become more meaningful as we have more longitudinal data. One faculty member noted that many institutions advertise low student teacher ratios. An error in the data presented for the percentage of undergraduate courses that were under enrolled in Fall 2020 was pointed out. Rather than 41% this should be 31%.

High-level Overview of School Finances

Assistant Dean, Finance & Administration Jeff Buszkiewicz highlighted preliminary figures that indicate we should hit budget numbers for fall revenue, which is positive. He stated that overall our first year-end budget projections suggest that we should be near or at budget. The outcome of the year will depend on what happens to our state appropriation, which is still unknown. E. Boling asked how it is that graduate revenue is up but enrollment is down. J. Buszkiewicz explained that we are up versus the budget, not up versus the prior year. G. Delandshere also noted that the enrollment charts presented only reported courses that count for load. We have many courses that generate revenue that do not count toward faculty load. Dean Morrone emphasized that this news regarding the revenue is good news, given the concerns the School had about student enrollment due to COVID.

Report from the Associate Dean for Graduate Studies

International students

S. Lubienski, Associate Dean for Graduate Studies, informed faculty that while remarkably, most international students have been able to get here for the fall semester, a few are still struggling to get here. According to current rules, international students who are new in the fall of 2020, will not be considered new in the Spring of 2021 and so they will not be required to participate in face-to-face or hybrid instruction. All COVID allowances the University Graduate School put out in the summer are still in full swing. In terms of graduate program reviews, the seven year schedule is backed up a bit. Two virtual program reviews are occurring (IST and Learning Sciences) that had been scheduled for the spring. Other scheduled reviews have been bumped to the future.

Trends in enrollment in programs

MS ED online and EdD online enrollments have been growing, while residential programs, particularly PhD programs have been declining. As we head into the admission season, S. Lubienski stated the following: Thank you for being responsive to prospective students. Please continue to be responsive. Remember that funding commitments must be signed by the department chairs. Please communicate with M. Boots about admissions deadlines so that he can take down online applications once the deadline has

passed and avoid having to refund application fees when students apply without realizing the deadline has passed. Please notify students of their admission status quickly. Speed is particularly important for UGS fellowships which are due in early February.

At the October Policy Council meeting, a new policy instituting an annual graduate student review process was passed. This review will occur from early March to mid-April. Students will be required to complete the review. S. Lubienski demonstrated what the faculty portion of the review form looks like. The program automatically pulls in students' courses and grades, pulling all of this into one place. The Graduate Studies Office will hold student enrollment until the review is complete to incentivize completion of the form. Faculty will be asked to include information on student strengths and weaknesses. G. Ozogul asked if this will inform faculty of the edoc forms the students have completed. S. Lubienski confirmed that it will. Faculty will also be able to see the prior year's review to be able to follow up on those things a faculty member may have requested of a student the prior year.

Report from the Assistant Dean for Teacher Education

J. Shedd, Assistant Dean for Teacher Education, described the efforts the Office of Teacher Education (OTE) has been putting into maintaining a sense of community and connectedness among undergraduate students. The Office has put on a variety of outdoor events as well as virtual events. Academic advising is occurring virtually. The OTE newsletter has now become a critical resource for students seeking information about all that is going on in the SOE related to teacher education. December's graduation event will be virtual and Dr. Dena Cushenberry, one of our distinguished alumni, will be the keynote speaker.

Regarding clinical experiences, the Office created a new program, edHelp, which is community virtual tutoring. We are currently serving 156 learners in the community with over 200 of SOE students serving as tutors. Soon we will start a "drop-in" tutoring service two days a week. This program has helped our teacher education students to build relationships with learners and experience how learners process new information. Parents in the community have expressed gratitude for this program and we have made a commitment to continue this in the spring and into the future. Many people have asked about how student teaching is going. The Office is currently surveying our teacher candidates. While the data is still coming in, the majority of teacher candidates are getting some face-to-face instructional time, but they are also gaining experience with asynchronous and synchronous virtual teaching as well as hybrid instruction. Our partner schools are leaning on our student teachers in a positive way. Spring is unknown at this point. We anticipate that it will be similar to the fall, but what happens after the holiday break is a large unknown.

