Teacher Education Executive Council
Thursday, March 24, 2022 | 1:00 - 2:00 pm - ZOOM meeting

**Zoom link**

1. Review and approval of February 17 minutes (1-2 min.) – All

   Minutes approved.

2. Recap of AACTE – Colleen, Benjamin

   National Colleges of TE conferences

3. Teacher Quality Partnership Grant – Colleen, Benjamin through DOE

   We must apply for this – where should our focus areas be – open dialog will be helpful. Colleen and Benjamin are meeting to see what is next.

   Great ideas and some are different – serving the entire state – some are elevating work we are doing – should we be serving the state or at home? There are opportunities in the Cedar Valley. How we might double down at home to get a project right to expand across the state?

   Need to shore up relationship with HCC – Cedar Valley vs. state presence – lively conversations

   Leslie had dinner with reps. from CF schools and Wloo schools – great interest in collaboration and meeting more frequently with those at higher levels – Think about Dike and Waverly as well as the Janesville school system. The idea of creating conversations about the issues in the school systems that surround us – address those issues – pushes what we can learn and implement here before rolling out to larger locations. This would be a group of Cedar Valley educators of some sort - Ed. leaders that would meet more frequently on these issues. Waterloo is very diverse so some Cedar Valley educators group of some sort – Ed. leaders that would meet more frequently to talk about the issues in the school systems that surround us – address those issues – pushes what can we learn and implement here before rolling out to larger locations
Wloo is very diverse - What are the main things they are dealing with? This would be a good place to start - Microcosm of what the rest of the state looks like.

How many proposals can be put forward – One per Colleen but she can check with Tolif – one state, one local?

Sustainability – we can show we have capacity to go from local to statewide.

Benjamin – 5 year grant – transparency – read proposals 10-12 years – see reviewers notes – a lot built local and scale – shouldn’t be too difficult to point out meeting the needs of locals – only expand to Cedar Valley or NE Iowa – easy to make the case for it.

Benjamin – para pipeline and apprenticeships – we are in talks with them. Colleen has notes to share with this group from the brainstorm session that took place.

Elevate work – have conversation with our folks.

There needs to be a voice of equity inclusion diversity – university goals within projects – woven through the conversations. Benjamin brought up this information.

There is a national narrative - apprenticeships are firmly grounded in equity - we need to remove as many barriers as possible with regards to HS students, career changes - we need more accessibility than traditional pathways.

A member asked what the grant states. Colleen is looking at scoring rubric – valuing the partnership – scope and scale? This group will be provided updates and Benjamin shared notes with the group as we were progressing through the topic.

4. Charge for curricular change in teaching majors – All take stock of where we are and use our input

March 3-6th – Seventeen people from UNI attended the IACTE conference in New Orleans. Fifteen of those attending are being supported by the CATS Office. Andrew Morse and Kaylee Benham were presenters.

Andrew – Teach Grant numbers indicate a low default rate for students. This was a well-attended session.
Takeaways:
The national trend in the USA is apprenticeships and residencies and paraeducators to leverage state laws.

Funding through TQP grants – head start on parade side of things – we want to be able to take advantage of these – AACTE – work about dispositions – NOC committee – 6 of 8 on committee – Univ. of Wisconsin-Stout – changed their NOC and disposition system – talked and made another meeting on how to progress

Advisor from 2+2 program – presentations about what we’ve learned about online courses through pandemic – started by Colleen’s predecessor – we are a known group – side conversations – we know UNI – you are doing a lot of things – helped our presence at a national level; Board of Director is Mark Nook for next few years.
Monday & Tuesday – hosted a brainstorm session – Teacher Quality Partnership (TQP) grant – due April 26.

Cathy, Benjamin and Maureen also met three times with the goal to revise draft of charge – once revisions start it was clear that there are outstanding issues - Ed. Prep. Curriculum revision has been saved in our drive - language that has been changed – better to see notes on the side - not in order of comments – some more pressing than others.

Parameters outcomes and processes – who says this must be done? We’re not sure – convinced it needs to come from the highest place – faculty know that they need to do it. Provost Herrera provided guidance but we need further clarification on how this should be done.

Phase 1 and 2? We are already in Phase 1 – Exec. Council is identifying data that helps make the case which resonates with the member that brought this up. We are in a quiet phase – gathering – not outside of council to do this work.

Arrived at a broader point for campus work since we’ve done preliminary work. Benjamin – recognition that work has been done by a number of groups – don’t need to start from ground zero. Cathy – more issues than realized.

Next steps could include – articulated concise summary – admissions – Exec. Council – NOC groups – tie together into Phase 1.
Maureen – disingenuous to faculty that we already know the answer to – don’t want to waste people’s time – building a shared vision – almost April – Acknowledge others contributions – broadens the charge – part of every program needs to be revealed in light of UNIFI and how that will change programs.

We need to get an authentic charge – make the case to campus more broadly – UNIFI is part of the case – info from data days, TE and campus enrollment – what’s attracting students, cost of semester is X amount of dollars.

Benjamin has done a great job collecting majors and credits – state level – all pieces are needed to make the case – we don’t know who will give the charge. Some faculty may not like it – we don’t want to say that anything goes.

During the last Joint Senate meeting – faculty were made aware that this is coming so it won’t be a surprise. A concern was raised that some faculty heard or deduced that the work was needed to be completed by the end of this school year – this needs to be strategic and thoughtful – they thought we would be rushed and not do good work.

