**FACULTY SENATE MEMBERS**

<table>
<thead>
<tr>
<th>Present?</th>
<th>Senator / Representative</th>
<th>Position</th>
<th>Proxy Name?</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Barness, Allison</td>
<td>Senator, Clinical Experience</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Ellison, Scott</td>
<td>Senator, Professional Sequence</td>
<td></td>
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<tr>
<td>Y</td>
<td>Eskelson, Sam</td>
<td>Senator, Mathematics</td>
<td></td>
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<tr>
<td>Y</td>
<td>Hernández-Saca, David</td>
<td>Senator, Special Education</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Hurley, Kim</td>
<td>Senator, Phy Ed</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Miller, Wendy</td>
<td>Senator, Art Ed</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Presson, Belle</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Swanson, Michelle</td>
<td>Senator, Music Ed</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Walker, Irenea</td>
<td>Senator, Elementary Ed</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Weber, Carolyn</td>
<td>Senator, Middle Level</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>VanderZanden, Sarah</td>
<td>Senator, Literacy</td>
<td></td>
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<tr>
<td>Y</td>
<td>Zan, Betsy</td>
<td>Senator, Early Childhood</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>Total Voting Present</strong></td>
<td></td>
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**Yes**  

**Quorum Met?**

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<thead>
<tr>
<th>Present?</th>
<th>Senator / Representative</th>
<th>Position</th>
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<tbody>
<tr>
<td>Y</td>
<td>Miller, Cathy</td>
<td>Chair, non-voting</td>
</tr>
<tr>
<td>Y</td>
<td>Forsyth, Benjamin</td>
<td>TPP Director, non-voting</td>
</tr>
<tr>
<td>Y</td>
<td>Bryans-Bongey, Sarah</td>
<td>Senate Secretary, non-voting</td>
</tr>
</tbody>
</table>

**GUESTS**  
1. Tamara Powers
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Type of Item</th>
</tr>
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</table>
| Est. 3:30 PM | I. **CALL TO ORDER**  
The meeting was called to order by Faculty Senate Chair, Cathy Miller at 3:30 pm.        |              |
| 3:30 - 3:35 | II. **APPROVAL OF AGENDA AND MINUTES**  
Senators voted to postpone approval of the April minutes.  
Motion,  
Seconded,  
Motion carries | Action       |
|            | III. **COMMITTEE REPORTS**                                                                             | Information  |
|            | III. A. Field Experience Placement Guide  
The FE Placement Guide was not distributed to faculty because some of the links were not ready. An updated version, including a new data system, will be distributed next semester. |              |
|            | III. B. Teacher Education Content Study Committee  
The Content Study process is going well. |              |
|            | III. C. IEP Law Implementation Committee Report  
Resources for Level 3 faculty are ready to use based on work by Aliza Fones and David Hernández-Saca. The materials were well-received and provide resources that will be useful moving forward.  
● Kim asked about specific requirements regarding IEPs. David responded that this will require a line in the syllabus. |              |
|            | IV. **OLD BUSINESS**                                                                                   | Action       |
|            | IV. A. Constitution and Bylaws need to be refined and approved by the Senators. Once approved, the individual bylaws items will go to the full EPP faculty for a vote. |              |
|            | **Description of EPP Faculty (article 1, section 1.1)**  
● Chair Miller noted the need to clarify potential teaching assignments by EPP Faculty. Specifically, the question came up regarding faculty criteria to teach Methods courses. |              |
|            | **Representation on Leadership Team (article II, section 1.1.1)**  
● Speaking of the proposed ByLaws revisions, Chair Miller noted that representation is needed for secondary voice.  
● Scott inquired whether the representation needs to be from secondary to which Benjamin replied edTPA may not be as familiar with what the Secondary Senate needs.  
● Chair Miller noted that there needs to be professional representation in the Secondary Senate, such as a fourth person to represent outside the COE.  
● Chair Miller to discuss this matter with the Secondary Senate. |              |
|            | **Representation areas on the Elementary Teacher Education Senate (article V, section 3.1)**  
Note: Senators discussed an amendment to the revised bylaws to include one senate representative from |              |
**Literacy and one from EPFLS.**
- Senators discussed the question of representation areas on the Elementary Senate, with Cathy mentioning Ed Tech, Ed Psych/Leadership, and Literacy.
- Scott suggested EdTech and Ed Psych and foundations would be helpful.
- Benjamin noted that Literacy Education is the largest minor, followed by Special Education, and Math.
- Sarah Vander Zanden agreed with Benjamin’s suggestion that Literacy Education ought to have a representative due to the size of the minor.
- Chair Miller stated that Ed Psych and Foundations and Literacy will be brought forward as gaining representation.
- Benjamin responded that there is no position by department so EPFLS might not be best to have representation.
- Michelle noted that EdTech and Literacy have expressed an interest in having representation.