Regarding recruitment, this is the first year that we are instituting the test-optional admissions. We are anticipating the potential for a greater number of education candidates for 2021-2022. A significant percentage of students who have applied are taking advantage of the test optional process. We are exploring the potential implications for the direct-admit program. The office has been exploring new ways to recruit and piloted a virtual outreach event to high school seniors and juniors. Attendance numbers were not high, but feedback from participants was very positive with prospective students indicating that they learned a lot about our program and why they might want to enroll at IU.

We are in the middle of our search for a new director of recruitment. Finally, we also have a new scholarship for undergraduate males who want to work in elementary education—the Jean Ann Ford Fund. We have been working with the Office for Diversity, Equity and Inclusion to promote this opportunity.

Report from the Assistant Dean for Diversity, Equity and Inclusion

C. Darnell, Assistant Dean for Diversity, Equity and Inclusion (DEI), explained that communications, outreach programming, ongoing support, research and resources are the five functions of the office for achieving its mission of pushing the ideas and actions relating to diversity, equity and inclusion. The Office has held several events and as a result we have had 32 of our 92 faculty actively engaged in supporting our work. C. Darnell expressed appreciation for this level of commitment and engagement from the faculty. C. Darnell then presented a graph of race demographics of tenured/tenure track faculty. As a whole, we have a very low percentage of faculty of color. However, in our cohort of new faculty hires for Fall of 2020, 10 out of 13 identify as a minority ethnicity. The DEI office has a new

space on the second floor, room 2002. We are in the process of hiring new staff positions and we support 24 undergraduate student interns as office assistants. Right now, we are in the middle of launching the new Jean Ann Ford Fund for Education scholarship. We will be offering 10 of these scholarships, up to \$10,000 for four years, targeting undergraduate males with special consideration given to underrepresented males. This has the potential to make a big difference in the demographics of our underrepresented males. Finally, Scott Witzke has worked with the Office to develop a DEI Dashboard where anyone can see how we are progressing towards our goals as outline in our diversity plan by looking at this dashboard on our website.

G. Weltsek asked if there are any plans to support our community in the aftermath of the upcoming election, no matter what the outcome. C. Darnell noted that the office has focused on students by working with the Neil Marshal Black Culture Center having an event called “Black Votes Matter” that will occur after the next debate. If there is faculty interest in having a faculty-specific event, the office could plan something. M. Croom asked what underrepresented means. C. Darnell explained it refers to African American, Latinx, and Indigenous students who are considered underrepresented in higher education. S. Morrone noted that she is impressed with the work of the undergraduate interns as they reach out on behalf of the office and communicate with faculty.

Report from the Associate Dean for Research

G. Buck, Associate Dean for Research and Development, reviewed some of the internal grants available to faculty for 2020-2021. Faculty interested in pursuing any of these grants should work with the office to complete the applications which will be reviewed by the Research, Development and External Partnerships Committee. Office staff are happy to support faculty through the application process. The office will continue with the new awards for research that were given out last year. These awards include the Diversity, Equity and Inclusion Award, International Award, Partnerships Award and Research Award. The office will collect applications for the award and the recipients will be selected by the respective Policy Council committees. The announcement of these awards will come out in early Spring.

Information from the Director of Human Resources

D. Stevens, Director of Human Resources explained that in an effort to leverage our internal community to increase our knowledge, communication and sense of community, and in collaboration with the Office of DEI, we plan to launch a monthly series called Ed Talks where someone from our community will speak on a topics of interest. There will be a brief 20-45 min presentation and then time for Q&A. If you are interested in being a speaker, let Donna know. Faculty of color are particularly encouraged to participate. J. Buszkiewicz will present the first talk on budgets, finances and higher education. D. Stevens also informed faculty that she is a resource should they need any support relating to human resources during this challenging time encouraged faculty to reach out any time.

