Teacher Education Executive Council Minutes
Thursday, October 21, 2021 | 11:00am - 11:50am

Two participation options:
1. Schindler Education Center, 150B (Dean’s Office Conference Room)

Present:
Colleen Mulholland (Dean, COE)
Benjamin Forsyth (EPP Director)
Darcie Davis-Gage (Graduate Licensure Council Rep)
Maureen Clayton (Associate Dean, CHAS)
Leslie Wilson (Dean, CBS)
Kimberly Hurley (Elementary Senate Rep.)
Cathy Miller (EPP Faculty Chair)
Kevin Droe (Secondary Senate Rep.)

Absent:
Brenda Bass (Dean, CSBS)

Guest:
Danielle Mcgeough (Assoc. Professor, Communication & Media)
Oksana Grybovych (Associate Dean, COE)

2. Zoom link

1. Guest: Danielle Mcgeough: Quest-like PD for in-service teachers (10 min)

   Associate Professor, Communication and Media, provided information pertaining to her role as an Administrative Fellow in the Provost’s Office.

   Danielle provided a description of the Cultivating Justice – A Quest for Racial Equity project which is described on the quest.uni.edu site as listed within the above link.

   The resources are by and for the people in the Cedar Valley. Anyone can access, anytime. For a more intentional, meaningful and immersive experience, you can select the 6-week Guided Quest option on the site.
Since January 2021, 1,000 people have been a part of the program. Of those 1,000, 40-60 of them are K-12 educators in the area.

There were 3-4 small groups, 10 members each collecting feedback. The question of receiving credit for Quest was brought up by members.

With regards to communication issues, Danielle would like to learn more about education curriculum and collaborate with those that can provide additional insight and information from those in the thick of it – talk to parents and administrators, school boards. The 21-day racial equity challenge has been difficult due to COVID. The goal was to check in with folks and see what ideas emerge – who to collaborate with.

- Benjamin – Professional development to in-service teachers is a different track than coursework for preservice teachers
- Large amount of Teacher Ed. faculty doesn’t do professional development.
- Danielle would like advice and direction on who those are that complete the professional development and rally them.

The model of delivery and credit – resource needs were mentioned by Dean Mulholland. To earn credit – where is this housed? This is a concurrent layer. Danielle – What are the different models that can help teachers earn credit – masters degrees – Continuing Ed. - ways in which people learn – what do you mean by credit – are there models in place at UNI? It’s a challenge to figure out resources.

Oksana - Professional Development for faculty vs. teachers - look at different. target markets.
Benjamin – We need to reach out to the names mentioned at UNI and reach out to Cedar Falls and Waterloo School Districts to find out what they are doing. If it doesn’t align with their strategic initiatives you won’t get far.
Pam Zeigler – Elementary curriculum (Cedar Falls) – Stephanie Mohorn can point to the right contact for Waterloo Schools.

- Are the 1,000 people those that signed up through newsletters? Per Danielle, 715 signed up for the newsletter between January and May 2021. There was a broad spectrum – students/faculty staff admin at UNI, community members, organizations, churches and groups of moms. Danielle worked with churches that hosted Quest over the summer. One church registered and disseminated the
information to other churches. They met and talked about articles, essays and videos.

- Danielle mentioned that 35 small groups set a time and met 1 hour per week. Another session will be starting on January 31, 2022.

Dean Mullholland mentioned the next steps would be side conversations with Benjamin and Oksana to set up introductions to colleagues in K12 schools. This will be coordinated soon. Danielle will come back to the group.

2. Made to Teach: Summary (5-7 min) Thank you to all!

On October 1, UNI held the Made to Teach event at Gallagher Bluedorn which included a browsing fair. There were over 140 students in attendance with a total of 300 participants. There were three concurrent workshops offered in SEC with agendas and sign-up sheets provided.

There was a panel of nine students and practitioners moderated by Dean Mulholland.

COE marketing was very helpful in getting everything in order. We are capping and reviewing feedback from Admissions. This will give good direction to move forward. Having food trucks and tents would be a great addition to next year’s event. Sending out save the date information a lot earlier (March or April 2022) will allow for possible funding for buses, etc.

Student organizations being involved made for festive activities on the Friday before homecoming!

The group of associate deans, marketers, faculty, and Benjamin made this a truly across campus endeavor – experience was just enough different that we will get some traction from this.

3. Update from the Director of Educator Preparation: Benjamin Forsyth (30 min)
   a. New CATS Office (COE Advising and Teacher Education Success Office)
      Leadership Academy through AACTE is being set up. Two have responded. There will be a side meeting with the Dean and then this topic will be brought back to the Executive Council.
Curriculum revision
- There is a pause on forcing curricular review. This will be handled outside of this meeting.