**Ex-Officio members of the Teacher Education Senates (article V, section 3.4)**
There was a brief discussion to clarify the role of Ex-Officio members of the TE Education Senates.
- Benjamin suggested that a middle-ground that would be optimal is to allow Ex-Officio members to make a motion, but not necessarily a vote. He reasoned that a motion can open up useful dialogue but does not force the outcome.
- There was general agreement that Ex-Officio members should have the right to make a motion but not to vote.
- Chair Miller will bring this matter to the Secondary Senate and eventually a merged meeting down the road.

**Duties of the Chair (section 3.1)**
Specific discussion centered on a contingency plan for situations in which the Chair is unable to prepare and lead Senate meeting/s.
- Chair Miller suggested that the person holding the role of XYZ (in this case Kim Hurley) would be a logical backup.
- There was some discussion as to whether an administrator should provide this backup, but there was general agreement that such a function should remain the domain of faculty.
- Chair Miller will bring this to the Secondary Senate for further discussion, with Benjamin noting the importance of language to clarify whether the acting Chair gets a vote based on his/her representation of constituents.

**Bylaws Question regarding Teacher Candidate Professional Review Committee and NOCs (section 7.1.5.4)**
There was discussion about the procedures and actions relating to student Notifications of Concern (NOCs), which are specific to UNI students in the teacher preparation program.
- Benjamin mentioned TCPR and noted that 30-page document
scenarios in situations where faculty members are involved.  
- There was general agreement that the NOC and discipline processes for teacher candidates needs to be improved.  
- Chair Miller suggested that a committee of more than Benjamin might be warranted.

**Bylaws Question:** Quorum of the Senate should be ½ of the Senators (section 8.1)
The question was brought forward as to what percentage of voting Senators should constitute a Quorum: 50% or 33%.
- Scott noted that - in times of potentially controversial decisions - having only a third represented could raise major concerns among constituents.  
- It was generally agreed that 50% should constitute a Quorum.

### V. NEW BUSINESS

V. A. Discussion of the final report that includes recommendations for a new list of criteria for admission to UNI’s Teacher Education Program.
- Benjamin Forsyth noted that these updated criteria have facilitated a smoother and more efficient admissions process that is supportive of students.  
- Senators emphasized that since the new criteria reflect a 2.5 GPA and no PRAXIS admissions requirement we may need to find ways to identify students in need of support in terms of succeeding in their academic work as well as teacher certification requirements.  
- Betsy noted that she has not had time to find out how constituents feel about it.  
- Carolyn suggested an electronic vote to keep things moving forward.  
- Benjamin stated that the new system is more user-friendly and efficient. In August alone the office was able to process 71 teacher applications. He noted that the advantages for students seeking to get into their Level 1 placement are huge due to efficiencies over background checks.  
- Sherry commented that we need to clean up the NOC process.  
- Kim asked if we are tracking students getting admitted, noting that now there will be more ready next semester.  
- Benjamin responded that the team was using a new forecasting tool from Advising. When students take 2017 especially transfer students need to be able to move forward more quickly.  
- Sam pointed out the need to anticipate and address potential problems and Chair Miller echoed that concern, posing the question of how we will know who needs supports to pass the Praxis at the end.  
- Chair Miller noted the history was to try to establish a program with fewer stalling points.
Motion, Ellison  
Seconded, VanderZanden  
Motion carries

V. B. Educator Preparation Leadership and Office of Teacher Education Changes: Over the summer, the Teacher Education Office changed in terms of both leadership and structure. Benjamin Forsyth now holds the position of EPP Director and Tamara Powers will serve as Clinical Placements Administrator. Benjamin and Tamara are present to describe the changes. Meeting attendees acknowledged the many contributions of EPP Administrators, J. D. Cryer, Coordinator, and Julie Johnson, Records Analyst.

A new data management system (Anthology) is being implemented and will replace United.

VI. MEETING PRESENTATIONS

III. A. Restructuring of the Teacher Education Office, Dr. Benjamin Forsyth (EPP Director) and Ms. Tamara Powers (Clinical Placements Administrator, CoE Academic Advising and Teacher Education Success).