S. Morrone noted that J. Buszkiewicz will be retiring at the end of the semester.

Open Discussion: Assessment and Accreditation needs

J. Anderson noted that over the past few years there has been discussion about having an office for assessment. That hasn’t happened, but several accreditation processes are underway. C. Lochmiller hosted a meeting earlier this week with the staff from Graduate Studies Office, the Office of Teacher Education, J. Anderson and an accreditation consultant, Dr. Maggie Barber, who is the Associate Dean of Educator Preparation and Assessment at Old Dominion University. The conversation was around the current status of our data systems as related to accreditation and how to automate the process for more consistency moving forward. Topics included where data is currently housed and how we could potentially automate some of the data collection processes moving forward.

Dean Morrone invited faculty to have an open discussion on the topic of having an office of assessment or any thoughts about how faculty are envisioning this need and how the Dean’s Office can support the processes. J. Anderson asked about potentially creating an assessment office that would make use of existing resources and current faculty and staff to centralize the process immediately. V. Borden expressed concern about adding an administrative unit, when it may be more about better using the resources we have. For example, could the inquiry program play a role by training students in the

measurement aspect of this? There are many systems with data out there and some staff capacity may be needed to coordinate all of this, but there may be value in building our capacity rather than putting resources into an administrative unit. M. Croom cautioned that accreditation and assessment markers are historically in conflict with goals of DEI and therefore a focus on developing these markers may not be aligned with the broader mission and stated DEI goals of the SOE. E. Boling expressed support for the statements of M. Croom. She also expressed concerns about the deployment of faculty time and reliance on students to do some of the administrative tasks related to these processes. S. Morrone noted that in her experience, if no one is designated as responsible for this task, the work does not always get done. In response to V. Borden, G. Delandshere noted that assessment is a misnomer in this context. This is about data collection and has little to do with the skills we work to develop with students in the inquiry program. V. Borden acknowledged that what we are asked to do for these accreditation processes is typically not in line with what we should be doing to assess our programs. He encouraged the SOE to think about developing a good assessment program, one that looks at the indicators that we value, but in the process also collect the data that is required for accreditation if that information is not a part of the assessment program that measures what we value. S. Morrone thanked faculty for their thoughts on this topic.

S. Morrone then turned to the topic of the library renovation project. She noted that in the agenda there is a link to ideas for the library renovation project, which is still in process. E. Boling asked about the renovation of the video studio that UITS is doing. G. Delandshere informed the faculty that A. Hill had informed the Learning and Teaching with Technology Committee that it was nearly done. Sam Underwood, an IST student, has been appointed to be onsite there and a percentage of his time is dedicated to helping SOE faculty to utilize the studio. J. Buszkiewicz is going to look into the status of this project.

L. Rutkowski brought up the topic of the large number of course browser errors, which is making enrollment difficult. K. Williams noted that she has been working with C&I and LCLE faculty to develop a system for course scheduling to try to figure out some of these errors and making sure that course notes and other information are uploaded and included. It could be helpful if we could develop a system school-wide. G. Delandshere noted that at the department chairs meeting people expressed concerns about trying to get requests for changes instituted. She agreed this is something that needs to be addressed. K. Williams noted that the problem seems to be rooted in using a process of copying the course schedule from a past semester to build the new course schedule and then that there is not systematic process for communicating changes. S. Morrone suggested that this may be an issue that others at other schools have encountered and addressed effectively and we may be able to learn from the experience of others.

Dean Morrone closed the meeting by highlight that we started the semester unsure of how long we would be able to sustain the hybrid learning model, but now it appears that we will make it to the Thanksgiving break. Please take time during the break to refresh yourselves.
Adjourn

The current version of the Education Library renovation slide deck can be found here:

https://indiana-my.sharepoint.com/:p/g/personal/amorrone_iu_edu/EVcv-XIW3iFBIU9YI8MZzOMBjU9RQMQ14oyDAc4DBZUIsQ?e=xrffKd