Benjamin – timeline for committee that terminates in April – 2-3 years of work – UNIFI took 4 years

Cathy – used process used by UNIFI as inspiration – Four colleges are involved in a program change and that is complex – rumors were calmed – senators are talking to constituents more than before.

If we lay out and conceptualize the work that has been done – we are committed to doing well and right – we have ideas but it will take time. All Ed. Prep. majors on campus have complexities that need to be researched, honored and examined.

Cathy – very thoughtful charge- different size of programs – diversity of programs – the charge encompasses the need for the goal.

There are areas of road blocks – how to specify a charge with understanding the outcome for each program is different – if you make charge to increase accessibility to maintain student success. Room for examination of pre-reqs and sequencing – higher rates of more timely matriculations - more attractive to students.
Space for student to get a second endorsement – wiggle room
With regards to UNIFI – students will have more breathing room to try additional things – Ed. majors don’t have much flexibility.

Colleen – recalibrate long term narratives – employers want to get the students out the door so they can move forward from there.

With regards to alternative credentials – Ed. Prep. majors are at 145 which is the highest. There was talk of having students come back as alumni to gain additional credentials and there would be an easier, less expensive path to get there. UNI would get these students back after their BA so they can do further work here.

Discussed what Provost Herrera’s role would be in this.

Accessibility – make all requirements in the program visible to all students – what they need to do – when they need to do – hidden costs for Teacher Ed. students need to be brought out and clearly explained in this process – list when they are – give students a warning about them.

There is hesitation to put numbers in but it is important to provide boundaries – 120 is BA – when programs exceed this number this is difficult.

Benjamin is concerned for all majors – no other majors on campus that require you to get to 110 as a bare minimum – 70-80’s – state minimums in his doc. We need to reduce and recognize what our students are doing - he will be meeting with the Registrar’s Office. There was talk about double majors or double BA that is recognized - many students are getting a double BA.

Can’t just say that you have to reduce, we need to give students more than one route. Colleen asked Benjamin, Cathy and Maureen if they had come to a way of delivering this information. Ben felt that there should be more than just sending out a document. There is talk of having this brought up at a joint senate meeting where Teacher Ed. faculty are in attendance to present this as a launch. He talked about all Dean’s being there with Colleen to show that this is a campus wide initiative.
a member asked if there should be a short presentation – making a case – or presume the case for it already.

Benjamin indicated that very few have looked at the data that has already been sent out.

Same member feels if you email – 2/3 won’t read it – all call meeting or Joint Senate would be better to make a case explaining how this is part of larger issues and that this is programmatic across the entire university – not just Professional Sequence – all of Ed. Prep.

Need Stacy McGauvran-Hruby to help communicate to faculty as well.

Member feels that other programs with degrees with large numbers would welcome this possibly – he is appreciative of this – a lot of faculty will welcome this.

Colleen – everyone is doing something – co-reqs – pre-reqs – this is an anchor – people are looking to be led.

Students were complaining that at the University of Iowa you can double major but not at UNI. Now they can. They want more on transcripts, not less – come up with ed major and a major in particular field and they get two majors – students would love it – business students love this – challenge is if we can get this into 60-65 hours – 2 majors – Business teaching majors UNIFI – few classes are incorporated in UNIFI – opens up options for other courses for them to take.

Cathy – double count methods courses across two different majors?

Professional sequence at 33 credits is a little lean. We need creative ways to give students a chance for double majors. Can methods courses be double counted across two different majors?

We need to make the charge broad enough that each program wouldn’t find the same solution. Consider what is not ok – scenario – secondary education major – faculty make this program 6 hours shorter – French analogy - by creating more special classes for a particular group you get smaller.

Benjamin – we don’t want this revision to lead to lots of new courses that overspecialize and create an even worse problem - changes are tied to enrollment plans.
This needs to fit within resource footprint – enrollment plans – decent student enrollments

Colleen – playbook – With Praxis II in the process of being eliminated, we need to ask if a course/program is in the curriculum because it helped Praxis II – we are preparing students for the first day of their career.

Cbiz supports the idea of all deans being engaged in announcing and standing behind the charge - feels it is important for the Provost to be there. Who will talk to him about his role in the process? It appears that all present felt that this should be the work of the Dean.

This is what's best for students and UNI – need backing all the way up the chain.
Cathy – Deans and Provost – use to change language
Colleen – next steps – Deans connect with Provost
May 5th is Joint Senate per Cathy.
Colleen – needs to happen this semester – how to convene everyone
Benjamin - everyone should be invited – signal to campus that this is bigger
Colleen – layered and complex and important for all
Maureen – collect summarize previous work to create the case – ongoing and simultaneously
Ben – presentation
Maureen – Ask Stacy McGavran-Hruby for assistance.
Cathy – writing charge – ready for meeting
Charge prewritten – Deans to Provost

Spring 2022 Teacher Education Executive Council meetings:

- **Thursday, April 21, 2022:** 1:00-2:00 pm – face to face and zoom options available
- **Thursday, May 19, 2022:** 1:00-2:00 pm – face to face and zoom options available
- **Thursday, June 16, 2022:** 1:00-1:00 pm – face to face and zoom options available

Other key EPP dates:
Mar 10: Joint Teacher Education Senate Meeting
April 6: Teacher Education Convocation
April 7: Elementary Senate
April 21: Secondary Senate
May 5: Joint Teacher Education Senate Meeting if needed