Shift of Teacher Ed. Office and Advising Office to new CATS Office
b. 100-day recap
  Team building
  - Previously there were three people working in the Teacher Ed. office and there wasn’t a lot of cross talk with advisors. There are now ten people involved and questions directed on both sides (Advising & Teacher Education).
  - Advisors are a wealth of knowledge.
  - We can communicate much easier and attend to student success and needs
Checking of internal processes
- Per external stakeholders and UNI, we are now pleasing a lot of people. This has been seen when talking with others; there weren't the best thoughts about what was coming through the Teacher Ed. office in the past.

c. Showcase Current Initiatives
Admission to Teacher Education process
- The TE application process now takes less than 5 minutes to complete.
- In the past it could be weeks before students heard back regarding their SING results. Now the processing time is 5-8 minutes which has made a huge difference. The meetings with advisors across campus indicate that the number of students who come in panicked due to the application process has been reduced.
- As far as the registration pre and co-req. situation, we will find out if this is fixed once students start registration.
We have worked across campus with external stakeholders, Admissions, Undergraduate Studies and Dept. Of Education to decide how we interact with Praxis II in many school districts.
Web site
- The format still looks old but we are in the queue. The wording on the site has been revised – trimmed out about half of the words.
Data gathering
- Having two sets of eyes to review data now – advisor by Benjamins’ side to review information
IR – some reports from them were wrong over the last 2-1/2 years. The reports showed 200-300 less Teacher Ed. majors than we actually had. However, the
numbers are down in our program just like many across campus but much healthier than thought initially.
When Benjamin came into this office, he wrote down assumptions of what was going on in Teacher Education. How many students, where?
- Making sure we got an accurate count. If you looked up a specific major the numbers were different.
- Elementary Education is massive; it’s the largest major with the least number of hours. Social Sciences, History and Language and Literatures were also recognized as being reported by department and not by program.
- Assumption – In all programs 70% of students are in programs that aren’t extended. How many credits to graduate on a perfect run?

Questions:
Leslie Wilson – Business Teaching is the biggest number in this; where does that number come from? She was told that the length of stay – 4 years was less of a function than the number of hours. It’s more of a function of things students have to do – semester of student teaching – can’t get all work done in 3-1/2 years. Students are obtaining additional qualifications that they are being encouraged to pursue. Multiple licensures?
Benjamin mentioned the time to degree report. Our students, freshman or transfers, on average, take less than a semester longer than everyone else on campus
We are not good to our transfer students. If students with a Teacher Ed. minor are getting extra endorsements, why are minors not making that much of a difference?
It takes 7.4 semesters for a business teaching degree. In Business Ed, transfer students end up with 8.3 semesters since they need to take additional courses on top of the two years they have when they transfer in. This isn’t good for UNI. UNI’s average in general is 6.7 semesters.
Demographics
- Leslie – vast majority – part time students?
- Benjamin indicated that there is a range of differences in credits taken between freshman and transfer students. We are all over the board. We aren’t finding the same range with other non-Teacher Ed. majors.
Minors
- We need to crunch down their completion time – their time here is longer but not as long as we expected.
Analysis
– cumulative credits on time to degree – bigger program – 8-9 years – our Teacher Ed. students are completing 15-20 credits more than the rest of campus – all of UNI includes Teacher Ed. A quarter of UNI is Teacher Education.
Good news over 10 years – movement down on average cumulative credits time to degree.
Interpretation needs a lot of heads to review this in order to solve the problem.
Some programs are longer than others. An example is Music Ed. which has a high minimum credit to complete the program. There needs to be analysis on where credit comes from (major, field, core and gen. ed.)
Conceptual framework
Split into content, field exp. prof. core, content, methods are all over the board.
When we talk about Teacher Ed. solutions, there are too many variations and lots of different conversations happening. The Executive Council needs to move forward to get a task force together to study this. How has the LAC been running things?
There needs to be more involvement from faculty since there are three years until the next approval process – communication needs to be improved. There's a lot of confidence that our office is doing things right. We are moving from the UNITED system to Anthology.

Dean Mulholland recognized Benjamin for the 100 days in his role. He has gotten us to a point where we have data to inform next steps and demystify the narrative.
Feedback –
What would everyone like to hear from Benjamin or Benjamin’s office through the leadership lens opened up to the group?.
  ● Receiving notifications via email is appreciated. Knowing when students have been accepted to the program allows for congratulations in class. In turn this motivates other students.
  ● Benjamin has worked with Library Studies – need a run down on graduate programs.
  ● Look at programs – how many credits and are students using them? How to get data like Benjamin did. Does each area know how to get data? Benjamin will be sending to senators. The data creates differing opinions as the data doesn’t speak for itself – interpretations are different – a common touch point is the hope.
What is the plan for sharing data to analyze? Take to depts. and programs to find bottlenecks - senators are the first this week per Cathy.

Sharing with individuals, depts. - asked for presentations – outreach depts. and programs for extra detail.

Dean Mulholland, Cathy Miller and Benjamin will advance the conversations. Dean Mulholland thanked everyone for the first blush with regards to these conversations and stated the importance of customer service across the board – continue to forge on and go from here.

4. Any other feedback can be entered in the document or sent directly to Cathy Miller

EPP Governance Documents
   i. DRAFT EPP Constitution
   ii. DRAFT TE Senate and Grad. Licensure Committee Bylaws

Meeting adjourned at 11:56 a.m.

Fall 2021 Teacher Education Executive Council meetings:
   ● Thursday, November 18, 2021: 2pm - face to face and zoom options available
   ● Thursday, December 16, 2021: 11am - face to face and zoom options available

Other key EPP dates:
Oct 29 EPP Fall Faculty Meeting
Nov 4: Elementary Senate
Nov 18 Secondary Senate
Dec 2: Elementary Senate
Dec 16: Secondary Senate
Jan 20: Secondary Senate
Feb 3: Elementary Senate
Feb 17: Secondary Senate
Mar 10: Joint Teacher Education Senate Meeting
April 7: Elementary Senate
April 21: Secondary Senate
May 5: Joint Teacher Education Senate Meeting