Benjamin and Tammy presented changes to the Office of Teacher Education, with Benjamin stating they are building the team to include some overlap and redundancy. The College of Education Advising and Teacher Education Success (CATS) office had transformed into an office of ten people:

- Dr. Benjamin Forsyth, Director of Educator Preparation  
- Dr. Tami Powers, Clinical Placement Administrator, and Licensing Advisor  
- Lori Wurtz, Secretary (shared with Science Education)  
- Ryan Scholl, Secretary  
- Barb Gager, Advisor  
- Kyle Haiman, Advisor  
- Michelle Holland, Advisor  
- Meredith Pecinovsky, Advisor  
- Colby Reinking, Advisor  
- Heidi Seegers, Advisor

There is an emphasis on knowledge, different ways of thinking, and a student-centered perspective (thus the ‘Student Success Office’). The team has met with all advisors across teacher education and Tammy and Benjamin continue to streamline the application process.

Benjamin expressed confidence in Tammy’s skill in the area of business processes and clinical placements. The team is also listening and connecting with external stakeholders, such as the graduate college.
The office of Teacher Education and Academic Advising aims to please and is moving in the right direction. Since the reorganization, they have held multiple meetings with the DoE Board of Education and BOEE.

CATS is aiming to make the Advising Office more welcoming, and there are also plans to overhaul the website to make it less wordy and more student-friendly. The Office would welcome suggestions on how to make the website more appealing and effective.

There has been a switch from the United data system to Anthology. This is due to the huge amounts of data gathering and the goal to improve data-driven decision-making and improve availability and transparency.

Overall, CATS seeks to improve communication all around and recognizes the value of Senate committees to support improvements to various systems such as the NOC process.

Tammy stated that the new Anthology system will allow us to see information on student growth all the way through in ways that are systematic and purposeful. She commented that CATS has had its foot on the gas and it has been fun. The improved access to information is important to help students grow throughout their academic careers.

Questions:
- Kim asked about a more seamless way to connect to principals and get clinical placement.
  - Benjamin responded that they want to improve that process and there is value in a clinical placement administrator.
- Betsy asked if the Clinical Placement Administrator is a new role.
  - Tammy replied that it is new, with the goal being to improve efficiencies to go into clinical placements.
  - Benjamin added that it is not a replacement of previous work - Job descriptions have changed and there are additions and revisions.
- David asked what types of data are being gathered.
  - Benjamin replied getting accurate enrollment counts across majors and minors, information regarding general education enrollment, professional requirements, breakdown of professional core and how much overlap with major, time to degree for different majors (freshmen vs. transfer; minor vs. no minor), and student credit hour completion data (e.g., how loaded are students in terms of credit hours.
  - Chair Miller added that it is possible to make data requests and that NOC is not easy to access data.
  - Benjamin commented that Aliza Fones is looking for data on ethnicity and accommodations. Institutional Research has data back to 2006 that reflects about 1200 NOCs.
Benjamin is assessment director until otherwise notified. He stated that inequities do exist.

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<thead>
<tr>
<th>VII. FACULTY GOVERNANCE</th>
<th>Action</th>
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<tbody>
<tr>
<td>IV. A. Composition of the voting membership, Chair Miller</td>
<td>Information</td>
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<tr>
<td>There was discussion relating to equitable representation in the Elementary Faculty Senate. Benjamin noted that Literacy is the largest minor, and Cathy Miller stated that - despite its size - EPFLS had no representation on the Senate.</td>
<td>Information</td>
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<thead>
<tr>
<th>VIII. COMMITTEES</th>
<th>Information</th>
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<tr>
<td>Chair Miller noted the importance of clarifying functions and memberships of Teacher Education Standing Committees, with special emphasis on Assessment, Curriculum, Diversity, Faculty, and the Teacher Candidate Profession Review Committee.</td>
<td>Information</td>
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<tr>
<th>IX. UPCOMING MEETING DATES</th>
<th>Information</th>
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<tr>
<td>● October 14, 2021 - Joint Teacher Education Senate (Union, Elm Room and Zoom, 3:30-5 pm).</td>
<td>Information</td>
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<tr>
<td>● November 4, 2021 - Elementary TE Senate (Union, Oak Room and Zoom, 3:30-5:00 pm).</td>
<td>Information</td>
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<tr>
<td>● November 18, 2021 - Secondary TE Senate (Union, Oak Room and Zoom, 3:30-5:00 pm).</td>
<td>Information</td>
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<thead>
<tr>
<th>X. ADJOURNMENT</th>
<th>Information</th>
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| Motion to adjourn, Scott Ellison  
Second: Benjamin Forsyth | Information |
| Chair Miller adjourned the meeting at 5:02 pm | Information |